

Teaching Learning Strategies to Improve the Level of Reading Comprehension and Academic Performance of Grade 3 Learners

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Abstract

This study assessed the receptive literacy in learning activities and reading outcomes of Grade Three learners in selected elementary schools, namely La Paz Elementary School, Guadalupe Elementary School, and Carmen 2 Central Elementary School during School Year 2025–2026. Specifically, it determined the demographic profile of the teacher-respondents and learner-respondents, evaluated the level of reading comprehension of Grade Three learners in terms of decoding, fluency, vocabulary, listening, speaking, reading, and teacher reading strategies, assessed the learners' academic performance in English Three based on the Most Essential Learning Competencies (MELCs), examined the significant relationship between reading comprehension and academic performance, identified the issues and concerns affecting learners' reading proficiency, and developed Integrated Conceptualized Reading Materials based on the findings.

The study employed a quantitative research approach involving sixty (60) respondents composed of five (5) Grade Three teachers and fifty-five (55) Grade Three learners from three selected public elementary schools. Data were gathered using researcher-developed survey questionnaires and were analyzed using frequency, percentage, weighted mean, standard deviation, Pearson Product-Moment Correlation, and other appropriate descriptive and inferential statistical tools.

The findings revealed that the teacher-respondents were predominantly female, possessed graduate-level education, and had adequate teaching experience. The learner-respondents were generally within the expected Grade Three age level and received home learning support primarily from their mothers. Learners demonstrated a strong level of decoding skills and satisfactory levels of fluency, vocabulary, listening, speaking, and reading comprehension. Their academic performance in English Three was interpreted as Near Mastery. The results further revealed a significant positive relationship between reading comprehension and academic performance, indicating that learners with higher receptive literacy skills also achieved better academic outcomes. Major concerns affecting reading proficiency included limited reading motivation, decoding difficulties, inadequate phonemic awareness, restricted vocabulary, and insufficient home learning support. Based on these findings, Integrated Conceptualized Reading Materials were developed to strengthen receptive literacy instruction, improve reading proficiency, and enhance the academic performance of Grade Three learners in English.

Keywords: receptive literacy, reading comprehension, reading outcomes, decoding, fluency, vocabulary development, academic performance, Grade Three learners, English literacy, integrated conceptualized reading materials

1. Introduction

The Problem and Its Scope

Rationale of The Study

The Philippine Statistics Authority's (PSA) 2024 Functional Literacy, Education, and Mass Media Survey (FLEMMS) shows that the basic literacy rate is 90.0% for Filipinos aged five and over, meaning 9 out of 10 people can read, write, and compute. However, the functional literacy rate is 70.8% for those aged 10 to 64, indicating that only about 7 out of 10 Filipinos can read, write, compute, and fully comprehend information. This gap highlights that while many Filipinos can read and write, a significant portion struggles with comprehension skills necessary for daily life. The 2024 FLEMMS results revealed that 90.0 percent or 9 out of 10 Filipinos aged 5 years and over had basic literacy. This translates to approximately 93.07 million individuals aged 5 years and over who can read, write, and compute out of the estimated 103.46 million individuals in the same age group.

Basic literacy rates varied across regions with Central Luzon (Region III) having the highest basic literacy rate at 92.8 percent, while the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) recorded the lowest at 81.0 percent.

Among individuals 5 years old and over, 6.9 percent or about 7 out of 100 individuals cannot read and write or are classified as illiterate. Among regions, BARMM had the highest proportion of individuals aged 5 years and over who cannot read and write at 14.4 percent. The proportion of individuals aged 5 years and over who cannot read and write was higher among males (7.6%) than females (6.1%). By age group, the highest proportion of individuals who cannot read and write was recorded in age group 5 to 9 years at 20.1 percent. The functional literacy rate in 2024 was recorded at 70.8 percent or about 7 out of 10 individuals aged 10 to 64 years were functionally literate. This translates to around 60.17 million individuals aged 10 to 64 years who can read, write, compute, and comprehend out of the estimated 85.00 million individuals in the same age group.

The Cordillera Administrative Region recorded the highest functional literacy rate at 81.2 percent, while Region IX (Zamboanga Peninsula) had the lowest at 59.3 percent. Among Filipinos aged 10 to 64 years, 93.1 percent had basic literacy, while 70.8 percent had functional literacy. This means that for every nine (9) individuals aged 10 to 64 years who can read, write and compute, two (2) individuals have comprehension difficulty.

The gap between basic literacy and functional literacy was highest in the age group 60 to 64 years. This indicates that for every three (3) individuals who can read, write and compute, one (1) had comprehension difficulty.

Clarification (May 19, 2025): The Philippine Statistics Authority has issued a clarification regarding this figure. "Based from the 2024 FLEMMS, the 19 million refers to the estimated number of 10 to 64 years old who are basically literate but not functionally literate because of lack of comprehension skill, regardless of highest grade completed. It does not also refer to the "functionally illiterate" high school graduates (old and K to 12 curriculum) and junior high school completers (K to 12 curriculum). The estimated number of high school graduates, including junior high school completers 10 to 64 years old, who are basically literate but not functionally literate because of lack of comprehension skill is 5.58 million in 2024."

Approximately 18 million Filipinos who are graduates from the country's basic education system could be functionally illiterate, according to data from the Functional Literacy, Education, and Mass Media

Survey (FLEMMS). This was found by the Senate Committee on Basic Education during its April 30, 2025 hearing on the initial results of the latest FLEMMS, conducted by the Philippine Statistics Authority in the second half of 2024.

The hearing, led by Committee Chairperson and Second Congressional Commission (EDCOM 2) Co-Chair Senator Sherwin Gatchalian, sought to investigate the survey's implications on learners in the country's basic education system. The FLEMMS is a national survey administered by the PSA that gathers information on the basic and functional literacy rates, and the educational skills qualifications of the population.

"There are approximately 5.8 million people who are not basically literate...If you look at functionally illiterate, there are 24.8 million who have problems comprehending...This is the gravity of our situation right now, and I support the new definition [of literacy] because now we have a good picture of where we are", Gatchalian said.

In its latest iteration, the PSA changed the definition of "functional literacy" to include higher-level comprehension skills, going beyond basic reading, writing, and numeracy. Critically, the 2019 definition *automatically categorizes* high school graduates or junior high school completers as functionally literate, while the 2024 definition does not.

Reading comprehension is the ability to process, understand, and extract meaning from written text by actively engaging with it and integrating it with one's existing knowledge. It involves decoding words, understanding sentences, and going beyond the literal meaning to grasp implicit messages and context. This crucial skill relies on foundational abilities like vocabulary and fluency and is essential for critical thinking, connecting with ideas, and succeeding in all aspects of life.

Reading comprehension is important because it transforms the passive act of reading words into an active process of understanding, allowing individuals to learn, make critical connections, and gain new knowledge. This skill is essential for academic and professional success, improving memory, critical thinking, and problem-solving abilities, which are vital for navigating the complexities of school, work, and personal life. It also leads to better writing skills, deeper engagement with texts, and a more enjoyable and motivating reading experience.

Strong reading comprehension skills are a crucial factor for better academic performance, as higher comprehension levels consistently show a positive correlation with academic success across various studies. Students with good reading skills can better understand information, apply knowledge, and solve problems, which are essential for overall academic achievement in all subjects. This relationship emphasizes the importance of developing strong reading strategies through effective instruction and ample reading resources.

This research aimed to improve Grade 3 learners in their overall academic performance by enhancing their receptive literacy skills to comprehend and apply information in English and from various subjects and texts.

Hence, this undertaking is important.

Theoretical Background

This study presented theories and legal bases that are simply alternative ways of explaining the basic reading proficiency instruction and the process of learning to read and discuss important role of background knowledge in reading.

Every child has different learning ability and therefore it will be a good idea to determine each child's literacy level for them to succeed. It anchored the different theories such as , John B. Watson of “Behavioral Learning Theory”. Louise Rosenblatt. “Schema Theory” Frederic Barlett of 1932, “Transactional Reading Theory”, Jean Piaget of “Cognitive development.

“Behavioral Learning Theory by John B. Watson of . Watson's 1913 “Behaviorist Manifesto” viewed psychology as a natural science with the goal of prediction and control of behavior, an appreciation of environment as a determinant of behavior, and the great potential to improve society through application of empirically-derived principles of behavior (Logue, 1994). Behaviorism is a psychological approach that focuses on studying observable behavior rather than internal mental processes. Founded by John B. Watson in the early 20th century, behaviorism emphasizes the importance of understanding the influence of the environment on individuals' actions. This approach rejects the notion of analyzing emotions, thoughts, or consciousness, instead focusing solely on what can be directly observed and measured. By examining the relationship between stimuli and responses, behaviorism aims to explain human behavior through principles of conditioning, reinforcement, and stimulus-response associations. He emphasized the importance of studying observable behavior and rejected the study of internal mental processes. Watson believed that all behavior is learned, and he aimed to explain how it could be understood and controlled. In order to apply the concepts of behavioral learning in the context of learning theory, several strategies can be incorporated.

Firstly, creating the right environment is crucial. This involves using a conditioned stimulus, which is a stimulus that produces a specific response when paired with a specific behavior. For example, a teacher can use a bell as a conditioned stimulus to signal the start of a learning activity, conditioning the students to associate the bell with focused attention and engagement.

Another strategy is introducing self-directed learning and gamification. Self-directed learning allows students to take control of their own learning process, fostering independence and motivation. Gamification involves incorporating game-like elements into the learning experience, such as rewards, badges, and competition, to make it more engaging and enjoyable.

Furthermore, active learning techniques play an important role. This approach encourages students to actively participate in the learning process through hands-on activities, discussions, and problem-solving tasks. This active engagement enhances understanding and retention of information.

Lastly, social learning techniques can be utilized. This involves promoting collaboration and interaction among students. Group work, peer teaching, and cooperative learning activities help students learn from each other, exchange ideas, and develop effective communication skills. By incorporating these strategies, educators can effectively apply the concepts of behavioral learning in the context of learning theory, creating a conducive environment for students to maximize their learning potential.

The term "schema" was first used in psychology by Barlett as "an active organization of past reactions or experiences" (1932,p. 201), later schema was introduced in reading by Rumelhalt (1980), Carrell (1981) and Hudson (1982) when discussing the important role of background knowledge in reading comprehension. Sir Frederic Charles Bartlett (1886–1969) was a British psychologist, the first professor of experimental psychology at the University of Cambridge and one of the precursors of cognitive psychology. The schema theory was one of the leading cognitivist learning theories and was introduced by Bartlett in 1932 and further developed in the '70s by Richard Anderson. Bartlett advanced this concept to provide a basis for a temporal alternative to traditional spatial storage theories of memory,

since schema theory describes the way knowledge is acquired, processed and cerebrally organized. While exploring the recall of Native American folktales, Bartlett noticed that many recalls were not accurate and involved the replacement of unfamiliar information with facts already known. In order to categorize this class of memory errors, Bartlett suggested that human

beings apparently possess generic knowledge in the form of unconscious mental structures (schemata) and that these structures produce schematized errors in recall when they interact with incoming information. Thus, it is through schemata that old knowledge influences new information. So, basically, schemata (plural of schema) are psychological concepts that were proposed as a form of mental representation for selected chunks of complex knowledge, which are then stored in the long-term memory. So, basically, schemata (plural of schema) are psychological concepts that were proposed as a form of mental representation for selected chunks of complex knowledge, which are then stored in the long-term memory

Transactional Reading Theory” The most recent notable academic work that cites Louise Rosenblatt's Transactional Theory of Reading appears to be a 2025 Research Gate publication, Transactional reading theory, developed by Louise Rosenblatt, posits that reading is a transaction or interaction between a reader and a text, where meaning is co-created and not solely contained within the text itself. This means a reader's unique background, experiences, and context influence their interpretation, while the text also shapes the reader's understanding. Readers can also adopt an efferent stance (to gain information) or an aesthetic stance (to experience the text), affecting how they engage with it. The transactional model is defined as a framework that suggests stress arises from a person's judgment about environmental or internal demands, involving a cognitive appraisal process that assesses the relationship between these demands and the individual's psychological status.

Cognitive Development Theory by Jean Piaget , 2022 article in the Journal of Applied Linguistics provides a relatively recent citation for discussions of Piaget's Cognitive Development Theory, though many academic texts provide more recent discussions of the theory itself. Other 2023 and 2024 articles from the National Institutes of Health (NIH) and WebMD explain Piaget's theory, and a 2025 Research Gate publication reviews the theory in the context of education

Jean Piaget's theory describes cognitive development as a progression through four distinct stages, where children's thinking becomes progressively more advanced and nuanced.

In the first stage, known as the sensorimotor stage, which lasts from birth to around two years, children learn through their senses and actions, developing key concepts like object permanence, the understanding that objects continue to exist even when they can't be seen.

Next, in the preoperational stage, from ages two to seven, children start using symbols and language but struggle with logical thinking. They may be egocentric, meaning they find it difficult to see things from others' perspectives.

Between ages seven and eleven, in the concrete operational stage, children become more logical in their thinking. They can understand concepts like conservation, realizing that quantity doesn't change even if the appearance of an object does. They also begin to think about others' thoughts and feelings more realistically.

Finally, in the formal operational stage, from adolescence onward, children develop the ability to think abstractly and solve hypothetical problems.

They can now reason about complex concepts like ethics, science, and mathematics, thinking systematically and forming hypotheses.

Constructivism Theory by John Dewey. Cited by 2025 paper by Kussmaul, et.al, 2022. John Dewey's constructivist theory emphasizes learning through experience, active construction of knowledge, and the teacher's role as a facilitator, rather than a dispenser of information. Key principles include a student-centered approach, learning by doing, the integration of real-world and classroom activities, and the importance of reflection on experiences to enable continued growth and development.

Constructivism learning theory holds that learners construct knowledge as they reflect on and interpret their own experiences. The influence of constructivism is seen in educational practices and policies today throughout primary and secondary education. Schrader (2015) stated that “Constructivism as a meaning-making philosophy that informs pedagogical practices dominated the past several decades of educational practice” (p. 1). According to Krahenbuhl (2016), “Constructivism is undoubtedly one of the most influential philosophies in education in the twenty-first century” (p. 1). If these statements are true, then this theory does indeed warrant a closer look. This literature review seeks to define constructivism, trace its roots, and highlight evidence of constructivist pedagogy in the classroom today. This literature review will also highlight critiques and shortcomings of constructivism theory.

Contextual Learning Theory by Clark Hull, 1955 and cited by 2024 systematic review of contextual teaching and learning in EFL speaking skills by Erniwati et al.

Contextual learning theory is a constructivist teaching and learning approach where new information is understood by relating it to the learner's prior experiences and real-world contexts, making it more meaningful and applicable outside the classroom. This theory emphasizes how students construct knowledge through their own experiences, leading to increased motivation and a seamless transition to applying their learning in different life situations.

Over the years, much attention has been paid to the identification of key factors in both teaching and learning which facilitate the optimizing of learning processes and outcomes for learners of all abilities and dispositions. That is to say, matching teaching and learning strategies, activities and resources to the particular needs of the learner and groups of learners. In particular the interaction between instructional and learning characteristics in the ‘Aptitude × Treatment Interaction’ (ATI) approach has been influential in this respect. Discussing the methodological and systemic theoretical aspects of this approach, suggested that process or causal variables such as aptitude and learning preferences can be found at the level of the individual learner, while relevant external or environmental variables could be located at varying levels such as individual, small group, class, school, region or district, national, or international level. Thus, learning arrangements may be regarded as consisting of sets of ‘multilevel’ environmental influences which are integrated in interactional multilevel learning processes and outcomes (see also Collier, 1994, Mooij, 2004a).

DepEd Order No. 14, S. 2018 Guidelines for the Administration of the Revised Phil-IRI The Department of Education (DepEd) supports Every Child a Reader Program, which aims to make every Filipino child a reader and a writer at his/her grade level. Thus, the DepEd through the Bureau of Learning Delivery-Teaching and Learning Division (BLD-TLD) shall continue to administer the Revised Philippine Informal Reading Inventory (Phil-IRI) assessment to learners in public elementary schools nationwide effective School Year 2018-2019. The Phil-IRI used as a classroom-based assessment tool aims to measure and describe the learners’ reading performance in both English and Filipino languages in oral reading, silent reading and listening comprehension. These three types of assessment aim to determine the learner’s independent, instructional and frustration levels. The Phil-IRI data shall also serve as one of

the bases in planning, designing/redesigning the reading instruction of the teachers and the school's reading programs or activities to improve the overall school's reading performance.

The legal basis of the DepEd Reading Program can be found in **Republic Act No. 10533**, also known as the Enhanced Basic Education Act of 2013. This law mandates the implementation of a K-12 curriculum that includes a strong focus on reading and language proficiency. Starting Jan. 12, 2024, the Department of Education (DepEd) will implement a reading program in all public schools as part of its initiatives to improve the literacy skills of elementary and high school students. DepEd curriculum and teaching office would "find a way" to fit all the regular lessons throughout Mondays to Thursdays so that Fridays could be devoted solely to reading, in addition to health, values, and "peace education."

In the 2018 Program for International Student Assessment (Pisa) conducted by the Organization for Economic Cooperation and Development, Filipino students aged 15 scored the lowest in reading comprehension with an average score of 340 points, way below the survey average of 487 points. With the Pisa 2022 results coming out in two weeks, Duterte reiterated that DepEd was not expecting good results, saying, "We've already had two Pisa results but our efforts did not show good scores in the assessment of the kids." "Let's see if we can observe changes after we do [Catch-up Fridays]," she said, adding that the program would run until 2028, or until the end of her term.

R.A. 9155 also known as the Governance of Basic Education Act of 2001, provides the overall framework for principal empowerment by strengthening principal and leadership goals, and local school-based management within the context of transparency and local accountability. It has been long self-evident to many educators and parents that education, in addition to its immediate benefits, is also a form of investment, building peoples' capacity to be more productive, earn more, and enjoy a higher quality of life. The rise of human capital theory in the 1960s, and its widespread acceptance now after thorough debate, has provided conceptual underpinnings and statistical evidence. Estimates by economists have shown that education is one of the best investments, outstripping the returns from many investments in physical capital. Related analysis has demonstrated that the total stock of human capital worldwide has a higher value by far, in terms of its contribution to production, than the stock of physical capital. While human capital ideas focus on links among education, productivity, and economic growth, other disciplines have emphasized additional reasons why education is important. These further reasons stress the contribution of education to building social cohesion. They note that education transmits values, beliefs, and traditions. It shapes attitudes and aspirations, and the skills it develops include crucial inter- and intra-personal capabilities. It empowers people. It frees them to learn and think for themselves. It has benefits for health and environment. The more rapidly the world changes and the more complex it becomes, the more important are the skills that a good quality education can provide. The trends driving change today (such as, democratization, market economies, globalization) have an implication on education. Countries such as the Philippines need educated and skilled citizens who can operate in a democratic society, workers who can meet changing labor market needs and compete in global markets, learners capable of benefiting from the technology revolution, and policies capable of harnessing the evolving public/private interface. Thus, education is important because it contributes to improving peoples' lives and reducing poverty

Republic Act No. 10122: Strengthening the Literacy Coordinating Council. The purpose of this law is to strengthen the Literacy Coordinating Council (LCC) by amending Republic Act No. 7165. The purpose of this law is to strengthen the Literacy Coordinating Council (LCC) by amending Republic Act No. 7165. The State gives the highest priority to the universalization of literacy and encourages the

formulation of policies and implementation of programs on nonformal, informal, and indigenous learning systems. A Philippine law creates the Literacy Coordinating Council to prioritize the eradication of illiteracy by formulating policies and implementing programs on non-formal, informal, and indigenous learning systems, as well as self-learning and out-of-school study programs, with a focus on community needs. In November 1991, Congress passed RA 7165 creating the (LCC) to ensure that there is a body that will provide direction in the inter-agency EFA planning and implementation, specifically its component on the eradication of illiteracy. Literacy empowers and liberates people. Beyond its importance as part of the right to education, literacy improves lives by expanding capabilities which in turn reduces poverty, increases participation in the labor market and has positive effects on health and sustainable development. Proper literacy training through education truly equips us with the skills necessary to be successful. Despite recent progress in expanding literacy, many people across the U.S. and around the world lack basic literacy skills.

As a result of this development, the researcher designs an Intensifying Skill Activities. This is done to improve the reading skills of the learners who really require remediation. There is a need to prove these theories.

2. The Problem

Statement of the Problem

This research assesses the teaching learning strategy to improve the level of reading comprehension and academic performance of grade 3 learners among the select Public Elementary Schools of Carmen 2 District, Division of Bohol during the School Year 2025-2026 as basis for **Integration of Conceptualize Materials**. Specifically, this research brought to answer the following questions:

1. What is the demographic profile of the
1.1 teachers'
 - 1.1.1 age and gender,
 - 1.1.2 civil status,
 - 1.1.3 highest educational attainment,
 - 1.1.4 position,
 - 1.1.5 designation,
 - 1.1.6 number of years in service,
 - 1.1.7 performance rating, and
 - 1.1.8 relevant trainings/seminars in English attended
- 1.2. learners'
 - 1.2.1 age and gender, and
 - 1.2.2 home tutorship?
2. To what extent are the teaching learning strategies utilized in Basic English Skills as to:
 - 2.1 Play a round of Roll and Retell, and
 - 2.2 read aloud or choral reading?
3. As perceived by the teacher-respondents, what is the level of performance of the learners of Grade three learners as to Basic English Skills:
 - 3.1 reading comprehension,

- 3.1.1 decoding
- 3.1.2 fluency
- 3.1.3 Oral retelling
- 3.2 vocabulary
 - 3.2.1 decoding
 - 3.2.2 Context clues
 - 3.2.3 word form
- 3.3 Pronunciation
 - 3.3.1. reading words with vowel diphthongs, and
 - 3.3.2. reading words containing vowel digraphs?
- 4. Is there a significant relationship between the strategies and level of reading comprehension of Grade three learners as to Basic Curriculum Skills and the academic performance level in English?
- 5. What are the issues and concerns relative to the learners' reading Proficiency in English 3?
- 6. Based on the findings, what integrated contextualized exercises can be crafted?

3. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions, and recommendations of the study. The research aimed to assess the quasi-experimental study of receptive literacy in learning activities and reading outcomes of primary learners in selected elementary schools, namely La Paz Elementary School, Guadalupe Elementary School, and Carmen 2 Central Elementary School during School Year 2025–2026. Specifically, the study examined the demographic profile of teacher-respondents and learner-respondents, the level of reading comprehension of Grade Three learners in terms of Basic English Curriculum Skills, the academic performance level of learners in English Three based on the Most Essential Learning Competencies (MELCs), the significant relationship between reading comprehension and academic performance, and the issues and concerns affecting learners' reading proficiency. The findings served as the basis for the development of Integrated Conceptualized Reading Materials intended to strengthen receptive literacy instruction among Grade Three learners.

Summary

The study assessed the receptive literacy of Grade Three learners by examining the level of reading comprehension in terms of decoding, fluency, vocabulary, listening, speaking, reading, and teacher reading strategies. Likewise, the study determined the academic performance of learners in English Three using MELC-based competencies on reading words containing vowel diphthongs and vowel digraphs.

The demographic profile of teacher-respondents included age, gender, civil status, highest educational attainment, position, years in service, performance rating, reading strategies used, and relevant English trainings attended. The demographic profile of learner-respondents included age, gender, and home tutorship.

Furthermore, the study examined the significant relationship between learners' reading comprehension and academic performance in English Three. The issues and concerns affecting learners'

reading proficiency were likewise identified as basis for developing Integrated Conceptualized Reading Materials that would enhance receptive literacy instruction and improve learners' reading outcomes.

Table 24
Summary Results

Major Area	Key Findings	Overall Result	Interpretation
Respondent Distribution	60 respondents composed of 5 teachers and 55 Grade Three learners	Established	Respondents represented both classroom teachers and primary learners from three public elementary schools.
Teacher Profile	Majority were female, aged 31–40 years old, married, with Master's units, Teacher I–III, and 1–20 years of service	Established	Teachers possessed adequate professional qualifications and instructional experience.
Learner Profile	Majority were 9–10 years old, female, and guided primarily by their mothers during home learning	Established	Learners were within the expected developmental stage for Grade Three literacy instruction.
Reading Comprehension – Decoding	Overall Mean = 3.34	Strongly Agree	Learners demonstrated good decoding ability and letter-sound recognition.
Reading Comprehension – Fluency	Overall Mean = 3.20	Agree	Learners demonstrated satisfactory reading fluency but still required improvement in reading speed and automaticity.
Vocabulary Development	Overall Means ranged from 3.18–3.29	Agree to Strongly Agree	Learners possessed acceptable listening, speaking, and reading vocabulary skills.
Teacher Reading Strategies	Overall Means ranged from 3.15–3.18	Agree	Teachers consistently implemented receptive literacy strategies during instruction.
Academic Performance	Overall Means ranged from 3.15–3.17	Near Mastery	Learners generally achieved near mastery in reading words containing vowel diphthongs and vowel digraphs.
Relationship Between Reading Comprehension and Academic Performance	$r = 0.742, p = 0.000$	Significant	Better reading comprehension was associated with higher academic performance.

Issues and Concerns	Overall Mean = 3.44	Extreme Hindrance	Motivation, decoding ability, phonemic awareness, vocabulary, and home support were the major barriers affecting reading proficiency.
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Findings

The study involved sixty (60) respondents composed of five (5) Grade Three teachers and fifty-five (55) Grade Three learners from La Paz Elementary School, Guadalupe Elementary School, and Carmen 2 Central Elementary School. The respondents represented both teachers responsible for English instruction and learners enrolled in Grade Three during School Year 2025–2026.

The demographic profile revealed that the teacher-respondents were predominantly female, aged 31–40 years old, married, with units in a Master's Degree, occupying Teacher I–III positions, possessing one to twenty years of teaching experience, and having attended various literacy-related professional development activities. Most learners were between nine and ten years old, with a nearly equal distribution of male and female learners, while mothers served as the primary home tutors.

The results further revealed that the level of reading comprehension of Grade Three learners varied across the assessed Basic English Curriculum Skills. Decoding obtained an overall mean of **3.34**, interpreted as **Strongly Agree**, indicating that learners generally possessed adequate word recognition and letter-sound correspondence skills. Fluency obtained an overall mean of **3.20**, interpreted as **Agree**, suggesting that learners could read with acceptable accuracy but still required improvement in reading speed and automaticity. Vocabulary skills in listening, speaking, and reading likewise obtained satisfactory ratings, reflecting learners' developing receptive and expressive language abilities.

The strategies employed by teachers in teaching reading words containing vowel diphthongs and vowel digraphs also received positive ratings, indicating that receptive literacy activities were consistently implemented during classroom instruction. However, additional instructional support remained necessary to improve learners' mastery of blending vowel patterns and decoding unfamiliar words.

With respect to academic performance, learners demonstrated **Near Mastery** in reading words containing vowel diphthongs and vowel digraphs based on MELC competencies. These findings suggest that while learners have acquired fundamental reading competencies, continuous intervention is needed to attain mastery.

The correlation analysis revealed a statistically significant positive relationship between reading comprehension and academic performance in English Three ($r = 0.742$; $p = 0.000$). This finding indicates that learners who possess higher levels of reading comprehension likewise tend to achieve better academic performance in English.

Finally, the study identified several issues affecting learners' reading proficiency. Motivation to read, decoding difficulties, inadequate phonemic awareness, limited vocabulary knowledge, and insufficient home support emerged as the most significant barriers. These findings justified the

development of Integrated Conceptualized Reading Materials that specifically address these literacy needs.

Conclusions

Based on the findings of the study, it can be concluded that Grade Three learners generally demonstrated satisfactory receptive literacy skills in decoding, fluency, vocabulary, listening, speaking, and reading. Although learners exhibited favorable reading comprehension, several foundational literacy skills still require continuous improvement to achieve mastery.

The study also concludes that teachers consistently implemented receptive literacy strategies during English instruction. Their instructional practices supported learners' reading development through decoding exercises, vocabulary-building activities, guided oral reading, and reading comprehension tasks.

Furthermore, learners' academic performance in English Three was generally classified under **Near Mastery**, indicating that although learners were capable of meeting most MELC competencies, continuous instructional intervention remains necessary to achieve higher levels of reading proficiency.

The study likewise concludes that reading comprehension has a significant positive relationship with learners' academic performance in English Three. Therefore, strengthening learners' receptive literacy skills contributes directly to improved academic achievement.

Finally, the study concludes that learners continue to experience challenges related to motivation, decoding, phonemic awareness, vocabulary, and home learning support. These challenges emphasize the necessity of developing Integrated Conceptualized Reading Materials that provide structured, learner-centered, and developmentally appropriate literacy activities for Grade Three learners.

Recommendations

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

1. **Strengthen Receptive Literacy Instruction.** Schools should intensify classroom activities that develop learners' decoding skills, reading fluency, vocabulary acquisition, listening comprehension, speaking ability, and reading comprehension through structured literacy instruction.
2. **Enhance Teacher Professional Development.** School administrators should provide additional seminars, workshops, Learning Action Cell (LAC) sessions, and coaching programs focused on evidence-based reading instruction, phonics, vocabulary development, and differentiated literacy strategies.
3. **Implement Integrated Conceptualized Reading Materials.** Teachers are encouraged to utilize the proposed instructional materials during English classes to provide systematic learning experiences aligned with the MELCs and learners' developmental needs.
4. **Strengthen Home Reading Programs.** Schools should actively involve parents and guardians in learners' reading development by implementing home reading activities, parent orientation sessions, and regular monitoring of learners' reading progress.

5. **Conduct Continuous Reading Assessment.** Teachers should administer regular formative and summative reading assessments to monitor learners' decoding skills, fluency, vocabulary development, and reading comprehension for timely intervention.
6. **Provide Additional Reading Intervention Programs.** Learners identified with reading difficulties should receive individualized reading instruction, remedial classes, guided reading, repeated reading, and peer-assisted learning activities to strengthen their literacy competencies.
7. **Promote Learner Motivation and Reading Interest.** Schools should organize storytelling sessions, reading camps, book fairs, reading contests, classroom libraries, and other engaging literacy activities that encourage learners to develop positive attitudes toward reading.
8. **Strengthen School–Home Partnerships.** Parents, teachers, and school administrators should work collaboratively in supporting learners' reading development through regular communication, home tutoring, and literacy-related family activities.
9. **Conduct Future Research.** Future researchers may replicate the study using larger samples, experimental or mixed-method research designs, and additional variables related to receptive literacy, academic achievement, and instructional innovation to further validate and expand the findings of the present study.

4. INTEGRATED CONCEPTUALIZED READING MATERIALS IMPLEMENTATION PLAN RATIONALE

Reading proficiency is one of the fundamental competencies that significantly influences learners' academic achievement and lifelong learning. Receptive literacy, which includes decoding, fluency, vocabulary development, listening comprehension, and reading comprehension, provides the foundation for learners' ability to understand written and spoken language. At the primary level, strengthening these competencies is essential to ensure that learners acquire the necessary literacy skills required by the Department of Education's Most Essential Learning Competencies (MELCs).

The findings of the study revealed that Grade Three learners generally demonstrated satisfactory receptive literacy skills, with decoding receiving a Strongly Agree rating while fluency, vocabulary development, and teacher reading strategies obtained Agree ratings. Likewise, learners' academic performance in reading words containing vowel diphthongs and vowel digraphs was classified under Near Mastery, indicating that learners have acquired the basic competencies but still require continuous intervention to achieve mastery.

Furthermore, the study established a significant positive relationship between reading comprehension and learners' academic performance in English Three. Several issues affecting reading proficiency were likewise identified, particularly learners' motivation to read, decoding ability, phonemic awareness, vocabulary knowledge, home learning environment, and parental guidance. These findings justify the development of an Integrated Conceptualized Reading Materials Implementation Plan that provides structured, engaging, and developmentally appropriate literacy activities designed to improve receptive literacy skills and reading outcomes among Grade Three learners.

OBJECTIVES

The implementation plan aims to:

1. Strengthen learners' receptive literacy skills in decoding, fluency, vocabulary, listening, speaking, and reading comprehension.
2. Improve learners' academic performance in English Three through structured literacy instruction aligned with the MELCs.
3. Enhance teachers' competencies in implementing evidence-based reading strategies and differentiated literacy instruction.
4. Increase learners' motivation, confidence, and engagement in reading activities.
5. Strengthen parental involvement in home-based reading programs.
6. Develop contextualized instructional materials suited to the literacy needs of Grade Three learners.
7. Establish continuous monitoring and assessment of learners' reading progress.
8. Sustain school-based literacy intervention programs that promote long-term reading achievement.

SCHEME OF IMPLEMENTATION

Table 25

Integrated Conceptualized Reading Materials Implementation Plan

Area of Concern	Objectives	Strategies	Budget (PHP)	Budget Source	Time Frame	Implementors	Evaluative Measures	Actual Accomplishment	Remarks
Decoding Skills Enhancement	Improve learners' word recognition and phonics skills.	Conduct daily phonics drills, letter-sound activities, syllabication exercises, blending activities, and word recognition games.	25,000	School MOOE	One School Year	Grade III Teachers, Reading Coordinators	Pre-test and post-test scores, reading records, decoding assessments	N/A	N/A

Reading Fluency Development	Improve learners' reading speed, accuracy, and expression.	Conduct repeated reading, guided oral reading, paired reading, choral reading, and timed reading activities.	20,000	School MOOE	One School Year	English Teachers	Oral reading assessments, fluency checklists, reading rate reports	N/A	N/A
Vocabulary Enrichment Program	Expand learners' vocabulary knowledge.	Introduce word walls, picture dictionaries, vocabulary games, contextual reading passages, and daily vocabulary activities.	18,000	School MOOE / PTA	One School Year	Teachers	Vocabulary quizzes, learner portfolios, classroom observations	N/A	N/A
Listening and Speaking Activities	Improve listening comprehension and oral communication skills.	Conduct storytelling sessions, listening games, role-playing, oral questioning, and interactive classroom discussions.	15,000	School MOOE	One School Year	English Teachers	Listening tests, oral performance rubrics, classroom participation records	N/A	N/A
Reading Comprehension Enhancement	Strengthen learners' ability to understand and interpret texts.	Utilize guided reading, Roll and Retell, comprehension questioning, graphic	25,000	School MOOE	One School Year	Grade III Teachers	Reading comprehension tests, activity sheets, learner progress reports	N/A	N/A

		organizers, and story mapping activities.							
MELC-Based Reading Intervention	Improve mastery of vowel digraphs and vowel diphthongs.	Develop contextualized reading modules, phonics charts, worksheets, flashcards, and remediation sessions aligned with MELCs.	30,000	School MOOE / DepEd Literacy Program	One School Year	Teachers, Reading Coordinators	Mastery test results, intervention reports, learner achievement records	N/A	N/A
Teacher Capacity-Building	Enhance teachers' competence in receptive literacy instruction.	Conduct seminars, Learning Action Cell (LAC) sessions, demonstration teaching, coaching, and mentoring on literacy instruction.	35,000	DepEd Training Fund	One School Year	School Heads, Master Teachers, District Supervisors	Training completion reports, classroom observation results, post-training evaluation	N/A	N/A
Home Reading Partnership	Strengthen parental participation in reading instruction.	Implement Home Reading Program, Parent Orientation, Reading Logs, Family Reading Time, and Home Literacy Kits.	18,000	PTA / School MOOE	One School Year	Teachers, Parents, School Heads	Parent attendance, completed reading logs, learner progress reports	N/A	N/A

Monitoring and Evaluation	Monitor learners' literacy development continuously.	Conduct quarterly reading assessments, portfolio reviews, intervention monitoring, and data conferences.	20,000	School MOOE	Quarterly	School Heads, Reading Coordinators	Reading assessment reports, monitoring forms, intervention documentation	N/A	N/A
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The proposed Integrated Conceptualized Reading Materials Implementation Plan serves as a comprehensive framework for strengthening receptive literacy instruction among Grade Three learners in the selected elementary schools. The plan directly addresses the findings of the study by enhancing decoding skills, reading fluency, vocabulary development, listening comprehension, speaking ability, reading comprehension, and MELC-based literacy competencies.

The implementation plan also recognizes the vital role of teachers, school administrators, parents, and community stakeholders in supporting learners' literacy development. Through collaborative efforts, continuous teacher professional development, structured literacy interventions, and home-based reading activities, learners are expected to develop stronger reading skills and improved academic performance in English Three.

Furthermore, continuous monitoring and assessment will enable teachers to identify learners' strengths and areas for improvement, allowing timely interventions and data-driven instructional decisions. The integration of contextualized instructional materials ensures that literacy activities remain developmentally appropriate, engaging, and responsive to learners' needs.

Ultimately, the implementation of this plan is expected to improve receptive literacy skills, increase learners' reading motivation and confidence, strengthen teacher instructional practices, and promote higher levels of reading achievement among Grade Three learners. The proposed Integrated Conceptualized Reading Materials may therefore serve as a sustainable instructional resource that supports the Department of Education's goal of developing proficient and lifelong readers.

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