

FLAIR: Enhancing the Reading Abilities of Grade 5 Capricorn Learners Through an Intensive Reading Intervention

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Abstract

This action research aimed to determine the effectiveness of Project FLAIR, an intensive reading intervention on the enhancement of the reading abilities of Grade 5 Capricorn learners in Silangan Elementary School. Using purposive sampling, this study determined the respondents which were 15 Grade 5 Capricorn learners who were reading below grade level. They were the specific learners who fall into the "Frustration Reading Level" and require targeted intervention. The learning materials used in this study focused on the adaptation of Dolch's Basic Sight Words. On the other hand, Marungko Approach will be applied as teaching strategy. On testing the difference between reading levels of the Grade 5 Capricorn learners, a researcher-made test was utilized. Mean and T-Test were used to analyze and interpret the data gathered.

The results revealed significant improvements in the learners' reading abilities across all assessed areas. Prior to the intervention, the learners exhibited mean scores of 58-60% for decoding skills, sight word recognition, fluency, and overall reading comprehension. After the implementation of the intensive reading intervention, the mean scores increased from 75-80%. The analysis indicated substantial improvements, with differences ranging from 18.07% to 22.18% in the learners' reading abilities. The findings suggest that the Project FLAIR positively impacted the learners' reading development. The intervention effectively enhanced the learners' decoding skills, sight word recognition, fluency, and overall reading comprehension.

The study also conducted a test for significant difference, which confirmed the statistical significance of the improvements. The analysis revealed significant differences in decoding skills, sight word recognition, fluency, and overall reading comprehension, with p-values less than 0.001 for all areas. These findings provide empirical evidence of the effectiveness of the intensive reading intervention in enhancing the learners' reading abilities.

The results of this action research study demonstrate the positive impact of the intensive reading intervention (Project FLAIR) on Grade 5 Capricorn learners' reading abilities. The intervention led to significant improvements in decoding skills, sight word recognition, fluency, and overall reading comprehension. These findings contribute to the understanding of effective reading interventions and emphasize the importance of incorporating targeted strategies to enhance students' reading skills and promote their overall reading development.

Keywords: decoding skills;sight word recognition;fluency;overall reading comprehension;intensive reading intervention

1. Main text

Reading skills are of paramount importance in Grade 5 as learners transition from learning to read to reading to learn. At this stage, learners encounter more complex texts across various subjects, requiring them to comprehend and analyze information independently. Proficient reading skills enable learners to access knowledge, develop critical thinking abilities, and effectively participate in classroom discussions and assignments. Additionally, reading proficiency is closely tied to academic success in other subject areas, as

learners are expected to read and understand content-specific materials.

In the context of Silangan Elementary School during the school year 2022-2023, the Grade 5 Capricorn learners have exhibited significant reading difficulties. Through careful assessment, it has been determined that their current reading levels are equivalent to that of Grade 2 learners. Among the 31 learners in the class, a staggering 15 learners fall under the category of "Frustrated Reading Level." This pressing concern demands immediate attention to ensure these learners' reading abilities are effectively developed to meet the appropriate grade level expectations. According to Hezam et al (2022), lack of exposure to reading materials and limited reading practice in and outside the classroom can contribute to poor reading skills. Students who have limited opportunities to engage with a variety of texts may struggle to build reading fluency and develop strategies for comprehension.

On the other hand, the Department of Education's mandate is to provide quality education and equitable learning opportunities for all learners. As outlined in the K-12 Basic Education Program, it is imperative to address the diverse needs of learners and implement evidence-based interventions to enhance their reading skills. This action research aligns with the DepEd Memorandum No. 173, s. 2019 or the HAMON: BAWAT BATA BUMABASA (3Bs Initiative), which emphasizes the use of evidence-based strategies to improve reading proficiency among learners.

Hence, the purpose of this action research is to design and implement a targeted intervention that effectively developed the reading levels of Grade 5 Capricorn learners. By incorporating an intensive reading intervention, it enhanced the learners' reading abilities in terms of decoding skills, sight word recognition, fluency, and overall reading comprehension. In this case, the integration of Dolch's Basic Sight Words and the Marungko Approach in the action research provided a comprehensive approach to address the reading difficulties of Grade 5 Capricorn learners. It focused on both the recognition of high-frequency sight words (Undalok & Salbabro, 2022) and the development of foundational reading skills (Alauya & Basmayor, 2023), leading to overall improvement in reading abilities and academic success. This endeavor sought to address the specific needs of struggling readers and provided them with the necessary tools and strategies to reach their grade-level reading expectations.

Through this action research, the learners' reading abilities significantly improved, enabling them to read and comprehend grade-level texts with confidence and accuracy. Additionally, the intervention fostered a love for reading and empowered learners to become lifelong readers and independent learners.

ACTION RESEARCH QUESTIONS

This action research aimed to determine the effectiveness of intensive reading intervention on the fluency and literacy advancement of Grade 5 Capricorn learners in Silangan Elementary School, SY 2022-

2023. Specifically, it sought answers to the following questions:

1. What is the mean of the learners' reading abilities before and after the implementation of intensive reading intervention for the Grade 5 Capricorn learners terms of:
 - 1.1. decoding skills;
 - 1.2. sight word recognition;
 - 1.3. fluency; and
 - 1.4. overall reading comprehension?
2. Is there a significant difference on the learners' reading abilities before and after the implementation of intensive reading intervention?

PROPOSED INNOVATION, INTERVENTION, AND STRATEGY

This action research proposed the intervention titled "Project FLAIR (Fluency and Literacy Advancement through Intensive Reading)". It is an intervention that is designed to address the pressing concern of Grade 5 Capricorn learners at Silangan Elementary School in Santa Cruz, Laguna, who were reading below grade level. With 15 out of 31 learners falling into the "Frustration Reading Level," there is an urgent need to implement a targeted intervention that focuses on improving their reading fluency, decoding skills, sight word recognition, and overall reading comprehension.

The following methods were to be done during the implementation of Project FLAIR:

1. **Selection of Reading Materials.** Gathered a range of reading materials that align with the students' reading levels and incorporate Dolch's Basic Sight Words. These materials were engaging, diverse, and provide opportunities for intensive reading practice.
2. **Explicit Instruction.** Provided explicit instruction on the Marungko Approach, which emphasized phonics, phonemic awareness, and syllabication. Taught the Dolch's Basic Sight Words using multisensory techniques, such as flashcards, games, and interactive activities.
3. **Intensive Reading Practice.** Implemented a structured intensive reading schedule, where students engaged in intensive readings of selected passages. Encouraged students to read aloud with accuracy, fluency, and expression. Monitored their progress and provide constructive feedback to promote growth.
4. **Ongoing Assessment and Progress Monitoring.** Continuously assessed students' reading skills using formative assessments, running records, and comprehension checks. Used the data to track individual progress, adjusted instructional strategies, and provided additional support as needed.
5. **Evaluation and Reflection.** Regularly evaluated the effectiveness of Project FLAIR by analyzing student progress data, observing changes in reading behaviors, and gathering feedback from students and

colleagues. Reflected on the strengths and areas for improvement to refine and enhanced the intervention in subsequent cycles.

The Grade 5 Capricorn learners at Silangan Elementary School significantly improved their reading skills that led to improved fluency, comprehension, and overall literacy proficiency through implementing the FLAIR intervention with a structured approach, providing targeted instruction, intensive reading practice, and ongoing support.

ACTION RESEARCH METHODS

PARTICIPANTS AND OTHER SOURCES OF INFORMATION	DATA GATHERING METHODS	DATA ANALYSIS PLAN
Using purposive sampling, The participants in the FLAIR intervention were the 15 Grade 5 Capricorn learners at Silangan Elementary School in Santa Cruz, Laguna, who were reading below grade level. The initial assessment helped identify the specific students who fall into the "Frustration Reading Level" and require targeted intervention.	The researcher devised the learning materials and techniques for the intervention. The learning materials focused on the adaptation of Dolch's Basic Sight Words. These learning materials were evaluated and validated by the school's master teachers. On the other hand, Marungko Approach was applied as teaching strategy. On testing the difference between reading levels of the Grade 5 Capricorn learners, a researcher-made test was utilized.	In determining the respondents, the researcher employed purposive sampling which directly involves all learners in his subject. In getting the scores of the Grade 5 Capricorn learners during their pre- and post-assessment, mean was used. On the other hand, to test if there is a significant difference on the learners' reading abilities before and after the implementation of the intervention, T-Test was used.

1.1. DISCUSSION OF RESULTS AND REFLECTION

Mean of the Learners' Reading Abilities Before and After the Implementation of Intensive Reading Intervention for the Grade 5 Learners

READING ABILITY	MEAN		DIFFERENCE
	BEFORE	AFTER	
Decoding Skills	60.24%	78.31%	18.07%
Sight Word Recognition	56.21%	75.38%	19.17%
Fluency	58.33%	80.51%	22.18%
Overall Reading Comprehension	58.26%	78.07%	19.81%

The results of the mean scores before and after the implementation of the Project FLAIR for Grade 5 Capricorn learners reveal significant improvements in their reading abilities across multiple areas. Firstly, in terms of decoding skills, results indicate a substantial improvement of 18.07%. This suggests that the intensive reading intervention positively impacted the students' ability to decode words, contributing to their overall reading proficiency. Furthermore, the intervention also had a notable effect on sight word recognition. The mean score for sight word recognition rose from 56.21% before the intervention to 75.38% after the intervention, showing a significant increase of 19.17%. This indicates that the intensive reading intervention effectively enhanced the students' ability to recognize and read sight words, which are crucial for building reading fluency and comprehension.

In terms of fluency, the results demonstrate considerable progress. The mean score for fluency increased from 58.33% before the intervention to 80.51% after the intervention, showing a substantial improvement of 22.18%. This suggests that the intensive reading intervention successfully improved the students' reading fluency, including their accuracy, pace, and expression. Lastly, the intervention positively impacted the students' overall reading comprehension. The mean score for overall reading comprehension increased from 58.26% before the intervention to 78.07% after the intervention, indicating a significant improvement of 19.81%. This implies that the intensive reading intervention effectively enhanced the students' understanding and interpretation of written texts.

The analysis of the mean scores reveals that the implementation of the intensive reading intervention (Project FLAIR) had a positive and significant impact on the Grade 5 Capricorn learners' reading abilities. It resulted in noteworthy improvements in decoding skills, sight word recognition, fluency, and overall reading comprehension. These findings indicate that the intervention was effective in enhancing the students' reading skills and fostering their overall reading development.

Test of Significant Difference on the Students' Reading Abilities Before and After the Implementation of the Intensive Reading Intervention for the Grade 5 Learners

READING ABILITY	DIFFERENCE	t	p	VERBAL INTERPRETATION
Decoding Skills	18.07%	11.69	<0.001	Significant
Sight Word Recognition	19.17%	13.02	<0.001	Significant
Fluency	22.18%	14.34	<0.001	Significant
Overall Reading Comprehension	19.81%	13.78	<0.001	Significant

The results of the test for significant difference between the learners' reading abilities before and after the implementation of the intensive reading intervention (Project FLAIR) indicate statistically significant improvements across all assessed areas. Firstly, in terms of decoding skills, there was a substantial difference of 18.07% ($t = 11.69$, $p < 0.001$), suggesting a significant improvement resulting from the intervention. Similarly, the results for sight word recognition revealed a significant difference of 19.17% ($t = 13.02$, $p < 0.001$), indicating a substantial improvement in this aspect. The findings suggest that the intensive reading intervention had a positive impact on the students' ability to recognize sight words, which are fundamental for reading fluency and comprehension.

Furthermore, the analysis of the results for fluency showed a significant difference of 22.18% ($t = 14.34$, $p < 0.001$), highlighting the effectiveness of the intensive reading intervention in enhancing students' reading fluency. This improvement in fluency indicates that the intervention positively influenced students' accuracy, pace, and expression while reading. Lastly, the results for overall reading comprehension demonstrated a significant difference of 19.81% ($t = 13.78$, $p < 0.001$), suggesting substantial growth in students' understanding and interpretation of texts as a result of the intervention.

The statistical analysis indicates a significant difference in the learners' reading abilities before and after the implementation of Project FLAIR. The intervention yielded positive outcomes across all assessed areas, including decoding skills, sight word recognition, fluency, and overall reading comprehension. These findings confirm the effectiveness of the intensive reading intervention in enhancing the students' reading abilities and validating its impact on their overall reading development.

FINANCIAL EXPENSES

DESCRIPTION	AMOUNT
	<i>(in Philippine Peso)</i>
Reading materials (books, passages, worksheets)	1,000.00
Dolch's Basic Sight Words resources	500.00
Multisensory materials for explicit instruction	1,500.00
Printing and photocopying	1,000.00
Classroom supplies (markers, whiteboards, etc.)	1,000.00
Miscellaneous expenses (e.g., transportation, communication)	1,000.00
TOTAL	6,000.00

PLANS FOR DISSEMINATION AND UTILIZATION

ACTIVITIES	MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6
1. Prepare and share summary of the FLAIR intervention, including objectives, strategies, and expected outcomes with school administrators and relevant stakeholders for initial feedback and support.						
2. Develop a presentation on the FLAIR intervention, present the intervention plan to colleagues and seek their feedback and suggestions.						
3. Revise the intervention plan based on the feedback received.						
4. Conduct a workshop or training session for fellow teachers to share the FLAIR intervention						

and its strategies.

5. **Collect data and evidence on the effectiveness of the FLAIR intervention during the implementation phase.**

6. **Analyze the data and prepare a comprehensive report on the outcomes, including student progress and improvements in reading skills.**

7. **Share the report with school administrators, colleagues, and other relevant stakeholders.**

8. **Organize a showcase event or open house to demonstrate the impact of the FLAIR intervention.**

9. **Collaborate with fellow teachers to integrate successful strategies and activities from the FLAIR intervention into the grade 5 curriculum.**

10. **Encourage ongoing discussions and sharing of experiences among teachers to foster a culture of continuous improvement.**

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