

Reading comprehension analysis on the early grade reading assessment in Western Tanudan District

Maryshin D. Ngayaan*

Lower Lubo, Tanudan, Kalinga, Philippines

ABSTRACT

This study examined the reading performance of Grade 1–3 students in the Western Tanudan District, Schools Division of Kalinga, utilizing the Early Grade Reading Assessment (EGRA) findings for the School Year 2022–2023. Employing a descriptive documentary research design, the study examined consolidated EGRA reports across schools to determine learners' proficiency levels in eight core reading components, namely orientation to print, letter name knowledge, letter sound knowledge, initial sound knowledge, familiar word reading, inverted word reading, oral reading fluency and comprehension, and dictation. The results showed that most students demonstrated sufficient early literacy readiness by performing at the autonomous level in fundamental reading abilities such orientation to print and letter name recognition. Nonetheless, the majority of students continued to perform at the instructional level in decoding, oral reading fluency, comprehension, and dictation, and a significant portion demonstrated frustrated performance in tasks involving the reading and writing of inverted words. Variations in reading achievement were also noted amongst schools, indicating variations in the district's levels of learner support and instructional needs. Overall, the findings show that although learners have a solid foundation in literacy, many have not yet advanced to independent reading proficiency, especially when it comes to higher order reading and writing abilities. Based on these results, the study suggested PROJECT LAPIS (Lighting A Path to Intensified Support), a data-driven, school-based reading intervention program intended to improve decoding, fluency, comprehension, and writing abilities through focused instruction, teacher capacity building, and community involvement. In order to bridge early literacy deficits and help students advance toward autonomous and competent reading, the study highlights the significance of long-term, assessment-guided interventions.

Keywords: Early Grade Reading Assessment (EGRA), reading performance, decoding, oral reading fluency, reading comprehension, reading intervention, PROJECT LAPIS.

Date Submitted: March 12, 2026

Date Accepted: March 19, 2026

Date Published: April 9, 2026

INTRODUCTION

Reading is a fundamental skill that underpins the development of other language competencies and plays a central role in learners' academic achievement. As emphasized by

*Corresponding author/ Email: maryshin.diwag@deped.gov.ph
DOI: <http://doi.org/10.69651/PIJHSS0502920>

Recommended citation:

Ngayaan, M. D. (2026). Reading comprehension analysis on the early grade reading assessment in Western Tanudan District. *Pantao (The International Journal of the Humanities and Social Sciences)* 5 (2), 510-519. <http://doi.org/10.69651/PIJHSS0502920>

Kusumawanti and Bharati (2018), reading proficiency has the greatest impact on learners' success in the classroom because it initiates and supports other learning processes. Learners must engage in reading before writing to generate ideas, and they must read before speaking to organize their thoughts effectively. Furthermore, comprehension during listening is largely dependent on vocabulary knowledge, which is often developed through reading activities, as noted by Rose, cited in Hamouda (2013). This interconnectedness demonstrates that reading serves as the foundation for the development of writing, speaking, and listening skills, thereby establishing its critical role in overall language proficiency.

The ability to read significantly influences academic success across all subject areas. Reading is considered a prerequisite skill that enables learners to engage with instructional materials, complete academic tasks, and acquire new knowledge. Students rely on reading to participate in classroom activities and to understand lectures and assignments. However, reading development presents considerable challenges, particularly during the early years of elementary education, when learners are expected to master decoding skills at the word and text levels (Suggate, 2016). With consistent practice and instruction, learners develop reading fluency, defined as the ability to read accurately, quickly, and with appropriate expression (Zimmerman et al., 2019; National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010). Fluency is recognized as a key prerequisite for reading proficiency (Gersten et al., 2020), as it allows learners to shift cognitive focus from word recognition to comprehension.

Learners who struggle with reading face significant academic disadvantages, as limited reading ability restricts their capacity to understand content, follow instructions, and express ideas effectively in writing. According to Crouch (2012), these learners are at risk of falling progressively behind their peers, particularly if they are unable to comprehend printed texts. Additionally, struggling readers are more likely to experience grade repetition and develop behavioral and social difficulties in later years, as reported by the Annie E. Casey Foundation (2010). These challenges have long term implications for learners' social and economic well-being. The widening gap between proficient and struggling readers reflects the concept known as the Matthew Effect, originally proposed by Robert K. Merton in 1968 and later applied to education by Stanovich in 1986, wherein strong readers continue to improve while weak readers fall further behind.

Given the critical role of reading in learning, this study seeks to develop a reading intervention program for the Schools Division of Kalinga based on the Early Grade Reading Assessment results for the academic year 2022 to 2023. The study aims to enhance learners' foundational reading and comprehension skills by addressing identified gaps in reading performance. The findings are expected to provide valuable insights for school administrators in designing relevant teacher training programs and for teachers in implementing differentiated instructional strategies that respond to learners' diverse needs. Parents, as active partners in the teaching learning process, may also gain a clearer understanding of how to support their children's reading development, while learners benefit from targeted interventions that address their individual learning needs. Furthermore, the results of the study will serve as a basis for the development of a contextualized intervention program and may inform future research on early literacy development.

The study is anchored on Piaget's developmental theory, which posits that language acquisition occurs through distinct stages characterized by specific behaviors. These stages include the pre linguistic stage, where communication is nonverbal and behavior mirrors adult interaction; the shared meaning stage, where children comprehend more words than they can produce and begin to recognize symbols such as letters; the conventional communication stage, where speaking and reading skills become more pronounced; and the school age adaptability stage, where children demonstrate increased proficiency in communication and adapt their

behavior to achieve learning success. This theoretical perspective emphasizes that language and reading development result from the interaction of biological maturation and environmental influences, with appropriate support and stimulation playing a crucial role in skill acquisition (Wiggins et al., 2018).

Teachers play a vital role in fostering reading development by recognizing that reading is both a fundamental component and an essential tool for learning and personal enrichment. They acknowledge that learners develop reading skills at varying rates and therefore must select appropriate instructional materials based on individual reading levels. Individualized reading instruction enables learners to acquire the necessary competencies for effective language use in an increasingly technology driven world. Failure to address learners' specific reading needs may result in the deprivation of a fundamental educational right. Since learners' reading abilities are influenced by prior experiences and developmental readiness, differentiated instruction becomes essential in ensuring that all learners achieve reading proficiency and comprehension.

Recent literature emphasizes that reading comprehension is the ultimate goal of early literacy instruction, requiring the integration of decoding skills, vocabulary knowledge, language comprehension, and background knowledge (Duke & Cartwright, 2021; Duke et al., 2024; Nation, 2024). Learners who fail to develop comprehension skills early often encounter persistent academic difficulties (OECD, 2025; World Bank, 2024). However, instructional practices in many contexts continue to focus heavily on word recognition and letter identification, often neglecting meaning making processes, particularly in rural and low resource settings (UNESCO, 2024; DepEd, 2024; Oracion, 2025; UNESCO, 2026). These conditions highlight the importance of assessing both foundational reading skills and comprehension abilities.

Foundational literacy skills, including phonological awareness, letter name knowledge, and letter sound knowledge, are widely recognized as prerequisites for comprehension (Ehri, 2020, 2025; Foorman et al., 2021, 2025). Learners who fail to master these skills often experience slow and inaccurate reading, which negatively affects comprehension (Lonigan et al., 2021; Hulme & Snowling, 2020; Sanchez, 2024). Decoding ability, defined as the capacity to translate written symbols into spoken language, has been identified as a strong predictor of reading comprehension (Kim & Petscher, 2023, 2024). Learners with poor decoding skills expend significant cognitive effort on word recognition, limiting their ability to understand text meaning (Ehri, 2025). Similarly, reading fluency serves as a critical bridge between decoding and comprehension, enabling learners to read with speed and expression while focusing on meaning (Rasinski, 2024, 2025).

The Early Grade Reading Assessment serves as a reliable diagnostic tool for identifying learners' strengths and weaknesses in early literacy skills. It assesses key components such as decoding, fluency, and comprehension, providing valuable data for instructional planning (RTI International, 2020, 2025). Both global and Philippine studies indicate that learners often perform well in foundational skills but struggle with higher order competencies such as fluency and comprehension (Bulat et al., 2024; World Bank, 2025; DepEd, 2024; Ledesma, 2025; Sanchez, 2024). Research further demonstrates that EGRA based interventions, including flexible grouping and targeted remediation, can significantly improve reading outcomes when implemented consistently (Yap, 2022; Molin, 2025; Ruiz, 2025).

Across various Philippine contexts, particularly in rural and underserved areas, learners consistently demonstrate strengths in basic literacy skills but encounter difficulties in decoding unfamiliar words, maintaining reading fluency, and comprehending texts independently (Sanchez, 2022; Bernaldez, 2022; Cervantes, 2022). These challenges are often influenced by socioeconomic and environmental factors such as limited access to reading materials,

inadequate instructional support, and low parental involvement (Burns, 2020; Nette, 2022; Graham, 2019). Similar patterns are observed in Mindanao, where learners struggle with decoding multisyllabic words and exhibit low fluency levels due to limited opportunities for guided reading practice and insufficient teacher training (Dizon, 2024; Paredes, 2025; Ramirez, 2024; Villanueva, 2023; Cruz, 2024; Aquino, 2025).

Intervention programs that are data driven, context specific, and supported by teachers, parents, and communities have been shown to improve reading outcomes. Studies highlight the effectiveness of structured reading programs, guided oral reading, and community based initiatives such as Brigada Pagbasa in enhancing learners' reading proficiency (Anne, 2022; Ruiz, 2022; Molin, 2022; Navarro, 2024; Balatbat, 2025; Jimenez, 2025). Teacher competence in evidence based literacy instruction and continuous professional development are also critical factors in sustaining the effectiveness of these interventions (Connor et al., 2024; Graham et al., 2023; Vaughn et al., 2025; Foorman et al., 2025; DepEd, 2024).

Despite extensive research on early literacy and EGRA implementation, there remains a lack of localized studies focusing on the Western Tanudan District in Kalinga. This gap underscores the need for context specific investigations that consider the unique linguistic, cultural, and socioeconomic conditions of learners in the area. In response, the present study examines the EGRA performance of Grade 1 to Grade 3 learners in Western Tanudan and proposes a contextualized reading intervention program designed to improve decoding, fluency, and comprehension skills. By grounding the intervention in empirical data and local realities, the study aims to contribute meaningful insights to the improvement of early reading instruction in geographically isolated communities.

The research paradigm of the study illustrates the relationship between the independent and dependent variables. The independent variables consist of the reading skills of Grade 1 to Grade 3 learners as measured through the Early Grade Reading Assessment, including letter recognition, word reading, reading fluency, and comprehension. These skills serve as indicators of learners' current reading performance and provide the basis for identifying their strengths and areas of difficulty. The dependent variable is the proposed reading intervention program, which is developed in response to the identified reading needs of the learners. The paradigm emphasizes that the assessment of reading skills directly informs the design of targeted interventions aimed at improving learners' reading proficiency and overall academic performance.

Statement of the problem

This study generally aims to propose a reading intervention program for primary grade learners in the Division of Kalinga. It analyzes the Early Grade Reading Assessment results of Grade 1- 3 pupils in the division.

More specifically, it will seek answers to the following:

1. What are the reading skills of the learners based from the Early Grade Reading Assessment?
2. What reading intervention program could be proposed to address the needs of the primary grade learners?

METHODOLOGY

The study employed a descriptive documentary analysis design in order to examine the reading performance of early grade learners using existing official records. The data were drawn from consolidated Early Grade Reading Assessment reports that had been formally submitted to the Office of the Schools Division Superintendent of Kalinga. This design enabled

the researcher to systematically analyze documented evidence without direct administration of assessment tools, thereby ensuring that the investigation remained grounded in authentic and officially validated educational records.

The participants of the study consisted of Grade 1 to Grade 3 learners enrolled in public elementary schools within the Western Tanudan District of the Schools Division of Kalinga during School Year 2022–2023. A total of 192 learners were included in the analysis, all of whom were officially represented in the consolidated EGRA reports submitted to the Schools Division Office. The participants were distributed across eleven public elementary schools, with 14 learners from Anggacan Elementary School, 34 from Babbanoy Elementary School, 22 from Dacalan Elementary School, 19 from Gaang Elementary School, 27 from Lubo Elementary School, 13 from Mangali Centro Elementary School, 13 from Mantopngan Elementary School, 6 from Pitang Primary School, 17 from Tanudan Central School, 25 from Taloctoc Elementary School, and 2 from Tinangban Primary School, yielding an overall total of 192 learners. The researcher did not personally administer the assessment but relied entirely on the existing official assessment records for analysis.

All participants were assessed using the eight EGRA reading components, which included orientation to print, letter name knowledge, letter sound knowledge, initial sound knowledge, familiar word reading, inverted word reading, oral reading fluency and comprehension, and dictation. The learners' reading performance across these components was classified into three levels, namely Independent, Instructional, and Frustration, in accordance with the DepEd EGRA Rubrics of 2016. These classifications provided a standardized basis for interpreting the learners' reading proficiency levels based on their obtained scores.

The instrument utilized in the study was the Early Grade Reading Assessment, from which the learners' reading skills were determined based on their recorded scores. The EGRA served as a standardized assessment tool designed to measure foundational reading abilities among early grade learners, and the study relied on the officially recorded results of this instrument as reflected in the consolidated reports.

In the data gathering process, the researcher formally sought permission from the Office of the Schools Division Superintendent of Kalinga, strictly observing established protocols for conducting research within the division. Upon approval, the researcher requested access to the consolidated EGRA reports through the Education Supervisor for English, coordinating with the district supervisors of the public schools involved. This procedure ensured that all data were obtained through proper channels and that institutional guidelines and ethical considerations were upheld throughout the conduct of the study.

The analysis of the data was guided by the EGRA rubrics as prescribed by DepEd in 2016. The reading performance of the learners was categorized based on specific score ranges, wherein scores of 93-100% were interpreted as Independent level, scores of 85-92% were classified under Instructional level, and scores of 84%-below were categorized as Frustration level. These defined score intervals served as the basis for evaluating and interpreting the reading proficiency of the participants, ensuring consistency and alignment with established assessment standards.

RESULTS AND DISCUSSION

The study involved a total of 192 Grade 1 to Grade 3 learners, consisting of 101 males and 91 females, drawn from eleven elementary schools in the Western Tanudan District. Utilizing a descriptive documentary analysis design, the study examined learners' reading performance based on the Early Grade Reading Assessment. Data were derived from school records reflecting learners' classification into frustration, instructional, and independent levels

across multiple reading components. The analysis employed frequency counts and comparative interpretation of performance levels to determine patterns and trends. The discussion that follows is grounded entirely in the data gathered and interprets the results directly in relation to the study's objective of assessing reading performance and informing the development of a targeted reading intervention program.

The results for orientation to print indicate that out of the total enrollment of 192 learners, 20 were classified under the frustration level, 62 under the instructional level, and 110 under the independent level, establishing independent as the dominant level. This distribution demonstrates that a majority of learners possess adequate foundational understanding of print concepts, including directionality and book handling. However, the presence of 20 learners at the frustration level suggests that a segment of the population still lacks basic print awareness, which may hinder early reading acquisition. At the school level, Lubo ES and Tanudan CS exhibited optimal performance with 27 and 17 learners respectively all classified at the independent level, while schools such as Anggacan ES and Dacalan ES showed a concentration of learners in the instructional and frustration levels, indicating uneven mastery of foundational literacy skills.

In terms of letter name knowledge, the data reveal that 25 learners were at the frustration level, 69 at the instructional level, and 98 at the independent level, again identifying independent as the dominant level. This suggests that most learners have developed the ability to recognize alphabetic symbols, a critical precursor to decoding. Nevertheless, the 25 learners at the frustration level indicate persistent gaps in alphabet familiarity. Schools such as Tanudan CS and Mangali Centro ES demonstrated strong performance with all learners achieving independence, whereas Dacalan ES and Taloctoc ES showed higher counts of learners in the frustration level, reflecting variability in instructional effectiveness and exposure to alphabetic instruction.

The results for initial sound knowledge show 35 learners at the frustration level, 81 at the instructional level, and 76 at the independent level, with instructional emerging as the dominant level. This indicates that while learners are beginning to develop phonemic awareness, a substantial proportion has not yet achieved mastery. The relatively high number of learners in the instructional category suggests ongoing development in identifying beginning sounds, which is essential for decoding unfamiliar words. Schools such as Tanudan CS demonstrated strong performance with all 17 learners classified as independent, while Lubo ES and Dacalan ES recorded higher frustration counts of 9 and 8 respectively, indicating difficulty in phonological processing.

Inverted word reading results further highlight decoding challenges, with 54 learners at the frustration level, 101 at the instructional level, and only 37 at the independent level, making instructional the dominant level. This distribution underscores significant difficulty among learners in applying phonics rules to decode unfamiliar or invented words. The high number of learners in the frustration level reflects limited automaticity in word recognition. Lubo ES recorded 16 learners at the frustration level, the highest among the schools, while Tanudan CS showed comparatively better performance with 10 learners at the independent level. These findings suggest that while foundational skills are present, higher level decoding remains underdeveloped across the district.

Oral comprehension results reveal that 57 learners were at the frustration level, 104 at the instructional level, and 31 at the independent level, again indicating instructional as the dominant level. This pattern demonstrates that most learners can partially understand orally presented texts but still require guidance to achieve full comprehension. The relatively high frustration count of 57 learners suggests that comprehension difficulties persist despite adequate exposure to oral language. Schools such as Taloctoc ES exhibited higher frustration

counts of 12, while Tanudan CS showed stronger outcomes with 10 learners at the independent level, indicating variability in comprehension development.

Dictation results show 64 learners at the frustration level, 98 at the instructional level, and 30 at the independent level, with instructional as the dominant level. This component recorded the highest frustration count among all assessed areas, indicating significant difficulty in translating auditory input into written form. The data suggest that learners struggle with spelling, phoneme-grapheme correspondence, and writing fluency. Taloctoc ES recorded 22 learners at the frustration level, the highest among all schools, while Tinangban PS demonstrated strong performance with both learners classified as independent. The high frustration rate across the district highlights the need for intensified instruction in writing and encoding skills.

At the school level, performance patterns reflect both strengths and weaknesses shaped by enrollment size and instructional context. Smaller schools such as Tinangban PS with an enrollment of 2 learners exhibited consistently high performance, with no learners at the frustration level in most components and all learners achieving independence in orientation to print, letter name knowledge, initial sound knowledge, and dictation. In contrast, larger schools such as Babbanoy ES with 34 learners showed more varied distributions, with 4 learners at the frustration level in both orientation to print and letter name knowledge, and 4 learners at the frustration level in inverted word reading, indicating broader variability in learner achievement. Across schools, decoding related components such as initial sound knowledge and inverted word reading consistently recorded higher frustration and instructional counts, while orientation to print and letter name knowledge were relatively stronger.

When aggregated at the district level, the results confirm that orientation to print with 110 learners at the independent level and letter name knowledge with 98 learners at the independent level represent the strongest components. In contrast, components such as inverted word reading with 54 learners at the frustration level, oral comprehension with 57 learners at the frustration level, and dictation with 64 learners at the frustration level represent the weakest areas. The dominance of the instructional level across most components indicates that while learners possess emerging skills, they have not yet achieved independent mastery, particularly in decoding, fluency, and writing.

These findings align with the Department of Education recognition of the Early Grade Reading Assessment as a critical tool for diagnosing early literacy skills and guiding instructional interventions. The observed pattern, wherein learners demonstrate stronger performance in foundational skills such as orientation to print and letter recognition but weaker performance in higher level skills such as decoding, fluency, and comprehension, is consistent with the 2019 National EGRA Report, which identified similar gaps among Filipino learners. This suggests that while initial literacy instruction may be effective in introducing basic concepts, there is a need for sustained and targeted instruction to develop advanced reading competencies.

The results also reflect broader theoretical perspectives on reading development, particularly the transition from learning to read to reading to learn. As emphasized in the Progress in International Reading Literacy Study framework, mastery of decoding and comprehension is essential for academic success in later grades. The predominance of instructional level performance in decoding and comprehension components indicates that learners in the Western Tanudan District are still in the transitional phase and require continued support to achieve independent reading proficiency.

Furthermore, the findings corroborate reports related to the Basic Education Learning Continuity Plan, which identified learning gaps in foundational skills during periods of disrupted instruction. The high frustration counts in components such as dictation and oral

comprehension may reflect the impact of reduced teacher guided interaction and increased reliance on independent learning modalities. This reinforces the importance of structured and data driven interventions to address learning loss and accelerate skill development.

In synthesis, the results demonstrate that while learners in the Western Tanudan District have developed foundational literacy skills, significant gaps remain in decoding, fluency, comprehension, and writing. The dominance of the instructional level across most components indicates that learners are progressing but require targeted support to achieve independence. These findings directly address the objectives of the study by identifying specific areas of strength and weakness, thereby providing a clear empirical basis for the development of a reading intervention program. The study contributes to the field by offering localized evidence of early literacy challenges and reinforcing the importance of assessment based instructional planning. The proposed intervention program, grounded in the identified needs, is expected to enhance reading outcomes and support the district's broader literacy goals, thereby preparing learners for more advanced academic demands in subsequent grade levels.

CONCLUSION

The findings of the study provide a comprehensive understanding of the reading performance of Grades 1–3 learners in the Western Tanudan District and reveal a consistent pattern characterized by strong foundational literacy skills alongside notable challenges in higher-order reading and writing competencies. Analysis at the school level indicates considerable variation in performance across schools, with learners generally demonstrating competence in orientation to print and letter name knowledge, as evidenced by a substantial proportion reaching the independent level. This suggests that basic print awareness and alphabet recognition are well established among early grade learners. However, the presence of high proportions of learners at the frustration and instructional levels in inverted word reading, oral reading fluency, oral comprehension, and dictation reflects persistent difficulties in decoding unfamiliar words, reading with accuracy and fluency, comprehending texts, and translating auditory input into written form. These disparities across schools highlight differences in instructional delivery and learner support mechanisms, underscoring the need for targeted and context specific interventions at the school level.

At the district level, the aggregated results further affirm these patterns, with Orientation to Print (57.29%) and Letter Name Knowledge (51.04%) emerging as the strongest areas in terms of independent performance. In contrast, Listening Comprehension and Dictation recorded the highest frustration rate at 33.33%, followed by Oral Reading Fluency and Oral Comprehension at 29.69%, indicating that learners experience significant challenges in processing, understanding, and expressing language in more complex contexts. Moreover, the predominance of the instructional level across decoding related components, including letter sound knowledge, initial sound knowledge, familiar word reading, and inverted word reading, suggests that a majority of learners still require guided instruction to successfully perform these skills. This pattern reflects a developmental gap between foundational literacy acquisition and the attainment of independent reading proficiency.

Overall, the study concludes that while learners in the Western Tanudan District exhibit adequate early literacy readiness, many have not yet achieved independent reading, particularly in the domains of decoding, fluency, comprehension, and writing. The dominance of the instructional level across several Early Grade Reading Assessment components indicates the need for systematic, sustained, and data driven interventions that address these gaps and facilitate learners' progression toward independent reading. In response to these findings, the development of PROJECT LAPIS emerges as a relevant and evidence based initiative designed

to provide intensified and differentiated support tailored to learners' specific needs, particularly in areas where frustration and instructional levels are most pronounced.

In light of these conclusions, it is recommended that schools in the Western Tanudan District adopt and implement PROJECT LAPIS as a targeted reading intervention program anchored on Early Grade Reading Assessment results to accurately identify and group learners according to their reading levels. The program should prioritize learners at the frustration and instructional levels and deliver structured interventions that focus on decoding, oral reading fluency, comprehension, and dictation. Furthermore, strengthening teacher capacity through continuous professional development is essential to ensure the effective delivery of evidence based reading strategies, including systematic phonics instruction, guided and repeated oral reading, and explicit comprehension teaching. Equally important is the sustained engagement of stakeholders, particularly parents and community members, to reinforce reading practices beyond the classroom and support learners' continuous development. Regular monitoring and evaluation mechanisms should also be maintained to track learner progress and ensure that the objectives of PROJECT LAPIS are effectively realized. Through these integrated efforts, the program is positioned to bridge the gap between foundational literacy skills and independent reading, thereby contributing to improved academic outcomes and long term learner success.

REFERENCES

- Morgan, H. (2022). Conducting a qualitative document analysis. *The Qualitative Report*, 27(1), 64–77. <https://doi.org/10.46743/2160-3715/2022.5044>
- Alqahtani, S. S. (2024). A meta-analysis of technology-based interventions for elementary students with reading difficulties. *Humanities and Social Sciences Communications*, 11, 1629. <https://doi.org/10.1057/s41599-024-04159-y>
- Bowen, G. A. (2022). Document analysis as a qualitative research method. *The Qualitative Report*, 27(1), 64–77. <https://doi.org/10.46743/2160-3715/2022.5044>
- Department of Education. (2016). Contextualization, localization, and indigenization of the curriculum (DepEd Order No. 17, s. 2016). Department of Education, Philippines.
- Department of Education. (2022). National early grade reading assessment (EGRA) results and analyses. Department of Education, Philippines.
- Department of Education. (2024). Conduct of the early grade reading assessment (EGRA) and early grade mathematics assessment (EGMA) for SY 2024–2025. <https://www.deped.gov.ph>
- Ehri, L. C. (2020). The science of learning to read words: A case for systematic phonics instruction. *Reading Research Quarterly*, 55(Suppl. 1), S45–S60. <https://doi.org/10.1002/rrq.334>
- Foorman, B. R., Koon, S., Petscher, Y., Mitchell, A., & Truckenmiller, A. (2021). Examining general and specific factors in early reading development. *Journal of Educational Psychology*, 113(4), 689–707. <https://doi.org/10.1037/edu0000482>

- Gersten, R., Haymond, K., Newman-Gonchar, R., Dimino, J., & Jayanthi, M. (2020). Meta-analysis of the impact of reading interventions for students in the primary grades. *Journal of Research on Educational Effectiveness*, 13(2), 401–427. <https://doi.org/10.1080/19345747.2019.1689591>
- Hansford, N., Garforth, K., McGlynn, S., & King, J. (2026). Reading comprehension: A meta-analysis comparing instructional approaches and assessment outcomes. *Discover Education*, 5, 130. <https://doi.org/10.1007/s44217-026-01140-6>
- Kim, Y.-S. G., & Petscher, Y. (2023). Relations among decoding, reading fluency, and reading comprehension: A meta-analytic review. *Journal of Educational Psychology*, 115(5), 1051–1069.
- Kuhn, M. R., & Schwanenflugel, P. J. (2021). Teaching reading fluency: A review of evidence-based practices. *Reading & Writing Quarterly*, 37(1), 1–15.
- Leachman, M., Wolters, A., & Kim, Y.-S. G. (2025). The relation between text reading fluency and reading comprehension: Evidence from a meta-analysis. *Journal of Educational Psychology*, 117(3), 508–528. <https://doi.org/10.1037/edu0000932>
- Paige, D. D., Rasinski, T. V., & Smith, G. S. (2024). Teaching reading fluency to at-risk elementary learners: A meta-analytic review. *Reading Research Quarterly*, 59(3), 424–447. <https://doi.org/10.1002/rrq.546>
- Rasinski, T. V. (2023). Fluency matters: Research-based practices for developing skilled readers. Kent State University.
- RTI International. (2021). Early grade reading assessment (EGRA): Toolkit and implementation guide. <https://shared.rti.org/sub-topic/early-grade-reading-assessment-egra>
- UNESCO. (2025). Early literacy and reading comprehension in low-resource contexts. UNESCO Institute for Statistics.
- World Bank. (2024). Improving early literacy outcomes through assessment-based interventions. World Bank Education Global Practice.
- Yap, T. A. (2022). Reading intervention programs in Philippine public elementary schools. *Philippine Journal of Education*, 101(2), 45–60.