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IMPLEMENTATION OF GUIDED READING STRATEGIES TO THE READING COMPREHENSION SKILLS OF GRADE 4 PUPILS IN ENGLISH

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ABSTRACT

This study evaluated the implementation of guided reading strategies to the reading comprehension skills of the Grade 4 learners in English. The findings of the study were the bases for an improvement Plan.   This study employed a descriptive-correlational research design to determine the relationship between school heads' supervisory competence and administrative skills and their corresponding impact on teacher performance and stakeholder involvement. The descriptive component of the design was used to describe the current conditions, practices, and perceptions of school heads, teachers, and stakeholders concerning supervisory and administrative leadership. The correlational aspect, on the other hand, sought to establish whether significant relationships existed among the identified variables. According to Creswell (2018), a descriptive-correlational design was appropriate when the objective was to describe the characteristics of a population and determine the degree of association between two or more variables without manipulating them. In this context, the researcher aimed to explore how the school heads' leadership competencies—particularly in supervision

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and administration—were related to teachers' job performance and the extent of stakeholder engagement within the school community. This design was suitable because it allowed for the systematic collection, analysis, and interpretation of quantitative data, facilitating a clear understanding of relational patterns among the variables.

The Test of Difference Between the Pre-Test and Post-Test Scores of Learners, highlighting the comparison of reading comprehension performance of Grade 4 pupils before and after the implementation of the guided reading strategy. The table summarized the pre-test and post-test performances, the statistical analysis, and the corresponding interpretation of results.

The data showed a substantial improvement in learners' reading comprehension after the intervention. The pre-test results indicated that the majority of learners initially had only fair reading skills, while the post-test results reflected a significant increase, demonstrating higher proficiency in word recognition and comprehension. The comparison clearly indicated that the guided reading strategy positively influenced learners' ability to understand and apply reading concepts, with all learners showing marked improvement in their performance.

The results implied that the intervention was highly effective, as the statistical analysis confirmed a significant difference between pre-test and post-test performances. The overall improvement underscored the effectiveness of the guided reading strategy in enhancing reading comprehension among Grade 4 learners. This implied that structured, targeted

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instructional strategies could lead to measurable improvements in literacy skills and helped

bridge existing gaps in learners' reading abilities.

Keywords: *Implementation, Guided Reading Strategies, Reading Comprehension Skills,*

Grade 4 pupils

INTRODUCTION

The Predict-Read-Confirm (PRC) strategy is a reading comprehension technique designed to make learners more active participants in the reading process. It guides students through three stages—predicting, reading, and confirming—allowing them to construct meaning from texts systematically. In the predict phase, learners use prior knowledge and context clues to anticipate what the text might be about. The read phase allows them to verify their predictions and gather new information, while the confirm phase helps them reflect on and evaluate their initial thoughts. This cyclical process of hypothesizing, verifying, and confirming promotes meta-cognitive awareness and enhances comprehension. The PRC strategy is particularly effective for Grade 4 learners, who are transitioning from "learning to read" to "reading to learn," as it builds their confidence and strengthens their ability to think critically and independently while reading.

According to Cahill and McGill-Franzen (2019) in their study titled "Interactive Reading Strategies to Foster Comprehension among Elementary Learners", the Predict-Read-Confirm approach significantly increases students' engagement and comprehension performance. Their research revealed that students who applied prediction-based reading techniques

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demonstrated higher retention and understanding compared to those who followed traditional reading approaches.

The researcher believes that learners in Grade 4 can greatly enhance their reading comprehension with a right strategy that helps activate their curiosity and motivates them to explore the text to see if their assumptions are accurate. This not only sustains their engagement but also gives them a sense of control over their learning. She appreciates how simple yet powerful this approach is—it does not require sophisticated materials but yields a profound effect on how students perceive reading. The confirm stage strengthens critical thinking as learners evaluate their understanding, thus deepening their comprehension.

One major issue is the limited vocabulary of some Grade 4 learners, which makes it difficult for them to make accurate predictions or connect new ideas to prior knowledge. This vocabulary gap can lead to frustration and disengagement, especially when predictions are far from the actual text content. Another challenge is the variation in reading proficiency levels among students—some quickly grasp the strategy, while others need more guidance. Teachers must balance these differences while maintaining lesson flow, which can be demanding in large classes. Furthermore, some learners misunderstand prediction as mere guessing rather than informed anticipation, weakening the purpose of the confirm stage. These issues suggest that consistent modeling, vocabulary enrichment, and guided practice are essential for maximizing the strategy's effectiveness.

Conducting a study on the effectiveness of the Predict-Read-Confirm strategy is highly significant in addressing the ongoing challenges in reading comprehension among Grade 4

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learners. By exploring how PRC enhances comprehension, engagement, and metacognitive skills, educators can identify evidence-based methods that promote independent reading and critical thinking. This research holds relevance not only for improving classroom instruction but also for contributing to the broader field of literacy education. The findings could provide valuable insights into developing structured yet flexible reading programs that nurture curiosity, understanding, and a lifelong love of reading—skills essential for academic success and personal growth.

This study evaluated the implementation of guided reading strategies to the reading comprehension skills of the Grade 4 learners in English. The findings of the study were the bases for an improvement Plan.

Specifically, it sought to answer the following questions:

1. What is the test performance of the Grade 4 pupils in English before the integration of the guided reading strategies?

2. What is the test performance of the Grade 4 pupils in English after the integration of the guided reading strategies?

3. Is there a significant difference in the test performance of the Grade 4 pupils in English before and after the integration of the guided reading strategies?

4. What improvement plan can be proposed based on the findings of the study?

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Null Hypothesis:

HO: There is no significant difference in the test performance of the Grade 4 pupils in English before and after the integration of guided reading strategies.

METHODOLOGY

Design. The study utilized a quasi-experimental design, specifically employing a pre-test and post-test. This method was appropriate for evaluating the effectiveness of using the guided reading strategies to improve reading comprehension in English among Grade 4 learners. The study was conducted with an experimental group that received instruction using the Predict-Read-Confirm Strategy. The group was given a pre-test to assess their baseline reading comprehension based on the Most Essential Learning Competencies (MELCs) for the 3rd grading period in English. After the intervention period, a post-test was administered to determine any improvements in their reading comprehension skills.

During the implementation phase, the experimental group was exposed to structured guided reading sessions aligned with the targeted MELCs. These sessions included activities such as vocabulary pre-teaching, silent reading, teacher-led discussions, questioning strategies, and comprehension checks. After collecting and analyzing the results, the researcher compared the gains in comprehension to determine the effectiveness of the guided reading strategy. The insights and data obtained served as the basis for crafting an intervention plan, which could be used by educators to improve reading comprehension instruction not only for Grade 4 learners but potentially for other grade levels as well. This

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plan aimed to support a more inclusive, evidence-based approach to literacy development in the classroom.

The main local of the study is in Villa Elementary School in the Schools Division of Baybay. The respondents of the study were the Grade 4 learners.

To gather the necessary data needed in the study, the researcher utilized the test questionnaires in English based on the Self-Learning modules to test the reading performance of the Grade 4 pupils.

Sampling. The respondents of the study the Grade 4 pupils of the aforementioned school having 11 males and 7 females with a total of 18 learners from the selected elementary school that were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted. Another way of contacting them are through cell phones.

Research Procedure. The researcher asked permission from the office of the Schools Division Office, headed by the School Division Superintendent, through a Transmittal Letter. The same letter content was also provided to the Public-School District Supervisor, School Principal, and the teachers under whose care the respondents were assigned.

The research instruments used were test questionnaires based on the Most Essential Learning Competencies in English, focusing on the first grading period. These were administered by the researcher to determine the performance level of the Grade 4 pupils,

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particularly in word recognition and comprehension, which were also reflective of their knowledge of the lessons. After the integration of the guided reading interventions over a one-month period, a post-test was administered to assess whether the Grade 4 pupils' test performance had improved.

The collected data were collated and subjected to the appropriate statistical treatment for analysis.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal. Orientation of the respondents both their subject teachers.

Treatment of Data. The quantitative responses were tallied and tabulated. The data were treated statistically using the following statistical tools:

Weighted Mean – This was utilized to assess the reading performance of the Grade 4 pupils.

T-Test for Mean Difference – This tool was used to calculate the significant difference in the reading performance of the Grade 4 pupils.

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RESULTS AND DISCUSSION

TABLE I

PRE-TEST PERFORMANCE OF LEARNERS

Score Range	Description	Frequency	%
32–40	Very Good	0	0.00%
24–31	Good	2	11.11%
16–23	Fair	13	72.22%
0–15	Poor	3	16.67%
Total		18	100%

Weighted Mean: 20.61 – Fair

This table presents the Pre-Test Performance of Learners, showing the initial reading comprehension levels of Grade 4 pupils before the implementation of the guided reading Strategy. The table categorizes learners' scores into four descriptive levels—Very Good, Good, Fair, and Poor—providing a clear overview of their baseline reading abilities based on the administered pre-test.

The data indicate that the majority of learners, totaling 13 or 72.22%, scored within the Fair range, reflecting moderate proficiency in reading comprehension and word recognition. Only 2 learners, equivalent to 11.11%, were assessed as Good, while 3 learners, or 16.67%, fell into the Poor category, and no learners scored in the Very Good range. These results suggest that most of the Grade 4 pupils had limited reading skills prior to the

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intervention, signaling a need for targeted instructional strategies to enhance comprehension and literacy performance.

The findings imply that learners' pre-test performance was generally low, with a weighted mean of 20.61, which is interpreted as Fair. The result implies that the students had foundational reading gaps that needed to be addressed through structured guided reading interventions. This highlights the importance of using evidence-based strategies, such as the Predict-Read-Confirm Strategy, to improve reading skills and prepare learners for higher academic demands.

Table 2

POST-TEST PERFORMANCE OF LEARNERS

Score Range	Description	Frequency	%
32–40	Very Good	13	72.22%
24–31	Good	5	27.78%
16–23	Fair	0	0.00%
0–15	Poor	0	0.00%
Total		18	100%

Weighted Mean: 32.89 – Very Good

This table presents the Post-Test Performance of Learners, showing the reading comprehension levels of Grade 4 pupils after the implementation of the guided reading Strategy. The table categorizes learners' scores into four descriptive levels—Very Good, Good, Fair, and Poor—providing a clear depiction of the outcomes following the instructional

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intervention.

The data reveal that the majority of learners, totaling 13 or 72.22%, achieved a Very Good performance, indicating high proficiency in reading comprehension and word recognition. Meanwhile, 5 learners, equivalent to 27.78%, scored within the Good range, and no learners fell into the Fair or Poor categories. These results demonstrate a marked improvement in learners' reading skills compared to their pre-test performance, reflecting the positive impact of the guided reading intervention on their comprehension abilities.

The findings imply that learners' post-test performance was significantly enhanced, with a weighted mean of 32.89, which is interpreted as Very Good. The result implies that the Predict-Read-Confirm Strategy effectively improved the reading comprehension of Grade 4 pupils, allowing the majority to attain high levels of proficiency. This underscores the importance of structured, research-based reading interventions in addressing literacy gaps and promoting overall academic success among elementary learners.

TABLE 3

TEST OF DIFFERENCE BETWEEN THE PRE-TEST AND POST-TEST SCORES OF LEARNERS

Aspects	Test Scores (Mean)	Computed t	Critical t	Decision	Interpretation
Pre vs Post Performance	Pre = 20.61 Post = 32.89	14.63	2.11	Reject Ho	Significant

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This table presents the Test of Difference Between the Pre-Test and Post-Test Scores of Learners, highlighting the comparison of reading comprehension performance of Grade 4 pupils before and after the implementation of the guided reading Strategy. The table provides mean scores for both pre-test and post-test performances, along with the computed t-value, critical t-value, decision on the null hypothesis, and the corresponding interpretation.

The data show a substantial improvement in learners' reading comprehension after the intervention. The pre-test mean was considerably lower, indicating that the majority of learners initially had only fair reading skills, while the post-test mean reflected a significant increase, demonstrating high proficiency in word recognition and comprehension. The comparison clearly indicates that the guided reading strategy positively influenced learners' ability to understand and apply reading concepts, with all learners showing marked improvement in their scores.

The results imply that the intervention was highly effective, with the statistical analysis confirming a significant difference between pre-test and post-test performances. The overall increase in scores underscores the effectiveness of the guided reading Strategy in enhancing reading comprehension among Grade 4 learners. This implies that structured, targeted instructional strategies can lead to measurable improvements in literacy skills and help bridge existing gaps in learners' reading abilities, strategic instructional and organizational management in promoting academic excellence.

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CONCLUSION

Based on the results of this study, the implementation of the guided reading strategy significantly improved the reading comprehension skills of Grade 4 learners in English. The intervention effectively enhanced learners' word recognition, understanding, and application of reading concepts, demonstrating that structured and targeted reading activities can strengthen literacy performance. The results imply that guided reading strategies can bridge gaps in learners' reading abilities, foster greater engagement with texts, and support the development of critical comprehension skills essential for academic success.

RECOMMENDATION

The Teacher should consistently implement guided reading strategies in the classroom to enhance learners' reading comprehension, provide varied reading materials, and employ questioning and discussion techniques to deepen understanding.

The School Heads should support teachers by providing professional development on guided reading strategies, monitoring classroom implementation, and ensuring that instructional resources are available to strengthen literacy programs.

The Public Schools District Supervisor should facilitate training sessions and workshops on evidence-based reading interventions, provide technical guidance to schools, and encourage the adoption of effective literacy strategies across grade levels.

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The Parents should actively support their children's reading at home by engaging in shared reading activities, monitoring progress, and motivating learners to apply the strategies practiced in school.

The Researcher should continue to observe, evaluate, and refine guided reading interventions, documenting best practices and providing feedback to teachers and school leaders to improve instructional effectiveness.

Future Researchers should explore the long-term impact of guided reading strategies on learners' reading comprehension across different grade levels and subjects, and consider comparative studies to identify the most effective approaches in various educational contexts.
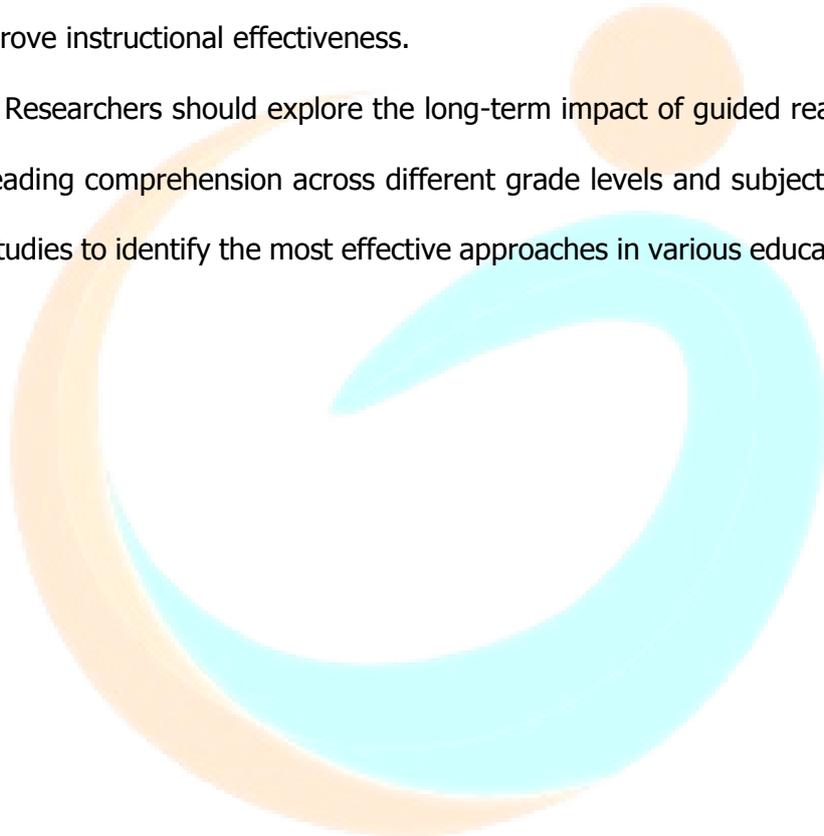
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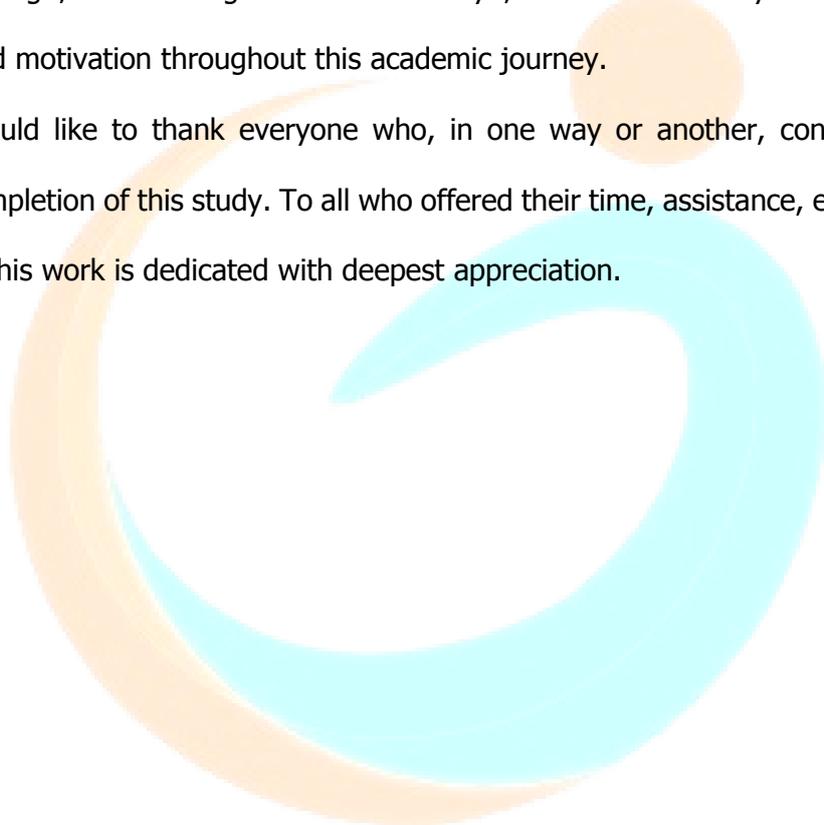
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AUTHOR'S PROFILE

MARY JOAN LAFUENTE LOREJAS

Mary Joan L. Lorejas was born on August 27, 1987 at Monteverde Baybay City, Philippines. From her high school up to her college years, she already had a strong passion for teaching, especially working with young children. Teaching the youth had always been her lifelong dream, which inspired her to pursue a career in elementary education.

She earned her Bachelor of Elementary Education degree from Visayas State University – Main Campus, where she gained solid academic preparation in teaching strategies, learner development, and classroom management. Her undergraduate studies further strengthened her desire to become an effective and compassionate teacher for young learners.

She has been in the teaching profession for fourteen (14) years and is currently serving as Teacher III at Villa Elementary School. Throughout her years of service, she has shown dedication, commitment, and professionalism in delivering quality basic education.

Guided by her long-standing dream of teaching young children and her commitment to professional growth, the author pursued a master's degree in Elementary Education at

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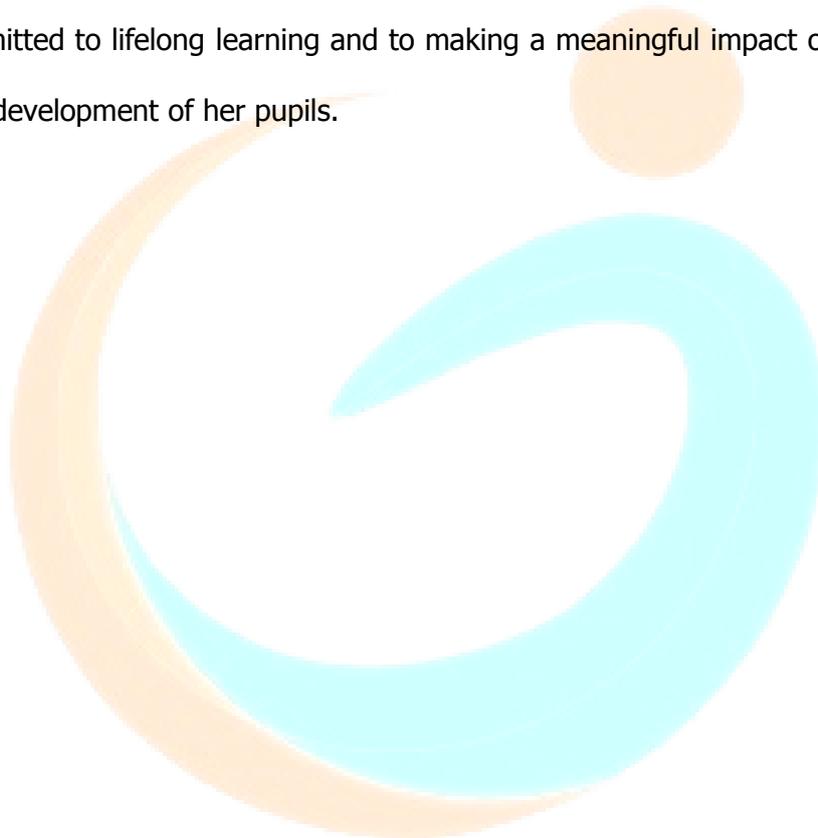***

Western Leyte College of Ormoc City. Through her graduate studies, she aims to deepen her knowledge, enhance her teaching competencies, and improve her effectiveness as an educator.

This thesis reflects the author's dedication to the teaching profession and her desire to contribute to the improvement of instructional practices in elementary education. She remains committed to lifelong learning and to making a meaningful impact on the academic and personal development of her pupils.

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