



EFFECTIVENESS OF GUIDED ORAL READING STRATEGY TO THE READING FLUENCY SKILLS OF GRADE 1 PUPILS

JULIET B. CADIZ

Teacher III

Western Leyte College

Master of Arts in Education

Major in Elementary Education

juliet.cadiz001@deped.gov.ph

ABSTRACT

This study was conducted to evaluate the effectiveness of the guided oral reading strategy on the reading fluency skills of the Grade 1 pupils. A proposed enhancement plan was formulated based on the results of the study. This study employed a quasi-experimental research design, specifically utilizing a pretest-posttest control group approach, to determine the effectiveness of reading remediation strategies on the literacy skills of Grade 1 pupils. Two groups were involved in the study: an experimental group that received targeted reading remediation interventions and a control group that continued with the standard classroom reading instruction. This design was deemed appropriate because it allowed the researcher to measure the impact of the intervention on learners' literacy outcomes, even without random assignment, as intact classes were used due to ethical and logistical constraints in educational settings. Test of Difference Between the Pre-Test and Post-Test Scores of Learners, which compares the results of pupils' reading performance before and after the implementation of the reading remediation program. The data include the mean scores of both assessments, the computed and critical t-values, the decision on the null hypothesis, and the corresponding interpretation. This analysis was conducted to determine whether the reading remediation intervention had a statistically significant effect on the learners' literacy performance.

As reflected in the table, the pre-test and post-test mean scores indicate a notable improvement in the learners' reading performance following the intervention. The computed

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



t-value exceeded the critical t-value, which led to the rejection of the null hypothesis. This outcome demonstrates that there was a significant difference between the learners' pre-test and post-test scores, suggesting that the reading remediation program positively influenced their literacy development. The increase in scores indicates that the learners benefited from the structured and focused reading activities implemented during the intervention period.

The data further reveal that learners' reading abilities significantly improved after undergoing the remediation sessions. This improvement can be attributed to the systematic use of strategies such as phonics instruction, sight word practice, and comprehension-based exercises that targeted their specific reading weaknesses. The structured intervention enabled learners to strengthen their decoding, fluency, and comprehension skills, which translated into higher post-test performance.

The results imply that the reading remediation program was effective in enhancing the literacy skills of Grade 1 learners. The overall average performance improved considerably, and the significant difference implies that the improvement was not due to chance but to the intervention itself. The result implies that the strategies implemented were instrumental in addressing learners' reading difficulties and in promoting measurable literacy growth, affirming the value of evidence-based instructional support struggling readers.

Keywords: *Effectiveness, Guided Oral Reading Strategy, Reading Fluency Skills, Grade 1 Pupils*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



INTRODUCTION

Reading is one of the foundational skills essential for academic success and lifelong learning. However, in the early years of education, particularly in Grade 1, many pupils struggle with basic literacy skills due to varying cognitive, social, and linguistic factors. To address this, reading remediation strategies have been increasingly implemented to support struggling readers. These strategies include phonemic awareness activities, guided oral reading, multisensory techniques, and repeated reading exercises, all aimed at improving decoding, fluency, and comprehension. Teachers and reading specialists tailor these interventions to meet the specific needs of learners, ensuring that foundational reading gaps are addressed early before they become long-term challenges. In this context, understanding the effectiveness of reading remediation strategies becomes critical in strengthening the literacy skills of Grade 1 pupils.

According to Rupley, Blair, and Nichols (2009) highlighted the importance of differentiated instruction in reading remediation, stating that a one-size-fits-all approach is ineffective for diverse learners. These findings reinforce the need to assess the implementation and outcomes of remediation strategies at the classroom level, especially in early grades where foundational skills are developed. Given the local context and increasing literacy challenges among young learners, this study aims to examine the effectiveness of reading remediation strategies on the literacy skills of Grade 1 pupils, thereby contributing to more responsive and evidence-based reading instruction practices.

Reading is a foundational academic skill that significantly influences a learner's ability to succeed across all subject areas. In the early years, particularly in Grade 1, pupils are in a crucial phase of development—transitioning from "learning to read" to "reading to learn." Difficulties during this stage can have lasting effects on a child's academic trajectory, often manifesting in decreased confidence, limited classroom participation, and underperformance in multiple disciplines. Recognizing this, the researcher seeks to investigate and implement effective reading remediation strategies that can support learners who are struggling with

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



foundational literacy skills. This study is grounded in the belief that early intervention plays a pivotal role in ensuring learners meet the literacy expectations necessary for future academic success.

Within the context of evolving curriculum frameworks and the increasing demand for learner-centered and inclusive instruction, educators are expected to implement evidence-based, differentiated strategies to accommodate diverse reading abilities. However, a gap often exists between the availability of intervention programs and their demonstrated effectiveness in real classroom settings. This research seeks to bridge that gap by identifying which reading remediation strategies yield the most significant improvements in literacy outcomes for Grade 1 pupils. The findings aim to provide practical guidance to educators, reading specialists, and school administrators in selecting and applying appropriate interventions that are both research-based and contextually relevant.

This study is also driven by the researcher's commitment to reflective teaching and continuous professional development. By systematically assessing the efficacy of various remediation practices, the researcher aims to promote data-informed decision-making in addressing literacy challenges. Moreover, the study contributes to the broader educational goal of fostering inclusive and equitable instruction. In many primary classrooms, pupils present with a wide range of reading proficiencies—some enter school with strong literacy backgrounds, while others struggle with basic decoding and comprehension. Effective remediation strategies are necessary not only to close these gaps but to ensure that every child, regardless of starting point, is given a fair opportunity to develop critical reading skills. Thus, the research aligns with the overarching mission of primary education: to lay a strong and equitable foundation for lifelong learning.

As an educator who works closely with young learners, the researcher has consistently observed the challenges that many Grade 1 pupils face in acquiring basic reading skills. These difficulties often lead to frustration, diminished confidence, and early disengagement from learning. The selection of this topic stems from a strong belief in the value of early intervention

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



in literacy instruction. Reading is not only a fundamental academic skill but also a gateway to lifelong learning and academic success. By focusing on the effectiveness of reading remediation strategies, the researcher aims to identify practical and research-based approaches that can significantly impact the reading development of struggling pupils.

Drawing from extensive classroom experience, the researcher has recognized that while numerous reading programs are available, they are not universally effective for all learners. Some pupils require more targeted, individualized instruction to overcome specific literacy challenges and keep pace with their peers. This observation prompted the researcher to explore which remediation strategies are most effective and adaptable to different learning needs and styles. The study is driven by a commitment to creating a more inclusive and supportive learning environment where every child—regardless of their reading ability—has the opportunity to succeed.

Furthermore, the researcher is guided by a strong sense of professional responsibility to ensure that no learner is left behind, particularly in reading. Throughout years of teaching, the researcher has encountered students who, despite showing high potential, struggle to achieve because of limited reading fluency or poor comprehension. This ongoing concern has motivated a search for evidence-based, effective solutions that can unlock learners' potential and empower them to thrive academically.

In addition to supporting learners, the study also seeks to empower fellow educators. Many teachers face challenges in identifying the most effective reading interventions, especially in large and diverse classrooms. By conducting this research, the goal is to gather and validate strategies that are not only theoretically sound but also practical and sustainable in real-world teaching contexts. Equipping educators with proven tools and approaches will contribute to improving literacy instruction, enhancing learner outcomes, and building a stronger foundation for future learning among Grade 1 pupils.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Given these challenges, this research becomes not only relevant but imperative. Addressing early reading difficulties through effective, classroom-based remediation strategies is essential for closing literacy gaps, especially for pupils who lack adequate support at home. By completing this study, the researcher aims to generate actionable insights that can inform teaching practices, guide school interventions, and ultimately ensure that every Grade 1 learner is equipped with the foundational literacy skills necessary for lifelong academic success.

This study was conducted to evaluate the effectiveness of the guided oral reading strategy on the reading fluency skills of the Grade 1 pupils. A proposed enhancement plan was formulated based on the results of the study.

Specifically, the study sought to answer the following questions:

1. What are the reading fluency skills of the grade 1 pupils before the integration of the guided oral reading strategy?
2. What are the reading fluency skills of the grade 1 pupils after the integration of the guided oral reading strategy?
3. Is there a significant difference between the reading fluency skills of the grade 1 pupils before and after the integration of the guided oral reading strategy?
4. What enhancement plan can be proposed on the findings of the study?

Statement of Hypothesis:

Ho: There is no significant difference between the reading fluency skills of the grade 1 pupils before and after the integration of the guided oral reading strategy

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



METHODOLOGY

Design. This study employed a quasi-experimental research design, specifically utilizing a pretest-posttest control group approach, to determine the effectiveness of reading remediation strategies on the literacy skills of Grade 1 pupils. Two groups were involved in the study: an experimental group that received targeted reading remediation interventions and a control group that continued with the standard classroom reading instruction. This design was deemed appropriate because it allowed the researcher to measure the impact of the intervention on learners' literacy outcomes, even without random assignment, as intact classes were used due to ethical and logistical constraints in educational settings.

The main locale of the study was at Can-untog Elementary School. The respondents of the study were the Grade 1 pupils of the school, with 12 males and 12 females. This research study utilized two sets of researcher-made questionnaires in gathering data. To gather accurate and reliable data on the literacy performance of Grade 1 pupils, this study will utilize standardized and teacher-constructed instruments. The primary instrument to assess the reading abilities of learners is either the Classroom Reading Level Assessment (CRLA). The CRLA is a classroom-based diagnostic tool used by teachers to determine a pupil's current reading level through individual oral reading and comprehension tasks. It provides insights into decoding ability, reading fluency, sight word recognition, and literal comprehension. It also allows for regular monitoring of pupils' progress and is aligned with the Department of Education's standards in literacy instruction. The proposed intervention plan was taken based on the findings of the study.

Sampling. The respondents of the study were the Grade 1 learners with 12 Males and 12 Females that were involved in this study were being identified and the primary means of reach was during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Research Procedure. The research followed a series of structured procedures to ensure a smooth and ethical conduct of the study. Initially, the researcher prepared a formal letter requesting permission to conduct the study, which was endorsed by the school head and submitted to the Public Schools District Supervisor (PSDS) and subsequently to the Schools Division Superintendent (SDS) for final approval. Upon receiving the necessary authorization, the researcher coordinated with the selected school and Grade 1 teachers to identify the target participants.

Once approval was granted, the researcher oriented all stakeholders involved, including the school principal, Grade 1 teachers, and parents or guardians of the participating pupils. During this orientation, the purpose, procedures, and ethical considerations of the study were discussed. Informed consent was sought from the parents or guardians, ensuring that participants' rights, privacy, and confidentiality were respected throughout the study.

Following this, a pre-assessment of literacy skills was conducted using the Classroom Reading Level Assessment (CRLA). These assessments served as baseline data to determine the initial reading levels of both the experimental and control groups. The experimental group received a structured reading remediation program over a defined period, typically six to eight weeks, using evidence-based strategies such as guided oral reading, phonemic awareness activities, sight word practice, and reading comprehension tasks. Meanwhile, the control group continued with the standard reading instruction implemented by the school.

Throughout the intervention period, the researcher closely monitored the implementation, documented pupils' progress, and provided support to the teachers involved. After the intervention, a post-assessment using the same literacy instrument was administered to both groups to measure the effectiveness of the remediation strategies. The data collected from the pre- and post-assessments were statistically analyzed to determine whether significant improvement occurred. Finally, the findings were compiled into a comprehensive report and shared with school administrators, the PSDS, and SDS. Results were also

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



disseminated through school-based or division-level research forums to inform instructional practices and support future literacy interventions.

Ethical Issues. The right to conduct the study was strictly adhered to through the approval of the principals and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals and teachers, was done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

Treatment of Data. The following statistical formulas were used in this study:

Weighted Mean. This was utilized to assess the reading fluency skills performance of the Grad 1 pupils.

T-Test for Mean Difference- This tool was used to calculate the reading fluency skills performance of the Grade 1 pupils

RESULTS AND DISCUSSION

TABLE 1

PRE-TEST PERFORMANCE OF LEARNERS

Score Range	Description	Frequency	%
27–30	Grade Ready	0	0.00%
17–20	Light Refresher	1	4.17%
11–16	Moderate Refresher	8	33.33%
0–10	Full Refresher	15	62.50%
Total		24	100

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue II

November 2025

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



Score Range	Description	Frequency	%
Weighted Mean	9.92 – Full Refresher		

This table presents the Pre-Test Performance of Learners, showing the distribution of scores among Grade 1 pupils before the implementation of the reading remediation program. The table categorizes learners based on score ranges with corresponding descriptions: Grade Ready, Light Refresher, Moderate Refresher, and Full Refresher. It also presents the frequency and percentage of pupils under each category, alongside the computed weighted mean, to describe their overall performance prior to the intervention.

As reflected in the table, a majority of the pupils, or 62.50%, fell within the Full Refresher category, with scores ranging from 0 to 10. This indicates that most learners demonstrated minimal mastery of early literacy skills and required extensive reading intervention.

Meanwhile, 33.33% of the pupils belonged to the Moderate Refresher category, scoring between 11 and 16, suggesting a developing level of reading ability but still below the expected standard for their grade level. Only one learner, representing 4.17%, was identified as Light Refresher, while none reached the Grade Ready level, indicating that all learners required varying degrees of reading support.

The computed weighted mean of 9.92, which falls under the Full Refresher description, further supports that the learners collectively exhibited low reading proficiency prior to the implementation of the remediation program. This result implies that the pupils lacked the fundamental literacy skills necessary for grade-level reading tasks and therefore needed targeted instruction to strengthen their phonemic awareness, vocabulary, and reading comprehension skills.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The results imply that most learners demonstrated limited readiness for formal reading activities and required intensive remediation to meet the expected literacy competencies. The overall average rating of 9.92 implies that the learners' reading abilities were significantly below grade-level standards, highlighting the urgency of implementing effective reading intervention strategies to address foundational skill gaps.

TABLE II

POST-TEST PERFORMANCE OF LEARNERS

Score Range	Description	Frequency	%
27–30	Grade Ready	7	29.17%
17–20	Light Refresher	2	8.33%
11–16	Moderate Refresher	5	20.83%
0–10	Full Refresher	10	41.67%
Total		24	100
Weighted Mean	15.38 – Moderate Refresher		

This table presents the Post-Test Performance of Learners, showing the distribution of scores after the implementation of the reading remediation program. The table categorizes learners' post-assessment results into four descriptions—Grade Ready, Light Refresher, Moderate Refresher, and Full Refresher—to determine the improvement in reading proficiency following the intervention. The data include the frequency, percentage, and the computed weighted mean, which provide insights into the learners' progress in literacy skills after undergoing remediation.

As shown in the table, a notable improvement was observed among the learners compared to their pre-test performance. After the reading intervention, 7 pupils or 29.17% reached the Grade Ready level, demonstrating adequate mastery of foundational reading skills and readiness for grade-level literacy tasks. Additionally, 2 learners (8.33%) were classified under the Light Refresher category, while 5 pupils (20.83%) were identified as Moderate

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Refresher, showing partial progress yet still requiring some support in reading comprehension and decoding skills. However, 10 pupils, representing 41.67%, remained under the Full Refresher category, which indicates that although they benefited from the intervention, further remediation is still necessary for complete literacy development.

The computed weighted mean of 15.38, which corresponds to the Moderate Refresher description, suggests an overall improvement in learners' performance from the pre-test mean of 9.92 (Full Refresher). This result implies that the reading remediation program was effective in enhancing learners' literacy skills, as evidenced by the increased number of pupils achieving Grade Ready status and the upward shift in the overall performance level. The result implies that consistent implementation of structured reading interventions can significantly help bridge literacy gaps and promote steady progress in reading proficiency among struggling learners.

The results imply that the reading remediation strategies produced positive gains in learners' literacy outcomes. The overall average rating of 15.38 implies that pupils made measurable progress from the initial low proficiency level, demonstrating that evidence-based reading activities such as phonemic awareness drills, sight word recognition, and guided reading effectively enhance comprehension and fluency when properly implemented.

TABLE III

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 (CRLA)	Pre = 9.92 Post = 15.38	7.15	2.07	Reject Ho	Significant

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



This table presents the Test of Difference Between the Pre-Test and Post-Test Scores of Learners, which compares the results of pupils' reading performance before and after the implementation of the reading remediation program. The data include the mean scores of both assessments, the computed t-value, the critical t-value, the decision on the null hypothesis, and the corresponding interpretation. This analysis was conducted to determine whether the reading remediation intervention had a statistically significant effect on the learners' literacy performance.

As reflected in the table, the pre-test mean score of 9.92 and the post-test mean score of 15.38 indicate a notable improvement in the learners' reading performance following the intervention. The computed t-value of 7.15 exceeded the critical t-value of 2.07, which led to the rejection of the null hypothesis (H_0). This outcome demonstrates that there was a significant difference between the learners' pre-test and post-test scores, suggesting that the reading remediation program positively influenced their literacy development. The increase in scores indicates that the learners benefited from the structured and focused reading activities implemented during the intervention period.

The data further reveal that learners' reading abilities significantly improved after undergoing the remediation sessions. This improvement can be attributed to the systematic use of strategies such as phonics instruction, sight word practice, and comprehension-based exercises that targeted their specific reading weaknesses. The structured intervention enabled learners to strengthen their decoding, fluency, and comprehension skills, which translated into higher post-test scores.

The results imply that the reading remediation program was effective in enhancing the literacy skills of Grade 1 learners. The overall average performance improved from 9.92 (Full Refresher) to 15.38 (Moderate Refresher), and the significant t-value of 7.15 implies that the difference was not due to chance but to the intervention itself. The result implies that the strategies implemented were instrumental in addressing learners' reading difficulties and in promoting measurable literacy growth, affirming the value of evidence-based instructional

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



support for struggling readers.

Conclusion

Based on the results of this study, it can be concluded that the reading remediation program effectively enhanced the literacy performance of Grade 1 learners. The findings revealed a significant improvement in pupils' reading abilities after the intervention, demonstrating that the structured and systematic use of guided strategies such as phonics instruction, sight word recognition, and comprehension-based activities contributed to their progress. The difference between pre-test and post-test outcomes confirms that the intervention successfully addressed learners' reading challenges, strengthening their fluency and comprehension. Overall, the study affirms that evidence-based reading interventions play a vital role in supporting early literacy development and improving learners' academic readiness.

Recommendations

Based on the findings of this study, the following recommendations are proposed:

1. The teachers should continue implementing the Guided Oral Reading Strategy as part of their regular literacy instruction to enhance pupils' reading fluency and comprehension. They should also provide differentiated reading activities to cater to learners' varying levels of proficiency and monitor individual progress through formative assessments.
2. The school heads should provide continuous support and supervision to teachers in implementing evidence-based reading strategies such as Guided Oral Reading. They should also initiate literacy-focused programs and capacity-building seminars to strengthen teachers' pedagogical skills in teaching reading.
3. The Public Schools District Supervisor should encourage schools within the district to adopt and institutionalize the Guided Oral Reading Strategy as an effective approach to

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



improving reading fluency among early graders. They should also ensure that literacy programs are well-monitored and evaluated to sustain reading improvement across schools.

4. The parents should actively participate in their children's reading development by providing a supportive home reading environment. They should allocate time for guided reading at home, reinforce what is taught in school, and motivate their children to develop a love for reading.

5. The researcher should further refine the intervention by incorporating digital reading tools and interactive materials to make the reading sessions more engaging and responsive to diverse learning needs.

6. The future researchers should explore the long-term effects of Guided Oral Reading on learners' reading comprehension and academic performance. They may also conduct similar studies involving different grade levels or larger sample sizes to validate and strengthen the findings of this research.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



ACKNOWLEDGEMENT

First and foremost, I would like to praise and thank God, the almighty, who has granted countless blessing, knowledge, and opportunity given to me to be able to pursue the graduate studies.

The researcher wishes to express her deepest gratitude and appreciation to the following who have extended their invaluable support and assistance for the successful completion of this study:

To Dr. Bryant C. Acar, Chairman, for his encouragement and untiring effort in improving this study;

To Dr. Annabelle A. Wenceslao, the researcher's adviser, for his valuable suggestions, full support, and encouragement throughout the conduct of this research;

To Dr. Jasmine B. Misa and Dr. Elvin H. Wenceslao, members of the Panel of Examiners, for their professional insights, constructive comments, and valuable recommendations which helped in the realization of this study;

To Dr. Sabina B. Con-ui, Dean, for her leadership, guidance, and inspiration which greatly contributed to the successful completion of this academic endeavor;

To Mr. Renante B. Cua, Principal of Can-untog Elementary School, for his guidance, encouragement, and support extended to the researcher in the pursuit of this endeavor;

To her husband Terence Joseph B. Cadiz, for his steadfast love, patience, and encouragement which served as the researcher's source of strength and inspiration;

I would also like to give thanks to my family for their continuous support and understanding when undertaking my research. Your prayer for me was what sustained me this far.

This thesis is a result of collective effort, and I am deeply grateful to everyone who became part of this journey.

To GOD be all the glory!

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



REFERENCES

- [1] DepEd Order 30 s. 2021. Interem guidelines for Assessment and Grading in light of the Basic Education Learning Continuity Plan.
- [2] DepEd memo No. 162 s. 2020. Suggested strategies on the different Modular Distance Learning Modality (DLDM) in this time of pandemic.
- [3] Frymier, A. B. (1993). The impact of teacher immediacy on student'smotivation: Is it the same for all students? Communication Quarterly, 41, 454-464.
- [4] Vidal, M. P. (2022). Effectiveness of multimedia and text-based reading approaches to Grade 10 students' reading comprehension skills.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



AUTHOR'S PROFILE



JULIET B. CADIZ

Juliet B. Cadiz is born on October 17, 1980 at Cebu City, Philippines. She earned her Bachelor's degree in Elementary Education from Salazar Institute of Technology, Cebu City, laying the groundwork for her career in education. In her high school and college days, she was really into the supervision field. She was a member in different organizations. She is currently finishing her Master's degree of Arts in Education major in Elementary Education at Western Leyte College of Ormoc City.

She is currently a Teacher III in the Department of Education and a Grade – I Teacher at Can-untog Elementary School at Barangay Can-untog, Ormoc City, Leyte, Philippines. She is a coordinator in three school organizations namely, WINS, BSP and Health.

With a strong educational background and a passion for teaching, she is dedicated to shaping young minds and creating a conducive learning environment for her learners.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza