



READING PERFORMANCE OF GRADE 5 LEARNERS IN ENGLISH

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Abstract : The study used the quantitative-descriptive research design to determine the level of reading performance based on word recognition and comprehension as well as the weaknesses based on reading miscues. The purpose of the study was to develop innovative reading materials in English based on the identified weaknesses of the Grade 5 learners in the PHIL-IRI conducted during the school year 2023-2024. The developed innovative reading materials were evaluated by five school administrators and five master teachers in the District of Bolinao. The statistical tools used in this study are frequency, ranking, mean, mean percentage score and weighted mean.

The following are the findings. The majority of the 33 Grade 5 learners who are tested in PHIL-IRI are experiencing frustration with word recognition, with 78.79% in the frustration range, while only 21.21% are performing at an instructional level. B. Most Grade 5 learners tested are struggling with comprehension, with 66.67% in the frustration range, while only 12.12% are performing at an independent comprehension level. The remaining 21.21% are at an instructional level and need some support to progress further. Repetition is the most frequent miscue, highlighting a major area of concern in reading fluency. Mispronunciation and omission are also significant issues, indicating that students struggle with accurate word recognition and reading smoothness. Substitution and insertion occur less frequently but still point to issues with maintaining the accuracy and integrity of the text. Reversal is infrequent, and transposition is not observed, suggesting that these are not major concerns for this group of learners. The developed innovative reading materials were based on the weakest performance level in reading English of the Grade 5 learners. The evaluation of the school administrators and master teachers met the standard set by DepEd. The final form of innovative reading materials consists of 2 learning materials focused on the level of reading performance and identified weaknesses.

The innovative reading materials for Grade 5 learners were based on the level of reading performance and identified weaknesses and its final form was done after incorporating all suggestions by the evaluators.

The following conclusions were drawn based on the findings of this study. The majority of the Grade 5 learners tested in PHIL-IRI group screening test that scores 14 below were frustration in word recognition and comprehension. The Grade 5 learners were very weak in reading miscues in word recognition such as repetition, mispronunciation and omission. The developed innovative reading materials in English can address weaknesses of the learners. The school administrators and the master teachers have almost the same evaluation on the innovative reading materials. The final form of the innovative reading materials met the DepEd criteria for evaluation.

The researcher provided the following recommendations based on the study's results and conclusions. The developed innovative reading materials should be recommended to use by the Grade 5 teachers to address the weaknesses of the learners after obtaining permission and approval by the concerned authorities. English teachers should be encouraged to grow professionally by attending seminars, enrolling in graduate studies and possible attendance to scholarship grants into the subject. School heads must strictly monitor the utilization of the teacher-made innovative reading materials to ensure quality and efficiency of teaching-learning process. Similar studies should be conducted in the entire region or division to validate the findings of the study.

INTRODUCTION

Education plays a vital role in human development and social societal transformation. It is considered as one of the many pillars in developing a particular race or culture. It allows individual to undergo a process of gaining knowledge, specialized skill or talent to be able to fully function and exist, and to pave the way in building a better society. It plays such a rudimentary role on our society that we cannot even imagine a life without it. It is a determined element for the civilization of human society. It develops

healthy surroundings and generates an advances in the community. As a matter of fact, everything we create today is based on the knowledge that we obtain throughout our life by way of education. This assists scientist in inventing equipment and devices, resulting in a high technology nowadays. The more developed life becomes, the more necessary education is for everyone. However, we need an education system that may eradicate illiteracy and may provide the common man an access not only to basic education but also to higher and technical education (Ragodo,2022).

Republic Act No. 10533, the Enhanced Education Act of 2013 also known as The K to 12 curriculum in the Philippines covers Kindergarten and 12 years of basic education. The program aims to provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship. In Kindergarten, Learners of K to 12 curriculum in the Philippines will learn numbers, alphabet, colors, and shapes. Learning will take place through dances, games, and songs and the medium of instruction is in the child's mother tongue. Learners in Grades 1 to 10 of K to 12 curriculum in the Philippines will experience an enhanced, context-based, and spiral progression-learning curriculum with the following subjects: Mother Tongue, Filipino, English, Mathematics, Science, Araling Panlipunan, Edukasyon sa Pagpapakatao (EsP), MAPEH (Music, Arts, Physical Education, Health) , Edukasyong Pantahanan at Pangkabuhayan (EPP) , Technology and Livelihood Education (TLE).

The English language is one of the problems of every student why? First it is not the natural language of the Filipinos, Second, it's hard to understand but English was the Universal Language that can use to anything. It's the basic subjects that teach from Elementary, Teacher's role must have a large participation for the students. This is used for Daily lives; Language is our first source of communication and English the main Language in Science and Mathematics to make that material more popular for the students.

Result of the latest PISA survey, among participating countries and economies, The Philippines ranked 77th out of 81 countries globally in the student assessment conducted by the OECD for 15-year-old learners. In the 2022 student assessment, the country scored approximately 120 points lower than the average scores, with scores of 355 in math, 347 in reading, and 373 in science. According to the OECD, each 20-point deficit from the average signifies a one-year lag in the annual learning pace of 15-year-olds in PISA-participating countries. Some 24% of students in the Philippines attained Level 2 or higher in reading (OECD average: 74%). At a minimum, these students can identify the main idea in a text of moderate length, find information based on explicit, though sometimes complex criteria, and can reflect on the purpose and form of texts when explicitly directed to do so. The share of 15-year-old students who attained minimum levels of proficiency in reading (Level 2 or higher) varied from 89% in Singapore to 8% in Cambodia. In the Philippines, almost no students scored at Level 5 or higher in reading (OECD average: 7%). These students can comprehend lengthy texts, deal with concepts that are abstract or counterintuitive, and establish distinctions between fact and opinion, based on implicit cues pertaining to the content or source of the information (Philippine Daily Inquirer 2019).

Low performance of learners poses a significant challenge to the education arena. Amidst the technology advancement in solving daily problems, basic knowledge of this technology is vital in its success. The start of gaining basic knowledge is in the school. Study of reading, comprehension and language in English primarily needs conceptual understanding. Based on observation, learners can read but they can hardly comprehend what they are reading. Hence, the quality of reading, comprehension and language skills being taught in school is one of the primordial concerns of education (Tugade,2023). Reading is the mother of all study skills. It is one of the most valuable skills a person can acquire. Reading is a complex process. Thus, it cannot be taught in isolation. Moreover, reading is not merely an ability to recognize written or printed words, but it also refers to putting meaning to what you read and drawing a unified thought of what is read.

The four macro skills in the teaching of English are very important in the development of the learners such as listening, speaking, reading and writing. Reading develops understanding and comprehension that involves sensation, perception, comprehension, application, and integration. It is a process in order to obtain get meaning through combinations of different symbols and words. In the "85% of the things that people do involve in reading". A person reads different signs in the street, comprehends the advertisement, understands the subtitle, apply the instruction in the medicine box. Reading can be seen as an "interactive" process between a reader and a text which leads to reading fluency. (Calicdan,2022). Wherever the readers interact with the text and get meaning from it.

According to Wise et al., reading fluency has been defined as having three parts: accuracy, automaticity, and prosody. Accuracy means that the word is identified correctly. Automaticity is "the immediate recognition of words that bypass the decoding process". Prosody entails the correct expression (intonation, timing, stress) while reading the text out loud. Of these three parts, accuracy and automaticity are most important for oral reading skills because they can indicate a student's reading comprehension skills.

In this regard, The Philippine Informal Reading Inventory (Phil-IRI), an initiative of the Bureau of Learning Delivery, Department of Education that directly addresses its thrust to make every Filipino child a reader. It is anchored on the flagship program of the Department: "Every Child A Reader Program," which aims to make every Filipino child a reader and a writer at his/her grade level.

The Department of Education implemented the Phil-IRI to assess learners and provide the needed reading intervention program for every learner. The Phil-IRI, on the other hand is an informal reading inventory composed of graded passages designed to determine the individual student's performance in oral reading, silent reading and listening comprehension. These three types of assessments aim to find the student's independent, instructional and frustration levels. The data from these measures could be used to design or adjust classroom, small group or individualized instruction to fit the students' needs and abilities.

Thereafter, innovative reading materials was introduced into teaching methods to stimulate the activity of the learners and thereby increase their level of understanding. It is strategically prepared and designed for teaching remediation for struggling readers in the class. The same given is after a regular classroom instruction to learners who were not able to grasp the concept of the subject matter.

There is a big problem with reading skills, especially the learners in the elementary grade level performance in our school when the learner's performance in English was within frustration level as revealed by the researcher in English oral reading test during the school year 2023-2024. This could be due to some factors like lack of reading materials, poor teaching strategies, etc. because of these reasons, this study will be conducted in order to improve the level of reading performance of Grade 5 learners .and analysis of data will further become the basis of the researcher to develop innovative reading material.

Theoretical Framework

The study is anchored in the Emergent Literacy Theory. Emergent literacy theory is an idea that was started by a (Clay,1967) as mentioned by (Calicdan,2022). Emergent literacy is usually defined as the period of time between birth and the start of formal, conventional literacy (Sulzby&Teale,1991) as cited by (Calicdan,2022). Parents need to develop a love of reading and writing. At an early age, children are introduced to the simple holding of books.

As emergent readers, they grow and learn how books work and begin to associate the symbols on the page with words. Eventually, they are able to decode the words on the page themselves.

The other theory connected to this study is the constructivist theory of Jean Piaget in 1980 as cited by (Calicdan,2022). It is the theory that children learn reading depending on their stage of development. Children acquire information on their own as they develop.

The next theory that the researcher considered in this study is Social Constructivism. It is a learning theory propounded by Lev Vygotsky in 1968 as mentioned by (Calicdan,2022). The theory states that the language and culture are the frameworks through which humans experience, communicate and understand reality. This theory emphasizes the environment of the child. Our children learn from our culture. It is interaction of the child in a real-life situation.

On the other hand, another theory related to this study is the Top-Down Theory, arose out of psycholinguistic research by such scholars as Goodman and Smith as mentioned by Tugade (2023). This theory states that reading is a natural process that children learn when they live in a language – rich environment. It allows readers to recognize unfamiliar words through the use of meaning and grammatical cues.

In applying constructivism in facilitating learning, it aims to make learners understand a few key ideas in an in-depth manner, rather than taking up so many topics superficially, gives varied examples, provides opportunities for experimentation, provides lots of opportunities for quality interaction, have lots of hands-on activities, relates topics to real life situations and do not depend on the explanation method all the time.

Conceptual Framework

The legal basis of this study is the DepEd Memorandum No. 173 s. 2019, known as the Hamon: Bawa Bata Bumabasa (3B's Initiative) is a memorandum that aims to make every learner a proficient reader with the help of every school developing the learners' reading skills. This DepEd memorandum encourages all the Regional and Division Offices for reading and pledging their commitment to make every learner a reader in his/her grade level.

According to Department of Education Memorandum No. 173 s. 2019 as cited by (Calicdan,2022), Learning to read is one of the most important outcomes of primary education. It is fundamental to children's learning and consequently the development of skills. Learning to read and reading comprehension is one of the biggest problems in our education worldwide. Every three years in the worldwide education systems, Organization for Economic Cooperation and Development conducts Program for International Student Assessment to test the critical thinking of the learners to draw on real-world problem-solving skills and knowledge. The overall results of the national assessments reveal the following: There are still many early grade learners struggling to meet the learning standards in early language, literacy and numeracy. Low achievement levels in English, Math, and Science appear to be caused by gaps in learners' reading comprehension. This means that there are many low performing learners who could not comprehend (read and understand) Math and Science word problems that are written in English. Hence, they were unable to demonstrate their knowledge in these content areas. Elementary and high school learners are still deficient in literacy skills both in languages and content areas, more so in reading.

Another basis of this study is the Republic Act 10533, an act enhancing the Philippine Basic Education System by strengthening its curriculum known as "Enhanced Basic Education Act of 2013" under this act, the curriculum should be learner – centered, inclusive and developmentally competitive. The curriculum should be relevant, responsive and researched base. The curriculum should be constructivist, inquiry-based, reflective, collaborative and integrative (Section 5 RA 10533).

The K to 12 Program covers Kindergarten and 12 years of basic education: six years of primary education, four years of Junior Highschool and two years of Senior High School. This is to ensure learner's basic skills, produce competent citizen and prepare a lifelong learning and job opportunity. In the production and development of locally produced teaching and learning materials shall be encouraged. The approval of these materials shall be devolved to the regional and division education unit in accordance with national policies and standards (Section 10.3 IRR RA 10533).

NEED OF THE STUDY.

This study aims to determine the level of performance in reading English of Grade 5 learners at the Balingasay Elementary School District of Bolinao II during the school year 2023-2024 as basis for developing innovative reading materials.

Specifically, it sought to answer the following sub-problems:

1. What is the level of reading performance of Grade 5 learners in English based on the following: a. word recognition; and b. comprehension?
2. What are the common reading miscues of the Grade 5 learners along word recognition?
3. Based on the identified weaknesses, what innovative reading materials can be developed to improve the reading performance of Grade learners?
4. What is the evaluation of the experts on the developed innovative reading materials using the DepEd criteria?
5. What is the final form of the innovative reading materials?

3.1 Population and Sample

The study will develop innovative reading material for Grade 5 learners which will be evaluated by the, Master Teachers and School Administrators that will support the Grade 5 learners to cope up with the struggles in reading and comprehension in English. The researcher will limit the development of intervention materials on post-test result of PHIL-IRI based on analysis during the school year 2023-2024.

3.2 Data and Sources of Data

This study was conducted in the District of Bolinao Cluster II, Schools Division of Pangasinan I of the school year 2023-2024 using the 33 Grade 5 learners as research subjects at the Balingasay Elementary School. The other set of research respondents were the five school administrators and five master teachers for a total of 10 respondents coming from the District of Bolinao.

3.3 Theoretical framework

This study is premised on the following assumptions:

1. The Grade 5 learners have different level of Reading performance in the PHIL-IRI administered to them.
2. Innovative reading intervention materials can be developed using the Pre-test result of PHIL-IRI conducted as a framework of reference.
3. Master teachers and school administrators can evaluate teacher-made innovative reading materials.

RESEARCH METHODOLOGY

This study utilizes the quantitative-descriptive research design to develop innovative reading materials in English for Grade 5 Learners. It determined the level of performance in Reading Comprehension and Word Recognition of the Grade 5 Learners based on the PHIL-IRI pre-test and posttest conducted for the school year 2023-2024.

The quantitative-descriptive research design according to Sevilla et. Al (2002) as cited by (Tugade,2023) was designed to gather information about existing condition. It describes the situation as it exists at the time of the study. In order to explore the causes, these methods appropriate because of the existing reading instruction in different schools in the district after online teaching modality. The data needed will be the PHIL-IRI pre-test and posttest results to the learners. The test was administered by the teacher-researcher based on the DepEd schedule dates during the school 2023-2024. Appropriate statistical tools were utilized to answer the different sub-problems.

Sources of Data

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Table 1 below is the distribution of respondents -evaluators.

Table 1

Distribution of the Respondents

Name of School	Number of Respondents		
	Master Teachers	School Administrators	Total
1.Balingasay Elementary School	1	1	2
2.Tara / Catungi Elementary School	1	1	2
3.Ilog-Malino Elementary School	1	1	2
4.Patar Elementary School	1	1	2
5.Sampaloc Elementary School	1	1	2
Total	5	5	10

Instrumentation and Data Collection

The first data gathering in this study was the PHIL-IRI reading materials for Grade 5 learners. (See appendix A) This was administered by the researcher to the 33 Grade 5 learners at the Balingasay Elementary School last school year 2023-2024. The data gathered was analyzed in order to determine the reading level of the learners and miscues. The weaknesses noted were made reference by the researcher in coming up with the development of innovative reading material with the hope of improving the reading skills of the Grade 5 learners. (See pages 44-69 regarding innovative reading materials).

The developed reading material were evaluated by the experts such as five master teachers and five school administrators. The instrument used in evaluating the developed innovative reading material was the Enhance Assessment Tool (EAT) adopted from the Division Office 1 Pangasinan based on the K to 12 Education Framework and DepEd Memorandum No. 225, s. 2009 Enclosure No. 2 as cited by (Tugade,2023) which is all about the criteria for Strategic Intervention Materials (SIMs). This was made sure that the quality, effectiveness, relevance, functionality and standards was achieved.

The researcher prepared the innovative reading materials after the administration of PHIL-IRI pre-test and after asking permission from the Schools Division Superintendent to float the evaluation rating sheets to five (5) school administrators and five (5) master teachers in the District of Bolinao.

The procedure in collecting data was face to face basis to ensure accuracy of the evaluation. The respondents were handed a hard copy of the innovative reading materials with attached evaluation rating sheet for print resources. The results of their evaluation were tallied, computed to answer the different sub-problem in this study.

The research process followed the ADDER model: analysis, design, develop, evaluate and revision model.

Analysis. The researcher analyzed the result of the pre-test of the PHIL-IRI administered to the Grade 5 learners. Based on the examination of the result, the researcher was able to determine the performance level of the learners in reading English and identified miscues as to word recognition and reading comprehension. The researcher considered the design of the innovative reading material intended for their level for intervention.

Design. The next process is to design the innovative reading material in English. The researcher selected the learning objectives, assessment instruments, and content of the reading material. The Innovative Reading Material adopted the design of Strategic Intervention Material (SIMs) model which will be containing the following parts: I. Title; II. Introduction A. Overview,

B. Sub-Tasking: III. SIM Parts: A. Guide Card; B. Activity Card; C. Assessment Card; D. Enrichment Card; E. Answer Key Card, and F. Reference Card.

Develop. The researcher started and developed the innovative reading material once the data was gathered. Activities that are included will be learner-centered and reflective in nature.

Evaluation. The Enhance Assessment Tool (EAT) was used as an evaluation tool by the two groups of respondents in evaluating the innovative reading material. One group consists of five school administrators and the second group includes the 5 master teachers.

Revision. The suggestions and comments by the two group of evaluators were incorporated in the developing innovative reading materials. Thus, the development of the final form of the innovative reading material will be done.

Tools for Data Analysis

The different sub-problems raise in the study will be statistically treated.

To solve sub-problem 1, a Oral Reading Score: $\frac{\text{the number of words} - \text{number of miscues}}{\text{number of words}} \times 100$ divide by number of words.

$$\text{Reading Speed} = \frac{\text{No. of words read}}{\text{Reading time in seconds}} \times 60$$

b. Computing the Student's Comprehension of the Passage

$$\text{Comprehension} = \frac{\text{No. of correct answers}}{\text{No. of questions}} \times 100 = \% \text{ of comprehension}$$

Analysis and Interpretation of Word Reading and Comprehension Level

The Phil-IRI reading test uses predetermined set of criteria in identifying the reading level of each student for each passage. These criteria include the percentage of word recognition accuracy and the percentage of correct answers to comprehension questions (*adapted from Johnson, Kress and Pikulski, 1987*). Table 2.1 shows these criteria.

Table 2.1

Phil-IRI Oral Reading Profile

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

The learner's word reading score and comprehension score should be taken together to determine a comprehensive reading profile for that passage. A description of the student's reading profile in word reading and comprehension per passage is presented in Table 2.2.

Table 2.2

Student's Reading Profile Per Passage

Word Reading	Reading Comprehension	Reading Profile per Passage
Independent	Independent	Independent
Independent	Instructional	Instructional
Instructional	Independent	Instructional
Instructional	Frustration	Frustration
Frustration	Instructional	Frustration
Frustration	Frustration	Frustration

To solve sub-problem 2, the researcher used the table 2.3 in the PHIL-IRI manual which is the table for Summary of miscues. See on the next page:

Table 2.3
Summary of Miscues

	Types of Miscues (Uri ng Mali)	Number of Miscues (Bilang ng Salitang mali ang basa)
1	Mispronunciation (Maling Bigkas)	
2	Omission (Pagkakaltas)	
3	Substitution (Pagpapalit)	
4	Insertion (Pagsisingit)	
5	Repetition (Pag-uulit)	
6	Transposition (Pagpapalit ng lugar)	

7	Reversal (<i>Paglilipat</i>)	
	Total Miscues (<i>Kabuuan</i>)	
	Number of Words in the Passage	
	Oral Reading Score	
	Reading Level (<i>Antas ng Pagbasa</i>)	

To solve sub-problem 3, development of innovative reading material will be considered using the SIM model.

To solve sub-problem 4, weighted mean was used to determine the evaluation of the intervention materials by the master teachers and school administrators.

The formula is: (Ariola, 2006) as cited by Tugade, Joann A. (2023)

$$WM = \frac{TWF}{N}$$

Where:

WM = Weighted mean

TWF = the total products of weights multiplied by their respective frequencies

N = Number of Raters

Ethical Considerations

This study will undergo legal process before gathering the data. The researcher will seek permission to the Schools Division Superintendent of SDO 1 Pangasinan through channel. The data given by the respondents will be held confidentially. The researcher is committed and honest in reporting the results of this study based on the actual data received.

IV. RESULTS AND DISCUSSION

Level of Reading Performance of the Grade 5 Learners in English

Table 3.1 and 3.2 on the next page presents the level of reading performance of the grade 5 learners through word recognition and comprehension.

Based on the analysis of the retrieved data, Table 3.a categorizes learners based on their performance in word recognition wherein seven Learners fall under Instructional (90-93%) with a percentage of 21.21% meaning their word recognition skills are at a level where they can be taught and guided to improve further. They demonstrate a good grasp of word recognition but still need instructional support to reach a higher level. On the other hand, twenty-six learners fall under frustration level with a percentage of 78.79%. This indicates that these learners are struggling significantly with word recognition, which impedes their ability to progress in reading and requires considerable intervention. This finding is similar to the findings of Abril, Acerbo and Abocejo (2022).

Table 3.2 shows the level of reading performance in comprehension of the learners. Based on the data retrieved, four learners fall under independent level with a percentage of 12.12% meaning they can read and understand texts on their own with a high degree of proficiency. They demonstrate strong comprehension skills and can work independently without much assistance. Seven learners with a percentage of 21.21% fall under the range of Instructional level indicating that they have a solid foundation in comprehension but need targeted support and instruction to improve further. They can understand texts with guidance and twenty-two learners with a percentage of 66.67% fall into the "Frustration" category. These students are experiencing difficulties in comprehension, struggling to understand the material even with support, which affects their overall reading development.

Table 3.1**Level of Reading Performance of Grade 5 Learners in English along Word Recognition
N=33**

Frequency	N	%	Description
90-96	7	21.21%	Instructional
89 and below	26	78.79	Frustration
Total	33	100%	

Legend: 97-100 – Independent
 90-96 – Instructional
 89- below – Frustration

Table 3.2**Level of Reading Performance of Grade 5 Learners in English along Comprehension Skills
N=33**

Frequency	N	%	Description
80-100	4	12.12%	Independent
59-79	7	21.21%	Instructional
58-below	22	66.67%	Frustration

Legend: 97-100 – Independent
 90-96 – Instructional
 89- below – Frustration

In summary, more of Grade 5 learners are struggling with both word recognition and comprehension, with a majority falling into the frustration category in both areas. This suggests a need for targeted instructional support to help improve their reading performance.

Identified Common Reading Miscues of the Grade 5 Learners in English

Table 4 on the next page presents' data on the types of reading miscues in English made by Grade 5 learners. Reading miscues are errors or deviations that occur when students attempt to read aloud, and analyzing these errors helps identify specific areas where learners might need improvement. Each type of miscue is listed along with the total number of occurrences, the percentage relative to the total number of miscues, and its rank based on frequency.

**Table 4
Common Reading Miscues of the Grade 5 Learners along Word Recognition**

Word Recognition	Total No. of Miscues	%	Rank
Mispronunciation	90	272.73%	2
Omission	18	54.55%	3
Substitution	14	42.42%	4
Insertion	6	18.18%	5
Repetition	144	436.36%	1
Transposition	0	0	7

Based on the data retrieved among 33 learners, repetition is the most common miscue, indicating that students frequently repeat words or phrases while reading. This could suggest issues with reading fluency or confidence. The high percentage (436.36%) might seem unusual; it's important to understand that this is a cumulative percentage and the figure is likely derived from a relative measure in the context of total miscues. Mispronunciation which occurs when students incorrectly pronounce words. This miscue is the second most frequent with (272.73%), highlighting difficulties with decoding or recognizing the correct pronunciation of words. Rank 3 is omission with a percentage of (54.55%). Omission involves leaving out words or parts of words while reading. This type of error can affect overall comprehension and indicates areas where learners may need support in maintaining reading accuracy. Rank 4 is Substitution with a percentage of (42.42%). Substitution occurs when students replace a word with an incorrect one. This miscue reflects challenges with word recognition and understanding context, which can impact comprehension. Rank 5 is Insertion with a percentage of (18.18%). It refers to adding extra words that are not present in the text. While less common, it can still indicate problems with fluency and comprehension, as learners might be trying to fill gaps or make sense of the text inappropriately. Rank 6 is Reversal with a percentage of (3.03%). Reversal is when students read words in the wrong order or confuse letter sequences. This type of error is relatively rare among the miscues but still relevant, particularly for those struggling with reading accuracy. Rank 7 is Transposition which is the lowest (0%). Transposition, where students switch the order of letters or words, is not observed in this dataset. This suggests that, in this specific sample, transposition is not a significant issue for the learners.

In summary, the table reveals that Repetition is the most frequent type of miscue, followed by Mispronunciation and Omission. These results highlight the areas where Grade 5 learners need the most support, particularly in reading fluency and accuracy. Substitution is also common, indicating difficulties with word recognition and comprehension. Insertion, Reversal, and Transposition occur less frequently but are still important to address in targeted reading interventions. Understanding these patterns can help educators develop strategies to support learners in overcoming these reading challenges.

Development of Innovative Reading Materials

The analysis and interpretation of the reading profile and most common reading miscues of the Grade 5 learners served as frame of reference for the development of innovative reading materials.

To address problems in word recognition and comprehension for Grade 5 learners, it's crucial to design reading materials that are engaging, appropriately challenging, and supportive. A range of materials and strategies that can help improve their reading skills: **Phonics-Based Materials** such as decodable books. These books are designed to align with specific phonics patterns and allow learners to practice decoding skills. They reinforce the relationship between letters and sounds. **Phonics Workbooks:** Interactive workbooks with exercises that focus on phoneme-grapheme correspondence, blending, and segmenting words. **Guided Reading Books** Leveled Readers: Books categorized by reading levels (e.g., A, B, C) help learners gradually progress from easier to more complex texts.

Guided Reading Sets: Collections of books with teacher guides that provide strategies for addressing specific reading challenges and comprehension skills. **High-Interest, Low-Readability Books.** Adapted Texts: Books with simplified language and content that are designed to be engaging while being easier to understand, often based on themes or topics of interest to the students. **Comprehension-Focused Resources.** Comprehension Passages with Questions: Short reading passages followed by questions that test understanding and encourage critical thinking. These should be tiered in difficulty to match the learner's current level.

Fluency Practice Materials. Readers' Theater Scripts: Scripts designed for performance that encourage repeated reading and practice of fluency skills. Poetry and Rhyming Texts: Materials that emphasize rhythm and repetition, helping students practice fluency and word recognition.

Comprehension Strategy Instruction. Read-Alouds with Think-Alouds: Modeling how to think critically about texts during read-aloud sessions to demonstrate comprehension strategies. Question-Answer Relationships (QAR): Teaching students how to approach different types of questions (e.g., "Right There," "Think and Search," "Author and Me," "On My Own") to improve their understanding of texts.

By incorporating these materials and strategies, teachers can create a supportive and effective reading environment that addresses both word recognition and comprehension difficulties. Tailoring these resources to the specific needs and interests of the learners will also help in maintaining their engagement and motivation.

To address reading miscues such as repetition, mispronunciation, and omission, it is essential to create or select reading materials that target these specific areas of difficulty. Some types of reading materials and activities designed to address each type of miscue:

1. Materials for Addressing Repetition. Repetition often signals a struggle with reading fluency. Materials should focus on building fluency and helping students become more comfortable with text.

Repeated Reading Passages: Create or use short, engaging passages that students read multiple times. This helps them practice fluency and reduce the tendency to repeat words unnecessarily.

Readers' Theater Scripts: Develop or find scripts for dramatic readings. These scripts encourage students to practice the same text multiple times in a fun and engaging way, improving fluency and reducing repetitions.

Fluency Practice Books: Use books designed for fluency practice that include repeated phrases or lines to help students get comfortable with common patterns and words.

2. Materials for Addressing Mispronunciation. Mispronunciation involves saying words incorrectly, so materials should focus on phonics, pronunciation, and decoding skills.

Phonics-Based Readers: Utilize books that focus on specific phonics patterns. These books help students practice decoding words with targeted phonetic rules.

Pronunciation Guides and Charts: Develop or use materials that include phonetic symbols and pronunciation guides. Include visual aids that show how to articulate different sounds.

Word Lists with Phonetic Annotations: Create word lists that include phonetic spellings and practice exercises. This helps students learn how to pronounce challenging words correctly.

3. Materials for Addressing Omission. Omission involves leaving out words or parts of words, so materials should focus on improving word recognition and tracking.

Highlighted Texts: Provide texts with key words or phrases highlighted. This helps students focus on important words and reduces the likelihood of omitting them.

Tracking Tools: Use materials with built-in tracking tools, such as texts with lines or boxes around each word to encourage students to track each word as they read.

Fill-in-the-Blank Passages: Create passages with missing words that students need to fill in. This reinforces attention to detail and helps practice recognizing all parts of the text.

Chunking Exercises: Develop materials that break text into manageable chunks with clear breaks between phrases or sentences. This helps students focus on reading each part without skipping.

General Strategies for All Miscues

Comprehension and Vocabulary Building Activities: Integrate comprehension questions and vocabulary exercises related to the text. This helps ensure that students understand what they are reading and reduces errors caused by lack of understanding.

Guided Practice Materials: Provide books or passages with teacher guides that include tips and strategies for correcting common miscues. These guides can help educators address specific reading difficulties effectively.

By integrating these types of materials and activities to create innovative reading material, teachers can effectively target and address reading miscues such as repetition, mispronunciation, and omission, helping students improve their overall reading skills.

Evaluation of the School Administrators and Master Teachers on the Developed Intervention Materials

The result of the evaluation by the school administrators and master teachers on the innovative reading materials were shown in Table 5. DepEd criteria for evaluating SIM have the following points. Title has 10 points, Introduction, 20 points which is broken down into General Overview 5 points and Sub-Tasking with 15 points. Part 3 (SIM Parts and Functionality) has 50 points broken down into Guide Card (7 points), Activity Card (20 points), Assessment Card (8 points), Enrichment Card (7 points). Answer Key Card (4 points) and Reference Card (4 points) and lastly, Replicability with 20 points for a total of 100 points.

Table 5

Evaluation of the Intervention Materials by the School Administrators and Master Teachers

SIM Parts/ Criteria	Assigned Points	Actual Points		Average
		School Administrators	Master Teachers	
I. Title	10	9.8	10	9.9
II. Introduction				
A. General Overview	5	5	4.8	4.9
B. Sub-Tasking	15	13.2	13	13.1
III.SIM Parts (Functionality)	50	48.6	49	48.8
A. Guide Card	7	7	7	7
B. Activity Card	20	19.2	20	19.6
C. Assessment Card	8	8	7.8	7.9
D. Enrichment Card	7	6.8	6.8	6.8
E. Answer Key Card	4	3.8	4	3.9
F. Reference Card	4	3.8	3.8	3.8
IV. Replicability	20	19.4	19.6	19.5
Overall Total	100	96	96.4	96.2

Legend: 70-100 Points – PASSED
 50-69 Points – REVISED
 49 and below - FAILED

Going over the table focusing on SIM parts, administrators gave 9.8 and master teachers gave 10 points for the title out of the highest possible points of 10. For the Introduction, the school administrators gave 5 while the master teachers gave 4.8 for a possible highest score of 5. For sub-tasking, the highest possible score of 15 points, the school administrators scored 13.2 and the master teachers 13. Along functionality focusing on Guide Card with possible highest points of 7, both gave 7. In the Activity Card with possible score of 20, the school administrators rated 19.2 while the master teachers rated 20. As to the Assessment Card with 8 points as the highest possible score, the school administrators gave 8 points while the master teachers gave 7.8 points. For the Enrichment Card, the highest possible score is 7 wherein both school administrators and master teachers gave 6.8. For Answer Key Card with 4 as the highest possible score, the school administrators gave 3.8 and a perfect score of 4 was given by the master teachers while the Reference Card was given 3.8 by both respondents with 4 as the highest possible score. In Replicability, the highest score is 20 was given a rating of 19.4 by the school administrators and 19.6 by the master teachers. To sum up, the total points for school administrators was 96 and 96.4 for the master teachers, which is close to 100 points highest possible rating or score.

This could mean that the innovative reading materials met the criteria for evaluation, hence acceptable for use by the Grade 5 learners.

Recommendations

The researcher provided the following recommendations based on the study's results and conclusions.

1. The developed innovative reading materials should be recommended to use by the Grade 5 teachers to address the weaknesses of the learners after obtaining permission and approval by the concerned authorities.
2. English teachers should be encouraged to grow professionally by attending seminars, enrolling in graduate studies and possible attendance to scholarship grants into the subject.

3. School heads must strictly monitor the utilization of the teacher-made innovative reading materials to ensure quality and efficiency of teaching-learning process.
4. Similar studies should be conducted in the entire region or division to validate the findings of the study.

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