

The Effects of Project RUTH (Re-reading, Understanding, and Thinking critically) on the Reading Levels of Grade Six Pupils

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Abstract— This study primarily aimed at gauging the pupils' reading abilities and common miscues using the Philippine Informal Reading Inventory (Phil-IRI), where the development of a reading intervention program - Project RUTH (Re-reading, Understanding, and Thinking critically) was based. This study involved all the fifty-two Grade 6 pupils at Narra West Elementary School for the School Year 2023-2024. Frequency, percentages, mean, and rank were used to treat quantitative data, namely pre-test and post-test results and reading miscues, while thematic analysis was used to treat qualitative data. This study proved that the Phil-IRI English pre and post-test results for the comprehension and miscues of the respondents are almost parallel. At the same time, the learners' improvement in English reading level from frustration to instructional or independent levels is essential. It was also found that learners' top reading miscues are Mispronunciation, Omission, and Repetition. Furthermore, the effect of the Project RUTH Program on the reading levels of grade 6 pupils is positive, as the pupils' reading levels are seen to improve after undergoing the program. Interview results showed that pupils positively regarded Project RUTH to help them learn and improve in reading. This present study thereby recommends the exertion of continued efforts in improving learners' reading abilities, devising and implementing a program that addresses learners' reading miscues, such as mispronunciation, omission, and repetition, and intensifying effort toward improving learners' reading comprehension and lessening miscues in the English language. Finally, the implementation of Project RUTH (Re-read, Understanding, and THinking critically) is recommended.

Keywords— Comprehension results: miscues: Project RUTH: reading ability: reading levels.

I. INTRODUCTION

Success in the many different societal industries depends on the ability to read. Reading is a very important literacy skill that one must possess. Reading ability and comprehension are highly regarded and crucial for social and economic advancement. While many kids pick up reading fairly quickly, many children still have difficulty reading.

Reading is the foundation of all academic learning. Learners who cannot read fluently and thoroughly cannot take advantage of what the school has to offer and can hardly access the information on their own. Reading is a cognitive process that provides access to knowledge in all subjects covered in the school curriculum. Students' educational success and active participation in every educational discourse may be attributed to their ability to decode and interpret the words used and tackled in the class. It was proved that a

relationship exists between learners' reading skills and their performance in particular learning areas, specifically mathematics. It is also worth noting that it has also been proven that the correlation between the learners' reading skills and their performance becomes stronger in higher grade levels. Learners' academic success could be attributed to their ability to decode and interpret words, which is part of reading ability ^[1].

Likewise, reading entails recognizing and correctly interpreting words in context, comprehending sentences of any complexity, and grasping the main ideas and significance of what is read. This ability includes reading silently for main ideas and details at all levels of comprehension-recall, translation, interpretation, and extrapolation ^[2].

Meanwhile, a study was conducted to assess how much students read and how well they performed in school. It was discovered that students valued the importance of reading and that there is a link between students' academic achievement and reading habits ^[3]. Another study looked at how much reading affects student performance and discovered that students' study habits, such as extensive/intense reading, homework, and assignments, do have an effect and found that intensive/wide reading affects students' performance ^[4]. Poor reading abilities are one of the many factors affecting students' academic achievement, as reading is said to extend beyond verbal communication ^[5]. Furthermore, various aspects impede the learners' ability to comprehend what they are reading, and skills in grammar and vocabulary help in one's reading comprehension. With the absence of strong vocabulary among learners, they find it difficult to comprehend what they read; thus, reading habits or activities are a must ^[6].

As found in the Adult Skills Survey, reading ability and numerical competence are essential 21st-century skills required of an individual, such as the labor force. Employees who are capable of making sound judgments and reasoning have a higher chance of getting employed and tend to earn more compared to those who do not possess the required skills ^[7]. This suggests that reading literacy has become essential for individuals to succeed. The nation's high literacy level would mean the country's stronger power and ability to compete ^[8].

As reported, 95.9% of Filipino males and 97.1% of Filipino females aged 10 and up have achieved simple literacy. Although the figure would mean a high literacy rate,

an estimated 2,998,905 Filipinos aged 10 and above were illiterate. Looking at the age groups specifically, it can be expected that the basic/simple-literate percentage of the population would be higher for younger age groups as access to education improved over time, and data support this, except for the youngest age group, which is surprising. Children typically begin reading around 4-6 years old and should be able to write around six years old ^[9].

Furthermore, the Programme for International Student Assessment (PISA) of the Organization for Economic Cooperation and Development (OECD) ^[10] in 2018 reported that the Philippines scored 340 in Reading, which is below the average of participating OECD countries ^[11]. Similarly, as per the report of UNICEF, schools in the Philippines have been closed from face-to-face classes for a long time, resulting in less than 15% or about three in every 20 schoolchildren being able to read simple texts ^[12].

In order to support the execution of the K to 12 Basic Education Program, the Department of Education is persistently carrying out its responsibility to create productive and accountable citizens who possess necessary competencies and skills for lifelong learning. To ensure that every student becomes a skilled reader, educational institutions nationwide are assigned the duty of assisting students in enhancing their reading abilities. This is manifested in DepEd Order No.14, s.2018, which supports the “Every Child a Reader Program” (ECARP), which aims to make every Filipino child a reader and a writer at his/her grade level through the administration of the Philippine Informal Reading Inventory (Phil-IRI) assessments to learners in public elementary schools nationwide effective School Year 2018-2019 ^[13]. The appropriate evaluation techniques have been strengthened to determine the actual status of students' reading competency to support the effectiveness of instruction and reading skills. The Philippine Informal Reading Inventory (Phil-IRI) is one such evaluation tool. Collecting students' ratings on word recognition accuracy and comprehension questions based on a set of reading level criteria assesses learners' reading competency through word recognition and reading comprehension in English and Filipino ^{[14] [15]}.

Improving pupils' competitive reading abilities is necessary. Despite the Department's initiatives, the results of national assessments for students learning are still not enough to fulfill its aims of improving learners' reading abilities and competencies. Based on national assessments, there are many early-grade level learners who struggle to meet the learning standards in early language, literacy, and numeracy, learners' reading comprehension caused low achievement levels in English, Math, and Science and there is a deficiency in literacy skills of both elementary and secondary learners in both languages and content areas. The DepEd Memorandum No.173, s.2019 “Hamon: Bawat Bata Bumabasa (3Bs Initiative)” was issued in response. This aimed at intensifying the advocacy for reading and by pledging commitment to make every learner a reader tantamount to his/her grade level ^[16].

Subsequently, teachers' intent to look for effective means to improve their pupils' reading abilities was intensified. The

appropriateness of the learning or reading materials to the pupils' needs is another factor that teachers give consideration to. Thus, the concept of developing localized and contextualized materials became a trend, especially during the pandemic.

In connection, students' learning in English classes is heavily influenced by properly selecting tasks for pupils. When non-contextualized tasks are utilized for instruction in localized student performance, they will likely acquire less learning than when contextualized tasks are used. Thus, English language teachers should consider contextualizing the teaching-learning process, including materials, to make learning more effective and efficient for students ^[17]. Hence, contextualization and localization of classes and learning and reading materials became necessary.

After the two-year implementation of modular distance learning due to the pandemic, the school has reopened its gates to learners this School Year 2022-2023. The evaluation of the pupils' reading levels on the said school year found that the majority of the learners enrolled at Narra West Elementary School, fall under the frustration reading level. This prompted the researcher to investigate the reading levels of Grade 6 pupils in Narra West Elementary School, Narra del Norte District, Schools Division of Palawan.

II. STATEMENT OF THE PROBLEM

This study aimed to gauge the Grade 6 pupils' reading levels, particularly in English, using the Phil-IRI Assessment Tool. It also identified the effects of the reading intervention program, Project RUTH (Re-reading, Understanding, and Thinking critically).

This study attempted to seek answers to the following questions:

1. What are the reading levels of Grade 6 pupils according to Phil-IRI Pre-Test and Post-Test results?
2. What common miscues have been identified from the frustration level?
3. What are the effects of the Project RUTH Program on the reading levels of Grade 6 pupils?

III. SCOPE AND DELIMITATION

This study was limited to determining the Grade 6 pupils' reading levels and the common miscues according to Phil-IRI test results. It also determined the effects of the reading intervention program Project RUTH (Re-reading, Understanding, and Thinking Critically). The respondents involved in this study represented only the learners from Narra West Elementary School in the Schools Division of Palawan. The respondents were fifty-two (52) Grade 6 pupils enrolled at Narra West Elementary School in the School Year 2023-2024. This study was conducted from July 2023 to March 2024. Information gathered is only valid on the period covered or the time of gathering data.

IV. METHODOLOGY

A. Research Design

This research used a mixed method, where quantitative and qualitative research designs were adopted since quantifiable and observable data were gathered. The mixed method has opted to be used as this study identified the Grade 6 pupils' reading levels and common reading miscues in both quantitative and qualitative means. Furthermore, the Grade 6 pupils' reading levels were gathered using the Phil-IRI Assessment Tools, while pupils' common miscues in reading were gathered through observation checklists and notes

B. Respondents of the Study

This study involved a total of fifty-two (52) Grade 6 pupils enrolled at Narra West Elementary School in the School Year 2023-2024. A total enumeration sampling technique was employed since the number of students is relatively small and manageable.

C. Research Instrument

The respondents' reading levels were measured using the reading passages and comprehension test from Phil-IRI that the Department of Education developed. The Phil-IRI scale, "Non-reader, Frustration, Instructional, and Independent," was used to categorize pupils' reading ability. A pupil in the "frustration reading level" tends to withdraw from reading by refusing it. The learner can only read when directed at the "instructional reading level," whereas, at the "independent reading level," the pupil can read independently with ease without the teacher's supervision ^[18].

An Interview Guide Question was employed to gather qualitative data about the effects of Project RUTH on the reading levels of Grade 6 pupils. It contains questions on the effects of the reading intervention program and how the pupils see it. The researcher asked the pupils in Filipino to get better answers from the respondents.

D. Data Gathering Procedure

After carefully preparing the data-gathering instruments, the researcher requested approval from the Office of the Public Schools District Supervisor and the concerned School Principal. The researcher personally administered the oral reading and comprehension test using the Phil-IRI Reading Assessment Tools. Help from the school's English Coordinator or Subject Teachers may be requested as the need arises. With the ethical issue in mind, the researcher explained to students, parents, and teachers that any information gathered is treated with the utmost confidentiality. Parental consent and informed assent were also secured from the parents and respondents

E. Data Analysis

After the data collection methods were completed, the researcher prepared and organized the collected data, which were evaluated and thoroughly examined. The quantitative data gathered were analyzed using frequency and percentages for pre-test and post-test results while the pupils' common reading miscues were analyzed using mean and rank. Meanwhile, the gathered qualitative data were analyzed using Thematic Analysis. After the transcribed responses had been systematically categorized according to themes and patterns, the fundamental ideas of the participants' responses were

extracted, categorized, and classified into appropriate themes. Following that, the researcher discussed the implications of the findings. The researcher used inductive coding because the themes of the transcribed data were extracted from the participant's responses. The aforementioned process adhered to the 6-phase coding framework for thematic analysis by Braun and Clarke (2013), where phases include (1) Familiarization of data, (2) Generation of codes, (3) Combining codes into themes, (4) Reviewing themes, (5) Determine the significance of themes, and (6) Reporting of findings ^[18].

V. DATA ANALYSIS AND INTERPRETATION

This part presents the data that were gathered, analyzed, and interpreted to provide answers to the queries that were formulated in the Statement of the Problem in Chapter I of this study, entitled "The Effects of Project RUTH to the Reading Levels of Grade 6 Pupils".

A. English Reading Levels of the Respondents

Table 1 reveals the Phil-IRI pre-test and post-test results for the English reading levels of the respondents. Out of the 52 respondents, it was found that 36 or 69.2% are classified as Frustration reading level during the pre-test but reduced to nine (9) or 17.3% in the post-test; only 12 or 23.1% are Instructional level at the start but was increased to 32 or 61.5 % during the post-test; and for the Independent reading level, the four (4) or 7.7% of the respondents increased to 11 or 21.2%. The data show evidence of improvement/progress on the part of the reading abilities of the learners. The indicated 36 respondents in the Frustration level was decreased to only nine (9) respondents. Hence, from the majority of the respondents who are only in the Frustration level of reading in English during the pre-test was converted to mostly in their Instructional level during the post-test of the respondents.

TABLE I. Phil-IRI Pre-Test and Post Test Results English Reading Levels of the Respondents

Reading Levels	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage
Frustration	36	69.2	9	17.3
Instructional	12	23.1	32	61.5
Independent	4	7.7	11	21.2
Total	52	100%	52	100%

This is supported by a study that found that learners fell into the instructional level, indicating that they might benefit from reading instruction. More so, using the Phil-IRI scale, a learner can only read when directed at the "instructional reading level," whereas, at the "independent reading level," the pupil can read independently with ease without the teacher's supervision ^[18]. With this, further intervention is a must. This is similar to the findings of one study, which found that while students may have successfully made the transition to becoming independent silent readers, more pedagogical guidance may be needed to help students establish efficient reading skills for expository texts ^[20]. Also, another study found that at the pretest, more than half of the pupils in each

grade level were at the frustration level. slightly improving during the post-test ^[21].

B. Respondents' Common Miscues in English

Table 2 discloses the common miscues in English. As arranged in proper order of ranks, Mispronunciation among the miscues got the highest mean sum of 257 or rank 1 from both the pre and post-tests. This is followed by Omission, a mean sum of 77 miscues or rank 2; Repetition, a mean sum of 62 miscues or rank 3; Transposition, a mean sum of 30, Insertion and Substitution, both with a mean sum of 23 miscues or rank 5.5; and finally, Reversal, with a mean sum of 5 miscues or rank 7. Thus, from the data, the top three (3) common miscues are Mispronunciation, Omission, and Repetition in English.

These findings are supported by a study whose results demonstrate that the most common reading errors influencing students' oral reading performance are mispronunciation and replacement ^[21]. Another study found that the most common errors made by learners were leaving off words, replacing words, and hesitating, particularly when using difficult phrases. According to the results, learners struggle with grammar, vocabulary, pronunciation, and the use of reading skills ^[22].

Miscues, such as fix, insertion, omission, repetition, reversal, and substitution, ensue when the learners read and verbalize words different from the written text. Oral reading errors or miscues can cause a change in the meaning of sentences and grammatical errors, as well as mispronunciation ^[23]. Hence, just like developing reading abilities, learners' reading miscues also deserve considerable attention.

Based on the results of the table presented, the researcher conceptualized a reading intervention program called Project RUTH (Re-read, Understanding and THinking critically) which involves phonics awareness, vocabulary, and comprehension.

TABLE II. Respondent's Common Miscues in English Pre-Test and Post-Test Results

Elements	Pre-Test Scores (Sum)	Post-Test Scores (Sum)	Mean	Rank
1. Mispronunciation	282	232	257	1
2. Omission	89	64	77	2
3. Repetition	54	70	62	3
4. Transposition	46	14	30	4
5. Insertion	28	18	23	5.5
6. Substitution	26	19	23	5.5
7. Reversal	7	3	5	7

C. Effects of Project RUTH

To determine the effect of the Project RUTH Program on the reading levels of grade 6 pupils, an interview was conducted wherein three interview questions were asked. The interview questions include "What specific activities did you find most helpful and enjoyable?", "Did the reading intervention make you more interested in reading? If so, how?", and "Before starting the intervention, how did you feel about your reading skills? How has that changed since

attending/completing the program?". The students' responses to the aforementioned questions were analyzed using thematic analysis and presented in the following Tables.

Emerging Themes for Question "What specific activities did you find most helpful and enjoyable?"

The themes that emerged from the responses of the Grade 6 pupils to the question, "What specific activities did you find most helpful and enjoyable?" are reading short stories, reading vocabulary words, parental involvement, and collaboration.

Theme 1. Reading Short Stories

Findings revealed that the majority of the respondents find reading short stories in Project RUTH most helpful and enjoyable. They believe that short stories contributed greatly to improving their reading levels. Also, they find it to be an enjoyable and fun activity that leads them to read better. Hence, Project RUTH's use of short stories as an activity for Grade 6 pupils' reading levels is effective.

Excerpt 1: "The most helpful for me is the short story"

Excerpt 2: "I enjoyed the short stories."

Theme 2. Reading Vocabulary Words

Another theme that emerged from the responses that the majority of the respondents gave was the use of vocabulary words. Project RUTH utilized vocabulary words in one of its reading activities, which most of the Grade 6 pupils find helpful and enjoyable. Respondents revealed that they were able to learn many things because of the vocabulary words-infused activity. They also find it interesting and meaningful. Hence, the use of vocabulary words in improving pupils' reading levels is effective.

Excerpt 1: "The most helpful and satisfying task for me is vocabulary."

Excerpt 3: "(The vocabulary, because I learned a lot from it."

Theme 3. Parental Involvement

Since Project RUTH promotes the involvement of parents in the effort to improve the pupils' reading levels, one student found that their parental involvement helped in improving their reading levels. Indeed, teachers' efforts must be paired with parents' follow-up at home will improve pupils' reading levels. Hence, collaborative efforts between teachers and parents on activities leading toward pupils' improvement is necessary.

Excerpt 1: "I learned to read and write when my parents taught me."

Theme 4. Collaboration

The last theme that emerged from the pupils' responses was the collaboration between and among them. One pupil expressed that helping others is an activity in Project RUTH that he finds most helpful and enjoyable. This would mean that by helping others, he also develops and improves his reading ability. Hence, it is also important to foster a culture of helping others among students as it may be an effective way of improving their reading levels.

Excerpt 1: "...is helping others."

Activities implemented in Project RUTH, such as reading using short stories, vocabulary words, parent-teacher collaboration, and promotion of values, have proved to be effective as per the pupils' perceptions. Primarily, using short

stories and vocabulary words may directly affect or improve pupils' reading levels as they will be able to practice through these. If pupils find reading a short story or vocabulary words helped them learn more and be able to improve their reading, it must be continued. Furthermore, strengthening the parents' involvement with school-related activities and the values of being helpful promotes the reading levels of pupils, per the respondents. The findings suggest that Project Ruth's activities, namely reading using short stories, vocabulary words, parent-teacher collaboration, and promotion of values, are effective.

Emerging Themes for Question *"Did the reading intervention make you more interested in reading? If so, how?"*

Four themes were formed based on the extracted responses of Grade 6 pupils to the question, "Did the reading intervention make you more interested in reading? If so, how?" which are (1) Improved vocabulary, (2) Developed Reading Ability, (3) Broaden Knowledge, and (4) Pass the Subject.

Theme 1. Improved Vocabulary

The pupils' responses suggest high interest in reading as, according to them, they were able to learn new words as they read upon participating in the reading intervention. As the pupils participated in reading activities through Project RUTH, their vocabularies were improved and widened. They even disclosed that they were able to read, use various words, and able to speak because of the reading intervention. Thus, the implemented reading intervention can effectively ignite pupils' interest in reading, resulting in improved reading levels and wider vocabulary.

Excerpt 1: "Yes, because I've learned new words and able to read."

Excerpt 2: "Yes, because I learned to use different words, and I was able to read."

Excerpt 3: "Yes, I read and learned to speak a lot."

Theme 2. Developed Reading Ability

Project RUTH was able to stimulate the reading interests of the pupils as manifested by the result of their participation. As shown in Table 3.2, many pupils believed that their reading skills or abilities had improved. Some of them said that before the intervention, they were not capable of reading, but after the intervention, they were able to read. This means that Project RUTH is an effective means of promoting reading interest, resulting in higher reading levels among Grade 6 pupils.

Excerpt 1: "Yes, because I couldn't read before and didn't know a word at the time."

Excerpt 2: "Yes, because I can't read before, but can now."

Excerpt 3: "Yes, because I learned a lot of words and I learned to read."

Excerpt 4: "Yes, because I learned a lot of words and I learned a lot of writing."

Theme 3. Broaden Knowledge

Reading indeed widens one's knowledge, just like the pupils who responded and participated in Project RUTH, who said that they learned a lot and became knowledgeable through reading. Hence, when pupils are interested in reading, the

result would be broader knowledge and understanding of many things.

Excerpt 1: "Yes, because my knowledge has grown."

Excerpt 2: "Yes, I've learned a lot from reading."

Theme 4. Facilitated Students' Promotion

The ability to read is essential for the pupils to perform academically as pupils are required to read and understand so they can answer tests, get passing grades, and eventually get promoted to higher grade levels. Through Project RUTH, pupils' reading abilities and levels are being developed, and it was proven that it helped the students. One pupil responded that the reading intervention helped him pass in his academics and eventually get promoted.

Excerpt 1: "Yes, because it helped me pass."

Based on the responses of the pupils to the question, "Did the reading intervention make you more interested in reading? If so, how?" it is safe to say that the reading intervention – Project RUTH, can effectively ignite the pupils' interests toward reading, therefore, improving their reading abilities, and broaden their vocabularies and knowledge.

Emerging Themes for Question *"How did you feel about your reading skills before starting the intervention? How has that changed since attending/completing the program?"*

Feeling of nervousness, fear/scared, excitement, and improvement of reading ability were the themes that emerged from the students' responses to the Question, "Before starting the intervention, how did you feel about your reading skills? How has that changed since attending/completing the program?".

Theme 1. Feeling of Nervousness and Fear/Scared

The majority of the pupils expressed that they had felt nervous before the implementation of the reading intervention Project RUTH. A feeling of fear or being scared was also felt by some pupils at first when they were subjected to the reading intervention, which they eventually overcame as well. The said feelings were due to the pupils' low reading levels or their inability to read fast or unable to read at all and failing. However, after attending the reading intervention program, pupils became confident as their reading abilities and reading levels improved significantly.

Excerpt 1: "I was nervous because I couldn't read, but my teacher taught me how to read."

Excerpt 2: "I was so nervous that I couldn't read but when my teacher taught me to read, so I was happy."

Excerpt 3: "I was nervous because I couldn't read, but when my teacher taught me how, I was able to read quickly."

Excerpt 4: "I was nervous while reading. I'm ashamed because I might not be good at reading, but I'm glad I learned to read."

Excerpt 5: "I was so nervous and scared that I couldn't read well."

Excerpt 6: "I'm afraid I won't pass."

Theme 2. Feeling of Excitement

One respondent expressed excitement about the reading intervention. Cultivating excitement toward reading and reading intervention can be a good way of improving pupils'

reading skills. The excitement that the pupil felt became happiness because he was able to improve his reading abilities.

Excerpt 1: “I’m excited. I’m glad I learned a lot and learned to read.”

Theme 3. Improvement of Reading Ability.

The pupils’ reading ability and levels have significantly improved after the implementation of the reading intervention Project RUTH. This is manifested in the students’ responses when they were asked how their reading levels changed since they attended/completed the Project RUTH program.

Excerpt 1: “My teacher taught me, therefore I am happy, and I can read now.”

Excerpt 2: “Previously, I didn’t know how to read, but I’ve changed.”

Excerpt 3: “I’m glad I learned to read.”

With the pupils’ responses found in Table 3.1, it can be noted that pupils are hesitant and afraid but excited at first with the reading intervention program Project RUTH due to the fact that they are lagging behind the standard reading level of their grade level. However, as they underwent the program, pupils were able to develop their reading abilities and become more confident in reading.

With the positive responses presented above, the effectiveness of the reading intervention program Project RUTH was proven. The pupils’ experiences and reading performance after undergoing the program are a manifestation of Project RUTH’s effectiveness as a reading intervention program.

VI. CONCLUSIONS

From the summary of the findings of the study, it can be inferred that (1) the majority of the respondents who were only in the Frustration level of reading ability in English during the pre-test were converted to Instructional level during the post-test, (2) the top three (3) common reading miscues among learners in English are Mispronunciation, Omission, and Repetition, and (3) The developed reading intervention program, “Project RUTH (Re-reading, Understanding, thinking critically),” effectively improves pupils’ reading abilities.

VII. RECOMMENDATIONS

While a number of learners whose reading abilities fell under the Frustration level were lessened, the school must continue its efforts to make all learners either instructional or independent readers. More so, the school and language teachers must devise a program that will address learners’ reading miscues, such as mispronunciation, omission, and repetition, both in English and Filipino. An intensified effort must be made toward improving learners’ reading comprehension and lessening miscues in the English language. Lastly, the Project RUTH, a reading intervention program, is recommended to be implemented on a larger scale as it has been proven to be an effective tool in developing learners’ reading abilities.

APPENDIX

Program Title	Project RUTH (Re-reading, Understanding, and Thinking Critically).
Program Description	The acronym RUTH highlights the essential components and skills involved in the reading process. "R" stands for Re-reading, emphasizing the act of decoding and comprehending written text. "U" represents Understanding, which focuses on comprehending the meaning and message conveyed by the text. It involves making connections, drawing inferences, and grasping the author's intent. Lastly, "TH" stands for Thinking critically, highlighting the cognitive processes involved in reading, which include critical thinking, analyzing information, evaluating the text's content and arguments, synthesizing information, making predictions, and engaging in creative and critical thinking.
Program Goals	Project RUTH aims to: <ol style="list-style-type: none"> 1. Improve students' reading fluency. 2. Enhance reading comprehension skills. 3. Boost vocabulary and word recognition. 4. Foster a love for reading.
Date of Implementation	September 12, 2023 to January 25, 2024
Program Components:	<ol style="list-style-type: none"> 1. Assessment and Goal Setting: <ul style="list-style-type: none"> • Conduct initial reading assessments to identify individual student needs and reading levels. • Set specific, measurable, and achievable reading goals for each student. 2. One-on-One Reading Sessions: <ul style="list-style-type: none"> • Weekly or bi-weekly one-on-one sessions with a trained reading specialist or teacher. • Use guided reading techniques to work on improving decoding, comprehension, and fluency. • Select reading materials that match each student's current reading level and interests. 3. Phonics and Word Study: <ul style="list-style-type: none"> • Provide targeted phonics instruction to improve decoding skills. • Use word families, and word sorts to reinforce phonemic awareness. 4. Vocabulary Development: <ul style="list-style-type: none"> • Introduce new vocabulary words through context and reading passages. • Encourage students to keep a vocabulary journal and use new words in writing and conversation. 5. Comprehension Strategies: <ul style="list-style-type: none"> • Teach reading comprehension strategies such as predicting, summarizing, and making inferences. • Discuss reading comprehension questions and engage in discussions about the text. 6. Sight Word Practice: <ul style="list-style-type: none"> • Incorporate sight word drills and flashcards to improve word recognition. • Gradually increase the number of sight words as students' progress. 7. Reading Aloud: <ul style="list-style-type: none"> • Model fluent reading by reading aloud to the student. • Encourage students to read aloud to improve fluency and expression. 8. Independent Reading Time: <ul style="list-style-type: none"> • Provide time for students to read independently. • Create a classroom or home library with a variety of reading materials at different levels. 9. Regular Progress Monitoring: <ul style="list-style-type: none"> • Assess student progress regularly to adjust instruction as needed. • Use running records, comprehension quizzes, and other assessment tools. 10. Parent and Caregiver Involvement:

	<ul style="list-style-type: none"> • Provide resources and strategies for parents and caregivers to support reading at home. • Encourage them to read with their child and ask questions about the text. <p>11. Motivation and Rewards:</p> <ul style="list-style-type: none"> • Offer incentives and rewards to motivate struggling readers. • Celebrate reading achievements and progress. <p>12. Flexibility and Individualization:</p> <ul style="list-style-type: none"> • Modify the program as needed to address each student's unique needs and progress.
Materials and Resources	<p>Informed consent forms Adopted Reading Materials Phil-IRI Forms Monitoring sheets Interview Guides</p>
Program Monitoring and Evaluation	<ul style="list-style-type: none"> - School Principal and Master Teachers will observe the implementation process of the reading intervention program - Repeated administration of pre-test and post-test. - Pre-test and Post-test results will be analyzed and discussed with the parents and other English teachers.

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