



Read to rise: Empowering the next generation of gentle Warrior's readers

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Abstract

The construct of reading comprehension has been extensively investigated in recent years. This study aimed at achieving a twofold objective: first, to determine the reading comprehension levels of Grade 12 students at Parañaque National High School–Main; and second, to design and implement appropriate interventions based on the identified needs and learning gaps. The study involved 2,694 Grade 12 student-respondents. Specifically, these aggregate data were culled from different academic strands: 602 students from (ABM Strand); 676 students from HUMMS Strands; 545 students from STEM Strand; and, 871 students from TVL Strand. To determine the levels of student-respondents' reading comprehension of the research participants, they were assessed across the four comprehension levels particularly the literal, inferential, evaluative, and creative levels. Findings revealed that in the literal (context clues), evaluative (making prediction and summary), and creative levels (story structure, Short story, and non-fiction) were the strongest comprehension levels of students from STEM strand, whereas students from the ABM strand performed strongest in the inferential level, particularly in drawing inferences and identifying the main idea. These positive findings were attributed to the effectiveness of the proposed reading program called Read to Rise Program. Pedagogical implications and recommendations were provided.

Keywords: Reading; Reading Comprehension; Grade 12 Students; Comprehension Levels

1. Introduction

Reading, as one of the macroskills in language, is a process of making sense or drawing meanings from the written texts (Alderson et.al., 1984). In today's globalized and hypercompetitive environment, it thus a truism that every individual must possess reading competence; that is, not just having the ability to read but most importantly the ability to understand otherwise known as the reading comprehension. In academe, students for them to hurdle the intricacies and demands the school may place on their shoulders are required to have at least a rudimentary competence with regard to reading since almost all successes in and out of school are linked to one having the ability to digest written texts. Thus, students who do not develop their reading comprehension skills are more likely to suffer throughout their education and employment (Graesser, 2015). Indeed, reading comprehension is understood to be a foundation of most learning (Librea, et.al., 2023). As elucidated by Marquez (2008), drawing from Clymer's (1968) proposition, comprehension is the main goal of reading; regardless of a reader's age or skill level, reading is pointless without understanding. Clymer asserted that there are four stages of reading comprehension—literal, inferential or interpretive, evaluative, and creative. Literal comprehension involves grasping explicit information from the text. Inferential comprehension requires readers to deduce meaning beyond what is directly stated. Evaluative comprehension entails making judgments about the text's accuracy, quality, or relevance. Creative comprehension challenges learners to

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extend ideas and generate new insights based on what they have read. These stages provide a framework for assessing the depth of learners' engagement with reading materials.

Chomsky (1957 cited in Goh & Silver, 2006) asserted that reading is a tentative information processing. Put it differently, it is a complex psycholinguistic process where cognition and metacognition concur with one another. There have been many advantages that are rooted to reading. People read for many reasons. Goodman (1996) identified five functions of reading as follows. First it is ritualistic for it provides some sense of spirituality in the inner sanctum of one's deep emotions; second, occupational for it provides procedures on how to deal office works, reports, among others; third, environmental by looking at the surrounding people read albeit not in the form of conventional texts; fourth, recreational by which reading exudes subliminal enjoyment and pleasures to the readers e.g. reading novels and magazines; and fifth, informational here by reading people receive necessary information for a wide variety of purpose such as in cases involving school-related tasks. Likewise, it has been found that students who frequently engaged in reading typically do better in courses that call for a high level of comprehension and critical thinking (Ilogu & Okeye, 2021). Similarly, students who have developed fondness in reading show an enhanced cognitive capacities thereby allowing them to evaluate and analyze complex ideas and that they have a better memory and retention of knowledge, even in subjects beyond the ambit of the curricula (Lopez & Garcia, 2020). Interestingly, Krashen and Terrels (1996) believed that habits insofar as reading is concerned can be developed at an early age. However, it has been asserted that reading ability is a complex and somehow laborious purposive actuation since it requires discipline and years of training and practice (Castles et. al., 2018). Given the foregoing, it is adduced that a child who has been structured and nurtured in reading activities has a better competitive advantage as compare to his counterpart children who in contrast do not develop good habits in reading at an early age.

According to Nagima et. al. (2022) that reading is not just a pedagogical concern but also a social priority. Empirical evidence show that literate populations can significantly affect the fate of the country. It has been found that the more literate the people are, the more likely instantaneous progress and development will take place (Mtika & Abbott, 2023). Thus literacy has both personal and social benefits such as enhanced quality of life, low mortality rate, and competitive and productive economy, among others (Shahid, et. al., 2022; Khumalo, 2019; Kayode et. al., 2025).

In the Philippines, the issue on literacy in general and reading comprehension of the students in particular has received a considerable attention. None other than the 1987 Constitution provides under Article II (Declaration of Principles and State Policies) Section 13 that the State recognizes the vital role of the youth in nation-building and shall promote their physical, moral, spiritual, intellectual and social well-being. Because of the significance of education and its wide-ranging impacts in the community as whole, the framers of the Constitution saw to it that education shall be prioritized and that it must establish, maintain, and support a complete and integrated system of education relevant to the needs of the people and society (Sec. 2, Art. XIV, 1987 Constitution). To bolster this aspiration and have the pertinent provision materialized, the education sector receives the higher budgetary allocation from the Congress so as to ensure that quality education at all levels shall be attained by all citizens (Bernas, 2009; Defensor-Santiago, 2002; Cruz & Cruz, 2024). However, despite these constitutional mandates current trends on education show otherwise. The system itself flounders and that students languish in academe which is evident on the recent studies conducted here and abroad.

According to the 2019 report of the Organization for Economic and Co-operation and Development (OECD), an international nongovernmental organization, revealed that many children do not reach desired competence level in reading despite the appropriate educational opportunities provided by the educational institutions. This result corroborated what the Programme for international Student Assessment or PISA found in 2018 that the Philippines ranked the lowest among the 79 countries who participated in the assessment. It was found that Filipino students lacked the basic and fundamental knowledge in Mathematics, Science, and English i.e. reading comprehension. Scheleicher (2019) giving another picture identified that 10 million students aged 15 year olds who participated in PISA 2018 could not even complete the most basic reading tasks. The Filipino students are contemplated in this instance.

Intriguingly, based on the study conducted by Second Congressional Commission on Education (EDCOM 2) in 2025 it was revealed that 24.8 million Filipinos are considered functionally illiterate; that is, they can read but they do not understand or fully comprehend what they read. Marcelo & Santillan (2020) indicated that almost 20.1 million Filipinos aged 10-64 cannot comprehend what they read. This phenomenon has led governmental institutions, scholars, and academicians alike to take initiatives by proposing potential solutions in order shed light on how to resolve this exacerbating educational crisis in the Philippines.

In line with this, Oseña-Paez (2022) found that 9 out of 10 children in the Philippines at late primary age are not proficient in reading. Bunda & Pineda (2023) on the other hand identified statistically disclosed that only 39% students could comprehend critically; 44% inferentially; and 56% literally. The latter result is problematic since not just students

from elementary and secondary read literally what the texts provide but likewise tertiary students do the same. College students' comprehension was found to be at a primary or literal level (De Peña & Luque-Rojas, 2021). It is striking that college students whose academic tasks are more technical which in effect requires critical and analytical skills fall under the category of primary or literal readers.

It has been held that reading is, among other things, digging up of information from the texts (Yunus & Machmury, 2019) and reading comprehension on the other hand is a complex intellectual process of cognition and metacognition which includes two main abilities viz; mastery of the meaning of the words and thinking about verbal concepts (Santosa, 2019). To fully understand as to why the students lag in reading competence, it thus compelling to identify what the problems are.

In written texts, culture is identified to be of a critical essence. Hence, writing is an expression of culture. Hinds (1987) in his seminal paper introduced new typology of language; that is, reader/speaker responsible and writer/listener responsible. With respect to coherence in writing Hinds found that Japanese writing demands more of the reader resulting in reader responsible prose. Meanwhile, Anglo-American writing is more of writer-responsible; that is, readers read texts without much inferencing.

Another widely recognized research in the field of Applied Linguistics was conducted by Mahemed and Omer (2000 cited in Dayag, 2009) where they explored the interaction between writing and culture. The corpora they utilized are writings in English and Arabic texts. Based on an inventory of cohesive devices used in written texts, they concluded that Arabic writing is context-based, repetition-oriented, generalized, and additive which reflected that Arabic culture is collectivist, high-context, high-contact, and reader responsible. Whereas the English written texts as counterpart, they found that English texts reflected a being text-based, specific, change-oriented, and non-additive. English culture was found to be individualist, low-context, low-contact, and writer-responsible. Withal, Morales and Gomez (2024) found in their contrastive rhetoric study that Anglo-Americans employed a preponderance of metadiscourse resources as compare to Filipino writer. This may be explained that English is the former's native language while for the latter it is only a second language. Moreover, they found that culture in line with social and political realities play a role in the production of written texts. Conclusively, writers from different speech community utilized different linguistic markers that reflect their culture including personal positions and the like so as to guide their readers through the texts and in the texts (Hyland, 2001).

As stated by Sanford (2015) one of the principal obstacles in reading is the failure of the students to develop phonemic awareness; that is, the ability to manipulate and recognize the sounds or spoken parts of the written words. In conjunction, Libera et. al. (2023) identified some of the common problematic themes that are experience by young readers in the primary level thus; lack of reading elements, students health, erratic parental involvement, shortage in reading materials and facilities, teachers incompetence, inclusion of learners at risk, and lack of reading enthusiasm. Additionally, other difficulties faced by many are limited vocabularies, decoding issues, weak comprehension, and socio-emotional factors such as peer-pressure or '*barkada*' (Domingo, 2025). Hence, the preceding causes can be summarized into four factors that affect reading comprehension as follows: physiological, environmental, socio-economic, and psychological. But these are only pertaining to the students as the subject of the studies. In contradistinction, De Ocampo (2024) studied what reading comprehension strategies and approached and challenges are faced by the teachers in Iloilo. It was disclosed that challenges are, among other things, inadequate supply of teaching materials and for strategies, teachers employed available reading materials that relate to students real-life situations, giving feedbacks, and rereading the texts aloud.

Moreover, Abujuela (2023) asseverated that since lack of reading skills and proficiency has long been pervasive, this phenomenon has been exacerbated by the COVID-19 pandemic by which many educational institutions were mandatorily closed and that not all students could not afford to resort to online modality of delivering instructional materials. This is true especially among those who are living in the margins of society despite the advent of technological advancements. The role of teachers on the one hand and of the students on the other hand is significant for the promotion and enhancement of learning. However, since teachers facilitate learning, it is beyond cavil that they must be abreast with the subject matter they are lecturing/teaching. They must be 'proficient reading teachers' (Roper, 2019). Sadly, teachers lack orientation in assisting their students in coping with their reading difficulties as a result the level of teaching quality and the learning of the students decrease (Reyes et. al. 2023).

In juxtaposition, Idulog et. al. (2023) found another reason as to why the quality of education is in the struggle level. They found that notwithstanding the presence and availability of gadgets and other technological means for the enhancement of learning especially the reading skills, proficiency, and comprehension of the students the contrary is most often observed. Students today were found to be suffering from lack of focus and attention due to excessive

entanglements and preoccupations with their cell phones and other social media platforms. This assertion is parallel with what Salmeron et. al. (2023) said that the more students utilized digital tools, the worse they perform on tests of reading comprehension. Be that as it may, Benavides et. al. (2020) advocated to the use of digitization of instruction such as mobile assisted language learning for the enhancement of learners ability to encode and decode information necessary in today's global demands.

Anent the discussions above, the fact remains unassailable; that is, the many Filipino learners fail to elevate their stature insofar as reading [comprehension] is concerned. Because of that the government has taken many initiatives through laws and administrative issuances.

The passage of Republic Act No. 10533 otherwise known as the Enhanced basic Education Act of 2013 mandates the creation of additional two years in highschool known as the Senior High School in addition to four years in Junior High School. Specifically, this program under the pertinent law encompasses at least one (1) year of kindergarten education, six (6) years of elementary education, and six (6) years of secondary education, in that sequence. Secondary education includes four (4) years of junior high school and two (2) years of senior high school education. One of the objectives of the program is to enable the students to receive quality education that is globally competitive based on a pedagogically sound curriculum that is at par with international standards.

To fully implement this law, the Department of Education (DepEd) together with the Commission on Higher Education made necessary transitions and steps to make this a reality. Since the objectives of the RA 10533 seem elusive given the pervasiveness of functional illiteracy in the Philippines, the DepEd implemented the so-called "Catch-up Fridays" through DepEd Memorandum No. 001 series of 2024 requiring all elementary and secondary educational institutions to dedicate all Fridays of January 2024 to reading sessions within the specific time provided. It aimed to strengthen the foundational, social and other relevant skills necessary to actualize the intent of the basic education curriculum. Likewise, this initiative was intended to address the learning losses brought about by the pandemic. Other initiatives are, DepEd Order No. 14 series of 2018 which provides guidelines for informal reading inventory; DepEd Memo 173 s. 2019 entitled "*Hamon: Bawat Bata Bumabasa*" or the 3Bs which address the learning gaps of the students in the areas of Mathematics, Science, and English. Strikingly, because of the proliferation of learning issues in the field of education among and between school children and students from elementary to tertiary levels, the Executive Department headed by the President issued Executive Order No. 76 in 2024 which declares the "*Tara, Basa! Tutoring Program*" as a flagship program of the national government.

Although considerable efforts have been made to identify the problems regarding reading comprehension of students in primary and secondary levels i.e. Junior High School students, there seem to be a fertile gap as regards the examination of reading comprehension of the Senior High School students. In particular, less attention has been paid to the study on reading comprehension of grade 12 students for they are in a critical moment when they are about to leave basic education and thereby immerse themselves in the tertiary education. To respond to this, Read to Rise Program has been developed intended to examine the situation of grade 12 students in the Schools Division of Parañaque City. Accordingly, this research sought to achieve the following objectives:

- To identify the levels of reading comprehension of grade 12 students of Parañaque National High School-Main; and,
- To provide necessary interventions as the case may warrant the same

2. Methodology

This study was conducted at Parañaque National High School-Main, within the school year 2025-2026. A total of 2,694 Grade 12 students has undergone the assessment; 602 from the Accountancy and Business Management (ABM), 676 from the Humanities and Social Sciences (HUMSS), 545 Science, Technology, Engineering, and Mathematics (STEM) students, and 871 from the Technical, Vocational, and Livelihood tracks. A descriptive research design was employed in this study to determine the level of reading comprehension of Grade 12 Senior High School students across four comprehension levels; literal, inferential, evaluative and creative. This design allows for the analysis, comparison, and interpretation of comprehension results across different academic strands through the use of an assessment tool. After the diagnostic assessment, the students' level of comprehension level was identified and those who are in the literal level were given interventions. The tool contains reading texts divided into eight parts: context clues, inferences, main idea, making predictions, summary, story structure, short story, and non-fiction allotted for eight sessions. Data collection was done from week 1 to week 8 of the first semester of the current school year. Furthermore, a descriptive statistic was utilized such as mean percentage score (MPS), standard deviation (SD), and frequency of scores of comprehension level per strand.

3. Results and Discussion

The following presents the analysis and interpretation of the data gathered to determine the reading comprehension levels of Senior High School in Parañaque National High School – Main learners across four academic tracks, namely ABM, HUMSS, STEM, and TVL. The reading comprehension skills were assessed across four levels of comprehension, Literal, Inferential, Evaluative, and Creative, using eight specific indicators: Context Clues, Inferences, Main Idea, Making Prediction, Summary, Story Structure, Short Story, and Non-Fiction Text Comprehension. The results were analyzed using weighted mean, and the learners' performance was interpreted based on the established proficiency scale categorized as High (80–100%), Average (60–79%), and Low (below 60%).

Table 1 Four Levels of Reading Comprehension

READING COMPREHENSION LEVEL	LEVEL 1	LEVEL 2		LEVEL 3		LEVEL 4		
	LITERAL	INFERENTIAL		EVALUATIVE		CREATIVE		
	Context Clues	Inferences	Main Idea	Making Prediction	Summary	Story Structure	Short Story	Non Fiction
NO. OF ITEMS	12 points	10 points	6 points	10 points	7 points	7 points	15 points	13 points
SESSION	1	2	3	4	5	6	7	8
	WEIGHTED MEAN							
ABM	9.22	9.50	5.91	9.50	5.86	5.58	13.23	11.71
HUMSS	9.98	9.18	5.95	8.62	7.13	5.08	12.79	11.63
STEM	11.36	8.55	5.55	9.55	6.91	7.00	13.45	12.27
TVL	11.01	7.92	5.50	9.50	6.93	6.90	12.69	11.50

Table 1. provides the summary of results obtained by the students from different strands namely, ABM, HUMMS, STEMS, and TVL. These results correspond to each level of reading comprehension as can be gleaned above.

Table 2 Activities under each level of reading comprehension

LEGEND	CONTEXT	INFERENCES	MAIN IDEA	PREDICTION	SUMMARY	TORY STRUCUR	SHORT STORY	NON FICTION
	12 points	10 points	6 points	7 points	10 points	7 points	15 points	13 points
High (80–100%)	9.49 - 12.00	7.91 - 10.00	4.75 - 6.00	5.54 - 7.00	7.91 - 10.00	5.54 - 7.00	11.86 - 15.00	10.28 - 13.00
Average (60–79%)	7.20 - 9.48	6.00 - 7.90	3.60 - 4.74	4.20 - 5.53	6.00 - 7.90	4.20 - 5.53	9.00 - 11.85	7.80 - 10.27
Low (below 60%)	0.00 - 7.19	0.00 - 5.99	0.00 - 3.59	0.00 - 4.19	0.00 - 5.99	0.00 - 4.19	0.00 - 8.99	0.00 - 7.79

Table 2 gives the range within which the obtained mean scores of the students from different strands can be categorized.

3.1. Literal Comprehension (Context Clues)

Literal comprehension, measured through the ability to use context clues, reflects the learners' capacity to understand explicitly stated information in the text. The results show that STEM ($\bar{x} = 11.36$), HUMSS ($\bar{x} = 9.98$), and TVL ($\bar{x} = 11.01$) learners achieved a high level of proficiency, indicating strong foundational reading skills and effective vocabulary recognition strategies. These results are contrary to what Qarquez & Al rashid (2017) asserted saying that students frequently encounter ambiguous words and unfamiliar vocabulary which significantly lead to deterioration of foundational skills in reading. Because of this readers can hardly grasp what they read. However, the present study provides otherwise.

Meanwhile, ABM learners ($\bar{x} = 9.22$) reached an Average level. Although ABM students showed acceptable performance, their results suggest a comparatively weaker ability to decode meaning using textual cues, which may affect higher-order comprehension if not addressed. This result may explain that students under the ABM strand may not be so much fond of texts since their focus is mainly on numbers. However, this generalization shall not be liberally adapted since all students have unique capability to read and understand texts. These findings are parallel with what Al-Jarral & Ismail (2018) found that some students fall short because some have lack of attention. Likewise, as asserted by Febriani et. al. (2019) readers experience many obstacles one of which is related to non-linguistic aspect such as motivation.

3.2. Inferential Comprehension (Inferences and Main Idea)

Inferential comprehension assesses learners' ability to read between the lines, draw logical conclusions, and identify the central idea of a text.

For Inferences, all tracks attained High proficiency, with ABM ($\bar{x} = 9.50$) and HUMSS ($\bar{x} = 9.18$) slightly outperforming STEM ($\bar{x} = 8.55$) and TVL ($\bar{x} = 7.92$). This indicates that learners across tracks are generally capable of interpreting implied meanings and making logical connections beyond explicit information.

Similarly, performance in identifying the Main Idea was consistently rated High across all tracks, with means ranging from 5.50 to 5.95 out of 6 points. This uniformity suggests that learners possess a solid understanding of text organization and can distinguish essential information from supporting details, a critical skill in academic reading. These results may seem to contrary to what OECD in 2019 found that many children from elementary and secondary levels do not reach the desired level of reading comprehension e.g. they do not even make successful and logical inferences from what they read. On the other hand, the current results support what Domingo (2025) found that grade 12 students can be considered independent readers based on the PHIL-IRI criteria.

3.3. Evaluative Comprehension (Making Prediction and Summary)

Evaluative comprehension measures learners' ability to assess, judge, and synthesize information from texts.

In terms of Making Prediction, all four tracks achieved High proficiency, with weighted means of 9.50 (ABM), 8.62 (HUMSS), 9.55 (STEM), and 9.50 (TVL). These results imply that learners are capable of using textual evidence and prior knowledge to anticipate possible outcomes, reflecting advanced analytical engagement with texts.

However, a contrasting pattern is observed in the Summary indicator. ABM learners ($\bar{x} = 5.86$) registered a Low level of proficiency, while HUMSS ($\bar{x} = 7.13$), STEM ($\bar{x} = 6.91$), and TVL ($\bar{x} = 6.93$) were only at the Average level. This finding indicates a common difficulty across tracks in condensing information, selecting key ideas, and presenting them concisely. The weakness in summarization suggests that learners may understand texts but struggle to synthesize and reorganize information coherently (Marcelo & Santillan, 2020). In contrast, these results do not concur with what Oseña-Paez (2022) indicated asserting that almost all school children are not proficient in reading.

3.4. Creative Comprehension (Story Structure, Short Story, and Non-Fiction)

Creative comprehension evaluates learners' ability to analyze text structure, interpret themes, and apply understanding to different genres.

For Story Structure, STEM learners ($\bar{x} = 7.00$) achieved High proficiency, indicating strong awareness of narrative elements such as plot, setting, and character development. ABM learners ($\bar{x} = 5.58$) also attained a High level, while HUMSS ($\bar{x} = 5.08$) and TVL ($\bar{x} = 6.90$) registered Average proficiency. These results suggest variability in learners' ability to recognize and analyze structural components of texts, particularly among HUMSS students. This result affirms Goodman (1995) saying that each student/reader has his/her own way of grasping the information.

In Short Story comprehension, all tracks performed exceptionally well, with weighted means ranging from 12.69 to 13.45, all interpreted as High proficiency. This indicates learners' strong engagement with narrative texts, including the ability to analyze themes, characters, and events.

Similarly, comprehension of Non-Fiction texts was consistently High across all tracks, with means between 11.50 and 12.27. This suggests that learners are capable of processing informational texts, identifying key arguments, and understanding factual content, which is essential for academic and real-world reading tasks. These results from the last two preceding paragraphs support Kocisky et.al. (2018) which stated that students for them to have a solid comprehension must be able to connect what the information asks them to do and they must have cognition and metacognition by integrating information and reasoning into events and life-related realities.

4. Conclusion

Read to Rise Program is linked with the DepEd's goal of eliminating non-reader learners in the country. It assessed the level of reading comprehension, specifically among Grade 12 learners at Paranaque National High School-Main (PNHS-Main), being the crucial stage to entering tertiary education. Through comprehensive assessment conducted by the teachers, the students' level of comprehension was identified. The result shows that higher levels are dominant despite

limited reading resources and designing reading program within the reach of the teachers and learners. The findings affirm that the students Grade 12 learners of PNHS-Main possess strong reading abilities across most comprehension levels, particularly in inferential, evaluative, and creative tasks. Based on the results, many students demonstrated confidence in various reading comprehension factors such as identifying main ideas, making predictions, interpreting stories, and comprehending non-fictional texts. These strengths reflect the potential of Senior High School Students to engage critically and deal with the academic and real-world texts when given instructed opportunities.

The Read to Rise: Empowering the Generation of Gentle Warrior Readers program lies on its systematic approach. By aligning activities with the four level of comprehension, namely literal, inferential, evaluative, and creative, the program ensured that reading was not treated as a single skill, but a developmental process. The eight-session intervention highlighting specific skills such as context clues, inference making, summarizing, and story structure provided focused and scaffolded practice. The post-test results indicate the student's, especially those identified at the literal level showed measurable improvement after participating in the intervention. This substantiate the idea that systematic and time-bound reading program is effective and can create meaningful progress.

However, the study also revealed an important gap. While students performed well in many higher-order tasks, weakness is observed in summarizing, and in some strands, in literal comprehension, particularly among ABM students. This implies that although students can read and analyze texts, some still struggle in foundational comprehension process. The gap suggests that higher-order thinking cannot fully sustained without a strong literal comprehension skill.

Correspondingly, the Rise to Read Program proved to be effective in strengthening students' literal comprehension skill through structured and systematic approach to context clues, guided reading exercises, and clear strategic instruction. It is an indicative in this program that through sufficient practice, explicit strategy and meaningful texts, struggling reader can rise above comprehension challenges. Still, to improve the program, it requires long-term commitment, continuous monitoring, collaborative efforts among educators, administrators, learners, and policy makers.

Recommendations

- Institutionalize READ TO RISE as a School-wide Program

Through the motion of the implementors of this program, the school may integrate READ TO RISE to its annual improvement plan and across the curriculum. Allocate scheduled reading sessions across all Grade 12 students or all senior high school students and assign a reading coordinator pers strand to monitors its implementation.

- Conduct Quarterly Reading Diagnostics

Administering short comprehension assessments every quarter will monitor students' reading progress and adjust interventions accordingly. It will prevent learners from failing behind and ensures timely interventions.

- Implement Strand-Specific Reading Intervention

Through analyzing strand-based data yearly, and designing reading materials suited to learners, for example business texts for ABM, Scientific articulated for STEM, and technical manuals for TVL, reading engagement will rise with relevance and improving both comprehension and motivation.

- Sustain Classrooms' Reading Nooks

Reading nooks are effective in engaging students to reading. Through this creative idea, the reading culture will be enriched and developed within the school as a whole. Along with the reading nooks is the regular reading campaigns, and recognition program for reading improvement.

- Add Structured Summarization Tasks in the Instructions

The teachers may create a structured summarization tasks across learning areas through guided-practices and step-by-step procedure for summarizing. It will allow students to enhance their summarization skill, especially after reading a text.

- Provide Continuing Professional Development for Teachers

DepEd and school leaders may conduct a seminar or workshop on explicit reading strategy instructions, scaffolding techniques, and formative reading assessments to equip teachers in diagnosing students' comprehension gaps.

- Engage Parents and Guardians in Reading Program

Provide reading guides and suggested home reading materials during parent meetings and encourage at least 30 minutes of daily reading at home to support students' reading habits and address comprehension gaps beyond school hours.

- Allocate Essential Funding for Reading Materials and Programs

School Administrators and DepEd may invest in updated books, digital reading platforms, and comprehension modules aligned with MELCs to cater the needs of diverse students in reading engagement and comprehension practice.

- Collaborate with DepEd and other Agencies

Through collaborating with the Department of Education, and other agencies outside the school, and submitting the findings of the research to the respective Division Office, the program will be realized to its full institutionalization and supported with other stakeholders. Indeed, READ TO RISE can be one of the ways to address the national concerns on reading proficiency.

While the results of the current study may not provide sufficient and conclusive research claims, additional data are still needed to further establish and validate the effectiveness and utility of the proposed reading program.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

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