IMPLEMENTATION OF READING RECOVERY (RR) OF THE DEPARTMENT OF EDUCATION, SAMAR DIVISION

Paul Bernard L. Aboguin

Motiong National High School, Motiong, Samar, Philippines

paulbernard.aboguin@deped.gov.ph

ABSTRACT

This study examined the implementation of Reading Recovery (RR) by the Department of Education, Samar Division, and its impact on learners' reading proficiency. Findings revealed significant improvements in reading skills, with independent readers increasing from 25.3% to 50.4% and frustration-level readers decreasing from 19.7% to 11.2%. However, the percentage of non-readers remained unchanged at 0.8%, highlighting the need for targeted support. The program was rated as "Somewhat High" in addressing learner needs but faced challenges in instructional resources, institutional backing, and teacher preparedness. While recognized as evidence-based, nearly half of respondents rated its effectiveness as "Medium," emphasizing gaps in best practices and data-driven decision-making. Teachers reported successes in enhancing learners' word recognition, comprehension, and fluency through structured reading activities. However, challenges such as large class sizes, limited resources, and varying parental involvement affected implementation. Continuous professional development and differentiated instruction were identified as key to sustaining progress. The study recommends strengthening home-school collaboration, increasing resource allocation, and enhancing teacher training to maximize program impact. Overall, the RR demonstrates effectiveness in improving literacy skills but requires further refinements for long-term sustainability and success.

Keywords: Reading Recovery (RR), Early Literacy Intervention, Reading Comprehension, Fluency Development, Struggling Readers.

1. INTRODUCTION

The importance of being able to read cannot be underemphasized since most of man's ideas and findings are passed on and recorded in print through time and across continents. For language learners, being able to read well is especially important (Ali et al., 2019). It serves to facilitate communicative fluency in other language skills such as listening, speaking, and writing. Since the ultimate goal of reading is to obtain meaning, reading, by definition, involves comprehension. However, students' difficulties in making inferences and interpretations of information and summarizing ideas in learning areas like English, Science, and Mathematics all boil down to a problem on comprehension, leading the students not to understand what they are reading (Baca & Lasaten, 2016). When readers do not comprehend, it can be quite difficult for them to make sense of what they read; thus making it a futile activity.

While lots of studies on problems in reading have been done, researchers and institutions provide significant value on reading because of its nature as a formative and foundational skill. In fact, the Department of Education (DepEd) then introduced its flagship reading program

called "Every Child a Reader Program" (ECARP), urging that every child should be a reader by Grade 3 and that no child shall be promoted to the next higher grade unless he/she manifests mastery of basic literacy skills (DepEd Memorandum No. 324, series of 2004). The program was designed to equip elementary pupils in public schools with strategic reading and writing skills to make them independent young readers and writers (DepEd, 2011). Although ECARP is a nationwide endeavor, each elementary school is required to design its own specific reading interventions based on the learners' needs or the Reading Recovery, a component of the ECARP, alongside the Philippine Informal Reading Inventory (Phil-IRI), the program's assessment component, and the Philippine Word Lists in English (PWLE), a tool for building and assessing vocabulary development.

However, based on the results of National Assessments for Student Learning (2019), it revealed that (1) there are still many early grade learners struggling to meet the learning standards in early language, literacy, and numeracy; (2) low achievement levels in English, Math, and Science appear to be caused by gaps in learners' reading comprehension; and, (3) elementary and high school learners are still deficient in literacy skills both in languages and content areas, more so in reading. In order to address these gaps, the DepEd released the DepEd Memorandum 173, s. 2019 to strengthen the ECARP by strongly encouraging schools to respond to Hamon: Bawat Bata Bumabasa (3Bs Initiatives) by intensifying their advocacy for reading and by pledging commitment to make every learner a reader at his/ her grade level.

Yet, despite the efforts to improve reading skills there has been an expanding population of frustration level readers in our public elementary and high schools after the inception of the above-said initiative. The 2019 Functional Literacy, Education, and Mass Media Survey (FLEMMS) revealed that around six million Filipinos aged 10 to 64 still struggle with basic literacy skills, including reading and writing. In 2021, UNESCO and World Bank reported that about 0 to 15% of 10 year old children in the country could not read a simple text. They are among the 26,950,258 Filipino learners who were affected due to school closure. In 2023, the DepEd revealed the findings of the 2022 Programme for International Student Assessment (PISA) and it showed no significant improvements in the performance of Filipino students in reading, mathematics, and science. By the end of school year 2022-2023, a research bulletin in Region VIII (Eastern Visayas) indicated that 20% of junior high school students scored below the passing mark in reading comprehension. Addionally, 25% were classified as "struggling readers," falling under the frustration level (DepEd Region VIII, 2023). Similarly, the result of the reading assessment conducted in the Schools District of Motiong in school year 2023-2024 revealed that 47 grade 3 learners were considered instructional, 34 as frustration, and 6 were non-readers.

The important question to be answered at this point is why these learners having reading difficulties pass their classes despite not being to read at the level expected of their grade, especially by the end of grade 3, which is the ultimate goal of ECARP, and why there are still reported cases of frustrated readers despite the implementation of Reading Recovery in early grade levels.

After years of implementation, assessment of ECARP had only been done in Bulacan Public Elementary School (Adriano, 2015) and in Hinabangan Central Elementary School (Delmonte, 2017). Both showed variations in implementation results. So far, there has been no research done in the country to evaluate its reading intervention component, the Reading Recovery, to

arrive at an assessment of the program's implementation. There is, therefore, a room for further research, such as one that looks into the Reading Recovery or the reading interventions conducted under the ECARP to be used as a basis to improve on or enhance; hence the conduct of this study.

The success of any program lies in its implementation, and the success of the implementation is evident in the outcomes. With the magnitude of these findings, it was indeed very important to explore the implementation of Reading Recovery (RR) of the Department of Education, Samar Division.

2. METHODOLOGY

Research Design

This study employed mixed methods research, a "research that intentionally combines the perspectives, approaches, data forms, and analyses associated with quantitative and qualitative research to develop nuanced and comprehensive findings" (Clark, 2019). Specifically, it used sequential explanatory research design, in which collection and analysis of quantitative data proceeds collection and analysis of qualitative data (Creswell et al., 2011).

The design was well-suited for this study's objectives because it allowed for a comprehensive understanding of the research through a combination of quantitative and qualitative approaches. By describing the reading levels of grade 4 learners, the quantitative phase involved the use of the result of a standardized reading assessment called Phil-IRI in order to measure learners' reading levels, namely, independent, instructional, and frustration. This provided an overview of the learners' reading proficiency and the basis to identify learners who would undergo Reading Recovery.

Next, by describing the extent of implementation of Reading Recovery, quantitative data were collected through survey questionnaires based on the indicators of the Hexagon Analysis Tool, namely, need, fit, resources, evidence, readiness, and capacity, in order to assess the fidelity and extent of implementation. This phase helped school heads and reading coordinators identify patterns, gaps, or inconsistencies in program implementation.

Thereafter, the qualitative phase, which followed the quantitative phase, was conducted to allow for a deeper exploration of teachers' and learners' experiences with Reading Recovery. Through separate interviews, qualitative data provided rich insights into participants' perceptions, challenges, and successes.

Finally, by integrating the quantitative and qualitative findings, the researcher was able to design a reading intervention program that is evidence-based and contextually relevant. The quantitative data provided a broad understanding of reading levels and program implementation, while the qualitative data offered nuanced insights into participants' needs and experiences. This integrated approach ensured the intervention program was tailored to address specific gaps and challenges identified in the study.

Sampling Procedure

This study utilized total enumeration sampling technique, where the entire population of 29 schools in the District of Motiong was included in the sample. This approach was chosen to

ensure that all relevant stakeholders were represented, providing a comprehensive understanding of the Reading Recovery's implementation.

The sample consisted of four distinct groups of respondents and participants: 1) 29 reading coordinators, responsible for overseeing the Reading Recovery, provided insights on the program's implementation, 2) 29 school heads, responsible for managing the overall school operations, shared their perspectives on the program's implementation, 3) 29 grade 4 learners, identified as belonging to the frustration reading level, provided firsthand experiences with the Reading Recovery, and 4) 29 grade 4 teachers, frontline implementers and teachers of the selected learner shared their experiences regarding the program's implementation. By including all 29 schools and these four groups of informants, the study aimed to gather rich, contextual data that would provide a thorough understanding of the Reading Recovery's effectiveness in the District of Motiong.

Statistical Treatment of Data
The study underwent two phases where quantitative data were collected and analyzed first, then qualitative data were collected and analyzed based on the quantitative results. The qualitative data were used to explain the quantitative data.

The first stage began with describing the reading proficiency of learners, whether they were independent, instructional, or frustration, using the Phil-IRI results, followed by determining the extent of implementation of RR in terms of needs, fit, resource, evidence, readiness, and capacity. To treat the data, descriptive statistical tools such as frequency count was used to count the number of respondents who assigned their response as high (5), somewhat high (4), medium (3), somewhat low (2), and low (1) and percentage computation to measure the magnitude of occurrence of each variable by category with reference to the total number of observations.

This second stage of the study was conducted to explore the experiences of teachers and learners on the implementation of RR. Semi-structured interview guides were used to generate responses. Separate questions were asked for teacher-participants and learner-participants, although questions centered on the 6 categories of the Hexagon Analysis Tool. In order to analyze the data, this study utilized thematic analysis to help uncover the meanings, experiences, and perspectives of participants, which is ideal for exploring their experiences on the implementation of a reading program. Specifically, this study made use of Braun and Clarke's 2006 Thematic Analysis framework:

3. RESULTS AND DISCUSSIONS
Reading Levels of Learners

Table 1. Learner's Reading Level Before and After the Implementation of the Reading Recovery

Reading Level	Pretest		Posttest	
	F	%	f	%
Independent	95	25.3	189	50.4
Instructional	203	54.1	141	37.6
Frustration	74	19.7	42	11.2

Non-Reader	3	0.8	3	0.8
Total	375	100.0	375	100.0

The data in Table 1 presents the reading levels of 375 learners before and after the implementation of the Reading Recovery. The results indicate a notable improvement in reading proficiency among the learners. Prior to the intervention, the majority of learners (54.1%) were at the instructional level, followed by 25.3% who were independent readers, 19.7% who were at the frustration level, and a small proportion (0.8%) classified as non-readers. After the implementation of the program, the percentage of frustration-level readers declined to 11.2%, indicating that fewer learners struggled significantly with reading. Likewise, the proportion of instructional-level readers decreased to 37.6%, suggesting that a significant number of learners progressed toward higher reading proficiency. Most notably, independent readers increased to 50.4%, demonstrating that more than half of the learners developed strong reading skills. However, the number of non-readers remained unchanged at 0.8%, implying that while the intervention was effective for most learners, those at the lowest reading level may require more specialized support.

The observed improvement in reading proficiency aligns with Vygotsky's (1978) Zone of Proximal Development (ZPD), which posits that learners achieve greater progress when guided instruction is provided within their range of capability. The significant increase in independent readers and the decline in frustration-level readers suggest that the RR effectively facilitated the development of literacy skills among the students. This finding is supported by recent studies emphasizing the role of structured reading interventions. For instance, Cummings et al. (2021) found that systematic reading programs enhance literacy skills, particularly when they involve differentiated instruction tailored to individual needs. Similarly, Kim et al. (2022) highlighted that reading recovery strategies, such as scaffolded support and guided reading, lead to substantial improvements in fluency and comprehension. Furthermore, the National Reading Panel (2020) reaffirmed that phonics-based interventions, when combined with fluency practice and comprehension strategies, produce significant gains in reading ability.

The results of the study indicate that the Reading Recovery was effective in advancing reading proficiency, particularly in reducing the number of frustration-level readers and increasing the number of independent readers. However, the stagnation in the number of non-readers suggests the need for more intensive interventions, such as phonemic awareness training, individualized reading instruction, and one-on-one tutoring sessions. Moving forward, a more targeted approach should be considered to address the specific needs of non-readers, ensuring that all learners can achieve meaningful progress in literacy.

Extent of Implementation of Reading Recovery (RR)

Table 2. Extent of Implementation of the Reading Recovery Based on its Need

Extent of Implementation	Numerical Value	Frequency	Percent
High	5	17	29.3
Somewhat High	4	28	48.3
Medium	3	13	22.4
Total		58	100.00

The data in Table 2 illustrates the extent of implementation of the Reading Recovery based on necessity. The findings reveal that nearly half of the respondents (48.3%) perceive the program's implementation as "Somewhat High," while 29.3% rate it as "High." Meanwhile, 22.4% assess the implementation at a "Medium" level. These results suggest that the Reading Recovery is being carried out at a generally high level, indicating a strong effort to address learners' learning needs. However, the presence of a considerable percentage of respondents who rated the implementation as only "Medium" suggests that there are areas requiring further improvement to ensure its full effectiveness.

The result is in connection with the recent studies which emphasize the importance of well-executed learning recovery initiatives in mitigating the negative effects of educational disruptions. Dorn et al. (2021) highlight that structured recovery programs can significantly reduce learning loss when properly implemented. Similarly, Garcia and Weiss (2022) stress that effective learning recovery efforts depend on their alignment with students' needs and the quality of execution. UNESCO (2022) further emphasizes that recovery programs should be holistic and inclusive to bridge learning gaps, particularly among vulnerable student populations. Winthrop et al. (2023) suggest that improvements in teacher training, curriculum adjustments, and enhanced student support mechanisms are essential in ensuring the effectiveness of such programs. Majority of the respondents view the program's implementation as relatively strong, indicating that efforts to aid students in their academic recovery are acknowledged. However, the presence of respondents who rated the implementation as "Medium" underscores the need for further enhancements in program execution.

Table 3. Extent of Implementation of the Reading Recovery Based on its Fit

Extent of Implementation	Numerical Value	Frequency	Percent
High	5	17	29.3
Somewhat High	4	28	48.3
Medium	3	13	22.4
Total		58	100.00

The data in Table 3 presents the extent of implementation of the Reading Recovery based on fitness, or how appropriate it is with current initiatives and community and state priorities. The findings show that nearly half of the respondents (48.3%) rated the implementation as "Somewhat High," while 29.3% perceived it as "High." Meanwhile, 22.4% assessed it at a "Medium" level. These results suggest that the Reading Recovery is generally well-aligned with government initiatives and community values, as most respondents recognize its relevance and applicability. However, the presence of a considerable percentage (22.4%) who rated the program's fit as only "Medium" indicates that certain areas may still require refinement to ensure a more precise alignment with initiatives and values.

Existing literature underscores the importance of program fit in determining the effectiveness of educational interventions strengthening the result. According to Dorn et al. (2021), recovery programs must be designed to match the specific learning gaps of students to yield significant improvements in academic performance. Similarly, Garcia and Weiss (2022) highlight that the success of learning recovery efforts depends on their contextual relevance, meaning they

should be adaptable to students' learning styles, academic backgrounds, and external challenges. UNESCO (2022) further emphasizes that well-fitted recovery programs prioritize equity, inclusivity, and accessibility, ensuring that interventions cater to diverse learners. Most of the respondents recognize that the program is implemented in a manner that largely meets government initiatives and community values. However, the ratings of "Medium" by some respondents indicate a need for further refinements, such as incorporating differentiated instruction, learner-centered methodologies, and context-specific learning materials to improve the program's effectiveness.

Table 4. Extent of Implementation of the Reading Recovery Based on its Resources

Extent of Implementation	Numerical Value	Frequency	Percent
High	5	14	24.1
Somewhat High	4	28	48.3
Medium	3	13	22.4
Somewhat Low	2	3	5.2
Total		58	100.00

The data in Table 4 illustrates the extent of implementation of the Reading Recovery based on the availability and adequacy of its resources.

The findings reveal that nearly half of the respondents (48.3%) rated the implementation as "Somewhat High," while 24.1% assessed it as "High." Meanwhile, 22.4% perceived the implementation level as "Medium," and a small percentage (5.2%) considered it "Somewhat Low." These results suggest that while the program is generally supported by sufficient resources, there are indications that some areas may still lack the necessary materials, funding, or infrastructure to fully optimize its implementation.

The availability of resources plays a critical role in the effectiveness of learning recovery initiatives. According to Dorn et al. (2021), the success of such programs largely depends on adequate funding, well-equipped learning environments, and sufficient instructional materials. Similarly, Garcia and Weiss (2022) emphasize that resource constraints, including shortages of qualified teachers, learning materials, and technology, can hinder the full realization of recovery efforts. UNESCO (2022) further underscores the importance of equitable resource distribution, particularly in low-income and underserved communities, to ensure that all students have access to quality learning recovery interventions. The findings of this study align with these perspectives, as the majority of respondents acknowledge that resources are relatively sufficient, but the presence of those who rated the implementation as "Medium" or "Somewhat Low" suggests that gaps still exist.

Table 5. Extent of Implementation of the Reading Recovery Based on its Evidence

Extent of Implementation	Numerical Value	Frequency	Percent
High	5	17	19.0
Somewhat High	4	17	29.3
Medium	3	27	46.6

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Somewhat Low	2	2	3.4
Low	1	1	1.7
Total		58	100.00

The data in Table 5 presents the extent of implementation of the Reading Recovery based on evidence, which likely refers to the program's grounding in research, data-driven decision-making, and effectiveness. The findings reveal that 29.3% of the respondents rated the implementation as "Somewhat High," while 19.0% considered it "High." However, a significant portion (46.6%) perceived the implementation level as "Medium," and smaller percentages rated it as "Somewhat Low" (3.4%) or "Low" (1.7%). These results suggest that while there is some recognition of the program's evidence-based approach, nearly half of the respondents believe that its implementation is only at a moderate level, indicating possible gaps in the use of research, data, or best practices to guide the initiative.

The effectiveness of learning recovery programs is closely linked to the extent to which they are based on solid evidence. According to Dorn et al. (2021), successful recovery programs are those that are informed by empirical studies, student performance data, and continuous assessment mechanisms. Similarly, Garcia and Weiss (2022) emphasize that data-driven interventions, such as targeted remediation and adaptive learning strategies, yield better outcomes compared to generic, one-size-fits-all approaches. UNESCO (2022) further highlights that recovery programs should be regularly evaluated using measurable indicators to ensure that they effectively address learning losses. The findings of this study support these viewpoints, as the diverse responses indicate that although certain elements of the program are based on evidence, there remains a need to enhance the integration of research-driven strategies and structured evaluation methods.

Table 6. Extent of Implementation of the Reading Recovery Based on Readiness

Extent of Implementation	Numerical Value	Frequency	Percent
High	5	17	29.3
Somewhat High	4	25	43.1
Medium	3	15	25.9
Somewhat Low	2	1	1.7
Total		58	100.00

The data in Table 6 presents the extent of implementation of the Reading Recovery based on readiness, which likely refers to the expert assistance and preparedness of schools, teachers, learners, and other stakeholders in effectively executing the program. The results indicate that 43.1% of the respondents rated the implementation as "Somewhat High," while 29.3% considered it "High." Meanwhile, 25.9% assessed it as "Medium," and a small percentage (1.7%) perceived it as "Somewhat Low." These findings suggest that while a majority of respondents acknowledge a high level of readiness in implementing the program, a quarter of them believe that preparedness is only at a moderate level, signaling the need for further capacity-building and resource enhancement.

Readiness is a critical factor in the successful implementation of learning recovery initiatives, as it influences the ability of educational institutions to effectively address learning gaps.
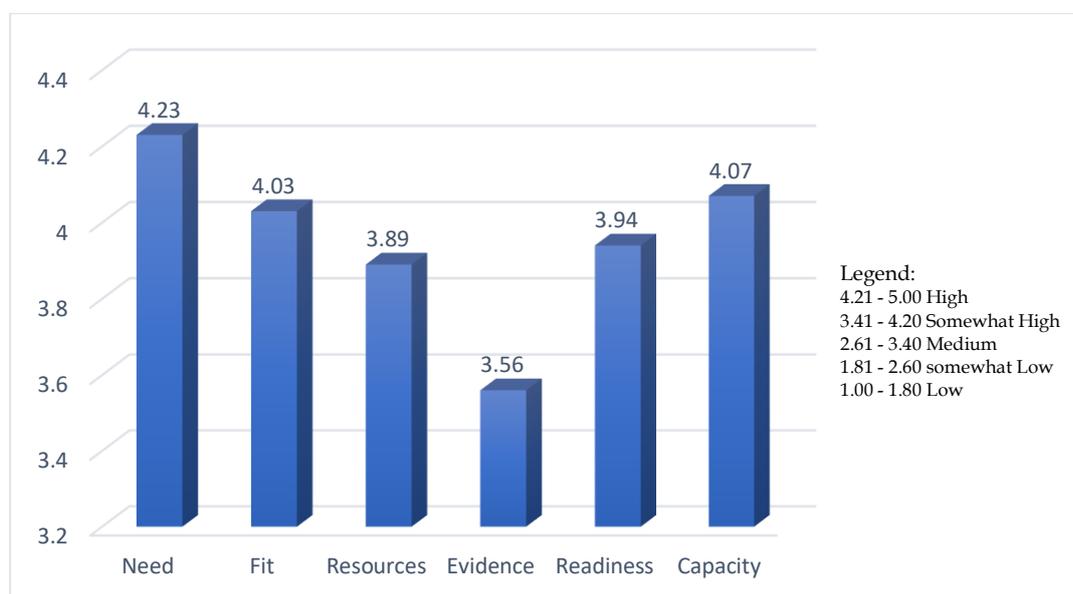
According to Cho et al. (2017), educational programs are more likely to succeed when schools have well-prepared teachers, adequate instructional resources, and clear implementation frameworks. Similarly, the study by Murgatroyd (2018) emphasizes that readiness involves not only the availability of materials and policies but also the willingness and confidence of educators to adopt new teaching strategies. The World Bank (2021) highlights that the post-pandemic recovery efforts require systematic planning, infrastructure readiness, and professional development programs to equip educators with the necessary skills for intervention. The results of the present study align with these findings, as a significant number of respondents recognize that their institutions are relatively prepared for implementing the Reading Recovery. However, the presence of those who rated readiness as only "Medium" or "Somewhat Low" suggests areas for improvement, particularly in teacher training, resource allocation, and institutional planning.

Table 7. Extent of Implementation of the Reading Recovery Based on its Capacity

Extent of Implementation	Numerical Value	Frequency	Percent
High	5	17	29.3
Somewhat High	4	30	51.7
Medium	3	9	15.5
Somewhat Low	2	2	3.4
Total		58	100.00

The data in Table 7 illustrates the extent of implementation of the Reading Recovery based on capacity, which likely refers to the ability of schools, teachers, and stakeholders to sustain and improve the implementation of a program over time. The results show that more than half of the respondents (51.7%) rated the implementation as "Somewhat High," while 29.3% considered it "High." Meanwhile, 15.5% assessed it as "Medium," and 3.4% perceived it as "Somewhat Medium." These findings suggest that while the majority of respondents recognize a strong capacity for implementing the Reading Recovery, there are still areas where improvements in infrastructure, teacher training, and institutional support may be needed to fully optimize its execution.

Capacity plays a crucial role in ensuring the success and sustainability of learning recovery initiatives. According to Fullan and Quinn (2018), the capacity of an educational program is determined by the competence of educators, the availability of resources, and the presence of clear implementation strategies. Similarly, Schleicher (2019) emphasizes that strong institutional capacity, particularly in leadership, professional development, and instructional support, leads to more effective interventions and better student outcomes. The World Bank (2021) also highlights that post-pandemic learning recovery efforts require enhanced institutional capacity, including well-trained teachers, technological integration, and systematic monitoring to ensure successful implementation. The findings of this study align with these perspectives, as the majority of respondents acknowledge a relatively high level of capacity in executing the program. However, the presence of respondents who rated the implementation as only "Medium" or "Somewhat Medium" indicates that further efforts are needed to strengthen the program's execution.

Table 8. Overall Summary of the Extent of Implementation of the Reading Recovery

Legend:
4.21 - 5.00 High
3.41 - 4.20 Somewhat High
2.61 - 3.40 Medium
1.81 - 2.60 somewhat Low
1.00 - 1.80 Low

The data in Table 8 presents the overall summary of the extent of implementation of the Reading Recovery across various domains, including Needs, Fit, Resources, Evidence, Readiness for Replication, and Capacity to Implement. Each domain received a score of 4, corresponding to the interpretation of "Somewhat High." These findings suggest that the Reading Recovery is being implemented at a relatively strong level across all key aspects. However, while the program is recognized as somewhat effectively addressing learner needs, aligning with educational contexts, and being supported by sufficient resources and evidence, the results indicate room for improvement in maximizing its full potential.

Effective learning recovery programs require a strong foundation in all these domains to ensure long-term success. According to Darling-Hammond et al. (2020), educational interventions must be comprehensive, addressing not only immediate learning gaps but also ensuring sustainability through well-planned resource allocation, evidence-based strategies, and capacity-building efforts. Similarly, Winthrop et al. (2021) emphasize that the effectiveness of learning recovery programs depends on their adaptability to specific contexts, the availability of trained educators, and the systematic use of data to guide interventions. The World Bank (2022) further highlights that for learning recovery programs to be scalable and sustainable, they must be backed by sufficient institutional capacity, readiness for replication, and ongoing evaluation. The findings of this study align with these insights, as the program is perceived as being implemented at a relatively strong level across all domains. However, the consistent rating of "Somewhat High" rather than "High" suggests that further refinements, particularly in strengthening resources, improving evidence-based practices, and enhancing institutional capacity, may be necessary to fully optimize the program's impact.

Experiences of Teachers in the Implementation of the Reading Recovery Program

This section presents the qualitative findings of the study, which aimed to explore the experiences of teachers in implementing the Reading Recovery. Through semi-structured interviews, the voices of teachers were captured to provide insight into the realities, challenges, and strategies they encounter while delivering reading interventions to struggling learners. As the frontline implementers of the program, teachers hold valuable experiential knowledge about how the Reading Recovery framework translates into actual classroom practice.

The analysis of interview data followed a thematic approach, allowing patterns to emerge organically from the participants' narratives. Nine major themes were identified, each representing a key dimension of the teachers' experiences: *Identification of Struggling Readers, Support for Struggling Readers, Instructional Response to Government Reading Initiatives, Learner Engagement and Progress, Teacher Empowerment through Training and Support, Instructional Improvement through Assessment, Program Continuity and Accountability, Building Long-Term Support for Reading Recovery, and Strengthening Capacity for Effective Program Delivery.* These themes are further broken down into sub-themes, which provide a more detailed understanding of the specific practices, insights, and contextual influences that shape the program's implementation.

Theme 1: Identification of Struggling Readers
This theme highlights the teachers' crucial role in identifying early signs of reading difficulties among learners. Timely identification is crucial in the Reading Recovery, as it lays the foundation for effective intervention. The teachers' experiences reveal that they use a multi-faceted approach relying on their daily observations in the classroom, checking learners' engagement with home reading tasks, and administering formal diagnostic tools such as the Phil-IRI (Philippine Informal Reading Inventory)—to determine which learners require additional support. These processes are captured in the following three sub-themes: *Classroom-Based Reading Observation, Home Reading Compliance Check, and Reading Level Diagnostics Using Phil-IRI.*

Subtheme 1.1: Classroom-Based Reading Observation
Teachers emphasized the importance of informal yet systematic classroom observation in identifying learners who are struggling with reading. During daily reading sessions, they closely monitor learners' behaviors whether learners can decode words, follow along with texts, or respond when called to read aloud, as one teacher explained, *"Kada adlaw po kami may gintatawag na National Reading Program (pause) makikita namon kun an bata gud maaram magbasa"* (Every day we have what is called the National Reading Program [pause] we see if the child really knows how to read). Other teachers also said, "*Ginpa-flash ha TV an reading materials; nakikita kun may pagbabasa nga natatabo*" (Reading materials are flashed on TV; will determine if reading occurs) and "*Bisan una pa niya nga encounter, makikita kun maaram hiya magbasa bisan waray practice ha balay*" (Even his first encounter, you can see if he knows how to read even without practice at home). These routine encounters provide an immediate and authentic way for teachers to assess reading abilities and identify early warning signs.

This aligns with the findings of Hilden and Pressley (2017), who emphasized that teachers' informal assessment practices often reveal nuanced information that standardized tools may overlook. Similarly, Gomez and Arguelles (2015) asserted that classroom-based observations are essential in surfacing literacy difficulties, particularly in low-resource contexts where

diagnostic tools may be limited or used infrequently. These observations enable teachers to gain a deep understanding of their students' reading habits, which is crucial in ensuring that no struggling reader goes unnoticed.

Moreover, teachers' awareness of reading behavior, such as avoidance of reading tasks, lack of fluency, or visible frustration, serves as a reliable basis for initiating intervention. This approach is especially valuable in classrooms with large student populations, where close monitoring helps identify learners who require immediate support.

Subtheme 1.2: Home Reading Compliance Check

In addition to what they observe in the classroom, teachers also assess learners' engagement with assigned reading tasks at home. This sub-theme reflects how teachers use patterns of non-compliance with home reading materials as indicators of potential reading challenges. A participant shared, *"'Pag nahatag kami reading materials (pause) didto namon nasasabtan nga an bata waray niya basaha ito nga amon reading materials"* (When we give reading materials [pause] that is when we realize that the child did not read our reading materials). Others support this by saying, *"'Pag-uuli ha balay or aga pagmamata magbabasa hira (pause) pero pag-abot dire hiya makabasa ibig sabihin waray ito niya basaha"* (When they get home or when waking up they read [pause] but when they go to school and could not read that means he did not read it) and *"'Pag dire niya mabasa bisan ginhatag na nga booklet, amo na ito nga sign"* (If he cannot read even if he is given a booklet, that is already a sign). Learners who consistently return to school without having read the assigned materials are often seen as having difficulties in comprehension, decoding, or reading motivation.

Home reading practices have long been associated with literacy development. Neuman and Moland (2016) found that consistent exposure to books and printed materials at home significantly contributes to early literacy success, while a lack of engagement may signal learning barriers or limited support. Similarly, Bayat and Tarmizi (2015) emphasized that teachers' awareness of students' reading behavior at home provides a fuller picture of their literacy experiences, allowing for more accurate identification of struggling readers.

Teachers in this study employed this approach not only to track compliance but also to identify the root causes of reading difficulties, such as a lack of parental support, limited access to reading materials, or inadequate reading habits at home. These insights often inform the design of additional support strategies both inside and outside the classroom.

Subtheme 1.3: Reading Level Diagnostics Using Phil-IRI

While observation and home monitoring are essential, teachers also rely on more formal methods to confirm reading difficulties. The Philippine Informal Reading Inventory (Phil-IRI) serves as a key diagnostic tool used by teachers to assess reading proficiency. According to one teacher, *"So an Phil-IRI mayda man didto (pause) an below 14 ansya ito gin-a-identify"* (So the Phil-IRI has it there [pause] those below 14 is what is identified). Other participants said, *"Ginbabase ko ha grouping han Phil-IRI score kun pira an ira level"* (I base the grouping of the Phil-IRI score on what level they are) and *"Score below grade level indicator nagpapakita nga dire pa ready an bata"* (Score below grade level indicator indicates that the child is not ready), referring to how learners who score below a certain threshold are identified as needing immediate intervention.

Phil-IRI provides structured assessment data on reading comprehension, oral reading fluency, and word recognition, helping teachers make informed decisions about instructional strategies. Magno and Rosal (2016) noted that Phil-IRI remains a reliable instrument for gauging reading levels and planning interventions, particularly in Philippine public schools. Likewise, Shanahan and Lonigan (2017) emphasized the importance of integrating diagnostic data with teacher observations to gain a comprehensive understanding of a student's reading ability.

In the context of Reading Recovery implementation, Phil-IRI results are not only used to identify struggling readers but also to group learners by proficiency level, ensuring that instruction is appropriately leveled. Teachers reported using the results to tailor group activities, select suitable materials, and establish benchmarks for tracking improvement. The synergy between diagnostic data and practical experience enhances the overall effectiveness of the intervention process.

Theme 2: Support for Struggling Readers
Reading Recovery (RR) is designed with a clear mission to provide early and intensive support to struggling readers before they fall further behind. In the narratives shared by learners, this theme is evident through the consistent presence of structured, responsive, and intentional teaching practices. Through focused instruction, continuous progress tracking, strategic use of phonics, and well-trained teachers, RR becomes a crucial safety net for learners who are most at risk of reading failure.

Subtheme 2.1: Focused Instruction via Homogeneous Grouping
While much of RR is known for its one-on-one approach, elements of focused instruction within small, homogeneously grouped learners are also practiced in some settings. Teachers shared how they provide tasks suitable to their learners' reading level, with comments like *"Ginkukuan ko an pagbasa nga mayda ko gintatawag nga iba nga magluya para makuan hira pagbasa"* (I see their reading ability by calling other slow readers to read), *"Ginu-group ko hira ha mga level ngan kada grupo mayda nira barasahon"* (I group them according to their levels and each group will have a reading material), and *"Masaya an kabataan kay mayda competition kada grupo based on reading speed"* (The children were happy because there is competition for each group based on reading speed). These responses reflect targeted instruction delivered in a manner that is differentiated yet manageable for teachers handling multiple learners with similar reading needs. Grouping learners with comparable proficiency levels enables focused instruction without overwhelming the diversity in ability.
Homogeneous grouping has been supported in literacy intervention literature. According to Torgerson et al. (2018), focused small-group instruction can be nearly as effective as one-on-one models when students share similar learning needs. The key, however, lies in the quality of teaching and the precision with which students are grouped. Schmitt and Gregory (2016) emphasize that this model works best when grounded in regular assessment and flexible grouping, both of which are hallmarks of RR and were echoed in learner accounts of customized tasks and guided support.

Subtheme 2.2: Individualized Learner Monitoring
Individualized monitoring is at the heart of RR's philosophy. Teachers' statements like *"Ako mayda ko, ito nga tulo, baga duha gud it makuri (pause) ginbibilin, papabasa ko hira"* (I have three learners, two are really hard [pause] I ask them to stay to read), *"Papabasa ko hira kada tapos han klase, usa usa hira gintatawag"* (I will have them read after class, one by one), and

"*Ginbibilin ko hira pananglitan may kulang pa hira ha pagbasa*" (I asked them to stay if, for example, they miss something to read) clearly highlight the dynamic nature of progress tracking in RR. Such close observation allows teachers to continually recalibrate instruction based on the learner's evolving capacity, ensuring that no one is left behind. The individualized nature of this monitoring enables precise support for decoding, fluency, and comprehension.

Clay (2016), the originator of RR, championed the importance of daily records and diagnostic observation to inform next-day teaching decisions. In a similar vein, May et al. (2015) reported that schools implementing Response to Intervention (RTI) effectively use ongoing assessment data to create responsive instruction that meets the exact needs of each struggling reader. The student data here show that teachers are indeed practicing this adjusting lesson, providing step-by-step guidance, and maintaining a close watch on learner progress to ensure continuous improvement.

Subtheme 2.3: Phonics-Based Instructional Method

The integration of phonics in RR instruction is reflected in teacher's experiences. Statements such as *"An Marungko, gin-uuna gud hit sugad hadto iya nga struggling"* (Marungko is used, especially like him who is struggling)*, "Ginagamit ko liwat an flashcards nga mayda picture para maengganyo hira" (*I also use flashcards with pictures to motivate them)*, and "Marungko nga may CVC pattern madali nira nasasabtan"* (They easily understand Marungko with CVC pattern) demonstrate that learners benefited from systematic decoding instruction, which often involved repetition and practice with familiar patterns. These are essential strategies in phonics-based methods where letter-sound relationships are emphasized and reinforced through reading aloud, visual cues, and guided exercises.

Torgerson et al. (2018) and Tunmer et al. (2020) both underline the importance of phonics, particularly for early readers and those who struggle with reading. In the Philippine context, Agbisit & Montebon (2021) found that struggling English readers improved significantly with explicit phonics instruction embedded in RR sessions. The visual and auditory elements mentioned by learners—such as multimedia tools and illustrations further support phonics learning, enabling learners to anchor the meaning and pronunciation of words to visual forms.

Subtheme 2.4: Utilization of Teacher Professional Development

The consistency, confidence, and clarity demonstrated by teachers in the RR program suggest a strong foundation in professional training. Statements like *"Kun ha classroom an kabataan manhihibaro, kumbaga mayda hibabaruan"* (If applied in classroom children will learn, in other words, they will gain knowledge), *"Igin-aapply ko an techniques nga akon nahibaroan ha seminar para han mga struggling"* (I apply the techniques I learned from the seminar for the struggling), and "*Bisan an mga technique nga gin-reecho han school head useful gihap*" (Even the techniques re echoed by the school head are also useful) imply the presence of skilled, patient, and well-prepared educators. The implementation of differentiated strategies, use of assessment tools, and integration of visuals and repetition are all signs of ongoing teacher development.

According to Pinnell (2016), a hallmark of RR is its built-in professional learning component where teachers undergo rigorous training in literacy development, one-on-one instruction, and

continuous diagnostic assessment. Schmitt and Gregory (2016) also note that teacher expertise is a crucial factor in the success of RR. These teachers become not just deliverers of content but literacy specialists capable of making fine-grained instructional decisions. The learners' positive experiences reflect this expertise, as they consistently describe their teachers as supportive and adaptive essential traits nurtured through continuous professional development.

Theme 3: Instructional Response to Government Reading Initiatives
The implementation of Reading Recovery (RR) as a classroom-based support system can be seen as a response to national and local government initiatives aimed at improving literacy among Filipino learners. In recent years, programs like the *Every Child a Reader Program (ECARP)* and *Brigada Pagbasa* have emphasized early intervention, inclusive instruction, and the provision of targeted support for at-risk readers. RR, as captured in the learners' narratives, aligns well with these policies through teacher-led customization, inclusive strategies, and prioritization of learners with the greatest need.

Subtheme 3.1: Customized Reading Interventions
Reading Recovery is grounded in tailoring instruction to meet each learner's capacity and pace. In the teacher's response "*Mas napa-prioritize namon hira; mayda hira mga activity nga ginpapabasa talaga namon hira*" (We prioritize them more; we provide reading activities) and in the learner responses as reflected in statements "*Naghihimo kami activities nga angay ha amon*" (We do activities that are appropriate for us) and "*An teacher nag-aadjust han ginsusurat namon depende han aram namon pagbasa*" (The teacher adjusts what we write depending on how well we read) suggest that RR teachers design reading tasks tailored to an individual's performance and needs, rather than employing a one-size-fits-all approach. This ensures that instruction is meaningful and achievable, which is especially important for struggling readers who may become discouraged by overly complex or irrelevant tasks.

Government reading programs such as ECARP emphasize the importance of contextualizing literacy instruction and tailoring it to address regional, linguistic, and learner-specific factors. According to Tunmer et al. (2020), customized interventions lead to higher learner engagement and better outcomes, particularly when students perceive the content as manageable and relevant. Reading Recovery's structure supports this through frequent assessments and learner-centered planning, which allows teachers to adjust the level of difficulty, pacing, and materials based on real-time feedback. In turn, this aligns with the government's call for adaptive instruction, as outlined in the Department of Education's guidelines for literacy development.

Subtheme 3.2: Policy Implementation in the Classroom
Reading Recovery also serves as a practical application of policy within the classroom. Government initiatives have encouraged schools to integrate reading support into daily instruction, rather than treating it as a standalone program. A teacher emphasized to align mandates with implementation inside the classroom by saying, "*Dapat kun ano gin, kun hi kita kasi baga, diba hira manla ito paraghatag (pause) matutuman iton hiya nga mga sugad hiton nga panhitabo, it' nga ira goal maa-achieve ito nira kun hi kita dide ha ubos ginsusugot naton nga ira sugo*" (Whatever is, if we are like, they are the ones who provide [pause] such things will be fulfilled, their goal will be achieved if we obey their orders). In the document, learners also noted that RR provided time and space for focused reading practice, such as *"May time gud pagbasa ha RR, ha klase kulang ha oras"* (There is time to read in RR, in class there is not enough time), highlighting how RR responds to policy demands for instructional time devoted

to literacy. Moreover, the structure and regularity of RR align with the DepEd's emphasis on *catch-up reading programs*, where schools are directed to integrate reading support even during regular school hours.

As observed by May et al. (2015), one of the challenges in literacy policy implementation is translating broad directives into concrete teaching practices. RR fills this gap by operationalizing policy through structured sessions, consistent monitoring, and deliberate instruction. In particular, it resonates with DepEd Order No. 14, s. 2016, which calls for intensified reading instruction, especially for non-readers and frustrated readers in Grades 1 to 3. Teachers implementing RR are, in effect, aligning classroom practice with these directives—transforming policy from paper to practice.

Subtheme 3.3: Prioritization of At-Risk Learners
A distinct feature of RR, and one supported by government mandates, is the intentional focus on at-risk learners. A teacher highlighted that "*Through implementation gihap hito nga activities sugad hito mayda man kita Araw ng Pagbasa (pause) napa-prioritize namon an mga bata nga need pa gud han ira attention*" (Through implementation of those activities like the Araw ng Pagbasa [pause] we can prioritize children who are still in need of attention in reading). Learners in the data also often referred to personalized help: *"Mas nauupayan ko iton kay ginbubuligan gud kami kada usa-usa"* (I like it better because we are really helped one-on-one), indicating one-on-one support that is particularly beneficial for those who struggle the most. Another learner mentioned, *"Han una ha class dire ako nakakabasa dayon (pause) yana mas madali"* (I used to not be able to read right away in class [pause] now it's easier), showing how RR helped bridge learning gaps that were not addressed in more extensive classroom settings.

This prioritization is supported by the Philippine Department of Education's reading initiatives that call for schools to identify, track, and intervene with non-readers and slow readers. Research by Schmitt and Gregory (2016) supports this approach, emphasizing that early intervention with the most vulnerable students yields the most significant long-term benefits. Furthermore, RR's structure is intentionally designed to serve those who perform in the lowest percentile of their reading cohort—aligning it with policies that call for targeted, equity-driven strategies in reading instruction. Through prioritizing at-risk learners, RR helps fulfill the broader goal of inclusive and just education for all.

Theme 4: Learner Engagement and Progress
Learner engagement plays a critical role in literacy development, particularly for struggling readers. In Reading Recovery (RR), learners are not only taught how to read but are also guided through practices that increase their participation, confidence, and motivation. The uploaded narratives reveal that learners view RR as a structured and supportive environment where their involvement directly contributes to their progress. Their proactive engagement in reading tasks and repeated practice contributed to skill retention and development. These practices underscore the crucial role of learner engagement in promoting sustainable progress.

Subtheme 4.1: Daily Practice to Build Skills
Teachers believe that frequent reading practice leads to gradual improvement among struggling learners. It is evident in the response: "*An bata talaga bisan maluya kun adlaw-adlaw nimo iton hiya ginpapabasa an bata nahibabaro*" *(*Even if a child is slow reader, if you let him read

every day, the child learns). In addition, learners described how regular exposure to reading, mainly through repeated and sustained practice, helped them improve their literacy skills. Phrases like *"An reading ha class madali la (pause) pero ha RR pirme ginpapa-practice"* (Reading in class is short [pause] but in RR you always have to practice) and *"Ginpapabasa kami pirme hin bag-o nga libro"* (We are always made to read a new book) emphasize that RR provides more consistent and intensive practice than regular classroom instruction. This daily engagement strengthens fluency, builds confidence, and fosters routine, which is essential for early readers.

Schmitt and Gregory (2016) found that consistent reading sessions in RR lead to significant improvements in decoding, fluency, and comprehension. Likewise, Murray et al. (2019) highlighted the role of daily guided reading in helping students internalize reading strategies. In contrast to occasional classroom activities, RR's structure allows learners to encounter text regularly, which deepens their reading experience and makes literacy acquisition more durable.

Subtheme 4.2: Encouragement through Structured Support
RR provides structured support that fosters encouragement, which in turn boosts learner confidence. Teachers' guidance and feedback are key motivators. As one participant noted, *"Nakakabulig gad gihapon iton hiya kay sugad hiton hine ha ira nga mga mahinay pa magbasa, naaaghat iton hira"* (It also helps because it is like those who are slow readers are encouraged), while another said, *"Mayda bata nga dati dire magbasa pero yana nagkamay ada na hiya interest han pagbasa"* (There was a child who used to be slow but now has an interest in reading). These statements illustrate how teacher-led structure makes learners feel supported, especially during challenging tasks. This type of scaffolded learning creates a safe space for risk-taking and growth.

Clay (2016) emphasized the importance of scaffolded learning environments for early readers, where structured support helps students stretch their reading ability without overwhelming them. Teachers provide just the right level of challenge while also offering immediate assistance when needed. Encouragement through predictable, structured routines—like rereading familiar books and using visual cues—ensures that learners feel consistently guided throughout their literacy journey.

Subtheme 4.3: Motivation through Accountability Measures
Learners showed signs of being motivated by the structures and routines embedded in RR, including self-monitoring, peer interaction, and teacher feedback. For example, one participant shared, *"It' akon mga bata nahahadlok nga dire pamasaron kay diba yana may ada man kita hin (pause) an dire makabasa bilin"* (My children are afraid not to pass because now we have [pause] those who cannot read will be retained), while another shared, *"Ginrerecord an akon nababasa, ginpapaistorya kun ano hibabaro-an"* (Recording what I read, having me talk about what I learn), indicating accountability and reflection after reading. Others mentioned tasks like *"Mayda reading time nga ginbubuhat kada week"* (There is a reading time held every week) and *"Gintatagan kami hin booklet para practice ha balay"* (We are given a booklet to practice at home) showing how RR instills a sense of responsibility for their learning.

Research by Pinnell (2016) suggests that students become more engaged when they are aware of their progress and are given opportunities to monitor their own improvement. Reflective practices, such as retelling and recording reading sessions, encourage learners to take

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ownership of their growth. In turn, this creates a sense of accountability, which is a powerful motivator, especially when combined with positive teacher reinforcement and structured guidance.

Subtheme 4.4: Strengthening Foundational Skills

Many teachers reported that during RR they help learners develop essential reading skills, including decoding, word recognition, and sentence comprehension. Statements like *"During han National Reading Program, ada gin tututdo an basic an sound, an decoding nira han kuan"* (During the National Reading Program, they are taught the basics of sound, their decoding of kuan), *"Naintindihan pagbasa han mga word"* (Understands reading words), and "*Nabubuligan an kabataan kay na-i-en nakukuan nira an mga lackings"* (Children receive help because as they catch up what they missed) suggest that learners acquired not just surface-level reading ability but also deepened their understanding of print. These foundational skills are critical for long-term reading success and overall academic development.

According to Tunmer et al. (2020), strengthening foundational skills through individualized support is the most effective strategy for supporting at-risk readers. RR's step-by-step process of introducing sounds, practicing decoding, using pictures, and engaging in oral reading builds a strong literacy foundation. These strategies not only prepare learners for more advanced reading tasks but also instill the confidence necessary to continue reading independently. The learners' consistent references to improved understanding and fluency confirm that RR is successful in laying down these essential building blocks.

Theme 5: Teacher Empowerment through Training and Support

Empowering teachers is crucial in maintaining the effectiveness of reading intervention programs, such as Reading Recovery (RR). This theme captures the experiences and perceptions of both learners and teachers in how support systems, training, and institutional backing contribute to the successful implementation of RR in classrooms. The participants' responses reflect the competence and consistency of RR teachers, suggesting that teacher empowerment translates into better instructional quality and student outcomes.

Subtheme 5.1: Improved Teaching Flow

Teachers participating in RR often report that the program enhances their classroom instruction by providing a structured and consistent flow. A teacher shared, "*Kay an makuri kasi pagtutdo (pause) madali nala para ha imo magtutdo"* (Because what is hard to teach [pause] is already easy for you). Although the uploaded document reflects the learner perspective, comments such as *"Ginpapabasa kami pirme hin bag-o nga libro"* (We are always made to read a new book) and *"Ginbabasahan kami anay han teacher antes kami magbasa"* (The teacher reads to us before we read) indicate that RR teachers follow a well-defined instructional sequence. This flow—beginning with teacher modeling, followed by guided practice and independent reading—helps streamline classroom activities and ensures effective use of instructional time.

Clay (2016) emphasized that the predictability of the RR session structure supports not only students' learning but also teachers' ability to plan and execute lessons efficiently. Teachers are trained to follow a flexible but focused lesson format that includes familiar reading, word work, and writing, which contributes to improved teaching confidence and flow. According to Schmitt and Gregory (2016), a structured instructional sequence also reduces teacher burnout

and confusion by providing a consistent approach to reading remediation, especially when addressing diverse student needs.

Subtheme 5.2: Institutional Support

Institutional support plays a crucial role in empowering teachers to implement RR effectively, as one teacher said, "*Dako gamit hito nga ira suporta nga ginhahatag ha amon ngadi eskuylahan*" (Their support is very useful to us here at school). While this support may be indirectly reflected in learner responses, evidence such as *"May time gud pagbasa ha RR, ha klase kulang ha oras"* (There is time to read in RR, in class there is not enough time) shows that schools allocate dedicated time and space for RR, which is a form of structural support for both teachers and learners. This institutional backing whether through scheduling, resources, or administrative prioritization—enables teachers to carry out RR with fidelity and consistency.

Pinnell (2016) stressed that RR's success relies heavily on school-level support, including program funding, protected instructional time, and manageable teacher caseloads. May et al. (2015) also observed that schools with strong administrative commitment to RR achieved better student outcomes, as teachers were able to focus entirely on instruction without being burdened by logistical concerns. Institutional support thus reinforces teacher empowerment by providing the conditions necessary for meaningful instructional engagement.

Subtheme 5.3: Use of Training Strategies

RR includes a robust teacher training component that equips educators with specific strategies for diagnosing reading issues, planning responsive instruction, and engaging learners in meaningful ways. Statements such as *"Kun ano 'tim ginti-training-an ig-a-apply liwat nimo ha imo kabataan (pause) waray nim training bagat nawa-wash out la"* (You should apply to children what you are training for [pause] otherwise this will just get washed out), *"Unlike kun imo ito tutumanon (pause) maupay an impact ha imo adlaw adlaw nga pagtutdo"* (Unlike if you fulfill it [pause] it will have a good impact on your daily teaching), "*An mga training ha SLAC ginagamit namon ha klase*" (We use our learning from SLAC trainings in class), and "*An akon ginkuha ha training nakabulig ha pagdesign han activity*" (What I took from the training helped me design the activity) show that effective teaching results from applying learned strategies in training.

According to Schmitt and Gregory (2016), RR teachers undergo extensive initial training followed by ongoing coaching and professional development. These training strategies not only enhance technical skills in reading instruction but also foster reflective teaching practice. Teachers learn how to adapt to learners' evolving needs, use formative assessments effectively, and employ various engagement techniques. Tunmer et al. (2020) found that the long-term impact of Reading Recovery (RR) is amplified when teachers are continuously supported through professional learning communities and instructional coaching, both of which are integral to the RR model.

Theme 6: Instructional Improvement through Assessment

Assessment plays a vital role in ensuring that reading instruction is responsive, targeted, and effective. In the context of Reading Recovery (RR), assessment is not limited to grading or evaluation; it is used as a diagnostic and formative tool that guides instruction and identifies areas for intervention. Participants' reflections reveal how teachers actively use assessments to tailor instruction. This theme emphasizes how instructional improvement in RR is grounded in

evidence gathered directly from learners' performance, ensuring that teaching decisions are based on actual learner needs rather than assumptions.

Subtheme 6.1: Data-Informed Lesson Planning

One of the strongest features of RR is its use of learner data to inform daily instruction. One teacher shared, "*Kun ano an resulta han Phil-IRI amo an ginbabasehan ko ha pagtutdo*" (The result of the Phil-IRI will be my basis for teaching). The uploaded narratives also reflect how teachers use learners' reading outputs to shape activities, such as in "*An teacher nag-aadjust han ginsusurat namon depende han aram namon pagbasa*" (The teacher adjusts what we write depending on how well we read), which points to differentiated instruction based on reading ability. Rather than following a rigid curriculum, RR teachers adapt content based on current learner performance—making lessons more effective and relevant.

Clay (2016) emphasized that the flexibility and responsiveness of RR come from its emphasis on observation and record-keeping. Teachers are trained to track a variety of reading behaviors and use these insights to design next steps. According to Schmitt & Gregory (2016), this cycle of assessing and adjusting ensures that every lesson is meaningful, level-appropriate, and builds on what the student already knows. Through this approach, learners receive precisely the support they need to progress, one lesson at a time.

Subtheme 6.2: Progress Monitoring

Progress monitoring is an essential assessment practice in RR. One teacher quoted, "*Gingagamit ko an resulta para hibaroan kun may improvement an bata*" (I use the results to see if the child is improving). Learners also described how teachers closely track their improvement, such as in the statement "*Ginkikita kun may improvement ha pagbasa*" (Checking for improvement in reading), and how they are asked to reflect on their performance: "*Ginrerecord an akon nababasa, ginpapaistorya kun ano hibabaro-an*" (Recording what I read, having me talk about what I learn). These strategies ensure that learning not only occurs but is also recognized, reinforced, and celebrated. Progress monitoring provides timely feedback for both the teacher and the learner, helping them stay aligned with their goals.

Murray et al. (2019) found that frequent progress checks in reading recovery (RR) are highly correlated with improved reading fluency and comprehension. By documenting what students can do and how their skills evolve, teachers gain valuable insights into which strategies are most effective and where additional support is needed. Progress monitoring also boosts student confidence by making their growth visible, which in turn enhances motivation and self-regulation.

Subtheme 6.3: Targeted Remediation

The use of assessment also supports targeted remediation, ensuring that struggling readers receive the specific help they need. In the uploaded file, this is reflected in practices such as "*Kun makita nga need pa, babalikan ko hira individually*" (If there is a need, I will get back to them individually), "*Ginpapabalik-balik an pagbasa*" (Read repeatedly), and "*Naghihimo kami activities nga angay ha amon kaya*" (We do activities that are appropriate for us) which indicate that teachers adjust instruction to address persistent difficulties. This focused support helps learners overcome specific barriers—whether it's decoding, fluency, or comprehension.

According to Torgerson et al. (2018), effective remediation must be grounded in assessment, which involves identifying precisely what the student struggles with and designing interventions accordingly. Reading Recovery achieves this by continually refining instruction based on observed needs, ensuring remediation is both timely and precise. In this way, assessment is not an endpoint but a bridge to intervention—supporting struggling readers through adaptive, targeted teaching strategies that are rooted in real-time classroom data.

Theme 7: Program Continuity and Accountability
The success of any literacy intervention program, including Reading Recovery (RR), relies not only on its initial implementation but also on consistent follow-through, stakeholder collaboration, and strategies to maintain learner engagement. The theme highlights the structures and practices that sustain RR over time—ensuring that it remains impactful, aligned with goals, and responsive to evolving classroom needs. Though learners often speak from their learning perspective, their experiences reflect broader institutional efforts that support continuity and hold all parties accountable to the program's success.

Subtheme 7.1: Administrative Follow-Through
For RR to be sustained and scaled, school leadership must provide continuous support in terms of scheduling, supervision, and policy enforcement. Insights such as "*Iginpapasa ito ha District Supervisor ngan amo an ginpapalo-up*" (It is submitted to the District Supervisor and is then followed up) and "*May time gud pagbasa ha RR, ha klase kulang ha oras*" (There is time to read in RR, in class there is not enough time) show that RR sessions were given dedicated time apart from regular classroom activities—suggesting administrative planning and prioritization. This commitment from school heads ensures that the program doesn't fade over time or get overshadowed by competing academic tasks.

Pinnell (2016) notes that administrative leadership is crucial in providing the protected time, resources, and teacher support needed to sustain RR. Likewise, Schmitt & Gregory (2016) argue that when school leaders monitor implementation and provide logistical backing, such as assigning RR time slots and ensuring teacher training program fidelity and effectiveness, they improve significantly. Administrative follow-through also includes progress reviews, ensuring that RR remains aligned with broader literacy goals and student performance outcomes.

Subtheme 7.2: Collaborative Planning
Collaboration among teachers, reading specialists, and administrators is key to maintaining consistency and effectiveness in RR implementation. By directly referencing planning sessions in the way participants describe seamless instructional support, for example, "*Ginsusumat namon ini ha school head ngan nagbubuhat kami han reading plan*" (We tell the school head about it and we do reading plans) and "*Gintatagan hira recommendation nga dayonon it pagbasa*" (They are recommended to continue reading) suggest thoughtful coordination among educators. Such collaboration allows for alignment of instructional approaches, sharing of learner data, and co-creation of reading goals.

According to Tunmer et al. (2020), collaborative planning enhances program coherence and strengthens the collective capacity of educators. Regular planning meetings enable teachers to align lesson strategies, troubleshoot challenges, and reflect on student progress, ensuring that interventions are unified and intentional. Collaborative cultures also encourage continuous

improvement, as ideas and best practices circulate freely, reinforcing the stability and evolution of RR.

Subtheme 7.3: Sustaining Learner Engagement

Ensuring that learners remain engaged throughout the RR program is another layer of accountability. One teacher shared, "*Gintatagan hira recommendation nga dayonon it pagbasa*" (They are recommended to continue reading). Learners also shared how activities like repetitive reading, use of multimedia, and personal feedback helped keep them involved: "*Ginrerecord an akon nababasa, ginpapaistorya kun ano hibabaro-an*" (Recording what I read, having me talk about what I learn) and "*Gintatagan kami hin booklet para practice ha balay*" (We are given a booklet to practice at home). These statements reflect how RR is designed not only for instruction but also for sustained motivation and participation.

Murray et al. (2019) emphasized that consistent engagement requires variety, relevance, and opportunities for student reflection. When learners are made aware of their progress and provided with resources to continue practicing outside the classroom, they are more likely to remain motivated. Student engagement becomes a shared responsibility—of teachers who design interactive sessions, of administrators who protect instructional time, and of learners who are encouraged to take ownership of their learning journey.

Theme 8: Building Long-Term Support for Reading Recovery

Sustaining an intervention like Reading Recovery (RR) requires more than effective instruction; it demands a long-term, whole-of-community approach. The theme "Building Long-Term Support for Reading Recovery" emphasizes the critical roles of leadership, family engagement, and institutional commitment in ensuring the program's continuity and impact. While much of the learner feedback centers on classroom experiences, underlying these are broader systems of support that make such experiences possible. Long-term success depends on aligning the efforts of administrators, teachers, families, and the wider school community.

Subtheme 8.1: Active Involvement of School Heads

School heads play a pivotal role in integrating RR into the school's culture. This is true when one teacher confessed, "*An principal pirme nag-aasikaso han amon mga kinahanglan*" (The principal always takes care of our needs). Though learners do not directly mention administrators, their access to daily reading time "*May time gud pagbasa ha RR, ha klase kulang ha oras*" (There is time to read in RR, in class there is not enough time) implies that leadership was instrumental in prioritizing and institutionalizing the program. By allocating dedicated schedules, assigning trained teachers, and protecting RR sessions from interruptions, school heads demonstrate active involvement in sustaining the program.

Clay (2016) and Pinnell (2016) both highlight that school leadership is essential in ensuring that literacy programs like RR are not viewed as temporary solutions but as integral parts of the school's academic strategy. Schmitt & Gregory (2016) further point out that when principals and supervisors actively monitor progress and advocate for continued implementation, teacher morale and student achievement both improve. Active leadership ensures program fidelity, resource allocation, and long-term planning, all of which are vital for sustaining RR.

Subtheme 8.2: Engagement of Families and Stakeholders

The success of RR also depends on partnerships beyond the school, particularly with families and community stakeholders. Teacher responses like "*Biskan an PTA ginsusugad ha SLAC para mabuligan an programa*" (Even the PTA are included in SLAC to help the program) hold the previous statement true. Learners also reference to home practice—"*Gintatagan kami hin booklet para practice ha balay*" (We are given a booklet to practice at home) and "*Mayda ginahatag nga assignment pagbasa ha balay*" (Reading assignments are given at home) suggesting that parents and guardians are involved in supporting their children's reading journeys. These activities extend the impact of RR beyond school hours and help build a reading culture at home.

Agbisit and Montebon (2021) emphasized that when families are involved in literacy interventions, learners are more likely to show improvement in both motivation and comprehension. Engaging parents through take-home materials, reading logs, or parent-teacher check-ins fosters accountability and creates a supportive environment for learners. Furthermore, community stakeholders, such as local NGOs or education offices, can amplify RR's reach by providing additional resources or advocating for literacy development initiatives, thereby reinforcing the idea that reading success is a shared responsibility.

Subtheme 8.3: School-Level Commitment to the Program

Finally, the overall commitment of the school community is crucial in embedding RR into institutional practice. One teacher believes so as he shared, "*It' suporta han eskuylahan importante kay biskan may plano ka kun waray suporta, waray gamit*" (The support of the school is important because even if you have a plan but without support, it is useless). Other statements like "*Naghihimo kami activities nga angay ha amon kaya*" (We do activities that are appropriate for us) reflects a sustained and school-supported effort to align RR with the learners' needs. When schools adopt RR as part of their core reading strategy, rather than as an add-on, it gains longevity and becomes an integral part of the school's identity.

Tunmer et al. (2020) argue that sustained commitment is characterized by continued funding, routine training of new reading recovery (RR) teachers, integration into school improvement plans, and evaluation of long-term outcomes. In schools where RR is embedded within the broader literacy ecosystem, both students and teachers benefit from continuity and consistency. Institutionalizing the program ensures that it outlasts administrative turnovers or changes in curriculum trends, providing stable, reliable support for learners most in need.

Theme 9: Strengthening Teaching Capacity for Effective Program Delivery

For Reading Recovery (RR) to deliver meaningful outcomes, teachers must be empowered with the tools, skills, and support needed to implement the program effectively. This theme emphasizes the importance of building and sustaining teaching capacity across multiple fronts from having the right resources, to undergoing continuous training, to collaborating with colleagues and receiving support from school leaders. The success of RR lies not only in its design but also in how well it is executed by the teachers who serve as the program's frontliners. The learners' narratives indirectly highlight this capacity-building, as they describe teachers as supportive, consistent, and well-prepared.

Subtheme 9.1: Ensuring Resource Availability for Teaching

Resources are foundational to successful teaching, especially in literacy programs that rely on structured materials and visual support. Teachers referenced the materials used during RR sessions, such as *"An mga libro nga ginpanhatag ha amon dako ito nga bulig"* (The books that were distributed to us were a great help) and *"Kun mayda materials mas sayon magtutdo" (*It is easy to teach if there are materials) showing how thoughtfully provided resources facilitated learning. These tools allowed learners to engage with reading in a way that matched their skill level, making learning more accessible and less intimidating.

According to Murray et al. (2019), effective teaching in reading intervention programs requires a variety of leveled texts, visual aids, and practice booklets to cater to different learning needs. When schools ensure the availability of such resources, teachers are better positioned to personalize instruction and provide engaging, high-impact lessons. Without adequate materials, even well-trained teachers may struggle to deliver lessons that align with RR's learner-centered philosophy.

Subtheme 9.2: Equipping Teachers through Training

A recurring strength of the RR program is its strong focus on teacher training. One teacher agreed by saying, "*An training importante gud para maaram ka ano pagbuhaton"* (Training is very important so you know what to do). While learners may not directly comment on their teachers' training, statements like *"Gintututduan kami hin maupay"* (We are taught well) and *"It' akon teacher pirme nagpapabasa"* (My teacher always makes me read) imply a level of instructional consistency and responsiveness that stems from well-developed teaching competence. RR teachers are equipped not only with strategies but also with diagnostic tools to adjust instruction based on real-time learner performance.

Clay (2016) and Schmitt & Gregory (2016) emphasize that RR training encompasses both initial and ongoing components, ensuring that teachers continually refine their strategies over time. The use of formative assessments, modeling, error correction, and scaffolding are core to this training and are visible in how students describe their learning experiences. Equipping teachers through training ensures program fidelity and helps sustain its effectiveness across diverse classrooms.

Subtheme 9.3: Joint Learning with Colleagues and Stakeholders

Reading Recovery's success is also tied to how well teachers collaborate with colleagues and engage with broader stakeholders. One teacher shared, "*An training ha SLAC, para ini ha amon kag-anak ngan kabataan"* (The training in SLAC is for our parents and children). While learners may not explicitly state this, the structured and coherent instruction they describe, for example, *"Naghihimo kami activities nga angay ha amon kaya"* (We do activities that are appropriate for us) and *"It' akon teacher pirme nagpapabasa,"* (My teacher always makes me read) suggest a shared understanding among teachers. Joint learning through peer observations, co-planning, and professional learning communities helps maintain consistency and innovation in instructional practice.

Tunmer et al. (2020) assert that peer collaboration enhances instructional quality, mainly when teachers discuss student progress, share strategies, and reflect on what works. Additionally, involving stakeholders such as parents and reading specialists in learning discussions enriches the teaching process. In RR, the alignment between classroom practice and external support is often the result of intense professional dialogue and shared learning goals.

Subtheme 9.4: Supportive Leadership in Addressing Needs
Teachers thrive in environments where leadership is responsive and supportive. One teacher said, *"It' amon principal nagpapabulig gud kun ano kulang nga material"* (Our principal is very helpful with any missing materials). Another shared, *"Nabulig gad, nabulig gihap an school head. Danay ngani nagpapabasa hi ma'am"* (It helps, the school head helps too. Even ma'am calls learners to read with her). Though learners may not always name school leaders, their access to time, materials, and consistent instruction as shown in statements like *"May time gud pagbasa ha RR"* (There is time to read during RR) and *"Ginpapabasa kami pirme hin bag-o nga libro"* (We are always made to read a new book) reflect a system where leadership has addressed the operational and instructional needs of the teaching staff. Supportive leadership not only allocates resources but also protects instructional time and advocates for ongoing professional growth.

Pinnell (2016) and May et al. (2015) highlight the role of principals and supervisors in ensuring that teachers implementing RR receive the necessary support, from resource provision to emotional and instructional support. A strong leadership culture that values literacy ensures that teachers remain motivated and equipped to handle the dynamic challenges of intervention work. When leadership is attentive, teachers feel valued, and this empowerment directly enhances the quality and sustainability of RR delivery.

Experiences of Learners in the Implementation of the Reading Recovery Program
Following the insights from teachers, this section presents the voices of learners who directly benefited from the Reading Recovery. Their experiences offer rich, firsthand accounts of how the program impacted their reading development, confidence, and learning attitudes. These narratives provide an authentic view of the impact of structured reading interventions from the learners' own perspectives. By listening to their reflections, this study uncovers not only improvements in reading skills but also the emotional and motivational shifts that occurred as they engaged with the program. The themes that emerged from the analysis highlight how learners responded to the strategies used, the progress they made, and the support they received throughout the process.

Theme 1: Improved Reading Skills through Reading Recovery
Learners consistently described the Reading Recovery as a key factor in their development as readers. Many entered the program with difficulty recognizing words or understanding simple texts, but gradually gained confidence and ability through regular, guided practice. This theme underscores how the structured and supportive nature of the program enabled learners to improve their reading comprehension, build foundational literacy skills, enhance their fluency, and, for many, experience breakthroughs in reading English, a second language for most. Their feedback highlights the program's effectiveness in fostering both functional and academic literacy among struggling readers.

Subtheme 1.1: Comprehension Support
One of the most notable improvements learners shared was their increased ability to understand what they were reading. Learners who once struggled with essential word recognition began to grasp the meaning of phrases and stories. One learner remarked, *"Nakakaintindi ka po 'it imo ginkukuan, imo ginbabasa, nakakaintindi ka kun ano ito nga word,"* (You understand what you are reading, you understand what that word is) and another *"Naintindihan pagbasa han*

mga word" (Understands reading words) expressing that their reading was no longer mechanical but meaningful. This change signifies the development of deeper cognitive processing, where learners are not just pronouncing words but also extracting meaning.

According to Ouellette and Sénéchal (2017), comprehension is enhanced when learners are engaged in scaffolded reading that combines decoding with guided discussion. In Reading Recovery, teachers often support comprehension through repeated reading of familiar texts, questioning, and the use of visual cues. These strategies encourage learners to connect words to their meanings and ideas to their contexts. Over time, this approach helps students transition from word callers to thoughtful readers who can infer, summarize, and relate what they read to real-life situations.

Learners' accounts demonstrate that comprehension was not simply taught but actively constructed during reading sessions. The safe and supportive environment created by their teachers gave learners the confidence to ask questions and seek clarification, further enriching their understanding of the texts they encountered.

Subtheme 1.2: Foundational Literacy Development
Another strong theme in learners' responses was their growth in foundational reading skills. Several learners mentioned *"Para maaram pagbasa"* (To know how to read) and *"Naintindihan pagbasa han mga word"* (Understand reaading words) which reflect the acquisition of core skills, including letter-sound correspondence, word recognition, and syllable decoding. These basic abilities form the backbone of all future reading tasks.
Ehri (2014) emphasized that the development of foundational literacy—particularly phonemic awareness and decoding—requires explicit, systematic instruction. The Reading Recovery Program is designed with this principle in mind, utilizing methods such as the Marungko approach and structured phonics lessons that are developmentally appropriate. These activities help learners internalize patterns, build reading fluency, and develop greater confidence in their reading abilities.

For many learners, the program provided their first genuine experience of success in reading. The step-by-step nature of instruction and consistent reinforcement helped break the cycle of failure many had experienced before. By mastering the basics, students were able to engage more with texts, take academic risks, and participate actively in classroom reading activities.

Subtheme 1.3: Language-Specific Reading Improvement
Some learners specifically noted their progress in reading English, their second language. One learner shared, *"An na experience ko na nay-aaram na ako pagbabasa hin English"* (My experience is that I am learning to read English), which reflects how the program supported both language development and academic literacy. This improvement is particularly significant in multilingual contexts, where learners often struggle with vocabulary, pronunciation, and comprehension in English due to limited exposure.

Cummins (2017) explained that second-language learners benefit most from instructional approaches that use visual support, contextual learning, and repeated practice—hallmarks of the Reading Recovery framework. Through accessible texts, visual aids, and supportive feedback, students gradually developed the confidence and skill to engage with English reading materials.

Teachers often incorporated bilingual strategies, such as using familiar Filipino words alongside English, or interpreting stories in both languages. This helped learners bridge the gap between languages and build cross-linguistic connections, which enhanced their comprehension and vocabulary in both mother tongue and English.

Subtheme 1.4: Reading Fluency
Learners also spoke of how their reading became smoother and more natural over time. One learner expressed, *"Para maging dati ka magbasa,"* (To become a better reader) implying that reading had become automatic and less effortful. This is a crucial shift for struggling readers, many of whom begin by reading slowly and with hesitation.

Rasinski et al. (2016) defined reading fluency as the ability to read with speed, accuracy, and proper expression—and noted its direct link to comprehension. The Reading Recovery promotes fluency through practices such as echo reading, repeated reading of familiar texts, and modeling. These methods enable learners to internalize rhythm and structure in reading, making their engagement with texts more fluid and confident.

Fluent reading also boosts motivation. Learners reported that as they improved at reading aloud, they became more willing to participate in classroom reading activities. This sense of achievement reinforced their interest in reading, contributing to a positive cycle of practice and progress.

Theme 2: Support System in Overcoming Reading Challenges
A strong support system plays a pivotal role in helping learners overcome reading challenges. In the context of Reading Recovery, learners attributed their progress not only to structured lessons but also to the guidance, encouragement, and scaffolding provided by teachers. The presence of a reliable support system empowered learners to approach reading with more confidence and motivation.

This theme encapsulates a dynamic interaction between teacher-led interventions and student-driven efforts. The synergy between instructional modeling, guided reading, and learner initiative created a learning environment where learners felt safe to make mistakes, try again, and eventually succeed. Together, these experiences illustrate that reading recovery is most effective when learners are not left alone but are supported by teachers who guide, model, and affirm their learning journey.

Subtheme 2.1: Instructional Modeling
Instructional modeling was a central component of the Reading Recovery experience. Learners benefitted from observing their teachers read aloud before attempting the text themselves. This step-by-step approach provided a concrete example of how to decode words, apply intonation, and make sense of sentences. One learner shared, *"Hiya anay nagbabasa tas ako na"* (He reads first and then I read), and another shared, *"Ginbabasahan kami anay han teacher antes kami magbasa".* (The teacher reads to us first before we read), show the importance of auditory and visual exposure in early reading development. This practice is supported by Fisher and Frey (2016), who argue that modeling is a critical component of the gradual release of responsibility, especially for students struggling with fluency and comprehension.

Modeling not only helped learners decode words but also fostered confidence by showing that reading can be mastered. When teachers demonstrate the cognitive and behavioral processes involved in fluent reading, learners are better equipped to replicate these behaviors. According to Chard and Kame'enui (2015), modeling supports phonemic awareness and encourages active listening, which are essential components of reading success. The learners' improved engagement in reading activities after observing their teachers shows how modeling fosters not just technical reading skills but also trust and motivation to try independently. One learner reflected, *"Para maging dati ka magbasa"* (So you become fluent in reading), suggesting that modeling helped them internalize how fluent reading sounds and feels.

Subtheme 2.2: Learner-Initiated Improvement

In addition to teacher guidance, learners themselves played an active role in improving their reading. This subtheme highlights how learners took ownership of their learning by preparing in advance, practicing independently, and initiating reading outside of structured lessons. A learner mentioned, *"Hinbabasa ko la anay it (pause) para ready na"* (I read it first [pause] so I am prepared), which illustrates their growing autonomy and motivation. This behavior aligns with Zimmerman and Schunk's (2017) theory of self-regulated learning, which emphasizes the importance of setting goals, monitoring progress, and engaging in reflective practice. Such learner-initiated efforts suggest that Reading Recovery cultivated not just reading ability but also the mindset of a proactive learner.

The ability of learners to self-direct their practice also reflects a deeper engagement with the reading process. They were no longer just recipients of instruction but active participants in their development. Guthrie et al. (2016) highlight that students who are motivated and engaged are more likely to persist and succeed, even when faced with challenges. Reading Recovery seems to have provided the structure and feedback that made self-initiated improvement meaningful. These moments of independent action—like rereading texts at home or preparing ahead of sessions—demonstrate a shift in student identity from struggling reader to confident learner. As one learner expressed, *"Para maaram pagbasa"* (So I know how to read), their desire to take initiative was rooted in a genuine aspiration to become competent readers.

Subtheme 2.3: Teacher-Guided Reading Support

Consistent and personalized support from teachers was a cornerstone of the learners' reading success. Through step-by-step guidance, error correction, and patient instruction, teachers made the reading experience manageable and motivating. A learner described, *"Ginpapabasa ako (pause) Tapos nababasa ko ito usa-usa"* (I am asked to read [pause] then I can read it one by one), showcasing how gradual exposure and teacher support led to mastery. This instructional scaffolding reflects Vygotsky's Zone of Proximal Development, where learning is most effective when tasks are slightly beyond a learner's independent capability but achievable with expert guidance.

Teacher-guided reading support was not only instructional but also emotional. Learners felt safe making mistakes, receiving feedback, and trying again. Wasik and Hindman (2020) found that individualized, responsive reading support makes a significant contribution to literacy gains, particularly for students with persistent reading challenges. In this study, learners expressed appreciation for their teachers' consistent presence and encouragement, which helped them push past initial frustration and self-doubt. One learner's statement, *"Gintututduan kami hin maupay"* (We are taught well), reinforces how trust in their teacher's method and attention gave them the confidence to continue learning. The emotional and

academic reliability of the teacher-learner relationship turned Reading Recovery sessions into spaces of growth, resilience, and success.

Theme 3: Key Learning Strategies that Support Improvement in Reading
The improvement in learners' reading abilities was closely linked to the consistent and strategic use of learning methods embedded in the Reading Recovery. Learners identified several practices that made reading more manageable, more engaging, and more meaningful. These strategies were not just instructional tools; they were intentionally structured to meet learners at their current level while pushing them toward greater competence.

In Reading Recovery, learners experienced a clear departure from rushed or generalized reading activities in regular classrooms. Instead, they employed targeted strategies, including repetition, individualized attention, and routine practice. These components allowed learners to develop decoding skills, comprehension, and fluency at their own pace. The focus on key learning strategies helped cultivate not only technical skills but also a sense of enjoyment and confidence in reading.

Subtheme 3.1: Dedicated Time for Reading Activities
A central feature of the Reading Recovery experience was the allocation of dedicated time for reading activities, which distinguished it from the typical classroom experience. Learners repeatedly emphasized how this dedicated time allowed them to concentrate solely on reading without the distractions of other subjects or hurried transitions. One learner expressed, *"May time gud pagbasa ha RR, ha klase kulang ha oras"* (There is really reading time in RR, in class there is not enough time), highlighting how the structure of Reading Recovery was intentionally designed to prioritize literacy development. This aligns with findings by Allington (2015), who stressed that time spent on actual reading tasks is the most reliable predictor of reading growth, particularly for struggling readers.

Unlike in general classrooms where reading time may be minimal or irregular, Reading Recovery created a routine that normalized consistent reading engagement. This predictability made learners more prepared and confident in approaching reading tasks. According to Duke and Cartwright (2021), sustained and uninterrupted time for reading practice not only builds fluency but also supports vocabulary acquisition and comprehension. The experience of dedicated reading time empowered students to view reading not as an occasional task, but as a regular and essential part of their academic life.

Subtheme 3.2: Learning through Repeated Exposure
Repetition was another essential strategy that contributed to student improvement in reading. Learners benefited greatly from encountering the same texts multiple times, which helped reinforce word recognition, fluency, and comprehension. As one learner said, *"Ginbabalik-balik an libro, kun may dire mahibaro ginrerepeat"* (The book is read repeatedly, especially when someone does not understand), emphasizing how repeated exposure supported mastery. This approach is consistent with research by Nation (2017), who found that repeated reading enhances automaticity and word retention, especially for early or struggling readers.

Through repeated practice, learners became more familiar with sentence structures, vocabulary, and the flow of text. This familiarity reduced cognitive load, allowing them to focus more on meaning rather than decoding. Kuhn and Stahl (2016) assert that repeated reading is

particularly effective in increasing reading fluency and reducing hesitation in oral reading. In the context of Reading Recovery, learners didn't just re-read for the sake of repetition—they re-read with guidance, reflection, and purpose, enabling more profound understanding. This strategy turned initial difficulty into eventual ease, as learners started to recognize patterns, predict content, and read with greater confidence.

Subtheme 3.3: Regular Guided Practice

Regular guided practice was a consistent component of Reading Recovery, enabling learners to build and reinforce their skills steadily. Learners reported that, unlike in regular classroom instruction, where reading tasks were often brief or irregular, Reading Recovery sessions involved continuous practice with the close support of a teacher. One learner shared, *"An reading ha class madali la (pause) pero ha RR pirme ginpapa-practice"* (Reading in class is brief [pause] but in RR we are always made to practice), reflecting how structured repetition under guidance contributed to their growth. This practice aligns with the scaffolding model suggested by Vygotsky's educational theory, where learners benefit most when guided in their zone of proximal development.

Consistent guided reading activities also allowed teachers to provide immediate feedback and adjust instruction based on the learner's needs. According to Swanson et al. (2016), guided reading with real-time support and feedback is one of the most effective methods for improving literacy among early readers. In Reading Recovery, the regularity of guided practice helped reduce learners' fear of failure and reinforced learning through encouragement and clarification. It created a habit of reading that was supported, focused, and ultimately, effective. As learners became more accustomed to this kind of practice, their fluency, comprehension, and confidence began to take root and flourish.

Theme 4: Learners' Preference for Reading Recovery over Other Programs

Learners consistently expressed a clear preference for Reading Recovery over other reading programs they had previously encountered. This preference was rooted in their perception that Reading Recovery offered a more effective, personalized, and responsive learning experience. Compared to traditional classroom-based reading instruction, which was often time-limited and generalized, Reading Recovery stood out as a space where learners could receive targeted help, build comprehension, and track their progress.

The sense of progress and improved understanding led to increased motivation and confidence among learners. Many learners reported that their experience with Reading Recovery allowed them to achieve breakthroughs in reading that they had not previously experienced. Their testimonies revealed that the design and implementation of the program aligned with their needs as learners, making it more effective than more generalized approaches. These findings support the idea that preference often stems not just from enjoyment but from a tangible sense of academic and personal growth.

Subtheme 4.1: Improved Comprehension Compared to Other Approaches

One of the most frequently mentioned reasons for preferring Reading Recovery was its impact on reading comprehension. Learners noted that they understood texts better during and after Reading Recovery sessions than when using other reading methods. A learner shared, *"Nakakabasa ako hadto ha Marungko (pause) pero yana mas mayda ko intindi"* (I could read using Marungko before [pause] but now I understand more), indicating a shift from mere

decoding to meaningful understanding. This statement reflects a deeper engagement with the reading process and demonstrates how Reading Recovery fosters both comprehension and fluency.

This aligns with the findings of Connor et al. (2016), who argue that programs emphasizing individualized instruction and comprehension strategies outperform those focused solely on phonics or decoding. Reading Recovery's emphasis on reflective reading, questioning, and discussion helps learners engage more critically with texts. Unlike methods that prioritize speed or phonetic skills alone, Reading Recovery encourages learners to make sense of what they read, thereby deepening their connection to the text. This difference in focus may explain why learners not only improved their comprehension but also preferred the program overall.

Subtheme 4.2: More Personalized Learning Support

Learners also preferred Reading Recovery because of the one-on-one attention and customized instruction they received. In contrast to typical classroom environments, where reading instruction is delivered in large groups, Reading Recovery allowed learners to receive direct support tailored to their individual pace and needs. A learner said, *"Mas nauupayan ko iton kay ginbubuligan gud kami kada usa-usa"* (I like it more because we are genuinely helped one by one), highlighting how personalized support fostered a sense of care, connection, and competence.

This individualized approach aligns with findings from Hiebert and Reutzel (2020), who argue that personalized instruction improves student outcomes, particularly for those with reading difficulties. In Reading Recovery, teachers adjust materials, questions, and pacing based on the learner's performance and readiness. This makes learners feel seen and supported, increasing their engagement. The learners' testimonies reflect how personalization reduced anxiety and boosted their confidence. They no longer felt lost in a crowd, but instead guided through their learning journey step by step.

Subtheme 4.3: Quicker Progress with Reading Recovery

Another compelling reason behind learners' preference was the perception of quicker and more noticeable progress in their reading abilities. Learners reported that Reading Recovery enabled them to achieve improvements faster than in regular classroom settings. One learner explained, *"Han una ha class dire ako nakakabasa dayon (pause) yana mas madali"* (Before, I could not read right away in class [pause] now it's easier), suggesting that the targeted support and consistent practice provided by Reading Recovery helped unlock their potential more efficiently.

This observation is supported by research from Jones et al. (2017), who found that early literacy interventions, such as Reading Recovery, can accelerate progress, especially when implemented consistently and responsively. The structured routines, immediate feedback, and incremental goals made learners feel successful early on, which in turn motivated them to keep going. Students achieved small wins that cumulatively led to substantial improvements in a relatively short period. This sense of rapid progress contributed to their overall preference for Reading Recovery, as it not only addressed their needs but did so in a way that felt timely and effective.

Theme 5: Tools and Materials that Enhance Understanding

In addition to teacher guidance and structured strategies, learners highlighted the importance of supportive tools and materials in improving their reading comprehension and engagement. These resources made abstract words more concrete, simplified complex texts, and offered varied ways to engage with the content. Learners consistently expressed that certain visual, textual, and multimedia elements helped them understand lessons more effectively.

This theme underscores the role of tools not as mere supplements but as essential components of the reading recovery process. By offering learners visual cues, more straightforward sentences, and even technological reinforcements, the program ensured that every student, regardless of prior ability, could engage meaningfully with reading material. These materials not only enhanced understanding but also boosted motivation, as learners were more inclined to participate when the content felt accessible and relatable.

Subtheme 5.1: Visual-Aided Comprehension

Visual supports such as illustrations and pictures were instrumental in helping students grasp the meaning of unfamiliar words and concepts. Learners often relied on images to make sense of the context, deduce word meanings, and retain key ideas from the text. A learner remarked, *"An libro mayda drawing, mas nakakaintindi ako"* (The book has drawings, so I understand better), underscoring how visuals acted as a cognitive scaffold during reading. These aids helped reduce frustration and allowed students to maintain focus and interest in the reading task.

Studies support the effectiveness of visual scaffolds. According to Mayer (2017), integrating words and pictures, also known as the multimedia principle, enhances comprehension, particularly for beginners. When learners can associate vocabulary with visual representations, they process information through both verbal and visual channels, leading to stronger retention. In the context of Reading Recovery, the inclusion of pictures made reading more engaging and accessible, especially for visual learners who might struggle with text-heavy materials. This visual-aided learning environment helped level the playing field for all students, particularly those still developing foundational literacy.

Subtheme 5.2: Accessible Content Format

Learners also emphasized how the simplicity and structure of the reading materials made reading less intimidating and more enjoyable. A learner shared, *"Mayda booklet nga an sentence masayon la intindihon"* (There's a booklet with sentences that are easy to answer), indicating that the materials were designed with readability in mind. The use of short, clear sentences and controlled vocabulary allowed students to focus on comprehension without being overwhelmed by complex syntax or unfamiliar words.

This design reflects the concept of readability in educational material development, where texts are adjusted to suit the learner's current proficiency level. According to Rasinski et al. (2016), materials with high readability scores are crucial for early literacy development as they foster fluency and confidence. By gradually increasing complexity as learners' progress, Reading Recovery materials support a step-by-step mastery of reading skills. Learners could successfully engage with the text, experience small wins, and build the momentum needed to tackle more challenging material over time.

Subtheme 5.3: Multimedia Reinforcement

Technology also played a supportive role in reinforcing reading skills. Some learners mentioned the use of multimedia tools to help them connect words with sounds and meanings. One learner noted, *"Nagagamit TV pagpakita han ginsisiring nga word"* (TV is used to show the word being said), pointing to the integration of audiovisual aids in instruction. The use of multimedia helped learners' associate spoken language with written text more effectively, particularly benefiting auditory and kinesthetic learners.

Research by Moreno and Mayer (2019) affirms that multimedia instruction—especially when combining sound and visuals—can improve literacy by engaging multiple sensory pathways. Such reinforcement is especially valuable for young or struggling readers who benefit from repeated exposure to content in different formats. In Reading Recovery, the thoughtful integration of multimedia supported the learning goals by making abstract concepts more concrete and enhancing retention through audio-visual alignment. These tools not only supported comprehension but also made the learning process more interactive and enjoyable for students.

Theme 6: Guided Support for Better Reading
Learners described their Reading Recovery journey as one filled with consistent and meaningful guidance from both teachers and peers. This guided support enabled them to confront reading difficulties with more confidence and less anxiety. The learners recognized that reading improvement was not something they achieved alone; it was the result of intentional strategies employed by teachers and the shared learning experiences with classmates.

This theme highlights the importance of guided instruction in literacy development. The presence of a skilled teacher who can intervene effectively, the inclusion of supportive peer relationships, and the practice of reflecting on one's own learning all contribute to a learner's sense of progress. These dimensions of guided support create a safe and responsive environment where learners are more willing to take risks, learn from errors, and celebrate small successes. Through teacher and peer feedback, students become more active participants in their learning process.

Subtheme 6.1: Supportive Teacher Intervention
Learners sincerely appreciated the ongoing support provided by their teachers during reading sessions. Teachers did not simply assign reading tasks—they monitored learners' progress, corrected errors with care, and offered encouragement when difficulties arose. As one learner shared, *"It' akon teacher nabulig kun may dire ako maaram"* (My teacher helps me when I get stuck), indicating how immediate and caring interventions reduced fear and frustration. This kind of support aligns with Vygotsky's concept of scaffolding, where instruction is adjusted based on the learner's current ability and gradually withdrawn as competence develops.

Research by Reutzel and Cooter (2016) supports this approach, noting that timely and personalized intervention from teachers is one of the strongest predictors of reading success. In Reading Recovery, teachers provided corrective feedback without discouraging students, creating a positive feedback loop that empowered learners to persist. When students knew they could rely on their teachers for consistent help, they were more likely to take initiative and engage actively with reading tasks. The trust built between teacher and student became a foundation for academic and emotional growth.

Subtheme 6.2: Peer-Assisted Reading

In addition to teacher support, learners also benefited from peer-assisted reading strategies, where classmates worked together to reinforce reading skills. These partnerships provided a sense of camaraderie and shared responsibility, making reading a more social and collaborative activity. A learner explained, *"Mayda ako upod nga gina-assign pagbasa ha akon"* (I have a partner assigned to read with me), reflecting how reading partners contributed to a more comfortable and encouraging learning environment.

Peer-assisted learning strategies are effective in enhancing reading fluency and comprehension, especially when students can model and learn from each other. According to Fuchs and Fuchs (2019), peer-mediated instruction is particularly beneficial for learners with reading difficulties, as it promotes both academic gains and social support. In Reading Recovery, these reading partners served not only as practice buddies but also as motivators. They created opportunities for informal feedback, joint problem-solving, and mutual encouragement. Through this shared experience, learners developed not just reading competence but also communication and interpersonal skills.

Subtheme 6.3: Metacognitive Reading Support

An important aspect of guided reading support was encouraging learners to reflect on their reading process. Teachers asked learners to summarize what they had read, discuss their understanding, and share their learning experiences. As one learner mentioned, *"Ginrerecord an akon nababasa, ginpapaistorya kun ano hibabaro-an"* (What I read is recorded, and I'm asked to talk about what I learned), suggesting that metacognitive practices were embedded in the Reading Recovery sessions. These reflective strategies helped students become more aware of their reading habits and comprehension skills.

Research by Paris and Winograd (2017) demonstrates that fostering metacognitive awareness—understanding when and how to apply reading strategies significantly enhances comprehension and learning retention. In Reading Recovery, learners weren't just trained to decode words but also to think about what those words meant and how the reading process worked for them. This awareness made learners more strategic readers. By discussing what they learned and how they knew it, students internalized reading as an active, thoughtful process rather than a passive task. Over time, this strengthened their ability to self-monitor and self-correct, which are essential skills for independent reading.

Theme 7: Adapting Teaching Based on Learner Progress

A key factor contributing to the success of Reading Recovery was teachers' ability to adapt instruction based on students' demonstrated progress. Rather than following a rigid curriculum, teachers adjusted reading activities in real-time, depending on what learners had already mastered and what they still needed help with. This adaptability made learning more relevant and responsive to each learner's pace.

This theme emphasizes that responsiveness to learner progress is critical in fostering literacy growth, especially among struggling readers. Teachers in Reading Recovery were not only observers but also active participants in shaping instruction that met the learners' evolving

needs. As learners became more capable, the complexity of texts and questions increased, ensuring that they were constantly challenged but not overwhelmed. The strategic, ongoing adaptation of instruction based on progress served as a foundation for effective and meaningful learning.

Subtheme 7.1: Correcting Mistakes for Immediate Learning

Immediate correction of reading errors was one of the most impactful practices described by learners. Mistakes were not ignored or delayed for later review—instead, they were addressed on the spot to reinforce correct reading habits. A learner shared, *"Kun sayop, ginsisiring para hibaro kami"* (If there is a mistake, we are told so we learn), showing how real-time feedback helped students learn and grow from their errors. This immediate correction provided clarity, boosted confidence, and prevented the reinforcement of incorrect reading patterns.

Research by Al Otaiba et al. (2016) confirms that timely, constructive error correction is essential in reading interventions, especially for early readers who are still developing decoding and comprehension skills. In Reading Recovery, mistakes were viewed as learning opportunities rather than failures. Teachers corrected errors with sensitivity, often encouraging learners to self-correct by guiding them through the process. This approach fostered self-awareness and helped learners develop strategies for identifying and correcting their own mistakes, a foundational skill for achieving reading independence.

Subtheme 7.2: Matching Lessons with Learner Capability

Teachers in Reading Recovery were intentional about aligning reading tasks with each learner's current capability. Learners were not forced into reading materials that were too difficult; instead, they were given content that challenged them just enough to promote growth without causing frustration. One learner described, *"Naghihimo kami activities nga angay ha amon kaya"* (We do activities that are suited to what we can do), indicating that tasks were carefully selected based on their readiness and skill level.

This instructional match is supported by the concept of "instructional fit," as discussed by Connor et al. (2018), which suggests that aligning learning materials with a student's zone of proximal development leads to better outcomes. By ensuring that activities were appropriate to the learner's current abilities, teachers prevented discouragement and built momentum. Over time, as students demonstrated growth, the difficulty of tasks was gradually increased, helping them stretch their skills in manageable ways. This careful calibration kept students engaged, reduced reading anxiety, and increased their chances of success.

Subtheme 7.3: Modifying Instruction Based on Results

Beyond matching tasks to capabilities, teachers also made strategic adjustments in instruction based on learners' performance over time. As one learner shared, *"An teacher nag-aadjust han ginsusurat namon depende han aram namon pagbasa"* (The teacher adjusts what we write depending on how well we can read), showing how reading results directly influenced the planning of future lessons. This dynamic approach ensured that no two sessions were identical and that real student data informed each one.

This practice aligns with the formative assessment approach, where instruction is continuously revised based on evidence of student learning. According to Black and Wiliam (2018), the use of assessment to inform instruction is one of the most effective strategies for raising

achievement. In Reading Recovery, teachers observe, record, and respond to student progress in real-time. This responsiveness ensured that instruction remained meaningful, adaptive, and learner-centered. As a result, students felt seen, supported, and more invested in their learning journey.

Theme 8: Building Learner Confidence through Reflection and Feedback
Reading Recovery not only aimed to develop literacy skills but also focused on boosting learners' confidence in their reading abilities. This theme reveals how reflective practices and consistent feedback encouraged learners to recognize their growth and feel more self-assured in their reading journey. As learners experienced success, even in small increments, they began to see themselves as capable readers.

The theme emphasizes that when learners are made aware of their improvement and are given space to reflect, their motivation increases. This sense of ownership over their progress cultivates resilience and a positive academic self-concept. In Reading Recovery, feedback wasn't merely evaluative—it was formative, supportive, and geared toward helping learners see their growth and potential. These strategies created an affirming learning environment where students felt celebrated and supported.

Subtheme 8.1: Tracking Individual Reading Improvement
Tracking progress helped learners recognize how far they had come, which in turn fueled their motivation to continue improving. Learners reported that their reading performance was consistently monitored, enabling both them and their teachers to identify areas for growth. A learner stated, *"Ginkikita kun may improvement ha pagbasa"* (Our improvement in reading is measured), showing that visible progress mattered and made learning feel more purposeful. This regular progress monitoring helped learners build awareness of their strengths and areas for improvement.

Research supports this approach. According to Fuchs, Fuchs, and Compton (2015), frequent monitoring of student performance in reading interventions leads to better outcomes because it enables timely instructional adjustments and promotes learner accountability. In Reading Recovery, tracking was not merely for reporting it was used to guide instruction and celebrate learner milestones. By knowing that their reading growth was being followed, learners became more engaged, took their tasks seriously, and viewed reading as an area where they could improve with effort.

Subtheme 8.2: Acknowledging Learner Progress
Acknowledging learner efforts and achievements was a powerful motivator for continued learning. Learners mentioned receiving positive feedback whenever they read well, which encouraged them to keep trying and improving. One learner shared, *"Ginsisiring kun maupay an akon pagbasa, tapos ginpapadayon"* (When my reading is good, they tell me, and I continue), capturing how validation from teachers fostered a sense of pride and determination. Positive reinforcement made learners feel seen and valued, reinforcing their self-belief.

Dweck's (2017) work on mindset supports this practice, emphasizing that praise focused on effort and progress helps students develop a growth mindset, which is essential for long-term

academic resilience. In Reading Recovery, affirming feedback not only celebrated achievement but also set the stage for future success. Teachers helped learners internalize the idea that reading was a skill they could improve with practice, and this belief was sustained through regular acknowledgment of their efforts. As confidence grew, learners became more independent and more willing to take risks in their reading.

Subtheme 8.3: Discussing and Reviewing Reading Experience

Reflection played a crucial role in helping students process their reading experiences and deepen their understanding of learning. Teachers often encouraged learners to talk about what they had read and what they had learned from it. A learner expressed, *"Ginrerecord an akon nababasa, ginpapaistorya kun ano hibabaro-an"* (What I read is recorded, and I am asked to talk about what I learned), which reflects how discussion was used not only for comprehension but also for building metacognitive awareness. Through this process, students began to connect reading with understanding and the creation of meaning.

According to Paris and Winograd (2017), engaging students in metacognitive discussions helps them become more strategic readers by encouraging them to reflect on their learning processes. In Reading Recovery, these reflective conversations provided learners with a voice in their own development and helped them critically evaluate their progress. Such practices enabled learners to move beyond passive reading and into an active role, where they became aware of their strategies and successes. Over time, this built both competence and confidence, key elements for sustained literacy growth.

Theme 9: Confidence and Motivation through Social Support

Social interaction played a vital role in helping learners build confidence and maintain motivation in their reading journey. In the Reading Recovery context, learners not only relied on individual effort but also drew strength and encouragement from the social dynamics in the classroom. These included opportunities to read in front of others, partner with peers, and receive affirming feedback from teachers.

The presence of social support allowed learners to feel that they were not alone in their struggles. Peer activities and classroom-based recognition helped normalize the challenges of learning to read and celebrated progress communally. This sense of belonging, combined with structured reading opportunities, encouraged students to face their fears, speak up, and see reading as a shared experience. When learners feel supported by others, they are more likely to take risks and persevere, even when reading becomes difficult.

Subtheme 9.1: Speaking in Front of Class to Boost Confidence

Being allowed to read aloud in front of classmates helped students overcome fear and develop a stronger sense of self-confidence. Far from being an intimidating task, this experience was framed as a confidence-building strategy by teachers. One learner said, *"Mayda ginpapabasa ha amon ha unhan han klase para dire maalang pagbasa"* (We are asked to read in front of the class so we do not get shy), indicating that public reading was intended to help students become more comfortable with oral expression.

This practice aligns with research by Rasinski and Young (2017), who emphasize the role of oral reading in improving fluency and self-assurance. When learners read aloud, they not only practice pronunciation and pacing but also gain the confidence to express themselves in front

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of others. In the supportive environment of Reading Recovery, public reading was framed in a positive light, with encouragement and feedback that helped learners recognize their progress. As learners became more confident, they began to view reading not as a source of anxiety but as a skill they could proudly share.

Subtheme 9.2: Partner Reading for Shared Learning Support

Partner reading provided learners with a sense of camaraderie and mutual encouragement. Reading with a partner allowed students to share responsibilities, model skills for one another, and build a supportive learning relationship. One learner stated, *"Nag-aassign kami pagbasa ha akon partner, nabubuligan kami"* (We are assigned reading with a partner, and we help each other), highlighting how collaborative efforts improved readiness and reinforced learning.

Peer-assisted strategies, such as partner reading, are supported by studies, including those by Vadasy and Sanders (2015), which found that structured peer reading activities promote engagement, fluency, and comprehension. In Reading Recovery, partner reading wasn't random—it was intentionally structured to create a safe and interactive space where learners could practice together, ask questions, and celebrate success. These moments of shared learning reduced the isolation sometimes felt by struggling readers and helped normalize the challenges they faced. Through peer support, learners became more motivated and confident in their ability to read and understand texts.

Theme 10: Instructional Routines that Build Readiness

For many learners, readiness for Reading Recovery sessions was made possible through consistent instructional routines both inside and outside the classroom. These routines helped learners approach reading with structure, confidence, and a sense of preparedness. Instead of viewing reading as an isolated activity, learners were immersed in a rhythm of regular practice, take-home assignments, and corrective feedback.

This theme highlights how sustained routines contributed to learner readiness and skill development. These practices not only reinforced what was taught during Reading Recovery but also created a learning environment where reading was normalized, expected, and consistently supported. Whether through scheduled activities, partner tasks, or reflective exercises, these routines helped develop a mindset of discipline, ownership, and steady growth among learners.

Subtheme 10.1: Consistent Classroom Reading Practice

Learners noted that daily or regular reading practice in the classroom helped them feel more prepared and confident. Frequent opportunities to read aloud or silently built fluency, improved decoding, and developed a routine that encouraged familiarity with text. A learner shared, *"It akon teacher pirme nagpapabasa"* (My teacher always asks us to read), pointing to the role of constant reinforcement in building readiness. This consistency provided learners with multiple opportunities to succeed and alleviated the pressure that sometimes accompanied reading.

Research by Wanzek et al. (2016) confirms that consistent, high-frequency reading instruction has a significant impact on literacy outcomes, particularly for early and struggling readers. When students read often under the guidance of a teacher, they improve both fluency and confidence. In Reading Recovery, this routine was not simply about repetition, but also about intention. Each practice session was designed to support a specific skill. Over time, students

internalized reading as a regular part of their learning identity, contributing to sustained improvement.

Subtheme 10.2: Assignments to Reinforce Learning at Home
Learners also benefited from homework and at-home reading tasks that complemented classroom instruction. These assignments provided opportunities for additional practice and helped reinforce what had been learned during the day. One learner explained, *"Mayda ginahatag nga assignment pagbasa ha balay"* (We are given reading assignments to do at home), showing how learning extended beyond the school environment. These tasks allowed learners to revisit texts, build fluency, and sometimes involve family members in the learning process.

According to Mol and Bus (2017), extended reading opportunities outside of school, especially when aligned with classroom instruction, promote long-term reading development and vocabulary acquisition. In Reading Recovery, take-home assignments were designed to be manageable yet effective. They emphasized consistency and responsibility, two essential traits for literacy growth. By integrating reading into the home environment, these assignments bridged the gap between school and life, making reading a part of daily routine rather than just a school-based task.

Subtheme 10.3: Weekly Planned Reading Activities
Learners also noted the importance of having scheduled, weekly reading activities that created a sense of structure and continuity in their learning. These planned sessions helped them anticipate tasks, track their progress, and mentally and emotionally prepare for reading. One learner mentioned, *"Mayda reading time nga ginhihimo kada week"* (There is reading time every week), underscoring the importance of predictability and routine. Weekly planning enabled consistent follow-through and fostered a habit of engagement.

Studies by Duke and Cartwright (2021) support this idea, showing that scheduled, deliberate literacy activities result in more substantial reading gains than sporadic or unstructured instruction. In Reading Recovery, these weekly activities were designed not only to practice skills but also to build anticipation and accountability. The consistency helped students feel more organized and motivated, and it gave teachers a framework for pacing instruction and monitoring progress. When learners know what to expect, they can approach tasks with greater readiness and confidence.

Theme 11: Helping Learners Improve through Reflection and Support
Beyond skill acquisition, Reading Recovery emphasized the importance of helping students grow through thoughtful reflection and personalized support. The program provided learners with opportunities to reflect on what they had read, make sense of their learning experiences, and receive timely guidance from teachers. Through questioning, feedback, and error analysis, learners not only improved their reading ability but also gained a deeper insight into how they learn best.

This theme underscores that literacy development is not merely about reading more—it's about reading with awareness. When learners are asked to reflect on content, explain their answers, or understand their errors, they begin to develop a deeper and more meaningful relationship with texts. These practices helped learners transition from passive readers to active, thinking

individuals who could understand not just the "what" but the "why" behind their reading performance.

Subtheme 11.1: Explaining Mistakes to Support Learning

In Reading Recovery, mistakes were treated as teachable moments. Rather than simply correcting errors, teachers took time to explain why a mistake occurred and how it could be corrected. A learner mentioned, *"Ginpapasabot kun sayop an pagbasa"* (Mistakes in reading are explained), highlighting that learners were not just told they were wrong—they were supported in understanding the nature of their mistake. This kind of corrective feedback helped demystify reading difficulties and empowered students to improve through insight rather than memorization.

This strategy aligns with findings by Shute (2016), who emphasized that explanatory feedback fosters higher-level thinking and promotes long-term learning. In contrast to vague or delayed corrections, immediate explanations help students adjust their strategies, increase their self-awareness, and avoid repeating the same errors. In Reading Recovery, teachers created a safe space where learners could confront mistakes without fear, knowing they would be guided toward improvement. Over time, this reflective correction process helped build resilience, accuracy, and independent problem-solving in reading.

Subtheme 11.2: Asking Questions to Check Understanding

Teachers also regularly asked learners questions about what they had read to ensure that comprehension—not just word recognition—was taking place. These questions encouraged learners to think about meaning, sequence, cause and effect, and other comprehension elements. One learner shared, *"Ginpapakianhan kami kun ano an hibabaroan ha binasa"* (We are asked what we learned from what we read), suggesting that questioning became an integral tool for reflection and comprehension checking.

According to McKeown et al. (2017), teacher questioning is a highly effective strategy for improving reading comprehension, mainly when questions are open-ended and require students to engage deeply with the text. In Reading Recovery, questioning was not a test—it was a conversation. It provided learners with an opportunity to articulate their understanding, make connections, and clarify their interpretations. This process fostered critical thinking and helped learners internalize key reading strategies such as summarizing, predicting, and inferring. Over time, learners learned not only to answer questions but also to ask their own, thereby deepening their engagement with reading and increasing their confidence in interpreting texts.

Theme 12: Instructional Strategies that Support Comprehension

Comprehension is at the heart of compelling reading, and in Reading Recovery, teachers employed a variety of instructional strategies specifically designed to help learners make sense of what they read. Learners were not just taught to decode words—they were given tools to understand, interpret, and engage with texts. These strategies included varied reading materials, teacher demonstrations, repetition, and visual cues, all working together to enhance the learners' grasp of content.

By combining strategic instruction with thoughtfully chosen materials and techniques, Reading Recovery created a robust environment for developing comprehension. These practices enabled learners to transition from surface-level reading to a deeper understanding, fostering

not only improved academic performance but also a more meaningful connection with texts. The varied approaches addressed the needs of different learning styles, helping learners become more thoughtful and confident readers.

Subtheme 12.1: Introduction of Varied Reading Materials

Learners reported exposure to a wide range of reading materials, which kept them engaged and supported their growth in comprehension. Regularly encountering new and diverse texts enabled learners to develop a broader vocabulary, expand their background knowledge, and apply reading strategies across various genres and topics. One learner noted, *"Ginpapabasa kami pirme hin bag-o nga libro"* (We are always given a new book to read), reflecting the variety and novelty that kept reading sessions interesting and relevant.

According to Guthrie and Klauda (2016), access to varied texts significantly improves reading comprehension by expanding a student's exposure to language, ideas, and structures. In Reading Recovery, texts were chosen to match the learners' reading levels while still offering challenge and interest. This not only supported incremental skill-building but also sparked curiosity and motivation. The diversity in materials allowed learners to see reading as more than a task—it became a window to different worlds and ideas, enriching their comprehension through relevance and engagement.

Subtheme 12.2: Reading Demonstration by Teacher

Teacher modeling of reading was a fundamental strategy in supporting learner comprehension. By hearing how fluent readers approach a text—with proper pacing, intonation, and phrasing—learners developed a mental model of what good reading sounds like. A learner said, *"Ginbabasahan kami anay han teacher antes kami magbasa"* (The teacher reads to us first before we read), pointing to this instructional method as a valuable preparatory step.

Fisher and Frey (2016) emphasize that modeling helps learners internalize comprehension strategies, such as predicting, questioning, and visualizing, as they observe expert readers in action. In Reading Recovery, this demonstration wasn't passive—it was followed by opportunities for learners to mirror the teacher's approach, gradually applying what they observed. This strategy built confidence and helped learners decode not just the words on the page but also the meaning behind them. Over time, learners transitioned from imitators to independent readers, equipped with strategies learned through consistent modeling.

Subtheme 12.3: Reinforcement through Repetition

Learners recognized that repeating texts helped them improve both fluency and comprehension. By revisiting the same material, learners gained familiarity with vocabulary, sentence patterns, and overall structure, which reduced cognitive load and allowed them to focus more on meaning. One learner stated, *"Ginpapabalik-balik an pagbasa"* (We repeat reading the text), indicating how repetition was used intentionally to reinforce learning.

Research by Kuhn and Levy (2015) supports the effectiveness of repeated reading in developing automaticity, a crucial factor for comprehension. When students no longer struggle to decode every word, they can devote more attention to understanding the content. In Reading Recovery, repetition was not redundant; it was meaningful practice designed to foster mastery. Learners were given space to grow familiar with texts at their own pace, and through that familiarity, they gained deeper insights and greater confidence.

Subtheme 12.4: Visual Cue Integration

Learners also benefited from the integration of pictures and visual aids that supported word recognition and contextual understanding. Visual cues served as anchors for unfamiliar words, helping learners infer meaning from illustrations. A learner shared, *"Ginagamit an picture para masabtan an word"* (Pictures are used to understand the word), highlighting how imagery supported comprehension.

According to Mayer (2017), the combination of visual and verbal information—known as dual coding enhances learning by engaging multiple cognitive pathways. In Reading Recovery, visuals were not distractions but tools for deepening understanding. They allowed learners to make connections between the text and their own experiences, supported inferencing, and promoted engagement. For visual learners, in particular, this approach was a gateway to comprehension, making abstract concepts more accessible and relatable.

Learners' experiences revealed that Reading Recovery provided them with meaningful support that improved not only their reading skills but also their confidence and motivation. The combination of personalized instruction, engaging materials, and consistent feedback allowed them to overcome challenges and feel empowered as learners. Hence, Reading Recovery fostered a positive reading environment where learners felt guided, valued, and capable.

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