

# Effectiveness of Project Reading Enables Advancement and Development (READ) in Improving the Reading Performance of Grade 4 Pupils

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*Abstract*—Project Reading Enables Advancement and Development (READ) is a reading intervention crafted to help the pupils improve their reading performance specifically in the comprehension skills. Providing differentiated reading activities and materials which are suited to the ability and reading levels of the pupils are expected to help the teachers in achieving literacy goals of the pupils in the grade. Due to pandemic, most of the pupils found out to have difficulties in reading and understanding the passages read. Thus, with the implementation of differentiated reading interventions, the researcher crafted this research to help her in improving the reading performance of her pupils in Grade 4. Hence this study aims in evaluating the effectiveness of Project Reading Enables Advancement and Development (READ) in improving the reading performance of the Grade 4 pupils employing a quasi-experimental research design utilizing a researcher-made reading passages as pre-test and post-test. Simple percentage and t-test of mean difference were the statistical tools used to interpret the result of the study. The study revealed a significant difference in the pre-test and post-test performances of the grade 4 pupils in reading before and after the implementation of Project Reading Enables Advancement and Development (READ). Implementing Project Reading Enables Advancement and Development (READ) has helped in achieving educational goals like in improving the comprehension skills of the pupils. The differentiated reading activities and materials provided to the pupils and the remedial sessions given to them contributed much to the attainment of the objectives for this study. Thus, it is relevant to provide or formulate and implement intervention projects like Project READ for the pupils to improve their reading performance and achieve reading levels for the grade.

*Keywords* — *Effectiveness, Project Reading Enables Advancement and Development (READ), Reading Performance, Grade 4 Pupils*

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## I. Introduction

In line with the MATATAG agenda of the secretary of Department of Education that learners must be provided with alternative learning intervention to address the problems on literacy among Filipino learners. One of the interventions formulated by the teachers in Relocation Elementary School of Isabel I District is Project READ which means Reading Enables Advancement and Development. This project focuses on remediation, reinforcement, and enhancement activities provided to the pupils to improve their reading levels. The activities are differentiated and varied depending upon the reading level of the pupils.

It was revealed during the year-end assessment in reading of the pupils that most of them find difficulty in understanding the meaning of the passages read. Well in fact in Relocation Elementary School, teachers had difficulty in proceeding to the next learning competencies in reading knowing that most of the pupils cannot understand the concept in reading. With the implementation of Project READ (Reading Enables Advancement and Development), the pupil's reading performance is expected to improve.

According to Arevalo (2023) reading brings meaning to the printed page. It is the most important skill a learner should possess since it is a gateway to the development of academic skills across all disciplines. If a child cannot read, he will not be able to access the content in his other learning areas. Thus, it is very important to teach reading first before proceeding to the learning of other competencies in other learning areas.

The Department of Education Bawat Bata Bumabasa Program (3B's Initiatives) which is based on DepEd Memorandum No. 173, s. 2019, DepEd mandates all schools equip learners with reading skills to make them proficient and independent readers in their grade level which will nurture a culture of reading in the different classrooms. This is to answer the problem that there are still many early grade learners struggling to meet the learning standards in early language, literacy, and numeracy (Arevalo, 2023).

In the implementation of literacy programs, teachers play a crucial part of the education system and are essential to providing children with quality learning opportunities. They promote the development of reading skills by providing direct and explicit reading instruction that builds learner mastery through scaffolded instruction and incorporates universal design for learning principles. Reading teachers should have a solid understanding of the six components that contribute to successful beginning reading also known as the "Big Six" which are: 1) Oral Language: 2) Phonological Awareness: 3) Phonics: 4) Vocabulary: 5) Fluency: 6) Comprehension.

Teachers need to provide important insights to inform and modify program components, like professional development opportunities that address issues of language in teaching and learning. Training and professional development opportunities for teachers should be tailored to meet teacher's specific needs and develop their pedagogical skills in teaching reading. These six aspects to the process of reading work together to create a reading experience. As children learn

to read, they must develop all these skills to become successful readers. Before they become successful or independent readers the reading teachers must be capacitated on the pedagogies in teaching utilized in the classroom. All school interventions must be data based accompanied with a plan which will guide the teacher. Hence, this intervention came into being which aims to address the above-mentioned problems, issues, and concerns.

Project READ (Reading Enables Advancement and Development) has been crafted to capacitate teachers in teaching reading through differentiated and varied reading materials and activities based on the levels of the learners given as remediation, reinforcement and enrichment during reading lessons which is expected to infect positive learning outcomes to the pupils. Further, this innovative project of the school aims to assist the learners in achieving positive literacy performance. Project READ has learning materials and tools which help the teachers in assessing the performance of the learners and providing appropriate activities which is based on the needs of the pupils. Thus, it is in this premise that the researcher who is the proponent of the project decided to conduct this study to evaluate the effectiveness of Project READ (Reading Enables Advancement and Development) in improving the reading performance of the Grade 4 pupils. A proposed improvement plan will be formulated based on the findings of the study.

Hence, it is in the rationale that the researcher who is currently a grade 4 teacher in the above mentioned local, would like to delve worthy research undertaking that will benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study evaluates the effectiveness of Project Reading Enables Advancement and Development (READ) in improving the reading performance of the Grade 4 pupils in Relocation Elementary School, Isabel 1 District, Leyte Division for School Year 2022-2023. A proposed improvement plan was formulated based on the findings of the study.

Specifically, this study sought to answer the following questions:

1. What is the reading performance of the Grade 4 pupils before the implementation of Project Reading Enables Advancement and Development (READ)?
2. What is the reading performance of the Grade 4 pupils after the implementation of Project Reading Enables Advancement and Development (READ)?
3. Is there a significant difference in the reading performance of the Grade 4 pupils before and after the implementation of Project Reading Enables Advancement and Development (READ)?
4. What improvement plan can be proposed based on the findings of this study?

## II. Methodology

**Design.** This study employed the quasi-experimental research design utilizing the pre-test and post-test to evaluate the effectiveness of Project Reading Enables Advancement and Development (READ) in improving the reading performance of the Grade 4 pupils for School Year 2023-2024. Relocation Elementary School, Isabel 1 District, Leyte Division is the main locale of the study. The 30 Grade 4 pupils enrolled in the said locale for School Year 2023-2024 are the main respondents of the study. Reading passages with comprehension questions paralleled to that of the Philippine Informal Reading Inventory (Phil-IRI). The competencies were taken from the Most Essential Learning Competencies (MELCs) for the subject and grade level. The guidelines in the conduct of the oral reading tests were from DepEd Order No. 14, s. 2018. The pupils were assessed using the passages formulated before and after the implementation of effectiveness of Project Reading Enables Advancement and Development (READ). This is composed of 4 passages with 5 comprehension questions each passage. A total of 20-item test questions were answered by the pupils based on the passages given. Moreover, the researcher prepared lesson plans for reading integrating the use of techniques, strategies and methods with reading activities and materials which were differentiated and varied conducted during the remediation, reinforcement, and enrichment after the delivery of the lesson in reading. The differentiated and varied reading activities were provided in the form of a booklet to be provided to each of the pupils during the remediation, reinforcement, and enrichment period after the first evaluation. These materials were checked and submitted to the District English Coordinator and Quality Assurance Team for validation and adjustments. A matrix of activities was crafted to guide the teacher-researcher the flow of her study. This research focused on evaluating the effectiveness of Project Reading Enables Advancement and Development (READ) in improving the reading performance of the Grade 4 pupils through the pre-test and post-test and its significant difference. A Proposed Improvement Plan based on the findings of the study is the output.

**Sampling.** There are 30 Grade 4 pupils involved in this study. The research instruments were administered face-to-face with consent from the Local IATF and strictly following the prescribed Health Protocol during the face-to-face classes.

**Research Procedure.** The researcher prepared the research design and tools utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Orientation of the participants and administration of the pre-test was done face-to-face after the approval of the permit from the parents of the respondents. Data privacy was emphasized also in the meeting. After accomplishing the pre-test, intervention was given within four weeks. The implementation of remedial reading instructions in improving the literacy levels of the Grade 4 pupils was emphasized in the study. After the four-week intervention, the post-test was administered. Results of the tests were collected. Data were

tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Improvement Plan followed.

**Ethical Issues.** The researcher properly secured the permission to conduct the study from the authorities through written communication. In the formulation of the intervention materials that was used in the study, the use of offensive, discriminatory, or other unacceptable language was avoided. The respondents' names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the respondents with their parents. In the orientation, issues and concerns were addressed and consent to be included in the study were signed. The researcher-maintained objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and were acknowledged in the reference.

**Treatment of Data.** Simple Percentage was employed to evaluate the pre-test and post-test reading performances of the Grade 4 pupils before and after the implementation of Project Reading Enables Advancement and Development (READ). **t-Test of Mean Difference** was used to determine the significant difference in the pre-test and post-test reading performances of the Grade 4 pupils before and after the implementation of Project READ.

### III. Results and Discussion

**Table 1**  
**Pre-Test Performance of Grade 4 Pupils in Reading**

Score Range	Description	PRETEST	
		Frequency	%
17-20	Excellent	1	3
13-16	Very Good	4	14
9-12	Good	1	3
5-8	Fair	9	30
1-4	Poor	15	50
Total		30	100
<b>Weighted Mean</b>		<b>5.87</b>	<b>Fair</b>

Table 1 presents the pre-test reading performance of the Grade 4 pupils before the implementation of Project Enables Advancement and Development (READ). It was revealed on the table that among the 30 Grade 4 pupils enrolled in the class, 1 or 3% got a score of 17-20 which is interpreted as excellent. This means that this pupil has an advanced knowledge of reading. She is exceptional and the only learner who can understand the reading passages she reads. This implies that this pupil is independent and is given enhancement activities to continuously improve his/her performance. Moreover, the table also shows that among the 30 pupils tested, 4 or 14% got a score

of 13-16 which is interpreted as very good. This means that these pupils had already acquired very good reading performance before the implementation of Project READ. This implies that these pupils have background knowledge in understanding the passages read. There are some comprehension questions which are easy for them to understand. Further, among the 30 pupils, 1 pupil or 3% got a score of 9-12 which is interpreted as good. This means that this pupil had a good reading performance in her grade level before the implementation of Project READ. This implies that this pupil had little knowledge of understanding the passages he/she reads. Thus, he/she needs intervention activities which will help him/her fully understand the passages read. Likewise, this table shows that among the 30 pupils-tested, there are 9 or 30% of them got a score of 5-8 which is interpreted as fair. This means that these pupils cannot fully understand the passages he/she reads and need intervention activities or remedial activities which will help his/her improve reading performance. This implies that teachers must provide intervention materials and activities to help the pupils improve their reading performance. Finally, among the 30 pupils, 15 or 50% got a score of 1-4 which is interpreted as poor. This means that these pupils had achieved poorly in their reading performance. This implies more reading activities and materials to be provided to these pupils and remediation must be conducted for them. Additionally, the table shows that pre-test reading performance of the Grade 4 pupils before the implementation of Project READ has a weighted mean of 5.87 which is interpreted as fair. This means that the Grade 4 pupils need additional reading activities and materials for them to acquire the grade level reading performance. This implies that teachers must formulate intervention materials and activities to improve the reading performance of the Grade 4 pupils. Further, they need to craft more reading passages which will help them learn to comprehend the reading they made for the improvement of their performance. These activities should be done every day after reading lessons so that retention on the concepts conveyed for that day will be achieved. Instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension will surely help a child learn to read (Reade & Sayco, 2017). Thus, Project Reading Enables Advancement and Development (READ) is timely and appropriate to be implemented to this kind of pupils for the activities provided for this intervention started where the abilities of the pupils are, and it is differentiated based on their levels.



**Table 2**  
**Post-Test Performance of Grade 4 Pupils in Reading**

Score Range	Description	PRETEST	
		Frequency	%
17-20	Excellent	17	57
13-16	Very Good	9	30
9-12	Good	4	13
5-8	Fair	0	0
1-4	Poor	0	0
Total		30	100
<b>Weighted Mean</b>		<b>16.5</b>	<b>Excellent</b>

Table 2 provided the post-test reading performance of the Grade 4 pupils after the implementation of Project Reading Enables Advancement and Development (READ). It was revealed on the table that among the 30 pupils, 17 or 57% got a score of 17-20 which is interpreted as excellent after the implementation of Project Reading Enables Advancement and Development (READ). This means that after the provision of differentiated reading activities and materials which are suited to the reading levels of the pupils, the pupils achieved excellent reading performance. This implies that providing the appropriate learning activities and materials to the pupils will help improve their performance. Further, the table also shows that among the 30 pupil-respondents, 9 or 30% got a score of 13-16 which is interpreted as very good. This means that after the implementation of Project Reading Enables Advancement and Development (READ) utilizing the differentiated reading activities and materials provided during the remediation, reinforcement, and enhancement period, 30% of the pupils performed very good in the test conducted to them. This implies that improvement in the reading performance is achieved through the provision of activities for the pupils which are suited to their levels. Moreover, it was also revealed on the table that 4 or 13% of the 30 pupils tested got a score of 9-12 which is interpreted as good. Though these 4 pupils got a good result in their reading performance, still it shows that they improve their performance after the implementation of Project. This implies that the activities provided to them are effective. And looking into consideration that it is still in the first quarter of the academic year, these pupils had showed up an excellent reading performance as shown on the table where the weighted mean is 16.5. This shows that the intervention provided to the pupils are effective and that Project READ has helped in improving the performance of the pupils in Reading.

**Table 3**  
**Test of Difference Between the Scores in the Pre-Test and Post-Test**  
**Performance of Grade 4 Pupils in Reading**

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
<b>Grade 4 Pupils in Reading</b>	Pre	5.87	2.245	1.322	Reject H <sub>0</sub>	Significant
	Post	16.5				

Table 3 presented the test of difference between the scores in the pre-test and post-test performance of the Grade 4 pupils in Reading. The table shows that the result of the pre-test which is 5.87 has increased to 16.5 after the implementation of Project Reading Enables Advancement and Development (READ) has a computed value or t of 2.245 which is greater than the critical value of t which is 1.322, so null hypothesis is rejected. This means that there is a significant difference in the pre-test and post-test performance of the grade 4 pupils in reading before and after the implementation of Project Reading Enables Advancement and Development (READ). This implies that implementing Project Reading Enables Advancement and Development (READ) has helped in achieving educational goals like in improving the comprehension skills of the pupils. The differentiated reading activities and materials provided to the pupils and the remedial sessions given to them contributed much to the attainment of the objectives for this study. Considering the importance of reading and comprehension, educators have been called to ascertain that support must be given to children develop functional literacy determined by the country's standard as cited by Miñoza & Monteroa (2019). It has been claimed that ordinary teaching is insufficient when the case of failing readers is accounted for as cited by Miñoza & Monteroa (2019). Moreover, the same authors maintained that the need for a reading specialist is rising. This implies that at-risk students can be helped through an intervention program that is structured (Singleton, 2009) and focused (Lingard, 2005).

#### IV. Conclusion

The study revealed a significant difference in the pre-test and post-test performances of the grade 4 pupils in reading before and after the implementation of Project Reading Enables Advancement and Development (READ). Implementing Project Reading Enables Advancement and Development (READ) has helped in achieving educational goals like in improving the comprehension skills of the pupils. The differentiated reading activities and materials provided to the pupils and the remedial sessions given to them contributed much to the attainment of the objectives for this study. Thus, it is relevant to provide or formulate and implement intervention projects like Project READ for the pupils to improve their reading performance and achieve reading levels for the grade.



## V. Recommendations

1. Utilize the proposed improvement plan formulated.
2. Implement properly and accurately Project Reading Enables Advancement and Development (READ) through the provision of differentiated reading activities and materials which are suited to the reading levels of the pupils.
3. The Department of Education may fully support the teacher-initiated intervention through the provision of additional learning support materials for the improvement of the reading performance of the pupils.
4. The Department of Education may fully support the continuing professional development of students based on the principle of lifelong learning and DepEd's commitment to the development of teachers' potential for their success in the curriculum.
5. Conduct related free training and seminars to the elementary teachers to help empowered and sustained their knowledge in teaching English especially in improving the comprehension skills of the pupils.
6. Teachers must extend extra time in teaching reading to the struggling readers to improve the performance of the pupils.
7. Teachers must be knowledgeable in providing additional learning support materials and activities to the pupils which are suited to their levels of comprehension.
8. Teachers must attend training or LAC sessions on the improvement of teaching strategies and approaches in teaching reading and construction and formulation of differentiated reading activities and materials which will be used in the teaching-learning process in reading.
9. School Heads must include in the annual plan the provision of instructional support materials to the teachers for the formulation of learning resources, and
10. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

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After she graduated her bachelor's degree, she was teaching for two (2) years in Alternative Learning System as ALS Volunteer teacher and an LGU funded in the year 2015-2017. In the same year 2017, she was hired in DepEd and formerly teaching in a multigrade school handling Grade 5 & 6 pupils at Consolacion Elementary School, and currently teaching at Relocation Elementary School Isabel 1 District handling Grade 4 pupils. She also attended series of webinars/seminars and trainings to increase her professional growth as a teacher.