

---

# Effectiveness of Guided Reading Instruction in Improving the Comprehension and Fluency Skills of the Grade 2 Learners: Basis for Instructional Supervision

JESSEL C. ROBLE

Teacher II

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

[jessel.roble029@deped.gov.ph](mailto:jessel.roble029@deped.gov.ph)

## ABSTRACT

Children started their literacy journey through experiences in their homes, school, and community at an early age. They encountered the literary world every day and everywhere so it is very important that children should be taught to read. As life in this world has becoming complicated, children also must be knowledgeable enough in dealing with everyday circumstances and teachers play a great role in teaching literacy among children. In school, teachers employed many different strategies, techniques, methods, and approaches in teaching, most especially in literacy skills. Despite the efforts of teachers in teaching literacy and reading skills, yet there are struggling readers. Hence, this study was formulated to evaluate the effectiveness of guided reading instruction in teaching comprehension and fluency skills to grade 2 learners. A proposed instructional supervision plan was formulated based on the findings of the study to guide and assist the school administrators and mentors in providing technical assistance to make every learner a reader. A quasi-experimental research design employing pre-test and post-test using the tool on Early Grade Reading Assessment (EGRA) of the Department of Education (DepEd) focusing the assessment on comprehension and fluency skills of the learners and it was administered before and after the integration of guided reading instruction. Simple percentage and t-test of mean difference were the statistical tools used to evaluate the result of the study. The study revealed a significant difference in the performances of the grade 2 learners before and after the integration of guided reading instruction in teaching comprehension and fluency skills. The groupings of learners based on reading ability utilizing differentiated learning materials and text selection which involves all learners in a group to be engage in reading activities where teachers serve as guide and support in unlocking difficulty in learning reading skills had made the integration effective. Further, the teacher in this kind of teaching strategy works together with the learners and provides targeted support and feedback to help the learners develop their reading skills. Aside from that, the differentiated reading selections, activities and learning materials motivate the learners to focus on learning the reading skills which are essential in learning other subjects.

***Keywords — Effectiveness, Guided Reading Instruction, Comprehension and Fluency Skills, Grade 2 Learners, Instructional Supervision***

---

## I. INTRODUCTION

Reading is a necessary skill to succeed academically in school and meet the demands of the ever-changing society. Reading difficulties present severe and potentially lifelong challenges, and children who do not read well are more likely to be retained a grade in school. To become life-long learners, children in grade 2 and up need excellent instruction and

---

experience with a wide variety of engaging text. Teachers use evidence-based interventions and instructional strategies to help improve learners reading skills.

In the end of the school year assessment, learners still cannot cope up with the text for the grade making them unable to read. Many teachers were challenged on what else they could give to the learners to make them read. Formulating reading intervention activities would not suffice since foundations in learning to read is left unattended due to pandemic. Hence, the Department of Education find ways on how to help the learners grade ready, so they implemented the end of the school year activities which focused mainly on activities for literacy and numeracy.

Having implemented the activities, not all learners who have difficulty in reading were able to attend the end of the school year activities. With that, another intervention was formulated to help the learners achieve the loss of learning supposed to achieve by them. One of the intervention or strategies crafted by the researcher is through the implementation of guided reading instruction in teaching fluency and comprehension skills.

Reading interventions allow students to read more while in school. Reading interventions, including guided reading with teachers, provide instructional support, daily experience with fluency, comprehension, vocabulary, phonics, phonemes, and exposure to a wide variety of genres and types of texts to become more proficient readers (Richardson, J., 2009).

Guided reading instruction is a strategy used by teachers in teaching reading or a small group, differentiated, instructional approach which is essential to meet the needs of the learners in a grade. The essential goal of guided reading is to teach learners reading strategies to help enhance the comprehension and fluency skills. For guided reading to be successful, the classroom environment should be inviting and engaging with the presence of differentiated and varied reading materials and activities to help build a community of readers.

Guided reading or small group is a reading strategy which focused on developing the early reading skills, phonics, phonemic awareness, phonological awareness, fluency, vocabulary, and comprehension. The learners are grouped based on their intellectual capability and needs then teacher must formulate reading activities which are differentiated and conducted individualized or small group discussion helping the learners to acquire skills in reading.

High-quality reading instruction encourages teachers to use a variety of strategies to guide their teachings. One strategy that has been used is Guided Reading. Guided Reading is a research-based strategy that has become a well-known “best practice” in creating balanced literacy in the classroom (Jaquinta, 2006). Fountas and Pinnell (2012) state “Guided Reading has shifted the lens in the teaching of reading to focus on a deeper understanding of how readers build effective processing systems over time and an examination of the critical role of texts and expert teaching in the process”. Guided Reading allows teachers to ask questions and guide students in their understanding and learning. It also provides small-group, individualized instruction that is critical for creating independent and life-long learners (Ford & Opitz, 2002).

Thus, it is in this premise that the researcher decided to conduct this study to evaluate the effectiveness of guided reading instruction in improving the comprehension and fluency skills of grade 2 learners. A proposed instructional supervision plan was formulated based on the findings of the study.

It is in the rationale that the researcher who is currently a grade 2 teacher in the above mentioned local, would like to delve worthy research undertaking that will benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study evaluates the effectiveness of guided reading in improving the comprehension and fluency skills of grade 2 learners of L. Cabahug Elementary School, Ormoc District VII, Ormoc City Division for School Year 2023-2024. The findings of the study were the basis for the proposed instructional supervision plan.

Specifically, this study sought to answer the following questions:

1. What is the performance of the grade 2 learners in comprehension and fluency skills before the implementation of guided reading instruction?
2. What is the performance of the grade 2 learners in comprehension and fluency skills after the implementation of guided reading instruction?
3. Is there a significant difference in the performance of the grade 2 learners in comprehension and fluency skills before and after the implementation of guided reading instruction?
4. What instructional supervision plan can be proposed based on the findings of this study?

## II. METHODOLOGY

**Design.** This study employed quasi-experimental research design utilizing the pre-test and post-test to evaluate the effectiveness of guided reading in improving the comprehension and fluency skills of grade 2 learners. L. Cabahug Elementary School, Ormoc District VII, Ormoc City Division is the main locale of the study. The 22 grade 2 learners enrolled in the said locale for School Year 2023-2024 are the main respondents of the study. The instrument used in this study is the tool in Early Grade Reading Assessment (EGRA). The Department of Education (DepEd) employs the Early Grade Reading Assessment (EGRA) as a tool to evaluate the reading ability of learners in the early grades. A learner's ability to read fluently, comprehend what they have read, and successfully convey their information is assessed on the EGRA, a standardized reading test. There are 5 key components of early grades that EGRA measure. These are alphabetic principles, phonemic awareness, vocabulary, fluency, and comprehension. The alphabetic principle includes letter name identification, letter sound identification, syllable reading, nonword decoding and dictation. Moreover, the skills measures under phonemic awareness are the initial sound identification and phoneme segmentation. For fluency it is the oral reading fluency is measured while on vocabulary, oral vocabulary, reading comprehension and listening comprehension. Lastly for comprehension, reading and listening comprehension is measured. This instrument is based on DepEd Order No. 57, series 2015, Utilization of Early Grade Reading Assessment (EGRA) and Early Grade Math Assessment (EGMA) Tools for System Assessment. This material is used to measure the pre-test and post-test fluency and comprehension performance of grade 2 learners. Moreover, the researcher prepared lesson plans for teaching fluency and comprehension skills utilizing the guided reading instruction. The differentiated learning materials and reading activities suited for the group of learners and the mastery of the teacher in implementing guided reading instruction highlights the delivery of the lesson. The learning materials and differentiated reading activities crafted were submitted to the District Coordinator and Quality Assurance Team for evaluation, validation, and adjustments before it was utilized by the learners in the classroom. A matrix of activities was formulated to track the activities posted in this research endeavor. This research focused on evaluating the effectiveness of guided reading in improving the comprehension and fluency skills of grade 2 learners through the pre-test and post-test and its significant difference. A Proposed Instructional Supervision Plan based on the findings of the study is the output.

**Sampling.** There are 22 grade 2 learners involved in this study. The research instruments were administered face-to-face with consent from the Local IATF and strictly following the prescribed Health Protocol during the face-to-face classes.

**Research Procedure.** The researcher prepared the research design and tools utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Orientation of the participants and administration of the pre-test was done during the assessment period for the class after the approval of the permit from the parents of the respondents. Data privacy was emphasized also in the meeting. After accomplishing the pre-test, intervention was given within four weeks. Implementation of guided reading instruction coupled with differentiated learning materials and reading activities suited for the group of learners and the mastery of the teacher in implementing guided reading instruction highlights the delivery of the lesson. This gives emphasis on the intervention crafted. After the four-week intervention, the post-test was administered. Results of the tests were collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Instructional Supervision Plan followed.

**Ethical Issues.** The researcher properly secured the permission to conduct the study from the authorities through written communication. In the formulation of the intervention materials that was used in the study, the use of offensive, discriminatory, or other unacceptable language was avoided. The respondents' names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the respondents with their parents. In the orientation, issues and concerns were addressed and consent to be included in the study were signed. The researcher-maintained objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and were acknowledged in the reference. Hence, this study focused on the welfare of the learners.

**Treatment of Data. Simple Percentage** was employed to evaluate the performances of the grade 2 learners in Early Grade Reading Assessment (EGRA) on comprehension and fluency skills before and after the implementation of guided reading instruction. **t-Test of Mean Difference** was used to determine the significant difference in the performances of the grade 2 learners in Early Grade Reading Assessment (EGRA) on comprehension and fluency skills before and after the implementation of guided reading instruction.

### III. RESULTS AND DISCUSSION

TABLE 1

**PERFORMANCE OF GRADE 2 LEARNERS IN COMPREHENSION AND FLUENCY SKILLS BEFORE THE INTERVENTION**

Score Range	Description	PRETEST	
		Frequency	%
21-25	Excellent	0	0
16-20	Very Good	0	0
11-15	Good	0	0
6-10	Fair	17	77
0-5	Poor	5	23
Total		22	100
<b>Weighted Mean</b>		<b>7.22</b>	<b>Fair</b>



Table 1 presents the performance of the grade 2 learners in comprehension and fluency skills before the integration of guided reading instruction in teaching reading. It was revealed on the table that among the 22 grade 2 learners included in the study, it revealed a weighted mean of 7.22 which is interpreted as fair. The fair performance is resulted from the 5 or 23% of the grade 2 pupils got a score of 0-5 or fair and 17 or 77% got a score of 6-10 which is fair. The performance of the grade 2 learners before the integration of guided reading instruction is low and has not reached the prescribed proficiency level. Meaning the grade 2 learners had trouble in understanding the passages or text read. This implies attention and support from the teacher to overcome the issues in literacy and to improve the performance of the learners in reading. The literacy gaps that learners had is a manifestation of proposed intervention activities to be provided to them which will encourage them to learn better and strive to achieve the desired learning outcomes. Hence, guided reading instruction is the intervention formulated in this study. According to Richardson (2016), "Guided Reading has propelled millions of children into successful, independent reading". Providing instruction by intentionally implementing various components of the Guided Reading approach have been tried by numerous teachers to increase students' reading scores. When intentionally integrated, a few of the component's research suggests are grouping students, individualizing the learning instruction, and considering the roles teachers and students have during Guided Reading instruction. During Guided Reading, teachers should focus on foundational and comprehension skills when using text. Readers who struggle often have difficulty with both skills, so it is essential that they are focused upon providing balanced reading instruction (Solari, Denton, & Haring, 2017).

**TABLE 2**

**PERFORMANCE OF GRADE 2 LEARNERS IN COMPREHENSION AND FLUENCY SKILLS AFTER THE INTERVENTION**

Score Range	Description	POST TEST	
		Frequency	%
21-25	Excellent	22	100
16-20	Very Good	0	0
11-15	Good	0	0
6-10	Fair	0	0
1-5	Poor	0	0
Total		22	100
<b>Weighted Mean</b>		<b>23.22</b>	<b>Excellent</b>

Table 2 presents the performance of the grade 2 learners in comprehension and fluency skills after the integration of guided reading instruction in teaching reading. It was revealed on the table that the performance of the grade 2 pupils after the integration of guided reading instruction in teaching reading, it has a weighted mean of 23.22 which is excellent. This means that all grade 2 learners included in this study achieved a high level of performance in comprehension and fluency skills. This implies that learners have mastered the foundational skills in reading like alphabet knowledge, print concepts, phonological awareness, phonics, and decoding and already achieved high performance level in comprehension and fluency. The guided reading instruction provided to the learners in teaching reading skills where each of the group were provided with support and guidance as learners read a text, helping with decoding of unfamiliar words, discussing comprehension strategies, and promoting critical thinking about a content had contributed to the improvement of the comprehension and fluency skills of the learners. Providing high-quality reading instruction in the early primary grades can help prevent reading difficulties as they progress through their educational journey (Solari, Denton, & Haring, 2017). High-quality reading instruction encourages teachers to use a variety of strategies to guide their teachings. One strategy

that has been used is Guided Reading. Guided Reading is a research-based strategy that has become a well-known “best practice” in creating balanced literacy in the classroom (Jaquinta, 2006). Fountas and Pinnell (2012) state “Guided Reading has shifted the lens in the teaching of reading to focus on a deeper understanding of how readers build effective processing systems over time and an examination of the critical role of texts and expert teaching in the process” (p. 268). Guided Reading allows teachers to ask questions and guide students in their understanding and learning. It also provides small-group, individualized instruction that is critical for creating independent and life-long learners (Ford & Opitz, 2002).

**TABLE 3**

**TEST OF DIFFERENCE IN THE PERFORMANCE OF GRADE 2 LEARNERS IN COMPREHENSION AND FLUENCY SKILLS BEFORE AND AFTER THE INTERVENTION**

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
<b>Grade 2 Learners in Comprehension and Fluency Skills</b>	Pre	7.22	2.891	0.661	Reject H <sub>o</sub>	Significant
	Post	23.22				

Table 3 presents the test of difference in the performances of the grade 2 learners before and after the integration of guided reading instruction in teaching comprehension and fluency skills. It was revealed in the study that the grade 2 learners achieved an average weighted mean of 7.22 before the integration of guided reading instruction and it increases to 23.22 in the post-test. Based on the results of the pre and posttest, the computed value of t of 2.891 which is greater than the critical value of t of 0.661 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant difference in the performances of the grade 2 learners before and after the integration of guided reading instruction in teaching comprehension and fluency skills. The groupings of learners based on reading ability utilizing differentiated learning materials and text selection which involves all learners in a group to be engage in reading activities where teachers serve as guide and support in unlocking difficulty in learning reading skills had made the integration effective. Further, the teacher in this kind of teaching strategy works together with the learners and provides targeted support and feedback to help the learners develop their reading skills. Aside from that, the differentiated reading selections, activities and learning materials motivate the learners to focus on learning the reading skills which are essential in learning other subjects. According to Vernon-Feagans et al. (2012) “a host of early interventions for struggling readers have proven to be successful”. However, the strategies teachers use to implement Guided Reading has been inconsistent, partially because Guided Reading has several possible strategies (e.g., grouping, individualized instruction, and clear teacher/student roles) that can be implemented within its format. Teachers who are consistently using these strategies through their Guided Reading instruction should see an increase in reading scores at grade level and beyond. As Fountas & Pinnell (2012) noted, Guided Reading is “an instructional context for supporting each reader’s development of effective strategies for processing novel texts at increasingly challenging levels of difficulty”. By offering this type of instruction, students will gradually be able to apply the strategies they learn to more challenging texts independently. Social Constructivism also explains how students’ scores are impacted through the idea of a socially structured environment. While students are engaged in Guided Reading, they are involved in discussions were sharing their reading experiences and learning from their peers and teacher in a small group setting is encouraged.

---

#### **IV. CONCLUSION**

The study revealed a significant difference in the performances of the grade 2 learners before and after the integration of guided reading instruction in teaching comprehension and fluency skills. The groupings of learners based on reading ability utilizing differentiated learning materials and text selection which involves all learners in a group to be engage in reading activities where teachers serve as guide and support in unlocking difficulty in learning reading skills had made the integration effective. Further, the teacher in this kind of teaching strategy works together with the learners and provides targeted support and feedback to help the learners develop their reading skills. Aside from that, the differentiated reading selections, activities and learning materials motivate the learners to focus on learning the reading skills which are essential in learning other subjects.

#### **V. RECOMMENDATIONS**

1. Utilize the proposed instructional supervision plan formulated.
2. Teachers must implement the integration of guided reading instruction in teaching comprehension and fluency skills.
3. School Heads must formulate training design and conduct such to the teachers to acquire knowledge and competencies in teaching comprehension and fluency skills to the learners utilizing the guided reading instruction.
4. School Heads must assist and provide technical assistance to the teachers in the formulation of reading passages and stories to be used in the class.
5. School Heads must provide resources and other materials needed to produce reading materials to be used in teaching reading comprehension and fluency skills.
6. Teachers must create a classroom where learners have more materials to use during the teaching-learning process.
7. Teachers must encourage learners to love to read through modelling and showing them how to read.

#### **ACKNOWLEDGEMENT**

With great indebtedness, I wish to express my sincere appreciation and gratefulness to several individuals who have contributed valuable things for the completion of my thesis. First and foremost, Praises and Thanks to our Lord and Savior Jesus Christ, for His presence, provision, protection, and preservation. To Dr. Jasmine B. Misa, my thesis adviser, for the steadfast encouragements, reminders, and for the trust and confidence in my capabilities which provided me the motivation and zeal to pursue this endeavor. To the members of my Thesis Committee and Panel Examiners headed by Dr. Bryant C. Acar, Chairman and Scribe of the Pre and Oral Examination panel, together with Dr. Annabelle A. Wenceslao and Dr. Elvin H. Wenceslao for the smooth sailing of things behind frails in the laborious toil of my study. To the Dean of the Graduate Department of Western Leyte College, Dr. Sabina B. Con-ui, for your understanding and consideration in all my requests. To my Ormoc City Division Family headed by Dr. Carmelino P. Bernadas, for allowing me to conduct this study in our school. To my L. Cabahug Elementary School family, headed by our eloquent and warm-hearted School Head, Mrs. Jocelyn R. Pitogo, the faculty and staff, parents, and pupils for having been instrumental in the realization of this endeavor. To the unwavering support of my other half, Christian Carl, aunt, Marinel and siblings, Maricris, Reymart, Nora Mae and Precious Angel for always believing in me that I am bound for great things. To my loving parents, Victoriano & Marilyn, for your unconditional love, prayers and support extended which inspire me to

---

achieve my educational goal. And to all the people who believed in me and continue to believe in me, who look up to me as an inspiration, Thank you so much. All of these are offered to all of you. To God be All the glory.

### REFERENCES

- [1] Allington, R. L. (2013). What really matters when working with struggling readers. *Reading Teacher*, 66(7), 520-530. Boushey, G., & Moser, J. (2012). Big ideas behind daily 5 and CAFE. *Reading Teacher*, 66(3), 172-178.
- [2] Ankrum, J., Genest, M., & Belcastro, E. (2014). The Power of Verbal Scaffolding: "Showing" Beginning readers how to use reading strategies. *Early Childhood Education Journal*, 42(1), 39-47.
- [3] Boushey, G., & Moser, J. (2014). *The daily 5: Fostering literacy independence in the elementary grades*. Portland, ME: Stenhouse.
- [4] Brown, C. A., Danvers, K., & Doran, D. T. (2016). Student perceptions on using guided reading questions to motivate student reading in the flipped classroom. *Accounting Education*, 25(3), 256-271
- [5] Fien, H., Smith, J. L. M., Smolkowski, K., Baker, S. K., Nelson, N. J., & Chaparro, E. (2015). An examination of the efficacy of a multitiered intervention on early reading outcomes for first grade students at risk for reading difficulties. *Journal of Learning Disabilities*, 48(6), 602-621.
- [6] Fountas, I.C., & Pinnell, G.S. (2012). Guided Reading: The romance and the reality. *The Reading Teacher*, 66(4), 268-284.
- [7] Ford, M. P., & Opitz, M. F. (2002). Using centers to engage children during guided reading time: Intensifying learning experiences away from the teacher. *Reading Teacher*, 55(8), 710-17.
- [8] Ford, M. P., & Opitz, M. F. (2008). A national survey of guided reading practices: What we can learn from primary teachers. *Literacy Research and Instruction*, 47(4), 309-331. Retrieved from <http://pearl.stkate.edu/login?url=https://search-proquest-com.pearl.stkate.edu/docview/205337312?accountid=26879>
- [9] Fountas, I., & Pinnell, G. (2012). Guided reading: The romance and the reality. *Reading Teacher*, 66(4), 268-284.
- [10] Iaquina, A. (2006). Guided reading: A research-based response to the challenges of early reading instruction. *Early Childhood Education Journal*, 33(6), 413-418.
- [11] Lipp, J., & Helfrich, S. (2016). Key reading recovery strategies to support classroom guided reading instruction. *Reading Teacher*, 69(6), 639-646.
- [12] Morris, D. (2015). Preventing early reading failure. *Reading Teacher*, 68(7), 502-509.
- [13] Nelson, J. M., & Manset-Williamson, G. (2006). The implicit of explicit, self-regulatory reading comprehension strategy instruction on the reading-specific self-specific self-efficacy, attributions, and effect of students with reading disabilities. *Learning Disability Quarterly*, 29(3), 213-230.



- 
- [14] Powell, K. C., & Kalina, C. J. (2009). Cognitive and social constructivism: Developing tools for an effective classroom. *Education*, 130(2), 241-250.
- [15] Ransford-Kaldon, C.R., Flynt, S. E., Ross, C.L., Franceschini, L., Zoblotsky, T., Huang, Y., & Gallagher, B. (2010). Implementation of effective intervention: An empirical student to evaluate the efficacy of Fountas & Pinnell's leveled literacy invention system (LLI). Center for Research in Educational Policy (n.d.) 16-45.
- [16] Ripley, W.H., Blair, T. R., & Nichols, W. D. (2009). Effective reading instruction for struggling readers: The role of direct/explicit teaching. *Reading & Writing Quarterly*, 25(2-3), 125-138.
- [17] Richardson, J. (2016). *The next step forward in guided reading: An assess-decide-guide framework for supporting every reader*. New York, NY: Scholastic.
- [18] Solari, E. J., Denton, C. A., & Haring, C. (2017). How to reach first-grade struggling readers: An integrated instructional approach. *TEACHING Exceptional Children*, 49(3), 149-159.
- [19] Vaughn, S., Linan-Thompson, S., Kouzekanani, K., Pedrotty Bryant, D., Dickson, S., & Blozis, S. (2003). Reading instruction grouping for students with reading difficulties. *Remedial and Special Education*, 24(5), 301-315
- [20] Vernon-Feagans, L., Kainz, K., Amendum, S., Ginsberg, M., Wood, T., & Bock, A. (2012). Targeted reading intervention. *Learning Disability Quarterly*, 35(2), 102-114.
- [21] Wall, H. (2014). When guided reading isn't working Strategies for effective instruction. *Journal Of Language And Literacy Education*, 10(2), 134-141.
- [22] Worthy, J., Maloch, B., Pursley, B., Hungerford-Kresser, H., Hampton, A., Jordan, M., & Semingson, P. (2015). What are the rest of the students doing? Literacy workstations in two first-grade classrooms. *Language Arts*, 92(3), 173-186. Retrieved from <http://pearl.stkate.edu/login?url=https://search-proquest-com.pearl.stkate.edu/docview/1640764759?accountid=26879>