

# The Reading Level of Key Stage 2 Learners as Basis for a Differentiated Reading Program

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**Abstract**— Assessing the reading profile of the learners is necessary for the teachers and parents to meet the individual literacy needs. Along with this context, this study was conducted to investigate the reading level of the key stage 2 learners, explore the reading activities accorded by the stakeholders, identify the difficulties encountered in developing the reading level of the learners, and devise sets of differentiated reading activities.

This descriptive research involved the intermediate pupils of Gubat South District for School Year 2023-2024, with their teachers and parents who were taken as samples through the stratified sampling technique. It was revealed that most of the key stage 2 learners were not ready in terms of reading proficiency in English while in their second language which is Filipino, most were grade-ready. Their teachers exposed them to various reading resources, peer tutoring, and reading-aloud activity. Meanwhile, their parents oftentimes assisted their learners in the performance of literacy homework, provided reading materials, and consistently piqued children's interest in reading. These parents were challenged by the excessive use of electronic devices, unrestrained viewing of television by their children, and the high cost of reading resources which resulted in decreased literacy engagement. Proposing a differentiated reading program consisting of developmentally appropriate literacy activities is found to be a potential scheme for developing the learners' reading level and the possible literacy catch-up mechanism.

**Keywords**— reading level, Key Stage 2 learners, Differentiated Reading Program, developmentally appropriate literacy activities

## I. INTRODUCTION

Several experts have provided their explanations for what constitutes reading. The ability to read is a vital skill that students must acquire, as it is essential in teaching and learning. Tarigan (1990:7) and Jaenal (2010) argued that reading is a process undertaken by those who wish to receive the writer's message or the message conveyed through written language. Oka (1983:15) to Jaenal (2010) If we look at the differences in scope, there can be three types of reading meanings: Comprehension of the first is a narrow meaning, namely a meaning that treats its reading as a process of recognition. This process involved careful, extensive, and rapid recognition of words.

According to Mikulecky (2011), reading is a complex process that involves both conscious and unconscious mental processes, where the reader employs various strategies to reconstruct the writer's meaning. assumed based on the intended text and the reader's previous knowledge. Grellet (2004) considers reading to be an active skill.

In their 2013 study, Grabe and L Stoller identified reading as the skill of extracting meaning from a printed page and then interpreting it correctly. This means that reading is not complete without understanding and interpreting the text. "The more you read, the more things you know. The more you learn, the more places you go. A well-known statement from Dr. Suess. The statement is entirely truthful. Literacy holds immense value. The importance of reading is universally recognized. School success is also greatly influenced by it. This is one of the most important skills in English, Filipino, and native multilingual education. It is a prerequisite for all fields of study. The opportunity for students to learn different subjects is available, as their struggles with reading can result in difficulty across all subjects.

According to this study, students are instructed to analyze the books they read during their 4th-grade years. Rather than understanding the plot and information contained within the text, students are encouraged to think about how these messages relate to their own lives. Additionally, they evaluate and establish connections between texts within a single text and across multiple

ones. To put it simply, 4th graders learn to contemplate and communicate over text messages to grasp its underlying significance. Texts read by students separately or in smaller groups are also included in this process. In-class reading can be utilized by teachers to demonstrate strategies for enhancing students' thinking skills and enhance their analytical thinking during lectures. This behavior is also observed in students who write with more precision than they read. There are often non-school factors such as parental income and education that correlate with student academic performance, but there are reasons for this (Goodwin, 2000, e.g. Geske and Ozola, 2010).

All levels of education require a high level of academic success. According to Stipek and the US Department of Education (2006, cited by Cayubit (2012)), experts have stated that falling student performance is a concern and teachers are being held accountable for it. In the Philippines, where English is considered a secondary language, reading and comprehension levels do not match the level indicated in press indicators, as Luz (2010) noted while literacy is widely believed to be high, many Filipinos are incapable of writing. Several Filipinos are incapable of reading to excel in their studies. He pointed out that the Philippines' inability to compete in the global market due to illiteracy is responsible for the high poverty rate and lack of economic opportunity. "The Program for International Student Assessment (PISA) conducted a survey of students aged 7-15 around the world to assess the extent to which they have acquired the key knowledge and skills necessary for full participation. The survey focuses on core school subjects reading, mathematics, and science, which are worse in reading, mathematics, and science than most countries and economies participating in PISA 2018. The national average reading score was 340, the same as the Dominican Republic. The Philippines and the Dominican Republic had the worst outcomes among all countries. Among PISA countries and economies, the Philippines has one of the highest non-learning rates, with over 80 percent of students failing to meet minimum literacy standards.

Students in the Philippines scored 88 points for socioeconomically superior students in reading, which is similar to the average difference between the two groups (89 points) in OECD countries. The 2018 PISA test in the Philippines saw students with socioeconomic disadvantage receiving an 88 grade in reading. The

difference between the two groups is less than the average gap (89 points) in OECD countries. Students who fall under the upper category of their socioeconomic status in a country are considered advanced. Disadvantaged students are in the bottom quarter of their country's socioeconomic status. About 8% of disadvantaged Filipino students were in the top quartile for reading, showing that disadvantage is not luck. At least 19% of Philippine students were literate in Grade 2. In addition, By utilizing clear and intricate criteria, the student can identify the main idea of a moderately long text and provide feedback on the purpose and form of the text. To address these gaps in reading levels, the direct goal of the Department of Education (DepEd) is to make every Filipino child a reader, thus the Philippine Informal Literacy Index (Phil-IRI) was born. The department's flagship program, "Every Child is a Reader Program," contributes to it by making every Filipino child literate and proficient in reading. Phil-IRI, an initiative to aid ECARP (Every Child A Reader), has been launched. The ability to design and teach reading is dependent on teachers' knowledge of their student's current level of literacy and comprehension. By utilizing principles of engagement, this diagnostic approach to describing children's reading styles emphasizes the importance of providing an education that is student-centered, responsive, and culturally sensitive. Teachers can use the Phil-IRI to determine students' reading proficiency and requirements as one of their diagnostic tools.

The Phil-IRI was revised in early 2013, even before the primary school curriculum was introduced. The oral and silent reading alternatives were made more accessible to students who were influenced by the old English and Filipino language curricula. They started reading Filipino and English in the 1st grade. The K-12 curriculum focuses on teaching Filipino literature in the first quarter of second grade and English literature during the second quarter. In addition to being more suited to the current curriculum, the Phil-IRI options were also made available for new students in 2016 and 2013, respectively. The revalidation process involved the selection of 19 schools that spoke one or more of their native languages. The Phil-IRI program is designed for 3rd and 4th grade students, while it is focused on 4TH and 5th grades.

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of the review and validation of both the English and Filipino literacy curriculum was the basis for adjusting the Phil-IRI options in the screening test and the pre-and post-test. If a village needs a child, the entire education system is always needed to read to children. It means a concerted and focused effort to support and sustain opportunities and practices that aim to empower children. Despite this, there is limited knowledge about reading comprehension research and its application in developing reading programs for elementary school students in Gubat South District.

The motivation for doing this research is driven by this. It aims to both find and provide important fundamental data about how well high school students understand the text. Moreover, the research aims to combine quantitative data with qualitative data to depict and characterize literacy development practices among teachers. This information is merged to extrapolate meanings for creating a reading program as per Department of Education Memorandum No. 13 s 2023, which is a national learning recovery program that emphasizes the need to address student learning losses due to the disruption of in-person instruction caused by the COVID-19 pandemic. As part of DepEd's Learning Revitalization Program, the department is introducing the National Reading Program, the National Mathematics Program, and the National Science and Technology Program.

Teachers must have an understanding of the reading skills of their students. These reading levels would help the teacher design appropriate learning strategies to help students reach their potential reading levels. As a teacher, the researcher was highly motivated to investigate this question to design a reading program that would reduce, if not eliminate, struggling readers.

## II. OBJECTIVES

This research was conducted to investigate the reading level of key stage 2 learners of Gubat South District as the basis for a differentiated reading program.

Specifically, it identified the reading level of Key Stage 2 learners of Gubat South District based on the results of S.Y. 2021-2022 PHIL-IRI. The different activities provided by teachers in developing the reading level of the learners. The different activities parents are involved in reading. The difficulties encountered by parents in developing the reading level of their children and

differentiated reading program may be designed to improve the reading level of learners.

## III. METHODOLOGY

This study used the descriptive design of research as it observed and reported a certain phenomenon. Since the present research is a fact-finding study that needs adequate and accurate interpretations of findings, the descriptive method is appropriate in this research. It showed and analyzed the reading level of key stage 2 learners of Gubat South District. It is descriptive in the sense that the data obtained were snapshots of the current study since it described the difficulties encountered by the learners in developing their reading level. The respondents were the three schools of Gubat South District who belong to the category: of small, medium, and big schools. The three schools were Benguet Elementary School which belongs to the small school category, Ariman Elementary School which belongs to the medium school category, and Bulacao Elementary School who belong to the big school category. These were a complete enumeration of key stage 2 learners of the three schools.

The researcher utilized a survey questionnaire checklist as the main instrument in gathering the data. As for the students, the determination of the profile is the main component of the instrument. The results were tabulated and interpreted using appropriate statistical tools. To interpret the collected data, they were first summarized and organized. After this, they were subjected to appropriate statistical treatment such as frequency count percentage and mean. To determine the different forms of stress frequency count utilized.

## IV. RESULTS AND DISCUSSION

The discussions of data were arranged based on the specific questions raised by this study. The data were objectively treated, and tables were provided to present an accurate interpretation of the collated data.

### *I. Reading Proficiency of Key Stage 2 Learners*

In today's world, reading is basic in everyday life. Reading is a means of learning for both children and adults, as people read to enhance their reading abilities. News, rules, and information about issues are what people read. Assessment is an important part of teaching. Teachers use them for many reasons, and using the right ones at the right time is a useful teaching skill. Teachers use assessments as a tool to assist in their daily work. Knowing the special abilities of the child



allows the teacher to place students in appropriate reading groups and to create a central work that promotes the development of certain abilities.

The Department of Education uses many tools to assess reading skills. One of these assessment tools is the PHIL-IRI. In-class assessment of student reading is the

purpose of using the Philippine Informal Reading Inventory (Phil-IRI). Public school teachers in the school used the Philippine Informal Reading Inventory (PHIL-IRI) level to assess students' reading skills in both word recognition and reading comprehension. The Phil-IRI is a proven assessment tool to determine a student's level of reading and proficiency.

**Table 1. Reading Proficiency of Key Stage 2 Learners Based on PHIL-IRI Pre-Test Group Screening Test in English**

Level	Frequency	Percent
Grade Level Ready ( )	39	48%
Grade Level Not Ready ( )	43	52%
Total	82	100%

Table 1.0 shows the reading proficiency of key stage 2 learners based on the PHIL-IRI Group Screening Pre-Test in English. It shows that out of the 82 test takers from Benguet Elementary School, Ariman Elementary School, and Bulacao Elementary School 43 test takers failed to meet the exams standards. That is 52% of the total test takers. On the other hand, 39 learners passed the said exam. It is 48% of the total test takers. The result as far as the data are concerned is low. However, these 39 key stage 2 learners are the ones who meet the expectation of competency in English. The key stage 2 learners are children aged eight (8) to eleven (11) years old who belong to Grades 4 – 6. Upon reaching Grade 6, learners have achieved proficiency in basic literacy and are progressing towards applied and critical literacy. They exhibit a high level of communicative competence in English, enabling them to effectively engage in a variety of situations, for various audiences, contexts, and purposes. This includes learning in other content areas.

The result in Table 1.0 corresponds to the most recent survey conducted by PISA, which examined roughly 600,000 15-year-old students from 79 countries across the globe. The results are consistent. The Philippines scored the lowest reading comprehension score of 340 among the countries analyzed. The Philippines, which is among the best English-speaking nations globally, has been the subject of much scholarly discussion regarding its low ranking in the survey. Keyword definition is a crucial aspect of reading instruction, but it's also

regarded as affecting comprehension. Filipino students should surround themselves with essays and try to interact with them and think about them, which will improve their understanding. They also argued that memorizing the mother tongue leads to a correct understanding of the second language. Learning the first language is necessary for studying English as a second language. They claim that students become confused when they learn both their mother tongue and English simultaneously (Manlapig, 2020). Reading comprehension has two important elements. These are vocabulary knowledge and text comprehension. The knowledge of vocabulary is a deeper understanding of words. Moghadam et al. (2012) have included the correct definition, pronunciation, written form, spelling, and synonyms of the word. In contrast, readers can comprehend the text by relating it to their own life experiences. When the reader has a visual representation or imagines an image that accurately conveys the text's message, this element takes place. As stated in an article in a Malaysian magazine by (Sidek H. et. al., 2015) the general message of a text is often not comprehended by students who have a poor vocabulary. The study stated that insufficient vocabulary hinders students' ability to appreciate a story and answer multiple questions. It can also happen when readers ponder over their experiences while reading. Another manifestation of engaging in text comprehension is when the reader has a vision or predicts what will happen after the story is read due to a personal feeling (National Institute for Literacy, 2013).

**Table 2. Reading Proficiency of Key Stage 2 Learners Based on PHIL-IRI Pre-Test Group Screening Test in Filipino**

Level	Frequency	Percent
Grade Level Ready ( )	62	76%
Grade Level Not Ready ( )	20	24%
Total	82	100%

Table 2.0 shows the reading skills of Key Stage 2 learners based on the Philippine PHIL-IRI Group Screening Pretest. This shows that out of 82 test takers from Benguet Elementary School, Ariman Elementary School, and Bulacao Elementary School, only 20 test takers did not meet the requirements of the tests. This is 24% of all who passed the exam, while 62 students passed the exam. This makes up 76% of all testers. This is higher than the exam result of the English group. These 62 Key Stage 2 learners are those who meet the Filipino language proficiency expectations. Pupils of the 2nd key stage are children from 8 (8) to 11 (11) years who belong to the 4th to 6th grade. By the time they reach 6th grade, students have achieved basic literacy and are developing into applied and critical literacy. Being Filipinos, they possess the ability to communicate effectively across diverse audiences, contexts, and objectives. It also includes learning other content areas. Due to the Filipino language used in the main text, a significant number of students have taken the Philippine GST. This is quite evident. As Filipinos, our language is inextricably linked to who we are as a people. The majority of the populace can speak Filipino, making it a way for our nation to be united, especially in the present time. The Filipino language is the spirit of national identity. The Philippines not only use books as a source

of information but also value them for their entertainment. They hold wisdom in abundance, an everlasting source of knowledge and companionship for our ongoing explorations. No matter how old you are or where you are, there is always a book that will teach you something new, challenge your thinking, and inspire change or growth.

## II. Activities Provided by Teachers in Developing the Reading Proficiency of the Learners

In the education system, teachers play a crucial role in providing quality education to children. Why is this so? Teachers promote the development of reading skills by providing direct and clear reading instruction that builds student mastery by scaffolding and covering general learning principles. The key skills for reading comprehension include phonological awareness, sounds, reading fluency (or better understanding), and reading vocabulary. They must also be knowledgeable about the curriculum and use the most effective pedagogical approaches to teach reading. Most importantly, teachers must teach the same language that their students use and understand. Effective teaching of reading requires proficiency in the language, knowledge of pedagogical content, and appropriate teaching techniques.

**Table 3. Activities Provided by Teachers in Developing the Reading Proficiency of the Learners**

Activities	Frequency	Rank
Providing reading materials	4	2.5
Assisting learners while reading to determine progress	4	2.5
Allowing learners to engage in peer tutoring	4	2.5
Exposing learners to reading aloud	4	2.5
Reading to the class to model the standards in reading	3	6
Identifying the reading profile of learners as a guide in the provision of differentiated reading sessions	3	6
Allowing learners to create stories	2	8.5
Spending certain time to hold literacy tutorials for some learners	2	8.5
Employing word games	1	10
Crafting reading materials	3	6

Table 3.0 lists the activities performed by the teacher based on the table, providing reading material, helping students in reading, enabling peer guidance, and reading aloud to students with a rank of 2.5. Classrooms are often staffed with these four activities, which are typically taught by teachers. Of the four (4) teacher respondents, all the activities mentioned in the first sentence were performed. Research documents the benefits of reading to children after learning and suggests that the more time children are read to, the

greater the benefits to their language and reading development. To enhance children's reading experience, Kim (2016) suggested that they can develop an anticipation of the story, make connections with characters, and use dialogic reading strategies (Tello, 2019). Studies, like those on peer tutoring, have revealed that children's academic success is influenced by their peers. That study examined the relationship between peer literacy and children's literacy among a total of 4,215 second and third-grade students in 294

classrooms from 41 schools. Using social network analysis, the study was able to determine who talked to and sought help with their children. Additionally, it was found that children who recognized their peers' superior reading skills had better outcomes in this study. The study revealed that children categorized themselves with peers who had better reading skills, and those with inferior early reading abilities showed the strongest correlation between their reading performance and their performance. The findings have implications for how teachers can use the knowledge and skills learned from their peers in the classroom. Next comes in-class reading to model the standard, profile students to provide different reading lessons, and create materials. These three activities are 6th in rank. Children who are exposed to books early are more likely to develop their language skills and generally have better reading comprehension compared to children who have not read or read reluctantly. The more children read the more they gain language skills and reading comprehension. The more children comprehend this language and read, the more they become proficient in it. Children can enhance their cognitive and language skills through reading. Pits (2010) argued that one of the main tasks of teachers is therefore to teach their students to read. Without a doubt, the future success of all students is dependent on their proficiency in reading. Many alphabets are taught by teachers who model reading levels in this manner. The research of Smith (1999) says that profiling our students to organize different reading sessions can create readers. To identify student learning profiles, students should refer to Gardner's multiple intelligences theory and Bloom's taxonomy (Noble, 2010) as theoretical references. Teacher involvement in the assessment process, including data collection (formative, formative, and summative assessment), data analysis to compare student learning patterns and teaching strategies, adjust the content, product, process, or impact based on data is recommended by the author. The author concurs with Erickson (2010) who contended that the implementation of differentiated instruction necessitates a restructuring of educational plans. The author proposes incorporating specific concepts and skills in professional development sessions, such as mentoring sessions with mentor teachers, access to resources and information on differentiated education principles, skill-building and learning profiles, evaluation analysis, teaching changes through assessments, and training colleagues.

Ranking 8.5 on the activities the teacher provides for her students allows them to create their own stories and spend time in literacy instruction. Allowing children to create their own stories can increase their confidence. Through storytelling, individuals can connect and use their thoughts to communicate with others. Newkirk (2014) remarked in his book *Minds Made for Stories* that storytelling is a natural and instinctive way to build connections among individuals. The way teachers tell their stories is just as significant as the content of the stories (Newkirk, 2014), which is why we designed a learning community to consider various forms of storytelling. During childhood and early adolescence, reading and reading habits do not develop gradually but become established over time. By utilizing a method of lifelong learning, Alexander (2015) identified three distinct categories of reading proficiency: familiarity, competence, and skill/competence. Basic reading skills - decoding and the ability to read words - are learned in the early years: the adaptive phase. In the second stage, the stage of competence, knowledge, interest, and strategies changes significantly (e.g. domain knowledge increases or knowledge is structured more evenly), which allows reading longer and more complex texts. Ultimately, employing word games, it ranked 10 and it's the teacher's least popular activity. It can be argued that to obtain effective reading material, one must play games related to the activity being taught. The discoveries of Akdogan (2017) suggested that using games in foreign language learning can benefit the process in several ways, such as word memory. The results showed that games improve memorization and can therefore be an effective way to encourage language learning.

### ***III. Reading Activities Where Parents Involved Themselves***

Students are taught first by their parents and guardians. Their role is important in developing students' literacy skills. When a parent/guardian is involved in their child's literacy, it can be a powerful experience. Children's reading habits are influenced by the knowledge of their parents and guardians, who understand what literacy means. By pointing at each word and repeating new words, you can encourage your children to read aloud and improve their reading and writing abilities. Reading is beneficial for children, enabling them to absorb and utilize information effectively. This activity can also help them acquire other languages quickly. Reading to toddlers helps develop their cognitive skills. During childhood, adolescence, and adulthood, there are several



developmental stages of cognitive development. It also refers to a person's ability to perceive, think, and process information. Reading to your child is a great way to introduce them to the world and gain an understanding of what they are reading. Children who are listened to by their parents and other adults have larger vocabulary. The children's comprehension of the world is enhanced, leading to improved thinking skills.

Table 4.0 lists the activities parents use to help their children with their chores/assignments with a frequency of 57. Many parents today are unsure how to guide their children in managing homework. The truth is, while you

shouldn't take complete control of the chores, helping your child with homework and school projects will benefit your child academically, emotionally, and developmentally. Homework is not just about reviewing the lessons, it's about developing the relationship between parents and children, building life skills, creating routines, and promoting independence, said the US Department of Education's Office of Educational Research and Development. In addition to having a positive impact on your child, and helping your kindergartners with homework, you stay in touch with your child's school, your child's teacher, and your child's curriculum.

*Table 4. Activities Provided by Parents in Developing the Reading Proficiency of Their Children*

Activities	Frequency	Rank
<b>Assisting learners in their assignment in reading</b>	57	1
<b>Providing reading materials at home</b>	37	2
<b>Demonstrating to their learners how to read</b>	30	3
<b>Making follow-up with teachers regarding the reading ability of their children</b>	28	4
<b>Getting their children's interest in reading through storytelling</b>	20	5
<b>Allowing their children to have reading buddies</b>	18	6

Regularly completing your child's homework means that you won't be left in the dark with report cards, and parent/teacher conferences can enhance productivity and provide more thorough information. Durisic and Bunjevac (2017) argued that parental involvement provides schools with an important opportunity to enrich existing school programs by involving parents in the educational process. Studies have shown that increased parental involvement leads to improved student performance, greater parent and teacher satisfaction, and a more positive school atmosphere. School partnerships can facilitate parent involvement by creating, implementing, and evaluating plans/practices that encourage family and community involvement and continuously improving them. Various areas of participation, such as parenting and homeschooling/early childhood education, communication with peers, volunteering, decision-making, and community collaboration can be encouraged in schools. The success of parent involvement programs depends on the community's individual needs being taken into account.

Positive communication is the foundation for effective approaches to engaging parents, which is based on strengths. Although the details may vary, all parent engagement programs share the common goal of increasing collaboration between parents and schools to

promote healthy child development and safe school communities. Mutual respect and trust must be demonstrated between home, school, and community. School-based partnership programs can educate volunteers on the appropriate methods and strategies to assist in the classroom or school environment. Through this training, all volunteers are familiar with the expectations and better equipped to handle the school's operations. Schools must work to involve many parents and community members in student education through effective partnership programs that communicate the importance of education. In conclusion, schools can conduct engagement activities that involve all parents. The administrators and teachers need to create a welcoming and inclusive environment that minimizes the intimidation and discomfort parents experience when they go to school. Teachers should strive to foster better communication between school and home, necessitating ongoing contact with families throughout the year. This is crucial. Educating all parents involved can enhance the educational experience for both administrators and teachers. This is especially beneficial for an educator.

The 2nd in the list has a frequency of 37 is providing reading materials at home. We know that having a variety of reading materials at home provides various reading experiences to a learner. Carter (2010)

investigated the effectiveness of themed book bags as a home reading program. A variety of books and activities were included in the theme book bag to encourage parents to participate in their child's reading. This program is designed to cover the topics and units that students will be taught in their first-degree year. The subjects were the parents of 20 first-grade children. Five months before and after the book bag program, parents were sent a questionnaire to their homes.

The purpose of the survey was to obtain information about parents' opinions about the content and quality of the program, as well as their perceptions and performance in their children's reading. Surveys completed indicated high scores in both the participation and enjoyment aspects of the program. The survey results were positive. Most of the comments were favorable and contained specific details about family reading together. Surveys have also shown greater participation of children in reading at home.

Next on our list is to introduce children to reading. It was ranked 3 on our list and has a frequency of 30. Parents are expected to be involved in the learning process of their child through parent-assisted reading. Although the steps are not difficult to follow, reading with parental assistance requires commitment from both parents and children.

K.J. Topping (2011) explained that there were only two uncomplicated steps to take when implementing this program. Both the child and parent are expected to read together as the first step. The parent must follow the child's reading speed and pay special attention to the pronunciation of words. The child should be able to notice the reading style of the parents and learn from them. The second stage involves the child starting to read independently. The child signals to the parents (e.g., thumbs up) when he is ready to read without their assistance. If the child stops reading for four seconds or makes a mistake, the parent corrects the situation and then begins again reading. This continues until the child is ready to read alone again. When their children are unable to complete the challenging task, parents often take them back to their room to read alone. The situation can be a source of frustration for individuals such as parents, teachers, and children. It is common for the child to not read the book because they are not currently active. A child may encounter words that are difficult to pronounce or understand. So the child didn't read the book at all. This situation results in children and parents

wasting precious time. The time that could be spent reading together and learning from this shared experience. According to Hawes and Plourde (2005), society is cognizant of the significance of parents in shaping a child's education.

Fourth (4th) and with a frequency of 28, which follows the reading ability of these children at school. According to Hawes and Plourde (2010), parents and teachers must collaborate to ensure their children receive the best education possible. A significant message is sent to a child when parents are involved in their education. It indicates that children are aware of their parents' concern for their education and their desire to achieve success. Teachers also appreciate parents who are committed to their children and willing to do whatever it takes to help them succeed in the classroom. The use of parent-assisted reading is a teaching technique that fosters an unbounded connection between teachers and parents (Crawford and Zygoris-Coe, 2010).

The 5th on our list with a frequency of 20 is getting their children into reading using reading stories to them. Reading and storytelling with babies and children promote brain development, imagination, language, and learning. Reading to your child from a young age, even before they can communicate verbally, builds up the necessary brain structure for effective language and literacy. The explanation for this can be attributed to the fact that books introduce children to unfamiliar vocabulary and grammar.

According to Laura Phillips, reading and word exposure enhances children's language skills and cognitive abilities. She suggests that even the tactile experience of holding or touching a book supports the cognitive development of babies. Research has shown that young children whose parents read to them daily are exposed to at least 290,000 more words by kindergarten than children who are not read to regularly. Depending on the amount of reading done by children each day, the number could go beyond one million words. By gaining knowledge, children can enhance their vocabulary and comprehend the variety of texts they will have to read in and out of school as they mature. Reading is beneficial for children, as it helps them gain a comprehensive understanding of their surroundings, which Phillips points out.

A technique that aids students in developing their reading skills is to partner with them, resulting in



fluency. The story can be reread by both more fluent readers and those who read at the same level, respectively. This is our 6th rank on our list and has a frequency of 18, peer reading strategy. With the paired reading strategy, two students read together to improve their reading skills. This approach involves one student reading aloud while the other listens and provides support as needed. The roles are dynamic, and students alternate between being the reader and the listener. In most cases, you pair your more fluent readers with their less confident readers, but it is possible to pair children who read at the same level. Pair reading can be used for any book, alternating sentences, paragraphs, pages, or chapters. His research revealed that Kim (2016) found that peers influence children's academic performance. However, the mechanisms by which peers matter have not been explored. That study examined the relationship between peer literacy and children's literacy among a total of 4,215 second and third-grade students in 294 classrooms from 41 schools. An innovation in the study is the use of social network analysis to determine which children reported talking to or seeking help, and whether those who identified peers with stronger reading skills were more likely to improve their reading abilities. The results showed that on average, children identified their peers with stronger reading skills. Those who had poor early literacy abilities had the strongest positive correlation with reading performance. This study has implications for the way teachers can tap into their students' interests in classroom activities.

**IV. Difficulties Encountered by Parents in Developing the Reading Proficiency of Learners**

The development of reading skills in children is a crucial aspect, but it still presents several hurdles for parents. Every parent has had the experience of a student who struggles with reading despite a devoted family, a

nurturing school environment, average or above-average intelligence, and many financial advantages. A lot of parents may feel unprepared to teach their children about unfamiliar topics, making it difficult to provide effective learning materials or explain concepts. The task of juggling work, homework, and homeschooling can be challenging. The lack of time for teaching can cause parents to experience stress and overwork. Some children's subjects may not be as engaging or captivating, which can lead to frustration and failure in education. Children may require imaginative teaching strategies to keep them engaged. The assessment of a child's progress and learning can be challenging for parents.

To ensure their child is doing well, they may need to seek the assistance of outside sources like standardized testing or educational counselors. Different types of learning styles are present among children, and what works for some may not work for others. Teaching children to follow their preferred learning styles can be challenging for parents who have diverse educational backgrounds. This may prove problematic. A teacher in a conventional classroom is responsible for overseeing discipline and keeping the room tidy. In their own homes, it can be difficult for parents to establish guidelines and prioritize the educational development of their children.

Homeschooling can require a lot of resources, such as textbooks, workbooks, and educational materials. Parents may find it difficult to obtain these resources, especially if they are on a tight budget. Homeschooling can sometimes limit a child's socialization opportunities, which can lead to feelings of isolation or loneliness. Parents may need to find ways to provide their children with social opportunities outside of the home.

*Table 5. Difficulties Encountered by Parents in Developing the Reading Proficiency of Learners*

Difficulties	Frequency	Ranking
Learners' excessive engagement in computer games/unrestrained television viewing/excessive playing	42	1
Parent's failure to get focus of their children on reading	34	2
Lack of time on the part of some parents to assist their learners	32	3
Limited provision of reading materials due to high cost	28	4
Poor health of some learners	22	5
Unavailability of some parents (parents work in distant places...)	20	6
Poor health condition of the parents	17	7
Non-mastery of basic literacy competencies among learners	16	8
Scarcity of developmentally appropriate materials at home	14	9

<b>Inadequacy on the part of the parents in terms of competencies along with reading that are essential in providing literacy assistance to the children</b>	12	10
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Education can be enhanced by adopting reading difficulty models, which can offer guidance on various reading difficulties. Children can struggle with reading for several reasons, including limited experience with books, speech and hearing problems, and poor phoneme awareness. Proficient readers possess a strong sense of phonemics, comprehend the alphabet well, apply their skills with speed and accuracy, and excel in both word formation and syntactic reasoning. Developmental difficulties in these areas can pose a reading challenge. Furthermore, learning to read begins long before children enter formal school. Children who have encouraging literacy experiences from birth have an advantage in developing vocabulary, understanding reading goals, and developing awareness of print and literacy concepts. In contrast, children who are most at risk for reading failure enter kindergarten and elementary school notes without these early experiences. Poor readers frequently lack consistent language play, which enhances their comprehension of sound structure and language patterns. Reading during nighttime and at intervals is not a priority for them.

In short, children raised in poverty, children with low English proficiency, children from homes with low parental literacy and practices, and children with speech, language, and hearing. people with disabilities are at greater risk of dyslexia.

Table 5.0 lists the difficulties parents face in teaching reading. At the forefront of these difficulties is excessive participation of students in computer games / watching too much TV / playing too much, with a frequency of 42. According to Sebastian Sanders, students who use electronic devices such as smartphones and tablets tend to have poorer reading comprehension skills compared to those who read books more frequently. It is also possible that technology can provide a distraction." Their Research Sari. et al (2023) conducted their study at MTsS Nurul Ihsan School. By using the Cluster Random Sampling technique, a group of 16 people and 66 students were chosen. The tool was a questionnaire that consisted of 15 questions. The research results showed that there were 3 people in the category of weak interest in reading, 10 people in the category of moderate interest in reading, and 3 people in the category of high interest in reading. In the lower class, the average is 40 and the percentage is 18.75%; in the middle class, the

average is 47.6 and the percentage is 62.5%; and in the high category, the average is 53.3 and the percentage is 18.75%. The study outcomes indicate that students' reading interest is average when using devices, and they receive an average of 47 marks.6.

Next on the list of difficulties parents face is the inability of parents to focus on their children's reading. It was ranked second on the list with a frequency of 34. Family literacy has been a focus of early childhood education for the past twenty years (Huang and Doleis, 2007). A correlation exists between a literacy-rich household and the ability of children to read proficiently. In a five-year longitudinal study, Senechal and LeFevre found that parental involvement in reading instruction was directly correlated with emerging literacy (as cited in Resetar, Noell, & Pellegrin, 2006, p. 242). In 2003, Livingston and Wirt (cited in Darling, 2005) found that children with richer home literacy environments demonstrate higher literacy skills and knowledge in kindergarten than children with less literacy (p. 476). The family can also engage in literacy activities by reading aloud, reading together, and providing printouts. These activities have been found to have a significant impact on children's literacy learning (Huang and Doleis, 2010). Children who are exposed to their parent's reading at home are more likely to excel in early literacy, as per Cassidy et al. al (2010). Additionally, the level of communication between parents and their exposure to print at home resulted in differences among children when it came to language acquisition and early reading. Children who pay attention to the print around them receive an important message that the print conveys meaning (Williams and Rask, 2010). Children can be taught to read books together by parents, early childhood educators, and other caregivers Anderson, Hiebert, Scott, and Wilkerson (cited in Hindin & Paratore, 2010) stated, "The single most important activity for acquiring the knowledge necessary for potential success is reading to your children".

The involvement of parents in children's learning has been pointed out by Paratore (and discussed in Musti-Rao and Cartledge, 2004) as a contributing factor to poor achievement. The involvement of parents in children's learning has been pointed out by Paratore (and discussed in Musti-Rao and Cartledge, 2004) as a contributing factor to poor achievement. Al Otaiba and Fuchs (2006)

and Wigfield and Asher (1984) (as cited by Carter, Chard, and Pool, 2009) noted, "Variables at home that influence children's early literacy success may even outweigh those occurring in the school environment." Weak parents of advanced readers are less likely to use effective teaching methods of reading. Weinberger found that children whose parents spent less time reading were more likely to have reading problems in school (Resetar, Noell, & Pellegrin, 2006). The earning potential for parents is also linked to reading. Buying reading material can greatly increase a child's potential. Ranking 4th in the list of difficulties is the limited provision of reading materials due to high cost and has a frequency of 28. According to the National Assessment of Educational Progress (NAEP), there is evidence that children from poor homes struggle with reading. (Hindin and Paratore, 2007). Student with higher incomes perform less well compared to their counterparts. According to Hindin and Paratore, (2007), children who reside in households with high income receive a reading score that is 27 points lower than those living in low-income households. Research also shows that children from poor homes often struggle to learn to read. Philliber, Spillman, and King (see also Cassidy, Garcia, Tejada-Delgado, Garrett, Martinez-Garcia, & Hinojosa, 2004) linked this with parents who have low literacy and do not have the skills to help their children learn to read and write. Another emerging reading difficulty is the poor health of some students. It was ranked 5th and had a frequency of 22. Tomas et. Al (2021) noted that the poor health of some students affects their ability to absorb instruction and build their confidence. According to a new study, people with poor reading skills are likely to be less healthy than those who read easily. Reading is important to keep in good shape.

According to Lonigan and Whitehurst (cited in Sylva, Scott, Tatsiki, Ereky-Stevens, & Crook 2008), home-based programs can enhance children's language and literacy skills at the school level rather than in the classroom. According to Lonigan and Whitehurst (cited in Sylva, Scott, Tatsiki, Ereky-Stevens, & Crook 2008), home-based programs can enhance children's language and literacy skills at the school level rather than in the classroom. According to Lonigan and Whitehurst, home-based reading can improve one's ability to speak and write through exploration, practice, instruction, feedback, and repetition. In a group settings, the use of parental questions and feedback can be more tailored to each child and situation". Studies have shown children do better in school when parents are involved. Learning

to read is a crucial aspect of education, as health is linked to financial success. With a frequency of 17, poor health of parents is seventh among difficulties. Xiaofeng et al. al (2018) argued that parental absence affects children's reading comprehension. An absent (sick) mother has a more significant effect than an absent father, which occurs mainly in children with advanced reading skills. Family environment influences children's reading comprehension. In poor rural China, some parents have been migrant workers for years. It is common for left-handed children to have one or both parents permanently. This study examines the effects of parental absence on children's reading comprehension. By utilizing the Chinese Elementary School Reading Comprehension Scale, we determined that 903 children (with 467 underdeveloped and 436 older individuals) had good reading comprehension. Our study found that children who were not present had lower reading comprehension scores than their older counterparts, and these scores were negatively impacted by factors such as parental education, reading exposure, chapter design, authorial intent, writing technique, judgment of the book, or credit. However, after accounting for these variables, we found significant differences between the two groups. While children with absent fathers scored the same as children with absent parents, children with absent mothers scored significantly lower. Absent mothers affect children's reading comprehension more than absent fathers.

According to Cayubit (2012), poor literacy can be attributed in part to inadequate comprehension or incorrect pronunciation, among other factors. According to Cayubit (2012), poor literacy can be attributed in part to inadequate comprehension or incorrect pronunciation, among other factors. The child's mental, social and psychological development may be negatively impacted if adequate assistance is not provided at an early stage. Simple text comprehension is demonstrated by 15 percent of school children, as reported by the United Nations International Children's Emergency Fund. Literacy is limited to just three percent of the twenty. The conclusion was drawn that pandemic lockdowns were a factor in the event. According to Sanford (2015), one of the most important problems hindering children's reading comprehension is phonemic awareness, or the ability to absorb individual letter sounds that are necessary to recognize words. Another factor that affects a student's ability to read and understand a text is poor working memory. Moreover, several factors impact a student's reading proficiency,



such as inability to decode, lack of focus, poor vocabulary, knowledge, language processing skills, and memory retention (Modesto and Ferreira, 2013). Quality education is a fundamental human right. Millions of children worldwide can't access quality education. A global education crisis has emerged due to the COVID-19 pandemic, and illiteracy is on the rise. By the age of ten, almost 70% of children in historically low- and middle-income communities are incapable of reading basic text. More than 2.4 million teachers are needed for every child to receive a basic education by 2030. To address the urgent gap, several states are lowering standards and leaving new teachers without adequate training. In many poor communities, quality, culturally relevant children's books for early readers are limited or non-existent.

Ranking 10th and has frequency of 12 is inadequacy on the part of the parents in terms of competencies along with reading that is essential in providing literacy assistance to the children. According to Morrow and Malin (as cited in Keen, 2007), parent-educator relationships are often considered most effective when they represent real relationships (p. 340). Effective partnerships include mutual respect, trust, honesty, shared goals, shared planning and decision-making. Keen stated that the evidence indicates that a child's reading proficiency improves when both parents and teachers work together. A key factor in a successful home-school relationship appears to be information sharing (Musti-Rao and Cartledge, 2004). According to Musti-Rao and Carledge (2004), communication must be positive, consistent and transparent. Parents must have a sense of responsibility towards their child's education. This is particularly important for poor/urban parents who think that the school has the responsibility of ensuring their children's success, as per their statement. Home and school must work together for the child. In partnership with parents, experiences at home should be made to enhance language development. Children benefit when teachers and parents reinforce the same concepts and ideas (Darling, 2005). The achievement of this goal requires parents to be aware of the classroom environment and teachers to have knowledge of home life (Darling, 2005). This is a crucial aspect of reading instruction. Education can be used to enhance parental participation in literacy by teaching parents how to integrate literacy into their daily lives. Family literacy workshops are a viable solution to encourage family involvement (Huang and Doleis, 2007). During these workshops, parents gain knowledge, learn

to read strategies and use the skills to help children in their reading.

## V. CONCLUSIONS AND RECOMMENDATIONS

Based on the preceding findings, the researcher concludes that the majority of the Key Stage 2 learners are not grade-ready in terms of reading proficiency in English while in Filipino most of these learners are grade-ready. The intermediate teachers' most common activities to help students develop their reading skills are providing reading resources, assessing learners to identify reading progress, peer tutoring, and reading aloud. They also used role modeling in reading, created reading resources, and tracked each learner's reading status in preparation for differentiated reading sessions. Parents take part in activities such as assisting their students with reading homework, providing reading materials at home, modeling how to read for their children, following up with teachers about their students' reading ability, piquing their children's interest in reading, and allowing their children to read with friends. Parents face challenges in developing their children's reading proficiency due to excessive use of electronic devices and unrestrained viewing of television, failure to focus their children's attention on reading, and some parents finding it difficult to assist their children in reading. The proposed differentiated reading program is needed to enhance the learners' reading level.

Finally, the researcher offers the following recommendations based on the findings and conclusions made: (1) Accelerating learners' proficiency in reading be given attention by the teachers through the adoption of strategies that promote active learning in Communication Arts. (2) A variety of activities that are developmentally appropriate and differentiated be used by the teachers in reading and literacy engagement. (3) Parents be capacitated as reading partners at home by exposing them to activities that promote reading proficiency. (4) A partnership between home and school be intensified by crafting a learners' reading and literacy learning plan for continued monitoring of learners' reading progress.

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