



QR2TEXT QR-BASED TARGETED EXTENSION TEXT: TRANSFORMING STRUGGLING READERS THROUGH A QR CODE-BASED READING INTERVENTION PROGRAM AMONG GRADE V PUPILS OF PADRE GARCIA CENTRAL SCHOOL

GENELYN R. DURANTE

Teacher III

Padre Garcia Sub-Office / Padre Garcia Central School

Batangas Province

ABSTRACT

This action research aims to identify Grade V struggling readers (Slow, Very Slow, and Non-readers). In line with this, this study targets to enhance the reading proficiency of struggling Grade 5 learners at Padre Garcia Central School through the implementation of a QR2TEXT-Based Reading Intervention Program that integrates technology-driven and differentiated reading activities. The School Year 2025–2026 Pre-Oral Reading Assessment, results revealed that out of 169 learners, 85 or 50.29% were identified as struggling readers. Among these learners, 53 or 31.36% were classified as slow readers, while 32 or 18.93% were identified as very slow readers or non-readers. These findings underscored the urgent need for an effective and learner-centered reading intervention.

To address the varied reading levels, differentiated instructional materials were developed. Average-level reading materials were designed for slow readers, while novice-level materials were prepared for very slow readers and non-readers to ensure appropriate scaffolding and gradual skill development. The study evaluated the effectiveness of the QR Code-Based Reading Intervention Program in improving reading fluency, comprehension, and motivation. Data were collected through pre- and post-oral reading assessments, learner reading logs, and systematic teacher observations to provide reliable evidence of progress.

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The use of accessible QR-linked reading materials promoted independent reading practice, sustained learner engagement, and positive reading habits. Technology integration also enabled flexible access to learning resources, allowing learners to practice reading both in school and at home. In conclusion, the QR Code-Based Reading Intervention Program proved to be an effective, technology-enhanced approach that fosters literacy development, motivates learners, and supports improved reading outcomes, contributing to the Department of Education's Every Child a Reader Program (ECARP) and national literacy goals.

Padre Garcia Central School has a reading participant of 85 struggling readers from Grade five learners. Among them, 53 learners (23 males and 30 females) were identified as slow readers, while 32 learners (21 males and 11 females) were classified as very slow or non-readers. The involvement of learners in general during the reading activity was generally active and enthusiastic.

Research participants solely are the Grade five struggling readers of Padre Garcia Central School. A purposive sampling method was used in choosing the research participants. Results from the Pre-Oral Reading Assessment served as basis in selecting the research respondents.

The researcher informed the participants regarding the probing and how much they are involved in the study. With this consent, an interview was conducted based on the participants, availability and ease.

The study utilized various tools to gather data and monitor the implementation of the reading program. QR code usage logs were used to track the frequency and duration of learners' access to digital reading materials. (Interviews and feedback forms were collected from both learners and teachers to obtain qualitative insights into the program's effectiveness and overall impact. Documentation and progress journals were maintained by teachers to record notable progress, challenges, and observations throughout the intervention period.

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These combined data sources provided a comprehensive understanding of the learners' engagement and the effectiveness of the reading activities.

The data gathered from the Oral Reading Assessments, QR code usage logs, interviews, and teacher observations will be analyzed using both quantitative and qualitative methods to determine the effectiveness of the QR Code-Based Reading Intervention Program. Quantitative data from pre- and post-assessment results will be compared to measure improvements in reading fluency, accuracy, and comprehension using frequency counts and percentage analysis. These results will be visually represented through tables and graphs to highlight learners' progress across reading proficiency levels. Meanwhile, qualitative data from interviews, feedback forms, and teachers' journals will undergo thematic analysis to identify patterns related to learners' motivation, engagement, and attitudes toward reading.

Table 1. Oral Reading Assessment Results in Grade 5 English

	PRE (June 2025)			MID (October 2025)			POST (February 2026)		
Level of Reading	Male	Female	Total	Male	Female	Total	Male	Female	Total
FAST	10	20	30	20	36	56	28	48	76
AVERAGE	20	34	54	25	36	61	24	33	57
SLOW	23	30	53	16	15	31	14	12	26
VERY SLOW	16	8	24	10	7	17	5	2	7
NON-READER	5	3	8	0	0	0	0	0	0
TOTAL	74	95	169	71	94	165	71	95	166

The table shows a clear and substantial improvement in the Grade 5 learners' English reading performance from the pre-assessment in June 2025 to the post-assessment in February 2026. At the beginning of the intervention, only 84 out of 169 learners (49.70%) were classified as Fast or Average readers, while 85 learners (50.30%) were identified as Slow, Very Slow, or Non-Readers. This baseline result indicates that approximately half of the Grade 5 population required targeted reading support and intervention.

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Notable progress was observed by the mid-assessment in October 2025. The number of Fast readers increased from 30 to 56, while Average readers increased from 54 to 61. Consequently, the combined number of learners performing at the Fast and Average levels rose to 117 out of 165 learners (70.91%). At the same time, the number of Slow readers decreased from 53 to 31, and Very Slow readers declined from 24 to 17. Most significantly, the number of Non-Readers dropped from 8 to zero, indicating that all learners initially classified as non-readers had developed basic reading ability by the mid-assessment.

The post-assessment in February 2026 further demonstrates sustained improvement following the implementation of the QR Code-Based Reading Intervention Program. The number of Fast readers increased to 76, representing an increase of 46 learners from the pre-assessment. Although the number of Average readers slightly declined from 61 to 57, this change was accompanied by a substantial increase in Fast readers, suggesting that several learners progressed from the Average to the Fast-reading level.

A particularly significant finding is the reduction in learners requiring intensive reading intervention. The combined number of Slow, Very Slow, and Non-Readers decreased from 85 learners (50.30%) in the pre-assessment to only 33 learners (19.88%) in the post-assessment—a reduction of 52 learners. Slow readers decreased from 53 to 26, Very Slow readers from 24 to 7, and non-readers from 8 to none. These results indicate that the intervention was associated with substantial movement of learners from lower reading proficiency levels toward higher levels.

Overall, the progression from 49.70% Fast/Average readers in the pre-assessment to 80.12% in the post-assessment provides strong evidence of improved reading performance among the Grade 5 learners. The consistent decrease in Slow, Very Slow, and Non-Reader classifications, coupled with the notable growth in Fast readers, suggests that the QR Code-Based Reading Intervention Program provided learners with accessible, differentiated, and engaging opportunities to practice reading.

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The research finding indicate that integrating QR2TEXT technology into reading interventions enhanced engagement and significantly improved learner's reading proficiency. The used of differentiated materials ensured that all learners received appropriate support, promoting inclusive learning. Independence and self-paced reading, QR2TEXT fostered greater learner autonomy, while collaboration among teachers, parents, and students proved essential to the program's overall success.

Based on the findings, the study recommends the following:

- Expand the differentiated Average and Novice QR resources and regularly update texts, comprehension activities, vocabulary tasks, sequencing exercises, and word-recognition activities.
- Presented during School Learning Action Cell (LAC) sessions and District Reading Program meetings. Results will also be shared with teachers from lower grade levels to promote early intervention practices. DCBER will be a good avenue to present the findings of the study. The QR2TEXT-Based Reading Intervention will be recommended for inclusion in the school's reading development plan for sustained literacy improvement. Future implementation may expand the use of QR2TEXT-Based materials to other grade levels for cross-grade literacy enrichment.

The QR2TEXT Intervention Program provided a practical, differentiated, and technology-assisted approach to addressing reading needs among Grade 5 learners at Padre Garcia Central School. Assessment results showed substantial improvement across the intervention period: Fast and Average readers increased from 49.70% at baseline to 80.12% at post-assessment, while learners in the Slow, Very Slow, and Non-Reader categories decreased from 85 to 33. The results, together with teacher observations and learner engagement evidence, indicate that accessible QR2TEXT-linked materials, differentiated texts, guided practice, and continued reading support can contribute to improved reading proficiency and learner engagement.

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Keywords: *Proficiency, Struggling Reader, Academic Achievement, QR2TEXT, Novice*

INTRODUCTION

Reading is the foundation of learning and a gateway to academic achievement. However, recent Oral Reading Assessment results for the beginning of School Year 2025–2026 at Padre Garcia Central School revealed a significant number of struggling readers among Grade 5 pupils. There lies the reason behind “WHY” I took this study.

To address this challenge, the researcher designed the QR2TEXT Intervention Program, which is anchored on QR CODE (Quality Reinforcement: Comprehensive and Outstanding Development Experience), the school’s QR2TEXT- based reading intervention program. This study integrates technology-enhanced reading materials accessible through QR2TEXT, enabling pupils to engage with interactive reading content at their own pace. Learners receive supplementary reading materials by scanning QR Codes, access comprehension questions, and it is also available in printed materials to cater learners without gadgets.

This initiative aligns with the Department of Education’s Every Child a Reader Program (ECARP) and supports the broader literacy objectives of the Basic Education Learning Continuity Plan. It reflects the school’s commitment to ensuring that no learner is left behind in literacy development.

This action research aims to identify Grade V struggling readers (Slow, Very Slow, and Non-readers). In line with this, this study targets to enhance the reading proficiency of struggling Grade 5 learners at Padre Garcia Central School through the implementation of a QR2TEXT-Based Reading Intervention Program that integrates technology-driven and differentiated reading activities. The School Year 2025–2026 Pre-Oral Reading Assessment, results revealed that out of 169 learners, 85 or 50.29% were identified as struggling readers. Among these learners, 53 or 31.36% were classified as slow readers, while 32 or 18.93%

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were identified as very slow readers or non-readers. These findings underscored the urgent need for an effective and learner-centered reading intervention.

To address the varied reading levels, differentiated instructional materials were developed. Average-level reading materials were designed for slow readers, while novice-level materials were prepared for very slow readers and non-readers to ensure appropriate scaffolding and gradual skill development. The study evaluated the effectiveness of the QR Code-Based Reading Intervention Program in improving reading fluency, comprehension, and motivation. Data were collected through pre- and post-oral reading assessments, learner reading logs, and systematic teacher observations to provide reliable evidence of progress.

This action research is guided by the following questions, which aim to assess the effectiveness of the proposed reading intervention using QR2TEXT and its impact on the learners' reading performance and engagement. Specifically, it seeks to determine the initial reading proficiency of the pupils, evaluate the outcomes of the implemented program, and identify areas for further improvement and sustainability.

The study seeks to answer the following questions:

1. What is the reading proficiency level of Grade 5 pupils at the beginning of SY 2025–2026 based on the Padre Garcia Central School Oral Reading Results?
2. How effective is the QR2TEXT Intervention Program in improving the fluency and comprehension of struggling readers?
3. What changes in motivation and reading engagement are observed among struggling readers after implementing the program?
4. What recommendations can be derived to enhance and sustain the QR2TEXT Intervention at Padre Garcia Central School?

To lessen the number of Grade V struggling readers (85 out of 169 or 50.29%) identified struggling readers through intensifying the efficacy of the QR2TEXT and improve reading fluency, comprehension and motivation.

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This action research is important to my field as a teacher because it transforms a classroom reading problem into an opportunity for evidence-based instructional improvement. Through the QR2TEXT-Based Reading Intervention Program, I am able to provide differentiated, technology-supported reading experiences that respond to the specific needs of struggling learners. More importantly, the study strengthens my practice as a reflective and research-oriented teacher by using assessment data to guide intervention, monitor learner progress, and improve reading instruction.

This study employed a quantitative action research design using a pretest–posttest approach to determine the effectiveness of the QR2TEXT-Based Reading Intervention Program in improving the reading proficiency of struggling Grade 5 learners. Learners’ reading performance was assessed before, during, and after the implementation of the intervention. The assessment results were compared to determine changes in learners’ reading levels and to evaluate the effectiveness of the intervention.

Quantitative Data of Pre-Oral Reading Assessment Results

Total Population of Grade 5 learners: 169 (A.Y. 2025 – 2026)						
<i>Total Number of STRUGGLING READERS: 85 (50.29%) (BOSY 2025-2026)</i>						
<i>Struggling Readers</i>	<i>Male</i>	<i>%</i>	<i>Female</i>	<i>%</i>	<i>TOTAL</i>	<i>%</i>
Slow Readers	23	13.60 %	30	17.75%	53	31.36%
Very Slow / Non-Readers	21	12.42%	11	6.50%	32	18.93%
TOTAL	44	26.02%	41	24.25%	85	50.29%

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The QR2TEXT-Based Reading Intervention Program of Padre Garcia Central School provides



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a differentiated and technology-assisted approach to addressing the varied reading needs of learners. The program uses QR2TEXT to provide immediate access to reading materials appropriate to each learner's reading proficiency.



AVERAGE

The Average QR2TEXT provides moderately challenging texts for average and proficient readers to strengthen vocabulary, fluency, comprehension, and critical thinking skills. The Novice QR2TEXT provides simplified and developmentally appropriate reading materials for slow, very slow, and non-readers, focusing on word recognition, basic vocabulary, decoding, and foundational comprehension skills. This differentiated approach ensures that learners receive appropriate instructional support according to their individual needs. This program promotes independent, meaningful, and engaging reading practice while developing learners' confidence, motivation, fluency, vocabulary, and comprehension. Its learner-centered design creates an inclusive environment where every learner can progress at an appropriate pace.

Step-by-Step Activities / What the Teacher Did	Persons Involved	Time Frame	Expected Output
1. Conducted the Oral Reading Pre-Assessment. The teacher administered the oral reading assessment to determine the learners' reading levels and identify those who were Slow, Very Slow, and Non-Readers.	Reading Teachers	June 2025	Baseline reading data and identified struggling readers
2. Analyzed and recorded the baseline reading results. The teacher reviewed the assessment results and grouped learners	Reading Teachers,	June– July 2025	Classified reading levels

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according to their reading proficiency levels to guide the intervention.	Researcher		and intervention targets
3. Prepared QR2TEXT-linked reading materials. The teacher selected appropriate reading texts and developed QR2TEXT that provided access to digital reading materials and activities.	Teacher/Researcher, Reading Coordinator	August 2025	QR2TEXT - linked and differentiated reading materials
4. Organized the reading intervention. The teacher prepared differentiated activities based on the learners' reading levels and ensured that the QR2TEXT were accessible through available digital devices.	Teacher/Researcher, Coordinator	August 2025	Organized QR2TEXT reading intervention materials
5. Implemented QR2TEXT Reading Sessions. The teacher introduces first to the pupils what a QR code is, then will introduce the QR2TEXT.	Teachers, Pupils	September 2025–February 2026	Active learner participation and improved reading fluency
6. Monitored learners' participation and progress. The teacher observed reading performance, provided immediate feedback, encouraged peer support, and adjusted reading activities according to learners' needs.	Teachers, Pupils	September 2025–February 2026	Progress monitoring records and learner feedback
7. Conducted mid-evaluation and gathered feedback. The teacher administered an interim reading assessment, reviewed learner progress, and gathered feedback regarding the usefulness and accessibility of the QR2TEXT intervention.	Reading Coordinator, Teachers, Pupils	October 2025	Interim progress report and feedback data

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8. Documented the implementation process. The teacher recorded the activities conducted, learner participation, observed improvements, challenges encountered, and adjustments made during the intervention.	Researcher	November 2025	Complete implementation documentation
9. Prepared the Action Research Report. The teacher organized the collected assessment results, observations, documentation, and feedback into the required sections of the action research.	Researcher	November 2025	Completed action research document
10. Conducted the Post-Assessment. The teacher administered the post-oral reading assessment to determine changes in learners' reading proficiency after the intervention.	Teachers, Researcher	February 2026	Post-assessment reading data
11. Compared and analyzed the results. The teacher compared the pre-, mid-, and post-assessment results to determine the extent of improvement in learners' reading proficiency and fluency.	Teachers, Researcher	February 2026	Comparative data showing reading improvement
12. Formulated conclusions and recommendations. The teacher interpreted the findings and identified recommendations for sustaining or improving the QR2TEXT Reading Intervention Program.	Researcher	February 2026	Conclusions and recommendations for future implementation

A paired-samples t-test was employed to compare the pre-assessment and post-assessment reading scores of the learners. This statistical test was used to determine whether the QR2TEXT intervention resulted in a significant improvement in the learners' reading performance.

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Results of the Oral Reading Assessments showed that 85 out of 169 Grade 5 learners (50.30%) were identified as Slow, Very Slow, or Non-Readers during the pre-assessment, while only 84 learners (49.70%) were classified as Fast or Average readers. Following the implementation of the QR2TEXT-Based Reading Intervention Program, the number of Fast and Average readers increased to 133 out of 166 learners (80.12%) in the post-assessment, representing a 30.42-percentage-point increase from the baseline. Correspondingly, learners classified as Slow, Very Slow, and Non-Readers decreased from 85 (50.30%) to 33 (19.88%). Non-readers were completely eliminated from 8 to 0, while Slow readers decreased from 53 to 26 and Very Slow readers from 24 to 7.

Findings indicate that the QR2TEXT-Based Reading Intervention Program contributed to substantial improvements in the reading proficiency of Grade 5 learners. Increased numbers of Fast and Average readers, coupled with reduced numbers of Slow, Very Slow, and Non-Readers, suggest that learners progressed from lower to higher reading proficiency levels. Accessible QR2TEXT-linked materials, differentiated reading texts, guided reading activities, and continuous reading support provided learners with meaningful opportunities to strengthen their reading skills according to their individual needs. These outcomes demonstrate the potential of QR2TEXT as an effective technology-assisted intervention for improving reading fluency, comprehension, engagement, and learner independence.

The data showed that 85 out of 169 Grade 5 learners (50.29%) were struggling readers at the pre-assessment, consisting of 53 Slow readers and 32 Very Slow/Non-Readers. At the post-assessment, the number of struggling readers decreased to 33 out of 166 learners (19.88%), while Fast and Average readers increased to 133 learners (80.12%).

The data indicates a substantial improvement in the reading proficiency of Grade 5 learners after the intervention. At the pre-assessment, 85 out of 169 learners (50.29%) were identified as struggling readers, showing that about half of the Grade 5 population experienced

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difficulties in reading fluency and proficiency. At the post-assessment, this number decreased to 33 out of 166 learners (19.88%), representing a reduction of 52 struggling readers or 30.41 percentage points. At the same time, Fast and Average readers increased to 133 learners (80.12%). This shift suggests that the intervention contributed to moving many learners from struggling reading levels toward more proficient reading levels. However, the remaining 33 struggling readers indicate that some learners still require continued, targeted reading support and differentiated intervention.

The findings of the study generally match previous studies on reading interventions, particularly research showing that systematic, targeted, and differentiated instruction can improve the reading performance of struggling learners. The results show a clear improvement across the three assessments. The number of struggling readers decreased from 85 of 169 learners (50.30%) in the pre-oral assessment to 48 of 165 learners (29.09%) in the mid-oral assessment and further to 33 of 166 learners (19.88%) in the post-oral assessment. More importantly, the number of Very Slow readers decreased from 24 to 17 and then to 7, while Non-Readers decreased from 8 to 0 and remained at 0 in the post-assessment. These results indicate a sustained movement of learners toward higher reading levels.

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