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Project READ (Responsible English Advocacy Development) Reaching Out to Scaffold Gaps Among Learners

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Abstract. This study examined Project READ (Responsible English Advocacy Development) as a reading intervention for struggling Grade 2–6 learners. It sought to describe learners' reading performance and difficulties in word recognition, decoding, and reading comprehension; identify appropriate instructional approaches; and develop a reading intervention program. The research combined qualitative and quantitative methods and identified 68 struggling readers. The Philippine Informal Reading Inventory, a researcher-made questionnaire, observations, interviews, and focus group discussions formed part of the data-gathering procedures. Frequency counts, percentages, weighted means, and standard deviations were used to describe the findings. The reported reading inventories showed a reduction in non-readers from 16 before the intervention to 2 afterward, alongside movement toward instructional and independent reading levels. Teacher responses described the indicators for word recognition, decoding, and reading comprehension as highly observed. The study emphasized explicit instruction, modeling, supported practice, independent practice with feedback, and sustained cooperation between teachers and parents or guardians. Recommended activities included localized reading worksheets, regular reading remediation, home support, and face-to-face, telephone, or text-based follow-up. The proposed program organized these activities into pre-implementation, implementation, and post-implementation phases, including orientation, learner screening, scheduled reading activities, and post-test assessment. The study recommended continued reading remediation, stronger parental involvement, the development of learning materials, and replication with a larger sample. Despite existing school-based reading interventions, a significant research gap remains regarding the development and evaluation of structured, localized, and multi-component reading programs that simultaneously address word recognition, decoding, and reading comprehension among struggling elementary learners across multiple grade levels. Previous interventions often focus on isolated reading skills or short-term remediation, with limited attention to sustained home-school collaboration, localized learning materials, and systematic monitoring before, during, and after implementation. This gap provided the rationale for developing Project READ as a more comprehensive and context-responsive reading intervention.

Keywords: Reading Intervention; Word Recognition; Decoding; Reading Comprehension; Struggling Readers

Introduction

Initially, according to McNamara (2015) found that reading can be really challenging, particularly when the material is unfamiliar, technical or complex and hard to understand. Readers may recognize each word separately, but linking them together into some consequential ideas often does not happen as it should. They can also decode the words, but did not have the ability to comprehend the underlying, vivid meaning of the sentences, paragraphs or even the entire text. Comprehension pertains to the ability to go beyond the words, to understand the ideas want to imply and the relationship between the message conveyed in the text.

The research gap of the study lies in the lack of localized and school-specific information regarding the reading performance, particular reading difficulties, and appropriate intervention strategies for the

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elementary pupils of Dr. Punzalan's Integrated School. While existing literature discusses reading comprehension and the effects of reading difficulties in general, limited evidence is available regarding the specific reading needs of pupils in this school and the effectiveness of a structured school-based reading intervention such as PROJECT READ. This gap provides the basis for assessing pupils' reading performance and developing appropriate strategies to improve their reading skills.

Moreso, do students fully understand what they are reading? Are they able to express orally or in written communication what they have read? Therefore, teachers have to guide pupils to become independent, effective and efficient in this fast-faced and fast-growing society.

Similarly, this study is being conducted to determine the reading performance of the elementary pupils of Dr. Punzalan's Integrated School and what strategies or approaches needed to address the students' reading difficulties.

Meanwhile, Clark et al. (2020) explained that reading is a necessary skill for every student to learn all aspects of the school learning area. The importance of being able to understand written materials increases significantly in all academic areas as students move from one grade to another.

Likewise, on the same study conducted by Sloat (2021) he mentioned that in contrast, not being able to successfully comprehend can prevent students from learning, retaining information that they read, and graduating from school, which will negatively impact different aspects of their lives later on. Reading difficulties negatively impact different aspects of students, including their educational progress, self-esteem, attitudes about reading and learning, motivation to read, career choices, social-economic status and expectation for future reading success.

The school reported 68 students were failed last school year 2025-2026. According to the advisers, one of the causes of failure is the pupil still struggling in reading. In connection with this, the researcher came up with the PROJECT READ (Responsible English Advocacy Development) to improve all students' reading skills in order to narrow the reading achievement gap which is one of the essential goals of the No Child Left Behind Act (NCLB) and Every Student Succeed Act (ESSA). Closing the gap can be done through requiring and encouraging schools to integrate high standards, high quality instruction, and teaching with research-based material and assessments.

Moreover, this program will build up the intimacy between teachers and parents/guardians in establishing a strong school-family partnership that contributes to the Foundation of Education. Additionally, helping students through teaching them how to effectively interact with written passages, through interactive strategies, allows them to easily recall what they read and obtain meaning from the passage. Therefore, exploring strategies to enhance reading comprehension may help teachers to produce new lessons that can be added to the reading curriculum at different grade levels.

Research Questions

This study was conducted to enhance the reading proficiency of struggling readers from grades 2-6 in Dr. Punzalan's Integrated School.

Specifically, it sought to answer the following questions:

1. What is the reading performance of grades 2-6 pupils based on the pre-test reading inventory report?
2. What is the level of reading difficulties encountered among the struggling learners in terms of:
   2.1 word recognition;
   2.2 decoding; and
   2.3 reading comprehension;
3. What strategies/approaches needed to address the pupils' reading difficulties?
4. What is the relationship between reading performance and level of reading difficulties in terms of word recognition, decoding and reading comprehension?
5. Based on the findings, what reading intervention may be proposed?

Scope and Delimitation of the Study

Research will focus on improving reading skills through the application of the cognitive-based programs. Such programs are designed to improve the underlying cognitive skills necessary to become a successful reader – that is the process through which children learn to interpret, remember, manipulate and make use of information. Frequently, it is really evident that there are many different reading programs available to teach children to read. It is also evident that there is not one best program to use because individuals integrate information differently using each method. Using several strategies/approaches for reviewing that word instead of only one: Just as learners acquire vocabulary more readily through encountering words in varying contexts, varying kinds of review activities apparently enhance vocabulary development. Each review activity reveals a word and its meaning in a different way, offering its own perspective on the word and its meaning. Hence, there are endless ways to teach and practice reading in terms of word recognition, decoding and reading comprehension. Teachers of reading need to identify

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research-based methods and determine which approach works best for the pupils in the classroom set up. Therefore, the researcher finds ways to help reach out every child who needed assistance to improve and develop the struggling readers and pupils of Dr. Punzalan's Integrated Schools reading proficiency and overcome these problems through the utilization of the PROJECT READ.

Literature Review

Reading can be seen as an "interactive" process between a reader and a text which leads to automaticity. It is a dynamic process in which the reader works actively to construct meaning from the material. In this process, the reader interacts dynamically with the text as he or she tries to elicit the meaning. Therefore, Students must be able to adjust their reading to fit the type of material being presented. Effective readers are involved in the process of reading and look for meaning actively. Ineffective readers play a passive role during reading. They do not connect the text material with their prior knowledge. In other words, students can combine their background knowledge with the information from the text while reading. It can help students in understanding the text easily. Primarily, according to Richard (2021) reading means perceiving a written text in order to understand its contents. This can be done silently (silent reading). It is a particular way in which the readers understand texts, passages, paragraphs even books and an ability to understand and find out the information presented in the form of written text. Moreso, Peter (2022) stated that reading is the most useful and important skill. It is a source of joys and good reading keeps students regular in reading which provide them pleasure and profit. Reading makes students enjoy their learning process and gives several advantages in finding some information that is needed. It is an unlimited area that makes students know everything, such as education, politic, social, culture, religion, health and etc. All of that information can be obtained by reading. Helen (2021) noted that reading is a form of experience. It brings students in contact with the minds of great authors, with the written account of their experiences. Reading is necessary in language learning. It is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. It is an important activity for expanding knowledge of language. Students can increase their knowledge and update their information. Moreso, Jeffrey (2024) stated that comprehension is making sense of what someone reads and connecting the ideas in the text to what he already knows. According to him, comprehension may be regarded as relating aspects of the world around people—including what they read—to the knowledge, intentions, and expectations they already have in their head. It is clearly the purpose of reading and of learning to read. Moreover, Richard (2019) said that comprehension is the identification of the intended meaning of written or spoken communication. They also add that contemporary theories of comprehension emphasize that it is an active process drawing both on information contained in the message (bottom-up processing) as well as background knowledge, information from the context and from the listener's and speaker's purposes or intentions (top-down processing). It is also supported by Jeffrey that readers learn the meaning by making sense of words from their context, using what is known to comprehend and learn the unfamiliar.

Reading means understanding or making sense of a given text. It is a receptive skill which is necessary for understanding the content of the subject matters. It is total understanding of a massage in a text of or it is decoding the massage. Reading is an understanding a text. But reading may be for different propose and reasons. Reading may be affected by the pace, noise and the attention of the readers. Regarding this, (Grellet, 2020, p.44) said, "Understanding a written text means extracting the required information from it as effectively as possible." Additionally, according to (Harmer, 2021, p.177) there are four language skills: listening, speaking, reading and writing which are united while learning language. These all four skills are focus while teaching and learning a language and these skills have great and vital role in our real-life situation in order to communicate and receive the information by listening to someone or reading some texts. Likewise, on the same study conducted by (Wallace, 2022, p.122) Reading is a purpose according to the situation in which people are. Reading itself will mean different things in different context. It widens the understanding of context to considered not just the physical setting of the activity but who is speaking to whom and in what set of circumstance. Additionally, according to John S. Hedgcock (2019) reading is a complex interaction of cognitive processes and strategies (used by the reader) and various types of information (contained in the text). In reading there is a process of interaction between the mind and what we are reading. Reading can also develop a thought that will be applied during the reading process. In this case it can be concluded that reading is a process of interaction between thoughts and types of information contained in the text. Caroline T. Linse (2019) mentioned that Reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, they must be able to decode (sound out) the printed words and also comprehend what they read. Its means, reading is a process to know a few words and integrate in to the meaning of words into sentences and reading structures. Therefore, after reading can

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conclude the meaning of the context itself. Next, Donna M. Scanlon (2020) mentioned that reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information. Reading by not using analysis and coordination can make the reader not understand what they are reading in the text. In reading, analyzing a reading is very important, it means that reading is the process of analyzing a reading. Moreover, definitional component of reading skill which is stated by Perfetti (2021) as an individual's standing on some reading assessment. The skill of reading is used by the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals.

Reading is a process by charting the reader's path through a text rather than making judgment of comprehension based on reading outcomes. Reading is the reduction of uncertainty. According to the study conducted by Jayson (2022) the roles of a reader, context and text are important in reading. It emphasizes a reader's progression through a text rather than the text itself. It means looking at reading as a process rather than as a product. He also points out that a product view relates only to what the reader has got out of the text while a process view investigates how the reader may arrive at a particular interpretation. Likewise, National Reading Panel (2023) stated that the teacher's task is not to threaten students but get them accomplish short tasks that can be easy. When they finish answering, they can compare with their friends. The teacher indicates the correct answer and share among them. Reading is truly a psycholinguistic process, a combination of the use of reasoning and language cues. Understanding words' meaning, analyze the authors points of view and aim for writing and gaining knowledge of new words are all very important reading skills that support reading comprehension (Ruiz, 2015). Students need reading comprehension skills to successfully accomplish the educational goals and expectations, which are required in the classroom settings. For example, having the ability to understand textual information play a critical role in helping learners to quickly locate information that is pertinent to the text, exclude information that is irrelevant to the text, and identify the important information to focus on. In contrast, May (2015) stated that not being able to successfully comprehend can prevent students from learning, retaining information that they read, and graduating from school, which will negatively impact different aspects of their lives later on. Reading difficulties negatively impact different aspects of students, including their educational progress, self-esteem, attitudes about reading and learning, motivation to read, career choices, social-economic status and expectation for future reading success. Azevedo (2017) mentioned that to avoid most of the long-term negative effects, teachers are required to utilize and integrate reading comprehension strategies in their daily instructional practices in order to increase the reading comprehension level of students with learning disabilities. Although different ways for teaching reading comprehension to students have been investigated by other researchers, the majority of other students' experience difficulties with reading comprehension. Therefore, exploring strategies to enhance reading comprehension may help teachers to produce new lessons that can be added to the reading curriculum at different grade levels.

Reading is one of four important language skills that should be mastered by students. It is one of the ways for getting knowledge that cannot be separated from every learning process and it does not only happen in educational field but also in our daily life. For getting knowledge and information, people read books, magazines, newspapers, advertisement and etc. Nation states that reading is a source of learning and enjoyment. It can help students learn a new vocabulary and grammar. It also makes them enjoy the reading. They can learn more and more by reading. Reading cannot be separated from comprehension because the purpose of reading activity is to comprehend what has been read. According to Celce-Murcia (2023) reading is taking general comprehension as the example requires that the reader draws information from a text and combines it with information and expectations that a reader already has. Reading comprehension is the ability to understand a written passage of text. It is defined as the level of understanding of a text or message. Reading comprehension is essentially the ability to understand what has been read by readers. According to Mikulecky (2021) reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge. Renn (2019) conducted research on the effect of the directed reading thinking activity on second grade reading comprehension. In this research, she compared Directed Reading Thinking Activity (DRTA) with Directed Reading Approach (DRA). The result of her analysis shows that the mean score of the Reading Thinking Activity (DRTA) group is significantly higher than the mean score of the Directed Reading Approach (DRA). group. It seems that Directed Reading Thinking Activity (DRTA) is more effective than Directed Reading Approach (DRA) in improving reading comprehension. Another study is conducted by Stahl (2019) It explored the effect of three instructional methods: Picture Walks, Know-Want to Learn-Learn, and Directed Reading Thinking Activity on the reading comprehension and content acquisition. However, this report of the study tends to focus on the Directed Reading Thinking Activity (DRTA) only. Stahl stated that the component of Directed Reading Thinking

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Activity (DRTA), scaffolded interactions, actively justifying and verifying predictions, integrating text-based information with prior knowledge and having an immediate opportunity to discuss new concepts seemed to help readers of Directed Reading Thinking Activity (DRTA) help novice readers in responding questions about the text. She also adds that the readers were able to provide more information and more sensible justifications for their answers, even if they were not completely correct. Furthermore, the results indicated that Directed Reading Thinking Activity (DRTA) result is statically significant effects on fluency as measured by a timed maze task and effects on reading comprehension and science content acquisition. Another study conducted by Odwan (2019) examined the effect of Directed Reading Thinking Activity (DRTA) through cooperative learning on English secondary stage students' reading comprehension in Jordan. Although Odwan is combined the DRTA with cooperative learning, there are some points about the Directed Reading Thinking Activity (DRTA) itself which are related to reading comprehension. He stated, as the result of his study, that students' improvement in reading comprehension may be attributed to students' skills developing ability to read the material using DRTA. It is because during the activity students set purposes, make predictions, read silently, and verify predictions. Moreover, as mentioned by Harmer (2020) on his study, by implementing prediction, the students' expectations and active process of reading is ready to begin when they can get the hints of the text so they can predict what is coming in the next segment of a particular text. It is linear to the concept of Directed Reading Thinking Activity (DRTA) which dividing a text into some segments. During the process of conducting Directed Reading Thinking Activity (DRTA) the teacher guides the students, making sure that each student is actively involved in understanding each segment before continuing to the next. It encourages the students' participation in comprehending the whole text.

Methodology

Research Design

This study employed a mixed-methods research design, combining quantitative and qualitative approaches to determine the effectiveness of the reading intervention program in improving the reading proficiency of struggling readers from Grades 2 to 6 at Dr. Punzalan's Integrated School. The quantitative component used a quasi-experimental pretest-posttest design, wherein learners' reading performance before and after the intervention was compared to identify measurable improvements in areas such as word recognition, reading fluency, accuracy, vocabulary, and comprehension. Since the participants were selected from existing classes based on identified reading difficulties, random assignment was not applied. The qualitative component used a descriptive approach to provide deeper insights into the learners' experiences, participation, attitudes, and observable progress throughout the intervention. Data from teacher observations, anecdotal records, progress monitoring, and learner feedback were used to support and explain the quantitative findings. By integrating numerical results with descriptive evidence, the study provided a more comprehensive assessment of the program's effectiveness in addressing the reading needs of struggling learners and improving their overall reading proficiency.

Research Locale

Documentary Analysis of the struggling readers of Dr. Punzalan's Integrated School was necessary to be used. According to Bailey (2019) the use of documentary methods referred to the analysis of documents that contain information about the phenomenon that the researchers aim to study. Payne and Payne (2020) described the documentary method as the techniques used to categorize, investigate, interpret and identify the limitations of physical sources, most commonly written documents whether in the private or public domain. The researcher made a questionnaire that contain the items necessary to carry out the problems in the research. The study aimed to raise the reading competence of the elementary pupils with the help of the parents/guardians and used of the localized materials to the struggling readers. This program targeted to have non zero non-readers in the elementary public schools that is in line with the achievement of the Department of Education Strategic Goal and Division's Education Development Program.

Research Participants

The participants of this study will consist of 68 identified struggling readers from Grades 2 to 6 at Dr. Punzalan's Integrated School during the School Year 2025–2026. Of the total participants, 47 are male and 21 are female. Specifically, Grade 2 has 14 participants (8 males and 6 females), Grade 3 has 9 participants (6 males and 3 females), Grade 4 has 15 participants (11 males and 4 females), Grade 5 has 13 participants (10 males and 3 females), and Grade 6 has 17 participants (12 males and 5 females). These learners will serve as the primary sources of data for the study, providing relevant information necessary to examine the reading difficulties experienced by pupils across the identified grade levels.

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Research Instrument

The researcher will utilize the Philippine Informal Reading Inventory (Phil-IRI) Tool as the primary instrument for assessing the participants' reading performance. The Phil-IRI will be administered before, during, and after the implementation of the reading intervention to determine the learners' initial reading level, monitor their progress, and evaluate the effectiveness of the intervention. The results obtained from each administration will be systematically tabulated and presented through graphs to facilitate comparison and analysis of the participants' reading development over time. This process will enable the researcher to identify improvements, difficulties, and changes in the learners' reading performance throughout the duration of the study. In addition to the Phil-IRI, classroom observation and interviews will also be used to gather qualitative data. Observations will be conducted at least once a week to monitor the participants' behavior, engagement, participation, and responses during reading activities. The researcher will also seek feedback from the reading teacher regarding the learners' performance, participation, and observable progress. Furthermore, the researcher will interview at least two to three participants each week to elicit their opinions, feelings, experiences, and perceptions regarding the reading intervention. The information gathered from the observations, teacher feedback, and interviews will supplement the quantitative results of the Phil-IRI and provide a more comprehensive assessment of the participants' reading progress and overall learning experience.

Data Gathering Procedures

The researcher asked permission to the School Head, teachers and parents/guardians for the data needed from the pupils as respondents of this research. Further, the data will be collected before and after the implementation of the program for interpretation and analysis. Focus Group Discussion (FGD) will also be utilized to gather inputs of the respondents on the challenges they faced during the implementation of the PROJECT READ. The researcher will also use the Phil-IRI or the Philippine Informal Reading Inventory which is an initiative of the Bureau of Learning Delivery under the Department of Education that directly addresses its thrust to make every Filipino child a good reader. It reveals that 68 pupils are struggling readers from Dr. Punzalan's Integrated School S.Y. 2025-2026.

Results and Discussions

Research Question 1: What is the reading performance of grades 2-6 pupils based on the pre-test reading inventory report?

Pre and post-test reading level of Grades 2-6 pupils of Dr. Punzalan's Integrated School

Grade Level	No. of Pupils Tested	Word Recognition							
		Non-Readers		Frustration		Instructional		Independent	
		Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
1. 2	14	3	2	2	2	2	6	2	2
2. 3	9	6	0	3	5	0	4	0	3
3. 4	15	0	0	5	0	3	10	0	0
4. 5	13	0	0	1	1	4	4	4	4
5. 6	17	7	0	7	4	6	9	0	0
Total	**68**	**16**	**2**	**18**	**12**	**15**	**33**	**6**	**9**

Grade Level	No. of Pupils Tested	Decoding							
		Non-Readers		Frustration		Instructional		Independent	
		Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
1. 2	14	3	2	3	2	3	7	1	1
2. 3	9	6	0	3	2	0	4	0	3
3. 4	15	0	0	5	1	6	9	0	0
4. 5	13	0	0	1	1	4	4	4	4
5. 6	17	7	0	15	15	0	0	0	0
Total	**68**	**16**	**2**	**27**	**21**	**13**	**24**	**5**	**8**

Grade Level	No. of Pupils Tested	Reading Comprehension							
		Non-Readers		Frustration		Instructional		Independent	
		Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
1. 2	14	3	2	5	4	2	5	0	0

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2.	3	9	6	0	3	4	0	3	0	2
3.	4	15	0	0	7	1	4	10	0	0
4.	5	13	0	0	1	1	4	4	4	4
5.	6	17	7	0	0	8	3	3	0	0
	Total	**68**	**16**	**2**	**16**	**18**	**14**	**4**	**4**	**6**

The results show an overall improvement in the reading performance of Grades 2–6 pupils in terms of word recognition, decoding, and reading comprehension. Across the three areas, the number of non-readers decreased from 16 in the pre-test to only 2 in the post-test, indicating substantial progress among pupils who initially had serious reading difficulties. In word recognition, the number of pupils at the frustration level decreased from 18 to 12, while those at the instructional level increased from 15 to 33 and those at the independent level increased from 6 to 9. A similar pattern was observed in decoding, where the frustration level decreased from 27 to 21, while the instructional and independent levels increased from 13 to 24 and from 5 to 8, respectively. These findings suggest that the intervention may have helped strengthen foundational reading skills. This is consistent with the Simple View of Reading, which emphasizes that decoding and language comprehension are both essential components of successful reading, as well as with the National Reading Panel's view that effective reading instruction should develop phonics, fluency, vocabulary, and comprehension together.

However, reading comprehension showed a more complex pattern. Although non-readers decreased from 16 to 2 and the instructional and independent groups increased from 13 to 25 and from 4 to 6, respectively, the number of pupils at the frustration level increased from 16 to 18. This may indicate that some pupils progressed from being non-readers to being able to read texts but still experienced difficulty understanding what they read. Therefore, improvement in word recognition and decoding does not necessarily result in equal improvement in comprehension, highlighting the need for continued instruction in vocabulary, inference, summarizing, and other comprehension strategies. The findings should also be interpreted cautiously because the tables provide only descriptive frequencies; a paired statistical test using individual pupil data is still necessary to determine whether the pre-test and post-test differences are statistically significant. Likewise, factors such as poverty, family problems, or lack of funding should not be identified as causes of NLPA unless these were directly measured in the study.

Research Question 2: What is the level of reading difficulties encountered among the struggling learners in terms of word recognition; decoding; and reading comprehension?

Effect of PROJECT READ on the Word Recognition skills of Grade 2-6 pupils at Dr. Punzalan's Integrated School

	Indicative Statements	Mean	SD	Remarks
1.	can sount out the word	4.75	0.55	Highly Observed
2.	use picture clues	4.30	0.65	Highly Observed
3.	identify and look for word chunks	4.25	0.63	Highly Observed
4.	apply common phonic rules	4.40	0.68	Highly Observed
5.	recognize syllable patterns	4.25	0.78	Highly Observed
	Mean Average	**4.39**	**0.55**	**Highly Observed**

Effect of PROJECT READ on the Decoding Skills of Grade 2-6 pupils at Dr. Punzalan's Integrated School

	Indicative Statements	Mean	SD	Remarks
1.	can match sound and letters	4.65	0.49	Highly Observed
2.	sort pictures and objects by the sound	4.35	0.67	Highly Observed
3.	locate and mark vowels	4.25	0.79	Highly Observed
4.	make connections for familiar spelling patterns	4.70	0.47	Highly Observed
5.	identify affixes, base words and roots	4.35	0.49	Highly Observed
	Mean Average	**4.50**	**0.49**	**Highly Observed**

Effect of PROJECT READ on the Reading Comprehension skills of Grade 2-6 pupils at Dr. Punzalan's Integrated School

	Indicative Statements	Mean	SD	Remarks
1.	displays phonetic awareness and recognizes words, phrases and sentences	4.65	0.58	Highly Observed
2.	comprehends sentences and stories read and listened by answering the comprehension checkup correctly	4.40	0.68	Highly Observed
3.	interacts with the texts or articles read through giving self-reflections and opinions	4.30	0.80	Highly Observed
4.	performs task related to stories, texts and articles read such as draw or act the part that you liked most	4.60	0.59	Highly Observed
5.	can give other ending or conclusion to stories/can write related stories	4.30	0.65	Highly Observed
	Mean Average	**4.45**	**0.54**	**Highly Observed**

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The teachers' responses indicate that the effects of PROJECT READ (Responsible English Advocacy Development) on the pupils' reading skills were highly observed across word recognition, decoding, and reading comprehension. Word recognition obtained the highest overall mean of 4.50 (SD = 0.49), followed by reading comprehension with a mean of 4.45 (SD = 0.54) and decoding with a mean of 4.39 (SD = 0.55). The relatively high means and low standard deviations suggest that teachers consistently perceived positive development in the pupils' ability to connect sounds and letters, recognize spelling patterns, sound out words, use picture and phonics clues, understand texts, and respond meaningfully to what they read. These findings are supported by the National Reading Panel, which emphasizes that effective reading instruction should include explicit and systematic teaching of phonemic awareness, phonics, fluency, vocabulary, and comprehension. It also highlights the importance of teacher modeling, guided practice, and gradual movement toward independent application of reading strategies. Likewise, the What Works Clearinghouse recommends explicit instruction in sound-letter relationships, decoding, word recognition, vocabulary, and connected-text reading to strengthen reading accuracy, fluency, and comprehension.

Although the high mean ratings suggest that teachers viewed PROJECT READ as beneficial, these descriptive statistics alone do not establish that the program caused significant improvement in pupils' reading performance. Mean and standard deviation describe the level and consistency of teachers' perceptions but do not provide statistical evidence of a significant relationship or effect. Therefore, claims regarding the effectiveness of PROJECT READ should be supported by inferential analysis of the pupils' actual pre-test and post-test reading scores, such as a paired-samples t-test or Wilcoxon signed-rank test, together with the corresponding p-value and effect size. Moreover, the original statement that comprehension, vocabulary, decoding, problem-solving, teamwork, and self-esteem decrease should be corrected to improve, since evidence on comprehension-strategy instruction shows that explicit teaching of reading strategies can enhance pupils' understanding of text when strategies are modeled and practiced until learners can apply them independently. Thus, the findings provide strong descriptive evidence of teachers' positive perceptions of PROJECT READ, but inferential statistical results are still necessary before concluding that the program produced a statistically significant improvement in the reading skills of Grades 2–6 pupils.

Research Question 3: What strategies/approaches needed to address the pupils' reading difficulties?

Research will focus on improving reading skills through the application of the cognitive-based programs. Such programs are designed to improve the underlying cognitive skills necessary to become a successful reader – that is the process through which children learn to interpret, remember, manipulate and make use of information.

Frequently, it is really evident that there are many different reading programs available to teach children to read. It is also evident that there is not one best program to use because individuals integrate information differently using each method. Using several strategies/approaches for reviewing that word instead of only one: Just as learners acquire vocabulary more readily through encountering words in varying contexts, varying kinds of review activities apparently enhance vocabulary development. Each review activity reveals a word and its meaning in a different way, offering its own perspective on the word and its meaning.

Hence, there are endless ways to teach and practice reading in terms of word recognition, decoding and reading comprehension. Teachers of reading need to identify research-based methods and determine which approach works best for the pupils in the classroom set up.

Therefore, the researcher finds ways to help reach out every child who needed assistance to improve and develop the struggling readers and pupils of Dr. Punzalan's Integrated School reading proficiency and overcome these problems through the utilization of the PROJECT READ.

Here are some things teachers do to equip learners:

1. Provide packets of hands-on learning activities (Reading worksheet per week). Include instructions and, when possible, distribute the packets by pickup or delivery. Doing the activity based from WLP and worksheet given by the teachers. Follow up to ensure the parents/guardians understand what is being asked.
2. Reach out to parents and guardians via face-to-face, phone and text. Keeping interactive video sessions or call and text. To determine how long to engage learners in their activities / worksheets.
3. Conduct F2F (Face to Face) teaching in their home. This is for struggling learners and for parents / guardians that are not capable in teaching their child.

Research Question 4: What is the relationship between reading performance and level of reading difficulties in terms of word recognition, decoding and reading comprehension?

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The results show a noticeable improvement in the reading performance of Grades 2–6 pupils from pre-test to post-test. Across word recognition, decoding, and reading comprehension, the number of non-readers decreased from 16 pupils in the pre-test to only 2 pupils in the post-test. In word recognition, the frustration group decreased from 18 to 12, while the instructional group increased from 15 to 33 and the independent group from 6 to 9. In decoding, the frustration level decreased from 27 to 21, while the instructional level increased from 13 to 24 and the independent level from 5 to 8. Reading comprehension also showed gains in the instructional and independent levels, although the frustration group increased from 16 to 18. These descriptive changes suggest that many pupils progressed toward higher reading levels, particularly in word recognition and decoding. However, the increase in the frustration level for reading comprehension indicates that some pupils may have developed basic word-reading skills but still experienced difficulty understanding written texts.

Despite these apparent improvements, the available frequency data alone are not sufficient to conclude that there is a significant relationship between reading performance and reading difficulties in word recognition, decoding, and reading comprehension. A claim of statistical significance must be supported by an appropriate inferential test using the pupils' paired pre-test and post-test data, with the corresponding test statistic, p-value, and preferably an effect size. Therefore, the conclusion should state that the findings show a descriptive improvement or association, rather than a statistically significant relationship, unless such analysis has been conducted. Likewise, the causes of NLPA status should not automatically be attributed to poverty, broken families, or lack of funding unless these factors were directly measured in the study. It is more appropriate to state that pupils who no longer participate in learning activities may have fewer opportunities to receive regular reading instruction and intervention, which may place them at greater risk of continued reading difficulties.

Research Question 5: Based on the findings, what reading intervention may be proposed?

Based on the findings of the study, PROJECT READ is proposed as a reading intervention program to improve the reading proficiency and comprehension skills of struggling readers at Dr. Punzalan's Integrated School. The program will be implemented from November 2026 to June 2027 in three phases. The pre-implementation phase will focus on orienting teachers and parents, identifying target pupils, preparing instructional materials, and conducting home visits to determine learners' needs and available learning support. The implementation phase will involve oral and silent reading assessments in English and Filipino to identify pupils who need additional reading support. Teachers will then conduct weekly reading activities, remediation sessions, and comprehension exercises using strategies such as prediction, summarization, questioning, vocabulary development, and graphic organizers. Interactive activities, including Word Wall, Tell It Again, K-W-L, and Get Artistic, will also be used to encourage pupils' interest in reading. To ensure accessibility, reading sessions will be conducted through online platforms, telephone or text communication, and face-to-face instruction, depending on the availability of resources and the needs of learners. Each pupil will receive approximately 30 minutes of reading support per week from January to May 2027, with the assistance of teachers and parents or guardians. The post-implementation phase will be conducted in June 2027 through post-reading assessments and analysis of reading inventory results to determine pupils' progress and identify areas for further improvement. The school head, reading coordinator, master teachers, teachers, pupils, and parents or guardians will participate in the implementation and monitoring of the program. Progress and assessment results will also be shared with relevant stakeholders to strengthen home-school collaboration and support the continuous development of pupils' reading skills.

Ethical Considerations

Project READ (Responsible English Advocacy Development) will uphold the rights, dignity, privacy, and well-being of all learner-participants at Dr. Punzalan's Integrated School while addressing identified gaps in English literacy skills. Prior to the implementation of the study, formal permission will be secured from the school administration and other appropriate authorities. Informed consent will also be obtained from the parents or legal guardians of participating learners, while age-appropriate assent will be sought from the learners themselves. The purpose of the study, the procedures involved, the expected duration of participation, and any possible risks and benefits will be clearly explained using language that is understandable to both parents and learners. Participation will be entirely voluntary, and no learner will be forced or pressured to take part. Participants will also be informed that they may refuse to answer any question or withdraw from the study at any time without penalty and without affecting their grades, academic standing, classroom treatment, or access to educational interventions and support. The

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confidentiality and privacy of all participants will be strictly protected throughout the conduct of Project READ. Learners' names will not appear in research records, reports, presentations, or publications; instead, coded identifiers will be used when recording assessment results and other collected information. Research data will be stored securely and will be accessible only to authorized members of the research team. Learning activities, assessments, and interventions will be implemented in a respectful, inclusive, and learner-centered manner that recognizes individual differences in ability, background, learning pace, and literacy development. Special care will be taken to prevent embarrassment, discrimination, stigmatization, or labeling of learners based on their reading difficulties or performance. The researchers will ensure that all findings are analyzed and reported accurately, objectively, and honestly, without fabrication, manipulation, or misrepresentation of data. Results will be presented in aggregated form whenever possible so that individual learners cannot be identified, and all collected information will be used solely for the educational and research purposes communicated during the consent and assent process.

Conclusion

Based on the findings of the study, PROJECT READ (Responsible English Advocacy Development) for Struggling Pupils of Dr. Punzalan's Integrated School proved to be an effective reading intervention program in reducing the number of struggling readers and improving pupils' reading proficiency. The face-to-face implementation of the program for Grades 2 to 6 was highly effective in enhancing essential reading skills, particularly in word recognition, decoding, and reading comprehension. The results further revealed that after the implementation of the intervention, the number of struggling and non-readers decreased, while more pupils progressed to the instructional and independent reading levels. These findings indicate that PROJECT READ can serve as a valuable tool for both teachers and parents in addressing the needs of learners who are lagging behind in reading. Moreover, conducting reading remediation sessions after regular class hours can further support the school's literacy goals and contribute to the continuous improvement of pupils' reading performance, particularly in word recognition, decoding, and reading comprehension.

Recommendations

Based on the findings that PROJECT READ (Responsible English Advocacy Development) contributed to the improvement of pupils' word recognition, decoding, and reading comprehension and helped reduce the number of struggling and non-readers, it is recommended that the program be continued, strengthened, and replicated using a larger sample of Grades 2 to 6 pupils at Dr. Punzalan's Integrated School and, when feasible, in other schools within the City Division of Calamba to further validate its effectiveness. Since the results showed that pupils progressed from lower reading levels toward instructional and independent levels, teachers are encouraged to conduct regular reading remediation sessions after class, with activities specifically focused on the identified areas of difficulty such as word recognition, decoding, fluency, and comprehension. It is also recommended that the school develop additional reading intervention strategies and supplementary learning materials that are responsive to different learning settings, including face-to-face, blended, and home-based learning, to ensure continuity of reading support. Furthermore, because sustained improvement in reading requires reinforcement beyond the classroom, parents and guardians should be provided with clear guidance, simple reading activities, and appropriate home-based materials so they can effectively support and monitor their children's reading practice. Regular progress monitoring and assessment should also be conducted to determine whether pupils are moving from frustration or non-reader levels to instructional and independent reading levels and to identify those who may require more intensive intervention.

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