

Implementation of Guided Reading Strategies and the Reading Comprehension Skills of Grade 4 And 5 Pupils In English

ANGELINE C. RELEVO

Teacher I

Western Leyte College

Master of Arts in Education

Major in Elementary Education

angelinerelevo94@gmail.com

Abstract — This study evaluated the extent of implementation of Guided Reading Strategies to the Reading comprehension skills of Grade 4 and 5 learners in Dayhagan Elementary School in the Division of Ormoc City. This study employed a descriptive-correlational research design to examine the relationship between the implementation of guided reading strategies and the reading comprehension skills of Grade 4 and 5 pupils in English. The descriptive component aimed to assess the extent to which guided reading strategies are implemented in classrooms, including teacher planning, grouping of learners, use of leveled texts, and post-reading activities. Meanwhile, the correlational component sought to determine whether there is a significant relationship between the level of implementation of guided reading and learners' reading comprehension performance. The study involved Grade 4 and 5 English teachers and their respective pupils from selected schools using purposive sampling. Teacher-respondents were asked to complete a validated questionnaire measuring the frequency and quality of guided reading practices, while the pupils' reading comprehension skills were assessed through standardized reading comprehension tests aligned with their grade-level competencies. Data were analyzed using mean scores to describe the extent of guided reading strategy implementation and Pearson's Product-Moment Correlation Coefficient (Pearson's r) to evaluate the relationship between guided reading and comprehension performance. Ethical considerations such as informed consent, confidentiality, and voluntary participation were strictly observed. This research design allowed the researcher to gain meaningful insights into how guided reading contributes to the development of comprehension skills and supports more effective literacy instruction in the intermediate grades. The Test of Relationship, which examines the correlation between the implementation of guided reading strategies and the academic performance of learners. The table highlights key statistical indicators: the Pearson correlation coefficient (r), the computed t -value, the table value at the 0.05 significance level, the decision on the null hypothesis (H_0), and the interpretation of the strength of the relationship. This analysis is intended to determine whether guided reading strategies have a meaningful and statistically significant effect on learners' academic achievement. The data show that the Pearson r -value, indicating a weak but positive correlation between guided reading strategies and academic performance. While the strength of the relationship is not strong, the computed t -value exceeds the critical table value, leading to the rejection of the null hypothesis. This statistically significant result suggests that, although the impact is limited, guided reading strategies do contribute to improvements in academic performance. Despite the weak correlation, the significance implies that the integration of guided reading strategies cannot be overlooked. The

results may reflect variability in implementation, differences in teacher experience, learner engagement, or contextual factors such as access to appropriate materials. It is also possible that guided reading acts in combination with other interventions or that its full effects may manifest over a longer period of use. Nevertheless, the fact that a measurable relationship exists justifies continued use and refinement of guided reading practices in the classroom. The implication of this outcome is that guided reading strategies should be sustained and strengthened as part of regular instruction, especially in literacy development. Teachers may benefit from ongoing training to enhance implementation fidelity, and schools might explore supportive practices like differentiated grouping, regular monitoring, and integration with digital tools. Even modest gains in learner performance, when scaled across classrooms, can contribute significantly to school-wide academic improvements.

Keywords — Implementation, Guided Reading Strategies, Reading Comprehension Skills, Grade 4& 5

I. Introduction

Guided reading is an instructional approach that supports learners in developing essential reading skills through small group, teacher-led reading sessions. It focuses on gradually releasing responsibility from teacher to student, fostering independence while ensuring that students are equipped with strategies to comprehend texts effectively. One of the primary benefits of guided reading is its ability to help learners understand and interpret increasingly complex texts.

According to Fountas and Pinnell (2017), guided reading allows students to read texts that are slightly above their independent reading level with the support of a teacher, which significantly aids in improving reading comprehension and critical thinking.

Fluency is a key factor in reading comprehension, and guided reading supports its development through repeated and meaningful reading practice. When students read regularly under teacher guidance, they become more fluent, which in turn enhances their ability to comprehend and retain information from the texts.

Rasinski et al. (2016) emphasized that guided reading provides opportunities for fluency development through modeling, choral reading, and repeated reading, all of which contribute to better comprehension outcomes for students.

In addition, guided reading exposes learners to a broad range of vocabulary. Through carefully selected texts that reflect a variety of genres and themes, students encounter new and meaningful words in context. This exposure enhances their word recognition and vocabulary knowledge—both critical components of reading comprehension.

Another essential benefit of guided reading is how it encourages learners to think critically about what they read. It provides structured opportunities for students to make inferences, draw

connections between the text and their experiences, and predict outcomes. These critical thinking practices are vital to building deeper comprehension.

For Grade 4 learners, who are transitioning from "learning to read" to "reading to learn," guided reading is particularly powerful. At this stage, comprehension becomes more complex, and students are expected to interpret figurative language, understand character development, and analyze cause-and-effect relationships in texts. By using guided reading strategies, teachers can tailor instruction based on learners' needs, offer necessary scaffolds, and ensure progress is being made.

The researcher is motivated to complete this study on the effectiveness of guided reading strategies because improving reading comprehension remains a persistent challenge among Grade 4 learners, particularly in public school settings. The gap between decoding skills and comprehension is growing, and many students fail to make the shift to higher-order thinking when reading. Through this study, the researcher aims to provide empirical data that can support the broader implementation of guided reading in classrooms. With the rising demands of the curriculum and national reading assessments, there is an urgent need to employ proven strategies such as guided reading to elevate learners' literacy performance. The findings of this study may help not only the researcher's own classroom but also provide guidance for other educators who seek to transform their students into confident and competent readers.

This study evaluated the extent of implementation of Guided Reading Strategies to the Reading comprehension skills of Grade 4 and 5 learners in Dayhagan Elementary School in the Division of Ormoc City. The findings of the study were the bases for an Intervention Plan.

Specifically, it sought to answer the following questions:

1. What Is The Extent Of The Implementation Of The guided reading strategies In Terms Of:
 1. Guidelines
 2. Techniques
 3. Materials
 4. Benefits
 5. Participation Of Learners
 6. Challenges?
2. What are the comprehension skills of the Grade 4 & 5 pupils in English?

3. Is there a significant relationship in the communication skills of the Grade 4 & 5 pupils in English and the extent of the implementation of guided reading strategies?
4. What intervention plan can be proposed based on the findings of the study?

Null Hypothesis:

HO: There is no significant relationship in the communication skills of the Grade 4 & 5 pupils in English and the extent of guided reading strategies.

II. Methodology

Design. This study employed a descriptive-correlational research design to examine the relationship between the implementation of guided reading strategies and the reading comprehension skills of Grade 4 and 5 pupils in English. The descriptive component aimed to assess the extent to which guided reading strategies are implemented in classrooms, including teacher planning, grouping of learners, use of leveled texts, and post-reading activities. Meanwhile, the correlational component sought to determine whether there is a significant relationship between the level of implementation of guided reading and learners' reading comprehension performance. The study involved Grade 4 and 5 English teachers and their respective pupils from selected schools using purposive sampling. Teacher-respondents were asked to complete a validated questionnaire measuring the frequency and quality of guided reading practices, while the pupils' reading comprehension skills were assessed through standardized reading comprehension tests aligned with their grade-level competencies. Data were analyzed using mean scores to describe the extent of guided reading strategy implementation and Pearson's Product-Moment Correlation Coefficient (Pearson's r) to evaluate the relationship between guided reading and comprehension performance. Ethical considerations such as informed consent, confidentiality, and voluntary participation were strictly observed. This research design allowed the researcher to gain meaningful insights into how guided reading contributes to the development of comprehension skills and supports more effective literacy instruction in the intermediate grades.

The main local of the study in Dayhagan Elementary School in the Schools Division of Ormoc City, Leyte. The respondents of the study were the 50 learners. The information for the analysis was gathered using The primary research instruments used in this study were a validated teacher questionnaire and a standardized reading comprehension test. The teacher questionnaire was designed to assess the extent of implementation of guided reading strategies across key domains such as lesson planning, learner grouping, use of leveled texts, instructional delivery, and follow-up activities. This instrument utilized a Likert-type scale to capture the frequency and quality of guided reading practices implemented in classrooms. It was distributed to Grade 4 and 5 English teachers and administered during a scheduled session in coordination with school administrators. On the other hand, learners' reading comprehension skills were measured using a standardized test developed in alignment with the DepEd English curriculum for intermediate

learners. The test included reading passages followed by comprehension questions focusing on literal, inferential, and evaluative understanding. These assessments were conducted in the pupils' regular classrooms under the supervision of their teachers. The proposed Reading Intervention Plan was taken based on the findings of the study.

Sampling The respondents of the study were the 50 learners in Dayhagan Elementary School in the Schools Division of Ormoc that were involved in this study were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. The researcher formulated the following procedures as guide in gathering of data:

The researcher sought permission from the Office of the Schools Division Superintendent, headed by Dr. Carmelino P. Bernadas, Ph.D., CESO V, through a transmittal letter. The same letter content was given to the Public Schools District Supervisor, School Principal, and the teachers responsible for the identified respondents. The research instruments used standardized reading comprehension test. The teacher questionnaire was designed to assess the extent of implementation of guided reading strategies across key domains such as lesson planning, learner grouping, use of leveled texts, instructional delivery, and follow-up activities. This instrument utilized a Likert-type scale to capture the frequency and quality of guided reading practices implemented in classrooms. These were administered by the researcher to determine the performance level of Grade 4 & 5 pupils, particularly in word recognition and comprehension, which are closely related to their understanding of the lessons. After the integration of the guided reading interventions, which was implemented over a one-month period, a post-test was administered to determine whether the test performance of the Grade 4 & 5 pupils had improved. The collected data were then collated and subjected to appropriate statistical treatment.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both School Principal, teachers and parent were done.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data was treated statistically using the following statistical tool.

Weighted Mean. This was utilized to assess the reading performance of the Grade 4 & 5 pupils.

Pearson r- This tool was used to calculate the significant relationship to the extent of implementation of Guided Reading Strategies to the Reading comprehension skills of Grade 4 and 5 learners.

III.Results and Discussion

TABLE 1
Extent Of The Implementation Of The Guided Reading Strategies

	A. Guidelines	Weighted Mean	Interpretation
1	Clear implementation guidelines for the differentiated instruction integration are in place.	5.00	Strongly Agree
2	Teachers and facilitators are oriented to intervention procedures.	5.0	Strongly Agree
3	Reading goals and expected outcomes are communicated to all stakeholders.	5.0	Strongly Agree
4	The program follows structured schedules and protocols.	5.0	Strongly Agree
5	Implementation is regularly monitored and evaluated based on the guidelines.	5.0	Strongly Agree
	Mean	5.0	Strongly Agree
	B. Techniques		
1	Teachers use differentiated instruction integration or platforms effectively.	5.0	Strongly Agree
2	Learners engage in guided reading through multimedia tools.	4.0	Strongly Agree
3	Digital assessments are used to measure reading progress.	4.0	Strongly Agree
4	Instruction is differentiated using differentiated instruction integration to meet varied reading levels.	5.0	Agree
5	Motivational techniques such as gamification are used to sustain engagement.	4.0	Strongly Agree
	Mean	4.40	Strongly Agree
	C. Materials		
1	Age-appropriate differentiated instruction integration materials are available.	5.0	Strongly Agree
2	Audio-visual and interactive content support comprehension.	4.0	Agree
3	Software or apps used align with reading curriculum and standards.	4.0	Agree
4	Learners have access to mobile devices, tablets, or computers.	3.0	Agree
5	Technical support is available to maintain and troubleshoot resources.	4.0	Agree
	Mean	4.0	Agree
	D. Benefits		
1	Students demonstrate improved reading fluency and comprehension.	4.00	Agree
2	Learners show increased motivation to using digital platforms.	4.00	Agree
3	Teachers report ease in tracking academic progress through differentiated instruction integration.	5.00	Strongly Agree
4	The program allows for flexible and individualized learning.	5.00	Strongly Agree
5	Parents report positive impact on children's reading habits at home.	5.00	Strongly Agree
	Mean	4.60	Strongly Agree
	E. Participation of Learners		
1	Students actively use differentiated instruction integration tools during sessions.	4.00	Agree

2	Learners participate consistently in scheduled intervention activities.	5.00	Strongly Agree
3	Students complete digital reading tasks independently.	5.00	Agree
4	Learners respond positively to feedback provided through the platform.	4.00	Agree
5	Participation is consistent across different reading ability levels.	4.00	Agree
	Mean	4.40	Strongly Agree
	F. Challenges		
1	Limited access to devices affects implementation.	2.0	Disagree
2	Unstable internet connectivity hinders smooth use of technology tools.	1.0	Undecided
3	Some learners struggle to navigate or use digital platforms.	3.0	Disagree
4	Teachers face time constraints in managing and monitoring tech-based tasks.	3.0	Undecided
5	Lack of parental support affects learner engagement at home.	4.0	Strongly Disagree
	Mean	2.60	Disagree
	Grand Mean	4.44	STRONGLY AGREE

Legend: 4.21- 5.00 – Strongly Agree

3.41- 4.20 – Agree

2.61-3.40 - Undecided

1.81- 2.60- Disagree

1.00-1.80- Strongly Disagree

This table presents the Extent of the Implementation of the Guided Reading Strategies as observed in key instructional areas, namely: Guidelines, Techniques, Materials, Benefits, Participation of Learners, and Challenges. Each component was assessed using a five-point Likert scale, and the data were interpreted using weighted means. The table aims to evaluate how thoroughly guided reading strategies are implemented in classrooms, which supports the development of reading comprehension among learners. In terms of Guidelines, all indicators received a perfect weighted mean of 5.00, indicating a “Strongly Agree” interpretation. This suggests that the implementation of guided reading strategies is well-established, with clear protocols, structured schedules, and consistent monitoring. Similarly, in the Techniques category, the overall mean of 4.40 also reflects a “Strongly Agree” interpretation, with the use of differentiated platforms, multimedia tools, and motivational techniques showing high levels of integration. These results demonstrate that teachers are effectively applying various strategies to adapt reading instruction based on learner needs.

When it comes to Materials, the mean rating of 4.00 signifies an “Agree” interpretation, indicating that while age-appropriate and curriculum-aligned materials are generally available, access to digital tools like tablets or technical support may be somewhat limited. Under Benefits, respondents “Strongly Agreed” (mean = 4.60) that the guided reading program enhances reading fluency, comprehension, and motivation, and facilitates more individualized and flexible instruction. In Participation of Learners, a mean score of 4.40 again points to “Strongly Agree,” showing that learners are actively engaged and responsive in guided reading activities.

Conversely, the area of Challenges yielded a low mean of 2.60, interpreted as “Disagree.” Issues such as limited access to devices, unstable internet, and lack of parental support were noted. These reflect logistical and contextual barriers that may hinder the smooth execution of guided reading strategies. Despite these challenges, the grand mean of 4.44 reflects an overall interpretation of “Strongly Agree”, indicating a generally high level of implementation of guided reading strategies.

The implications of these findings suggest that guided reading strategies are not only well-integrated but also beneficial to learner outcomes when effectively supported by materials and consistent teacher implementation. However, infrastructure and home-based support still need to be addressed to maximize the benefits. Professional development, community involvement, and investment in digital access could further strengthen the impact of the intervention.

TABLE 2
Academic Performance of Learners

No.	Interpretation	Scale	Frequency	Percentage
5	Outstanding	90-100	9	14
4	Very Satisfactory	85-89	10	15
3	Satisfactory	80-84	30	45
2	Fairly Satisfactory	75-79	17	26
1	Did Not Meet Expectations	Below 75	0	
	Total		66	100
	Average		82.91	Satisfactory

This table presents the Academic Performance of Learners, highlighting the distribution of scores among 66 pupils based on a five-level rating scale. The table categorizes learner performance as Outstanding, Very Satisfactory, Satisfactory, Fairly Satisfactory, and Did Not Meet Expectations, with corresponding score ranges and frequency counts. The purpose of this table is to provide a snapshot of learners’ academic achievements, particularly in the context of evaluating the impact of instructional interventions such as guided reading strategies.

The results indicate that a significant portion of the learners, or 45%, fell within the Satisfactory range (80–84), making it the most populated category. This suggests that nearly half of the pupils meet the expected competencies in their academic performance, though not at an advanced level. Additionally, 26% achieved a Fairly Satisfactory rating (75–79), which, while still passing, points to the need for more focused instructional support to elevate these learners. On the higher end, 15% were rated Very Satisfactory (85–89) and 14% achieved Outstanding scores (90–100), showing a promising number of high-achievers, although not the majority.

Notably, no students fell under the category of "Did Not Meet Expectations", indicating that all learners performed above the failing mark. This reflects positively on the current teaching practices and interventions in place. The overall average performance rating of 82.91 translates to a Satisfactory interpretation. While the majority of students demonstrate a basic mastery of subject

matter, there is room for improvement, particularly in pushing more learners into the Very Satisfactory and Outstanding categories.

The implication of these findings is that while most learners meet minimum expectations, a strategic approach is still required to further develop academic excellence. Interventions such as differentiated instruction and guided reading can be intensified or tailored to address the needs of students in the lower-performing categories. Moreover, efforts must also focus on sustaining the progress of those in the higher tiers.

TABLE 3
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Guided Reading Strategies to Academic Performance	0.28	2.824	2.675	Reject Ho	Significant Relationship (Weak)

The Test of Relationship, which examines the correlation between the implementation of guided reading strategies and the academic performance of learners. The table highlights key statistical indicators: the Pearson correlation coefficient (r), the computed t-value, the table value at the 0.05 significance level, the decision on the null hypothesis (Ho), and the interpretation of the strength of the relationship. This analysis is intended to determine whether guided reading strategies have a meaningful and statistically significant effect on learners' academic achievement.

The data show that the Pearson r-value is 0.28, indicating a weak but positive correlation between guided reading strategies and academic performance. While the strength of the relationship is not strong, the computed t-value of 2.824 exceeds the critical table value of 2.675, leading to the rejection of the null hypothesis. This statistically significant result suggests that, although the impact is limited, guided reading strategies do contribute to improvements in academic performance.

Despite the weak correlation, the significance implies that the integration of guided reading strategies cannot be overlooked. The results may reflect variability in implementation, differences in teacher experience, learner engagement, or contextual factors such as access to appropriate materials. It is also possible that guided reading acts in combination with other interventions or that its full effects may manifest over a longer period of use. Nevertheless, the fact that a measurable relationship exists justifies continued use and refinement of guided reading practices in the classroom.

The implication of this outcome is that guided reading strategies should be sustained and strengthened as part of regular instruction, especially in literacy development. Teachers may benefit from ongoing training to enhance implementation fidelity, and schools might explore supportive practices like differentiated grouping, regular monitoring, and integration with digital tools. Even modest gains in learner performance, when scaled across classrooms, can contribute significantly to school-wide academic improvements.

IV. Conclusion

Based on the results of this study, reveal that the implementation of guided reading strategies has a statistically significant and has positive correlation with learners' academic performance and affirms the relevance of guided reading as an instructional approach. While the strength of the relationship is not robust, the significance of the result underscores that guided reading contributes to academic improvement and warrants continued use. These results highlight the need for consistent and well-supported implementation, recognizing that the strategy's full impact may depend on various factors such as teacher expertise, learner participation, and instructional resources. Therefore, guided reading should remain a core element of literacy instruction, enhanced through ongoing professional development and instructional innovation to maximize its benefits for student learning outcomes.

V. Recommendations

Based on the findings of this study, the following recommendations are proposed to for each stakeholder group based on the findings extent of implementation Differentiated Instruction integration and academic performance of the Grade 3 and 4 learners with Diverse Learning Abilities in Dayhagan Elementary School, in the division of Ormoc City:

Teachers are encouraged to consistently implement guided reading strategies with fidelity, ensuring that learners are grouped according to reading levels, provided with leveled texts, and engaged in pre-, during-, and post-reading activities. Continuous professional development on differentiated instruction, reading intervention techniques, and use of guided reading materials should be pursued to enhance instructional effectiveness.

School administrators should support the guided reading program by allocating sufficient time for its implementation in daily class schedules, monitoring teaching practices, and providing resources such as leveled books, reading kits, and access to technology. They are also advised to create a school-wide reading improvement plan anchored on data-driven instruction.

The PSDS is recommended to conduct regular evaluation and capacity-building initiatives to ensure uniformity and quality of guided reading practices across schools. Providing technical assistance and organizing inter-school sharing of best practices can further strengthen the program's impact.

Parents should be involved in their children's reading development by reinforcing reading habits at home, providing a print-rich environment, and collaborating with teachers on learners' progress. Home reading logs and simple comprehension follow-up tasks can foster greater parent engagement.

The researcher should disseminate the findings to relevant stakeholders and advocate for the institutionalization of guided reading strategies. The insights obtained may also guide the refinement of instructional planning, learner assessments, and future reading interventions within the school.

For Future Researchers, Future studies may explore the long-term effects of guided reading strategies on comprehension across grade levels, consider other variables such as socio-emotional factors or digital literacy, and employ experimental or longitudinal designs for a more in-depth analysis.

ACKNOWLEDGEMENT

I would like to express my heartfelt gratitude to all those who have supported and guided me throughout the journey of completing this thesis.

First and foremost, I immensely thank God almighty, the founder of knowledge and wisdom for his bountiful blessings, benedictions, wisdom and inspiration all through my study, for showing his grace and mercy on me all the days.

I wish to extend my special thanks to Dean of Graduate School Dr. Sabina Con-ui for her motivation and immense knowledge in helping to improve the study.

I am extremely grateful to my research adviser Dr. Annabelle A. Wenceslao for her invaluable guidance, feedback, and support throughout my thesis research. Her extensive knowledge and experienced were instrumental of this dissertation.

I would also like to thank the rest of the thesis committee Dr. Bryant C. Acar, Dr. Elvin H. Wenceslao and Dr. Jasmine B. Misa for their constructive feedback and valuable suggestions.

This thesis is a reflection of the unwavering support and boundless love I received from my family and friends during this challenging academic pursuit. I owe an immense debt of gratitude to my family, who nurtured my curiosity and supported my educational endeavors from the very beginning.

Last but not the least, to my partner, Brian, your endless patience and understanding, especially during the most demanding phases of this research, have been my anchor. I will forever be thankful for your unfailing support and encouragement.

REFERENCES

- [1] Canubas, R. M. (2023). Guided reading: An evidence-based strategy for early reading challenges. *Excellencia: International Multi-disciplinary Journal of Education*, 1(2), 22–31. Retrieved from <https://multijournals.org/index.php/excellencia-imje/article/view/41>
- [2] DepEd Order No. 12 s. 2015. “Guidelines on the Early Language, Literacy and Numeracy Program: Professional Development `Component.”
- [3] DepEd Order No. 18 s. 2017. “Guidelines on the Utilization of the 2017 Every Child a Reader Program funds for the Early Language, Literacy, and Numeracy Program: Professional Development Component”
- [4] Sacares, J. R., Dela Cruz, M. A., & Santos, A. P. (2023). Impact of guided oral reading approach to students’ reading comprehension. *International Interdisciplinary Research Journal*, 3(1), 45–56. Retrieved from https://iiari.org/conference_article/impact-of-guided-oral-reading-approach-to-students-reading-comprehension

AUTHOR’S PROFILE



ANGELINE C. RELEVO

The author is born on October 29, 1995 at Ormoc City, Leyte, Philippines. She finished her Bachelor’s degree in Elementary Education at Eastern Visayas State University — Ormoc Campus. She is currently finishing her Master’s degree of Arts in Education major in Elementary Education at Western Leyte College of Ormoc City. She believes that the more that you read, the more things you will know, the more that you learn, the more places you will go.