



***** **ENHANCING LITERACY THROUGH PROJECT BEAR: A TARGETED APPROACH TO BOOST READING PROFICIENCY AMONG GRADE THREE STRUGGLING READERS** *****

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ABSTRACT

Learning to read is a fundamental skill that a learner should acquire to engage himself not only in school but in the community as well. Reading proficiency is someone's essential tool to become a productive individual. Without having fluency in reading, it would be very hard for a student to live in this digital world. Thus, reading proficiency becomes a foundation to secure academic success that affects student's performance in every subject.

Unfortunately, many students are struggling to learn how to read due to different challenges and factors that affect their reading ability, especially in the early grades. This is the reason for crafting a reading initiative for Grade three learners of Balayan East Central School entitled "Project BEAR" which stands for **B**uilding **E**nthusiastic **A**ctivities to reach excellence in **R**eadings, a specialized reading intervention program. This study centers on the 83 struggling readers in the third grade. The aim of this action research is to prove how effective Project Bear is.

This action research paper will discuss the effectiveness of Project BEAR, its mixed-methods approach rooted on how to improve the result of the Pre and Post tests of CRLA

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(Comprehensive Reading and Literacy Assessment) to evaluate reading fluency and comprehension, along with qualitative data collected from students and parents' interviews and teacher observations. The results indicate a notable enhancement in both reading fluency and comprehension among the students involved, underscoring the success of Project BEAR's comprehensive strategy. The paper concludes with suggestions for applying Project BEAR in other educational contexts and encourages further research into its long-term effects.

CONTEXT AND RATIONALE

The Department of Education (DepEd) issued DepEd Order No. 45 S. of 2002, reiterates the NO READ NO PASS POLICY, enforces the policy that every child should be a reader by Grade 3 and that no pupil shall be promoted to the next higher grade unless he or she manifests mastery of basic literacy skills. It was enforced for grade 2 students to be promoted to grade 3 that the child should be able to read in Filipino, and for grades 3 and up, both English and Filipino.

In line with this DepEd Order, Grade Three teachers and the School Reading Coordinator of Balayan East Central School, Balayan Sub-Office, collaboratively designed a reading program that could address the problem for struggling readers of incoming grade three students. Project BEAR (**B**uilding **E**thnic **A**ctivities to reach excellence in **R**eading for Grade 3 struggling readers) was launched this school year 2024-2025 as a year-round reading intervention program to address the challenges and anxieties faced by third-grade students struggling with literacy.

Project BEAR addresses the gaps in this current research by providing a comprehensive, targeted approach to boost reading proficiency among Grade 3 struggling readers. By integrating evidence-based strategies and interventions, Project BEAR aims to:

1. Improve the reading proficiency of 83 struggling readers in Grade Three.

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2. improve phonemic awareness: Help the Grade three learners recognize and manipulate sounds in spoken words.
3. Enhance motivation and engagement through multisensory approaches.
4. To expand vocabulary: Introduce new words through context and direct instruction.
5. To build reading fluency: Increase the ability to read with speed, accuracy, and proper expression
6. Provide differentiated instruction and individualized support.
7. To foster love for reading: Encourage students to enjoy reading through engaging and diverse materials.

Project BEAR is grounded in the belief that a supportive and nurturing learning environment is crucial for fostering a love of reading and promoting academic growth. The program draws inspiration from the comforting and reassuring presence of a teddy bear, symbolizing a safe space where students feel supported, understood, and empowered to overcome their reading challenges. Through a combination of engaging activities, personalized support, and a focus on building confidence, Project BEAR seeks to foster a love of reading, enhance comprehension skills, and ultimately improve reading proficiency among eighty-three (83) struggling third-grade readers.

Children's reading proficiency is the key to knowledge. It is, therefore, important that students be encouraged to inculcate the spirit of reading. It was observed during the CRLA assessment that there was a gap in the reading skills of grade three learners. Reading skills are a vital part of their everyday lessons. Based on the post results of Comprehensive Rapid Literacy Assessment (CRLA), there were total of 83 Struggling, 67 Slow, 60 Average, 107 Fast Readers in Grade Three this school year 2024-2025.

Drawing inspiration from the comforting and supportive nature of a teddy bear, the program aims to create a safe and nurturing learning environment where students feel empowered to overcome reading difficulties.

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The transition from third to fourth grade marks a significant shift in reading expectations. Students are expected to transition from learning to read to reading to learn, requiring a more sophisticated understanding of text and a higher level of reading fluency. For students struggling with reading, this transition can be daunting and horrifying, leading to anxiety, frustration, and a disengagement from learning. Project BEAR recognizes the importance of addressing these emotional and academic challenges. It is paramount to all young readers to ensure they could succeed in their reading journey.

This has motivated the researchers to conduct a study focusing on the enhancement of the literacy skills through Project BEAR as an approach to uplift the reading proficiency among eighty-three third grade struggling readers in Balayan East Central School.

INNOVATION, INTERVENTION, AND STRATEGY

Extensive research highlights the importance of early intervention for struggling readers. Studies have shown that students who receive targeted support in the early grades are more likely to achieve reading proficiency and experience academic success (National Reading Panel, 2000). This literature review examined various intervention strategies, including:

- Phonics-based instruction: Emphasizes the relationship between letters and sounds, promoting decoding skills (Adams, 1990).
- Comprehension strategies: Focuses on teaching students how to monitor their understanding, make inferences, and engage with text (Pressley & Afflerbach, 1995).
- Guided reading: Provides individualized support and scaffolding for students during reading (Fountas & Pinnell, 2006).

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- Multisensory approaches: Incorporate visual, auditory, and kinesthetic modalities to enhance learning (Sousa, 2001).

Project BEAR Intervention:

Project BEAR is a year-round reading intervention program of Grade Three teachers in Balayan East Central School. Through this project, reading skills, comprehension and engagement will be emphasized. Learners can enjoy their reading time in school and at home. The following *BEAR activities* will use to address the reading difficulties and anxieties felt by the grade three learners:

- 1. BEAR Den-** A designated space within the classroom will be designated as the "BEAR Den," a cozy and inviting reading area where students can go for individual support, small group activities, or simply to relax and hug huggable bears that may offer them comfort while they enjoy reading.
- 2. BEAR Buddies-** Older students or volunteers will be trained as "BEAR Buddies," providing one-on-one support to struggling readers, offering encouragement, and helping with reading practice.
- 3. BEAR Activities-** A variety of engaging activities will be applied to improve reading skills and foster a love of reading, including:
 - a. Use Games and Technology** - this us interactive games, e-games, or free online word and reading comprehension games available on internet to make reading practice fun and engaging.
 - b. Book Talks-** this creates opportunities for students to share their favorite books and discuss their reading experiences.

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- c. Creative Writing-** *this encourages students to express themselves through writing, drawing connections to their reading experiences*
- d. Teacher's Self-made Learning Materials –** *this challenge teachers to create a self-made learning material suited to the reading level of the learners for intervention and enhancement activities.*
- e. Reading Contests-** *this gives students a privilege to challenges themselves and enjoy it as fun and engaging activity that can develop their confidence and self-esteem. This can also promote love for reading and encourage them to explore more literacy adventures.*
- f. Collaboration with families-** *this offers active involvement of families in the intervention process that can improve student's emotional growth and help them become self-motivated and self-directed learners.*
- g. BEAR Resources-** *Teachers will have access to a range of resources to support the program, including:*
 - Reading Intervention Materials**
A collection of leveled readers, graphic organizers, and other materials to support individual needs.
 - Technology Tools**
Interactive whiteboards, tablets, and online reading programs to enhance learning.
- h. Professional Development-** *having continuous trainings and educational support for teachers to implement the program effectively.*

Action Research Questions

Despite efforts to provide quality reading instruction, a significant number of Grade 3 students in our school continue to struggle with reading proficiency. Current data indicates that **15.77%** or **50** out of **317** Grade 3 students are reading below grade level, with

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difficulties in phonemic awareness, fluency, and reading comprehension in English while
14.20% or **45** in Filipino.

Research Questions:

1. How does participation in Project BEAR influence the reading fluency and comprehension skills of struggling readers in Grade 3 at Balayan East Central School?
2. What specific components of Project BEAR contribute most significantly to improving reading engagement and enthusiasm among Grade 3 students?
3. How does the implementation of Project BEAR affect the overall academic performance of Grade 3 students in subjects beyond reading?
4. In what ways do the social and emotional factors of Grade 3 students impact their reading development during and after participation in Project BEAR?
5. How does the implementation of Project BEAR for struggling readers in Grade 3 affect teachers' perceptions of students' progress?

Action Research Methods

This action research employed a mixed-methods approach, combining quantitative and qualitative data collection methods.

- Quantitative data: Pre- and post-tests were administered using CRLA (Comprehensive Reading and Literacy Assessment), a standardized reading assessment tool from DepEd to measure fluency and comprehension. The test materials comprise the following pupil's data records, the number of words of the selection (121 words for Grade 3), the total reading time (if less than 3 mins), total number of miscues and total number of correct answers.

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- Qualitative data: Student interviews were conducted to gather insights into their reading experiences and perceptions of the intervention program. Teacher observations were also conducted to document student engagement and progress during Project BEAR sessions.

The study was limited to the responses of **nine (9) class advisers** in Grade Three and **fifty (50) third-grade students** who were identified as struggling readers based on CRLA Pre-Reading Assessment during the BOSY (Beginning of School Year) 2024-2025 including the data and information from the questionnaire.

The researcher constructed a questionnaire to determine the extent of teachers' and pupils' engagement in the implementation of Project BEAR to improve the reading proficiency of third grade struggling readers.

Below is the outline of the key components of the research methodology:

a. Participants and/or other source of data and information

The target of this study is for fifty struggling readers out of **317** total enrolled pupils in the Grade Three Department of Balayan East Central School during the academic year 2024-2025. Based on the CRLA Pre-Reading Assessment, 18.61% from the total enrolment of Grade Three are **15.77%** or **50** struggling readers in English, and **14.20%** or **45** in Filipino.

b. Data Collection

- ✓ Pre-Implementation surveys for learners and teachers to gauge their perspectives on the reading problems in Grade Three. The CRLA Pre-Assessment Test administered to Grade Three learners to determine their reading level, reading fluency and comprehension.
- ✓ Implementation of Project BEAR (Building Enthusiastic Activities to reach excellence in Reading for Grade Three struggling readers) to boost the confidence and reading proficiency of Grade Three learners.

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- ✓ Post-implementation surveys for learners and teachers through questionnaires to assess the impact of Project BEAR, gather feedback to determine the level of improvement of the reading engagement, and administer the CRLA Post Assessment reading to clinch the goal to boost the reading proficiency and comprehension of struggling Grade Three readers.

Table A1.1 CRLA Pre-Assessment Results in English Grade Three

School Year 2024-2025

Section	Sex	Number of Learners Enrolled	Number of Learners Assessed	Assessment Part 1 Level				Assessment Part 2 Average Score			READING PROFILE				
				Full Refresher	Moderate Refresher	Light Refresher	Grade Ready	Reading Fluency	Reading Comprehension	Average Word Per Minute	Low Emerging Reader	High Emerging Reader	Developing Reader	Transitioning Reader	Reading At Grade Level
BENCAB-MALE	Male	18	18	0	0	2	16	99%	88%	91.71	0	0	0	2	16
FEMALE	Female	18	18	0	0	2	16	99%	75%	86.00	0	0	0	2	16
PICASSO-MALE	Male	17	17	0	0	2	15	98%	93%	75.49	0	0	2	5	10
FEMALE	Female	17	17	0	0	7	10	98%	83%	66.27	0	0	0	7	10
SALVOSA MALE	Male	20	20	2	4	2	12	79%	62%	32.73	3	2	3	8	4
FEMALE	Female	14	14	1	7	0	6	74%	51%	29.01	0	0	4	8	2
MICHELANGELO	Male	19	19	0	0	10	9	80%	65%	32.73	0	2	4	8	5
FEMALE	Female	16	16	0	0	10	6	76%	56%	29.86	0	0	1	8	7
AMORSOLO	Male	19	19	2	1	10	6	80%	62%	32.73	2	0	4	9	4
FEMALE	Female	17	17	1	1	13	2	77%	56%	30.14	1	1	3	8	4
MANANSALA-MALE	Male	17	17	3	8	4	2	73%	37%	41.05	3	2	4	5	3
FEMALE	Female	18	18	2	7	6	3	72%	33%	34.03	2	2	3	7	4
LUNA- MALE	Male	19	19	4	10	4	1	69%	45%	42.59	4	1	5	6	3
FEMALE	Female	18	18	1	5	10	2	72%	35%	39.79	1	3	6	6	2
DONATELLO-MALE	Male	18	18	2	5	6	5	65%	47%	49.52	2	0	7	5	4
FEMALE	Female	17	17	1	7	5	4	59%	44%	40.03	1	2	5	5	4
DA VINCI- MALE	Male	21	21	8	3	10	0	58%	34%	38.14	8	1	7	5	0
FEMALE	Female	14	14	6	1	5	2	61%	47%	43.38	6	1	4	1	2
Total Male		168	168	21	31	50	66	701.00%	533.00%	436.69	22	8	36	53	49
Total Female		149	149	12	28	58	51	688.00%	480.00%	398.51	11	9	26	52	51
Total		317	317	33	59	108	117	77.17	56.28%	46.51	33	17	62	105	100

Analysis

The table shows quite alarming numbers of full refresher in grade three learners as the result of CRLA Pre and Post-Assessment at Balayan East Central School. Out of three hundred seventeen (317) total enrolment, there are fifty (50) plunges to full refresher level, **15.77%** or fifty (50) emerging or struggling readers in the English, and **14.20%** or forty-five (45) emerging or struggling readers in Filipino who need attention and require remediation and intervention.

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Table A.1.2 CRLA Pre-Assessment Results in Filipino Grade Three

School Year 2024-2025

Section	Sex	Number of Learners Enrolled	Number of Learners Assessed	Assessment Part 1 Level				Assessment Part 2 Average Score			READING PROFILE				
				Full Refresher	Moderate Refresher	Light Refresher	Grade Ready	Reading Fluency	Reading Comprehension	Average Word Per Minute	Low Emerging Reader	High Emerging Reader	Developing Reader	Transitioning Reader	Reading At Grade Level
BENCAB	Male	18	18	0	0	4	14	97%	83%	70.76	0	0	0	4	14
	Female	18	18	0	0	8	10	99%	71%	66.05	0	0	0	8	10
PICASSO	Male	17	17	0	0	3	14	99%	84%	74.74	0	0	0	3	14
	Female	17	17	0	2	6	9	99%	82%	67.21	0	0	2	2	13
SALVOSA	Male	20	20	2	1	3	14	91%	63%	37.86	2	0	2	8	8
	Female	14	14	0	1	5	8	78%	69%	37.41	0	0	2	7	5
MICHELANGELO	Male	19	19	0	0	3	16	90%	64%	38.6	0	0	2	9	8
	Female	16	16	0	0	8	8	88%	71%	36.9	0	0	2	6	8
AMORSOLO	Male	19	19	2	0	4	13	90%	62%	37.67	2	0	3	9	5
	Female	17	17	1	1	6	9	88%	68%	37.54	1	0	3	5	8
MANANSALA	Male	17	17	3	7	5	2	74%	40%	41.87	3	2	3	7	2
	Female	18	18	2	5	7	4	78%	43%	44.78	2	1	3	7	5
LUNA MALE	Male	19	19	4	6	8	1	60%	41%	62.65	4	2	5	6	2
	Female	18	18	1	9	8	0	58%	30%	57.69	1	0	3	12	2
DONATELLO	Female	18	18	2	5	6	5	79%	48%	49.52	2	1	3	8	4
	Male	17	17	1	7	5	4	70%	50%	40.03	1	4	3	5	4
DA VINCI	Male	21	21	3	10	8	0	68%	38%	48.91	3	6	4	8	0
	Female	14	14	5	3	4	2	65%	51%	57	5	3	2	2	2
Total Male		168	168	16	29	44	79	748.00%	523.00%	462.58	16	11	22	62	57
Total Female		149	149	10	28	57	54	723.00%	535.00%	444.61	10	8	20	54	57
Total		317	317	26	57	101	133	81.72%	58.78%	50.40	26	19	42	116	114

Interpretation

The graph shows the average comprehension is 56.28%, indicating learners are struggling to understand the text based on the results of the CRLA Pre-Assessment Part 2. The average word per minute, 46.4%, is significantly lower than the expected rate for the Grade Three level. Despite the low average WPM, reading fluency suggests a potential disconnect between fluency and comprehension. This discrepancy indicates that students are reading without comprehension or full understanding of the texts.

Table B.1.1 CRLA Post-Assessment Results in English Grade Three

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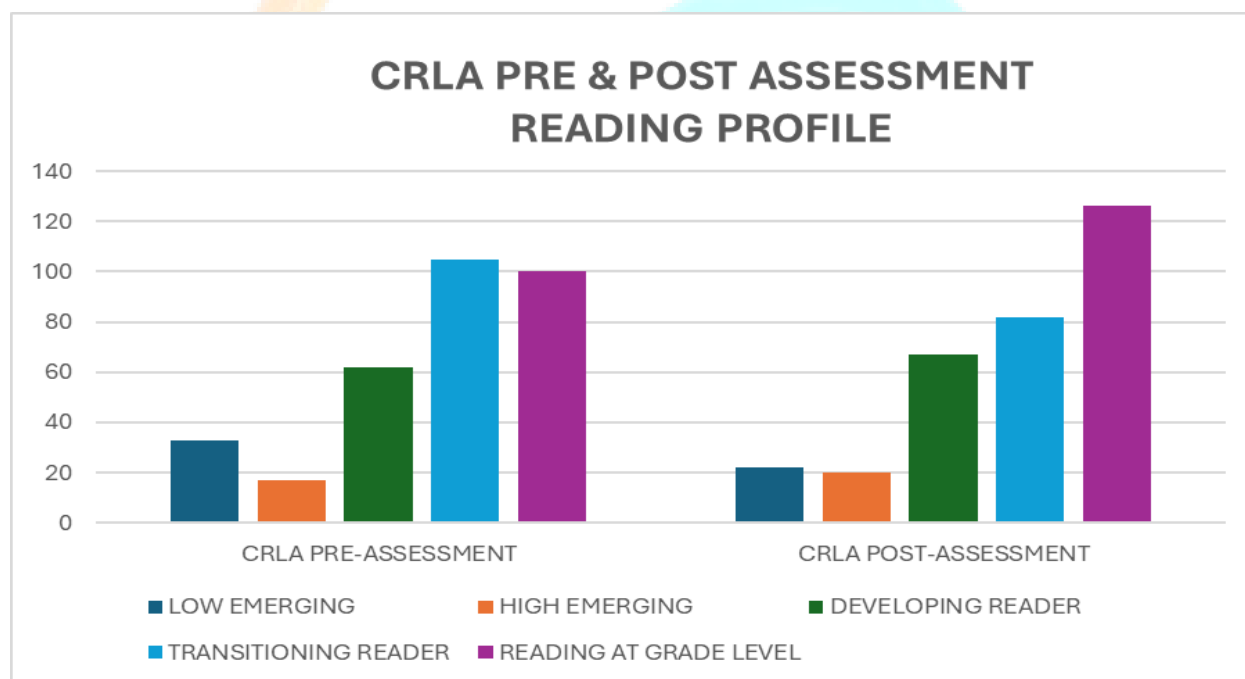
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				Full Refresher	Moderate Refresher	Light Refresher	Grade Ready	Reading Fluency	Reading Comprehension	Average Word Per Minute	Low Emerging Reader	High Emerging Reader	Developing Reader	Transitioning Reader	Reading At Grade Level
BENCAB	Male	18	18	0	0	2	16	99%	86%	78.45	0	0	0	1	17
	Female	18	18	0	0	2	16	99%	83%	75.20	0	0	0	2	16
PICASSO	Male	17	17	0	0	2	15	97%	84%	78.58	0	0	0	4	13
	Female	17	17	0	0	2	15	97%	82%	69.39	0	0	0	5	12
SALVOSA	Male	20	20	1	4	7	8	88%	63%	41.86	1	2	3	6	8
	Female	14	14	1	5	3	5	83%	69%	41.40	0	2	4	3	5
MICHELANGELO	Male	19	19	0	0	10	9	88%	78%	38.60	0	0	5	7	7
	Female	16	16	0	0	10	6	95%	71%	36.90	0	0	5	5	6
AMORSOLO	Male	19	19	1	2	6	10	90%	62%	40.38	1	1	6	5	6
	Female	17	17	0	2	7	8	78%	38%	41.14	1	0	4	8	4
MANANSALA	Male	17	17	1	6	6	4	73%	56%	29.87	1	3	5	4	4
	Female	18	18	1	8	3	6	78%	43%	56.78	1	1	6	5	5
LUNAMALE	Male	19	19	3	2	10	4	80%	41%	62.65	3	2	3	6	5
	Female	18	18	1	2	13	2	62%	30%	29.69	1	1	8	5	3
DONATELLO	Female	18	18	1	6	6	5	79%	48%	29.52	1	1	6	6	4
	Male	17	17	1	5	6	5	73%	50%	40.03	1	2	4	5	5
DA VINCI	Male	21	21	7	4	9	1	46%	38%	48.91	7	2	5	4	3
	Female	14	14	4	3	4	3	50%	51%	57.00	4	3	3	1	3
Total Male		168	168	14	24	58	72	740.00%	556.00%	448.82	14	11	33	43	67
Total Female		149	149	8	25	50	66	715.00%	517.00%	447.53	8	9	34	39	59
Total		317	317	22	49	108	138	80.83%	59.61%	49.80	22	20	67	82	126



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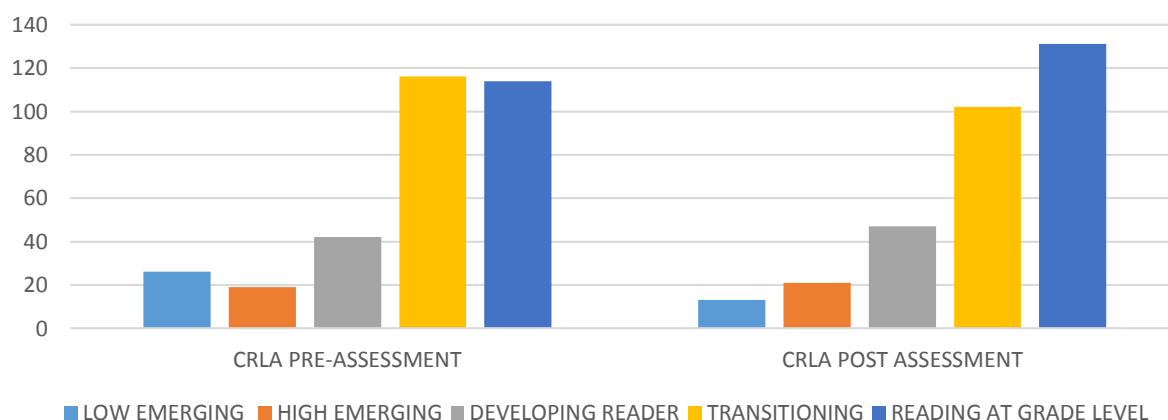
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Table B.1.2 CRLA Post-Assessment Results in Filipino Grade Three
School Year 2024-2025

Section	Sex	Number of Learners Enrolled	Number of Learners Assessed	Assessment Part 1 Level				Assessment Part 2 Average Score			READING PROFILE				
				Full Refresher	Moderate Refresher	Light Refresher	Reading At Grade Level	Reading Fluency	Reading Comprehension	Average Word Per Minute	Low Emerging Reader	High Emerging Reader	Developing Reader	Transitioning Reader	Reading At Grade Level
BENCAB	Male	18	18	0	0	4	14	98%	88%	91.71	0	0	0	4	14
	Female	18	18	0	0	6	12	96%	75%	86.00	0	0	0	8	12
PICASSO	Male	17	17	0	0	3	14	98%	93%	75.49	0	0	0	3	14
	Female	17	17	0	2	5	10	85%	83%	66.27	0	0	2	2	10
SALVOSA	Male	20	20	1	1	6	12	97%	75%	52.73	1	1	1	6	11
	Female	14	14	0	1	5	8	74%	61%	49.01	0	0	2	6	6
MICHELANGELO	Male	19	19	0	0	6	13	99%	75%	39.73	0	0	4	10	6
	Female	16	16	0	0	8	8	88%	56%	49.86	0	0	3	10	5
AMORSOLO	Male	19	19	1	1	7	10	90%	62%	35.73	1	1	3	6	8
	Female	17	17	0	2	9	6	88%	56%	49.14	0	1	2	8	6
MANANSALA	Male	17	17	2	3	4	8	80%	47%	41.05	2	2	1	4	8
	Female	18	18	1	3	6	8	83%	55%	64.03	1	1	4	8	4
LUNAMALE	Male	19	19	2	5	6	6	83%	65%	42.59	2	2	4	4	7
	Female	18	18	1	7	5	5	78%	49%	39.79	0	1	5	4	5
DONATELLO	Female	18	18	1	6	6	5	75%	47%	55.52	1	2	4	6	3
	Male	17	17	0	6	6	5	75%	54%	43.03	1	4	3	5	4
DAVINCI	Male	21	21	2	5	8	5	73%	51%	38.14	2	3	5	6	5
	Female	14	14	4	3	4	3	71%	59%	43.38	2	3	4	2	3
Total Male		168	168	9	21	50	87	793.00%	603.00%	472.69	9	11	22	49	76
Total Female		149	149	6	24	54	65	738.00%	548.00%	490.51	4	10	25	53	55
Total		317	317	15	45	104	152	85.06%	63.94%	53.51	13	21	47	102	131

CRLA PRE & POST ASSESSMENT IN FILIPINO READING PROFILE



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Interpretation

The graph reveals the significant progress in Grade Three full refresher or struggling readers in the CRLA Pre and Post Assessment Part 2 in Filipino. Reading fluency showed a notable increase from 80.64% to 86.45%, indicating improved accuracy and speed in reading.

It is also evident that reading comprehension boosted from 67.78% to 73.65%, enhancing understanding of what is read on the text. Furthermore, the average words per minute raise from 61.88 to 70.33%, manifesting a favorable improvement in reading rate. These mixed improvements strongly suggest the effectiveness of the implemented interventions and highlight the learner's substantial growth in reading proficiency.

Findings:

The quantitative data analysis revealed a significant improvement in reading fluency and comprehension among the participating students. The average reading fluency score increased from 46.4% words per minute (wpm) on the pre-test in English to 63.84% wpm as the result of the second quarter administered post-test. Similarly, comprehension scores showed a significant improvement, with the average score rising from 58.28% on the pre-test to 73.37% last post-test.

Qualitative data analysis revealed that students reported feeling more confident and engaged in reading after participating in Project BEAR. They expressed a greater understanding of phonics and comprehension strategies, and they reported enjoying the multisensory activities. Teacher observations corroborated these findings, noting increased student engagement, participation, and progress in reading skills through group task activities and collaborative learning with their peers.

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Discussion of Results and Reflection

The results of this research strongly support the effectiveness of Project BEAR in improving the reading skills among the grade three struggling readers. The program's diverse methods, which include the phonics instruction, comprehension strategies, guided reading, and group activities with bear buddies, multisensory experiences and the integration of technology, seem to have played a significant role in boosting learner's engagement and enhancing their reading fluency and comprehension. Furthermore, young readers in Grade Three develop genuine love for reading through creating storytelling, book talks and shared stories they have read during English and Filipino time and NRP time.

ANALYSIS AND INTERPRETATION OF THE IMPEMETATION OF PROJECT BEAR (After Quarter 1)

Table 1

Grade Three students' participation in Project BEAR and its influence on their reading proficiency and comprehension.

Indicators	Absolutely Improved	Improved	Moderately Improved	Needs Improvement
1. Reading confidence	0 (0%)	16 (18%)	12 (14%)	22 (44%)
2. Reading engagement	0 (0%)	13 (26%)	29 (58%)	8 (16%)
3. Reading fluency	0 (0%)	8 (16%)	0 (0%)	42 (84%)
4. Reading comprehension	0 (0%)	5 (10%)	0 (0%)	45 (90%)

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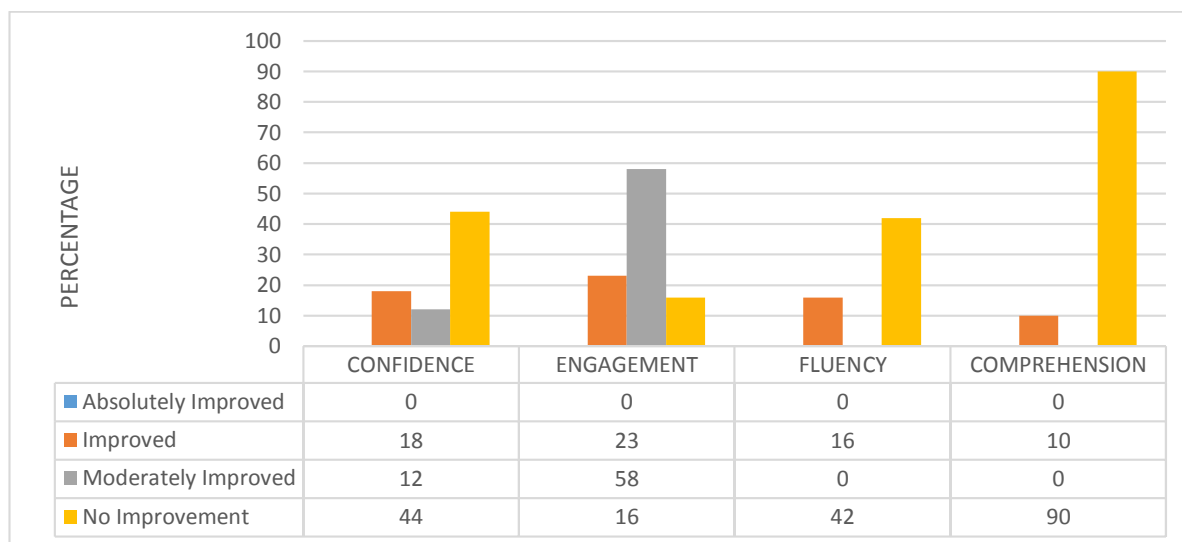
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Analysis:

While Project BEAR seems to have positive effects on reading confidence and engagement, only a portion demonstrated improvement on fluency and comprehension for 50 struggling readers having **16%** or **8** learners who have moved under developing reading profile during the administration of reading assessment after Quarter 1. Thus, having a need for the program to place greater emphasis on strategies that support comprehension development since the program is still on process.

Interpretation:

The fact that more students showed improvement in fluency than in comprehension suggests that while fluency is an essential foundational skill, Project BEAR might need to place more emphasis on developing higher-order cognitive strategies for understanding texts. Fluency improvements are necessary, but they alone do not guarantee improvements in comprehension.

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Given that 8 learners improved in fluency and 5 in comprehension, it's clear that the program had a more noticeable impact on fluency. However, it's essential to consider that there may have been variations in the way students engaged with the project, and these individual differences could explain why some learners benefited more than others.

Intervention

The smaller number of learners showing improvement in comprehension could indicate that this skill requires more specific and targeted interventions.

1. Adjust the Program: The program could integrate more focused reading comprehension activities, such as text-based discussions, vocabulary exercises, summarization tasks, or explicit instruction in strategies for making inferences, identifying main ideas, and drawing conclusions.

2. Increased Support: Providing differentiated support and more individualized interventions could help ensure that students who are struggling with comprehension get the attention and resources they need.

Table 2

Specific components of Project BEAR that contributed most to the improvement of reading engagement and enthusiasm of the Grade 3 struggling students.

Indicators	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Personalized Reading Materials	59 (100%)	0 (0%)	0 (0%)	0 (0%)
2. Interactive Engaging Texts				

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	35 (59.32%)	8 (13.56%)	16 (27.12%)	0 (0%)
3. Motivational Incentives and Recognition	44 (74.58%)	15 (25.42%)	0 (0%)	0 (0%)
4. Literacy Supportive Environment like Bear Den	38 (64.41%)	21 (35.59%)	0 (0%)	0 (0%)
5. Peer Support and Collaboration like "Bear Buddies"	35 (59.32%)	18 (30.51%)	6 (10.17%)	0 (0%)
6. Focused Skill Building (Phonics, Fluency, Vocabulary)	59 (100%)	0 (0%)	0 (0%)	0 (0%)
7. Choice and Autonomy (Allowing students to choose their own reading materials or select topics of interest)	44 (74.58%)	15 (25.42%)	0 (0%)	0 (0%)
8. Regular Feedback and Reflection	40 (67.80%)	11 (18.64%)	3 (5.08%)	5 (8.47%)

(For Research Question no.3, researchers referred to data on Table 1,2 & 4)

3. Overall academic performance of Grade 3 students in subjects beyond reading through the implementation of Project BEAR

The implementation of Project BEAR affected the overall academic performance of Grade 3 struggling readers in different subjects beyond reading in several ways. The effect largely depends on the structure of the program, its approach to learning, and its integration across subjects. Below are evident impacts:

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1. Improved Cognitive and Critical Thinking Skills

Project BEAR focuses on building foundational skills in reading comprehension, vocabulary, and cognitive strategies, these skills can transfer to other subjects like math, science, and social studies. Improved reading comprehension, for example, can help students better understand complex instructions, problem-solving tasks, and content in another subject. The program also increased pupils' engagement. Engaged readers are often more curious and better able to apply analytical thinking to other domains. A student who is trained to approach a text critically may apply similar thinking strategies in math word problems or science experiments.

2. Enhanced Vocabulary and Language Use

Like many other reading programs, Project BEAR, emphasized the acquisition of new vocabulary. As learners develop stronger vocabulary skills, they become better in understanding and engaging with content in different learning areas. At the same time, Project BEAR gradually developed our learner's writing and verbal expression as part of our reading programs through oral presentations, math discussion, writing diary or journals and science observations.

3. Cross-Curricular Integration

Project BEAR includes an interdisciplinary approach that integrates reading with other subjects which helps to reinforce connections between subjects. This can make learning in subjects more accessible, engaging for students, deepen understanding and enhance academic performance across the board because they see how the content is interconnected.

4. Social and Emotional Learning

Reading programs like Project BEAR, improved literacy and critical thinking, incorporate group discussions and peer interactions. These activities help students develop collaborative skills,

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learn to listen to others' perspectives, and engage in critical dialogue, all of which are valuable when working on group or solving problems in other subjects.

5. Access to Richer Learning Materials

Through exposure to a diverse range of reading materials related to other subjects, students become more familiar with the types of texts they will encounter in other academic areas which can support comprehension in other subjects and provide the background knowledge necessary for learning across disciplines.

Conclusion

The impact of Project BEAR on subjects beyond reading largely depends on how well it integrates literacy skills with other areas of learning. Project BEAR focuses on improving reading but also provides opportunities for students to apply these skills across subjects, it can have a broad and positive impact on overall academic performance, including in subjects like Mathematics and Science.

Table 4.1 The impact of the social and emotional factors of Grade 3 students in their reading development *BEFORE* the implementation of Project BEAR.

(Pre-assessment questionnaire for students)

Reading Confidence				
	Very Much	Much	Not Much	Not At All
1.How confident do you feel about your reading skills?	0 (0%)	8 (16%)	10 (20%)	32 (64%)
Reading Enjoyment				

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	Very Much	Much	Not Much	Not At All
2.How much do you enjoy reading?	0 (0%)	10 (20%)	10 (20%)	30 (60%)

Engagement level

	Very Much	Much	Not Much	Not At All
Do you feel excited and interested to participate in various reading activities conducted in the classroom /in school?	0 (0%)	6 (12%)	10 (20%)	34 (68%)

4.Common Difficulties

	Very Much	Much	Not Much	Not At All
Do you feel challenged when reading and understanding stories or sounding out words and reading fluently in front of the class?	8 (16%)	13 (26%)	29 (58%)	0 (0%)

5. Anxiety About Reading

	Always	often	Not Often	Never
How often do you feel nervous or anxious when	5 (10%)	27 (54%)	18 (36%)	0 (0%)

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it's time to read in class?				
5.Support from Others				
	Always	Often	Not Often	Never
Do you feel you get enough help from your teachers or classmates when you're having trouble with reading, or he/she motivates and guides you to read during reading time?	0 (0%)	28 (56%)	22 (44%)	0 (0%)
6. Reading at Home				
	Always	Often	Not Often	Never
How often do you read at home?	0 (0%)	10 (20%)	32 (64%)	8 (16%)
How often do your parents help and guide when you read at home?	0 (0%)	13 (26%)	29 (58%)	8 (16%)
7. Frustration Level				
	Very Much	Much	Not Much	Not At All
How frustrated do you feel when you	37 (74%)	13 (26%)	0 (0%)	0 (0%)

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struggle with reading and cannot participate in reading activities?				
8. Past Experiences				
	Yes, I always have that experience, and it makes me feel proud.	Yes, I often have that experience, and it makes me feel proud and motivated.	No, I don't have that experience, and that makes me feel frustrated.	No, I never experience that because I'm too shy and afraid to be bullied when I made mistakes in reading.
Do you experience a time when you felt proud of your reading, and were able to prove that you can join and participate in reading activities in school? What made that experience special?	28 (56%)	14 (28%)	8 (16%)	0 (0%)

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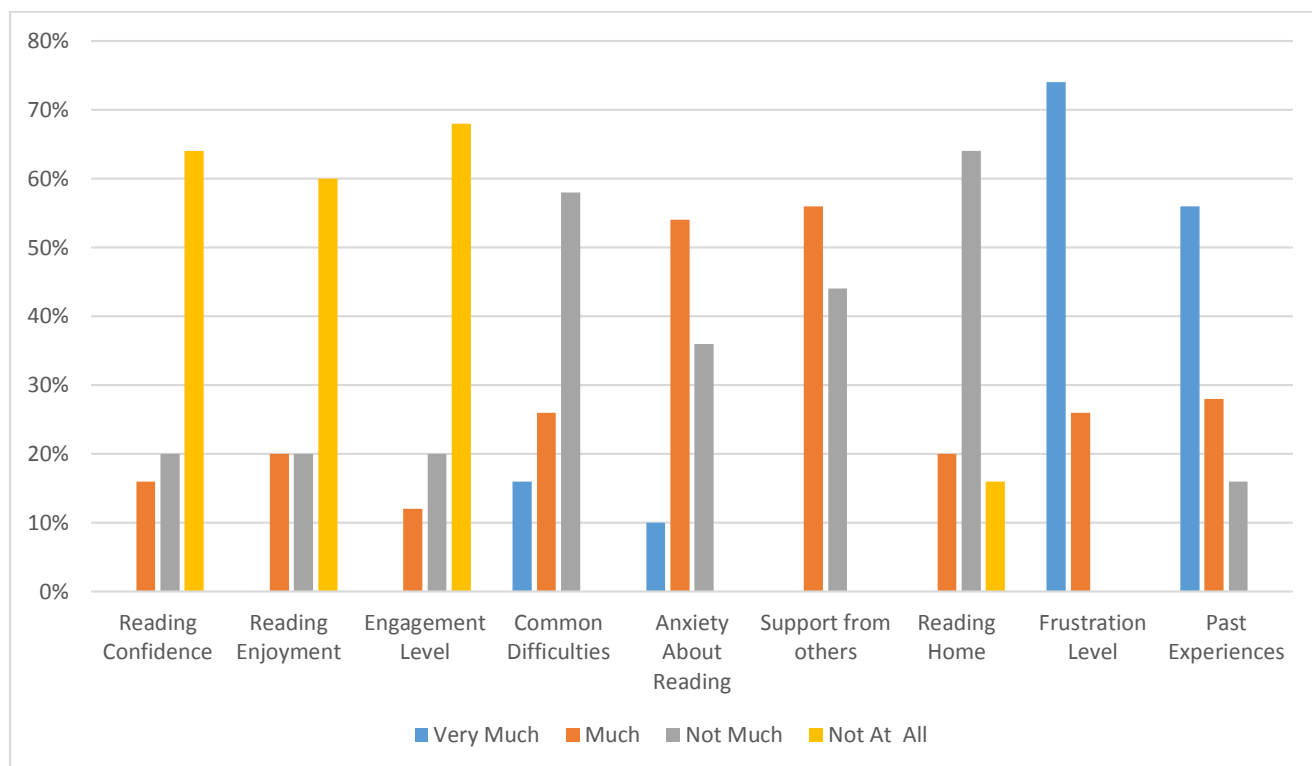
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Graph on Pre-Assessment on social and emotional factors of Grade 3 students in their reading development before the implementation of Project BEAR



Analysis:

The graph shows the results from the Pre-Assessment Questionnaire on social and emotional factors of Grade 3 students in their reading development before the implementation of Project BEAR. This highlights significant challenges in reading among students, revealing critical areas that require immediate attention and intervention.

Reading Confidence: An alarming 83% (69 pupils) reported a lack of reading confidence. This statistic suggests a pervasive issue where many students may feel inadequate or unsure about their reading abilities. Lack of confidence can inhibit engagement and motivation, creating a cycle of underachievement.

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Reading Enjoyment: Approximately 15.66% (13 pupils) indicated that they do not enjoy reading. While this percentage may seem relatively low, it underscores the importance of fostering a love for reading early on. Students who do not find enjoyment in reading are less likely to pursue it, leading to limited exposure and practice.

Common Difficulties in Reading: A striking 87.95% (73 pupils) reported experiencing common difficulties in reading. This indicates a widespread problem, suggesting that many students struggle with fundamental reading skills. The identification of these difficulties is crucial for tailoring instructional approaches that meet diverse learning needs.

Reading Anxiety: With 71.08% (59 pupils) expressing anxiety about reading, it is evident that many students associate reading with stress or fear of failure. This anxiety can further exacerbate their challenges, potentially leading to avoidance of reading tasks and hindering their overall academic performance.

Lack of Support: The finding that 55.42% (46 pupils) do not have support from others emphasizes a critical gap in the educational environment. Support, whether from teachers, peers, or family, is essential for developing reading skills and fostering a positive reading culture.

Home Reading Practices: An overwhelming 73.49% (61 pupils) do not read at home, indicating a lack of practice outside the classroom. Reading at home is vital for skill reinforcement and personal development. The absence of this practice may contribute to the difficulties and anxieties observed.

Frustration with Reading Skills: A significant 84% (77 pupils) reported feelings of frustration regarding their reading skills. This high level of frustration suggests a disconnect between students' expectations and their actual abilities, which can further diminish their motivation to engage with reading.

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Interpretation: Overall, the data suggests early stages of progress, with some positive changes in reading confidence and enjoyment, motivation and engagement, support from others, and reading at home but not yet at a level that could be considered transformative because the implementation of Project BEAR is on process and still require more time, to create more consistent and noticeable improvements. However, the study highlights a good improvement for struggling readers of Grade Three. Through continuous implementation and ongoing evaluation, teachers can make potential adjustments in the implementation strategy.

Table 4.2 The impact of the social and emotional factors of Grade 3 students in their reading development *AFTER* the implementation of Project BEAR.

(Post-assessment questionnaire for students)

Reading Confidence				
	Very Much	Much	Not Much	Not At All
1.How confident do you feel about your reading skills?	0 (0%)	16 (18%)	12 (14%)	22 (44%)
Reading Enjoyment				
	Very Much	Much	Not Much	Not At All
2.How much do you enjoy reading?	0 (0%)	13 (26%)	29 (58%)	8 (16%)
Engagement level				
	Very Much	Much	Not Much	Not At All
Do you feel excited and interested to participate in various reading activities	0 (0%)	13 (26%)	29 (58%)	8 (16%)

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conducted in the classroom /in school?				
4.Common Difficulties				
	Very Much	Much	Not Much	Not At All
Do you feel challenged when reading and understanding stories or sounding out words and reading fluently in front of the class?	29 (58%)	13 (26%)	8 (16%)	0 (0%)
5. Anxiety About Reading				
	Always	often	Not Often	Never
How often do you feel nervous or anxious when it's time to read in class?	32 (64%)	8 (16%)	0 (0%)	0 (0%)
5.Support from Others				
	Always	Often	Not Often	Never
Do you feel you get enough help from your teachers or classmates when you're having	50 (100%)	0 (0%)	0 (0%)	0 (0%)

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trouble with reading, or he/she motivates and guides you to read during reading time?				
6. Reading at Home	Always	Often	Not Often	Never
How often do you read at home?	0 (0%)	13 (26%)	29 (58%)	8 (16%)
How often do your parents help and guide when you read at home?	0 (0%)	13 (26%)	29 (58%)	8 (16%)
7. Frustration Level				
	Always	Often	Not Often	Never
How frustrated do you feel when you struggle with reading and cannot participate in reading activities?	37 (74%)	13 (26%)	0 (0%)	0 (0%)
8. Past Experiences				
	Yes, I always have that experience, and it makes	Yes, I often have that experience, and it makes me feel proud	No, I don't have that experience, and that	No, I never experience that because I'm too shy and afraid to

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	me feel proud.	and motivated.	makes me feel frustrated.	be bullied when I made mistakes in reading.
Do you experience a time when you felt proud of your reading, and were able to prove that you can join and participate in reading activities in school? What made that experience special?	28 (56%)	14 (28%)	8 (16%)	0 (0%)

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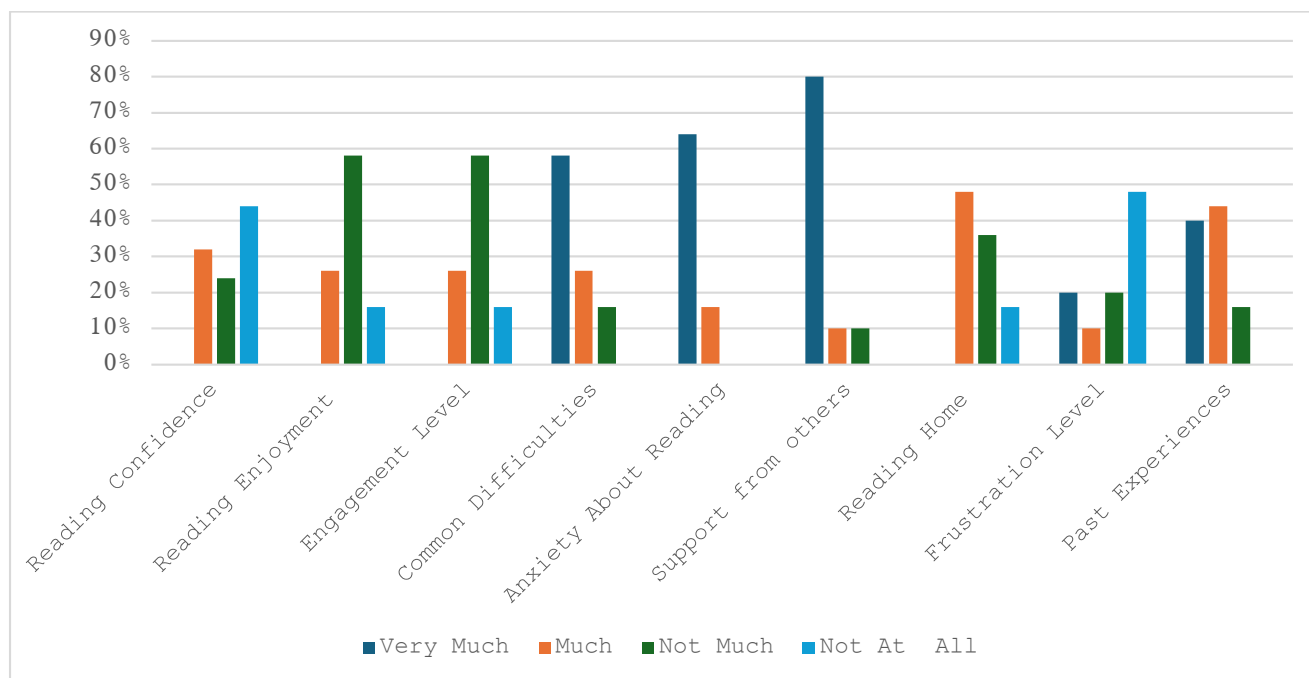
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Analysis: The graph shows post-assessment results on the social and emotional aspects of reading development in Grade 3 students participating in Project BEAR (Building Enthusiastic Activities to Reach Excellence in Reading) highlight significant positive shifts, particularly in terms of student confidence, emotional resilience, and external support systems.

- 58% of Students Combatting Anxieties and Reading Difficulties: Over half of the struggling readers (58%) have shown notable improvement in overcoming reading-related anxieties and difficulties. This is a key indicator that the emotional and social aspects of the project—such as creating a safe, encouraging environment—are helping students build resilience. As students gain confidence and feel more comfortable with their reading, their motivation and academic engagement are likely to improve, further reinforcing the success of the intervention.
- 80% Increase in Support from Parents and Teachers: A remarkable 80% increase in support from both parents and teachers suggests that Project BEAR has fostered stronger collaboration between home and school. The active involvement of parents

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and teachers is critical for struggling readers, as it not only provides students with emotional encouragement but also enhances learning consistency and reinforces the importance of reading both at home and in the classroom.

Interpretation: The post-assessment data reflects a promising impact of Project BEAR on the social and emotional factors influencing reading development. The significant reduction in anxiety and reading difficulties (58%) demonstrates that students are beginning to overcome some of the barriers to learning that have historically hindered their progress. Additionally, the high level of increased support (80%) from parents and teachers underscores the program's effectiveness in creating a collaborative learning environment. This enhanced social and emotional support structure is pivotal in helping struggling readers build self-confidence, reduce stress, and ultimately develop their reading skills more effectively. These results suggest that Project BEAR is not only improving academic outcomes but also positively shaping the social and emotional well-being of students, which is essential for long-term success.

Table 5.1 Pre-Assessment for Teachers' perceptions on students's progress in the implementation of Project BEAR for struggling readers in Grade 3

(Pre-Assessment questionnaires for teachers)

Indicators	Significantly Improved	Moderately Improved	Slightly Improved	No Improvement
1. Engagement & Motivation				
How does Project BEAR contribute to your students' overall engagement and motivation in the classroom?	0 (0%)	2 (22.22%)	4 (44.44%)	3 (33.33%)

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2. Independent Learning	Significantly Improved	Moderately Improved	Slightly Improved	No Improvement
Do you observe an increase in students' ability to work independently and complete tasks with minimal assistance after Project BEAR?	3 (33.33%)	4 (44.44%)	2 (22.22%)	0 (0%)
3. Problem-Solving Skills	Strongly Agree	Agree	Disagree	Strongly Disagree
Has Project BEAR helped your students develop stronger problem-solving skills in subjects beyond reading?	3 (33.33%)	4 (44.44%)	2 (22.22%)	0 (0%)
4. Critical Thinking	Strongly Agree	Agree	Disagree	Strongly Disagree
Do you see evidence of increased critical thinking skills in your students' responses and work across subjects after Project BEAR?	3 (33.33%)	4 (44.44%)	2 (22.22%)	0 (0%)
5. Collaboration & Communication	Significantly Improved	Moderately Improved	Slightly Improved	No Change
How does Project BEAR affect the students' ability to collaborate effectively	0 (0%)	5 (55.55%)	4 (44.44%)	0 (0%)

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with peers and communicate their ideas clearly?				
6.Math Skills	Significantly Improved	Moderately Improved	Slightly Improved	No Change
Have you noticed any improvement in your students' math skills since the implementation of Project BEAR?	3 (33.33%)	3 (33.33%)	2 (22.22%)	1 (11.11%)
7.Science Skills	Significantly Improved	Moderately Improved	Slightly Improved	No Change
Do you observe any positive changes in your students' science skills, such as scientific inquiry and data analysis, after Project BEAR?	2 (22.22%)	3 (33.33%)	4 (44.44%)	0 (0%)
8.Social Studies Skills	Significantly Improved	Moderately Improved	Slightly Improved	No Change
Has Project BEAR positively improved your students' ability to understand and analyze historical events and social issues in Social Studies?	2 (22.22%)	3 (33.33%)	5 (55.55%)	0 (0%)

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9. Writing Skills	Significantly Improved	Moderately Improved	Slightly Improved	No Change
Have you observed any improvement in your students' writing skills, such as organization, clarity, and grammar, since the implementation of Project BEAR?	1 (11.11%)	3 (33.33%)	4 (44.44%)	1 (11.11%)
10. Overall Academic Performance	Significantly Improved	Moderately Improved	Slightly Improved	No Change
Does Project BEAR have a positive impact on the overall academic performance of your grade 3 students?	2 (22.22%)	4 (44.44%)	3 (33.33%)	0 (0%)

Analysis: The pre-assessment results indicate a mixed perception among teachers regarding the impact of Project BEAR on struggling readers in Grade 3, particularly in terms of reading confidence and enjoyment, motivation and engagement, support from teachers and parents, and reading habit of learners at home.

- 0% Significantly Improved: No teachers observed a significant improvement in motivation and engagement, suggesting that either the intervention is still in the early stages of implementation or its effects have yet to materialize in a noticeable way.
- 22.22% Moderately Improved: A small percentage of teachers believe there has been a moderate improvement, which could imply that some students are beginning to show

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positive, albeit modest, changes in their engagement levels. However, this suggests that the project is not yet producing widespread, noticeable shifts in student behavior or attitude.

- 44.44% Slightly Improved: The largest proportion of teachers perceive a slight improvement in student motivation and engagement. This suggests that while there are some positive changes, these are likely incremental and may not be immediately transformative. It reflects a gradual progress where students are beginning to engage more, but the impact is still subtle.
- 33.33% No Improvement: One-third of the teachers report no observable improvement, indicating that for a significant portion of students, the intervention has not yet had a clear effect on motivation or engagement.

Interpretation: Overall, the data suggests early stages of progress, with some positive changes in reading confidence and enjoyment, motivation and engagement, support from others, and reading at home but not yet at a level that could be considered transformative because the implementation of Project BEAR is on process and still require more time, to create more consistent and noticeable improvements. Teachers' perceptions of "slightly improved" or "moderately improved" outcomes reflect cautious optimism, but the lack of significant improvement in this quarter. However, the study highlights a good improvement for struggling readers of Grade Three. Through continuous implementation and ongoing evaluation, teachers can make potential adjustments in the implementation strategy.

Table 5.2 Post - Assessment for teachers' perceptions on students's progress in the implementation of Project BEAR for struggling readers in Grade 3

(Post-Assessment questionnaires for teachers)

Indicators	Significantly Improved	Moderately Improved	Slightly	No
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			Improved	Improvement
1. Engagement & Motivation				
How does Project BEAR contribute to your students' overall engagement and motivation in the classroom?	2 (22.22%)	4 (44.44%)	3 (33.33%)	0 (0%)
2. Independent Learning	Significantly Improved	Moderately Improved	Slightly Improved	No Improvement
Do you observe an increase in students' ability to work independently and complete tasks with minimal assistance after Project BEAR?	2 (22.22%)	4 (44.44%)	3 (33.33%)	0 (0%)
3. Problem-Solving Skills	Strongly Agree	Agree	Disagree	Strongly Disagree
Has Project BEAR helped your students develop stronger problem-solving skills in subjects beyond reading?	2 (22.22%)	4 (44.44%)	3 (33.33%)	0 (0%)
4. Critical Thinking	Strongly Agree	Agree	Disagree	Strongly Disagree
Do you see evidence of increased critical thinking skills in your students' responses and work across	2 (22.22%)	4 (44.44%)	3 (33.33%)	0 (0%)

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subjects after Project BEAR?				
5. Collaboration & Communication	Significantly Improved	Moderately Improved	Slightly Improved	No Change
How does Project BEAR affect the students' ability to collaborate effectively with peers and communicate their ideas clearly?	4 (44.44%)	5 (55.55%)	0 (0%)	0 (0%)
6.Math Skills	Significantly Improved	Moderately Improved	Slightly Improved	No Change
Have you noticed any improvement in your students' math skills since the implementation of Project BEAR?	2 (22.22%)	4 (44.44%)	3 (33.33%)	0 (0%)
7.Science Skills	Significantly Improved	Moderately Improved	Slightly Improved	No Change
Do you observe any positive changes in your students' science skills, such as scientific inquiry and data analysis, after Project BEAR?	2 (22.22%)	4 (44.44%)	3 (33.33%)	0 (0%)
8.Social Studies Skills	Significantly Improved	Moderately Improved	Slightly Improved	No Change
Has Project BEAR positively improved your students' ability to understand and analyze	3 (33.33%)	3 (33.33%)	3 (33.33%)	0 (0%)

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historical events and social issues in Social Studies?				
9. Writing Skills	Significantly Improved	Moderately Improved	Slightly Improved	No Change
Have you observed any improvement in your students' writing skills, such as organization, clarity, and grammar, since the implementation of Project BEAR?	2 (22.22%)	3 (33.33%)	4 (44.44%)	0 (0%)
10. Overall Academic Performance	Significantly Improved	Moderately Improved	Slightly Improved	No Change
Does Project BEAR have a positive impact on the overall academic performance of your grade 3 students?	2 (22.22%)	4 (44.44%)	3 (33.33%)	0 (0%)

Analysis: The post-assessment results signifies a generally favorable shift in teachers' perceptions of students' progress in the first quarter of the Project BEAR implementation, especially concerning engagement, motivation, and academic skills development of Grade Three learners.

- **22.22% Significantly Improved:** The percentage of teachers observed a significant improvement in students' overall engagement and motivation suggests that a portion of students has shown a substantial increase in their classroom participation, enthusiasm, and willingness to engage in the reading tasks, which is a promising sign for the effectiveness of the on-going intervention.

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- **44.44% Moderately Improved:** Most teachers noted moderate improvements in student motivation and engagement, along with advancements in independent learning and collaboration. While the results may still be in the early stages, they indicate a gradual yet consistent growth.
- **33.33% Slightly Improved:** About a third of teachers observed minor improvements, which, although not as pronounced, still indicate a positive change. Even small increases in motivation, engagement, and independence are significant for struggling readers, suggesting that the intervention is starting to make an impact, even if it's gradual specifically to overall academic growth and supportive learning environment.

Interpretation:

The post-assessment results indicate that Project BEAR is positively influencing motivation, engagement and key learning skills. Some indicators suggest minor improvements, while others are more evident, directing to overall impact from the first quarter of the implementation. This implies that the program is on progressing and has the potential for greater success as it continues its full implementation throughout the current school year.

Conclusion

The results from the Pre-Assessment Questionnaire reveal a significant need for thorough strategies to tackle the various challenges students encounter in reading. By emphasizing the importance of building confidence, encouraging enjoyment, offering targeted support, and establishing a supportive environment, educators can assist students in overcoming these hindrances and cultivating vital reading skills for lifelong learning. This data acts as a strong call to action for educators, parents, and policymakers, emphasizing the necessity of collaboration to enhance literacy outcomes.

Reflection:

Project BEAR demonstrates a promising approach addressing the needs of struggling readers in the third grade. This action research sheds light on how effective targeted

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intervention programs can be and emphasizes the need for a comprehensive approach to teaching literacy. By giving struggling readers the right support and guidance, Project BEAR enables them to build the reading skills they need to succeed academically

Recommendations:

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

Implementation in other educational settings: Project BEAR can be readily adapted and implemented in other schools and districts to support struggling readers.

Further research: Future research should investigate the long-term impact of Project BEAR on student reading achievement and explore the program's effectiveness with different student populations.

Action Plan

<i>Objectives/ Target</i>	<i>Strategies/ Activities</i>	<i>Time Frame</i>	<i>Person Involved</i>	<i>Expected Output</i>
1. Assess the reading level of the Grade three pupils in English and Filipino	CRLA Assessment		School Head, Teachers, Learners	VIII. Interpret the data of result and take intervention plan as needed.
	• Pre-Reading Result	August 2024		
	• Post Reading	April 2025		
		Year Round		• Improvement to the result of reading skill

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2. Engage 100% from Grade three pupils to improve their reading skills in English and Filipino	Include Book talks interactive games and BEAR activities such as creative writing and reading contest during NRP time. A reading log sheet will be provided as their reading materials to read every day.	Year Round	School Head, Teachers, Learners	100% of Grade three pupils were able to mentor and engage to improve their reading skills. Completed their reading log sheet at the end of school year.
3. Enhance and develop the reading abilities of struggling and slow readers.	Prioritizing struggling and slow readers by BEAR buddies (mentors-mentee) during NRP and after class.		School Head, Teachers, Learners	Level up the third-grade readers to Higher Status in reading
4. Equip pupils with necessary reading materials according to	Provide intervention reading materials intended to their reading level and in	Year Round	School Head, Teachers, Learners	Give substantial reading materials that

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their reading level	line of their interest.			equip students their interest to read.
5. Encourage a sense of personal responsibility for one's own progress	Checking of understanding of each learner by making a lesson learned sheet or exit pass included in their reading log sheet. A compilation of his journey and an appreciation on his progress. (Awards or certificate)	April 2025	School Head, Teachers, Learners Parent	To set a program for the appreciation of the learners in the program to see their progress. Reading Exhibition (Award or certificate)

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Pre/Post-assessment questionnaire to understand the difficulties and anxieties of struggling third grade readers and help the enhance reading proficiency through Project BEAR:

1. How confident do you feel about your reading skills?
☐ Very Much
☐ Much
☐ Not Much
☐ Not at all
2. How much do you enjoy reading?
☐ Very Much
☐ Much
☐ Not Much
☐ Not at all
3. Do you feel excited and interested to participate in various reading activities conducted in the classroom during reading time?
☐ Very Much
☐ Much
☐ Not Much
☐ Not at all
4. Do you feel challenged when reading and understanding stories or sounding out words and reading fluently in front of the class?
☐ Very Much
☐ Much
☐ Not Much
☐ Not at all
5. How frustrated do you feel when you struggle with reading and cannot participate in reading activities?
☐ Very Much
☐ Not Much
☐ Not at all
6. How often do you feel nervous or anxious when it's time to read in class?
☐ Always
☐ Sometimes
☐ Often
☐ Never

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7. Do you feel you get enough help from your teachers when you're having trouble with reading, or he/she motivates and guides you to read during reading time?

- ☐ Always
☐ Sometimes
☐ Often
☐ Never

8. How often do you read at home?

- ☐ Always
☐ Sometimes
☐ Often
☐ Never

9. How often do your parents help and guide when you read at home?

- ☐ Always
☐ Sometimes
☐ Often
☐ Never

10. Do you experience a time when you felt proud of your reading, and were able to prove that you can join and participate in reading activities in school? What made that experience special?

- ☐ Yes, I always have that experience, and it makes me feel proud.
☐ Yes, I often have that experience, and it makes me feel proud and motivated.
☐ No, I don't have that experience, and that makes me feel frustrated.
☐ No, I never experience that because I'm too shy and afraid to be bullied when I

made mistakes in reading.

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Pre/Post Questionnaires for Teachers to Determine Academic Performance Beyond Reading After the implementation of Project BEAR for the first quarter:

1. How has Project BEAR contributed to your students' overall engagement and motivation in the classroom?

- ☐ Significantly Improved
- ☐ Improved,
- ☐ Moderately Improved
- ☐ No Improvement

2. Do you observe an increase in students' ability to work independently and complete tasks with minimal assistance after Project BEAR?

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

3. Has Project BEAR helped your students develop stronger problem-solving skills in subjects beyond reading?

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

4. Do you see evidence of increased critical thinking skills in your students' responses and work across subjects after Project BEAR?

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

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5. How has Project BEAR contributed to your students' ability to collaborate effectively with peers and communicate their ideas clearly?
6. Have you noticed any improvement in your students' math skills since the implementation of Project BEAR?

- ☐ Significantly Improved
- ☐ Improved,
- ☐ Moderately Improved
- ☐ No Improvement

7. Do you observe any positive changes in your students' science skills, such as scientific inquiry and data analysis, after Project BEAR?

- ☐ Significantly Improved
- ☐ Improved,
- ☐ Moderately Improved
- ☐ No Improvement

8. How does Project BEAR positively contributed your students' ability to understand and analyze historical events and social issues in Social Studies?

- ☐ Significantly Improved
- ☐ Improved,
- ☐ Moderately Improved
- ☐ No Improvement

9. Have you observed any improvement in your students' writing skills, such as organization, clarity, and grammar, since the implementation of Project BEAR?

- ☐ Significantly Improved
- ☐ Improved,
- ☐ Moderately Improved
- ☐ No Improvement

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10. Does Project BEAR have a positive impact on the overall academic performance of your grade 3 students??

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree



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