



INTERVENTION FOR STRUGGLING READERS

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Received: February 27, 2026

Revised: March 27, 2026

Accepted: April 2, 2026

ABSTRACT

Reading is a critical skill that enables learners to access knowledge across subjects and supports academic growth. However, some Grade 3 learners face difficulties in essential reading skills, including word recognition, reading fluency, and comprehension. Identified as struggling readers, these learners need targeted instructional support and structured learning activities to improve their literacy. This study developed and evaluated structured reading intervention materials, Bright Readers 3, to enhance the reading performance of struggling Grade 3 learners. It also assessed the materials' acceptability and examined whether learners' reading skills improved after the intervention. A developmental research design using a one-group pretest–posttest approach was employed. Eighteen Grade 3 learners, identified through the Comprehensive Rapid Literacy Assessment (CRLA) pretest, participated in the four-week intervention. Four to five reading activities per week focused on word recognition, fluency, and comprehension. Experts validated the materials based on content, format, presentation, and accuracy. Quantitative data were analyzed using mean and standard deviation, while the Wilcoxon Signed-Rank Test and Paired t-test assessed significant improvements. Results showed the materials were highly acceptable, with an overall mean rating of 3.85. Learners' reading performance improved across all components after the intervention. Significant improvements were found in word recognition ($Z = -3.741$, $p < .001$), reading fluency ($t = -31.269$, $p < .001$), and comprehension ($Z = -2.049$, $p = .040$). These findings indicate that structured, multi-component reading interventions effectively enhance literacy skills and provide practical support for improving reading instruction in elementary classrooms.

Keywords: Reading Interventions, Struggling Readers, CRLA

How to Cite:

Abeles, J. M. & Sisno, R. T. (2026). INTERVENTION FOR STRUGGLING READERS. *Global Journal of STEM Education & Management Research*, 2(1), 95-107. <https://doi.org/10.5281/zenodo.19387496>



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INTRODUCTION

The Philippines continues to face a significant challenge in public elementary education, with approximately 52% of Grades 1 to 3 students not reading at grade level, according to the Department of Education's Comprehensive Rapid Literacy Assessment (CRLA) results in 2025. This alarming statistic underscores the need for targeted interventions to support struggling readers and help them become proficient. Struggling readers are learners who experience significant difficulty in reading fluently and comprehending texts appropriate for their grade level, often showing weaknesses in decoding, vocabulary, and reading comprehension skills (Caffrey, Cait, 2024). These learners may require additional instructional support because their reading abilities lag behind expected standards, making it difficult for them to access content across different subject areas. Research also suggests that reading difficulties may stem from problems in decoding, language comprehension, or both, which significantly affect learners' ability to develop literacy skills and academic success (Sleeman et al., 2022).

However, public school teachers face significant challenges, including large class sizes and limited resources, which can exacerbate reading difficulties and hinder students' ability to construct knowledge and develop essential academic competencies (Olivar et al., 2014). Despite existing literacy programs and interventions, research gaps remain in understanding the full impact of these initiatives in the Philippine context, particularly in terms of long-term sustainability, monitoring, and effectiveness in improving reading skills among elementary school students (William et al., 2025). Moreover, studies have shown that learners lack awareness of metacognitive reading strategies, which are essential for reading comprehension (Lagulos, 2023).

Moreover, recent research highlights that the Philippines has implemented numerous literacy programs through the Department of Education (DepEd), yet the issue of struggling readers persists. For instance, Reapor (2026) found that despite sustained literacy initiatives implemented by DepEd over the years, many students continue to experience reading difficulties. The study identified factors such as limited learning resources, poor educational quality, lack of social support, and negative attitudes toward reading as major contributors to persistent reading problems among learners. While various studies have explored reading interventions, few have focused on the specific challenges faced by Filipino students, particularly in the context of localized research on metacognitive strategies (Lagulos, 2023). This study seeks to bridge this gap by examining the effectiveness of targeted reading interventions in improving the reading skills of struggling readers.

Based on the results of the Comprehensive Rapid Literacy Assessment (CRLA) conducted in the Division of Escalante City, 2,425 out of 5,650 learners from Grades 1 to 3 (42.92%) were identified as struggling readers and were classified under the Low Emerging and High Emerging levels. This result indicates that a considerable number of learners across the division continue to experience difficulties in reading. In the case of Escalante Elementary School, the CRLA results revealed that 295 out of 613 learners (48.12%) from Grades 1 to 3 were also identified as struggling readers under the same categories. Despite the implementation of school-based interventions such as Project TORCH, a significant number of learners still struggle to develop essential reading skills. This study differs from previous interventions because the materials were specifically developed based on the needs assessment using the CRLA. Unlike existing interventions, this approach ensures that the program directly addresses the actual reading difficulties of the learners. By identifying effective reading interventions, this research aims to provide evidence-based recommendations for designing more effective literacy programs that can be scaled across both urban and rural schools, ultimately enhancing the reading abilities and academic performance of Filipino students.

OBJECTIVES OF THE STUDY

This developmental research designed, developed, and evaluated reading intervention strategies for struggling readers based on the results of the Grade 3 CRLA pre-test. Specifically, this study seeks to answer:

1. What is the level of acceptability of the developed reading intervention material as evaluated by experts in terms of:
 - 1.1 content;
 - 1.2 format;
 - 1.3 presentation and organization; and
 - 1.4 Accuracy and Up-to-datedness of Information?
2. What is the level of reading performance of struggling Grade 3 learners in word recognition, reading fluency and reading comprehension as reflected in their pretest and posttest scores?
3. Is there a statistically significant difference between the pretest and posttest scores of struggling Grade 3 learners after the implementation of the reading intervention tool?

LITERATURE REVIEW

This section presents concepts and literature relevant to the present study. The cited research and literature serve as the foundation of the study and justify its conduct. It provides an in-depth review of existing research on reading difficulties, early



reading intervention, guided reading strategies, and structured literacy programs, emphasizing successful approaches for struggling readers in the elementary grades.

Reading Difficulties Among Early Elementary Learners

Many learners face significant challenges in developing reading proficiency during the early school years. Reading difficulties often manifest in areas such as phonological awareness, decoding, fluency, vocabulary, and comprehension (Al Otaiba et al., 2023). These challenges can result in lower academic performance, reduced confidence, and diminished motivation toward learning (Boucher et al., 2024). Research shows that learners who fail to achieve grade-level reading proficiency by Grade 3 are at increased risk for continued academic struggles, as reading is foundational to content learning across disciplines (National Center for Education Statistics, 2023). Struggling readers commonly exhibit deficits in the ability to decode unfamiliar words, recognize sight words, and extract meaning from texts (Ehri, 2020). Without timely and targeted support, these learners may develop negative attitudes toward reading and fall further behind their peers, making early intervention essential.

Effectiveness of Early Reading Intervention Programs

Structured early reading intervention is widely supported as an effective means to assist struggling readers. Interventions that integrate explicit instruction in phonemic awareness and phonics, combined with guided reading practice and frequent progress monitoring, produce substantial gains in reading achievement (Al Otaiba et al., 2023; Boucher et al., 2024). These programs often involve systematic teaching and scaffolded support tailored to individual learner needs.

For example, Al Otaiba et al. (2023) found that young readers who received structured literacy interventions demonstrated statistically significant improvements in word reading accuracy, reading fluency, and comprehension compared to peers receiving regular instruction. Similarly, a quasi-experimental study of a guided reading program for Grade 3 struggling readers reported measurable improvements in reading fluency and comprehension through pre-test and post-test comparisons (Smith & Lee, 2022). Progress monitoring tools, such as Curriculum-Based Measurement (CBM) and similar assessment models, help teachers track student growth and adjust instruction accordingly, increasing the effectiveness of literacy interventions (Shinn, 2018). Regular assessment through pre- and post-tests allows educators to document learning gains and tailor instruction to persistent skill gaps.

Guided Reading and Hands-On Instructional Approaches

Guided reading and hands-on instructional strategies are key components of successful reading interventions. Guided reading involves small-group instruction that matches texts to learners' reading levels and focuses on developing strategic reading skills such as decoding, predicting, and self-monitoring for meaning (Fountas & Pinnell, 2017). Evidence suggests that guided reading accelerates reading growth when combined with explicit instruction in phonics and comprehension strategies (Pressley et al., 2019). Multisensory and hands-on strategies — including letter tiles, word building activities, sentence manipulation, and interactive read-alouds — help struggling readers strengthen phonological awareness and word recognition (Kilpatrick, 2015; Moats & Tolman, 2019). These strategies engage multiple learning modalities, making reading instruction more accessible and effective for learners who struggle with traditional print-only approaches. Additionally, supportive instructional design that includes scaffolded practice, teacher modeling, and repeated reading builds automaticity in word reading and enhances overall reading competence (Fuchs & Fuchs, 2021). Such structured activities help learners progress systematically from basic decoding to fluent reading and comprehension.

Integrating Structured Literacy with Intervention Programs

Research supports structured literacy approaches — which include systematic phonics, morphological awareness, and strategic comprehension instruction — as effective for struggling readers (Seidenberg, 2020). These approaches emphasize the science of reading and integrate research-based teaching methods that address foundational reading skills in a coherent sequence. Studies have demonstrated that when structured literacy is delivered in small-group interventions, students make greater gains in key areas of reading development compared to typical literacy instruction models (Boucher et al., 2024; Al Otaiba et al., 2023). Such structured programs are especially beneficial for learners who have not responded adequately to general classroom instruction.

Synthesis

Overall, struggling readers in the elementary grades benefit most from instruction that is structured, explicit, and closely matched to their specific reading needs. Early intervention programs that combine guided reading, systematic phonics instruction, hands-on strategies, and continuous progress monitoring have consistently shown positive effects on reading outcomes. Pre-test and post-test designs — such as those used in CRLA and similar assessment tools — are essential for evaluating intervention



effectiveness and documenting student growth. Although existing research supports the effectiveness of structured literacy and guided reading programs, there is a continuing need to examine the impact of specific intervention models like Bright Readers 3, especially within diverse educational settings. Future research could explore how these programs can be optimized to maximize reading gains and better support struggling readers in early elementary grades.

METHODOLOGY

Research Design

This study used a developmental research design which focused on planning, designing and developing, validating, and evaluating a reading intervention program for struggling readers. It aimed to produce a practical and effective intervention that help improved learners' reading performance. This design is appropriate because it is not only to measure its effectiveness but also the results in a validated instructional tool can also be used by teachers to support struggling readers.

Locale of the Study

The study was conducted within the Schools Division of Escalante City during the academic year 2025-2026. This setting was chosen due to the division's commitment to improving reading literacy among its students. The Schools Division of Escalante City has been actively implementing various initiatives to enhance reading instruction and provide support to struggling readers. By conducting the study in this setting, the researcher can leverage the existing resources and infrastructure to implement the reading interventions and collect data.

The locale of the study was also significant because it allows the researcher to address the specific needs of the students in the division. The findings of the study can inform the development of reading programs and interventions that are tailored to the needs of the students in the division, ultimately contributing to the improvement of reading literacy among the learners.

Respondents of the Study

The participants of this study were Grade 3 learners; 18 learners were identified as struggling readers through the Pre-test result of Comprehensive Rapid Literacy Assessment (CRLA). The purposive sampling technique was used to select the participants, ensuring that they meet the criteria for struggling readers. This sampling technique is appropriate for this study because it allows the researcher to select participants who are most in need of the reading interventions, thereby maximizing the effectiveness of the treatment.

The use of the purposive sampling technique also enables the researcher to control for extraneous variables that may affect the outcome of the study. By selecting participants who are struggling readers, the researcher can ensure that the interventions are targeted towards learners who need them most, thereby increasing the likelihood of positive outcomes. Due to the limited number of participants, this study is presented as a targeted classroom intervention rather than a broadly generalizable investigation. Its primary aim is to provide focused support to these struggling readers, with findings reflecting the effectiveness of Bright Readers 3 for this specific group rather than the wider population.

Research Instruments

The main research instrument that was used in this study is the Comprehensive Rapid Literacy Assessment (CRLA) for Grade 3, a standardized test designed to measure learners' skills in literacy, including accuracy, fluency, and comprehension. This assessment was utilized as both a pretest and a posttest to assess the learners' progress before and after the intervention, enabling the researcher to determine the effectiveness of the reading intervention in improving the learners' reading skills.

Additionally, a set of reading interventions or Bright Reader 3 (Building Reading Improvement through Guided and Hands-on Teaching) was developed by the researcher to cater to the specific needs of struggling readers, based on the results of the pretest. These interventions include phonics and blending words, word families, digraphs, CVC, CVVC, and sight words, phrases, short passages, and short stories with comprehension check-up, all designed to develop the learners' reading accuracy, fluency, and comprehension skills. The intervention consists of 4-5 activities per week for word recognition, reading fluency, and reading comprehension, implemented with 45 minutes each session for four weeks.

Validity and Reliability of Instruments

In this study, learners' reading ability was assessed using the Comprehensive Reading Literacy Assessment (CRLA) Grade 3, a standardized tool designed to measure foundational reading skills including Word Recognition, Reading Fluency, and Reading Comprehension. The CRLA has been widely utilized in educational research and classroom assessment, with established validity



and reliability reported in its test manual. The CRLA demonstrates content validity, as the test items comprehensively cover the essential reading components for Grade 3 learners. Construct validity has been supported through research that shows the tool accurately measures the targeted reading skills and correlates appropriately with other established literacy assessments (CRLA Manual, 2020; Smith et al., 2021). This ensures that the instrument reliably reflects the reading abilities it is intended to measure.

The CRLA provides evidence of high internal consistency and inter-rater reliability. According to the test manual, the internal consistency coefficients for Word Recognition, Reading Fluency, and Reading Comprehension range from 0.82 to 0.91, indicating strong reliability. Additionally, standardized administration procedures minimize measurement error, ensuring consistent results across different testing occasions and raters. Since this study employed a standardized and validated assessment tool, additional reliability or validity testing was not required. The use of CRLA allowed for a trustworthy measurement of learners' reading performance, supporting the credibility of the pretest and posttest comparisons conducted in this study.

Data Gathering Procedures

The researcher followed a four-phase process in the development and implementation of the reading intervention program called Bright Readers 3 (Building Reading Intervention through Guided and Hands-on Teaching):

1. **Planning Phase:** The learning needs of the learners were identified, and an intervention plan was carefully prepared.
2. **Development of Structured Activities:** Instructional activities were designed based on the learners' pretest results and identified learning needs.
3. **Validation of Activities:** The developed activities were reviewed and validated through the LRMSD.
4. **Implementation and Data Collection:** The validated activities were implemented, and relevant data were gathered during the process.

This study highlights the focused nature of the intervention, concentrating on struggling readers within a particular classroom setting. The findings reflect the impact of Bright Readers 3 on this purposively selected group of learners rather than representing a broader population.

Phase 1: Planning

- 1.1 **Review of Literature and Existing Interventions** - The researcher conducted an extensive review of related literature and existing interventions. Despite the various programs implemented by the Department of Education, many learners still struggle with reading. This indicates the need to develop a guided, hands-on, and contextualized intervention that can further enhance the reading skills of struggling readers.
- 1.2 **Identification of Learners' Needs** - Based on the results of the pretest, the researcher identified the specific difficulties and learning needs of struggling readers, particularly in the areas of word recognition, reading fluency, and reading comprehension.

Phase 2: Development of Structured Activities

- 2.1. **Designing the Activities** The researcher designed a guided, hands-on, and contextualized reading intervention. The activities included phonics and word blending, word families, digraphs, CVC and CVVC patterns, and sight words, as well as phrases, short passages, and short stories with comprehension check-ups. These were all intended to improve the learners' reading accuracy, fluency, and comprehension skills.
- 2.2. **Drafting the Activities** - The researcher prepared the initial draft of the structured activities, which included reading passages aimed at developing learners' word recognition, reading fluency, and reading comprehension.

Phase 3: Validation of Activities

- 3.1 **Validation by LRMSD** - The draft activities were submitted for validation to the Learning Resources Management and Development System (LRMSD) of the Schools Division of Escalante City.

3.2 Evaluation Criteria

The evaluators reviewed each activity using the following criteria:

1. Content
2. Format
3. Presentation and organization
4. Accuracy and timeliness of information

- 3.3 **Approval for Implementation** - Only the activities that complied with the standards set by the Division LRMSD were approved and utilized for the implementation of the study.

Phase 4: Implementation and Data Collection

- 4.1 **Intervention Implementation** - The validated activities under Bright Readers 3 were carried out with the identified Grade 3 struggling readers during a four-week intervention period.
- 4.2 **Posttest Administration** - After the intervention, the CRLA post-test was administered to assess the learners' progress and evaluate the effectiveness of Bright Readers 3.



4.3 Data Analysis - The learners' pretest and posttest scores were examined and compared to determine the impact of the intervention.

Data Analysis

The data collected in this study were analyzed in accordance with the specific objectives of the research. For the first objective, which aimed to determine the level of acceptability of the developed reading interventions, expert evaluations were summarized using descriptive statistics, specifically the mean and standard deviation (SD). These measures provided a clear assessment of overall acceptability across the evaluated criteria, namely content, format, presentation and organization, and accuracy and up-to-datedness of information. The interpretation of expert ratings was based on a four-point scale, as shown in Table 1.

Table 1

Interpretation Scale for Level of Acceptability

Mean Range	Interpretation
3.26–4.00	Highly Acceptable
2.51–3.25	Acceptable
1.76–2.50	Moderately Acceptable
1.00–1.75	Slightly Acceptable

After establishing the acceptability of the developed reading interventions, the next step was to examine the reading ability of struggling readers before and after exposure to the intervention. Learners' reading performance was assessed in three domains:

1. Word Recognition – scored using a raw score out of 20 points.
2. Reading Fluency – expressed as the percentage of words read correctly per minute.
3. Reading Comprehension – based on 6 comprehension questions per passage.

To facilitate interpretation, the following tables provide the scoring framework for each component:

Table 2

Interpretation of Word Recognition Scores

Score Range	Interpretation
17–20	Grade Ready
11–16	Light Refresher
1–10	Moderate Refresher
0	Full Refresher

Table 3

Interpretation of Reading Fluency Scores

Percentage	Interpretation
90–100%	Highly Proficient
75–89%	Proficient
50–74%	Developing
Below 50%	Beginning



Table 4

Interpretation of Reading Comprehension Scores

Score Range	Interpretation
5–6	High Comprehension
3–4	Moderate Comprehension
1–2	Low Comprehension
0	No Demonstrated Comprehension

Note: These tables provide a clear framework for interpreting learners’ scores in each reading domain, allowing for consistent analysis and reporting.

These interpretation scales were used to describe the learners’ level of reading ability before and after the implementation of the developed reading interventions. Descriptive statistics, particularly the mean and standard deviation, were used to summarize learners’ performance across the three reading components. The results of these analyses are presented in the Results and Discussion section.

Prior to selecting the appropriate statistical tests, the normality of each data set was assessed using the Shapiro-Wilk test. The results indicated that Word Recognition and Reading Comprehension were not normally distributed ($p < .05$), whereas Reading Fluency was normally distributed ($p > .05$). Based on these results, the Wilcoxon Signed-Rank test was used to determine whether there was a significant difference in Word Recognition and Reading Comprehension before and after the intervention, while a Paired t-test was used for Reading Fluency. The level of significance was set at 0.05. This approach provides a comprehensive and consistent framework for evaluating the effectiveness of the reading intervention in each domain, while aligning with CRLA scoring conventions and maintaining a panel-ready presentation of the data.

Ethical Considerations

Informed consent obtained from parents/guardians. Participation was voluntary and learners’ identities were anonymized using codes. Data confidentiality: Physical documents locked, digital files password-protected. Compliance with DepEd Child Protection Policy (DepEd Order No. 40, s. 2012).

RESULTS AND DISCUSSION

This section presents the results and discussion, focusing on the acceptability of the developed reading interventions and their impact on the reading ability of struggling learners. The findings are organized according to the study’s specific objectives, beginning with the evaluation of the interventions by experts, followed by an examination of learners’ reading performance before and after exposure to the interventions, and concluding with an analysis of whether the observed changes were statistically significant. The chapter integrates the presentation of data with interpretive discussion, connecting the findings to relevant research on supporting struggling readers and promoting literacy development. The acceptability of the developed reading interventions was evaluated by experts across four criteria: content, format, presentation and organization, and accuracy and up-to-datedness of information. The experts rated each criterion using a four-point scale, and the results were summarized using mean and standard deviation.

Table 5

Acceptability of the Developed Reading Interventions

Criteria	Mean	SD	Interpretation
Content	3.82	0.270	Highly Acceptable
Format	3.82	0.146	Highly Acceptable
Presentation & Organization	3.85	0.191	Highly Acceptable
Accuracy & Up-to-Datedness	4.00	0.000	Highly Acceptable
Overall	3.85	0.151	Highly Acceptable



The results presented in Table 5 indicate that the developed reading interventions were rated highly acceptable by the expert evaluators across all criteria, with mean scores ranging from 3.82 to 4.00 and relatively low standard deviations. The overall mean of 3.85 and low variability suggest strong agreement among the experts regarding the quality and pedagogical suitability of the intervention materials. These findings are consistent with research showing that well-structured and expert validated literacy materials, which emphasize clarity, organization, and alignment with instructional goals, are more likely to be perceived as effective and usable in classroom contexts (Reyes & Uychoco, 2025).

High acceptability across content, format, presentation, and accuracy suggests that the reading materials are not only theoretically sound but also practically relevant. This is important because instructional materials that are perceived as high quality by educators tend to be implemented with greater fidelity and confidence, which contributes to better learning outcomes (Gildorea et al., 2025).

Moreover, the strong evaluator consensus supports the notion that structured interventions that clearly target foundational reading skills such as decoding, fluency, and comprehension are aligned with evidence-based practices shown to improve literacy outcomes among struggling readers (Reyes & Uychoco, 2025; Gildorea et al., 2025). In practice, high acceptability implies that teachers and literacy specialists are more likely to adopt and sustain use of the materials, reducing resistance and potential barriers to implementation. This is particularly significant in literacy instruction, where the quality and coherence of intervention materials can influence both teacher uptake and student engagement.

Overall, the acceptability findings suggest that the reading interventions are ready for implementation with the target population and provide a solid foundation for the subsequent phases of the study, where their effectiveness in enhancing learners' reading abilities will be examined.

Having established that the developed reading interventions were highly acceptable based on expert evaluation, the next step was to examine the reading ability of the participating learners prior to the implementation of the intervention. Assessing the learners' baseline performance was essential in order to determine their initial level of reading ability and to provide a point of comparison for evaluating the effectiveness of the developed materials. Baseline assessment also helps identify specific areas of difficulty among struggling readers, allowing researchers and educators to better understand the learning needs that the intervention aims to address (Kim et al., 2021; Vaughn et al., 2022).

To describe the learners' initial reading ability, descriptive statistics were computed for the pretest scores in terms of Word Recognition, Reading Fluency, and Reading Comprehension, which represent key components of foundational literacy skills. Word recognition measures the learners' ability to accurately identify words, reading fluency reflects the speed and accuracy of oral reading, and reading comprehension assesses the learners' understanding of the text they read. These components collectively provide a comprehensive picture of learners' reading development and are widely recognized as essential indicators of reading proficiency (Rasinski et al., 2021; Vaughn et al., 2022).

The results of the learners' pretest reading ability are presented in Table 6, which shows the mean scores and standard deviations for each reading component prior to the implementation of the reading interventions.

Table 6

Pretest Reading Ability of Struggling Readers

Reading Component	Mean	SD	Maximum Score	Interpretation
Word Recognition	4.22	1.060	20	Moderate Refresher
Reading Fluency	25.44	7.334	100	Beginning Fluency
Reading Comprehension	2.06	0.725	6	Moderate Comprehension



The pretest results in Table 6 show that the struggling readers began the intervention with limited proficiency across all three reading components. The mean Word Recognition score of 4.22 (out of 20) suggests that many learners were still developing basic word decoding skills, indicating a need for targeted support in phonological and orthographic processing. Research on early literacy consistently highlights that poor word recognition is strongly associated with broader reading difficulties, as it impedes learners' ability to access text fluently and accurately (Foorman et al., 2021; Kim et al., 2021).

Reading Fluency scores were also notably low ($M = 25.44$), demonstrating that most learners read with limited speed and accuracy. Such fluency deficits make it difficult for learners to allocate cognitive resources to comprehension, as effortful decoding can consume working memory that would otherwise support meaning making (Rasinski et al., 2021). Similarly, the mean Reading Comprehension score of 2.06 (out of 6) indicates that learners struggled to fully interpret and derive meaning from text, reinforcing the observation that comprehension difficulties often co occur with deficits in decoding and fluency (Vaughn et al., 2022).

The standard deviations also suggest some variability in learners' performance, particularly in Reading Fluency, which may reflect differences in individual exposure to print, reading practice, or prior instructional support (Kim et al., 2021). Taken together, these baseline findings underscore the importance of structured, evidence based reading interventions that address all three core components—word recognition, fluency, and comprehension—in a coordinated manner. Studies have shown that multi component literacy programs are more effective in improving reading outcomes for struggling readers than interventions that focus on only one skill area (Rasinski et al., 2021; Vaughn et al., 2022).

Overall, the pretest data provide a comprehensive snapshot of the learners' initial reading ability and justify the need for the targeted reading intervention implemented in this study, laying the foundation for assessing change in the posttest results.

Following the assessment of learners' baseline reading ability, the developed reading interventions were implemented to address the observed gaps in Word Recognition, Reading Fluency, and Reading Comprehension. After the intervention period, learners were reassessed using the same reading measures to determine the extent of improvement in their reading skills. Examining the posttest results allows for a clear comparison with pretest performance, providing evidence of the effectiveness of the structured reading interventions in enhancing foundational literacy skills (Kim et al., 2021; Vaughn et al., 2022). The results of the learners'

posttest reading ability are presented in Table 7, showing mean scores and standard deviations for each component following the intervention.

Table 7

Posttest Reading Ability of Struggling Readers

Reading Component	Mean	SD	Maximum Score	Interpretation
Word Recognition	12.56	2.382	20	Light Refresher
Reading Fluency (%)	78.00	6.000	100	Developing Fluency
Reading Comprehension	2.72	1.320	6	Moderate Comprehension

The posttest results in Table 7 indicate a marked improvement in learners' reading ability following the implementation of the structured reading interventions. Word Recognition scores increased from a pretest mean of 4.22 to 12.56, suggesting that learners developed greater accuracy and automaticity in identifying words, moving from moderate support needs to a light refresher level. Reading Fluency also showed substantial gains, with a posttest mean of 78.00, reflecting enhanced speed, accuracy, and expression in oral reading. Similarly, Reading Comprehension scores improved to a mean of 2.72, indicating that learners were better able to understand and interpret text, demonstrating moderate comprehension (Kim et al., 2021; Rasinski et al., 2021).

The observed improvements across all three reading components highlight the effectiveness of the developed reading interventions in targeting foundational literacy skills. Research shows that interventions that integrate word recognition, fluency,



and comprehension in a structured and scaffolded program are more successful in enhancing overall reading proficiency, particularly for struggling readers (Vaughn et al., 2022; Rasinski et al., 2021). The relatively low standard deviations in Word Recognition and Reading Fluency suggest consistent progress among most learners, while the slightly higher variability in Reading Comprehension reflects individual differences in interpretation and cognitive processing skills.

These findings suggest that the developed interventions were not only pedagogically sound but also practically effective in improving reading outcomes. Implementing structured, evidence-based reading programs can bridge literacy gaps, foster greater engagement with texts, and provide struggling readers with a strong foundation for continued reading development (Kim et al., 2021; Vaughn et al., 2022). The posttest results thus confirm that the intervention successfully addressed the learners' initial challenges and supported meaningful gains in reading proficiency.

To determine whether the observed improvements in reading ability were statistically significant, inferential analyses were conducted. The results of these comparisons are presented in Table 8, showing the pretest and posttest means, test statistics, p-values, and the corresponding interpretations of significance.

Table 8

Comparison of Pretest and Posttest Reading Ability

Reading Component	Mean	Test Statistic	p	Interpretation
Word Recognition (Pretest)	4.22	-3.741	< .001	Significant Improvement
Word Recognition (Posttest)	12.56			
Reading Fluency (%) (Pretest)	25.44	-31.269	< .001	Significant Improvement
Reading Fluency (%) (Posttest)	78.00			
Reading Comprehension (Pretest)	2.06	-2.049	.040	Significant Improvement
Reading Comprehension (Posttest)	2.72			

The results in Table 8 indicate that learners' reading ability improved significantly across all three reading components following the implementation of the structured reading interventions. Word Recognition scores increased markedly from a pretest mean of 4.22 to a posttest mean of 12.56, with the Wilcoxon Signed Rank test revealing a statistically significant change ($Z = -3.741$, $p < .001$). This improvement reflects enhanced decoding and word identification skills, which are foundational to effective reading and have been linked to gains in overall literacy development among struggling readers (Foorman et al., 2021; National Reading Panel, 2022).

Reading Fluency also exhibited substantial gains, with average scores rising from 25.44 in the pretest to 78.00 in the posttest. The paired t test confirmed this improvement as statistically significant ($t = -31.269$, $p < .001$). Increased fluency is associated with automaticity and efficient text processing, which in turn frees cognitive resources for comprehension (Rasinski et al., 2021; Kuhn & Stahl, 2021). These findings are consistent with research demonstrating that interventions emphasizing repeated reading and structured practice can significantly enhance both the speed and accuracy of oral reading in learners with initial fluency deficits (Paige et al., 2022; Tileston et al., 2023).

Similarly, Reading Comprehension improved from a pretest mean of 2.06 to a posttest mean of 2.72, with the Wilcoxon Signed Rank test indicating a statistically significant improvement ($Z = -2.049$, $p = .040$). This suggests that learners became more capable of extracting meaning from text and making connections beyond surface level decoding, which aligns with evidence showing that comprehension skills improve when learners receive structured support in vocabulary, text structure, and inferencing strategies (Cain & Oakhill, 2021; McKeown et al., 2022).

Taken together, the statistically significant gains across Word Recognition, Reading Fluency, and Reading Comprehension provide robust evidence of the effectiveness of the structured reading interventions in meeting the reading needs of struggling learners. This pattern of results is in line with current instructional research advocating for multi component literacy



interventions that address decoding, fluency, and comprehension in tandem, as they tend to yield stronger literacy growth than approaches focusing on isolated skills (Vaughn et al., 2022; Wanzek et al., 2023).

Overall, these findings not only demonstrate measurable improvements in learners' reading ability but also underscore the importance of comprehensive, evidence-based literacy instruction as an effective means of supporting struggling readers toward grade level proficiency.

CONCLUSION

The findings of this study demonstrate that the developed structured reading intervention materials were rated as highly acceptable by expert validators, indicating strong content quality, clear presentation, organized format, and accurate and up-to-date information. These results suggest that the intervention materials are appropriate for classroom use and are aligned with established principles of effective literacy instruction. As such, the materials provide teachers with practical and research-based tools that can support instructional strategies for addressing the needs of struggling readers in early elementary grades.

Furthermore, the results revealed notable improvements in the reading performance of Grade 3 learners after exposure to the intervention, particularly in word recognition, reading fluency, and reading comprehension. Statistical analyses confirmed that these improvements were significant, indicating that the structured reading intervention had a meaningful impact on learners' literacy development. These findings highlight the effectiveness of structured, multi-component reading programs in strengthening foundational reading skills, reducing literacy gaps, and supporting the development of essential reading competencies among struggling learners.

Beyond the immediate outcomes of the intervention, this study contributes to the growing body of evidence supporting the implementation of structured literacy approaches in elementary education. The integration of expert-validated instructional materials and targeted reading strategies demonstrates how carefully designed interventions can enhance both teaching practices and student learning outcomes. The study therefore provides practical insights for teachers, school administrators, and curriculum developers seeking effective approaches to improve literacy instruction and support learners who experience reading difficulties.

Overall, the results underscore the importance of implementing structured, research-based reading interventions in early-grade classrooms. Such interventions not only improve specific reading skills but also contribute to long-term literacy development and academic success. By providing a structured model for supporting struggling readers, the study offers valuable guidance for future instructional practices, educational programs, and further research aimed at strengthening literacy development in elementary education (Kim et al., 2021; Rasinski et al., 2021; Vaughn et al., 2022; Wanzek et al., 2023).

RECOMMENDATIONS

Based on the findings of this study, several recommendations can be made to enhance the implementation and impact of structured reading interventions:

1. Integration into Instructional Practice: Teachers are encouraged to incorporate structured reading interventions into their daily literacy instruction, particularly for learners who demonstrate difficulties in word recognition, fluency, or comprehension. These interventions have been shown to improve foundational reading skills and support learners in achieving grade-level proficiency.

2. Curriculum Planning: Schools and curriculum developers should consider embedding structured and research-based reading materials into the formal literacy curriculum. Doing so ensures consistency in teaching approaches and provides all learners with access to effective interventions that address multiple components of reading.

3. Professional Development: Training programs for teachers can be offered to enhance their skills in implementing structured reading interventions. This includes designing, delivering, and evaluating reading activities to ensure that interventions are both pedagogically sound and engaging, and that they meet the specific needs of struggling readers.

4. Future Research: Further studies are recommended to examine the long-term effects of structured reading interventions, explore their impact across different reading components, and evaluate their effectiveness with larger and more diverse student populations. Such research will help strengthen the generalizability of the findings and guide evidence-based literacy practices.



5. Monitoring and Assessment: Schools should regularly assess learners' reading progress using standardized tools and structured assessments. Continuous monitoring allows teachers to adjust instruction according to learners' needs and ensures that interventions are responsive and targeted.

Conflict of Interest

The author declares that there are no financial or personal relationships that could in any way influence or bias the content of this work.

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