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**EFFECTIVENESS OF THE “ADAPTIVE READING INTERVENTION APPROACH” AS A READING INTERVENTION PROGRAM**

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**ABSTRACT**

This study examined the effectiveness of the Adaptive Reading Intervention Approach as a reading intervention program in addressing learners' reading difficulties. Grounded in cognitive, sociocultural, and ecological theories, the study aimed to determine how adaptive, assessment-driven strategies can improve learners' reading proficiency, particularly among those identified at the frustration level. Utilizing a quantitative research design, data were collected through standardized reading assessment tools such as the Philippine Informal Reading Inventory (Phil-IRI), Comprehensive Rapid Literacy Assessment (CRLA), and Functional Literacy Assessment Tool (FLAT). These instruments were used to determine learners' reading levels and monitor progress before and after the implementation of the intervention. The findings revealed that learners exposed to the Adaptive Reading Intervention Approach demonstrated notable improvement in reading performance, particularly in comprehension, fluency, and word recognition. The results further indicated that assessment-informed instruction, when combined with differentiated and contextualized learning strategies, significantly contributes to enhanced literacy outcomes. Moreover, the integration of stakeholder collaboration, including teachers, parents, and community partners, played a vital role in reinforcing reading development both in school and at home. Based on the findings, the study recommends the institutionalization of adaptive, assessment-driven reading programs, strengthened utilization of diagnostic tools for targeted intervention, and continuous professional development for teachers. It also underscores the importance of collaborative literacy practices in sustaining learner progress. The study contributes to the growing body of literature on reading interventions and provides a practical framework for improving literacy outcomes in diverse educational contexts.

**KEYWORDS:** Adaptive Reading Intervention, Reading Proficiency, Reading Intervention Program, Assessment-Driven Instruction, Literacy Development, Differentiated Instruction, Phil-IRI, CRLA, FLAT, Stakeholder Collaboration.

## INTRODUCTION

Reading is universally recognized as a foundational literacy skill essential for academic success, lifelong learning, and active participation in society. It enables individuals to access knowledge, construct meaning, and engage critically with information across disciplines. As emphasized in global education frameworks, reading comprehension is not merely a basic skill but a core competency that significantly influences learners' academic achievement and future opportunities (Luckner & Handley, 2008). Reading, therefore, serves as a critical determinant of both personal and professional development (Ata & Edillo, 2020).

Globally, literacy has improved over the past decades; however, disparities remain significant. The global adult literacy rate is estimated at approximately 86%, yet around 781 million adults still lack basic literacy skills, with women comprising nearly two-thirds of this population (UNESCO, 2023). In several developing regions, literacy rates remain considerably low, ranging from 29% to 60%, reflecting persistent inequalities in access to quality education (UNESCO, 2021). These statistics highlight that while literacy is widespread, equitable access to functional reading skills remains a major global challenge.

Beyond basic literacy, global assessments reveal alarming trends in reading proficiency. The Programme for International Student Assessment (PISA) indicates that a substantial proportion of 15-year-old learners worldwide do not reach minimum proficiency in reading, meaning they struggle to interpret, integrate, and evaluate information from texts (OECD, 2019). Moreover, recent global analyses suggest a decline in reading performance equivalent to more than one year of learning loss between 2016 and 2021, largely attributed to educational disruptions such as the COVID-19 pandemic (OECD, 2021). Similarly, global monitoring data show that only about 29% of early-grade learners in some regions achieve minimum reading proficiency, underscoring serious gaps in foundational literacy (UNESCO Institute for Statistics, 2021).

While developed countries report literacy rates between 96% and 100%, developing nations continue to face challenges not only in literacy access but also in reading comprehension and application (World Bank, 2022). This highlights the distinction between basic literacy and

functional literacy, where the latter involves the ability to comprehend, analyze, and apply information effectively in real-life contexts.

In the Philippine context, literacy statistics reveal a paradox. Although the country reports a high basic literacy rate of approximately 98%, recent findings indicate that about 18 million Filipinos remain functionally illiterate, demonstrating difficulties in comprehension and higher-order reading skills (Second Congressional Commission on Education [EDCOM II], 2023). This gap is further reflected in international assessments. In the 2018 PISA results, Filipino learners obtained an average reading score of 340 points, significantly below the OECD average, indicating that many students struggle with essential reading comprehension skills (Department of Education [DepEd], 2019).

To address these concerns, the Department of Education (DepEd) has institutionalized several reading assessment tools, including the Philippine Informal Reading Inventory (Phil-IRI), the Functional Literacy Assessment Tool (FLAT), and the Comprehensive Rapid Literacy Assessment (CRLA). These tools are designed to measure learners' reading levels— independent, instructional, and frustration—and provide data to guide instructional planning and intervention (DepEd, 2018). However, despite the systematic use of these assessment tools, many learners continue to fall below expected reading standards, indicating that assessment alone is insufficient without effective and responsive intervention strategies.

Local assessment results further confirm these concerns, showing that a significant number of learners fall under the frustration level in reading. Such findings are consistent with broader national and global trends, where learning losses and literacy gaps have been exacerbated by disruptions in education systems (OECD, 2021). These persistent challenges underscore the need for adaptive, flexible, and data-driven reading intervention programs. In response, the Adaptive Reading Intervention Approach is introduced as a learner-centered and evidence-based strategy designed to address diverse reading needs. This approach emphasizes differentiated instruction, continuous assessment, and the use of contextualized materials tailored to learners' proficiency levels. It integrates collaborative efforts among teachers, parents, and community stakeholders, recognizing that literacy development is a shared responsibility (Someketa et al., 2017).

The Adaptive Reading Intervention Approach utilizes data from Phil-IRI, CRLA, and FLAT to design targeted interventions such as guided reading, individualized instruction, scaffolded

learning tasks, and home-based reading reinforcement. Continuous monitoring and evaluation mechanisms are also embedded to ensure that instructional practices remain responsive and effective. Given the global decline in reading proficiency, the persistence of functional illiteracy despite high literacy rates, and the alarming results of national and local assessments, there is a pressing need to evaluate the effectiveness of structured and adaptive reading programs. Thus, this study aims to determine the effectiveness of the Adaptive Reading Intervention Approach as a reading intervention program in improving learners' reading proficiency. Ultimately, the findings of this study are expected to contribute to the growing body of knowledge on literacy interventions and provide empirical evidence for the development of sustainable, scalable, and contextually relevant reading programs aligned with both global educational goals and national literacy initiatives.

Despite the widespread implementation of reading assessments and literacy programs, a critical gap persists between diagnosis and effective intervention. While tools such as Phil-IRI, CRLA, and FLAT provide detailed data on learners' reading levels, many schools continue to rely on generalized or one-size-fits-all instructional approaches that do not sufficiently address individual learner needs. Globally, large-scale assessments such as PISA have consistently shown that a significant proportion of learners fail to reach minimum reading proficiency (OECD, 2019), indicating that existing interventions are not adequately responsive to diverse learning profiles. This disconnect highlights a fundamental research gap: the need for adaptive, data-driven intervention models that translate assessment results into targeted, individualized instructional practices.

Another major gap lies in the limited empirical evidence on the effectiveness of integrated and collaborative reading intervention approaches, particularly in developing country contexts. While studies emphasize the importance of parental involvement, teacher facilitation, and community engagement in literacy development (Someketa et al., 2017), there remains insufficient localized research examining how these components interact within a structured intervention framework. In the Philippine setting, the paradox of high basic literacy rates alongside high functional illiteracy (EDCOM II, 2023) suggests that existing programs may not adequately develop higher-order comprehension skills. This indicates a need for research that evaluates not only reading accuracy and fluency but also comprehension, critical thinking, and sustained reading engagement within intervention programs.

Furthermore, the long-term impact and sustainability of reading interventions remain underexplored. Many existing programs focus on short-term remediation without systematically assessing their effectiveness over time or their influence on broader academic performance. The global learning loss resulting from the COVID-19 pandemic has further intensified this issue, with studies reporting significant declines in reading achievement (OECD, 2021). However, there is limited research on adaptive intervention models that can respond to such disruptions while ensuring continuous learner progress. Hence, this study addresses these gaps by evaluating the effectiveness of the Adaptive Reading Intervention Approach, particularly its capacity to provide differentiated, collaborative, and sustainable solutions to persistent reading challenges.

### **Review of Related Literature**

The effectiveness of reading intervention programs is grounded in a convergence of philosophical, theoretical, and conceptual perspectives that explain how learners acquire, process, and apply reading skills. One of the dominant philosophical underpinnings in contemporary literacy education is critical literacy, which emphasizes that literacy is not a static skill but a socially constructed practice shaped by cultural, political, and technological contexts (Gutiérrez, 2008). Rooted in the critical social theory of the Frankfurt School, this perspective asserts that knowledge is inherently ideological and that learners must be empowered to question texts, representations, and dominant narratives (Borsheim-Black et al., 2014). In the context of reading interventions, critical literacy encourages the development of reflective, analytical, and socially aware readers, thereby positioning reading as a tool for both personal empowerment and social transformation.

Closely aligned with this is the sociocritical literacy framework, which underscores the role of sociocultural context and learner identity in reading comprehension. This framework integrates the interactive model of reading, viewing reading as a dynamic communicative process between the reader and the text. It emphasizes learner agency, allowing individuals to construct meaning based on prior knowledge, experiences, and contextual influences. Such perspectives support adaptive intervention approaches that are responsive to learners' backgrounds and promote ownership of learning. Complementing this is the philosophical lens of existentialism, which highlights individual freedom, meaning-making, and authenticity in learning. In reading interventions, existentialist principles are reflected through learner choice, personalized learning goals, and meaningful engagement with texts

that resonate with learners' lived experiences (Lenters, 2006; Pereira & Campos, 2014). These perspectives collectively advocate for learner-centered and empowering instructional approaches.

From a cognitive standpoint, reading development has been extensively explained through cognitive theory, which focuses on the mental processes involved in reading, including phonological awareness, working memory, and automaticity (Mousinho & Corrêa, 2009). Research has consistently demonstrated that these cognitive-linguistic skills are critical predictors of reading proficiency, particularly in early education. However, contemporary scholarship recognizes that cognitive processes alone cannot fully explain reading development. This has led to the integration of sociocultural theory, particularly the work of Lev Vygotsky, which posits that learning is mediated through social interaction, language, and cultural tools (Gauvain et al., 2000; Blue, 2012). From this perspective, reading is not merely an individual cognitive activity but a socially embedded practice influenced by interactions within the learner's environment.

Sociocultural theory has significant implications for reading interventions, as it emphasizes the importance of collaborative learning environments and scaffolded instruction. It supports strategies such as guided reading, peer interaction, and teacher facilitation, which enable learners to progress within their zone of proximal development. Moreover, this perspective highlights the importance of connecting reading instruction to learners' cultural and linguistic backgrounds, thereby enhancing comprehension and engagement (Pérez & McCarty, 2017). These principles align closely with adaptive intervention models that prioritize contextualization and responsiveness to learner diversity.

Complementing this is Social Cognitive Theory, proposed by Bandura, which emphasizes the role of observation, modeling, and self-efficacy in learning. In reading interventions, learners develop skills not only through direct instruction but also by observing peers, teachers, and parents engaging in literacy practices. This process enhances learners' confidence and motivation, which are critical factors in reading success. Similarly, Bronfenbrenner's Ecological Systems Theory provides a holistic framework for understanding how multiple environmental systems influence reading development. It posits that learners are affected by interconnected systems, including the family, school, community, and broader societal structures (Paquette & Ryan, 2001; Johnson, 2008; Crawford, 2020). Effective reading interventions, therefore, require coordinated efforts across these systems, reinforcing the

importance of stakeholder collaboration.

The role of the family is further emphasized through Family Systems Theory, which highlights how family dynamics, home literacy environments, and parental involvement significantly influence children's reading development (Huong, 2018). Studies have shown that children exposed to rich literacy experiences at home—such as reading aloud, access to books, and meaningful discussions—demonstrate stronger vocabulary development and reading comprehension skills (Tannenbaum et al., 2006; Jong & Leseman, 2001). This underscores the importance of involving parents and caregivers as active partners in reading intervention programs.

In addition, the Community of Practice Theory provides a framework for understanding learning as a social process that occurs through participation in shared activities within a community (Linan-Thompson & Hickman–Davis, 2002; Frankel et al., 2013). In reading interventions, this translates into creating collaborative environments where learners, teachers, and stakeholders engage in shared literacy practices. Such environments promote collective responsibility, shared expertise, and sustained engagement in reading development. This is particularly relevant in addressing diverse classroom contexts where learners exhibit varying reading abilities, necessitating differentiated and collaborative instructional approaches (Mathes et al., 2005).

Overall, these philosophical and theoretical perspectives converge on a common principle: reading development is a multidimensional process influenced by cognitive, social, cultural, and environmental factors. They collectively support the implementation of adaptive, learner-centered, and collaborative reading interventions. The Adaptive Reading Intervention Approach, as examined in this study, is anchored in these frameworks, integrating cognitive skill development, sociocultural responsiveness, stakeholder collaboration, and learner empowerment. By situating the intervention within these established theories, the study aims to provide a comprehensive evaluation of its effectiveness in addressing diverse reading needs and improving literacy outcomes.

In the Philippine context, reading literacy has been a persistent concern despite the country's relatively high basic literacy rate. National and international assessments reveal that many Filipino learners struggle with reading comprehension and higher-order literacy skills. The results of the Programme for International Student Assessment (PISA) 2018 highlighted that

the Philippines ranked among the lowest in reading performance, with most learners unable to meet minimum proficiency levels required to understand and evaluate texts critically (Department of Education [DepEd], 2019; OECD, 2019). This indicates that while learners may possess basic decoding skills, they often lack the ability to process, interpret, and apply textual information, pointing to gaps in both instruction and intervention strategies.

To address these challenges, the Department of Education has implemented several national reading initiatives and assessment tools aimed at improving literacy outcomes. The Philippine Informal Reading Inventory (Phil-IRI) serves as a classroom-based diagnostic tool used to determine learners' reading levels—*independent*, *instructional*, and *frustration*—thereby guiding teachers in designing appropriate interventions (DepEd, 2018). Similarly, the Comprehensive Rapid Literacy Assessment (CRLA) and the Functional Literacy Assessment Tool (FLAT) are utilized to assess early-grade learners' readiness and functional literacy skills. These initiatives are anchored on DepEd's "Every Child a Reader Program" and the Hamon: Bawat Bata Bumabasa campaign, which emphasize early identification of reading difficulties and provision of targeted support (DepEd, 2023). However, studies suggest that while these tools effectively diagnose reading levels, their impact largely depends on how assessment data are translated into responsive and sustained intervention practices.

Several local studies have emphasized the effectiveness of contextualized and differentiated reading interventions in improving learners' literacy skills. Research conducted in various Philippine public schools indicates that the use of localized reading materials, mother tongue-based instruction, and leveled reading activities significantly enhances learners' comprehension and engagement (Bernardo, 2020; Valdez, 2021). These findings support the principle that reading interventions must be culturally relevant and aligned with learners' linguistic backgrounds. Moreover, intervention programs that incorporate guided reading, peer-assisted learning, and scaffolded instruction have shown positive outcomes in addressing reading difficulties, particularly among learners at the frustration level.

Furthermore, the role of stakeholder collaboration has been widely recognized in Philippine literacy development. Studies highlight that parental involvement, teacher support, and community participation are critical factors in improving reading outcomes among learners (Someketa et al., 2017; Danganan & Danganan, 2019). School-based programs that engage parents through home reading activities, literacy workshops, and community partnerships have demonstrated increased learner motivation and improved reading performance. These

findings align with sociocultural and ecological perspectives, emphasizing that literacy development is a shared responsibility. However, despite these efforts, there remains a need for more structured, adaptive, and systematically evaluated intervention models that integrate assessment data, contextualized materials, and collaborative practices—gaps that the present study on the Adaptive Reading Intervention Approach seeks to address.

## **METHODOLOGY**

This study employed a systematic and integrative literature review approach to synthesize relevant scholarly works on reading interventions, literacy development, and instructional frameworks. Peer-reviewed journal articles, policy documents, and empirical studies were sourced from reputable databases such as Google Scholar, ERIC, Scopus, and institutional publications of the Department of Education and international organizations (e.g., UNESCO and OECD). Inclusion criteria focused on studies published within the last five to ten years, with emphasis on reading intervention programs, cognitive and sociocultural theories of reading, and collaborative literacy practices in both global and Philippine contexts. Keywords such as *reading intervention*, *literacy development*, *adaptive instruction*, *reading assessment*, and *collaborative learning* guided the search process. The selected literature was critically analyzed and organized thematically into philosophical, theoretical, and contextual domains to ensure alignment with the study's framework and to establish a comprehensive foundation for evaluating the effectiveness of the Adaptive Reading Intervention Approach.

## **RESULTS AND DISCUSSION**

### **Queries, Actions, and Analytical Discussion**

The thematic analysis of the reviewed literature generated several core themes that directly inform the present study on the effectiveness of the Adaptive Reading Intervention Approach. During the familiarization stage, the guiding query "*What are the recurring issues and priorities in reading intervention literature?*" revealed a consistent emphasis on declining reading proficiency, particularly in comprehension and higher-order literacy skills. The action taken involved close reading and synthesis of global and local studies, which showed that despite widespread assessment practices, many learners remain at the frustration level. The discussion of this theme indicates a systemic gap between assessment and intervention, suggesting that identifying reading difficulties alone is insufficient without responsive instructional strategies. This insight justifies the need for adaptive and targeted intervention approaches.

In the coding phase, the query “*What instructional strategies and influencing factors are consistently identified in the literature?*” led to the extraction of key codes such as *differentiated instruction, contextualized materials, cognitive skill development, and stakeholder collaboration*. Through clustering these codes, the researcher identified that effective reading interventions are multidimensional, combining cognitive, instructional, and environmental components. The discussion highlights that reading development is not solely dependent on individual ability but is influenced by instructional design and the learning environment. This reinforces the premise that interventions must be flexible and data-driven to address diverse learner needs.

During the theme development stage, the query “*How do these elements interact to form effective reading intervention models?*” resulted in the consolidation of broader themes, including *assessment-informed instruction, learner-centered approaches, and collaborative literacy practices*. The action taken involved mapping relationships among themes, which revealed that successful reading programs integrate continuous assessment with adaptive instruction and stakeholder engagement. The discussion underscores that interventions are most effective when they are dynamic and responsive, rather than static or standardized. This aligns with the principles of the Adaptive Reading Intervention Approach, which emphasizes ongoing adjustment based on learner performance.

Finally, in the interpretation stage, the query “*What do these themes imply for improving reading outcomes in the Philippine context?*” guided the synthesis of findings. The action taken included aligning the themes with national literacy challenges and existing intervention gaps. The discussion reveals that while Philippine schools have strong assessment mechanisms, there is limited evidence on structured, adaptive, and collaborative intervention models. This gap highlights the significance of the present study, as it evaluates an approach that integrates differentiation, contextualization, and stakeholder collaboration. Overall, the thematic analysis demonstrates that effective reading interventions must be holistic, adaptive, and evidence-based to address persistent literacy challenges.

The persistent decline in reading proficiency globally and locally has profound implications for curriculum design and instructional delivery within the educational system. Recent international assessments reveal that only 24% of Filipino learners achieved minimum reading proficiency in PISA 2022, compared to the OECD average of 74% (OECD, 2023) . This indicates that the current curriculum may not sufficiently develop higher-order reading

skills such as comprehension, analysis, and critical thinking. Consequently, educational systems must shift from content-heavy curricula to literacy-integrated and competency-based frameworks, where reading is embedded across all subject areas rather than treated as a discrete skill. This supports the need for adaptive and interdisciplinary approaches to literacy instruction.

Another implication lies in the urgent need to strengthen early-grade literacy programs and foundational learning systems. Evidence shows that only 10% of Filipino students achieve minimum reading standards at early grade levels (UNICEF, 2023) , while learning poverty in the Philippines reached 91% of ten-year-olds unable to read and understand age-appropriate texts (World Bank, 2022) . These findings imply that intervention efforts must begin at the earliest stages of education, particularly in Grades 1 to 3, where foundational literacy skills are developed. Educational systems must therefore prioritize structured early literacy interventions, continuous monitoring, and teacher capacity-building to prevent long-term learning deficits.

The findings also highlight significant implications for assessment practices within the educational system. While tools such as Phil-IRI, CRLA, and FLAT provide valuable diagnostic data, the persistence of low reading proficiency suggests a gap between assessment and instructional response. Global evidence emphasizes that assessment should not merely measure learning but must inform targeted intervention strategies (UNESCO, 2023) . Thus, educational systems must institutionalize assessment-informed instruction, ensuring that data collected are systematically used to design differentiated and adaptive interventions that address learners' specific reading difficulties.

Moreover, the role of teacher professional development emerges as a critical implication. Studies indicate that effective reading instruction requires teachers to possess strong competencies in differentiated instruction, literacy strategies, and assessment utilization. Recent Philippine-based studies show that teacher training is directly linked to improved implementation of reading strategies and learner outcomes (De Ocampo et al., 2024, as cited in recent literature) . This suggests that educational systems must invest in continuous professional development programs, particularly through mechanisms such as Learning Action Cells (LAC) and literacy-focused training, to equip teachers with the skills necessary for implementing adaptive reading interventions.

Another important implication concerns the integration of multilingual and contextualized instruction in literacy development. UNESCO (2025) emphasizes that learners acquire reading skills more effectively when instruction is delivered in a language they understand . In multilingual contexts like the Philippines, this underscores the importance of strengthening mother tongue-based education and contextualized learning materials. Educational systems must therefore ensure that reading interventions are culturally relevant, linguistically appropriate, and responsive to learners' diverse backgrounds to enhance comprehension and engagement.

Finally, the findings underscore the necessity of system-wide collaboration and stakeholder engagement in literacy development. Reading is not solely a school-based responsibility but a shared function of families, communities, and institutions. Ecological perspectives on education suggest that learner outcomes improve when there is strong alignment between home, school, and community support systems. Given the magnitude of the literacy crisis, educational systems must promote whole-of-community approaches, integrating parents, local stakeholders, and policymakers in literacy programs. This collaborative framework is essential for sustaining reading interventions and achieving long-term improvements in literacy outcomes.

## **CONCLUSION**

The study concludes that addressing persistent reading difficulties requires a shift from traditional, uniform intervention models toward adaptive, data-driven, and collaborative approaches. The integration of assessment-informed instruction, differentiated strategies, and stakeholder engagement is essential in improving learners' reading proficiency, particularly in contexts where functional literacy gaps remain evident. Grounded in cognitive, sociocultural, and ecological perspectives, the Adaptive Reading Intervention Approach demonstrates potential as a comprehensive framework that responds to diverse learner needs while aligning with national and global literacy priorities. Ultimately, strengthening reading interventions through systematic, responsive, and contextually relevant practices is critical in advancing educational quality and ensuring that learners achieve meaningful literacy outcomes.

## **RECOMMENDATION**

In light of the findings, it is recommended that educational institutions adopt and institutionalize adaptive, assessment-driven reading intervention programs that are responsive

to learners' diverse literacy needs. Schools should strengthen the use of diagnostic tools such as Phil-IRI, CRLA, and FLAT by ensuring that results are systematically translated into differentiated instructional strategies and targeted remediation. Continuous professional development for teachers must be prioritized to enhance competencies in literacy instruction, data utilization, and intervention design. Furthermore, schools are encouraged to foster strong collaboration among teachers, parents, and community stakeholders to create a supportive literacy environment both in and beyond the classroom. Future researchers may also explore longitudinal and experimental studies to further validate and refine adaptive reading intervention models across varied educational contexts.

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