

# Reading Comprehension Levels and Skills of Filipino Grade 8 Students: A Basis for Catch-up Friday Activities

**Lodee Paguipag Basali**

Graduate School Student, College of Teacher Education – Graduate Study, University of the Cordilleras, Baguio City, 2600, Philippines

## ABSTRACT

Despite the global emphasis on literacy, the Philippines continues to lag in reading proficiency, as evidenced by international assessments. A new program, "Catch-Up Fridays," has been introduced by the Department of Education, providing dedicated time for students to focus on improving their reading skills and addressing gaps in comprehension. This research aims to identify specific areas needing intervention to improve students' reading skills and to enhance their critical 21st-century skills such as critical thinking, problem-solving, and effective communication.

Specifically, this study investigated the reading comprehension levels and skills of Grade 8 students at Baguio City National Science High School, focusing on the impacts of gender and the use of English as a primary language at home. Employing a quantitative descriptive research design, the study assessed 150 students using a questionnaire adapted from the Philippine Informal Reading Inventory (Phil-IRI). Results indicate that most of the students are at the instructional (48.67%) and independent (48.00%) reading levels, with a mean comprehension score of 79%. Gender analysis reveals males generally outperform females, while language analysis shows students using English at home have higher comprehension levels than their peers. The least mastered skill is using context clues, with inferential skills such as predicting outcomes and making inferences also needing improvement. The findings emphasize the need for targeted interventions to address least mastered skills, particularly for students at the frustration level, and highlight the importance of addressing gender disparities and supporting non-English-speaking students.

**KEYWORDS:** reading, reading proficiency, reading comprehension levels, reading comprehension skills, least mastered skills

## INTRODUCTION

In recent years, the educational landscape has evolved and adapted to meet the demands of globalization and the digital world. This gave rise to emphasis of the so-called 21<sup>st</sup> century skills which were defined by van Laar et al. (2020) as “the skills needed for education and the workplace in the current economy.” Within these skills which encompass the blend of technical proficiency, critical thinking, creativity, collaboration, and communication, reading can be seen as a foundational skill that underpins and enhances all others. As aptly put by the Texas Education Agency (2017), reading is “central to learning.” It lays the foundation for students’ future success by equipping individuals with the ability to comprehend

information, think critically, and adapt to new challenges, essential qualities for thriving in the modern world.

At its core, reading is viewed as “a message-getting, problem-solving activity” (Clay, 2001, as cited by Zoeller, 2015). Rather than simply decoding text by combining syllables or letters, the reader engages in strategic activities to understand the text. According to Hulme and Snowling (2015), a proficient reader can decode texts efficiently and construct a cohesive “mental representation” of the passage's meaning. Therefore, the primary goal of reading is comprehension. Without comprehension, reading becomes a frustrating and meaningless activity of recognizing words. (Texas Education Agency, 2002).

Reading encompasses three interconnected components—the reader, the text, and the activity—each embedded within a wider sociocultural framework. (Butterfuss et al., 2020). In the report of Anderson et al. (1985) entitled “Becoming A Nation of Readers: The Report on the Commission on Reading, the authors presented reading as something that is akin to a symphony orchestra with three distinct features. First, reading, much like performing a symphony, is a holistic activity. Although reading can be broken down into subskills such as letter recognition and word identification, merely executing these subskills sequentially does not amount to reading. True reading occurs when these elements are combined into a seamless, integrated performance. Second, achieving proficiency in reading, similar to mastering a musical instrument, requires extensive practice over time. Third, just as a musical piece can have various interpretations, so too can a text. The interpretation of a text is influenced by the reader's background, the purpose of reading, and the context in which the reading takes place.

Similarly, The Texas Education Agency in their study entitled “Comprehension instruction” in 2002 mentioned that a new concept of reading was formulated from the works of cognitive scientists. Accordingly, the act of constructing meaning is interactive, strategic, and adaptable. Being interactive, reading involves not just the reader but also the text and the context in which reading takes place. Next, reading is strategic as readers have their goals and reasons for reading and they use various strategies and skills as they create meaning from texts. Lastly, reading is adaptable because readers can change and tailor their strategies depending on their purpose and the nature of the text.

In relation, Smith et al. (2021) view reading as the interaction between the skills and cognitive processes of the reader and the linguistic characteristics of a text. This entails not only decoding and recognizing words but also engaging higher-level cognitive functions such as making inferences, predicting outcomes, and synthesizing information. They argue that effective reading comprehension is achieved when readers can fluidly integrate these skills, applying them in real-time to understand and interpret the text's meaning. The Simple View of Reading, formulated by Philip B. Gough and William E. Tunmer in the 1980s, highlights two essential competencies for literacy development namely word recognition or decoding and language comprehension (Minshew, 2023). Decoding, or the ability to translate text into speech, is only part of the process of reading comprehension. The other part is language comprehension, or the ability to understand spoken language. All struggling readers have difficulty with either language comprehension or decoding or both.

In addition to knowing about the process of reading comprehension, it is also crucial for teachers to be adept at assessing students' reading levels to determine where to provide support because assessment is the guide for instruction in the classroom. According to Wren (2002), reading comprehension assessments are widely used in published reading tests, typically involving children reading a text passage suitable for their age or grade level. Subsequently, they are asked explicit, detailed questions about the text content, often referred to as Informal Reading Inventories (IRIs).

It is then imperative for educators to nurture strong reading comprehension skills. These skills empower students to engage deeply with diverse subjects, develop empathy, and embrace lifelong learning in a rapidly evolving world. However, statistics highlight a concerning global trend in education. In a press article released by UNICEF, it was highlighted that “only a third of 10-year-olds globally are estimated to be able to read and understand a simple written story. The rest around two-thirds (64%) are unable to cover this marker for minimum proficiency in reading comprehension” (UNICEF, 2022). With this, UNICEF warns of the global education crisis and the need for urgent actions around the world.

In the Philippines, the state of reading comprehension among students is equally concerning. According to a report from the Congressional Policy and Budget Research Department of the House of Representatives of the Philippines presented in February 2024, the country's performance in the Program for International Student Assessment (PISA) has been consistently poor. The report highlights that in 2018, the Philippines ranked at the bottom, 78th out of 78 countries, and in 2022, it ranked 77th out of 81 countries. Moreover, in the PISA 2022 report in English, some 24% of students in the Philippines attained Level 2 or higher in reading (OECD average: 74%). This implies that while a portion of students in the Philippines have attained basic reading comprehension skills, the percentage is lower than the average performance of students in other countries participating in the PISA assessment. Moreover, almost no Filipino students who took the test scored at Level 5 or higher in reading. This suggests that a very small percentage of students in the Philippines have achieved the level of reading comprehension expected at Level 5 or higher, which implies that they may struggle to comprehend lengthy texts, understand abstract or complex concepts, and make nuanced distinctions between fact and opinion based on implicit cues. These findings are consistent with the results of the Southeast Asia Primary Learning Metrics (SEA-PLM) in 2019, which show similar trends. The SEA-PLM 2019 National Report for the Philippines revealed that an average Filipino Grade 5 student can read various everyday texts fluently and starting to grasp their meaning. However, only 10% of these students reached the minimum proficiency level in reading, as defined by SDG 4 for the end of primary education. These proficient students are able to comprehend texts with familiar structures and handle conflicting information (UNICEF Philippines, 2019).

To address the pressing issue of poor reading comprehension among Filipino students, the Department of Education (DepEd) issued DepEd Memorandum 001, s. 2024 titled "Implementation of Catch-up Fridays." The memorandum underscores the significance of the department's ongoing efforts in bolstering students' academic achievements, specifically addressing the identified low proficiency levels in reading as revealed by both national and international large-scale assessments. All Fridays throughout the school year shall be designated as Catch-up Fridays wherein Filipino learners' knowledge and skills in and appreciation of reading, values, health, and peace education are strengthened. The first half of the day is allotted to improving the reading skills of students under the National Reading Program.

### **Statement of the problem**

Catch-up Fridays provide educators with a valuable opportunity to dedicate focused time to support students' academic growth, particularly in areas where they may be struggling, such as reading comprehension. To maximize the effectiveness of these sessions and ensure targeted interventions, it is crucial to have a clear understanding of students' current reading comprehension levels and skills. As such, the findings of this research form a foundational basis for designing and implementing Catch-up Friday activities that address the specific needs of students. Specifically, it aims to answer the following questions:

1. What are the reading comprehension levels of Grade 8 students at Baguio City National Science High School by:
  - a. Gender
  - b. Use of English as Primary Language at Home
2. What are the least mastered reading comprehension skills of the students?

## METHODOLOGY

### Research Design

The researcher used the quantitative descriptive research design to systematically measure and describe specific aspects of a phenomenon—specifically, the reading comprehension levels and skills of students. According to Creswell (2009), quantitative research involves testing objective theories by analyzing relationships among measurable variables, which are quantified using instruments to enable statistical analysis of numerical data. Additionally, the descriptive research approach, as a fundamental research method, examines the current state of a situation (Williams, 2007). Its primary objective is to offer a detailed and precise portrayal of the characteristics of the phenomenon under investigation.

### Population and Locale

This study was conducted at Baguio City National Science High School in Baguio, Philippines. The respondents were 150 Grade 8 students enrolled during the school year 2023-2024. These students are part of the Science, Technology, and Engineering (STE) program and maintain a general average of 85% or higher across all subjects. To ensure comprehensive representation and eliminate potential selection bias associated with smaller samples, the researcher employed total enumeration, including all eligible students in the study.

### Research Instrument

This study used a questionnaire adapted from the Philippine-Informal Reading Inventory (Phil-IRI) Manual 2018. The Philippine Informal Reading Inventory (Phil-IRI) was created to provide classroom teachers a tool for measuring and describing the reading performance of Filipino students in the English language. It is an assessment tool composed of graded passages designed to determine a student's reading level.

The questionnaire used in this study is divided into two main sections. The first section collects demographic information, including two specific questions regarding the respondent's gender and the use of English as the primary language at home.

The second section of the questionnaire is derived from the Post-test section of the Phil-IRI Silent Reading Comprehension Test. In this section, respondents are instructed to read three carefully selected passages. After reading each passage, students are required to answer a series of questions designed to assess their understanding and comprehension of the material.

To measure the reading comprehension level of the students based on passage difficulty, the following formula (based on the Phil-IRI Manual) was used:

$$\text{Comprehension} = \frac{\text{no. of correct answers}}{\text{no. of questions}} \times 100$$

The level of reading comprehension was determined using the following:

Computed Comprehension (in %)	Reading Comprehension Level
80 – 100%	Independent
59 – 79%	Instructional
58% and below	Frustration

The parameters used in describing the level of mastery of the identified least mastered skills are adapted from DepEd Order 31, s. 2012 entitled “Policy Guidelines on the Implementation of Grades 1 to 10 of The K to 12 Basic Education Curriculum (Bec) Effective School Year 2012-2013 prescribed by the Department of Education – Philippines.

Level of Proficiency	Equivalent Value
Beginning	74% and below
Developing	75-79%
Approaching Proficiency	80-84%
Proficient	85-89%
Advanced	90% and above

### Treatment of Data

To assess the students' comprehension levels, the researcher utilized measures such as frequency, mean, and percentage. Additionally, to identify the least mastered skills, a ranking method was employed. This involved assessing and categorizing the proficiency levels across different reading comprehension skills. By ranking these skills based on their mastery levels among students, the study aimed to highlight areas needing targeted improvement and intervention.

### RESULTS AND DISCUSSION

The results of this study provide a comprehensive overview of the reading comprehension proficiency of Grade 8 students at Baguio City National Science High School. This section presents detailed data and interpretation on various aspects of the students' reading comprehension levels and skills.

Reading Comprehension Level	f	%
Frustration (58% and below)	5	3.33%
Instructional (59-79%)	73	48.67%
Independent (80-100%)	72	48.00%
Mean Comprehension Level		79% (Instructional)

**Table 1. Reading Comprehension Levels of Grade 8 Students at Baguio City National Science High School**

The English reading comprehension of students in silent reading is presented in Table 1. As shown in the table, majority of the students belong to the instructional level (48.67%) and independent level (48.00%). Students under the independent level can read passages at their grade level on their own without any assistance while those who are classified as instructional can read with the support of the teacher. On the other hand, only 3.33% of the students are frustration readers which means that they cannot read and



understand texts at their grade level on their own. With a mean comprehension score of 79% indicates most students were in the instructional range, indicating they had varied but generally good reading skills. The respondents belong to the Science, Technology, and Engineering (STE) program and maintain a general average of 85% therefore the results are not surprising and support the claim of Ercikan et al. (2015) as cited by Nyarko et al. (2018) that reading proficiency has a strong positive correlation with mathematics and science abilities. Additionally, in the study of Reed et al in 2016, they have concluded that literacy is critical to learning and demonstrating knowledge of science concepts, regardless of ability level. With this, there is a need to strengthen the reading abilities of the students in order for them experience optimal learning in their field of interest.

Though a small percentage of the respondents are under the frustration level, this highlights an area that requires focused intervention. According to Lucas et al. (2021), students with low reading proficiency often feel socially isolated at school, experience a weak sense of belonging, view their peers as unhelpful, and are frequently subjected to bullying.

**Table 2. Reading Comprehension Levels of Grade 8 Students by Gender**

Reading Comprehension Level	Gender	f	%	
Frustration (58% and below)	Male	2		1.33%
	Female	3		2.00%
Instructional (59-79%)	Male	19		12.67%
	Female	54		36.00%
Independent (80-100%)	Male	32		21.33%
	Female	40		26.67%
Mean Comprehension Level (Males)			81.21% (Independent)	
Mean Comprehension Level (Females)			78.99% (Instructional)	

Table 2 presents the reading comprehension level of students by gender. A small percentage of both male and female students are at the frustration level, with slightly more females (2.00%) compared to males (1.33%) experiencing significant difficulties in reading comprehension. Furthermore, a higher percentage of females (36.00%) compared to males (12.67%) are in the instructional level, suggesting that more female students may need support to enhance their reading comprehension skills. On the other hand, both genders show a significant proportion of students achieving the independent level, capable of understanding texts without assistance. However, a slightly higher percentage of females (26.67%) compared to males (21.33%) demonstrate this level of proficiency, indicating strong reading skills among these students. Overall, the mean comprehension score for male students is 81.21%, placing them in the independent range, while the mean score for female students is 78.99%, slightly lower and within the instructional range. This indicates that on average, male students exhibit higher reading proficiency than female students in this cohort. These results highlight gender disparities in reading comprehension levels, with males, on average, performing better than females.

The passages used in the questionnaire answered by the respondents are science-related and the findings from this study align with other research indicating that while girls typically excel in reading comprehension, their performance can vary depending on the subject matter of the passages. In a study examining gender differences in college-level achievement test performance, Doolittle and Welch (1989)

identified significant gender disparities related to specific reading passages. They reported that females outperformed males on humanities-oriented passages, while males achieved higher scores than females on science-oriented passages. Also, in a research study on gender differences in L2 reading comprehension conducted in the Netherlands, Bügel and Buunk (1996) discovered that the topic of the text significantly influences gender-based differences in scores on the national foreign language examination. Males performed notably better on multiple-choice questions for essays about laser thermometers, volcanoes, cars, and football players, while females scored higher on comprehension tests for essays on topics like midwives, a sad story, and a housewife's dilemma (Brantmeier, 2003).

These results suggest that educators and test designers should consider the influence of passage content when assessing reading comprehension skills. Providing a balanced mix of topics in reading assessments may offer a more accurate measure of students' abilities and ensure fairness across genders. Additionally, understanding these gender-based differences can help in designing targeted interventions to support both boys and girls in developing comprehensive reading skills across various subjects.

**Table 3. Reading Comprehension Level of Students by Primary Language Used at Home**

Reading Comprehension Level	Primary Language used at home	f	%
Frustration (58% and below)	English	0	0.00%
	Not English	5	3.33%
Instructional (59-79%)	English	14	9.33%
	Not English	59	39.33%
Independent (80-100%)	English	23	15.33%
	Not English	49	32.67%
Mean Comprehension Level (English)		82.54% (Independent)	
Mean Comprehension Level (Not English)		78.87% (Instructional)	

According to an official from the Department of Education (DepEd), children who primarily use English at home achieved lower scores on the Programme for International Student Assessment (PISA) in comparison to their peers who do not use English as their primary language (Mangaluz, 2024, para. 1). While the official who mentioned this information clarified that the department cannot make hard conclusions as to why this happened yet, the researcher tried to investigate this by exploring differences in reading comprehension skills between students who primarily use English at home and those who do not.

In Table 3, it is shown that none of the students who use English as their primary language at home fall into the frustration level, while 3.33% of students who do not use English at home struggle significantly with reading comprehension. Additionally, a notable disparity is seen at the instructional level, with a higher percentage of students who do not use English at home (39.33%) needing support to understand texts, compared to only 9.33% of students who use English at home. Students who use English at home also perform better at the independent level, with 15.33% achieving this proficiency, while a larger percentage (32.67%) of students who do not use English at home also show strong independent reading skills. Overall, the mean comprehension score for students who use English at home is 82.54%, placing them in the independent range. In contrast, the mean score for those who do not use English at home is 78.87%, within the instructional range.

These findings show the complexity of reading comprehension, highlighting the need to consider various factors before drawing conclusions. As Murray (2016) emphasized, reading comprehension ability is complex and multifaceted; it is comprised of understanding a text’s vocabulary, knowledge of the topic, and comprehension of its language structures. Also, research suggest that various internal and external factors affect reading proficiency of students (Wutthisingchai & Stopps, 2018; Rohimah, 2021; Liu et al., 2022; Rojas, 2022).

**Table 4. Least Mastered Reading Comprehension Skills of Grade 8 Students at Baguio City National Science High School**

Reading Comprehension Skills	Percentage	Rank	Level of Mastery
Using Context Clues	63.00	1	Beginning
Predicting Outcome	73.67	2	Beginning
Making Inferences	74.22	3	Beginning
Drawing Conclusions	75.17	4	Developing
Identifying the Main Idea	81.33	5	Approaching Proficiency
Formulating recommendations	82.44	6	Approaching Proficiency
Understanding explicit information	89.11	7	Proficient
Making Judgments	92.00	8	Advanced

Table 4 shows the reading comprehension skills of the respondents ranked from the least mastered to the most mastered. "Using Context Clues" is the least mastered skill, with a proficiency level of 63% among students. This places it at the beginning level of mastery in which students struggle with their understanding of the prerequisite and fundamental knowledge and application of the skill. Context clues are hints intentionally or naturally embedded within texts to assist students in understanding the meanings of unfamiliar words (Tuyen & Hutten, 2019). This is an essential skill that students must possess so that they can be able to decipher the meaning of words independently thereby fostering deeper comprehension and improving overall literacy skills.

The identification of "Using Context Clues" as the least mastered skill among the respondents underscores the importance of giving classroom activities that will lead students to master this foundational skill. Without a strong grasp of this skill, students may find it challenging to navigate and interpret complex texts accurately. İlter (2019), after conducting an experimental study on using a direct instruction method in teaching context clues to sixth-grade students, suggest that a reading intervention focused on using context clues can have a worthwhile effect on the ways in which students who experience difficulties with comprehension increase their proficiency in learning from context and hence build their vocabularies. Another study conducted by Apriliyanti et al. (2020) concluded that the Context Clues Strategy was effective in helping students improve their reading comprehension especially in narrative texts.

After context clues, “Predicting outcomes” (73.67%; beginning), “Making Inferences” (74.22%; beginning), and “Drawing conclusions” (75.17%; developing) follow as the next least learned competencies and all three skills are under the inferential level of comprehension. According to Basaraba (2012), inferential questions require readers to understand relationships that may not be explicitly stated in the passage but are essential for passage understanding and are an extension of the literal level logical extension of the recognition step of literal comprehension. In the study conducted by Dirgantari &



Susantiningdyah (2020), it was shown that in almost all levels of reading texts, inferential and evaluative reading questions are considered as the most difficult, as shown by the few numbers of correct answers. These results imply that students at this stage are challenged in moving beyond literal comprehension to inferential thinking, which is essential for deeper understanding of texts. Strengthening these inferential skills is critical as it enables students to make connections, interpret underlying meanings, and draw conclusions based on implicit information.

Furthermore, the results show that the respondents performed better in the other skills such as “Identifying the Main Idea (81.33%), “Formulating Recommendations (82.44%), and “Understanding Explicit Information (89.11%). Identifying main ideas and understanding explicit information are considered literal questions indicating that the students can easily retrieve informative that are explicitly stated in the reading passages. Surprisingly, the competency which got the highest level of mastery is “Making Judgments” which is considered an evaluative question. Evaluative questions require readers to analyze and critically interpret the text based on their prior knowledge and experiences.

## CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, most students demonstrated proficiency in comprehending texts at the instructional and independent levels, indicating their ability to engage with varying levels of textual complexity with moderate to minimal support. However, the presence of students at the frustration level underscores a critical area necessitating targeted interventions to ensure all learners achieve independent engagement with grade-level texts. Moreover, the identified least mastered skills need to be reinforced during instruction. Specifically, teachers need to target the higher-order thinking skills of students as these skills are crucial for deeper comprehension and critical thinking, which are vital in academic and real-world contexts. Moreover, the study shows the importance of considering students' backgrounds, particularly their gender and primary language at home, when designing interventions. Addressing these factors can help tailor educational strategies to better support diverse learner needs and improve overall reading outcomes.

Moving forward, educators should use these insights to improve teaching methods and curriculum design, ensuring every student has fair chances to enhance their reading comprehension abilities. This approach will enable schools to actively support wider educational objectives and programs focused on promoting academic achievement and comprehensive student growth.

In view of the foregoing, the following activities are recommended to be implemented during Catch-up Fridays to enhance reading comprehension among students:

1. Administer various assessments of students across all grade levels. Teachers should utilize these assessments to tailor activities during Catch-up Fridays effectively.
2. Design and implement focused interventions, particularly for students at the frustration level, to improve their ability to comprehend grade-level texts independently. This may include one-on-one sessions, peer-assisted work, small group activities, or specialized reading programs tailored to individual needs.
3. Provide varied texts that would cater to the interests of both males and females. This approach can help engage students more effectively and foster a deeper connection with the reading material.
4. Foster a safe environment that encourages students to actively use English without fear of being ridiculed, both in classroom discussions and in their reading practices.

5. Utilize evidence-based strategies such as explicit teaching of context clue strategies, guided practice in predictive and inferential reading techniques, and scaffolded activities to strengthen students' inferential abilities. Language games and activities may also be incorporated to stimulate students' interest.
6. Continuously monitor students' progress in mastering reading comprehension skills and adjust instructional strategies as necessary.

## REFERENCES

1. Anderson, R. C., Hiebert, E. H., Scott, J. A., & Wilkinson, I. A. G. (1985). *Becoming a Nation of Reading: The Report of the Commission on Reading*. <https://eric.ed.gov/?id=ED253865>
2. Apriliyanti, Tarigan, K. E., & Pangaribuan, J. J. (2018). Improving students' reading comprehension through context clues strategy at the eighth grade of smp dharma wanita medan. In *kairos elt journal* (Vol. 2, Issue 3).
3. Brantmeier, C. (2003). Reading in a Foreign Language: Does gender make a difference? Passage content and comprehension in second language reading. 15(1). <https://www2.hawaii.edu/~readfl/rfl/April2003/brantmeier/brantmeier.html>
4. Bügel, K., & Buunk, B. P. (1996). Sex Differences in Foreign Language Text Comprehension: The Role of Interests and Prior Knowledge on JSTOR. *The Modern Language Journal*. <https://www.jstor.org/stable/329055?origin=crossref>
5. Butterfuss, R., Kim, J., & Kendeou, P. (2020). Reading Comprehension. In *Oxford Research Encyclopedia of Education*. Oxford University Press. <https://doi.org/10.1093/acrefore/9780190264093.013.865>
6. Congressional Policy and Budget Research Department: House of Representatives. (2024). *Philippines' Performance in the 2018 and 2022 PISA*.
7. Creswell, J. W. (2009). *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE, 3rd Edition. [https://www.ucg.ac.me/skladiste/blog\\_609332/objava\\_105202/fajlovi/Creswell.pdf](https://www.ucg.ac.me/skladiste/blog_609332/objava_105202/fajlovi/Creswell.pdf)
8. Department of Education-Bureau of Learning Resources (DepEd-BLR). (2018). *The Philippine Informal Reading Inventory Manual 2018*. <https://lrmds.deped.gov.ph/detail/13908>
9. Doolittle, A., & Welch, C. (1989). Gender Differences in Performance on a College-level Achievement Test. [https://www.act.org/content/dam/act/unsecured/documents/ACT\\_RR89-9.pdf](https://www.act.org/content/dam/act/unsecured/documents/ACT_RR89-9.pdf)
10. Hulme, C., & Snowling, M. J. (2013). Learning to Read: What We Know and What We Need to Understand Better. *Child Development Perspectives*, 7(1), 1–5. <https://doi.org/10.1111/cdep.12005>
11. İter, İi. (2019). The Efficacy of Context Clue Strategy Instruction on Middle Grades Students' Vocabulary Development. *RMLE Online*, 42(1), 1–15. <https://doi.org/10.1080/19404476.2018.1554522>
12. Liu, H., Chen, X., & Liu, X. (2022). Factors influencing secondary school students' reading literacy: An analysis based on XGBoost and SHAP methods. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.948612>
13. Lucas, R. I., Pulido, D., Miraflores, E., Ignacio, A., Tacay, M., & Lao, J. (2010). A Study on the Intrinsic Motivation Factors in Second Language Learning Among Selected Freshman Students. *Philippine ESL Journal*, 4.

14. Mangaluz, J. (2024). Kids who speak English at home score lower at PISA -- DepEd. Inquirer.Net. <https://newsinfo.inquirer.net/1887837/kids-who-speak-english-at-home-score-lower-at-pisa-deped-observes>
15. Minsheu, A. (2023). The Simple View of Reading: What You Need to Know. <https://www.waterford.org/education/simple-view-of-reading/>
16. Murray, M. S. (2016). 4. Language Comprehension Ability: One of Two Essential Components of Reading Comprehension. In *Steps to Success: Crossing the Bridge Between Literacy Research and Practice*. <https://ecampusontario.pressbooks.pub/stepstosuccess/chapter/4-language-comprehension-ability-one-of-two-essential-components-of-reading-comprehension/>
17. Nyarko, K., Kugbey, N., Kofi, C. C., Cole, Y. A., & Adentwi, K. I. (2018). English Reading Proficiency and Academic Performance Among Lower Primary School Children in Ghana. *SAGE Open*, 8(3). <https://doi.org/10.1177/2158244018797019>
18. Republic of the Philippines Department of Education. (2012). DepEd Order No. 31, s.2012: Policy Guidelines on the Implementation of Grades 1 to 10 of the K to 12 Basic Education Curriculum (BEC) Effective School Year 2012-2023. [https://www.deped.gov.ph/wp-content/uploads/2012/04/DO\\_s2012\\_31.pdf](https://www.deped.gov.ph/wp-content/uploads/2012/04/DO_s2012_31.pdf)
19. Republic of the Philippines Department of Education. (2024). DepEd Memorandum No. 001, s. 2024: Implementation of Catch-Up Fridays. [https://www.deped.gov.ph/wp-content/uploads/DM\\_s2024\\_001.pdf](https://www.deped.gov.ph/wp-content/uploads/DM_s2024_001.pdf)
20. Rohimah, S. (2021). Reading difficulties and factors affecting reading difficulties of students of grade 1 elementary school. *LADU: Journal of Languages and Education*, 1(5), 189–195. <http://creativecommons.org/licenses/by/4.0/>
21. Rojas, H. H. (2022). Factors affecting reading comprehension among grade 5 pupils in poo elementary school (Vol. 8).
22. Smith, R., Snow, P., Serry, T., & Hammond, L. (2021). The Role of Background Knowledge in Reading Comprehension: A Critical Review. *Reading Psychology*, 42(3), 214–240. <https://doi.org/10.1080/02702711.2021.1888348>
23. Suci Dirgantari, A., & Susantiningdyah, H. (2020). Students' reading comprehension skill: the roles of text readability and question difficulty. 6, 533–544. <https://doi.org/10.20319/pijss.2020.61.533544>
24. Texas Education Agency. (2002). Comprehension Instruction. <https://tea.texas.gov/academics/subject-areas/english-language-arts-and-reading/redbk2.pdf>
25. Tuyen, L. Van, & Huyen, V. T. (2019). Effects of using Contextual Clues on English Vocabulary Retention and Reading Comprehension. *International Journal of English Literature and Social Sciences*, 4(5), 1343–1347. <https://doi.org/10.22161/ijels.45.15>
26. UNICEF. (2024). UNICEF: Only a third of 10-year-olds globally are estimated to be able to read and understand a simple written story. <https://www.unicef.org/bulgaria/en/press-releases/unicef-only-third-10-year-olds-globally-are-estimated-be-able-read-and-understand>
27. UNICEF Philippines. (2019). Improve the quality of education through learning assessment: Philippines SEA-PLM 2019. [www.seaplum.org](http://www.seaplum.org)
28. van Laar, E., van Deursen, A. J. A. M., van Dijk, J. A. G. M., & de Haan, J. (2020). Determinants of 21st-Century Skills and 21st-Century Digital Skills for Workers: A Systematic Literature Review. In *SAGE Open* (Vol. 10, Issue 1). SAGE Publications Inc. <https://doi.org/10.1177/2158244019900176>
29. Williams, C. (2007). Research Methods. In *Journal of Business & Economic Research-March* (Vol. 5).

30. Wren, S. (2000). The Cognitive Functions of Learning to Read: A Framework. <https://sedl.org/reading/framework/framework.pdf>
31. Wutthisingchai, S., & Stopps, P. J. (n.d.). An Analysis of Factors Affecting the English Reading Comprehension of Mattayomsuksa 5 Students in Amphur Mueang, Lampang Province.
32. Zoeller, E. C., & Metropolitan, M. (2015). Center for Teaching for Biliteracy Comprehension and The Bilingual Reader: Thinking Within a Decodable Text. [www.TeachingForBiliteracy.com](http://www.TeachingForBiliteracy.com)[www.TeachingForBiliteracy.com](http://www.TeachingForBiliteracy.com)