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Developing the Reading Performance of Learners through Daily Reading Activities

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***Abstract*:** *This descriptive-correlational study examined the implementation of daily reading activities and Grade 1 learners' reading performance at Tuyokon Integrated School, Calape Elementary School, and Cantabogon Elementary School in Aloguinsan, Cebu, during School Year 2026–2027. The Methods and respondent tables report three teachers and 44 learners. A teacher questionnaire assessed oral and guided reading activities, and a researcher-made assessment measured word recognition and vocabulary development. The study summarized implementation using weighted means and standard deviations and described participant profiles, performance levels, and implementation concerns using frequencies, percentages, and ranks. Teachers rated implementation at a Very High Extent (reported grand mean = 4.49). In the overall reading performance distribution, 24 learners were rated Very Satisfactory and five were rated Outstanding. The reported test of association could not be verified because the source identifies the statistic inconsistently and does not show how teacher and learner records were paired. The most frequently reported concerns were limited age-appropriate reading materials, low learner motivation, limited parental support, and poor attendance. These findings informed proposed oral and guided reading activities for Grade 1 classrooms.*

Key words: *daily reading activities, reading performance, oral reading activities, guided reading activities, Grade 1 learners, literacy instruction, descriptive-correlational research, Cebu, Philippines*

Introduction

Reading is one of the most essential foundational skills that learners must develop in the early years of schooling. For Grade 1 learners, reading serves as the basis for understanding lessons, following

directions, building vocabulary, communicating ideas, and performing well in other learning areas. When learners experience difficulty in reading at this stage, their academic progress may also be affected in later grade levels. This makes early reading instruction a critical concern in basic education, especially in schools where learners show varied levels of word recognition and vocabulary development.

In the Philippine context, reading remains a major educational concern. The World Bank (2022) reported that learning poverty in the Philippines remained high, indicating that many children experience difficulty reading and understanding age-appropriate texts. Similarly, the OECD (2023), through the PISA 2022 results, showed that Filipino learners continued to face challenges in reading performance compared with international benchmarks. Although PISA assesses 15-year-old learners, its results point to the importance of strengthening foundational literacy in the early grades, where reading habits, word recognition, and vocabulary are first developed.

The need to improve reading performance is also supported by recent local studies. Jazareno and Fortes (2023) found that primary grade learners in public schools showed varied reading performance, reading habits, reading attitudes, and access to reading resources. Their findings suggest that reading development is affected not only by learner ability but also by the reading opportunities and support provided in school. Abejuela (2023) also emphasized the need to examine the alignment of reading curriculum, classroom activities, and assessment practices in basic education. These studies show that reading instruction must be strengthened through consistent, appropriate, and measurable classroom-based activities.

Daily reading activities are important because reading skills are developed through regular exposure, guided practice, and meaningful engagement with texts. Oral reading activities may help learners improve word recognition, pronunciation, and reading confidence. Guided reading activities allow teachers to provide support before, during, and after reading and to address learners' individual reading needs. Through regular and structured reading experiences, Grade 1 learners may be given greater opportunities to develop their foundational reading skills and vocabulary.

Recent international studies also support the use of structured reading interventions in the early grades. Hall, Roberts, Cho, McCulley, Carroll, and Vaughn (2021) emphasized that evidence-based reading interventions for young learners often include explicit and systematic instruction in foundational reading skills. Kim and Rich (2022) found that content-integrated literacy intervention improved reading comprehension, vocabulary knowledge, writing, and oral language outcomes among young learners. Nevo and Vaknin-Nusbaum (2022) also highlighted the importance of early literacy practices in developing reading-related skills. These studies suggest that learners benefit when reading instruction is structured, regular, and focused on specific literacy competencies.

Despite existing reading programs and literacy initiatives, gaps remain in the local implementation and assessment of daily reading activities. Many reading-related studies focus on general reading difficulties, remedial reading programs, or post-pandemic learning gaps, but fewer studies directly examine the extent of implementation of daily reading activities and how such implementation relates to the reading performance of Grade 1 learners in specific school settings. There is also a need to determine whether learners' reading performance is associated with the implementation of daily reading activities, particularly in terms of word recognition and vocabulary development.

Another gap addressed by this study is the need to document the issues and concerns encountered by teachers in implementing daily reading activities. Teachers may face challenges such as limited reading materials, varied reading levels among learners, limited time for reading practice, poor

attendance, lack of parental support, and difficulty monitoring individual progress. Jazareno and Fortes (2023) noted that reading performance may be influenced by reading resources and learner attitudes, while The Meadows Center for Preventing Educational Risk (2022) emphasized that vocabulary and reading instruction require explicit teaching, modeling, guided practice, feedback, and opportunities for independent application. These concerns show that improving reading performance requires not only appropriate activities but also proper support, materials, monitoring, and intervention planning.

The present study is also timely because current educational directions in the Philippines emphasize foundational learning and literacy development. Republic Act No. 10533 supports a learner-centered and developmentally appropriate basic education curriculum, while DepEd Order No. 010, s. 2024 on the MATATAG Curriculum gives emphasis to focused and foundational learning, including reading and literacy in the early grades. DepEd Order No. 18, s. 2017 on the Every Child a Reader Program also supports early language, literacy, and numeracy development. DepEd Order No. 21, s. 2019 further provides policy guidelines for the implementation of the K to 12 Basic Education Program. These policies strengthen the relevance of conducting a study that examines how daily reading activities may enhance the reading performance of Grade 1 learners.

Therefore, this study was conducted to determine the effectiveness of daily reading activities in enhancing the reading performance of Grade 1 learners at Tuyokon Integrated School, Calape Elementary School, and Cantabogon Elementary School during School Year 2026–2027. Specifically, it determines the extent of implementation of daily reading activities, assess the reading performance of Grade 1 learners in terms of word recognition and vocabulary development, determine the relationship between the implementation of daily reading activities and learners' reading performance, and identify the issues and concerns encountered by teachers. The findings served as a basis for proposing reading activities that may help strengthen reading instruction and improve the reading performance of Grade 1 learners.

Theoretical and Conceptual Framework and Legal Bases

The study is anchored on the Behaviorist Learning Theory of B. F. Skinner, Constructivist Learning Theory of Jean Piaget, Social Learning Theory of Albert Bandura, Schema Theory of Frederic Bartlett, and Engagement Theory of Kearsley and Shneiderman. It is further supported by Republic Act No. 10533, otherwise known as the Enhanced Basic Education Act of 2013; DepEd Order No. 010, s. 2024, or the Policy Guidelines on the Implementation of the MATATAG Curriculum; DepEd Order No. 18, s. 2017, or the Guidelines on the Utilization of the Every Child a Reader Program Funds for the Early Language, Literacy, and Numeracy Program; and DepEd Order No. 21, s. 2019, or the Policy Guidelines on the K to 12 Basic Education Program. These theories and legal bases provide a strong foundation for the present study, which aims to determine the effectiveness of daily reading activities in enhancing the reading performance of Grade 1 learners.

Behaviorist Learning Theory by B. F. Skinner emphasizes that learning is strengthened through practice, repetition, reinforcement, and feedback. In the context of the present study, daily reading activities provide learners with regular opportunities to recognize words, pronounce sounds, read sentences, and respond to reading tasks. Through consistent practice and teacher feedback, learners may gradually improve their reading skills. This theory supports the view that foundational reading abilities, particularly word recognition, can be developed through structured and repeated reading activities.

The behaviorist perspective is particularly relevant to oral reading activities because learners benefit from immediate correction, praise, and reinforcement. When learners read aloud, teachers can correct

errors, model proper pronunciation, and reinforce correct responses. Through repeated practice and positive feedback, learners are encouraged to develop more accurate reading behaviors. Thus, Behaviorist Learning Theory supports the use of daily oral reading activities as a means of improving the reading performance of Grade 1 learners.

Constructivist Learning Theory by Jean Piaget explains that learners actively construct knowledge through experience, interaction, and meaningful engagement with learning materials. In this study, daily reading activities are viewed not merely as mechanical drills but as meaningful literacy experiences through which learners develop understanding from words and texts. Learners construct meaning when reading materials are appropriate to their age, grade level, language background, and learning needs.

This theory supports guided reading activities because learners are encouraged to participate actively in the reading process. Through teacher guidance, questioning, discussion, and meaningful reading tasks, learners are given opportunities to connect new information with their experiences. Such activities may help develop vocabulary and improve learners' understanding of words and texts. The constructivist perspective is therefore relevant to the study because it emphasizes learner-centered and developmentally appropriate reading experiences.

Social Learning Theory by Albert Bandura emphasizes that learners acquire knowledge and skills through observation, modeling, imitation, and social interaction. In the present study, the theory supports oral and guided reading activities in which learners observe teachers and classmates demonstrate appropriate reading behaviors. When learners hear fluent reading and observe proper pronunciation and expression, they are given models that they may imitate in their own reading performance.

This theory is particularly relevant to young learners who often develop confidence and skills through guided participation. Teacher modeling, pair reading, and shared reading provide opportunities for learners to practice reading in a supportive environment. Through social interaction and observation, learners may gradually improve their reading performance. Thus, Social Learning Theory supports the interactive and teacher-guided nature of daily reading activities.

Schema Theory by Frederic Bartlett explains that comprehension is influenced by a learner's prior knowledge and experiences. Learners understand new information more effectively when they can connect it with what they already know. In this study, Schema Theory supports reading activities that activate learners' background knowledge and experiences before, during, and after reading.

Teachers may introduce key vocabulary, ask questions, use pictures, and relate reading selections to familiar experiences. These activities help learners establish connections between their prior knowledge and the reading material. Schema Theory is relevant to the study because vocabulary development and reading performance are influenced by the learner's ability to connect new words and ideas with existing knowledge and experiences.

Engagement Theory by Kearsley and Shneiderman emphasizes that learning becomes more meaningful when learners are actively engaged in authentic, interactive, and collaborative activities. In the context of the present study, daily reading activities are designed to encourage learners' active participation in the reading process. Oral reading and guided reading provide learners with regular opportunities to participate, practice, respond, and interact with the teacher and their classmates.

For Grade 1 learners, active engagement is important in sustaining interest and motivation in reading. When learners are given meaningful and developmentally appropriate reading tasks, they are more

likely to participate actively and develop positive reading behaviors. Engagement Theory therefore supports the implementation of daily reading activities as a consistent and interactive approach to strengthening learners' reading performance.

The theories are supported by relevant educational studies emphasizing the importance of structured, meaningful, interactive, and repeated reading experiences. Canuto, Lumidao, Ballagan, Calya-en, Laoyan, and Oplas (2024) found that repeated reading and the use of Big Books improved the oral reading fluency of elementary learners. Geagonia (2023) also emphasized the positive contribution of guided oral reading to reading comprehension when learners receive teacher support. These findings support the present study because daily reading activities provide learners with repeated and guided opportunities to practice reading.

Similarly, Abejuela (2023) emphasized the importance of aligning reading competencies, instructional approaches, and assessment practices. Imperial and Ong (2021) highlighted the importance of appropriate reading materials, while Reyes, Ibañez, Sapinit, Hussien, and Imperial (2022) emphasized the need for suitable readability measures in Cebuano texts. These studies support the use of appropriate and meaningful reading materials in daily reading activities.

Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, provides legal support for the present study by promoting a learner-centered, developmentally appropriate, inclusive, relevant, and research-based basic education curriculum. The law emphasizes educational approaches that are constructivist, inquiry-based, reflective, collaborative, and integrative. These principles support the implementation of daily reading activities that respond to the developmental and learning needs of Grade 1 learners.

DepEd Order No. 010, s. 2024, or the Policy Guidelines on the Implementation of the MATATAG Curriculum, further supports the study by emphasizing foundational learning and developmentally appropriate instruction. The curriculum gives importance to strengthening basic competencies in the early grades, including reading and literacy. This aligns with the present study, which focuses on daily reading activities as a means of improving the word recognition and vocabulary development of Grade 1 learners.

DepEd Order No. 18, s. 2017, or the Guidelines on the Utilization of the Every Child a Reader Program Funds for the Early Language, Literacy, and Numeracy Program, also provides relevant policy support for the study. The policy recognizes the importance of early language and literacy development and supports initiatives that address the reading needs of learners. The present study is aligned with this policy because it focuses on strengthening early reading instruction through daily reading activities.

Moreover, DepEd Order No. 21, s. 2019, or the Policy Guidelines on the K to 12 Basic Education Program, supports the implementation of learner-centered and developmentally appropriate teaching and learning practices. The policy emphasizes the development of essential competencies through appropriate curriculum content, instruction, and assessment. This legal basis is relevant to the present study because daily reading activities are intended to develop the foundational reading skills of Grade 1 learners in accordance with the goals of the K to 12 Basic Education Program.

Taken together, the theories and legal bases provide a strong foundation for the present study. Behaviorist Learning Theory supports practice, repetition, reinforcement, and feedback; Constructivist Learning Theory emphasizes meaningful and learner-centered reading experiences; Social Learning Theory highlights teacher modeling and social interaction; Schema Theory emphasizes the role of

prior knowledge in understanding reading materials; and Engagement Theory supports active participation and meaningful involvement in reading activities. The identified legal bases further provide policy support for strengthening foundational literacy and implementing developmentally appropriate instruction in Philippine basic education. Therefore, the present study is theoretically and legally grounded in its investigation of the effectiveness of daily reading activities in enhancing the reading performance of Grade 1 learners.

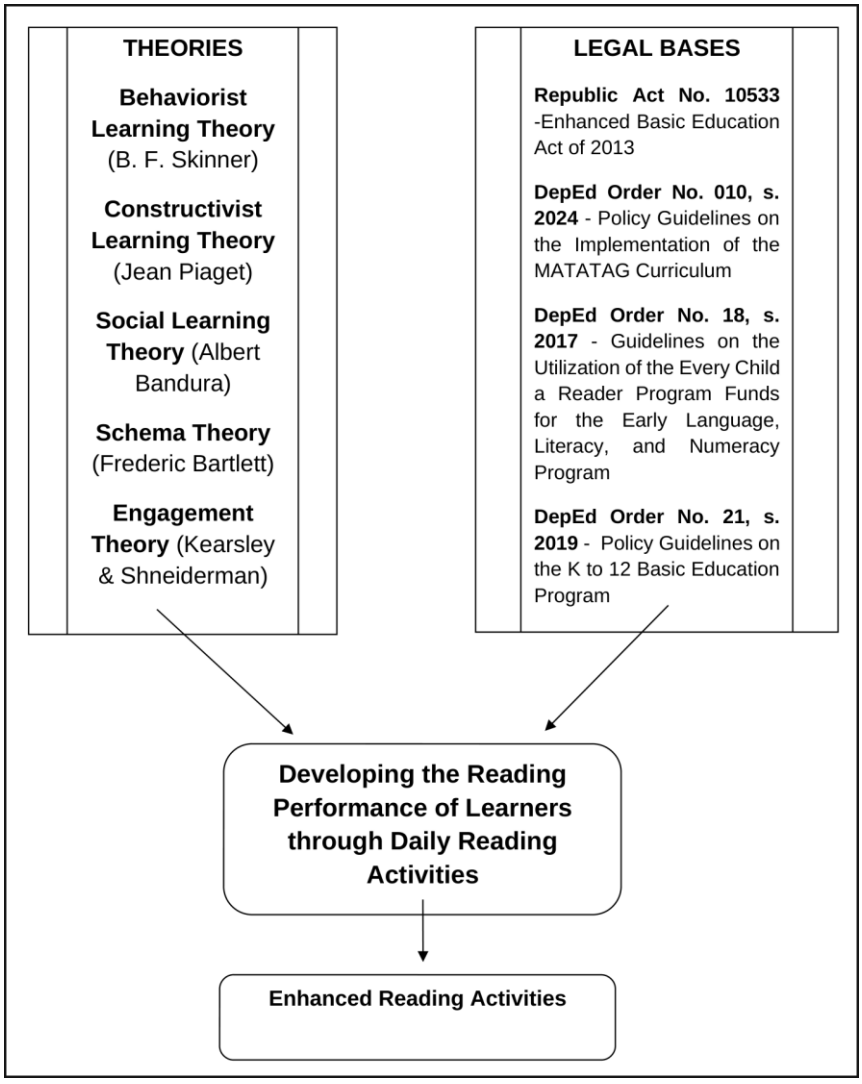


Figure 1 The Theoretical–Conceptual Framework

THE PROBLEM

Statement of the Problem

This research determined the effectiveness of daily reading activities in enhancing the reading performance of Grade 1 learners at Tuyokon Integrated School, Calape Elementary School, and Cantabogon Elementary School, Aloguinsan, Cebu, during the School Year 2026–2027, as basis for enhancement reading activities.

Specifically, it answered the following inquiries:

1. What relevant information can be taken from:

1.1 teachers'

1.1.1 age and gender;

1.1.2 civil status;

1.1.3 highest educational attainment;

1.1.4 length of service;

1.1.5 performance rating;

1.1.6 relevant training, seminars, and workshops attended, and

1.2 learners' age and gender?

2. As perceived by the teacher-respondents, what is the extent of implementation of daily reading activities in terms of the activities identified as:

2.1 oral reading activities, and

2.2 guided reading activities?

3. What is the reading performance level of the Grade 1 learners after the implementation of daily reading activities in terms of:

3.1 word recognition, and

3.2 vocabulary development?

4. Is there a significant relationship between the extent of implementation of daily reading activities and the reading performance of the learners?

5. What issues and concerns are encountered in implementing daily reading activities among Grade 1 learners?

6. Based on the findings, what enhancement reading activities can be facilitated?

Statement of Null Hypothesis

Ho1. There is no significant relationship between the extent of implementation of daily reading activities and the reading performance of the learners.

Significance of the Study

This study aimed to determine the effectiveness of daily reading activities in enhancing the reading performance of Grade 1 learners at Tuyokon Integrated School, Calape Elementary School, and Cantabogon Elementary School during the School Year 2026–2027. The findings of the study offered meaningful contributions to the following:

Curriculum Makers. The findings provided useful insights for curriculum makers in designing, reviewing, and enhancing reading programs and learning competencies for the early grades. The results served as a basis for integrating appropriate and developmentally suitable daily reading activities that supported word recognition and vocabulary development in the curriculum.

Department of Education. The findings provided relevant information on the effectiveness of daily reading activities as a strategy for strengthening early-grade reading and literacy instruction. The

results helped support programs and initiatives that addressed reading difficulties and promoted literacy development among primary-grade learners.

Education Policymakers. The findings provided useful information for education policymakers in crafting and strengthening policies that supported reading literacy development at the elementary level. The results helped guide decisions on instructional programs, teacher training, learning resource allocation, and intervention strategies for learners who needed further support in reading.

School Heads/Administrators. The study helped school heads and administrators identify the instructional support needed by teachers in implementing consistent and meaningful daily reading activities. The findings also served as a basis for planning school-based reading interventions, providing appropriate reading materials, and strengthening literacy programs for Grades 1 to 3 learners.

Teachers. The results guided teachers in implementing daily reading activities that developed word recognition, vocabulary, reading fluency, and reading comprehension. The study also helped teachers improve reading instruction, design appropriate literacy activities, monitor learners' progress, and address reading difficulties in the primary grades.

Learners. The learners benefited from improved reading instruction through regular exposure to daily reading activities. Through oral reading, guided reading, independent reading, vocabulary development, and reading comprehension activities, the learners developed better reading skills, confidence, participation, and overall reading performance.

Parents. The findings helped parents understand the importance of supporting children's reading development at home. The study also encouraged parents to provide reading practice, assist in simple literacy activities, and create a home environment that supported the development of reading habits among children.

Researcher. The conduct of this study enhanced the researcher's understanding of effective strategies for improving reading performance among Grades 1 to 3 learners. It also strengthened the researcher's ability to design, implement, and evaluate classroom-based literacy interventions.

Future Researchers. This study served as a useful reference for future researchers who wished to conduct similar studies on reading instruction, early literacy development, and daily reading activities. The findings also provided baseline information for further studies involving other grade levels, reading competencies, or school settings.

Methods

Design and Flow of the Study

This study used a descriptive-correlational research design to determine the extent of implementation of daily reading activities and its relationship to the reading performance of Grade 1 learners at Tuyokon Integrated School, Calape Elementary School, and Cantabogon Elementary School during School Year 2026–2027. Data were gathered through a structured questionnaire for the teacher-respondents and through the reading performance results of the learner-respondents.

The descriptive-correlational design was appropriate because the study described the extent of implementation of daily reading activities in terms of oral reading activities and guided reading activities. It also determined the reading performance level of Grade 1 learners in terms of word recognition and vocabulary development and established whether a significant relationship existed between the extent of implementation of daily reading activities and the learners' reading performance.

The input of the study included the profile of the teacher-respondents in terms of age and gender, civil status, highest educational attainment, length of service, performance rating, and relevant training, seminars, and workshops attended. It also included the profile of the learner-respondents in terms of age and gender. The extent of implementation of daily reading activities in terms of oral reading activities and guided reading activities was likewise considered. The reading performance level of the Grade 1 learners in terms of word recognition and vocabulary development was also included. The issues and concerns encountered by teachers in implementing daily reading activities among Grade 1 learners were likewise identified.

The process of the study followed the descriptive-correlational research design. The researcher gathered data through a structured questionnaire answered by the teacher-respondents and through the reading performance assessment of the learner-respondents. The data collected were organized, tabulated, analyzed, and interpreted using appropriate statistical tools to determine the extent of implementation of daily reading activities, the reading performance level of Grade 1 learners, and the significant relationship between the implementation of daily reading activities and learners' reading performance.

The output of the study was a set of enhanced reading activities. These activities were designed to strengthen the implementation of daily reading activities and improve the reading performance of Grade 1 learners, particularly in word recognition and vocabulary development.

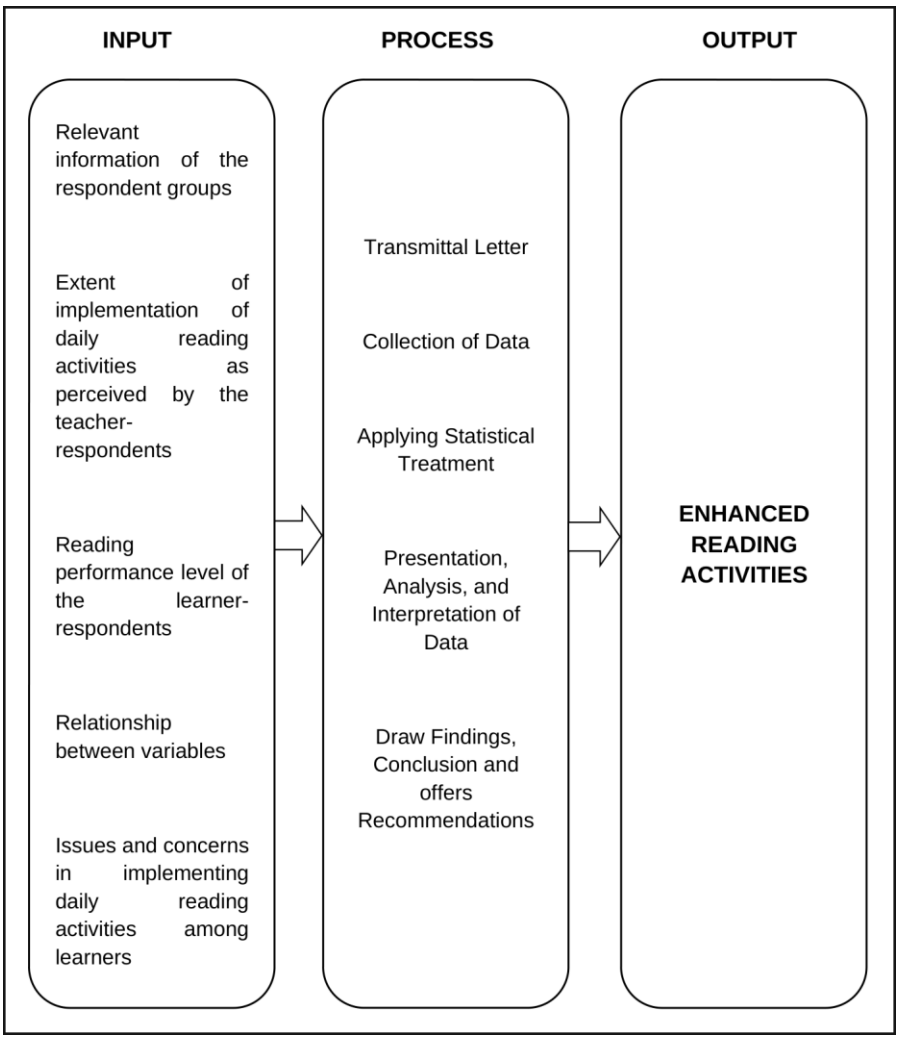


Figure 2 The Flow of the Study

Research Environment and Respondents

The study was conducted in Tuyokon Integrated School, Calape Elementary School, and Cantabogon Elementary School. These public elementary schools are located in the Municipality of Aloguinsan, Cebu, and cater to learners from Grade 1. The schools implement daily reading activities as part of their literacy programs to improve learners' reading skills and comprehension. The study focused on evaluating the effectiveness of these daily reading activities in enhancing the reading performance of Grade 1 learners. The schools provide a supportive learning environment that promotes literacy development through the collaborative efforts of teachers, learners, and parents.

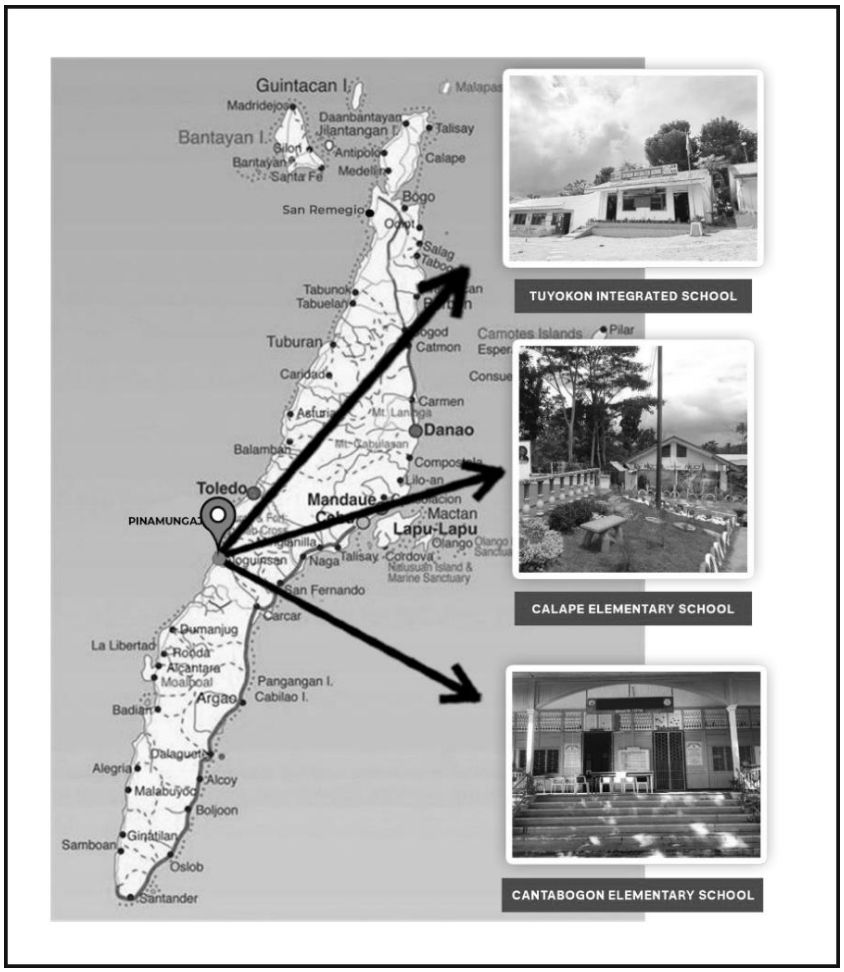


Figure 3 Location Map of the Study

The study used nonrandom purposive sampling. Table 1 reports three Grade 1 teachers and 44 Grade 1 learners across the three participating schools.

The respondents were selected through non-random purposive sampling. Teacher-respondents were included based on their teaching Grade 1, involvement in reading or literacy-related activities, at least one year of teaching experience, and willingness to participate. Learner-respondents were officially enrolled in Grade 1, participated in the daily reading activities, and were covered by the required consent and assent procedures.

Table 1 Distribution of Respondents

Schools	**Respondents**	**Respondents**	**Respondents**	**Respondents**
Schools	Teachers	Learners	Frequency	Percentage
Tuyokon Integrated School	1	9	10	21.28
Calape Elementary School	1	20	21	44.68
Cantabogon Elementary School	1	15	16	34.04
Total	3	44	47	100.00

Instrument and Scoring

The study used an adapted questionnaire for teacher ratings and a researcher-made assessment for learner performance. The supplied instrument citation is identified as a sample in the source bibliography, so the original questionnaire source is unverified.

Necessary revisions were made to align the questionnaire with the variables of the present study, particularly the extent of implementation of daily reading activities. The statements focused on oral reading activities and guided reading activities. The modified instrument was subjected to content validation by experts in educational research, language education, and reading instruction to ensure its clarity, relevance, appropriateness, and alignment with the objectives of the study.

The questionnaire consisted of four parts. Part I gathered the profile of the teacher-respondents in terms of age and gender, civil status, highest educational attainment, length of service, performance rating, and relevant training, seminars, and workshops attended. It also included the age and gender of the learner-respondents. Part II determined the extent of implementation of daily reading activities using a five-point Likert scale: 5 – Very High Extent, 4 – High Extent, 3 – Moderate Extent, 2 – Low Extent, and 1 – Very Low Extent.

Part III determined the reading performance level of Grade 1 learners in terms of word recognition and vocabulary development. The data for this part were obtained through a researcher-made reading assessment. Part IV identified the issues and concerns encountered by teachers in implementing daily reading activities among Grade 1 learners through a checklist format. The data gathered from the instruments served as the basis for proposing reading activities.

Scoring Procedure. The responses in Part II of the questionnaire were scored using a five-point Likert scale.

Table 2 Scoring Procedure

Weight	Range	Response Category	Verbal Description
5	4.21 - 5.00	Very High Extent	Daily reading activities are always implemented.
4	3.41 – 4.20	High Extent	Daily reading activities are often implemented.
3	2.61 – 3.40	Moderate Extent	Daily reading activities are sometimes implemented.
2	1.81 – 2.60	Low Extent	Daily reading activities are rarely implemented.
1	1.00 -1.80	Very Low Extent	Daily reading activities are never or almost never implemented.

Data Gathering Procedure

To ensure systematic and ethical data collection, the researcher submitted a formal letter requesting permission to conduct the study Public Schools District Supervisor (PSDS)

Upon approval, the researcher coordinated with the concerned Grade 1 teachers to explain the purpose of the study, identify the learner-respondents, and schedule the administration of the research instruments without disrupting regular classroom activities.

Before the administration of the instruments, the adapted questionnaire was submitted for content validation by experts in educational research, language education, and reading instruction to ensure

clarity, relevance, appropriateness, and alignment with the objectives of the study. Necessary revisions were made based on the comments and suggestions of the validators. After validation and approval, the questionnaire was distributed to the teacher-respondents. The purpose of the study was explained, and the respondents were assured that participation was voluntary and that all responses would be treated with utmost confidentiality.

The researcher also administered the researcher-made reading assessment to the Grade 1 learner-respondents to determine their reading performance in terms of word recognition and vocabulary development. The assessment was conducted in accordance with the approved procedures and schedule of the participating schools.

After the retrieval of the questionnaires and completion of the reading assessment, the data were checked for completeness, organized, coded, and tabulated. The gathered data were then analyzed and interpreted using appropriate statistical tools consistent with the descriptive-correlational research design. The results of the analysis served as the basis for proposing reading activities to improve the reading performance of Grade 1 learners.

Statistical Treatment

Simple Percentage. This was used to describe the profile of the respondents in terms of the teachers' age and gender, civil status, highest educational attainment, length of service, performance rating, and relevant training, seminars, and workshops attended, as well as the learners' age and gender. It was also used to present the frequency distribution of the issues and concerns encountered by teachers in implementing daily reading activities among Grade 1 learners.

Weighted Mean. This was used to determine the extent of implementation of daily reading activities in terms of oral reading activities and guided reading activities. The weighted mean described the extent to which these reading activities were implemented by the teacher-respondents.

Standard Deviation. This was computed to determine the variability of the responses of the teacher-respondents for each indicator. It showed the degree of consistency or dispersion in the teachers' perceptions regarding the implementation of daily reading activities.

Mean Percentage Score. This was used to determine the reading performance level of Grade 1 learners in terms of word recognition and vocabulary development. The learners' scores were interpreted based on the percentage scores obtained in the researcher-made reading assessment.

Methods identifies Pearson correlation, while the results table labels the statistic as chi-square. The manuscript does not identify the analysis unit or how teacher ratings were linked to learner scores.

Results and Discussion

Respondent Profiles

Table 3 Age Profile

Age	Frequency (n=3)	Percentage (100%)
33 years old	1	33.33
29 years old	1	33.33
26 years old	1	33.33
Total	3	100.00
Average	29.33	-

Standard Deviation	3.51	-

Table 4 Gender Profile

Gender	Frequency (n=3)	Percentage (100%)
Female	3	100.00
Male	0	0.00
Total	3	100.00

Table 5 Civil Status Profile

Civil Status	Frequency (n=3)	Percentage (100%)
Single	2	66.67
Married	1	33.33
Total	3	100.00

Table 6 Highest Educational Attainment

Highest Educational Attainment	Frequency (n=3)	Percentage (100%)
With units in Master's Degree	3	100.00
Master's Degree	0	0
Total	3	100.00

Table 7 Length of Service

Length of Service	Frequency (n=3)	Percentage (100%)
1-3 years	2	66.67
Less than a year	1	33.33
Total	3	100.00

Table 8 Performance Rating

Performance Rating	Frequency (n=3)	Percentage (100%)
Outstanding	0	0.00
Very Satisfactory	3	100.00
Total	3	100.00

Table 9 Relevant Training, Seminars, and Workshops Attended

Relevant Training, Seminars, and Workshops Attended	Frequency (n=3)	Rank
Division	3	1.5
District	3	1.5

Table 10 Learner Age and Gender Profile

Profile	Frequency (n=44)	Percentage (100%)
Age	Age	Age

7 years old	3	6.82
6 years old	15	34.09
5 years old	26	59.09
Gender	Gender	Gender
Girl	25	56.82
Boy	19	43.18
Total	44	100.00

Extent of Implementation

Table 11 Oral Reading Activities

Items	Weighted Mean	Standard Deviation	Interpretation
The teacher provides regular opportunities for learners to read words, phrases, sentences, or short passages aloud.	5.00	0.00	Very High Extent
The teacher guides learners in proper pronunciation, pacing, and expression during oral reading activities.	4.67	0.58	Very High Extent
The teacher uses short reading selections appropriate to the grade level and reading ability of learners.	4.67	0.58	Very High Extent
The teacher gives corrective feedback when learners commit errors in pronunciation or word recognition.	5.00	0.00	Very High Extent
The teacher encourages learners to participate actively in individual, pair, or group oral reading tasks.	3.67	0.58	High Extent
The teacher provides Grade 1 learners with regular opportunities to read words and simple texts aloud.	4.00	1.00	High Extent
The teacher encourages learners to pronounce words correctly during oral reading activities.	5.00	0.00	Very High Extent
The teacher gives immediate correction when learners misread or mispronounce words.	4.33	0.58	Very High Extent
The teacher provides positive feedback and encouragement during oral reading activities.	4.67	0.58	Very High Extent
The teacher conducts oral reading activities regularly as part of daily reading instruction.	4.00	1.00	High Extent
GRAND MEAN	4.50	0.49	Very High Extent

Table 12 Guided Reading Activities

Items	Weighted Mean	Standard Deviation	Interpretation
The teacher facilitates guided reading sessions using texts suited to the learners' reading level.	4.67	0.58	Very High Extent

The teacher provides step-by-step support before, during, and after reading activities.	4.67	0.58	Very High Extent
The teacher asks questions that help learners understand the meaning of the reading selection.	4.00	1.00	High Extent
The teacher assists learners in identifying unfamiliar words and understanding their meaning in context.	5.00	0.00	Very High Extent
The teacher monitors learners' reading progress during guided reading activities.	4.00	1.00	High Extent
The teacher guides Grade 1 learners before, during, and after reading activities.	4.67	0.58	Very High Extent
The teacher asks questions to help learners understand the words and texts they read.	4.00	1.00	High Extent
The teacher explains unfamiliar words encountered during guided reading activities.	4.33	0.58	Very High Extent
The teacher provides appropriate assistance based on the reading needs of the learners.	4.33	0.58	Very High Extent
The teacher conducts guided reading activities regularly to improve learners' reading performance.	5.00	0.00	Very High Extent
GRAND MEAN	4.47	0.59	Very High Extent

Table 13 Summary of Daily Reading Implementation

Items	Weighted Mean	Standard Deviation	Interpretation
Oral Reading Activities	4.50	0.49	Very High Extent
Guided Reading Activities	4.47	0.59	Very High Extent
GRAND MEAN	4.49	0.54	Very High Extent

The reported means were 4.50 for oral reading and 4.47 for guided reading, both classified as Very High Extent. The overall mean was 4.49. The standard deviations are reproduced as reported; the source does not provide the data needed to verify a composite-score standard deviation.

Reading Performance

Table 14 Learner Reading Performance

Reading Performance Indicator	Grade or Score per Competency				
Reading Performance Indicator	Outstanding	Very Satisfactory	Satisfactory	Fair	Needs Improvement
Word Recognition	6	24	9	4	1
Vocabulary Development	5	25	9	4	1
Overall Reading Performance Level	5	24	10	4	1

Overall, 24 of the 44 learners were rated Very Satisfactory and five were rated Outstanding. The table describes performance at the time of assessment; the supplied results do not show baseline-to-follow-up change.

Test of Association

Table 15 Reported Test of Association

Variables	Computed chi-square	Critical p-value	Decision	Interpretation
Extent of Implementation of Daily Reading Activities and Reading Performance of Grade 1 Learners	0.816	< 0.001	Reject Ho	Significant

@ 0.05 level of significance

The table reports a chi-square statistic of 0.816 and $p < .001$, but the accompanying narrative calls 0.816 a correlation coefficient. A chi-square statistic of 0.816 is inconsistent with the reported p-value for a standard chi-square test with positive integer degrees of freedom. Without the original analysis and the number and unit of paired observations, statistical significance cannot be confirmed.

Implementation Concerns

Table 16 Issues and Concerns

Rank	Issues and Concerns	Frequency
2.5	Limited availability of age-appropriate and grade-level reading materials	3
2.5	Learners' low interest or motivation to participate in reading activities	3
2.5	Limited parental support or follow-up reading practice at home	3
2.5	Learners' poor attendance, which affects continuity of reading practice	3
6.5	Insufficient time allotted for daily reading activities due to other classroom tasks	2
6.5	Learners' difficulty in recognizing letters, sounds, words, or simple sentences	2
6.5	Varying reading ability levels among learners in the same class	2
6.5	Lack of teacher training or professional development related to reading and literacy instruction	2
9.5	Large class size, making it difficult to monitor each learner's reading progress	1
9.5	Limited classroom space or reading corner facilities for reading activities	1

Four concerns tied for the highest reported frequency (three each): limited age-appropriate reading materials, low learner interest, limited parental support, and poor attendance.

Output of the Study

The proposed activities build on the reported use of oral and guided reading while addressing the limited supply of age-appropriate materials and differences in learner participation. The activities focus on word recognition and vocabulary development, the two skills measured by the reading assessment.

The plan also sets out proposed support for practice at home and monitoring of learner progress. Its budget, activities, and accomplishments are planning fields; the source does not report that this plan was implemented.

Rationale and Objectives

Reading is one of the most essential foundational skills that enables learners to understand information, communicate effectively, and succeed in all learning areas. During the early grades, learners are expected to develop basic reading competencies, particularly word recognition and vocabulary development, which serve as the foundation for reading comprehension and lifelong learning. The Department of Education continues to prioritize the improvement of foundational literacy through structured and evidence-based reading programs that provide young learners with meaningful and engaging reading experiences.

The findings of the study revealed that the implementation of daily reading activities, particularly oral reading activities and guided reading activities, was assessed to a Very High Extent by the teacher-respondents. Likewise, the Grade 1 learners attained a Very Satisfactory level of reading performance after the implementation of the daily reading activities, particularly in word recognition and vocabulary development. Moreover, the test of significant relationship confirmed that the extent of implementation of daily reading activities was significantly related to the reading performance of the learners. These findings affirm that regular, structured, and teacher-guided reading activities contribute significantly to the development of learners' foundational literacy skills.

Despite these positive results, the study identified several issues and concerns that require continuous attention. Among the most common concerns were the limited availability of age-appropriate reading materials, learners' low interest and motivation to participate in reading activities, limited parental support for reading practice at home, learners' poor attendance, varying reading ability levels, and insufficient opportunities for teacher professional development in literacy instruction. These concerns indicate the need for additional reading activities that are engaging, developmentally appropriate, learner-centered, and responsive to the diverse reading needs of Grade 1 learners while encouraging stronger collaboration among teachers, parents, and school administrators.

Anchored on Lev Vygotsky's Social Development Theory, which emphasizes learning through guided interaction and scaffolding; Marie Clay's Emergent Literacy Theory, which recognizes the importance of early literacy experiences in developing reading proficiency; the Philippine Professional Standards for Teachers (PPST); the MATATAG Curriculum; and the Basic Education Development Plan (BEDP) 2030, the proposed Reading Activities were developed. These activities aim to strengthen teachers' literacy instruction, improve learners' word recognition and vocabulary development, cultivate positive reading habits, and promote meaningful literacy experiences that support the development of proficient and lifelong readers.

The proposed Reading Activities aim to:

1. strengthen the implementation of daily reading activities through engaging, developmentally appropriate, and learner-centered literacy experiences for Grade 1 learners;
2. improve the reading performance of Grade 1 learners by enhancing their word recognition, vocabulary development, oral reading fluency, and reading confidence through structured daily reading activities;
3. provide differentiated and meaningful reading activities that address the varying reading abilities and literacy needs of beginning readers;
4. increase learners' motivation, participation, and positive attitude toward reading by integrating enjoyable, interactive, and collaborative literacy experiences in the classroom, and
5. Address the issues and concerns encountered in the implementation of daily reading activities by providing practical reading interventions, appropriate reading materials, and opportunities for strengthened collaboration among teachers, parents, and school administrators to support learners' literacy development.

Scheme of Implementation

This scheme provides a systematic plan for implementing the proposed Reading Activities designed to strengthen the implementation of daily reading activities and improve the reading performance of Grade 1 learners. The implementation focuses on enhancing oral reading and guided reading activities, improving learners' word recognition and vocabulary development, increasing learner motivation and participation, strengthening home-school collaboration, and providing teachers with opportunities to improve literacy instruction. Through collaborative efforts among teachers, school heads, parents, and stakeholders, the proposed activities aim to develop beginning readers who possess strong foundational literacy skills and positive reading habits.

Table 17 Implementation Plan (Part 1 of 6)

Field	Details
Area of Concern	Strengthening the Implementation of Oral and Guided Reading Activities
Objectives	Enhance teachers' competence in implementing effective oral reading and guided reading activities that support learners' reading development.
Strategies	Conduct LAC sessions, demonstration teaching, peer coaching, mentoring, and workshops focusing on oral reading strategies, guided reading techniques, differentiated reading instruction, and learner-centered literacy practices.
Budget	₱8,000
Budget Source	School MOOE / INSET Funds
Time Frame	Term 1
Persons Involved	School Head, Reading Coordinator, Grade 1 Teachers, Master Teachers
Evaluative Measures	Attendance sheets, LAC documentation, classroom observation reports, training evaluation forms
Actual	To be determined

Accomplishments	
Remarks	For continuous improvement of teachers' reading instruction

Table 17 Implementation Plan (Part 2 of 6)

Field	Details
Area of Concern	Development and Provision of Reading Resources
Objectives	Provide adequate, developmentally appropriate, and engaging reading materials for Grade 1 learners.
Strategies	Develop, reproduce, and organize big books, leveled readers, flashcards, word cards, vocabulary charts, picture books, reading activity sheets, and localized reading materials appropriate for beginning readers.
Budget	₱15,000
Budget Source	School MOOE / PTA / LGU / Stakeholders
Time Frame	Terms 1–2
Persons Involved	School Head, Teachers, PTA Officers, Stakeholders
Evaluative Measures	Inventory of materials, utilization records, monitoring reports, teacher feedback
Actual Accomplishments	To be determined
Remarks	Materials shall be improved based on learners' needs

Table 17 Implementation Plan (Part 3 of 6)

Field	Details
Area of Concern	Reading Intervention and Literacy Enhancement Program
Objectives	Improve learners' word recognition, vocabulary development, and overall reading performance through structured and sustained reading interventions.
Strategies	Conduct daily reading sessions, guided reading groups, remedial reading sessions, peer-assisted reading, one-on-one reading conferences, and differentiated intervention activities for learners needing additional support.
Budget	₱10,000
Budget Source	School MOOE / Reading Program Funds / Stakeholder Support
Time Frame	Terms 1–3
Persons Involved	Grade 1 Teachers, Learners, School Head, Reading Coordinator
Evaluative Measures	Reading assessment results, learner progress records, intervention monitoring sheets, reading portfolios
Actual Accomplishments	To be determined
Remarks	Intervention shall be adjusted according to learner progress

Table 17 Implementation Plan (Part 4 of 6)

Field	Details
Area of Concern	Home-School Reading Partnership Program
Objectives	Strengthen parental involvement in supporting learners' reading development at

	home.
Strategies	Conduct parent orientation sessions, implement home reading activities, provide reading logbooks and take-home materials, and facilitate storytelling and shared-reading activities involving parents or guardians.
Budget	₱6,000
Budget Source	PTA / Stakeholders / Donations
Time Frame	Terms 2–3
Persons Involved	Parents, Teachers, School Head, Learners
Evaluative Measures	Reading logs, parent participation records, home reading monitoring forms, learner progress reports
Actual Accomplishments	To be determined
Remarks	Encourage sustained reading practice at home

Table 17 Implementation Plan (Part 5 of 6)

Field	Details
Area of Concern	Monitoring and Evaluation of Reading Activities
Objectives	Monitor the implementation and assess the progress of learners to determine the effectiveness and sustainability of the proposed reading activities.
Strategies	Conduct classroom observations, review reading assessment results, monitor learner progress, gather teacher and parent feedback, and conduct an end-of-term evaluation to identify areas for improvement.
Budget	₱4,000
Budget Source	School MOOE
Time Frame	Terms 1–3
Persons Involved	School Head, Teachers, Reading Coordinator, Researcher
Evaluative Measures	Monitoring reports, assessment results, accomplishment reports, feedback forms, evaluation findings
Actual Accomplishments	To be determined
Remarks	Results shall serve as basis for succeeding reading activities

Table 17Implementation Plan (Part 6 of 6)

Field	Details
Area of Concern	TOTAL
Objectives	
Strategies	
Budget	₱43,000
Budget Source	
Time Frame	School Year 2026–2027
Persons Involved	
Evaluative Measures	
Actual Accomplishments	

Remarks	

Enhanced Reading Activities

A. Oral Reading Activities

Activity 1. Read-Aloud and Echo Reading

Component	Activity Details
Objective	To develop learners' word recognition, pronunciation, oral reading fluency, and confidence in reading aloud.
Materials	Short story, big book, printed reading passage, or teacher-made reading cards.
Procedure	The teacher selects a short and developmentally appropriate reading text. The teacher reads the text aloud first while modeling correct pronunciation, phrasing, and expression. Learners listen carefully and follow the text. The teacher then reads one sentence or phrase at a time, and the learners repeat it chorally. Difficult words are identified and practiced before the learners reread the passage. The activity ends with selected learners reading short portions of the text independently.
Suggested Duration	10–15 minutes daily
Reading Skills Targeted	Word recognition, pronunciation, oral reading fluency, and vocabulary development.
Expected Outcome	Learners are expected to recognize and pronounce familiar words more accurately and demonstrate greater confidence when reading aloud.

Activity 2. Picture-to-Word Reading

Component	Activity Details
Objective	To strengthen learners' ability to recognize familiar words and associate words with their meanings.
Materials	Picture cards, word cards, flashcards, and teacher-made illustrations.
Procedure	The teacher presents familiar pictures to the learners and asks them to identify each object, person, or action shown. The corresponding word card is then presented. Learners read the word aloud and match it with the correct picture. The teacher provides pronunciation support when necessary. Learners are subsequently asked to use selected words in simple oral sentences.
Suggested Duration	10 minutes daily
Reading Skills Targeted	Word recognition and vocabulary development.
Expected Outcome	Learners are expected to recognize commonly encountered words and demonstrate understanding of their meanings through pictures and simple oral sentences.

Activity 3. Word-and-Sentence Reading Drill

Component	Activity Details
Objective	To improve learners' recognition of frequently used words and their ability to read the words in meaningful sentences.
Materials	Word cards, sentence strips, flashcards, and short reading passages.
Procedure	The teacher selects five to ten target words from the day's reading material. The teacher presents each word and guides the learners in reading it aloud. After practicing the words individually, the teacher presents simple sentences containing the target words. Learners read the sentences chorally, by pairs, and individually. The teacher provides corrective feedback and repeats difficult words as needed.
Suggested Duration	10–15 minutes daily
Reading Skills Targeted	Word recognition, pronunciation, and vocabulary development.
Expected Outcome	Learners are expected to recognize target words more quickly and accurately and use the words appropriately when reading simple sentences.

Activity 4. Partner Reading Relay

Component	Activity Details
Objective	To encourage active participation and improve learners' oral reading fluency and confidence.
Materials	Short reading passages, story cards, or leveled reading texts.
Procedure	The teacher organizes the learners into pairs. Each pair receives a short reading passage appropriate to their reading level. One learner reads the first sentence while the partner follows the text. The partners then exchange roles. After completing the passage, each pair rereads the text together. The teacher moves around the classroom to monitor pronunciation and provide assistance to learners who experience difficulty.
Suggested Duration	10–15 minutes
Reading Skills Targeted	Oral reading fluency, word recognition, pronunciation, and reading confidence.
Expected Outcome	Learners are expected to participate more actively in oral reading and demonstrate improved accuracy and confidence in reading short texts.

Activity 5. Story Retelling Through Oral Reading

Component	Activity Details
Objective	To strengthen learners' vocabulary and oral expression through reading and retelling a familiar story.
Materials	Short illustrated story, picture cards, vocabulary cards, and story sequence cards.
Procedure	The teacher introduces a short illustrated story and identifies several unfamiliar or important words. Learners first read the story with teacher support. After reading, the teacher displays selected pictures or sequence cards from the story. Learners use the pictures as prompts to retell the events in their own words. The teacher encourages learners to use vocabulary words encountered in the story.
Suggested Duration	15 minutes
Reading Skills Targeted	Vocabulary development, oral reading, comprehension, and oral expression.
Expected Outcome	Learners are expected to demonstrate understanding of newly encountered vocabulary and use appropriate words when orally retelling a familiar story.

B. Guided Reading Activities

Activity 1. Picture Walk and Predict

Component	Activity Details
Objective	To develop learners' vocabulary and prepare them for understanding a short reading text.
Materials	Illustrated storybook, picture cards, and vocabulary cards.
Procedure	Before reading the story, the teacher shows the learners the illustrations without initially reading the text. Learners identify familiar objects, people, places, and actions in the pictures. The teacher introduces selected vocabulary words that may be unfamiliar to the learners. Learners then make simple predictions about what the story may be about. The teacher reads the story with the learners and revisits their predictions after reading.
Suggested Duration	10–15 minutes
Reading Skills Targeted	Vocabulary development, word recognition, and comprehension.
Expected Outcome	Learners are expected to acquire new vocabulary and use visual information to support understanding of the text.

Activity 2. Teacher-Guided Small-Group Reading

Component	Activity Details
Objective	To provide targeted reading support according to learners' individual reading abilities.
Materials	Level-appropriate short texts, word cards, picture cards, and teacher-made reading materials.
Procedure	The teacher groups learners according to their reading needs and provides each group with an appropriate short text. The teacher introduces selected vocabulary words before reading. Learners read the text with teacher guidance, while the teacher assists them in identifying letters, sounding out unfamiliar words, recognizing familiar words, and understanding simple sentences. Learners are given opportunities to reread the passage with decreasing teacher assistance.
Suggested Duration	15–20 minutes
Reading Skills Targeted	Word recognition, pronunciation, vocabulary development, and reading accuracy.
Expected Outcome	Learners are expected to demonstrate improved accuracy in recognizing and reading words appropriate to their reading level.

Activity 3. Word Hunt in the Story

Component	Activity Details
Objective	To strengthen learners' ability to identify, read, and understand target vocabulary within a meaningful text.
Materials	Short reading passage, word cards, pencils, crayons, or highlighters.
Procedure	The teacher introduces several target words from the reading passage. Learners are guided to locate each word in the text. After finding the words, learners read them aloud and identify their meanings using pictures, context clues, or teacher explanations. The learners then reread the sentences containing the target words.
Suggested Duration	10–15 minutes
Reading Skills Targeted	Word recognition and vocabulary development.
Expected Outcome	Learners are expected to identify target vocabulary more accurately and understand the meaning of words as used in a simple reading context.

Activity 4. Read, Match, and Arrange

Component	Activity Details
Objective	To improve word recognition and understanding of simple sentences through guided reading tasks.
Materials	Word cards, sentence strips, picture cards, and short reading passages.
Procedure	The teacher prepares simple sentences taken from or related to the reading text. Learners first read the sentences with teacher guidance. They then match each sentence with its corresponding picture. Afterward, selected sentences are separated into individual word cards. Learners arrange the cards in the correct order to reconstruct the sentence. The completed sentences are read aloud by the learners with teacher assistance.
Suggested Duration	15 minutes
Reading Skills Targeted	Word recognition, vocabulary development, sentence reading, and comprehension.
Expected Outcome	Learners are expected to recognize familiar words, understand simple sentence meaning, and arrange words correctly to form meaningful sentences.

Activity 5. Guided Story Mapping

Component	Activity Details
Objective	To develop vocabulary and comprehension by helping learners identify important information from a short text.
Materials	Short illustrated story, story map worksheet, picture cards, and vocabulary cards.
Procedure	The teacher reads a short story together with the learners and pauses at appropriate points to ask simple guiding questions. Learners identify the characters, setting, important events, and ending of the story. With teacher assistance, they place words or pictures in the appropriate sections of a simple story map. Newly learned vocabulary is revisited and used in short oral responses. The completed story map is then used to guide learners in retelling the story.
Suggested Duration	15–20 minutes
Reading Skills Targeted	Vocabulary development, reading comprehension, word recognition, and sequencing.
Expected Outcome	Learners are expected to identify important details from a text, demonstrate understanding of selected vocabulary, and organize story events in the correct sequence.

Implementation Guide for the Proposed Reading Activities

The proposed reading activities may be incorporated into the daily classroom reading routine. Teachers may select one or more activities depending on the learners' reading level, available instructional time, and learning needs. Activities may be conducted individually, in pairs, or in small groups to accommodate differences in reading ability. Simple and locally available materials may be used to address the concern regarding limited reading resources.

For learners who experience difficulty in recognizing letters and words, teachers may provide additional repetition, modeling, and individualized guidance. Learners who demonstrate greater reading proficiency may be provided with slightly more challenging texts and vocabulary. To address learners' low interest in reading, teachers may use colorful pictures, familiar stories, games, peer activities, and topics connected to learners' everyday experiences.

Parents may also be encouraged to support selected activities at home, particularly picture-to-word reading, repeated oral reading, and simple story retelling. Through coordination between school and home, learners may be provided with additional opportunities to practice reading beyond the classroom.

The proposed activities are intended to complement existing classroom reading practices rather than replace established literacy programs. Their implementation may be adjusted based on learners' needs, available resources, instructional time, and teacher judgment. Continuous monitoring of learners' participation and reading performance may be undertaken to determine which activities provide the most appropriate support for developing word recognition and vocabulary development among Grade 1 learners.

Conclusion

The study concludes that the implementation of daily reading activities plays a significant role in improving the reading performance of Grade 1 learners. The consistent use of oral reading and guided reading activities provides learners with meaningful opportunities to strengthen word recognition, expand vocabulary, develop reading confidence, and improve overall literacy skills. The significant relationship between the implementation of daily reading activities and learners' reading performance confirms that regular, structured, and teacher-guided reading instruction contributes to better learning outcomes among beginning readers.

Although daily reading activities were implemented to a very high extent, several challenges continue to influence their effectiveness, including limited instructional resources, insufficient parental support, learner motivation, and irregular attendance. Addressing these concerns through collaborative efforts among teachers, school administrators, parents, and other stakeholders will further strengthen literacy instruction and support the Department of Education's goal of developing proficient readers during the early grades.

Recommendations

Based on the findings and conclusions, teachers are encouraged to sustain the consistent implementation of oral reading and guided reading activities while using varied and engaging reading materials that address the different reading abilities of learners. School heads should continue providing instructional supervision, adequate literacy resources, and professional development opportunities related to reading instruction. Parents are encouraged to reinforce daily reading habits at home by providing regular reading opportunities and supporting their children's literacy development. The Department of Education may strengthen early literacy programs through the continuous provision of developmentally appropriate reading materials and teacher capacity-building initiatives. Future researchers may conduct similar studies involving larger groups of respondents, different grade levels, or additional variables to further validate the effectiveness of daily reading activities and assess the implementation of the proposed reading activities.

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