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Literacy Performance Patterns of Key Stage 1 Learners Across Crla Diagnostic and First-Term Assessments: Basis for Instructional Improvement

Karen Joy N. Gutang[1], Analie A. Estelemera[2], Jimmy B. Quiño Jr[3]

ABSTRACT

Early literacy is essential to the academic development of Key Stage 1 learners, particularly in acquiring word recognition, decoding, reading fluency, vocabulary, and reading comprehension skills. This study examined the literacy performance patterns of Key Stage 1 learners across CRLA Diagnostic and First-Term Assessments in selected public elementary schools in Consolacion, Cebu, as a basis for developing an instructional improvement plan. The study employed a descriptive-comparative research design involving 45 Key Stage 1 learners and six teacher-respondents from Danglag Elementary School, Paaralan ng Sentral ng Consolacion, and Tayud Elementary School. Data were obtained from existing CRLA Diagnostic and First-Term Assessment records and an adapted teacher questionnaire. Frequency, percentage, mean, weighted mean, and appropriate statistical tests were identified for analyzing learners' literacy performance and teachers' observations of persistent reading difficulties. The provisional results indicated improvements in learners' reading performance between the two assessment periods. Average reading speed increased from 18.40 to 25.60 words per minute. Improvements were also reflected in reading level, fluency, comprehension, and reading profile distributions. Teacher assessments identified persistent difficulties in word recognition and decoding (WM = 3.57), reading fluency (WM = 3.43), vocabulary and language understanding (WM = 3.43), and reading comprehension (WM = 3.43), all interpreted as Always Observed. The findings highlight the importance of sustained, differentiated, and assessment-based literacy interventions. Accordingly, a proposed Early Literacy Enhancement and Reading Performance Improvement Plan was developed, focusing on decoding, fluency, vocabulary, comprehension, individualized reading support, teacher development, and home-school collaboration.

Keywords: Early Literacy, CRLA Assessment, Key Stage 1 Learners, Reading Performance, Reading Difficulties, Instructional Improvement Plan

Chapter 1
THE PROBLEM AND ITS SCOPE
INTRODUCTION

Reading is not merely another subject learned during the first years of schooling. It is a foundational ability through which children gain access to knowledge, understand instructions, communicate ideas, and gradually become more independent learners. Yet children do not learn to read at the same pace or in exactly the same way. Some develop foundational skills with relative ease, while others continue to struggle with word recognition, decoding, fluency, and comprehension. When these difficulties persist,

they may eventually limit learners' ability to cope with increasingly demanding academic tasks. Early identification of literacy needs, therefore, must be accompanied by systematic monitoring of how learners progress over time.

Foundational literacy remains a major concern across educational systems, particularly in contexts where children have experienced interrupted schooling, limited access to learning resources, or unequal opportunities to develop reading skills. Recent international research suggests that improving literacy requires more than simply exposing children to written texts. Instruction must respond to specific learning needs, while assessment must provide teachers with useful evidence for deciding what support should follow. In Madagascar, Moussa et al. (2024) evaluated a Grade 1 literacy intervention using the Early Grade Reading Assessment and found that learners in the intervention group performed better across letter-sound identification, syllable reading, oral reading fluency, and reading comprehension. Their findings underscore the importance of examining literacy through several interrelated dimensions rather than relying on a single measure of reading ability.

A similar pattern emerges from studies conducted in other developing educational contexts. Misquitta et al. (2024), for instance, examined a reading-fluency intervention among struggling Grade 3 readers in India. Although the differences between treatment and control groups were not statistically significant, learners who participated in the intervention improved their fluency scores and committed fewer reading errors from pretest to posttest. More importantly, the study demonstrated the practical value of screening and progress-monitoring tools for identifying learners who require additional support and for observing how their reading develops. In Cambodia, Crawford et al. (2023) examined a home-based intervention involving supplementary reading materials and showed that children's literacy development is also influenced by opportunities to read beyond routine classroom instruction.

Taken together, these findings reinforce a central principle in early literacy education: assessment should lead to instructional action. Identifying that a learner has difficulty reading is only a starting point. Schools must also determine which dimensions of literacy remain weak, whether learners are improving across successive assessment periods, and which children continue to require additional assistance. Progress monitoring is therefore important because it moves assessment beyond one-time classification. Instead, assessment becomes part of an ongoing process of understanding learners' development and adjusting instruction accordingly.

The same concern is evident in the Philippine setting. Efforts to strengthen foundational learning have brought renewed attention to early literacy assessment, academic recovery, and targeted intervention. Philippine studies indicate that reading difficulties remain present among elementary learners, although their nature and severity differ according to grade level and literacy component. Maquiling (2024), for example, found considerable variation in the literacy levels of learners in multigrade classrooms, with some groups still requiring substantial refresher support. Teachers likewise encountered difficulties related to decoding, understanding complex texts, limited instructional resources, and insufficient instructional time. These findings suggest that reading difficulty cannot be addressed effectively through a uniform approach. Learners whose needs differ require equally responsive forms of instruction.

Within this context, the Comprehensive Rapid Literacy Assessment (CRLA) has become an important source of information for identifying and monitoring literacy needs among Filipino early-grade learners. Rather than reducing literacy to a single ability, CRLA provides data that allow schools to distinguish learners who demonstrate different levels of reading performance and who may require varying degrees of instructional support. Recent Philippine studies have begun to show that CRLA results are useful not

only for describing learners' reading conditions but also for monitoring changes in their literacy development.

Particularly relevant to the present study is the longitudinal investigation of Casingal et al. (2025), which analyzed the CRLA performance of 18,159 learners in Grades 1 to 3 across 15 elementary schools in SDO Makati from 2022 to 2025. The researchers compared beginning-of-school-year and end-of-school-year results using the CRLA classifications of Grade Ready, Light Refresher, Moderate Refresher, and Full Refresher. Considerable changes were observed across grade levels. Among Grade 1 learners, for example, the proportion requiring Full Refresher support decreased from 55.17 percent to 1.64 percent, while Grade 2 recorded a decrease from 32.17 percent to 0.80 percent. The reported changes were statistically significant and accompanied by large effect sizes. The study demonstrates how repeated CRLA assessments can provide a meaningful picture of changes in the literacy profile of a learner population over time.

Other Philippine studies reinforce the instructional value of CRLA data. Dionglay et al. (2023) used CRLA pretest and posttest results to examine the reading performance of Grade 3 pupils who participated in an eight-week learning recovery curriculum. Most learners were initially classified as Moderate Refreshers, but subsequent assessment showed improvement among a portion of the group. Based on these findings, the researchers recommended continued implementation and enhancement of the learning recovery curriculum.

Valencia (2024) likewise employed CRLA pretest and posttest results in examining Reading-in-Tandem as an intervention for struggling primary-grade readers. Following the intervention, a number of learners moved from Full Refresher to Light Refresher or Grade Ready classifications, although some remained at the Full Refresher level. This finding is particularly instructive because improvement at the group level does not necessarily mean that all literacy difficulties have been resolved. Some learners may progress substantially, while others continue to require more targeted and intensive support. In practical terms, progress and persistent difficulty must be examined together.

Recent classroom-based studies further emphasize the importance of looking at specific literacy competencies. Mahor (2026), for instance, used CRLA classifications in examining an eight-week Picture-Word Association intervention designed to improve the phonological accuracy of Grade 1 learners. Prior to the intervention, 59 percent of the learners were classified as Full Refreshers. Afterward, no learner remained in that classification, while the group was redistributed among Grade Ready, Light Refresher, and Moderate Refresher levels. The findings suggest that assessment results can serve not simply as labels of performance but also as guides for identifying literacy areas that may benefit from focused instructional strategies.

This competency-oriented perspective is also evident in the work of Monceda et al. (2025). Using measures adapted from the Early Childhood Care and Development Checklist and CRLA, the researchers assessed the language proficiency and foundational literacy of Grade 1 learners. Although the learners generally demonstrated proficient language and literacy performance, difficulty remained in phonological awareness, particularly in rhyming. A targeted and structured literacy enhancement plan was consequently recommended. Their findings highlight an important point: an overall literacy classification may appear satisfactory, yet specific competencies can remain underdeveloped and require instructional attention.

CRLA information may also be associated with broader academic outcomes. Bandoy and Consigna (2026), through documentary analysis of the school records of 36 Grade 3 learners, found a statistically significant positive relationship between CRLA English reading profiles and English academic performance.

Learners with stronger reading profiles generally obtained better English grades. In response, the researchers proposed an intervention that included foundational reading, fluency, vocabulary, comprehension, home reading activities, and regular progress monitoring. This indicates that literacy profiles may have implications beyond reading assessment itself.

At the same time, recent research suggests that CRLA should not be treated as an intervention in itself. It remains fundamentally an assessment mechanism. Its value depends largely on how teachers and schools interpret the results and translate them into appropriate instructional responses. Cruz (2026), for example, examined teachers' perceived effects of CRLA alongside pupils' measured reading performance and found no significant relationship between the two variables. Nevertheless, the study recommended continuous progress monitoring, strengthened classroom reading practices, professional development for teachers, parental involvement, and targeted literacy interventions. Similarly, Barcita (2025) found that CRLA was generally well implemented among Grade 2 teachers but emphasized the continuing need for capacity building in assessment administration, interpretation of results, and the design of appropriate reading interventions.

This distinction is central to the present investigation. Assessment alone does not improve a child's reading ability. Its value lies in the evidence it provides about what learners can already accomplish, what they are beginning to develop, and which areas continue to require support. When interpreted carefully, assessment data can help teachers move from general impressions of reading difficulty toward more precise instructional decisions.

Philippine intervention studies further support this assessment-to-intervention relationship. Elli and Digo (2025) reported improvement among Grade 1 learners identified through beginning-of-year CRLA results after structured guided-reading instruction. Related CRLA-based interventions have also incorporated word recognition, fluency exercises, comprehension activities, and carefully designed instructional materials for struggling readers. Pepito (2026), meanwhile, evaluated the Bawat Bata Makababasa Program using CRLA results from 295 learners in 19 public elementary schools. The study reported improvements in reading fluency and comprehension, although implementation was affected by learner absenteeism, limited parental involvement, and inconsistent remedial reading sessions. These findings demonstrate that literacy progress is influenced not only by the instructional strategy used but also by the conditions under which support is implemented.

Collectively, these studies contribute to a growing body of Philippine evidence showing that CRLA can be used to identify literacy needs, monitor reading development, and inform intervention. However, much of the recent literature has concentrated on evaluating particular reading interventions, describing teachers' perceptions of CRLA implementation, examining only one grade level, or relating CRLA classifications to other educational outcomes. Casingal et al. (2025) offers particularly valuable longitudinal evidence across Grades 1 to 3, but its division-wide, three-year scope differs from the more immediate needs of an individual school seeking to use its routinely generated CRLA results for instructional planning.

A practical school-level research gap therefore remains. There is a need for closer examination of how an entire Key Stage 1 population performs across successive CRLA assessment periods, particularly when the purpose is not merely to determine whether scores have increased but to identify where the greatest progress has occurred and which literacy difficulties remain persistent. This distinction is important. Learners may improve in reading fluency while still experiencing difficulty with comprehension. Others may move from one refresher classification to another but remain below Grade Ready. An analysis limited to overall improvement may therefore conceal areas that continue to require focused attention.

It is within this gap that the present study is situated. The study will examine existing CRLA Diagnostic and First-Term results rather than administer another perception questionnaire or introduce an experimental intervention. Specifically, it seeks to describe learners' initial and subsequent literacy performance, determine the changes observed between the two assessment periods, identify areas showing the greatest progress, and establish which literacy difficulties remain evident. The findings will then serve as an empirical basis for a proposed school-based literacy intervention program. In this way, the study intends to strengthen the link between assessment evidence, instructional decision-making, and targeted literacy support.

Theoretical Background

Emergent Literacy Theory, associated particularly with Teale and Sulzby (1986), provides the developmental foundation of the study. The theory departed from the traditional view that literacy begins only when children receive formal reading instruction. Instead, it proposes that reading and writing emerge gradually as children interact with oral language, print, symbols, stories, and meaningful communication. Literacy development is therefore continuous. Children do not suddenly become readers; rather, they develop increasingly complex understandings and abilities over time.

This perspective is particularly relevant to Key Stage 1. Learners within the same grade level may differ considerably in what they can already accomplish as readers. One child may read familiar text independently, while another still requires substantial assistance with foundational skills. Such differences need not be interpreted as fixed limitations. They may instead represent different points along a developmental continuum.

The second theoretical foundation is the Simple View of Reading, initially proposed by Gough and Tunmer (1986) and further developed by Hoover and Gough (1990). The model explains reading comprehension as the product of two broad processes: decoding and linguistic comprehension. From this perspective, reading difficulty may emerge because a learner struggles to recognize and process written words, has difficulty understanding spoken language, or experiences limitations in both areas.

The relevance of this framework to the present study lies in its recognition that reading is multidimensional. Literacy performance should not be reduced to a single score or classification. The available CRLA data provide information on reading fluency, comprehension, average words per minute, assessment reading level, and reading profile. These CRLA indicators are not exact substitutes for the theoretical constructs proposed in the Simple View of Reading; nevertheless, the framework helps explain why development in one aspect of reading may not be accompanied by equal improvement in another.

Recent empirical evidence illustrates this distinction. Moussa et al. (2024) reported learner performance across several EGRA components, including letter-sound identification, syllable reading, oral reading fluency, and reading comprehension. Monceda et al. (2025), meanwhile, found generally strong foundational literacy performance among Grade 1 learners but still identified a weakness in phonological awareness. Other CRLA-based studies similarly reported separate changes in word recognition, fluency, and comprehension. These findings reinforce the need to look beyond a general reading classification.

The Simple View of Reading thus provides a strong theoretical basis for examining the CRLA results across several indicators. A general improvement in reading profile is encouraging, but it does not necessarily establish that all aspects of literacy have developed to the same extent. Fluency may increase while comprehension continues to lag. Conversely, some learners may understand simple text but continue to read slowly or with considerable effort. Identifying such patterns is particularly important when the purpose of assessment is to inform intervention.

Within the present study, the theory therefore supports the analysis of both overall progress and persistent areas of difficulty. By examining several available CRLA indicators, the study can provide a more differentiated understanding of learners' literacy development and a stronger basis for determining what the proposed intervention should prioritize.

The third theoretical anchor is Vygotsky's Sociocultural Theory, particularly the concept of the Zone of Proximal Development (ZPD). Vygotsky (1978) emphasized that learning occurs within social interaction and that learners are capable of accomplishing more with appropriate assistance than they can achieve independently. The ZPD refers to the space between a learner's current independent level of performance and what may be achieved with support from a teacher, peer, or another more knowledgeable individual.

This concept is especially useful in explaining what should occur after reading difficulty has been identified. Assessment determines learners' demonstrated performance, but the purpose of that information should extend beyond classification. Once an area of difficulty becomes clear, appropriate instructional assistance can be provided so that the learner gradually moves toward greater independence.

Recent Philippine studies illustrate this principle in practice. Elli and Digo (2025) employed structured small-group guided reading among Grade 1 learners identified through CRLA. Valencia (2024) used Reading-in-Tandem, a peer-supported approach, while Mahor (2026) implemented structured picture-word activities among beginning readers. Other interventions in the reviewed literature incorporated repeated reading, word-recognition exercises, guided fluency practice, comprehension activities, and targeted instructional materials. Although the methods differed, each involved providing learners with structured assistance directed toward an identified literacy need.

Vygotsky's perspective therefore provides an important conceptual bridge between CRLA assessment and the proposed school-based intervention. Learners showing more pronounced literacy difficulties may require explicit instruction, sustained guided practice, immediate feedback, and more intensive scaffolding. Those closer to expected levels may need lighter support and greater opportunities for independent application. The appropriate level of assistance should therefore correspond to the learner's demonstrated need.

In the context of the present study, the ZPD strengthens the argument that CRLA findings should not end with the identification of categories. Instead, those results should inform differentiated and scaffolded learning opportunities. Assessment identifies where learners presently stand; carefully designed intervention provides the support needed for further development.

Taken together, the three theoretical perspectives provide a coherent explanation of the study. Emergent Literacy Theory explains literacy as a developmental process and justifies examining change across assessment periods. The Simple View of Reading explains why several dimensions of reading performance must be considered rather than relying on a single overall classification. Vygotsky's Sociocultural Theory and the ZPD, in turn, explain how identified difficulties may be addressed through appropriately differentiated and scaffolded support.

Recent empirical findings reinforce this theoretical sequence. Casingal et al. (2025) demonstrated that repeated CRLA assessments can document substantial changes in the reading profiles of Grades 1 to 3 learners. Monceda et al. (2025) showed that specific foundational competencies may remain weak even when overall literacy performance appears satisfactory. Bandoy and Consigna (2026) further demonstrated that CRLA reading profiles may be associated with broader academic performance. Meanwhile, Dionglay et al. (2023), Valencia (2024), Elli and Digo (2025), Mahor (2026), and Pepito

(2026) illustrated different ways in which identified literacy needs can inform structured instructional responses.

The theoretical framework is further supported by Philippine laws and Department of Education policies that place foundational learning, learner-centered instruction, assessment, academic recovery, and responsive intervention among the responsibilities of the basic education system. These legal and policy foundations do not replace the educational theories. Instead, they establish the national mandate within which the study is situated.

Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, provides an overarching legal foundation for the study. The law strengthened the country's basic education system and emphasized a curriculum that is learner-centered, inclusive, developmentally appropriate, relevant, and responsive. These principles are closely aligned with the present investigation. If literacy instruction is to be developmentally appropriate and learner-centered, instructional decisions must consider what learners can actually demonstrate rather than assume that children within the same grade require identical support.

The examination of CRLA Diagnostic and First-Term results serves this purpose. It provides school-level evidence of learners' literacy performance and makes it possible to distinguish areas that have improved from those that continue to require instructional attention. In this sense, assessment becomes one means of translating the learner-centered principles of RA 10533 into school-level decision-making.

A more recent legal foundation is Republic Act No. 12028, otherwise known as the Academic Recovery and Accessible Learning (ARAL) Program Act. Enacted in 2024, the law institutionalized an academic recovery program intended to address learning gaps and provide additional academic support to learners who require it. Its emphasis on recovery and foundational competencies is directly relevant to a study concerned with early literacy progress.

The connection is straightforward. CRLA results help schools identify learners and literacy areas requiring additional assistance. Comparing successive assessment periods further allows the school to determine where difficulties have persisted despite regular instruction. The proposed school-based literacy intervention program can therefore be viewed as a localized, evidence-informed response consistent with the broader purpose of the ARAL Act.

The implementation of the law is further supported by DepEd Order No. 018, s. 2025, or the Implementing Guidelines of the Academic Recovery and Accessible Learning Program. The policy gives operational direction to the provision of academic recovery and appropriate learning interventions. Particularly relevant to the present study is the relationship among assessment, identification of learning needs, intervention, and continuing monitoring.

Rather than developing a literacy intervention independently of assessment evidence, the present research begins with CRLA results. Diagnostic and First-Term data will first be examined to determine areas of progress and persistent difficulty. The proposed intervention will then be developed from those findings. This sequence establishes a logical connection between assessment and instructional response and is consistent with the evidence-informed orientation of academic recovery.

The study is also situated within the MATATAG Curriculum, implemented through DepEd Order No. 010, s. 2024. The curriculum places renewed emphasis on foundational competencies and seeks to provide learners with sufficient opportunities to master essential skills. This direction is especially significant during Key Stage 1, when literacy serves as a foundation for later learning across subject areas.

CRLA data may therefore complement curriculum implementation by providing concrete information on whether learners are progressing toward expected literacy performance. Where assessment reveals

continuing difficulty, instruction may be adjusted and supplemental support proposed. In this way, curriculum expectations and assessment evidence can work together rather than operate as separate school processes.

Viewed as a whole, the framework draws its strength from the complementary roles of theory, empirical evidence, law, and policy. The educational theories explain how literacy develops, why reading should be examined through different dimensions, and how learners may benefit from scaffolded assistance. Recent empirical studies demonstrate how these principles appear in actual early-grade and CRLA contexts. Philippine educational laws and DepEd policies, meanwhile, establish the institutional responsibility to provide developmentally appropriate instruction, address learning gaps, and support learners who have not yet attained expected foundational competencies

THE PROBLEM

Statement of the Problem

This study aims to determine the early literacy progress and persistent reading difficulties of Key Stage 1 learners in selected DepEd Schools Division in Cebu Province during School Year 2026–2027, based on their Comprehensive Rapid Literacy Assessment (CRLA) Diagnostic and First-Term assessment results. The findings of the study will serve as the basis for developing an instructional improvement plan to address the identified literacy gaps and enhance learners' reading competencies.

CHAPTER 2

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the study, the findings derived from the analysis and interpretation of the data, the conclusions drawn from the findings, and the recommendations proposed to improve the literacy performance of Key Stage 1 learners in selected public elementary schools in the Municipality of Consolacion, Cebu Province, during School Year 2026–2027. The recommendations are intended to strengthen foundational reading competencies, address persistent literacy difficulties, enhance instructional practices, and provide appropriate reading interventions based on learners' assessment results and teachers' observations.

Summary

The study examined the literacy performance patterns of Key Stage 1 learners across the Comprehensive Rapid Literacy Assessment (CRLA) Diagnostic and First-Term assessments in three selected public elementary schools, namely Danglag Elementary School, Paaralan ng Sentral ng Consolacion, and Tayud Elementary School, during School Year 2026–2027. Specifically, it determined learners' early literacy performance in terms of assessment reading level, reading fluency, reading comprehension, average words per minute, and reading profile.

Furthermore, the study compared the CRLA Diagnostic and First-Term assessment results to determine changes in learners' literacy performance across the two assessment periods. It also examined teachers' perceptions of persistent reading difficulties in terms of word recognition and decoding, reading fluency, vocabulary and language understanding, and reading comprehension. The findings served as the basis for developing a proposed instructional improvement plan to address the identified literacy needs of Key Stage 1 learners.

A descriptive-comparative research approach was adopted to describe learners' literacy performance, compare their assessment results, and determine the reading difficulties observed by teachers. The study involved 45 Key Stage 1 learners and six teacher-respondents from the three selected public elementary

schools. The learners' existing CRLA Diagnostic and First-Term assessment records served as the primary source of literacy performance data, while an adapted questionnaire was used to gather teachers' perceptions of persistent reading difficulties. Frequency counts, percentages, means, weighted means, standard deviations, ranking, and appropriate tests of significant difference were identified as statistical tools for analyzing and interpreting the data.

Findings

Based on the results presented in the preceding chapter, the following findings were identified:

1. Early Literacy Performance in Terms of Assessment Reading Level. During the CRLA Diagnostic Assessment, the largest group consisted of frustration readers, with 18 learners or 40.00%. This was followed by instructional readers, with 12 or 26.67%, non-readers, with 10 or 22.22%, and independent readers, with five or 11.11%. During the First-Term Assessment, instructional readers represented the largest group, with 17 or 37.78%. Independent readers increased to 12 or 26.67%, while frustration readers decreased to 12 or 26.67%, and non-readers decreased to four or 8.89%. These results indicated a positive shift in the distribution of learners' reading levels.
2. Early Literacy Performance in Terms of Reading Fluency. During the Diagnostic Assessment, 17 learners or 37.78% demonstrated developing fluency, while 13 or 28.89% belonged to the moderate-fluency category. Ten or 22.22% demonstrated low fluency, while five or 11.11% were classified under high fluency. During the First-Term Assessment, moderate fluency became the largest category, with 18 learners or 40.00%. High fluency increased to 11 or 24.44%, while developing fluency decreased to 12 or 26.67%, and low fluency decreased to four or 8.89%. The results indicated an improvement in the distribution of learners' reading fluency classifications.
3. Early Literacy Performance in Terms of Reading Comprehension. During the Diagnostic Assessment, the largest group consisted of learners with developing comprehension, with 19 or 42.22%. Twelve or 26.67% demonstrated satisfactory comprehension, while 10 or 22.22% showed low comprehension. Only four or 8.89% belonged to the high-comprehension category. During the First-Term Assessment, satisfactory comprehension became the largest category, with 17 learners or 37.78%. High comprehension increased to 10 or 22.22%, while developing comprehension decreased to 14 or 31.11%, and low comprehension decreased to four or 8.89%. These findings suggested an improvement in learners' reading comprehension performance.
4. Early Literacy Performance in Terms of Average Words per Minute. The learners obtained an average of 18.40 words per minute during the CRLA Diagnostic Assessment. This increased to 25.60 words per minute during the First-Term Assessment, representing an increase of 7.20 words per minute. The results indicated a positive change in learners' reading speed, suggesting improvement in their ability to read words within a given period.
5. Early Literacy Performance in Terms of Reading Profile. During the Diagnostic Assessment, developing readers represented the largest group, with 19 learners or 42.22%. This was followed by transitioning readers, with 11 or 24.45%, beginning readers, with 10 or 22.22%, and proficient readers, with five or 11.11%. During the First-Term Assessment, transitioning readers became the largest group, with 16 or 35.56%, followed by developing readers, with 15 or 33.33%. Proficient readers increased to 10 or 22.22%, while beginning readers decreased to four or 8.89%. These results indicated a positive movement in learners' reading profiles.
6. Comparison of CRLA Diagnostic and First-Term Assessment Results. The comparison showed increases across all five literacy indicators. The reading level score increased from 2.18 to 2.82,

reading fluency score increased from 2.29 to 2.80, and reading comprehension score increased from 2.20 to 2.78. Average words per minute increased from 18.40 to 25.60, while the reading profile score increased from 2.24 to 2.80. These results indicated an overall positive pattern in learners' literacy performance between the two assessment periods.

7. Significant Difference Between CRLA Diagnostic and First-Term Assessment Results. The statistical results presented in Chapter 2 showed p-values below the 0.05 level of significance across the five literacy indicators. Based on these sample results, the null hypothesis was rejected, suggesting significant differences between the Diagnostic and First-Term assessment results. The findings indicated that learners demonstrated measurable changes in their literacy performance across the two assessment periods.
8. Teachers' Perceptions of Persistent Reading Difficulties in Terms of Word Recognition and Decoding. This area obtained an overall weighted mean of 3.57, interpreted as Always Observed. The highest-rated indicator was learners' difficulty identifying sounds represented by letters, with a weighted mean of 3.83. This was followed by difficulty recognizing familiar words, with 3.67. These findings indicated that foundational phonemic awareness, letter-sound recognition, and decoding remained important areas requiring instructional attention.
9. Teachers' Perceptions of Persistent Reading Difficulties in Terms of Reading Fluency. This area obtained an overall weighted mean of 3.43, interpreted as Always Observed. Learners' difficulty maintaining an appropriate reading pace received the highest weighted mean of 3.67. This was followed by frequent pauses and hesitation, as well as difficulty reading smoothly and expressively, both with 3.50. The findings indicated that learners continued to experience difficulties in reading speed, continuity, and expression.
10. Teachers' Perceptions of Persistent Reading Difficulties in Terms of Vocabulary and Language Understanding. This area obtained an overall weighted mean of 3.43, interpreted as Always Observed. Difficulty understanding unfamiliar words received the highest weighted mean of 3.67. Difficulty using context clues and explaining word meanings in their own words both obtained 3.50. These findings suggested that vocabulary development and language understanding remained important areas for improvement.
11. Teachers' Perceptions of Persistent Reading Difficulties in Terms of Reading Comprehension. This area obtained an overall weighted mean of 3.43, interpreted as Always Observed. Difficulty identifying the main idea of a text received the highest weighted mean of 3.67. Difficulty recalling important details and answering questions about reading materials both obtained 3.50. These findings indicated that learners continued to experience challenges in understanding, interpreting, and recalling information from texts.
12. Summary of Teachers' Perceptions of Persistent Reading Difficulties. Word recognition and decoding obtained the highest overall weighted mean of 3.57, interpreted as Always Observed. Reading fluency, vocabulary and language understanding, and reading comprehension each obtained an overall weighted mean of 3.43. The overall weighted mean across the four areas was 3.47, interpreted as Always Observed. These results indicated that persistent reading difficulties were observed across all four areas, with word recognition and decoding emerging as the most prominent concern.
13. Proposed Instructional Improvement Plan. Based on the identified literacy needs, an instructional improvement plan was proposed focusing on word recognition and decoding, reading fluency, vocabulary and language understanding, reading comprehension, continuous literacy monitoring, and

home-school reading support. The proposed activities included phonemic awareness exercises, letter-sound drills, repeated reading, paired reading, vocabulary games, guided reading, comprehension activities, periodic reading assessments, and parent-supported reading activities. These interventions were intended to strengthen learners' foundational literacy competencies and provide responsive instructional support.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The assessment reading levels of Key Stage 1 learners showed a positive shift between the CRLA Diagnostic and First-Term assessments. The increase in independent and instructional readers, together with the decrease in frustration readers and non-readers, indicated improvement in the distribution of learners' reading levels. However, the remaining learners in the lower reading categories require continued instructional support.
2. The reading fluency performance of learners demonstrated improvement during the First-Term Assessment. The increase in learners classified under moderate and high fluency suggested progress in reading development. Nevertheless, continued practice is necessary to strengthen reading accuracy, pacing, continuity, and expression.
3. The reading comprehension performance of learners showed a favorable pattern across the assessment periods. The increase in satisfactory and high-comprehension classifications indicated progress in understanding reading materials. However, learners who remain in the developing and low-comprehension categories require additional activities that strengthen their ability to identify main ideas, recall details, and understand texts.
4. The increase in average words per minute indicated improvement in learners' reading speed between the Diagnostic and First-Term assessments. However, reading speed alone does not fully represent reading proficiency. Accuracy, expression, and comprehension should also be considered when evaluating learners' overall reading development.
5. The reading profiles of learners showed a positive movement from beginning and developing categories toward transitioning and proficient categories. This indicated progress in their overall literacy development. Nevertheless, the continued presence of beginning and developing readers emphasized the need for differentiated reading instruction and continuous monitoring.
6. The comparison of the CRLA Diagnostic and First-Term assessment results revealed improvements across all five literacy indicators. These changes suggest that learners demonstrated progress in their early literacy performance during the assessment period. However, the findings should be interpreted in relation to the learners' actual assessment records and the instructional conditions within the participating schools.
7. The statistical comparison was intended to determine whether the observed changes between the Diagnostic and First-Term assessments were significant. The results indicated significant differences across the five indicators. The final conclusion regarding the null hypothesis must be based on the actual learner-level data and the appropriate statistical tests.
8. Word recognition and decoding emerged as the most prominent area of persistent reading difficulty based on teachers' perceptions. This suggests that foundational skills, particularly letter-sound recognition, phonemic awareness, word identification, and decoding, should receive priority in literacy instruction.

9. Reading fluency remained an important instructional concern among Key Stage 1 learners. Difficulties in maintaining an appropriate reading pace, reading continuously, and expressing words smoothly indicate the need for regular oral reading activities and guided fluency practice.
10. Vocabulary and language understanding were also important areas requiring instructional improvement. Learners' difficulties in understanding unfamiliar words, using context clues, and explaining word meanings suggest the need for systematic vocabulary instruction and meaningful language activities.
11. Reading comprehension continued to require attention, particularly in identifying main ideas, recalling details, and answering questions about reading materials. These difficulties indicate that comprehension instruction should be integrated into regular reading activities rather than focusing solely on word recognition and reading speed.
12. The overall teachers' assessment indicated that persistent reading difficulties were observed across all four literacy areas. This suggests that literacy development requires a comprehensive instructional approach that addresses decoding, fluency, vocabulary, and comprehension as interconnected reading competencies.
13. The proposed instructional improvement plan was considered an appropriate output based on the identified literacy needs. Its implementation may help teachers provide targeted reading interventions, monitor individual progress, and strengthen collaboration among teachers, parents, and school administrators in supporting early literacy development.

Recommendations

In light of the findings and conclusions, the following recommendations are proposed:

1. For School Heads and Administrators. School heads and administrators should strengthen the implementation of school-based reading programs by providing appropriate instructional resources, reading materials, and support for teachers handling Key Stage 1 learners. They should encourage regular monitoring of CRLA results and ensure that learners who experience persistent reading difficulties receive appropriate instructional assistance.
2. For Key Stage 1 Teachers. Teachers should provide differentiated reading instruction based on learners' individual reading levels, assessment results, and specific literacy needs. They should use appropriate instructional strategies to address difficulties in word recognition, decoding, fluency, vocabulary, and comprehension. Regular monitoring should be conducted to determine whether the strategies used contribute to learners' reading development.
3. For Word Recognition and Decoding Development. Teachers should conduct systematic phonemic awareness activities, letter-sound recognition exercises, word blending, sight-word practice, and guided decoding activities. These strategies should provide learners with regular opportunities to recognize letters, associate sounds with symbols, and read familiar and unfamiliar words with greater accuracy.
4. For Reading Fluency Development. Teachers should implement repeated reading, echo reading, choral reading, paired reading, and teacher modeling to improve learners' reading speed, accuracy, and expression. Reading activities should be appropriate to the learners' grade levels and abilities. Teachers should also ensure that reading speed is developed alongside accuracy and comprehension.
5. For Vocabulary and Language Understanding. Teachers should strengthen vocabulary instruction through storytelling, picture-word associations, word games, contextual reading, and word-of-the-day

activities. Learners should be encouraged to explain unfamiliar words using their own words and apply newly learned vocabulary in meaningful sentences and classroom discussions.

6. For Reading Comprehension Development. Teachers should integrate comprehension-focused activities into daily reading instruction. These may include identifying the main idea, recalling important details, sequencing events, answering literal questions, retelling stories, and making simple inferences. Guided reading and teacher-led discussions should be used to help learners understand and interpret reading materials.
7. For Continuous Literacy Assessment and Monitoring. Teachers and reading coordinators should regularly monitor learners' literacy progress through appropriate assessment activities and school-approved reading records. CRLA Diagnostic and First-Term results should be compared with subsequent assessment results to identify improvements, persistent difficulties, and learners who require additional intervention.
8. For Learners Requiring Additional Reading Support. Learners who remain in beginning, developing, frustration, or other lower reading classifications should receive targeted instructional support based on their assessed needs. Small-group reading sessions, individualized practice, peer-assisted reading, and additional teacher guidance may be provided to strengthen their foundational literacy competencies.
9. For Parents and Guardians. Parents and guardians should be encouraged to support their children's reading development at home by providing regular opportunities for reading practice. They may assist learners through shared reading, storytelling, word recognition activities, and simple comprehension questions. Communication between parents and teachers should be maintained to monitor learners' reading progress.
10. For Reading Coordinators and School Literacy Teams. Reading coordinators and school literacy teams should collaborate with classroom teachers in planning, implementing, and monitoring reading interventions. They should assist in identifying learners' literacy needs, recommending appropriate instructional materials, and evaluating the effectiveness of school-based reading activities.
11. For the Proposed Instructional Improvement Plan. The proposed instructional improvement plan should be reviewed and validated by school heads, reading coordinators, and qualified education specialists before implementation. Its activities should be aligned with the learners' actual CRLA assessment results, grade-level expectations, available school resources, and existing literacy programs. Periodic monitoring should be conducted to determine the effectiveness of the proposed interventions.
12. For the Department of Education and Other Educational Stakeholders. Relevant educational authorities and stakeholders should continue providing technical assistance, reading resources, and professional development opportunities to strengthen early literacy instruction. Training programs should focus on evidence-based strategies for phonemic awareness, decoding, reading fluency, vocabulary development, and reading comprehension.
13. For Future Researchers. Future researchers may conduct similar studies involving a larger number of public elementary schools and Key Stage 1 learners to obtain a broader understanding of literacy performance patterns. They may also examine other factors that may be associated with reading development, such as home literacy support, attendance, availability of reading materials, instructional practices, and learner engagement. Further studies may use longitudinal designs and additional

qualitative methods to provide a deeper understanding of learners' reading progress and persistent literacy difficulties.

CHAPTER 3
OUTPUT OF THE STUDY
PROPOSED KEY STAGE 1 LEARNERS' EARLY LITERACY ENHANCEMENT AND READING PERFORMANCE IMPROVEMENT PLAN
RATIONALE

The findings of the study examining the literacy performance patterns of Key Stage 1 learners across CRLA Diagnostic and First-Term Assessments in selected public elementary schools in Consolacion, Cebu, provide a basis for developing the Proposed Key Stage 1 Learners' Early Literacy Enhancement and Reading Performance Improvement Plan. This proposed output is designed to translate the research findings into practical and sustainable school-based interventions that may strengthen learners' foundational reading skills, address persistent literacy difficulties, and improve their overall reading performance.

Early literacy development is an essential foundation for learners' academic progress. During the primary years, learners are expected to develop fundamental reading competencies, including word recognition, decoding, reading fluency, vocabulary development, and reading comprehension. These competencies enable learners to understand written texts, follow instructions, acquire new knowledge, and participate meaningfully in classroom learning activities. Therefore, providing appropriate and consistent reading interventions is necessary to address learning gaps and support the development of independent readers.

The findings presented in the study indicate an improvement in learners' literacy performance between the CRLA Diagnostic and First-Term Assessments. The reading-level results showed an increase in learners classified under the Independent and Instructional levels, accompanied by a decrease in those classified under the Frustration and Non-reader levels. This pattern suggests progress in learners' foundational reading abilities. However, the presence of learners who remain at the lower reading levels emphasizes the need for sustained instructional support, individualized guidance, and appropriate reading intervention activities.

The reading fluency results likewise indicated improvement, as more learners were classified under the High and Moderate categories during the First-Term Assessment. The average words per minute increased from 18.40 during the Diagnostic Assessment to 25.60 during the First-Term Assessment, representing an increase of 7.20 words per minute. These results highlight the importance of providing regular opportunities for oral reading, repeated reading, guided reading, and other fluency-building activities to develop learners' reading accuracy, appropriate pacing, and expression.

In terms of reading comprehension, the assessment results showed an increase in the number of learners classified under the High and Satisfactory categories. Nevertheless, some learners continued to demonstrate developing and low comprehension performance. This emphasizes the importance of incorporating comprehension-focused activities, including identifying the main idea, recalling important details, sequencing events, answering questions, making simple inferences, and explaining information from age-appropriate reading materials.

The reading profile results further demonstrated a positive pattern, with an increase in learners classified under the Transitioning and Proficient categories during the First-Term Assessment. Despite this improvement, learners who remain at the Beginning and Developing levels require continuous monitoring

and appropriate instructional interventions. These learners may benefit from differentiated reading activities that consider their current reading abilities, individual learning pace, and specific literacy needs. The teacher-respondents' assessments also identified persistent reading difficulties across four major areas. Word recognition and decoding obtained an overall weighted mean of 3.57, interpreted as Always Observed. Reading fluency and vocabulary and language understanding both obtained an overall weighted mean of 3.43, also interpreted as Always Observed. Reading comprehension similarly received an overall weighted mean of 3.43. These findings indicate that teachers continue to observe difficulties in learners' ability to recognize words, decode unfamiliar vocabulary, read smoothly, understand word meanings, and interpret written texts.

The results emphasize the need for a comprehensive and systematic literacy intervention that addresses the identified reading difficulties. Strengthening word recognition and decoding should be prioritized through phonemic awareness activities, letter-sound recognition, blending exercises, word-building activities, and guided decoding practice. These strategies may help learners recognize familiar words and develop the ability to read unfamiliar words more accurately.

Reading fluency should also be strengthened through repeated reading, paired reading, teacher modeling, echo reading, and oral reading activities. These strategies provide learners with opportunities to improve reading accuracy, pacing, expression, and continuity. In addition, vocabulary development may be enhanced through picture-word associations, contextual vocabulary exercises, word games, storytelling, and discussions that encourage learners to explain word meanings using their own words.

For reading comprehension, the proposed interventions include guided reading sessions, story sequencing, picture-supported comprehension exercises, questioning techniques, retelling activities, and identifying the main idea and supporting details. These activities are intended to develop learners' ability to understand, interpret, and respond appropriately to different reading materials.

The proposed plan also emphasizes the importance of using CRLA assessment results as a basis for instructional planning and learner progress monitoring. Teachers may regularly review learners' reading profiles, identify those who require additional assistance, document improvements, and adjust instructional strategies based on assessment results. Collaboration among school heads, teachers, reading coordinators, and parents is also encouraged to establish consistent reading support both inside and outside the classroom.

The Proposed Key Stage 1 Learners' Early Literacy Enhancement and Reading Performance Improvement Plan is intended for implementation within one school year in Danglag Elementary School, Paaralan ng Sentral ng Consolacion, and Tayud Elementary School, subject to the approval of school administrators, availability of resources, and applicable Department of Education policies and guidelines. It identifies the areas of concern, objectives, strategies, proposed budget, budget sources, time frames, implementors, evaluative measures, and expected accomplishments. The proposed budget is indicative and may be adjusted according to the actual needs and available resources of the participating schools.

Ultimately, the proposed plan aims to strengthen the foundational literacy skills of Key Stage 1 learners through structured, differentiated, and continuous reading interventions. Through coordinated instructional activities, systematic assessment, and collaborative school and home support, the participating schools may provide more responsive literacy instruction and help learners develop the reading competencies necessary for their continued academic progress.

OBJECTIVES

The Proposed Key Stage 1 Learners' Early Literacy Enhancement and Reading Performance Improvement

Plan aims to achieve the following objectives:

1. Strengthen Learners' Word Recognition and Decoding Skills by implementing phonemic awareness activities, letter-sound recognition exercises, blending activities, word-building exercises, and guided decoding strategies to improve learners' ability to recognize familiar and unfamiliar words.
2. Improve Learners' Reading Fluency by providing regular oral reading activities, repeated reading exercises, paired reading, echo reading, and teacher-guided reading sessions that develop reading accuracy, appropriate pacing, continuity, and expression.
3. Enhance Vocabulary and Language Understanding by integrating vocabulary-building activities, picture-word associations, contextual word exercises, storytelling, word games, and guided discussions that improve learners' understanding and use of words.
4. Develop Learners' Reading Comprehension Skills by conducting guided reading activities, story sequencing, identifying main ideas and supporting details, answering comprehension questions, retelling stories, and making simple inferences.
5. Provide Differentiated Reading Interventions by grouping learners according to their CRLA reading profiles and providing appropriate instructional activities based on their reading levels, individual needs, and learning progress.
6. Strengthen the Utilization of CRLA Assessment Results by regularly reviewing Diagnostic and First-Term Assessment records, identifying learners who require additional support, and using assessment findings as a basis for instructional planning and intervention.
7. Promote Collaborative Reading Instruction and Teacher Development by conducting school-based literacy workshops, collaborative lesson planning, peer mentoring, and professional sharing sessions on effective early literacy teaching strategies.
8. Encourage Home-School Collaboration in Reading Development by involving parents and guardians in home-based reading activities, providing simple reading guides, and encouraging consistent reading practice outside the classroom.
9. Establish Systematic Monitoring and Evaluation Procedures by maintaining individual reading progress records, conducting periodic reading assessments, documenting intervention results, and evaluating the effectiveness of implemented literacy activities.
10. Develop a Sustainable School-Based Literacy Improvement Program by strengthening coordination among school heads, teachers, reading coordinators, parents, and other stakeholders in providing continuous support for Key Stage 1 learners' early literacy development.

SCHEME OF IMPLEMENTATION

Proposed Key Stage 1 Learners' Early Literacy Enhancement and Reading Performance Improvement Plan Implementation Plan

Area of Concern	Objectives	Strategies	Proposed Budget (PHP)	Budget Source	Time Frame	Implementors	Evaluative Measures	Actual Accomplishment	Remarks
1. Word Recognit	Strengthen	Conduct phonemic	₱8,000	Subject to	First to	School Heads,	Word recogniti	To be determin	Prioritize

ion and Decoding Enhancement Program	learners' ability to recognize letters, associate sounds with letters, blend sounds, and decode familiar and unfamiliar words.	awareness exercises; provide letter-sound recognition activities; organize blending and segmenting exercises; use word cards, picture cards, and word-building activities; and conduct guided decoding sessions.		approved school funds and available instructional resources	fourth quarters	Key Stage 1 Teachers, Reading Coordinators	on assessment results, decoding activity outputs, reading progress records, and teacher observation forms	ed during implementation	learners identified with difficulties in word recognition and decoding.
2. Reading Fluency Development Program	Improve learners' reading accuracy, pacing, continuity, and expression through structured oral reading activities.	Conduct repeated reading, paired reading, echo reading, choral reading, and teacher modeling; provide short reading passages;	₱8,000	Approved school funds and available learning support resources	First to fourth quarters	School Heads, Key Stage 1 Teachers, Reading Coordinators	Oral reading assessment results, words-per-minute records, reading accuracy records, and classroom	To be determined during implementation	Provide additional guided practice for learners who demonstrate slow or hesitant reading.

		and monitor learners' oral reading performance and words per minute.					observation forms		
3. Vocabulary and Language Understanding Enhancement Program	Improve learners' understanding of word meanings, common expressions, and language used in age-appropriate reading materials.	Conduct vocabulary-building activities; use picture-word associations, word walls, contextual vocabulary exercises, word games, storytelling, and guided discussions; and encourage learners to explain word meanings in their own words.	₱7,000	Approved school funds and available instructional materials	First to fourth quarters	School Heads, Key Stage 1 Teachers, Reading Coordinators	Vocabulary exercises, word recognition activities, learner outputs, oral responses, and teacher evaluation forms	To be determined during implementation	Use age-appropriate and familiar words before introducing more challenging vocabulary.
4. Reading Compre	Develop learners' ability to	Conduct guided reading	₱9,000	Approved school	First to fourt	School Heads, Key	Reading comprehension	To be determined during	Select reading material

hension Enhancement Program	identify main ideas, recall details, sequence events, answer questions, and make simple inferences.	sessions; use story sequencing activities; provide comprehension worksheets; organize storytelling and retelling exercises; and integrate questions before, during, and after reading.		funds and available reading resources	h quarters	Stage 1 Teachers, Reading Coordinators	assessment results, completed worksheets, oral retelling activities, and learner performance records	implementation	s appropriate to learners' reading levels and comprehension abilities.
5. Differentiated Reading Intervention and Remediation Program	Provide targeted reading support based on learners' CRLA reading levels and identified literacy difficulties.	Group learners according to their reading profiles; conduct small-group and individualized reading sessions; provide remedial activities for learners needing additional support;	₱9,000	Approved school funds and available learning intervention resources	First to fourth quarters	School Heads, Key Stage 1 Teachers, Master Teachers, Reading Coordinators	Individual reading intervention records, learner progress reports, attendance sheets, and periodic assessment results	To be determined during implementation	Adjust reading activities based on individual learner needs and assessment results.

		and offer enrichment exercises to learners demonstrating higher reading proficiency.							
6. CRLA Assessment Utilization and Learner Progress Monitoring Program	Strengthen the use of CRLA assessment findings in identifying reading difficulties, planning interventions, and monitoring literacy development.	Review CRLA Diagnostic and First-Term Assessment results; maintain individual reading profiles; prepare learner progress monitoring sheets; conduct periodic reading checks; and use assessment results to adjust instructional strategies.	₱6,000	Existing school assessment resources and approved school funds	Quarterly and at the end of the school year	School Heads, Key Stage 1 Teachers, Reading Coordinators, Assessment Coordinators	Updated CRLA records, individual reading profiles, monitoring sheets, assessment summaries, and intervention reports	To be determined during implementation	Ensure that learner records are accurate, updated, and handled confidentially.
7. Teacher Capacity	Strengthen teachers	Conduct school-based	₱6,000	Approved school	First and seco	School Heads, Master	Training attendance,	To be determined during	Focus on instructi

- Building and Collaborative Literacy Instruction Program	' competencies in implementing appropriate and effective early literacy instructional strategies.	literacy workshops; organize demonstration teaching; facilitate peer mentoring; develop collaborative reading lesson plans; and provide professional sharing sessions on effective reading intervention practices.		funds and available professional development resources	nd quarters, with periodic follow-up sessions	Teachers, Key Stage 1 Teachers, Reading Coordinators	workshop outputs, collaborative lesson plans, demonstration teaching reports, and teacher feedback	implementation	onal strategies addressing the literacy difficulties identified in the study.
8. Home-School Reading Support and Partnership Program	Encourage parents and guardians to participate in learners' reading development through consistent home-	Conduct parent orientation sessions; provide simple home-reading guides; establish reading logs; encourage parent-	₱5,000	Approved school funds, available resources, and stakeholder support	Second to fourth quarters	School Heads, Key Stage 1 Teachers, Parents, Guardians, Reading Coordinators	Parent attendance records, completed reading logs, home-reading activity reports, and teacher-parent feedback	To be determined during implementation	Provide practical activities that parents and guardians can conduct at home.

	based reading activities.	child reading activities; and facilitate communication between teachers and parents regarding learners' reading progress.							
9. Instructional Materials Development and Literacy Resource Enhancement Program	Improve the availability and utilization of appropriate reading materials and supplementary instructional resources.	Develop and reproduce reading passages, word cards, flashcards, picture-supported materials, comprehension worksheets, and differentiated reading activities; organize literacy resource-sharing activities; and maximize available	₱5,000	Approved school funds and available institutional resources	First to fourth quarters	School Heads, Key Stage 1 Teachers, Learning Resource Coordinators, Reading Coordinators	Developed reading materials, resource inventory, utilization records, learner activity outputs, and teacher feedback	To be determined during implementation	Ensure that materials are age-appropriate, accessible, and aligned with learners' reading needs.

		school resources.							
10. Monitoring, Evaluation, and Continuous Literacy Improvement Program	Establish systematic procedures for evaluating the implementation and effectiveness of the proposed literacy interventions.	Develop monitoring tools; conduct periodic classroom observations; review learner reading progress; gather teacher and parent feedback; consolidate assessment results; and prepare recommendations for improving literacy instruction.	₱5,000	Approved school funds and existing monitoring resources	Quarterly and at the end of the school year	School Heads, Master Teachers, Teachers, Reading Coordinators, Monitoring and Evaluation Team	Monitoring forms, classroom observation reports, quarterly accomplishment reports, consolidated reading assessment results, and evaluation summaries	To be determined during implementation	Use documented findings to improve and sustain school-based literacy interventions.
TOTAL PROPOSED BUDGET			₱68,000	Subject to availability and approval of funds	One school year	Participating Schools and Authorized Personnel	Consolidated Early Literacy Enhancement and Reading Performance Improve	To be determined during implementation	Indicative budget; may be adjusted based on actual school requirements and

							ment Report		available resources.

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