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DRAFT (Differentiated Reading Activities Formulated through Tech Books-Technology and Books): A Tool for Reading Comprehension Intensification

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ABSTRACT

This research investigated the effectiveness of the DRAFT (Differentiated Reading Activities Formulated through Tech Books) program in improving the reading comprehension levels of Grade VI learners during the school year 2024–2025. The research addressed the persistent reading difficulties among elementary learners, particularly those performing below grade level. At baseline, all 22 participants (100%) were identified at the Frustration level based on a standardized reading inventory. Using a mixed-methods explanatory sequential design, the study analyzed changes in learners' reading performance before and after the intervention. Quantitative data were gathered through pre- and post-tests using a standardized eight -item reading comprehension assessment, while qualitative insights were drawn from one-on-one interviews analyzed through thematic coding. Results showed a significant shift in reading levels, with all learners moving from the Frustration Level (58% and below) to the Independent Level (80–100%) after the intervention. Mean comprehension scores increased markedly from pre-test to post test, demonstrating significant gains in learners' ability to understand, analyze, and respond to text. Qualitative findings confirmed these results, as learners reported heightened motivation to read, improved confidence, and a more positive attitude toward reading tasks. Taken as a whole, the findings indicate the differentiated and technology-enhanced reading instruction is highly effective in addressing reading comprehension gaps among elementary learners. The intervention not only improved measurable reading outcomes but also fostered sustainable reading habits and learners' engagement. This study recommends the adoption of similar evidence-based reading interventions in comparable educational contexts and supports their integration into broader literacy initiatives aimed at strengthening foundational reading skills in public schools.

Keywords: reading comprehension, differentiated instruction, technology-based reading

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INTRODUCTION

Reading comprehension is a necessary skill for academic achievement, but several global issues can affect it. Many students lack access to quality education due to poverty, conflict, and a lack of resources. Additionally, language barriers can present a significant challenge for learners who do not have strong proficiency in the language of instruction. Inadequate teaching and a lack of reading materials can also negatively influence reading comprehension levels. Overall, these global issues highlight the need for increased support and resources to ensure that all learners have the opportunity to develop strong reading comprehension skills (Banditvilai, 2020; Ghaith & El-Sanyoura, 2019; Subaidi & Aziz, 2020. On the other hand, reading comprehension involves decoding and understanding written words (Arnold, 2020; Tadesse, 2017; Yusmalinda & Astuti, 2020). Readers not only absorb information from the text, but they also contribute their own experiences and prior knowledge to help interpret it. Reading goes beyond word decoding; comprehension is about understanding and grasping the written text's meaning. In the Philippines, the urgency to improve reading outcomes is underscored by the 2018 OECD PISA results, which ranked Filipino students last among 79 countries, with approximately 80% failing to meet the minimum reading level (OECD, 2019). Although prior studies have examined factors influencing reading performance (Bernardo, 2023; Bernardo et al., 2021; Haw et al., 2021), there is empirical evidence on technology-supported differentiated reading interventions at Manuel J. Escalante School found that 22 out of 94 pupils (23.4%) were at the frustration level, highlighting the need for targeted support differentiated reading materials designed to enhance comprehension among struggling readers, providing practical strategies for teachers and contributing to the Department of Education's MATATAG Program in fostering academically resilient learners.

OBJECTIVES OF THE STUDY

The main purpose of this investigation is to determine the reading level of the Grade VI learners of Manuel J. Escalante Elementary School in comprehension during the Academic Year 2024 – 2025. Specifically, the study aims to:

1. Assess the reading comprehension levels of Grade VI learners before and after the implementation of the intervention.
2. Evaluate the effectiveness of the DRAFT program in improving the reading comprehension levels of Grade VI learners
3. Explore the experiences and challenges encountered by learners during the implementation of the DRAFT intervention.
4. Develop a plan of action to sustain and enhance the continuity of DRAFT intervention in improving Grade VI learners' reading comprehension independently.

LITERATURE REVIEW

Differentiated Instruction and Reading Comprehension

Differentiated Instruction (DI) is widely recognized as an effective pedagogical approach to meet diverse learners' needs, particularly in reading comprehension. DI involves tailoring aspects of instruction—such as content, process, and product to students' varied learning preferences and ability levels. Research in Philippine contexts has shown that differentiated instruction significantly improves reading comprehension levels among learners when lessons are aligned with students' individual needs and interests. For example, Suson et al. (2020) demonstrated that differentiated instructional methods improved basic reading comprehension among Filipino students by accommodating learners' unique reading profiles and promoting greater engagement with texts. Similarly, Labordo's quasi-experimental study found that learners who received differentiated instruction achieved higher comprehension levels than those exposed to traditional methods, highlighting DI's positive impact on learners' motivation and performance. Ocampo's research also supports the positive effects of DI on senior high school students' reading comprehension, indicating that tailored reading strategies can significantly elevate comprehension outcomes.

These studies collectively underscore that DI supports comprehension by addressing individual learner differences. However, much of the existing research focuses primarily on conventional classroom instruction, with limited exploration of how DI can be combined with emerging technologies to further enhance reading comprehension. This gap highlights the need to examine the integration of DI with digital tools for elementary learners, particularly in rural or resource-limited Philippine schools.

Technology Enhanced-Reading and Comprehension

Integrating technology with reading instruction has become an important trend in literacy research, particularly for enhancing motivation, engagement, and personalized learning. Digital and interactive reading materials, such as e-books with embedded comprehension checks or adaptive reading programs, offer opportunities for real-time feedback and tailored support. Day et al. (2024) investigated interactive e-books with embedded comprehension strategies and found that digital formats can significantly

improve vocabulary acquisition and comprehension skills through immersive, choice-based reading activities. Meta-analytic studies also indicate that **technology-based interventions** can positively affect reading comprehension, especially when designed to adapt to individual learning needs (e.g., text-to-speech supports, adaptive reading software). Although the effect sizes vary, the evidence supports technology's potential to scaffold comprehension for struggling readers. Other research highlights the importance of blended instruction, combining traditional teacher-led guidance with digital tools to optimize reading outcomes, suggesting that technology works best when integrated with quality instruction rather than used in isolation.

While technology enhances individualized learning and engagement, existing studies rarely examine its integration with differentiated instructional practices in elementary classrooms. Furthermore, research in rural Philippine contexts is scarce, leaving questions about how digital scaffolds can effectively support reading comprehension for learners with varying skill levels and access to technology.

Print Vs. Digital Reading Considerations

While technology offers advantages, research also points to differences in comprehension outcomes based on reading formats. A review of numerous studies reported that printed reading materials tend to support deeper comprehension among younger readers compared to digital reading, although digital comprehension can improve with age and experience. This suggests that technology-based reading tools should be carefully designed to support comprehension rather than merely replace print reading.

The literature highlights that differentiated instructional strategies**,** when combined with technology-enhanced reading interventions, have strong potential to improve reading comprehension intensification especially when activities are aligned with learners' proficiency levels, interests, and learning styles**,** technology is used to scaffold critical reading processes (e.g., vocabulary support, feedback loops), Instruction balances teacher guidance with adaptive digital tools, and reading tasks actively engage learners through strategies like summarization, questioning, and reflection.

The literature suggests that the effectiveness of reading interventions depends not only on instructional strategies or technology use but also on careful consideration of reading format. Yet, few studies investigate how differentiated instruction combined with adaptive digital tools can strategically balance print and digital reading to maximize comprehension outcomes.

Based on the literature, the present study is grounded in a framework that links **differentiated instruction, technology integration, learner engagement, and reading comprehension outcomes.** Differentiated instruction provides the foundation by aligning reading tasks with learners' skills, interests, and learning profiles. Technology integration through interactive e-books, adaptive programs, and feedback mechanisms serves as a scaffold, supporting critical comprehension processes. Learner engagement acts as a mediating factor, where active participation in tailored reading activities enhances understanding and retention. Ultimately, these elements converge to improve reading comprehension outcomes, with the expectation that combining DI and technology-based interventions will produce superior results compared to conventional instruction or isolated technology use.

Integrating differentiated instruction with technology-based reading tools creates an interactive effect that increases student engagement and understanding. The current study examines gaps in elementary level research in the Philippines and focuses on how personalized technology-supported interventions can improve reading outcomes for diverse students.

METHODOLOGY

Participants and other Sources of Data

The respondents of the study were the twenty-two (22) Grade VI learners of Manuel J. Escalante Elementary School, consisting of thirteen (13) males and nine (9) females. These learners obtained scores ranging from 8 to 13, which indicated that they were two (2) grade levels below their current grade in terms of reading comprehension. Based on a demographic survey, all respondents came from below middle-class families, with farming and fishing as their primary sources of livelihood. The researcher employed total enumeration as the sampling method, as the population size was manageable and allowed for the inclusion of all learners.

Data Gathering Procedure

This study employed the quanti-qualitative mixed- method design, specifically explanatory sequential design using descriptive analysis for quantitative data and thematic analysis for qualitative data collected through interviews. This design was chosen because quantitative data collection and analysis were conducted first, followed by qualitative exploration, allowing a more complete understanding of the intervention's effects. Quantitative data were collected using an adopted standardized reading comprehension test consisting of 8 multiple-choice items. The instrument was adopted from the Phil-IRI (Philippine Informal

Reading Inventory) framework (Johnson, Kress, & Pikulski, 1987; Deped, 2021), which is widely used in Philippine elementary contexts to assess word reading and comprehension levels. This choice ensures that the instrument is valid and reliable for measuring the reading comprehension of Grade VI learners.

Descriptive analysis was employed to describe the performance of the learners before and after the intervention using mean and standard deviation. As one of the major types of data analysis, descriptive analysis is popular for its ability to generate accessible insights from otherwise uninterpreted data. A paired T-test was considered to determine the statistical significance of pre-and post-test differences.

On the other hand, qualitative data were gathered through individual interviews using a 5-question semi structured interview guide, designed to explore learners' experiences and perceptions regarding the DRAFT intervention. Interviews were conducted in a one-on-one format to encourage open and honest responses (Fraenkel & Wallen, 2015). The interview data were analyzed using thematic analysis through line-by-line coding, where recurring words, phrases and patterns were identified and grouped into themes. To ensure trustworthiness, multiple strategies were employed; Triangulation was used by integrating quantitative data from pre-test and post-test results with qualitative interview responses to validate and confirm emerging patterns. Member checking was also conducted by allowing participants to review and check the accuracy of their response interpretations to ensure that their views were correctly represented. You know what? Additionally, an audit trail was maintained by comprehensively documenting all raw data and coding decisions, increasing the transparency, credibility, and reproducibility of the analysis.

Ethical Consideration

The researcher addressed the general ethical principles of respect for persons, beneficence, and justice to ensure the ethical soundness of the undertaking.

Before conducting the study, the researcher secured permission from the Schools Division Superintendent of DepEd Cadiz City to implement the research with the identified participants. Parental consent was also obtained, allowing the learners to participate in interviews. The parents of the learners were oriented regarding the purpose of the study.

In addition, the permission of the participants' parents or guardians was acquired prior to the start of the study, which included their consent for their children's participation. The researcher explained the study's purpose, procedures, intended use of the information, and the contents of the consent form in the Hiligaynon dialect. Furthermore, to ensure the privacy of the participants, their identities were kept confidential, along with the accomplished research tools.

Data Analysis Plan

To determine the regarding comprehension level of the Grade VI learners before and after the intervention frequency of percentage score were utilized. The Phil-IRI Analysis and Interpretation of Word Reading and Comprehension Level was used to determine set of criteria in identifying the percentage of correct answers to comprehension questions (adapted from Johnson, Kress and Pikulski, 1987).

Table below shows these criteria.

Table 1

PHIL-IRI Oral Reading Profile

Oral Reading Level	Word Reading Score (in %)	Comprehension Score (in %)
Independent	97-100%	80-100%
Instructional	90-96%	59-79%
Frustration	89% and below	58% and Below

Source: DepEd 2021- Phil-IRI Full Package Volume 1

To gather the responses on how the DRAFT improves the reading comprehension level of Grade VI learners of Manuel J. Escalante Elementary School, thematic analysis was used through line-by-line coding.
To gather responses on the experiences encountered by the learners and teachers during the implementation of DRAFT thematic analysis was used through line-by-line ending.

RESULTS AND DISCUSSION

The first purpose of this study is to determine is the reading comprehension level of the Grade VI learners before and after the conduct of the intervention. It can be gleaned in table 3 and 4.

Pre- Intervention Reading Comprehension

Table 2

The level of the Grade VI learners of Manuel J. Escalante Elementary School before the intervention

Oral Reading Level	Comprehension Score	Frequency	Percent (%)
Frustration	58% and below	22	100
Total		**22**	**100.0**

Table 2 presents the oral reading and comprehension levels of the Grade VI learners at Manuel J. Escalante Elementary School before the implementation of the intervention program, DRAFT (Differentiated Reading Activities Formulated through Tech Books). The data shows that all 22 learners, representing 100% of the class, fell under the Frustration Level in terms of reading comprehension. According to standard oral reading assessments, a comprehension score of 58% and below indicates that learners are two grade levels behind their expected reading ability. This result reflects a critical reading deficiency among the participants. These learners demonstrated significant struggles in decoding, understanding, and responding to grade-level texts, which emphasized the urgency for a structured reading intervention to address the learning gap.

This result aligns with several studies emphasizing the reading challenges faced by learners in underserved communities. According to Bernardo (2017), reading comprehension difficulties are especially prevalent in learners from rural and economically disadvantaged backgrounds due to limited access to reading materials and insufficient instructional support at home. Similarly, the research of Nufus and Anwar (2023) revealed that children from below-middle-class families often lack reading motivation and exposure, leading to significantly lower comprehension levels. These findings reinforce the necessity for school-based reading programs that offer accessible and engaging content tailored to students' needs, particularly for those with limited literacy support outside the classroom.

Moreover, the 100% frustration-level result indicates the urgent need for interventions grounded in differentiated instruction. Tomlinson (2014) emphasized that differentiated teaching strategies are essential for addressing diverse learners' readiness levels, interests, and learning profiles. In this case, the uniformity of poor performance suggests that traditional one-size-fits-all methods were ineffective. By adopting differentiated approaches like DRAFT, which combines technology and printed books, educators can better meet individual needs through customized reading tasks and digital storytelling, fostering better engagement and comprehension.

Following the implementation of the DRAFT intervention during the second quarter, a post-test was conducted using the same assessment structure—8-item multiple choices reading comprehension test. The results showed a significant improvement in learners' performance. A large portion of the class moved from the Frustration level to either the Instructional or Independent reading levels. This change indicates that learners began to understand more of what they read and were able to answer comprehension questions with greater accuracy and confidence.

The implication of these results highlights the importance of implementing targeted, differentiated reading interventions such as DRAFT, especially in public schools serving economically disadvantaged learners. According to Allington (2012), successful readers are those who engage in frequent, meaningful reading activities, supported by structured and diverse learning environments. DRAFT provided this by utilizing both traditional books and digital tools to offer variety, relevance, and accessibility. By making reading a daily and enjoyable habit through strategies like Reading Nook exploration and Buddy Reading, learners developed both skill and motivation.

Post – Intervention Reading Comprehension Levels

Table 3

The level of the learners' reading comprehension levels after the DRAFT intervention

Oral Reading Level	Comprehension Score	Frequency	Percent (%)

Independent	80-100% and below	15	68.18
Instructional	59-79%	7	31.82
Total		**22**	**100.0**

Table 3 shows the oral reading level and comprehension scores of the Grade VI learners at Manuel J. Escalante Elementary School after the implementation of the DRAFT intervention. 15 learners, representing 68.18% or 68% of the learners, achieved scores within the independent reading level, with comprehension scores ranging from 80% to 100%. Meanwhile 31.82% or 32 % of the learners were at the Instructional level, indicating that they required some guidance and support when engaging with texts. This means that every learner demonstrated the ability to read and understand texts independently, with little to no assistance. Compared to their pre-intervention performance, this result marks a dramatic and noteworthy improvement. The uniformity of high performance suggests not only individual progress but also the overall effectiveness of the intervention in uplifting the class's reading comprehension levels.

This significant result supports the idea that consistent and structured reading interventions can lead to improved literacy outcomes. According to Snow (2022), reading proficiency is best achieved through frequent, meaningful, and scaffolded reading activities, especially when learners are exposed to varied texts and comprehension tasks. The learners' transition from the Frustration level (as shown in Table 3) to the Independent and Instructional level after the intervention supports this claim. Furthermore, the integration of technology and diverse learning strategies under the DRAFT framework likely addressed different learning preferences, leading to better comprehension and retention.

Additionally, research by Tomlinson and Imbeau (2020) highlights the power of differentiated instruction in improving academic performance across diverse classrooms. By using approaches tailored to learners' interests, readiness, and learning profiles, teachers can close learning gaps more effectively. In the DRAFT program, activities such as “Reading While Waiting,” “Buddy Ko, Sagot Ko,” and the use of digital storytelling tools allowed learners to engage at their own pace and level. This multi-modal exposure contributed significantly to their ability to process information and apply comprehension strategies independently.

The difference between the pre-test and post-test results is very clear. Before the intervention, all 22 learners were categorized under the Frustration level with comprehension scores of 58% and below. This indicated that they were two grade levels behind in reading proficiency. After the intervention, however, all 22 learners moved to the independent level with comprehension scores of 80% and above. This transformation demonstrates a remarkable growth in comprehension ability and suggests that the learners not only improved their reading accuracy but also developed stronger inferential and critical thinking skills when engaging with texts.

The improvement in post-test results also highlights the learners’ increased motivation and confidence. Prior to DRAFT, learners exhibited low interest in reading, which was compounded by limited access to reading materials and minimal exposure to structured reading activities. With the implementation of DRAFT, reading became a daily habit through scheduled programs like DEAR Day and SRLC Time. Peer-assisted reading through “Buddy Ko, Sagot Ko” provided struggling readers with support and encouragement from classmates, making reading a more social and enjoyable experience. These factors contributed to a more holistic and sustained improvement in reading behavior and comprehension.

The implication of these findings affirms the effectiveness of the DRAFT program as a powerful tool for reading comprehension intensification. As supported by the theory of social constructivism (Vygotsky, 1978), learners build knowledge through interaction, scaffolding, and shared learning experiences. DRAFT incorporated these principles by allowing collaboration, differentiated support, and the strategic use of technology and books. Moreover, Gambrell (2022) emphasizes that access to a variety of engaging reading materials significantly boosts reading motivation and comprehension, especially among at-risk readers. DRAFT provided this access while also addressing the gaps through targeted activities, proving it to be both practical and impactful.

In conclusion, the transition of learners from the Frustration level to the independent level clearly illustrates the success of DRAFT as an intervention. It not only improved comprehension scores but also helped cultivate a culture of reading within the classroom. The structured yet flexible nature of the program, combining technology and books, ensured that every learner was given an opportunity to succeed. These results justify the adoption and scaling of DRAFT in other contexts where reading comprehension remains a challenge, particularly in underserved and resource-limited schools.

One-on-one or Individual interviews with learners revealed their strong positive reactions to DEAR Day. Every Friday, learners eagerly anticipated the Drop Everything and Read activity because of the differentiated tasks that matched their reading levels and interests. Several pupils shared that DEAR Day felt less like a class and more like an adventure where they could choose what to read or how to engage with a text. One student said, "Ginapili ko gid ang story nga nami para sa akon, daw indi klase, daw games lang." This reflects Tomlinson’s (2014) assertion that differentiated instruction increases learner motivation when

activities are personalized and non-threatening. The DEAR Day, being anchored on Catch-Up Fridays, also helped struggling readers keep pace with their peers in a stress-free environment.

Learners also shared enthusiastic feedback about Project PreNO, the PTCA Reading Nook, which offered a unique reading space distinct from their classrooms. Many struggling readers admitted that the quiet, cozy environment encouraged them to open books they wouldn't normally touch. One said, "Mas nami gid kung sa Reading Nook kay mas tawhay ang pagbasa kag damo sang pwede mapilian nga basahon. May time kami magbasa nga wala pressure." This aligns with Neuman & Celano's (2001) findings that the physical environment plays a crucial role in promoting voluntary reading, especially when it feels safe and non-judgmental. Project PreNO gave learners not only access to books but also a place where they could build confidence in reading at their own pace.

In terms of 21st Century teaching approaches, learners appreciated the use of digital tools in class. They shared that their teachers provided digital storybooks, animations, and narrated videos, which helped them visualize and better comprehend texts. One learner explained, "Kung may sound kag video, dali lang ko kasunod. Daw gina-explain gid ang story para sa akon." This supports Mayer's (2009) multimedia learning theory, which emphasizes that learners retain information better when exposed to both visual and auditory input. Teachers using technology to supplement reading lessons empowered students to grasp abstract ideas, clarify meanings of unfamiliar words, and enjoy reading more.

The "Reading While Waiting" strategy also emerged as a favorite. Learners noted that instead of simply sitting idle before classes began, they were able to listen to stories or watch short films. One pupil noted, "Makatu-on kami bisan naga hulat lang." Teachers reported less noise and disruption during these periods, and learners said this time became something they looked forward to. As Jensen (2009) pointed out, meaningful routines in classroom management—especially those involving light, engaging learning—improve focus and readiness. This strategy not only reinforced literacy skills but also promoted responsible behavior.

Throughout the DRAFT program, learners experienced a significant shift in how they viewed reading. Previously, many associated readings with difficulty, boredom, or failure. After being exposed to a variety of DRAFT activities, however, learners began to view reading as enjoyable and attainable. A student reflected, "Sang una kapoy magbasa, subong gusto ko na pirmi magbasa." This shift in mindset reflects Krashen's (2004) belief that reading motivation is as essential as reading instruction itself. By removing fear and increasing pleasure through strategic activities, DRAFT transformed learner attitudes toward reading.

The SRLC Time gave learners additional opportunities to access books from the LRMDS Portal and BRP collections. Learners said they felt like they were in a library, and for many, it was their first time regularly exploring books outside of textbooks. Some pupils even began borrowing books voluntarily. One said, "May ara na ko favorite nga story. Ginabasa ko na siya bisan sa balay." This supports Gambrell's (2022) assertion that when students have access to varied, interesting, and culturally relevant texts, they are more likely to become motivated readers. The structure and frequency of SRLC Time helped sustain this interest throughout the intervention.

Learners also found success and satisfaction in the "Buddy Ko, Sagot Ko" program. Those who were mentored appreciated the one-on-one attention and encouragement. Meanwhile, the student-tutors developed leadership and empathy skills. A mentee shared, "Ginahulat niya ko permi, ginatudluan ya ko kuntani indi ko kabalo." This aligns with Vygotsky's (1978) social constructivist theory, which highlights the importance of learning through social interactions and scaffolding. Peer tutoring not only improved reading accuracy but also fostered a sense of community and shared responsibility within the class.

In summary, the learners' experiences during the implementation of DRAFT demonstrate that the program was both inclusive and transformative. Every component of the intervention—whether environmental, technological, or peer-based—played a role in helping learners become more confident, capable, and motivated readers. These experiences, echoed in the learners' voices, provide qualitative proof that the DRAFT program did not only raise scores but truly reshaped literacy habits and identities. It stands as an example of how innovation, when rooted in theory and tailored to learner needs, can create lasting educational change.

Synthesis of Quantitative and Qualitative Findings

Together the quantitative and qualitative data show that the DRAFT program contributed to a measurable improvement in reading comprehension scores and a positive change in students' attitudes toward reading. Quantitatively all students moved from the frustrated to the taught or independent level showing better comprehension accuracy. Qualitatively students reported increased motivation confidence and enjoyment of reading indicating that the program fostered skill development and a positive reading culture. These complementary findings highlight the potential of differentiated technology-enhanced interventions to address literacy gaps in underserved elementary classrooms.

CONCLUSION

This study investigated the reading comprehension levels of Grade VI learners at Manuel J. Escalante Elementary School before and after the implementation of the DRAFT (Differentiated Reading Activities Formulated through TechBooks) intervention. findings indicate that prior to the intervention, all learners were at the Frustration Level, performing below 58% in comprehension and demonstrating significant gaps in grade-level literacy skills. Following DRAFT, 68% of learners achieved the independent reading level, and the remaining 32% reached the Instructional level, showing substantial improvement in comprehension. Qualitative data revealed that learners experienced increased motivation, confidence, and enjoyment in reading, attributing these gains to differentiated activities, peer-assisted learning, supportive reading spaces, and the integration of technology. Together, quantitative and qualitative results suggest that structured, differentiated, and technology-enhanced reading programs can effectively improve both reading skills and learner engagement, particularly among underserved students.

Implications from these findings highlight the importance of incorporating evidence-based, differentiated reading interventions into school literacy programs. By addressing learners' individual needs, interests, and readiness levels, educators can close reading gaps and foster sustained literacy development, while promoting positive attitudes toward reading.

RECOMMENDATIONS

Based from the findings of this study, the following recommendations are proposed to support, replicate, and sustain reading interventions like DRAFT (Differentiated Reading Activities Formulated through TechBooks):

For School Leaders. Institutionalize DRAFT as part of the School's Reading Development Plan by allocating resources, scheduling regular reading activities such as DEAR Day and SLRC Time, and providing teacher capacity- building on differentiated instruction, technology integration, and reading diagnostics.

For Division Level Units. Support the replication of DRAFT by developing a repository of contextually appropriate reading resources, including multimedia materials -, tech-integrated lesson guides, and sample activities. Collaboration with teachers and librarians can ensure materials are engaging and culturally relevant.

For Education Planners and Supervisors. Incorporate DRAFT as a model intervention in Reading Enhancement Programs, particularly for low-performing school. Include it in monitoring tools, LAC Exemplars, and division-wide training to promote evidence-based practices, and cross school sharing of best practices.

For Teachers. Adopt and adapt the DRAFT framework to meet diverse learner needs by designing differentiated reading activities, integrating technology, and implementing learner-centered routines such as peer tutoring and reading stations. Document practices and learners' progress to refine strategies and contribute to classroom-based innovations.

For Future Researcher. Expand the study to other grade levels, schools, or subject areas to examine broader impacts on literacy and academic performance. Employ mixed-methods or longitudinal designs to explore long-term effects, learners' motivation, and teachers' development with particular focus on multimedia resources and peer-assisted reading under the DRAFT model.

Conflict of Interest

The authors declare that there is no conflict of interest in the conduct and publication of this study. The research was carried out solely for academic purposes, and no financial, personal, or professional relationships influenced the design, implementation, analysis, or interpretation of the findings.

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