

Enhancing Reading Fluency of Grade One Learners Through Guided Oral Reading Practices

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Abstract. This research focused on improving the reading fluency of Grade One learners through Guided Oral Reading practices. Reading fluency is the ability to read text accurately, at an appropriate speed, and with proper expression, enabling better understanding of what is read. Many young learners struggled to read smoothly and accurately, which often affected both their comprehension and their confidence when reading aloud. To address this concern, guided reading sessions were introduced where learners read aloud with close guidance and support from the teacher. During these sessions, the teacher modeled correct pronunciation, proper pacing, and appropriate expression, while learners were given regular opportunities to practice through repeated reading activities and guided feedback. The study involved Grade One-learners who had trouble in reading fluently, and over a certain period, they participated in regular guided reading sessions designed to gradually strengthen their reading skills and build their confidence in reading aloud. Their progress was carefully monitored through pre- and post-tests that measured their accuracy, speed, and reading expression. The results showed clear improvement in the learners' reading fluency, as they became more confident when reading aloud, made fewer errors, and demonstrated better comprehension of the texts they read. The learners also showed greater participation during reading activities and displayed a more positive attitude toward reading. These findings suggested that Guided Oral Reading was an effective strategy for supporting early literacy development among young learners and highlighted the important role of teachers in providing consistent guidance, immediate feedback, and a supportive, encouraging reading environment. Overall, the study concluded that Guided Oral Reading practices significantly improved the reading fluency of Grade One learners and helped build a stronger foundation for their future reading development and academic success.

Keywords: Administration and Supervision; Guided Oral Reading; Reading Fluency; Grade One Learners; Teacher-Guided Reading Development

Introduction

Reading fluency is one of the most important foundations of learning in the early grades. In Grade One, learners are expected to develop the ability to read words accurately, smoothly, and with proper expression. These skills are essential because they strongly influence learners' reading comprehension, confidence, and overall academic performance (Relyea et al., 2024; Wilang et al., 2025). At this stage, reading is not only about recognizing letters and words but also involves understanding the meaning of what is being read. When learners become fluent readers, they can focus more on comprehension rather than spending too much effort decoding each word (Liu & Saad, 2025; Sun, 2026). As a result, they become more confident, active, and interested in reading different types of texts (Tantowie et al., 2024).

However, many Grade One student still experience difficulty in reading fluently. Some learners read slowly, hesitate often, and read word by word. Others mispronounce words, pause frequently, or depend too much on sounding out each letter. These difficulties prevent them from reading smoothly and understanding the text clearly (Hoover, 2024; Wyse & Hacking, 2024). Because of these challenges, some learners lose interest in reading activities. They may feel shy, nervous, or discouraged when asked to read aloud in class. This can also affect their participation during classroom discussions and other literacy-related tasks. If these difficulties are not addressed early, they may continue to affect the learners as they move to higher grade levels (Tantowie et al., 2024; Luft Baker, 2023).

Based on classroom observations and informal reading assessments, a significant number of Grade One learners have difficulty decoding words, maintaining reading speed, and reading with proper expression.

These problems often result in poor comprehension and low engagement in reading activities. Learners who struggle with fluency may also avoid reading tasks because they fear making mistakes. Reading difficulties in the early grades should receive immediate attention because reading is a basic skill essential to all learning areas. As learners progress to higher grade levels, reading materials become longer and more complex. Without strong reading fluency, learners may find it difficult to understand lessons, answer questions, and perform well in different subjects (Relyea et al., 2024; Luft Baker, 2023).

Given this situation, there is a need to use effective, learner-friendly strategies to improve the reading fluency of Grade One learners. One possible approach is Guided Oral Reading, or GOR. This strategy allows learners to read aloud with the teacher's guidance and support (Xiao et al., 2025; Morgan et al., 2023). Guided Oral Reading allows the teacher to model proper reading, provide feedback, correct errors, and offer encouragement as learners practice reading. Through repeated and guided practice, learners gradually improve their reading accuracy, speed, and expression (Grønli et al., 2024; Wahyuni et al., 2025). This strategy also creates a safe and supportive environment where learners can practice without fear of embarrassment (Tantowie et al., 2024; Labitan, 2026).

This approach not only helps improve reading skills but also builds learners' confidence and motivation. When learners receive positive feedback and proper guidance, they become more willing to participate in reading activities (Tantowie et al., 2024). Teachers can also monitor learners' progress and provide appropriate interventions based on their individual needs (Luft Baker, 2023; Labitan, 2026). Through consistent guided practice, learners have opportunities to strengthen their reading skills while receiving the support needed to gradually become more independent readers.

This study aims to determine the effectiveness of Guided Oral Reading practices in developing the reading fluency of Grade One learners. Specifically, it seeks to determine whether consistent, guided reading practice can improve learners' reading accuracy, speed, and expression (Grønli et al., 2024; Sasi & Aziz, 2026). The results of this study may provide useful insights for teachers, school administrators, and curriculum planners in designing effective reading interventions. Ultimately, this study aims to improve early literacy instruction and help learners develop strong foundational reading skills for future academic success (Relyea et al., 2024; Smetanová, 2026).

Research Questions

This study was conducted to determine the implementation of Guided Oral Reading practices to improve the reading fluency of Grade One learners at an elementary school, during the School Year 2025–2026, as a basis for the Reading Intervention Plan.

Specifically, the study sought to answer the following questions:

1. What is the level of oral reading fluency skills of the Grade One learners before the implementation of Guided Oral Reading practices in terms of:
 - 1.1 accuracy,
 - 1.2 speed, and
 - 1.3 expression?
2. What is the implementation of Guided Oral Reading practices as to:
 - 2.1 I Do–We Do–You Do,
 - 2.2 choral reading, and
 - 2.3 Independent Reading?
3. What is the level of oral reading fluency of the Grade One learners after the implementation of Guided Oral Reading practices in terms of the indicated:
 - 3.1 accuracy;
 - 3.2 speed; and
 - 3.3 expression?
4. Is there a significant difference in the oral reading fluency of the learners before and after the implementation of Guided Oral Reading practices?
5. Based on the findings, what oral reading intervention plan can be devised to enhance the oral reading fluency of the learners?

Scope and Delimitation of the Study

This study determined the effectiveness of Guided Oral Reading Practices in enhancing the oral reading fluency of Grade One learners at an Elementary School, during the School Year 2025–2026. It involved the Grade One learners of the school as the respondents and was conducted within the specified period of the study. Specifically, it assessed learners' oral reading fluency before and after the implementation of Guided Oral Reading practices, in terms of accuracy, speed, and expression. It also evaluated the implementation of Guided Oral Reading practices using the I Do–We Do–You Do approach, choral reading, and independent

reading. Furthermore, the study determined whether there was a significant difference in the learners' oral reading fluency before and after the implementation of the Guided Oral Reading practices. Based on the findings, an Oral Reading Intervention Plan was further devised to enhance the learners' oral reading fluency. The study was delimited to the selected Grade One learners of the chosen school and focused solely on the identified dimensions of oral reading fluency and Guided Oral Reading practices. Other reading components, such as reading comprehension, vocabulary development, and phonemic awareness, as well as factors outside the scope of the intervention, were not included in the investigation.

Literature Review

Reading Fluency

Reading fluency is widely recognized as a fundamental component of reading proficiency and serves as a bridge between word recognition and reading comprehension. It refers to the ability to read text accurately, automatically, and at an appropriate speed and with appropriate expression, enabling readers to focus their cognitive resources on understanding the text's meaning rather than on decoding individual words (Liu & Saad, 2025; Sun, 2026). Fluent readers demonstrate effortless word recognition, appropriate pacing, and expressive reading, all of which contribute significantly to comprehension and overall literacy development (Wilang et al., 2025).

Fluency extends beyond reading quickly. Instead, it involves reading naturally and meaningfully, much like spoken language. Expressive reading reflects a reader's understanding of syntax, punctuation, and text meaning, making prosody an important indicator of comprehension rather than merely a performance skill (Roldán et al., 2025). Therefore, effective reading instruction should develop all three aspects of fluency rather than focusing solely on increasing reading speed.

In the early elementary grades, the development of reading fluency is considered a critical instructional goal because it establishes the foundation for future literacy learning (Relyea et al., 2024). Oral reading fluency serves as a reliable indicator of overall reading competence and can be used to monitor learners' progress over time (Luft Baker, 2023). Frequent assessment of reading fluency enables teachers to identify struggling readers early and provide appropriate interventions before reading difficulties become more severe.

Guided oral reading, which includes teacher modeling, repeated reading, corrective feedback, and supported practice, significantly improves learners' reading accuracy, rate, prosody, and comprehension (Grønli et al., 2024). During guided oral reading sessions, teachers provide immediate feedback and scaffold learners' reading performance, allowing them to gradually develop automaticity and confidence in reading connected text (Odegard & Gierka, 2026).

Furthermore, repeated exposure to meaningful texts under teacher guidance enables learners to internalize appropriate phrasing and expression while increasing reading speed and accuracy (Sasi & Aziz, 2026). Through consistent guided practice, learners strengthen decoding skills, expand vocabulary, and develop greater comprehension, making guided oral reading an effective intervention for beginning readers experiencing reading difficulties (Smetanová, 2026).

Concept of Guided Oral Reading

Guided oral reading is an instructional approach in which learners read aloud under the guidance of a teacher who provides modeling, feedback, and support throughout the reading process (Xiao et al., 2025). It aims to develop learners' reading accuracy, appropriate pace, expression, and comprehension through structured and meaningful practice (Morgan et al., 2023). This approach emphasizes teacher guidance during the early stages of reading development while gradually encouraging learners to become independent readers. By engaging learners in oral reading activities with appropriate instructional support, guided oral reading strengthens foundational literacy skills and promotes active participation in learning (Callejo et al., 2025).

Guided oral reading is particularly important in beginning reading instruction because it provides learners with opportunities to practice reading while receiving immediate guidance and corrective feedback (Chang, 2023). Beginning readers often encounter difficulties in word recognition, pronunciation, and reading confidence, making teacher support essential during the early stages of literacy development. Through repeated practice and continuous encouragement, learners gradually develop greater reading fluency, comprehension, and confidence, which are necessary for successful reading achievement (Tantowie et al., 2024).

The implementation of guided oral reading is anchored on several instructional principles, including teacher modeling, scaffolding, immediate feedback, repeated reading, and the gradual release of responsibility (Wahyuni et al., 2025; Samuel, 2025). Teachers initially demonstrate fluent reading before guiding learners through supported practice and eventually allowing them to perform reading tasks independently. Throughout

this process, teachers serve as facilitators by selecting appropriate reading materials, monitoring learners' progress, identifying reading difficulties, and providing timely feedback. They also create a supportive classroom environment that encourages active participation and fosters positive attitudes toward reading (Labitan, 2026).

One instructional framework commonly integrated into guided oral reading is the I Do–We Do–You Do instructional model. This gradual release approach shifts responsibility for learning from the teacher to the learner through three stages. During the I Do phase, the teacher explicitly models the target reading skill. In the We Do phase, learners practice the skill with teacher guidance and support. Finally, in the You Do phase, learners independently demonstrate the reading skill they have acquired. This systematic progression enables learners to develop reading accuracy, automaticity, and confidence while reducing anxiety during reading activities (Riza & Izzatursuli, 2025). Because of its structured nature, the model has been widely used in beginning reading instruction to develop foundational literacy skills such as decoding, vocabulary, fluency, and comprehension (Schell, 2025; Wahyuni et al., 2025).

Another guided oral reading practice is choral reading, in which the teacher and learners read a text aloud together simultaneously. This shared reading experience allows learners to hear fluent reading while actively participating in oral reading without the pressure of reading individually (Suti, 2024). Choral reading helps beginning readers become more familiar with words, improve pronunciation, and develop confidence in reading aloud (Risco, 2023). Repeated participation also contributes to improvements in reading accuracy, reading rate, and expressive reading through proper phrasing, rhythm, and intonation modeled by the teacher (Alumbungu & Mpofu, 2025).

As learners develop greater proficiency, guided oral reading gradually leads to independent reading, where learners apply previously acquired reading skills without direct teacher assistance. Independent reading provides opportunities for learners to strengthen automatic word recognition, improve fluency, and build confidence through regular reading practice (Liu & Saad, 2025). Although learners read independently, teacher monitoring remains an important component of instruction. Teachers observe learners' reading performance, assess their progress, and provide additional support when necessary to ensure continuous improvement in reading fluency and comprehension (Moats, 2023).

Overall, guided oral reading practices provide a structured and supportive framework for developing beginning readers. Through teacher guidance, systematic instructional strategies, collaborative reading activities, and opportunities for independent practice, learners progressively acquire the skills and confidence necessary to become fluent and proficient readers.

Theoretical and Legal Foundations of the Study

This study is anchored in established theories, educational frameworks, and national policies that explain the development of reading fluency and support the implementation of Guided Oral Reading as an intervention for Grade One learners. Reading fluency is widely recognized as a critical component of early literacy because it serves as the bridge between word recognition and reading comprehension. When learners read accurately, automatically, and with appropriate expression, they can focus more on constructing meaning from the text rather than decoding individual words. Consequently, the theories, educational frameworks, and legal mandates discussed in this section provide a comprehensive foundation for implementing Guided Oral Reading to improve the reading fluency of Grade One learners.

The primary theoretical foundation of this study is Rasinski's Reading Fluency Development Theory, which explains that reading fluency consists of three essential components: accuracy, automaticity, and prosody (Greash, 2025). Accuracy refers to learners' ability to recognize and pronounce words correctly; automaticity refers to reading with ease and appropriate speed; and prosody involves reading with proper phrasing, intonation, and expression. Rasinski emphasized that fluent readers are better able to comprehend texts because they devote less cognitive effort to decoding individual words and more attention to constructing meaning. Guided Oral Reading directly supports these components by providing repeated opportunities for learners to read aloud while receiving immediate feedback and corrective guidance from the teacher.

Supporting Rasinski's theory is the Automaticity Theory developed by LaBerge and Samuels, which explains that reading comprehension improves when word recognition becomes automatic through repeated practice (Bouguebs, 2026). As learners repeatedly encounter and decode words, they gradually require less conscious effort in recognizing them, allowing more cognitive resources to be directed toward comprehension (Hansen et al., 2025). Guided Oral Reading strengthens this automaticity through structured, repeated oral reading activities that develop learners' decoding skills and reading fluency.

Closely related to Automaticity Theory is the Simple View of Reading proposed by Gough and Tunmer, which states that reading comprehension is the product of two equally important components: decoding and language comprehension (Hoover, 2024). Learners who experience difficulty decoding words often struggle to understand what they read because much of their cognitive effort is devoted to word recognition (Wyse &

Hacking, 2024). Guided Oral Reading improves decoding through repeated guided practice while simultaneously supporting comprehension through meaningful teacher-guided reading experiences.

Similarly, Samuels' Repeated Reading Theory emphasizes that repeated reading of the same passage improves reading speed, accuracy, expression, and confidence (Alammari, 2025). As learners become familiar with words, phrases, and sentence patterns, reading becomes smoother and more fluent (Syahrin et al., 2025). Guided Oral Reading reflects this principle by giving learners multiple opportunities to read the same text while receiving corrective feedback and encouragement from the teacher.

The cognitive theories of reading development are complemented by Vygotsky's Social Constructivist Theory, which emphasizes that learning occurs through meaningful interaction with more knowledgeable individuals such as teachers and peers (Lee & Nguyen, 2024). Central to this theory is the Zone of Proximal Development (ZPD), which explains that learners perform beyond their independent abilities when provided with appropriate instructional support or scaffolding (Nawaz et al., 2024). Within Guided Oral Reading, the teacher models fluent reading, corrects errors, encourages, and gradually assists learners until they become independent readers.

Closely associated with Vygotsky's perspective is Bruner's Scaffolding Theory, which explains that learners can successfully perform tasks when temporary instructional support is provided by a teacher or another knowledgeable individual (Ozdem-Yilmaz & Bilikan, 2025). As learners become more competent, this support is gradually withdrawn until independent performance is achieved (Puryati et al., 2025). Guided Oral Reading embodies this principle through teacher modeling, guided practice, immediate feedback, and gradual reduction of instructional support.

Likewise, Bandura's Social Learning Theory emphasizes that learners acquire knowledge and skills through observation, imitation, and modeling (Rumjaun & Narod, 2025). In reading instruction, teachers demonstrate correct pronunciation, pacing, phrasing, and expression before learners practice independently (Mujahidah & Yusdiana, 2025). Guided Oral Reading allows learners to observe fluent reading models, imitate appropriate reading behaviors, and gradually internalize these skills through guided practice.

This study is likewise grounded in the Gradual Release of Responsibility Model developed by Pearson and Gallagher and later expanded by Fisher and Frey. This instructional framework follows the sequence of "I Do, We Do, You Do," in which the teacher first demonstrates the desired reading behavior, then guides learners through collaborative practice, and finally transfers responsibility to learners for independent reading. Guided Oral Reading closely follows this instructional sequence, enabling learners to build confidence and independence while developing reading fluency.

Another supporting perspective is Schema Theory, which proposes that learners comprehend texts more effectively when they connect new information with their prior knowledge and experiences (Meylani, 2024). Before and during Guided Oral Reading, teachers activate learners' background knowledge, introduce unfamiliar vocabulary, and facilitate meaningful discussions about the text. These instructional practices strengthen both reading fluency and comprehension.

In addition to these theoretical perspectives, this study aligns with current educational frameworks implemented by the Department of Education. The Academic Recovery and Accessible Learning (ARAL) Program emphasizes providing targeted interventions that address learning gaps, particularly in foundational competencies such as reading (Gorit, 2026). Guided Oral Reading supports the objectives of the ARAL Program by providing structured, teacher-guided intervention that enables struggling learners to improve their reading fluency and literacy skills.

Likewise, the MATATAG Curriculum prioritizes strengthening foundational competencies in literacy, numeracy, and values education in the early grades (Cabaya et al., 2025; Kilag et al., 2024). Since reading proficiency serves as the foundation for learning across all subject areas, Guided Oral Reading contributes to achieving the curriculum's goal of producing functionally literate learners who are prepared for higher-level learning.

These theoretical and educational frameworks are further reinforced by national laws and Department of Education policies that promote quality basic education, effective reading instruction, learner-centered teaching, and appropriate educational interventions.

Republic Act No. 10533, otherwise known as the Enhanced Basic Education Act of 2013, provides the primary legal foundation for this study by strengthening the Philippine basic education system and ensuring that learners develop the essential competencies for lifelong learning (Violon & Violon, 2024). Reading literacy is recognized as one of these foundational competencies. Guided Oral Reading supports the objectives of this law by improving learners' reading accuracy, fluency, and comprehension during the primary grades.

Supporting this mandate is DepEd Order No. 8, s. 2015, entitled Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program, which emphasizes that assessment is an integral part of teaching and learning. Classroom assessment enables teachers to monitor learners' progress, identify reading difficulties, and provide timely instructional interventions. In this study, reading fluency assessments guide

the implementation of Guided Oral Reading activities and enable teachers to monitor learners' progress over time.

The Philippine Professional Standards for Teachers (PPST), institutionalized through DepEd Order No. 42, s. 2017, further supports this study by emphasizing teachers' responsibility to employ evidence-based instructional strategies, monitor learner progress, address learner diversity, and provide interventions that improve learning outcomes. Guided Oral Reading reflects these professional standards through systematic planning, teacher modeling, continuous assessment, differentiated instruction, and timely feedback for struggling readers.

Moreover, DepEd Order No. 83, s. 2012, entitled Implementing Guidelines on the Revised School-Based Management Framework, Assessment Process and Tool, reinforces the importance of school-based initiatives that address learners' educational needs through collaborative planning and continuous school improvement. The policy encourages schools to implement context-specific interventions that improve learner achievement and strengthen instructional practices (Recibe, 2024). Guided Oral Reading may therefore be implemented as a school-based reading intervention designed to address the reading difficulties of Grade One learners.

Taken together, the theories, educational frameworks, and legal foundations discussed above provide a comprehensive basis for the present study. Rasinski's Reading Fluency Development Theory, Automaticity Theory, the Simple View of Reading, Ehri's Theory of Word Recognition Development, and Samuels' Repeated Reading Theory explain how reading fluency develops through repeated practice and automatic word recognition. Vygotsky's Social Constructivist Theory, Bruner's Scaffolding Theory, Bandura's Social Learning Theory, the Gradual Release of Responsibility Model, Information Processing Theory, and Schema Theory demonstrate the importance of teacher guidance, modeling, meaningful interaction, and gradual learner independence. These theoretical perspectives are strengthened by the ARAL Program, the MATATAG Curriculum, Republic Act No. 10533, and DepEd Orders Nos. 8, 42, and 83, which collectively affirm the appropriateness of Guided Oral Reading as an evidence-based and policy-supported intervention to improve the reading fluency of Grade One learners.

Methodology

Research Design

This study used a pre-experimental design, specifically the one-group pretest-posttest approach, to determine whether Guided Oral Reading (GOR) practices improved the reading fluency of Grade 1 learners. At the beginning of the study, the learners' reading fluency was assessed through a pre-test. This helped determine their starting level in terms of accuracy, reading speed, and expression. After that, the learners took part in a series of Guided Oral Reading sessions led by the teacher. During these sessions, they were given proper modeling, guidance, feedback, and repeated reading practice. After the intervention, a post-test was conducted to assess any improvements in their reading fluency. The results from the pre-test and post-test were then compared using appropriate statistical methods to check if the Guided Oral Reading practices made a significant difference. This design allowed the researchers to clearly observe changes in the learners' reading performance after the intervention.

Research Locale

The study was conducted in a public elementary school in an urban area of Northern Mindanao, Philippines. The school serves learners from diverse communities and provides basic education from kindergarten to Grade Six, following the curriculum prescribed by the Department of Education. It is committed to developing the foundational skills of young learners, particularly in reading, writing, and numeracy. As part of its literacy initiatives, the school implements various reading activities and classroom-based strategies to support learners who are still developing their reading skills. Teachers in the lower grade levels regularly conduct reading exercises, guided reading sessions, and other instructional interventions to help learners improve their reading fluency and comprehension. Particular attention is given to helping primary-grade learners recognize letter sounds, read words accurately, and develop confidence in reading simple texts. The school provides a supportive and learner-centered environment that encourages active participation and meaningful learning experiences. Teachers utilize various instructional strategies, learning materials, and classroom activities to address learners' academic needs, particularly in literacy development. The school also promotes collaboration among teachers, parents, and other stakeholders to support learners' academic growth and holistic development. The selected school provided a suitable setting for the study because of its implementation of reading-related activities and its focus on strengthening foundational literacy skills among young learners. The locale therefore provided an appropriate context for examining the

implementation of Guided Oral Reading practices and their effectiveness in developing the reading fluency of Grade One learners.

Research Respondents

The respondents of this study are the Grade 1 learners of the chosen school and they were chosen based on their enrolment in the grade and their willingness to participate in the Guided Oral Reading activities. Both males and females were included to reflect the diversity of the classroom. These learners served as the primary data source, as their reading fluency was assessed before and after the intervention. The respondents of the study are the 31 Grade 1 learners, 14 males and 17 females.

Research Instrument

The main instrument used in this study was a Reading Fluency Assessment Tool designed for Grade 1 learners. This tool was intended to measure the learners' reading fluency before and after the implementation of the Guided Oral Reading intervention. The instrument included reading passages, rating checklists, and observation notes. The reading passages consisted of short and age-appropriate texts that learners read aloud. These passages were appropriate for Grade 1 learners and were used to assess their ability to recognize words and read smoothly. The rating checklist was used to evaluate the learners' reading performance in terms of accuracy, reading speed, and reading expression. In addition, observation notes were used to record the learners' participation, confidence, and behavior during the Guided Oral Reading sessions. The same or similar reading passages were used during the pre-test and post-test to determine whether there was an improvement in the learners' reading fluency after the intervention. Using similar passages helped ensure consistency in measuring the learners' progress. The development of this instrument was guided by the Department of Education's reading and literacy objectives under the K to 12 Basic Education Program. It was also supported by the goals of the Early Language, Literacy and Numeracy Program (ELLN), which emphasized strengthening early reading skills among primary learners. These programs highlighted the need to assess learners' reading abilities, particularly in terms of accuracy, speed, and fluency, to support their literacy development.

Data Gathering Procedure

The data for this study were gathered through a series of organized steps. First, a pre-test was conducted in which the learners were asked to read selected passages aloud to assess their current level of reading fluency in terms of accuracy, speed, and expression. These were recorded using a checklist. After the pre-test, the learners underwent Guided Oral Reading sessions over a set period. During these sessions, the teacher modeled fluent reading, provided feedback, and allowed the learners to practice reading aloud repeatedly. At the same time, the teacher-researchers observed the learners' participation, confidence, and progress throughout the sessions. After the intervention, a post-test was administered using similar reading passages to measure any improvements in the learners' reading fluency. Finally, all the data gathered, including the pre-test and post-test scores and the observation notes, were compiled and organized for analysis. This process ensured that the data were collected systematically and accurately reflected the learners' progress in reading fluency.

Results and Discussions

Research Question 1: What is the level of oral reading fluency skills of the Grade One learners before the implementation of Guided Oral Reading practices in terms of accuracy, speed and expression?

Table 1. Level of Oral Reading Fluency of Grade One, Learners Before the Implementation of Guided Oral Reading Practices

Level	Pre-Test	Percentage
Highly Fluent	7	22.58%
Fluent	5	16.13%
Developing	13	41.94%
Beginning Reader	6	19.35%
Total	31	100%

Table 1 presents the level of oral reading fluency of the Grade One-learners before the implementation of Guided Oral Reading practices. Out of the 31 learners, 7 (22.58%) were classified as Highly Fluent, while 5

(16.13%) were Fluent, indicating that 12 learners (38.71%) had already demonstrated satisfactory oral reading fluency prior to the intervention. The largest proportion of the class, however, consisted of Developing readers, with 13 learners (41.94%), followed by 6 learners (19.35%) who were identified as Beginning Readers. Overall, 19 learners (61.29%) belonged to the Developing and Beginning Reader levels, showing that the majority of the class had not yet attained fluent oral reading. These findings indicate that before the intervention, oral reading fluency among the learners varied considerably, with most learners still demonstrating emerging reading skills rather than proficient oral reading performance.

The distribution of learners across the four reading levels suggests that a substantial proportion of the class required additional instructional support to strengthen their oral reading fluency. The high percentage of learners in the Developing and Beginning Reader categories indicates the need for systematic reading instruction that emphasizes accuracy, appropriate reading rate, and expressive reading. Since oral reading fluency serves as a foundation for reading comprehension, learners who have not yet developed fluent reading may encounter difficulties in constructing meaning from texts. These findings underscore the importance of providing structured reading experiences, continuous teacher guidance, and regular opportunities for guided practice to support learners' literacy development during the primary grades.

Oral reading fluency is an essential component of early literacy development because it enables learners to read with greater accuracy, automaticity, and expression, thereby facilitating better comprehension (Canuto et al., 2024). Likewise, it is important to develop foundational reading skills—including phonemic awareness, word recognition, fluency, vocabulary, and comprehension—during the primary grades (Ocampo et al., 2025). These perspectives reinforce the need for Guided Oral Reading practices as an appropriate intervention for Grade One learners who demonstrate emerging levels of reading fluency before formal instruction.

The results demonstrate that reading fluency cannot be expected to develop solely through regular classroom exposure to reading activities but requires explicit, structured, and continuous instruction that directly targets learners' specific reading needs. A classroom in which the majority of learners remain below the fluent level reflects a substantial gap in foundational literacy that, if left unaddressed, is likely to hinder subsequent reading development and academic performance (Rhoads, 2025). Reading fluency should therefore be regarded as a priority instructional outcome rather than a secondary reading skill, as it underpins learners' ability to read efficiently, comprehend text, and engage successfully in learning across subject areas (Nurmahanani, 2023). Establishing strong fluency during the primary grades creates the necessary foundation for higher-order literacy skills and contributes to sustained academic success throughout the learners' educational journey.

Research Question 2: What is the level of oral reading fluency of the Grade One learners after the implementation of Guided Oral Reading practices in terms of the indicated accuracy, speed and expression?

Table 2: Level of Oral Reading Fluency of Grade One, Learners After the Implementation of Guided Oral Reading Practices

Level	Post-Test	Percentage
Highly Fluent	16	51.61%
Fluent	4	12.90%
Developing	6	19.35%
Beginning Reader	5	16.13%
Total	31	100%

Table 2 presents the level of oral reading fluency of the Grade One—learners after the implementation of Guided Oral Reading practices. Out of the 31 learners, 16 (51.61%) were classified as Highly Fluent, while 4 (12.90%) were categorized as Fluent, indicating that 20 learners (64.51%) attained higher levels of oral reading fluency during the post-test. These learners demonstrated improved ability to read aloud with greater accuracy, appropriate pacing, and expressive reading. Meanwhile, 6 learners (19.35%) remained at the Developing level, suggesting that although they showed progress in reading, they still required further improvement in fluency skills. Additionally, 5 learners (16.13%) were classified as Beginning Readers, indicating that they continued to experience difficulties in oral reading. Overall, the findings show that while a considerable number of learners reached higher levels of reading fluency after the intervention, 11 learners (35.48%) were still performing below the Fluent level.

The findings indicate that the implementation of Guided Oral Reading practices contributed to improving the oral reading fluency of many Grade One learners, as reflected by the increase in the number of

learners classified as Highly Fluent. The results suggest that structured oral reading activities, teacher guidance, and repeated practice can help learners strengthen their reading accuracy, pacing, and expression. However, the presence of learners who remained at the Developing and Beginning Reader levels implies that reading development progresses at different rates. These learners may require additional instructional support, longer intervention periods, smaller-group instruction, and continuous monitoring to improve their reading fluency further. The findings also highlight the importance of sustaining reading interventions to ensure that all learners achieve the expected level of reading proficiency.

Oral reading fluency develops through systematic and sustained instructional experiences rather than through exposure to reading alone. Learners strengthen their fluency when they are provided with structured opportunities to read aloud, receive immediate corrective feedback, and repeatedly practice connected texts (Ngo & Chen, 2025). As reading behaviors become more automatic, learners can allocate greater cognitive attention to appropriate pacing, expression, and meaning construction instead of focusing primarily on word decoding (Chandler et al., 2025). However, the development of reading fluency varies among learners due to differences in prior literacy experiences, readiness, learning pace, and instructional needs, making differentiated instruction, continuous progress monitoring, and flexible intervention strategies essential for effective reading instruction. Reading fluency should therefore be viewed as a developmental process that requires consistent reinforcement over time, as learners with emerging reading skills need sustained practice to consolidate foundational literacy competencies and prevent persistent reading difficulties from affecting future academic performance (Antiola, 2024). Moreover, effective reading intervention extends beyond increasing reading speed by fostering the balanced development of accuracy, appropriate reading rate, and expressive reading, enabling learners to read naturally, comprehend texts more effectively, and establish a strong foundation for lifelong literacy and academic success (Rob & Ewert, 2024).

Table 3: The Comparison in the Oral Reading Fluency of Grade One Learners Before and After the Implementation of Guided Oral Reading Practices

Level of Oral Reading Fluency	Pre-Test Frequency	Pre-Test Percentage	Post-Test Frequency	Post-Test Percentage	Difference in Frequency	Difference in Percentage	Interpretation
Highly Fluent	7	22.58%	16	51.61%	+9	+29.03%	Increased
Fluent	5	16.13%	4	12.90%	-1	-3.23%	Slightly decreased
Developing	13	41.94%	6	19.35%	-7	-22.59%	Decreased
Beginning Reader	6	19.35%	5	16.13%	-1	-3.22%	Slightly decreased
Total	31	100%	31	100%			

Table 3 presents the comparison of the oral reading fluency levels of the Grade One–learners before and after the implementation of the intervention. The number of learners classified as Highly Fluent increased from 7 (22.58%) during the pre-test to 16 (51.61%) during the post-test, representing an increase of 9 learners or 29.03 percentage points. Conversely, the number of learners at the Developing level decreased from 13 (41.94%) to 6 (19.35%), while those classified as Beginning Readers declined from 6 (19.35%) to 5 (16.13%). The Fluent category showed a slight decrease from 5 (16.13%) to 4 (12.90%). Overall, the distribution of learners shifted toward higher levels of oral reading fluency, with a greater proportion of learners attaining the Highly Fluent level after the intervention.

The observed changes in the distribution of learners across the fluency levels suggest meaningful progress in the development of oral reading skills. The substantial increase in the Highly Fluent category, coupled with the decline in the Developing and Beginning Reader categories, indicates that many learners advanced to higher levels of reading proficiency. The slight decrease in the Fluent category further suggests learner progression, as some learners may have advanced to the Highly Fluent level rather than remaining in the intermediate category. Although improvement was evident across the class, the continued presence of learners in the Beginning Reader and Developing levels highlights the need for sustained instructional support to ensure that all learners attain expected levels of reading fluency.

The shift in learners from lower to higher fluency classifications demonstrates that reading fluency is progressive and responsive to systematic instruction. Improvements in fluency are reflected not only in higher mean scores but also in meaningful movement across performance levels, indicating genuine development in learners' reading abilities. These findings reinforce the importance of continuous, structured, and developmentally appropriate reading instruction during the primary grades to facilitate learners' progression

toward fluent reading. Moreover, the persistence of a small group of learners in the lower fluency levels underscores that literacy development occurs at varying rates, necessitating differentiated instruction and sustained intervention to ensure equitable reading achievement for all learners.

Research Question 4: Is there a significant difference in the oral reading fluency of the learners before and after the implementation of Guided Oral Reading practices?

Table 4: Test of Significant Difference Between the Pre-Test and Post-Test Oral Reading Fluency Scores of Grade One–Learners

Variable	Mean Pre-Test Score	Mean Post-Test Score	Mean Difference	Computed t-value	p-value	Decision	Interpretation
Oral Reading Fluency	2.42	3.00	0.58	4.21	0.001	Reject Ho	Significant
Accuracy	2.50	3.13	0.63	4.36	0.001	Reject Ho	Significant
Speed	2.35	2.94	0.59	3.98	0.002	Reject Ho	Significant
Expression	2.39	2.94	0.55	3.87	0.003	Reject Ho	Significant

Table 4 shows that there was a statistically significant difference between the pre-test and post-test oral reading fluency scores of the Grade One–learners. The overall mean score increased from 2.42 during the pre-test to 3.00 during the post-test, resulting in a mean difference of 0.58. The computed t-value of 4.21 and p-value of 0.001 indicate that the improvement was statistically significant, leading to the rejection of the null hypothesis. Similar patterns were observed across all dimensions of oral reading fluency. Reading accuracy obtained the greatest mean improvement, increasing from 2.50 to 3.13 (mean difference = 0.63), followed by reading speed, which improved from 2.35 to 2.94 (mean difference = 0.59), and reading expression, which increased from 2.39 to 2.94 (mean difference = 0.55). The significant differences across all indicators demonstrate that the learners exhibited measurable gains in their oral reading fluency performance between the two assessments.

The observed improvements across the overall oral reading fluency score and its individual components indicate that foundational reading skills can develop substantially when learners receive consistent and structured reading instruction. The greatest improvement in reading accuracy suggests that learners strengthened their ability to recognize and decode words correctly. At the same time, the increases in speed and expression indicate progress toward more fluent and natural oral reading. These findings also highlight the interrelated nature of the three components of reading fluency, where improvements in one aspect contribute to overall reading performance. Furthermore, the results underscore the importance of providing young learners with continuous opportunities to practice oral reading in ways that promote automaticity, confidence, and expressive reading, which are essential foundations for successful literacy development.

The statistically significant improvements across all indicators provide compelling evidence that systematic and explicit oral reading instruction is an essential component of effective early literacy education. The consistency of the gains in accuracy, speed, and expression demonstrates that reading fluency develops through deliberate instructional experiences rather than through exposure to reading alone. These findings further support the view that oral reading fluency should be treated as a core instructional priority during the primary grades because it represents a critical foundation upon which higher-level reading skills are built. Moreover, the results affirm that sustained, structured, and well-sequenced reading instruction can accelerate learners' literacy development, strengthen their readiness for increasingly complex reading tasks, and promote long-term academic success across learning areas.

Ethical Considerations

This study was conducted in accordance with established ethical principles in educational research to protect the rights, welfare, and best interests of the participants. Prior to the conduct of the study, formal approval was obtained from the Division Office. Informed consent was secured from the parents or legal guardians of the Grade One learners, while assent was obtained from the learners whenever appropriate. The purpose of the study, research procedures, potential benefits, and the voluntary nature of participation were clearly explained to all concerned. Participants were informed that they had the right to decline

participation or withdraw from the study at any stage without penalty or adverse consequences. The principles of confidentiality and anonymity were strictly observed throughout the research process. The identities of the learners were protected through the use of identification codes, and no personally identifiable information was disclosed in the analysis, interpretation, or presentation of the findings. Oral reading assessment results and other research data were collected solely for this study, securely stored, and made accessible only to the researchers. All data were handled in full compliance with the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173). Furthermore, the study ensured that the implementation of the Guided Oral Reading practices and the administration of the oral reading assessments posed no physical, psychological, emotional, or academic harm to the participants. All intervention activities were conducted during appropriate instructional periods in coordination with the class adviser to minimize disruption to regular classroom instruction. Throughout the conduct of the study, the researchers adhered to the ethical principles of voluntary participation, beneficence, respect for persons, fairness, objectivity, and academic integrity to ensure the credibility, trustworthiness, and ethical integrity of the research process.

Conclusion

The findings of the study lead to the conclusion that the implementation of Guided Oral Reading practices significantly improved the oral reading fluency of the Grade One-learners at the chosen elementary school. Prior to the intervention, the majority of learners were classified under the Developing and Beginning Reader levels, indicating that many still required assistance in reading with accuracy, appropriate speed, and expression. Following the implementation of Guided Oral Reading practices, a marked increase was observed in the number of learners who achieved the Highly Fluent level, accompanied by a corresponding decrease in the number of learners in the lower fluency categories. Furthermore, the results of the paired-samples t-test confirmed statistically significant improvements in the learners' overall oral reading fluency, as well as in the specific dimensions of accuracy, speed, and expression. These findings demonstrate that Guided Oral Reading practices serve as an effective classroom-based intervention for enhancing the oral reading fluency of beginning readers by providing systematic teacher modeling, guided practice, repeated reading, immediate feedback, and gradual learner independence. Therefore, the study concludes that the consistent implementation of Guided Oral Reading practices can effectively strengthen the foundational reading skills of Grade One learners and may serve as a sound basis for the development of a sustainable reading intervention plan.

Recommendations

Based on the findings and conclusions of the study, it is recommended that Guided Oral Reading practices be institutionalized as a regular component of Grade One reading instruction to continuously enhance learners' oral reading fluency. Teachers should consistently implement structured activities such as teacher modeling, choral reading, repeated reading, guided practice, immediate corrective feedback, and independent reading while providing differentiated interventions for learners who remain at the Developing and Beginning Reader levels. School administrators should strengthen the implementation of school-based reading programs by providing sustained professional development opportunities, adequate instructional resources, and regular monitoring and evaluation of reading interventions to ensure their effectiveness. Likewise, parents and guardians should actively support their children's reading development by establishing a consistent home reading routine and encouraging regular reading practice. Finally, future researchers are encouraged to conduct similar studies involving larger samples, different grade levels, longer intervention periods, or comparative reading strategies to validate further and expand the evidence on the effectiveness of Guided Oral Reading practices in improving learners' reading fluency.

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