

Establishing Early Literacy Through Structured Reading and Social Studies – Themed Interventions Among Grade 1 Learners

Yani M. Salindo

Master of Arts in Teaching, Major in Social Studies, Graduate School Valencia Colleges (Bukidnon),
Inc. Purok 17-A, Hagkol, Valencia City, Bukidnon nPhilippines

DOI: <https://doi.org/10.47772/IJRISS.2026.100300275>

Received: 12 March 2026; Accepted: 17 March 2026; Published: 03 April 2026

ABSTRACT

This study examined the integration of Social Studies–themed activities in early literacy instruction among Grade 1 learners in District V, Malaybalay City Division, during the School Year 2025–2026. A descriptive–correlational research design was employed, utilizing a researcher-developed questionnaire and the Comprehensive Rapid Literacy Assessment (CRLA). The study focused on five instructional domains: Philippine community helpers, local history, basic geography, Filipino folktales, and Makabansa-themed activities. Data were analyzed using frequency, percentage, mean, standard deviation, and Pearson’s r.

Findings revealed that teachers implemented Social Studies–themed literacy activities to a very high extent, while learners generally demonstrated proficient reading levels based on CRLA results. However, the overall correlation between instructional practices and literacy achievement was not statistically significant. This suggests that while contextualized and culturally relevant instruction may support learner engagement, it does not independently predict reading performance.

Selected instructional approaches, particularly those incorporating visual and contextual supports, showed weak but significant relationships with literacy outcomes, indicating that certain strategies may contribute modestly to reading development. The findings further imply that early literacy achievement is influenced by multiple factors beyond classroom instruction, including learner readiness and home support.

The study highlights the importance of integrating culturally relevant materials with explicit, evidence-based literacy instruction. It also underscores the need for a more comprehensive approach that considers both instructional and contextual factors in improving early literacy outcomes.

Keywords: Early Literacy, Structured Reading, Social Studies - Themed Interventions, Grade 1 Learners, CRLA (Comprehensive Rapid Literacy Assess

INTRODUCTION

Early literacy skills are building blocks in a child's life, without which the child is likely to struggle academically and in life. However, these are the most important skills that most Grade 1 students find challenging to cultivate when they are starting school. Based on classroom observations, young learners are found to be struggling with decoding words, identifying sounds, understanding texts, and applying literacy skills across subjects, unless proper instructional support is provided.

These difficulties can lower the motivation to read and reduce academic progress. It has been demonstrated that structured reading interventions (i.e., providing systematic, explicit instruction in key reading skills, including phonemic awareness, phonics, fluency, vocabulary, and comprehension) are an effective way to respond to early literacy challenges. Integrating such interventions into social studies content may create engaging, context-based learning opportunities that not only increase student engagement but also transfer literacy skills to other learning domains. This thematic approach not only supports the development of literacy but also the accumulation of content knowledge, thereby fostering the well-rounded development of Grade 1 students.

It has been indicated that structured reading interventions are very effective in early education. Teaching basics of reading in small groups can be of great help. Vaughn et al. (n. d.) indicated significant improvements among all risky first graders who were given additional assistance. Wanzek and Vaughn (2018) found that intensive early reading programs have a significant positive effect on reading skills from kindergarten through Grade 3. These results highlight that early, evidence-based reading instruction is vital in developing literacy as well as minimizing failure to read. These findings are informative, but the research is weak on the effectiveness of structured reading programs with social studies themes in building early literacy skills in diverse Grade 1 classrooms. It is also necessary to investigate how the individualization of interventions, in terms of learner profiles, parental involvement, and instructional methods, can affect literacy achievement. In addition, there are few studies on the long-term effects of such integrated strategies and on extending improvements in literacy beyond one-on-one skills in thematic, content-based learning.

The research was intended to close these gaps by providing empirical data on the impact of structured reading combined with socially studies-themed interventions on Grade 1 learners. The results will equip educators with evidence-based, practical ways to improve early literacy development in meaningful, contextually influential ways. In addition, the research will help educational policymakers understand resource requirements and formulate programs that enhance early literacy across various academic fields. The focus on these points helps the research to advance early intervention programs that will help to avoid literacy problems, enhance content learning, and foster future academic achievement. This study is anchored in the Sociocultural Theory of Lev Vygotsky (1978), which offers a powerful theoretical framework by highlighting that learning is a social construction shaped by language and cultural tools, aligning with the integrated nature of the current study. According to the theory, higher cognitive abilities, including reading comprehension, are acquired through social interactions and then internalized. The best indicator of Scaffolding and culturally mediated instruction is early literacy among Grade 1 learners (according to CRLA scores). Scores above the norm indicate that students have internalised the essential literacy skills such as decoding, fluency, and comprehension, which are taught to the students initially within a socio-cultural context. Increased literacy indicates effective progress through the Zone of Proximal Development through the intervention of culturally relevant, structured reading. Figure 1 gives a summary of the study.

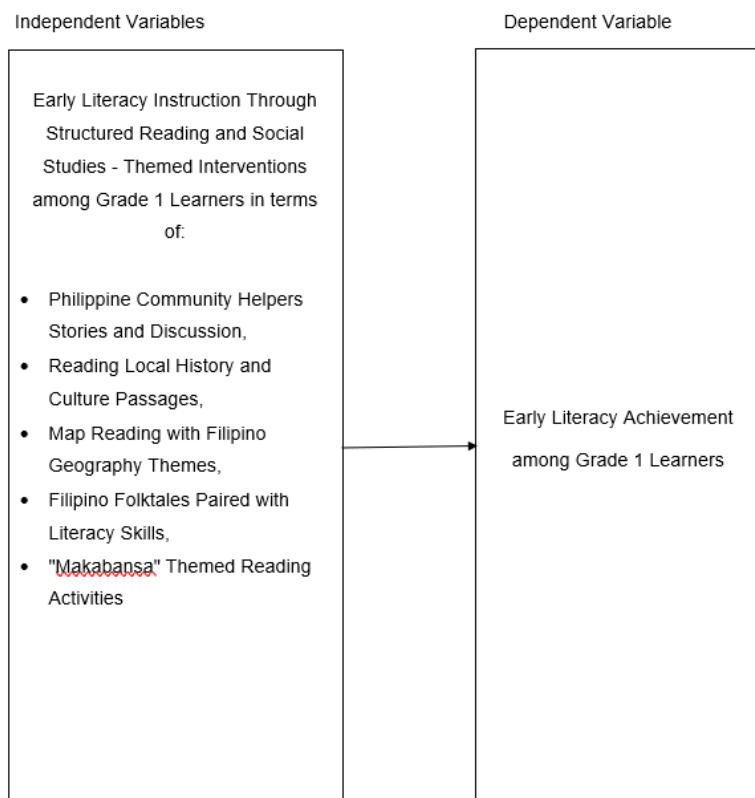


Figure 1. Schematic Diagram showing the Relationship of the Independent and Dependent Variables of the Study

This study explored early literacy through structured reading and Social Studies interventions for Grade 1 learners in District V, Malaybalay City Division, during the School Year 2025-2026.

This study answered the following questions:

- What is the scope of early literacy instruction using structured reading and Social Studies-themed interventions for Grade 1 learners? This includes Philippine Community Helpers Stories and Discussions, Reading Local History and Culture Passages, Map Reading with Filipino Geography Themes, Filipino Folktales paired with literacy skills, and "Makabansa" themed reading activities.
- What is the level of early literacy achievement among Grade 1 learners according to their Comprehensive Rapid Literacy Assessment (CRLA)?
- Is there a significant relationship between the effectiveness of structured reading interventions in developing early literacy skills among Grade 1 learners and their reading levels as measured by the Comprehensive Rapid Literacy Assessment (CRLA)?

Hypothesis of the Study

The hypothesis was tested at a 0.05 level of significance.

Ho. There is no significant relationship between the effectiveness of structured reading interventions in developing early literacy skills among Grade 1 learners and their reading levels as measured by the Comprehensive Rapid Literacy Assessment (CRLA).

METHODS

Research Design

This study employed a quantitative descriptive–correlational research design to examine the relationship between early literacy instruction and the literacy achievement of Grade 1 learners. The design allowed the researcher to determine the extent of early literacy instruction through structured reading and Social Studies–themed interventions and to examine whether a significant relationship exists between instructional practices and learners’ literacy achievement.

Research Locale

The study was conducted in District V, Malaybalay City Division, Bukidnon, Philippines, during the School Year 2025–2026. Malaybalay City is the provincial capital of Bukidnon, located in Northern Mindanao (Region X). The area is characterized by diverse communities composed of urban, rural, and indigenous populations.

The participating schools included Panamucan Elementary School, Natid-asan Elementary School, Mabuhay Integrated School, San Jose Elementary School, Airport Village Elementary School, and Casisang Central Integrated School.

Respondents of the Study

The respondents of the study consisted of 110 Grade 1 teachers teaching early literacy subjects such as Reading, Mother Tongue, Filipino, and Araling Panlipunan in District V, Malaybalay City Division. These teachers were selected because they directly implement early literacy instruction and observe learners’ literacy development.

Sampling Procedure

The study used complete enumeration (census sampling), wherein all Grade 1 teachers in District V were included as respondents. This approach ensured full representation of the population and minimized sampling error.

Research Instrument

The primary instrument used in this study was a researcher-made survey questionnaire consisting of two parts. Part I measured the extent of early literacy instruction through structured reading and Social Studies-themed interventions using a five-point Likert scale. Part II gathered data on the early literacy achievement of Grade 1 learners, based on their CRLA (Comprehensive Rapid Literacy Assessment) results.

Validity and Reliability of the Instrument

The instrument underwent validity and reliability testing prior to the main data collection. A pilot test was conducted with 30 non-sample respondents from a comparable population. Content validity was established through expert evaluation to ensure the clarity, relevance, and alignment of the questionnaire items with the study variables. Reliability was measured using Cronbach’s Alpha, which determined the internal consistency of the instrument.

Data Gathering Procedure

Prior to data collection, the researcher secured an endorsement letter from the Dean of the Graduate School. The letter was then submitted to the Schools Division Superintendent of Malaybalay City Division for approval. After receiving authorization, permission was obtained from the Public Schools District Supervisor and school heads of the participating schools. Upon approval, the questionnaires were distributed to the identified respondents. The completed questionnaires were collected, coded, and prepared for statistical analysis.

Scoring Procedure

The data were analyzed using the provided rating scales. To assess the extent of early literacy instruction through structured reading and Social Studies-themed interventions among Grade 1 learners, mean scores were interpreted using a Five-Point Likert Scale. Extent of Early Literacy Instruction through Structured Reading and Social Studies - Themed Interventions among Grade 1 Learners

Scale	Range	Indicator	Description
5	4.20-5.00	Very High Extent	Implementation is done 9-10 times out of ten situations
4	3.40-4.19	High Extent	Implementation is done 7-8 times out of ten situations
3	2.60-3.39	Moderate Extent	Implementation is done 5-6 times out of ten situations
2	1.80-2.59	Low Extent	Implementation is done 3-4 times out of ten situations
1	1.00-1.79	Very Low Extent	Implementation is done 0-2 times out of ten

Early Literacy Achievement among Grade 1 Learners

Proficiency Level	Description & Intervention Priority
Low Emerging	Learners show limited mastery of basic literacy skills. They typically recognize only a few letters and sounds and find decoding simple words challenging. This situation requires immediate and intensive intervention, such as in programs like ARAL-Reading.
High Emerging	Learners are beginning to develop basic skills but still need considerable support. They might recognize most letter sounds but find blending and reading simple texts independently challenging. Focused, structured remediation is a high priority.

Developing	Learners are making progress and have basic skills. They can usually decode simple words but lack fluency and often struggle with comprehension in new or complex texts. Medium support needed.
Transitioning	Learners have acquired most of the foundational skills and can read at an instructional level with teacher guidance. They are close to reading independently but may still need practice with fluency and advanced comprehension strategies. Support in these areas is less of a priority.
Proficient (or Independent)	Learners are reading at or above grade level expectations. They can decode fluently, demonstrate strong comprehension, and read independently with confidence.

Statistical Treatment of Data

The tools employed in this study were the following statistical tools:

The standard deviation and mean were the measures of assessment of the level of early literacy instruction, structured reading, and Social Studies-themed interventions among Grade 1 learners. The early literacy achievement of Grade 1 Learners according to their CRLA was determined using percentage and frequency count. The purpose was to investigate the significant relationship between the effectiveness of structured reading interventions in developing the early literacy skills of Grade 1 learners and their reading levels, using Pearson's *r* (Product-Moment Correlation Coefficient).

Ethical Considerations

This study is ethically essential to safeguard the safety, dignity, and rights of all participants. Prior to the commencement of any research activities, the researcher sought informed consent from all participating teachers and from parents or guardians of Grade 1 learners, making clear to them the purpose of the study, the study procedures, the risks and benefits that would accrue, and that participation is voluntary. Strict privacy was ensured, as all data were anonymized with pseudonyms or codes, so that individual responses or performance, including CRLA scores, could not be identified in the results. The researcher also obtained all institutional and divisional permissions required to commence data collection and ensured that all treatments and evaluations were conducted in accordance with the Department of Education's ethics and policies.

RESULTS AND DISCUSSION

The sections that follow explain the content of the early literacy teaching, which encompassed training in organized reading as well as social studies-directed activities among Grade 1 learners. These are Philippine Community Helpers Stories and Discussions, Reading Local History and Culture Passages, Map Reading with Filipino Geography Themes, Filipino Folktales with Literacy Skills, and Makabansa-themed reading exercises.

Table 1. Overall Extent of Early Literacy Instruction through Structured Reading and Social Studies–Themed Interventions among Grade 1 Learners

Intervention Theme	Mean	SD	Interpretation
Philippine Community Helpers Stories and Discussions	4.59	0.318	Very High Extent
Reading Local History and Culture Passages	4.55	0.243	Very High Extent
Map Reading with Filipino Geography Themes	4.41	0.274	Very High Extent

Filipino Folktales Paired with Literacy Skills	4.60	0.256	Very High Extent
“Makabansa” Themed Reading Activities	4.50	0.220	Very High Extent
Overall Mean	4.53	0.262	Very High Extent

Table 1 presents the overall extent of early literacy instruction through structured reading and Social Studies–themed interventions among Grade 1 learners. The results show an overall mean of 4.53 (SD = 0.262), interpreted as Very High Extent, indicating that teachers consistently integrate culturally contextualized reading activities in their literacy instruction. Among the instructional approaches, Filipino folktales paired with literacy skills (M = 4.60) and Philippine community helper stories (M = 4.59) obtained the highest ratings, followed by reading local history and culture passages (M = 4.55) and Makabansa-themed reading activities (M = 4.50). Meanwhile, map reading with Filipino geography themes (M = 4.41) received the lowest mean but still reflected a very high level of implementation. These findings suggest that teachers frequently utilize culturally relevant narratives, community-based contexts, and national themes to facilitate early literacy learning among learners.

The consistent implementation of these instructional approaches indicates that literacy teaching in the district is largely contextualized and integrated with Social Studies content. Rather than focusing solely on isolated decoding skills, teachers appear to embed reading instruction within meaningful social and cultural experiences. Narrative texts such as folktales and community stories may be particularly effective because they provide familiar contexts that support vocabulary development and comprehension among beginning readers. Similarly, the use of local history and Makabansa themes enables learners to connect reading materials with their cultural identity and social environment. Although map reading activities received slightly lower ratings, their integration still reflects the growing recognition of spatial and visual supports as tools for developing comprehension skills.

These results can be explained through Vygotsky’s Sociocultural Theory (1978), which emphasizes that learning occurs through social interaction and cultural mediation. From this perspective, literacy development is facilitated when learners engage with texts that reflect their cultural environment and social experiences. Reading materials such as community helper stories, local history passages, and national narratives function as cultural tools that mediate the learning process. Through guided instruction and classroom interaction, teachers scaffold learners’ reading development within their Zone of Proximal Development, gradually enabling them to acquire decoding, vocabulary, and comprehension skills.

The findings also align with Schema Theory, which posits that comprehension improves when learners activate relevant prior knowledge. Early readers rely heavily on familiar contexts to interpret textual meaning, and reading materials that reflect community experiences or cultural traditions allow learners to connect new information with existing mental schemas. Anderson (2018) explains that such connections enhance comprehension because learners can process new information more efficiently when it is linked to previously stored knowledge.

Similarly, the results support the principles of culturally relevant pedagogy, which emphasizes the importance of connecting instruction to learners’ cultural backgrounds and lived experiences. Ladson-Billings (2021) argues that culturally responsive teaching increases learner engagement and academic success because students perceive learning as meaningful and relevant to their identities. In early literacy classrooms, integrating local narratives, historical contexts, and national themes can strengthen learners’ motivation to read and participate actively in learning activities. Empirical research also supports the effectiveness of contextualized literacy instruction. Studies by Mante-Estacio et al. (2025) and Salamun (2020) found that localized reading materials significantly enhance vocabulary development and comprehension among Filipino learners because culturally familiar contexts facilitate meaning-making processes. In addition, Cognitive Load Theory (Sweller, 2024) suggests that familiar contexts reduce unnecessary cognitive demands, allowing learners to focus more effectively on decoding and comprehension. When texts incorporate culturally recognizable themes, learners expend less mental effort interpreting unfamiliar background information, thereby improving overall reading performance.

The integration of Social Studies themes in literacy instruction also reflects the interdisciplinary goals of the Philippine Basic Education Development Plan (BEDP) 2030, which emphasizes the development of learners’ cognitive, socio-emotional, and civic competencies. By embedding reading instruction within themes related to community life, cultural heritage, geography, and national identity, teachers contribute to the development of both literacy skills and social awareness among young learners.

Overall, the findings suggest that early literacy instruction in the district is characterized by a strong emphasis on culturally contextualized and interdisciplinary teaching practices. Such approaches support the development of reading skills while simultaneously promoting learners’ cultural identity, engagement, and understanding of their social environment. These results highlight the importance of sustaining culturally responsive instructional strategies and expanding access to localized reading materials to further strengthen early literacy development among Grade 1 learners.

The second problem examined the level of early literacy achievement among Grade 1 learners using the Comprehensive Rapid Literacy Assessment (CRLA). The CRLA was used to determine learners’ reading proficiency levels and assess participants' overall literacy development.

Table 2. Early literacy achievement among Grade 1 Learners based on their CRLA

Literacy Achievement	f	%	Interpretation	Description
5	70	63.6	Proficient	Most learners (63.6%) achieved a proficient level in literacy.
4	40	36.4	Transitioning	A total of 36.4% of learners are at the transitioning level in literacy.
3	0	0	Developing	
2	0	0	High Emerging	
1	0	0	Low Emerging	
Total	110	100.0		The total number of learners is 110, representing 100% of the class.

The results indicate that the majority of learners (63.6%, $f = 70$) reached the Proficient level, while 36.4% ($f = 40$) were classified as Transitioning. Notably, no learners were categorized as Developing, High Emerging, or Low Emerging. These findings suggest that the overall literacy performance of Grade 1 learners in the district is relatively strong, with most learners demonstrating adequate mastery of foundational reading skills, including decoding, fluency, and comprehension.

The high proportion of proficient learners may reflect the effectiveness of the structured reading interventions implemented in the classroom. When literacy instruction is consistently scaffolded and supported by contextualized materials, learners are more likely to develop reading skills earlier. This observation aligns with Vygotsky’s Sociocultural Theory (1978), which explains that cognitive development occurs through guided interaction and scaffolded learning experiences. Through teacher support and culturally meaningful reading activities, learners gradually internalize literacy skills as they progress through their Zone of Proximal Development.

The findings are also consistent with Schema Theory, which suggests that comprehension is enhanced when learners activate prior knowledge related to the text. Reading materials that reflect familiar cultural contexts, such as community stories, cultural traditions, and national themes, allow learners to connect new vocabulary and ideas with their existing knowledge structures. Anderson (2018) emphasized that this activation of background knowledge is particularly critical in early reading development, as young learners rely heavily on contextual cues to interpret meaning. Empirical research supports these findings. Mante-Estacio et al. (2025) reported that localized reading materials significantly improve reading comprehension and vocabulary

acquisition among Filipino learners because culturally familiar contexts facilitate meaning construction. Similarly, Research Triangle International (2019) emphasized that contextualized literacy instruction in early grades improves learners’ ability to transition from emergent reading to fluent reading.

Despite the generally positive results, the presence of 36.4% of learners in the Transitioning level suggests that some students still require additional instructional support to achieve full reading proficiency. Learners in this stage have developed basic decoding skills but may still struggle with reading fluency and comprehension. According to Paris (2023), learners at the transitional stage benefit greatly from scaffolded instruction, guided reading practices, and culturally relevant dialogue that encourages deeper engagement with texts.

The results also highlight the importance of continuous monitoring of learners’ reading progress using assessment tools such as the CRLA. Regular literacy assessment enables teachers to identify learners who may need additional support and to implement targeted instructional strategies that address specific reading difficulties.

The third problem of the study investigated whether there is a significant relationship between the effectiveness of structured reading interventions and learners’ reading levels as measured by the CRLA.

Table 3 presents the results of the correlation analysis between the different structured reading interventions and learners’ literacy achievement.

Table 3. Correlation Analysis

Variable	r	p-value	Interpretation
Philippine Community Helpers Stories and Discussions	.189	.048	Significant
Reading Local History and Culture Passage	.028	.768	Not Significant
Map Reading with Filipino Geography Themes	.229	.016	Significant
Filipino Folktales Paired with Literacy Skills	-.217	.023	Significant
"Makabansa" Themed Reading Activities	.093	.335	Not Significant
Overall	.142	.138	Not Significant
Description	Overall, the combined use of culturally relevant reading activities shows no significant correlation with literacy achievement		
Column	Description		
Variable	Type of reading intervention.		
r	Strength and direction of the correlation.		
p-value	Significance level (≤ 0.05 = Significant).		
Extent	Indicates if correlation is significant.		
Interpretation	Summary of how the intervention relates to reading level.		

The results revealed that the overall relationship between structured reading and Social Studies–themed interventions and learners’ literacy achievement was **not statistically significant** ($r = .142$, $p = .138$). This finding indicates that, when considered collectively, these instructional approaches did not significantly predict learners’ reading proficiency as measured by the Comprehensive Rapid Literacy Assessment (CRLA).

This result suggests that, although the interventions were implemented at a very high level, their direct, measurable impact on literacy outcomes may be limited or influenced by other factors. Early literacy

development is widely recognized as a multifaceted process shaped not only by classroom instruction but also by learner characteristics, home literacy environment, and socio-economic conditions (National Early Literacy Panel, 2008). Similarly, UNESCO (2020) emphasized that literacy outcomes are influenced by a combination of instructional quality, family support, and access to learning resources. The absence of a significant overall correlation in this study, therefore, reflects the complex and interactive nature of literacy development.

Despite the non-significant overall relationship, selected instructional components demonstrated statistically significant associations with literacy achievement. Map reading with Filipino geography themes ($r = .229$, $p = .016$) and Philippine community helper stories ($r = .189$, $p = .048$) showed weak but significant positive relationships. These findings suggest that instructional strategies incorporating visual supports and real-life contextual experiences may contribute modestly to literacy development. This supports the Dual Coding Theory (Paivio, 2014), which explains that learning is enhanced when information is presented through both verbal and visual channels. In early literacy contexts, visual aids such as maps can help learners organize meaning and improve comprehension.

In contrast, Filipino folktales paired with literacy skills showed a significant negative relationship with literacy achievement ($r = -.217$, $p = .023$). This finding indicates that not all culturally relevant materials automatically lead to improved, measurable reading outcomes. While culturally familiar texts may enhance engagement, they may also introduce linguistic or structural complexity that can challenge beginning readers. This can be explained by Cognitive Load Theory (Sweller, 2024), which posits that excessive cognitive demands may hinder learning when instructional materials are not aligned with learners' developmental levels.

Meanwhile, reading local history passages and Makabansa-themed activities did not demonstrate significant relationships with literacy performance. Although these instructional approaches promote cultural awareness and identity formation, their immediate impact on standardized literacy measures, such as the CRLA, may be limited. According to Lev Vygotsky (1978), learning is socially mediated and develops over time through interaction and scaffolding. Thus, the benefits of culturally contextualized instruction may not be immediately reflected in short-term assessment outcomes but may instead contribute to long-term cognitive and socio-cultural development.

Overall, the findings indicate that while structured and culturally contextualized reading interventions are widely implemented and may support learner engagement, they **do not, on their own, account for variations in literacy achievement**. This supports previous research suggesting that effective literacy instruction requires a balance between contextualized content and explicit teaching of foundational reading skills such as phonics, fluency, and comprehension (Vaughn & Wanzek, 2018).

Importantly, the results caution against overgeneralizing the effectiveness of thematic interventions based solely on high levels of implementation. Instructional strategies must be carefully aligned with learners' developmental readiness and supported by evidence-based practices to produce measurable improvements in literacy outcomes.

CONCLUSION

The findings of the study indicate that Social Studies-themed structured reading interventions are widely implemented by Grade 1 teachers and characterized by a strong integration of culturally relevant, contextually grounded instructional materials. These practices help create meaningful and engaging learning environments that connect literacy development to learners' social and cultural experiences.

The results also show that learners generally demonstrate satisfactory levels of early literacy achievement, with most reaching proficient or transitioning levels based on CRLA assessment. This suggests that structured and contextualized instruction may support the development of foundational reading skills when consistently implemented.

However, the absence of a statistically significant overall relationship between the interventions and literacy achievement indicates that these instructional approaches alone do not sufficiently account for variation in learners' reading performance. This finding highlights the multifactorial nature of early literacy development,

which is influenced by a combination of instructional practices, learner readiness, and external factors such as home literacy environment and parental involvement.

Furthermore, the variation in the effects of specific instructional strategies suggests that not all culturally relevant approaches equally contribute to measurable literacy outcomes. While some interventions provide cognitive and contextual support, others may require careful adaptation to align with learners' developmental levels and literacy needs.

Overall, the study emphasizes that effective early literacy instruction requires a balanced approach that integrates culturally responsive teaching with explicit and systematic reading instruction. It also underscores the importance of considering broader contextual factors to achieve meaningful and sustained improvements in literacy outcomes.

Limitations of the Study

Despite the study's relevance, several methodological and analytical limitations must be acknowledged. First, the study relied heavily on teacher-reported data to assess the implementation and perceived effectiveness of structured reading and Social Studies-themed interventions. This reliance may have introduced response bias and may not fully reflect learners' actual literacy experiences and performance.

Second, although the Comprehensive Rapid Literacy Assessment (CRLA) provided objective measures of learners' reading levels, the study did not incorporate additional data sources such as classroom observations, learner-level performance tracking, or qualitative feedback. The absence of data triangulation limits the robustness and validity of the findings.

Third, the instrument used in the study, while subjected to content validation and reliability testing, lacked a more detailed and rigorous validation process such as construct validation or factor analysis. This limits the instrument's transparency and replicability.

Moreover, the results revealed a non-significant overall correlation between structured reading interventions and literacy achievement. This finding suggests that the effectiveness of the interventions may be influenced by other variables not included in the study, such as learner readiness, home literacy environment, and parental support.

Finally, some aspects of data presentation, including table organization and statistical interpretation, may require further refinement to improve clarity and consistency. Language-related issues and minor redundancies were also observed, which may affect the overall readability and academic quality of the manuscript.

RECOMMENDATIONS

In light of the findings and identified limitations, the following recommendations are proposed:

Future studies should incorporate multiple data sources to strengthen validity through triangulation. These may include classroom observations, learner-level performance analysis, reading diagnostics, and interviews with teachers, learners, and parents to provide a more comprehensive understanding of early literacy development.

Researchers are encouraged to improve methodological rigor by providing a more detailed description of instrument development and validation processes. The use of advanced validation techniques such as factor analysis and pilot testing across diverse samples is recommended to enhance the reliability and credibility of research instruments.

Given the non-significant overall correlation found in this study, future research should explore additional variables that may influence early literacy outcomes, such as home literacy environment, parental involvement, learner motivation, and socio-economic factors. A more comprehensive model may better explain variations in literacy achievement.

REFERENCE

1. Anderson, R. C., & Pearson, P. D. (1984). A schema-theoretic view of basic processes in reading comprehension. In P. L. Carrell, J. Devine, & D. E. Eskey (Eds.), *Interactive approaches to second language reading* (pp. 255–291). Cambridge University Press. <https://doi.org/10.1017/CBO9781139524513.007>
2. Department of Education. (2022). *Basic education development plan (BEDP) 2030: Mithiin, tunguhin, at estratehiya*. Department of Education.
3. Ladson-Billings, G. (2021). *Culturally relevant pedagogy: Asking a different question*. Teachers College Press.
4. Mante-Estacio, M. J., et al. (2025). Localized reading modules and cognitive load: Evidence from rural Philippine schools. *Journal of Language and Literacy Education*.
5. National Early Literacy Panel. (2008). *Developing early literacy: Report of the National Early Literacy Panel*. National Institute for Literacy.
6. Paivio, A. (2014). *Mind and its evolution: A dual coding theoretical approach*. Psychology Press.
7. Paris, D. (2023). *Culturally sustaining pedagogy: A needed change in stance, terminology, and practice*. Educational Researcher.
8. RTI International. (2019). *Local languages and literacy in the Philippines: Implications for early grade reading instruction and assessment*. RTI Press. <https://doi.org/10.3768/rtipress.2019.op.0053.1907>
9. Salamun, H. (2020). The use of fables to enhance reading comprehension and cultural literacy among Filipino students. *Philippine Journal of Education*, 45(2), 110–125.
10. Sweller, J. (2024). *Cognitive load theory: Evolutionary and educational implications*. *Educational Psychology Review*. <https://doi.org/10.1007/s10648-024-09733-9>
11. UNESCO. (2020). *Global education monitoring report 2020: Inclusion and education—All means all*. UNESCO Publishing. <https://unesdoc.unesco.org/ark:/48223/pf0000373718>
12. Vaughn, S., & Wanzek, J. (2018). Current evidence on the effects of intensive early reading interventions. *Journal of Learning Disabilities*. <https://doi.org/10.1177/0022219418775112>