



THE READING PROFICIENCY OF GRADE 1 PUPILS BASED ON CRLA: BASIS FOR AN INTERVENTION PROGRAM

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ABSTRACT

This study examined the reading proficiency level of Grade 1 pupils using the Comprehensive Rapid Literacy Assessment (CRLA) and determined its relationship with their performance in essential reading subdomains. It also looked into the challenges teachers encountered in enhancing pupils' reading proficiency and, later, developed an intervention program responsive to the needs of the learners.

A quantitative descriptive–correlational design was utilized. The respondents were 23 Grade 1 teachers in the Agoncillo Sub-Office, selected through total population sampling. A researcher-made questionnaire was used to gather data on pupils' performance in alphabet knowledge, phonological awareness, decoding and word recognition, reading fluency, and reading comprehension, as well as teacher-perceived challenges.

Findings showed that most Grade 1 pupils read at grade level, while a smaller percentage fell under transitioning, developing, and low emerging readers. Pupils performed to a great extent in alphabet knowledge, to a moderate extent in phonological awareness,

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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

April 2026

Available online at <https://www.instabrightgazette.com>



decoding, and fluency, and to a lesser extent in reading comprehension. Results further indicated that there was no significant relationship between overall reading proficiency and performance in the reading subdomains.

Teachers encountered moderate instructional and pupil-related challenges and less extensive environmental challenges. An intervention program was developed to address the identified reading needs of Grade 1 pupils.



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