

Reading Speed, Accuracy, and Performance of Learners in English

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ABSTRACT

This study determined the levels of reading speed, reading accuracy, and academic performance in English among Grade 3 learners and examined the relationships among these variables in one of the large public elementary schools in the Schools Division of Bacolod City during the School Year 2025–2026. Using a quantitative descriptive-correlational design, data were collected from 113 Grade 3 learners selected through stratified random sampling using a researcher-made profiling questionnaire, the Comprehensive Rapid Literacy Assessment (CRLA), and the learners' English class records. The findings revealed that the learners were generally classified as Transitioning Readers in terms of reading speed and achieved a Very Satisfactory level of academic performance in English. No significant relationship was found between reading speed and reading accuracy or between reading speed and academic performance. However, reading accuracy showed a strong significant relationship with academic performance, indicating that learners with fewer reading miscues performed better in English. The study concludes that reading accuracy is a stronger predictor of academic performance than reading speed and recommends implementing targeted reading interventions, continuous assessment of reading skills, and strengthened collaboration among teachers, parents, and school administrators to improve learners' literacy development and academic achievement.

INTRODUCTION

This chapter discusses the background of the study, theoretical and conceptual frameworks, statement of the problem, hypotheses of the study, significance of the study, scope and limitations, and the definition of terms used in the research.

Background of the Study

Reading is widely recognized as one of the most essential skills acquired during the early years of formal education. It serves as the foundation for learning because it enables learners to access information, understand classroom instruction, and actively participate in academic activities. As learners progress through elementary education, they transition from learning basic reading skills to using reading as a primary tool for acquiring knowledge across different learning areas. Consequently, developing strong reading proficiency during the primary grades has become a major educational priority worldwide (Duke & Cartwright, 2021).

Reading proficiency involves more than simply recognizing printed words. It requires the coordinated development of decoding, reading fluency, vocabulary, language comprehension, and higher-order thinking skills that enable learners to construct meaning from written texts. Recent studies emphasize that proficient readers demonstrate efficient word recognition, strong language comprehension, and cognitive flexibility, allowing them to understand and apply information across various learning contexts (Leachman et al., 2025; Meggiato et al., 2025).

Recent literacy research emphasizes that successful reading develops through the interaction of word recognition, language comprehension, executive functioning, motivation, and self-regulation. These cognitive processes work together to support fluent reading and reading comprehension, highlighting the importance of systematic and explicit literacy instruction during the elementary years (Stoodley et al., 2024; Meggiato et al., 2025).

Despite continuing advances in literacy instruction, reading achievement remains a global educational concern. International assessments continue to show that many learners experience difficulties in reading proficiency, limiting their ability to comprehend written texts and apply information effectively across learning areas. These findings underscore the need for sustained efforts to strengthen foundational literacy through high-quality instruction, continuous assessment, and timely intervention.

In the Philippine context, strengthening foundational literacy remains one of the priorities of the Department of Education (DepEd). To improve the quality of basic education and address persistent learning gaps, DepEd adopted the MATATAG Curriculum through DepEd Order No. 10, s. 2024, which revised the K to 10 curriculums by decongesting learning competencies and placing greater emphasis on foundational literacy and numeracy during the early grades. The policy aims to ensure that learners develop essential competencies before progressing to more advanced learning outcomes, thereby establishing a stronger foundation for academic achievement and lifelong learning.

Reading fluency is commonly described through two essential components: reading speed and reading accuracy. Reading speed refers to the rate at which learners read connected text, commonly measured in words per minute, while reading accuracy refers to the learner's ability to correctly recognize and decode written words with minimal errors. Although these components are closely related, they represent distinct dimensions of reading fluency and may develop differently among learners. Some learners may read rapidly but continue to commit decoding errors, whereas others may read more slowly while demonstrating greater accuracy and comprehension. Understanding how these components relate to academic performance may provide valuable insights for improving literacy instruction and designing appropriate reading interventions.

Academic performance reflects the extent to which learners achieve the expected learning competencies and serves as an important indicator of educational success. Reading plays a central role in this process because it enables learners to understand instructional materials, complete classroom tasks, and acquire knowledge across learning areas. However, previous studies have reported varying findings regarding the relationships between specific components of reading fluency and academic achievement. These inconsistencies suggest the need for further investigation, particularly within local educational settings where learner characteristics, instructional practices, and available learning resources may differ from those reported in international research.

Although previous studies have investigated reading proficiency and academic achievement, limited research has examined reading speed and reading accuracy as separate components of reading fluency among Grade 3 learners using the Comprehensive Rapid Literacy Assessment (CRLA) in Philippine public elementary schools. Furthermore, there remains a need for local empirical evidence that reflects the realities of literacy instruction and learner performance within the Philippine basic education system.

Recognizing these circumstances, the present study was conducted to determine the reading speed, reading accuracy, and academic performance of Grade 3 learners in English in one of the large public elementary schools in the Schools Division of Bacolod. Specifically, it sought to examine the relationships among these variables to provide empirical evidence that may guide teachers, school administrators, and other educational stakeholders in strengthening literacy instruction and developing evidence-based reading intervention programs. Ultimately, the findings of the study are expected to contribute to the continuous improvement of reading instruction and support the development of proficient and lifelong readers.

Theoretical Framework

The present study is anchored on three complementary theories that explain the relationships among reading speed, reading accuracy, and academic performance. These theories provide the conceptual basis for understanding how learners develop reading proficiency and how such proficiency influences their academic achievement in English.

Reading speed, is anchored on Carver's Theory of Reading Rate. Carver proposed that reading occurs at different rates depending on the reader's purpose and level of comprehension. According to the theory, efficient readers process text at an appropriate speed while maintaining understanding of the material. Reading speed reflects the

automaticity and efficiency with which learners recognize words and process connected text. Learners who read at an optimal rate are able to devote more cognitive resources to comprehension rather than word recognition, thereby improving overall reading performance. In the present study, Carver's theory provides the foundation for examining the reading speed of Grade 3 learners as an important component of reading fluency.

Reading accuracy, is anchored on Ehri's Theory of Word Reading Development. Ehri explained that accurate reading develops as learners progress through phases of word recognition, eventually forming secure connections between letters, sounds, and meanings. These orthographic mappings enable readers to recognize words accurately and automatically with minimal decoding effort. Reading accuracy is therefore considered a critical indicator of learners' mastery of foundational reading skills because accurate word recognition supports fluent reading and facilitates comprehension. This theory supports the present study by explaining how learners' ability to correctly identify and decode words contributes to their overall reading proficiency.

Academic performance, is anchored on Elger's Theory of Performance. The theory posits that performance is the result of continuous interaction among knowledge, skills, personal factors, context, and practice. Academic achievement improves as learners develop competencies through effective instruction, repeated practice, appropriate feedback, and supportive learning environments. In the context of this study, reading speed and reading accuracy represent essential literacy skills that contribute to learners' capacity to acquire knowledge, understand classroom instruction, and perform successfully in English. Thus, stronger reading skills are expected to support higher academic performance.

These theories collectively provide the theoretical foundation of the study. Carver's Theory of Reading Rate explains the importance of efficient reading speed, Ehri's Theory of Word Reading Development emphasizes the role of accurate word recognition in reading proficiency, and Elger's Theory of Performance explains how acquired skills influence learners' academic achievement. Together, these theories support the assumption that reading speed and reading accuracy are significant literacy skills that may contribute to the academic performance of Grade 3 learners in English.

Conceptual Framework

The present study was guided by contemporary literacy research, which emphasizes that reading proficiency develops through the interaction of efficient word recognition, reading accuracy, language comprehension, executive functioning, and other cognitive processes that support successful reading and academic learning (Stoodley et al., 2024; Leachman et al., 2025; Meggiato et al., 2025).

In the present study, reading speed and reading accuracy served as the independent variables. Reading speed refers to the number of words correctly read per minute, while reading accuracy refers to learners' ability to correctly recognize and decode words during oral reading. These variables were measured using the Comprehensive Rapid Literacy Assessment (CRLA), which provides objective indicators of learners' oral reading performance.

The dependent variable of the study was academic performance in English, which was measured using the respondents' final grades in English. Academic performance served as the indicator of learners' achievement of the expected learning competencies during the school year.

The study proposes that reading speed and reading accuracy are important dimensions of reading fluency that may be associated with learners' academic performance. However, the nature and extent of these relationships were determined through empirical investigation rather than assumed. This approach ensured that the study remained objective and allowed the statistical analyses to determine whether significant relationships existed among the variables.

The conceptual paradigm of the study illustrates the relationship between the independent variables, namely reading speed and reading accuracy, and the dependent variable, academic performance in English. It also reflects the demographic profile of the respondents, including sex, mother's educational attainment, father's

educational attainment, nutritional status, and average monthly family income, which were included to describe the characteristics of the participants.

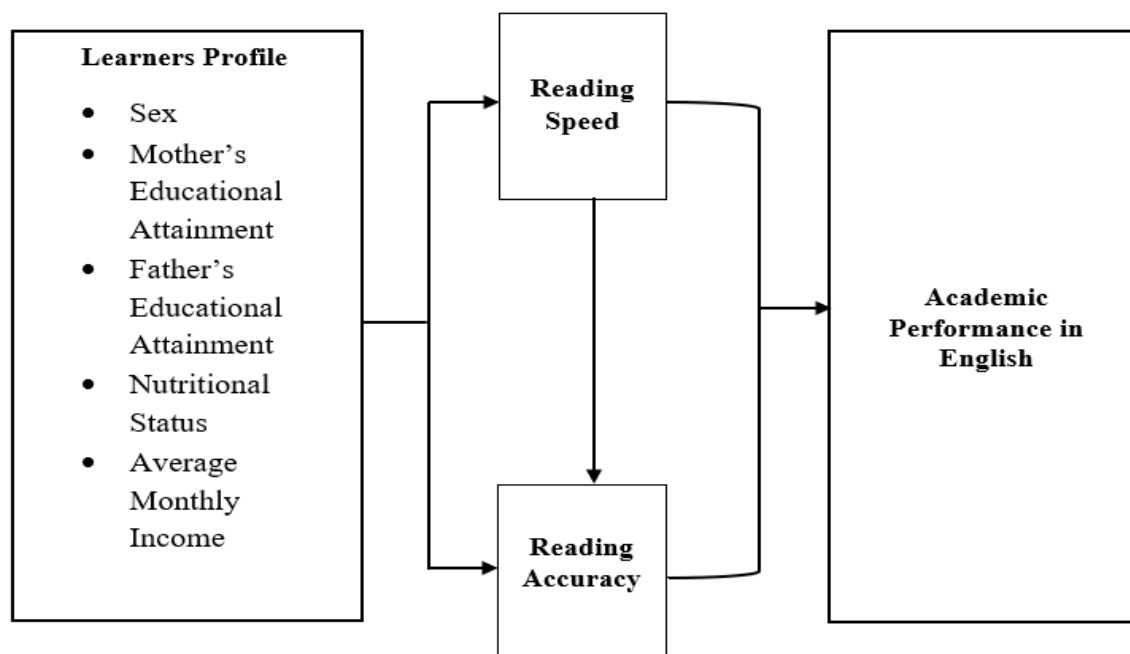


Figure 1. Schematic Diagram of the Study

Statement of the Problem

This study aimed to determine the reading speed, reading accuracy, and academic performance of Grade 3 learners in English in one of the large public elementary schools in Negros Island Region during the School Year 2025–2026.

Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - a. Sex;
 - b. Mother's educational attainment;
 - c. Father's educational attainment;
 - d. Nutritional status; and
 - e. Average monthly family income?
2. What is the level of the respondents' reading speed?
3. What is the level of the respondents' reading accuracy?
4. What is the level of the respondents' academic performance in English?
5. Is there a significant relationship between reading speed and reading accuracy?
6. Is there a significant relationship between reading speed and academic performance in English?
7. Is there a significant relationship between reading accuracy and academic performance in English?

Hypotheses of the Study

The following hypotheses were developed in relation to the study's proposed problem:

1. There is no significant relationship between reading speed and reading accuracy among Grade 3 learners in English.
2. There is no significant relationship between reading speed and academic performance in English among Grade 3 learners.
3. There is no significant relationship between reading accuracy and academic performance in English among Grade 3 learners.

Significance of the Study

The insights produced by this study were anticipated to be highly beneficial to the following:

Curriculum Planners and Education Policymakers. The findings may contribute to the continuous improvement of literacy instruction by providing local evidence that can inform curriculum implementation, reading intervention programs, and educational policies aimed at strengthening foundational literacy among elementary learners.

School Administrators. The results may serve as a basis for planning, implementing, and evaluating school-based reading programs. School administrators may use the findings in strengthening literacy initiatives, allocating instructional resources, and supporting professional development activities related to reading instruction.

Teachers. The study may provide teachers with empirical evidence on the relationship between reading fluency and academic performance. The findings may assist them in identifying learners who require additional instructional support and in designing evidence-based reading strategies and interventions that address specific literacy needs.

Parents and Guardians. The study may increase parents' awareness of the importance of supporting their children's reading development at home. The findings may encourage greater parental involvement in reading activities and reinforce collaboration between home and school in improving learners' literacy skills.

Learners. The findings may help learners become more aware of the importance of developing reading fluency, particularly reading speed and reading accuracy, in improving their academic performance. The results may also encourage learners to participate actively in reading activities and intervention programs that strengthen their literacy skills.

Future Researchers. The study may serve as a useful reference for future investigations on reading fluency, reading development, and academic performance. It may also provide baseline information for studies involving other grade levels, learning areas, assessment tools, or educational settings.

Scope and Limitations of the Study

This study determined the reading speed, reading accuracy, and academic performance in English of Grade 3 learners in one of the large public elementary schools in Negros Island Region during the School Year 2025–2026. It described the respondents' demographic profile in terms of sex, parents' educational attainment, nutritional status, and average monthly family income. The study also examined the relationships among reading speed, reading accuracy, and academic performance in English.

Reading speed and reading accuracy were measured using the Comprehensive Rapid Literacy Assessment (CRLA), while academic performance was based on the learners' final English grades from the official class

records. The study employed a quantitative descriptive-correlational research design and utilized descriptive statistics and Spearman's rank-order correlation at the 0.05 level of significance.

The findings are limited to the respondents included in the study and the variables examined. Results should not be generalized beyond similar educational settings without further validation.

Definition of Terms

For a better understanding of the study, the terms were defined conceptually and operationally:

Academic Performance. Conceptually, academic performance refers to the extent to which learners attain the intended learning outcomes and educational objectives through classroom instruction and assessment (UNESCO, 2024).

As used in this study, academic performance refers to the respondents' final grade in English during third grade, obtained from the official class records for the School Year 2025–2026.

Average Monthly Family Income. Conceptually, family income refers to the total monetary earnings received by all household members from all sources within a specified period, usually one month or one year (Philippine Statistics Authority [PSA], 2025).

As used in this study, average monthly family income refers to the income category reported by the respondents' parents or guardians in the profiling questionnaire.

Comprehensive Rapid Literacy Assessment (CRLA). Conceptually, the Comprehensive Rapid Literacy Assessment (CRLA) is an oral reading assessment developed to evaluate learners' foundational literacy skills, particularly reading fluency and reading accuracy (Department of Education, 2025).

As used in this study, the CRLA served as the primary assessment tool for measuring the respondents' reading speed (words correctly read per minute) and reading accuracy (number of decoding errors or miscues).

Father's Educational Attainment. Conceptually, educational attainment refers to the highest level of formal education successfully completed by an individual (UNESCO Institute for Statistics, 2023).

As used in this study, father's educational attainment was categorized according to the responses provided in the respondents' profiling questionnaire.

Mother's Educational Attainment. Conceptually, educational attainment refers to the highest level of formal education successfully completed by an individual (UNESCO Institute for Statistics, 2023).

As used in this study, mother's educational attainment was categorized according to the responses provided in the respondents' profiling questionnaire.

Nutritional Status. Conceptually, nutritional status refers to the physiological condition of an individual resulting from the balance between nutrient intake and the body's nutritional requirements (World Health Organization, 2024).

As used in this study, nutritional status was based on the respondents recorded nutritional classification as reflected in the school's health records.

Reading Accuracy. Conceptually, reading accuracy refers to the learner's ability to correctly recognize and decode printed words during oral reading with minimal errors, reflecting proficiency in word recognition and decoding (Department of Education, 2025).

As used in this study, reading accuracy refers to the respondents' performance on the CRLA as indicated by the number of correctly decoded words and recorded miscues during oral reading.

Reading Speed. Conceptually, reading speed refers to the rate at which a learner reads connected text, commonly expressed in words correctly read per minute as an indicator of oral reading fluency (Department of Education, 2025).

As used in this study, reading speed refers to the respondents' oral reading rate measured in words correctly read per minute (WCPM) using the Comprehensive Rapid Literacy Assessment (CRLA).

Sex. Conceptually, sex refers to the biological classification of an individual as male or female based on physiological and genetic characteristics (World Health Organization, 2022).

As used in this study, sex refers to the respondents' biological classification as reported in the profiling questionnaire.

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents a collection of research studies and literature that are closely related to the present study. The materials included are intended to provide a clearer background and a deeper understanding of the topic under investigation.

Reading Speed of Learners

Reading speed is widely recognized as an essential component of reading fluency and literacy development. Contemporary research defines reading speed as the rate at which learners read connected text accurately within a specific period, commonly measured in words per minute (WPM). Rather than representing mere rapid reading, reading speed reflects the automaticity of word recognition that enables readers to devote greater cognitive resources to understanding text. Recent evidence suggests that reading speed functions alongside reading accuracy and prosody as one of the three fundamental dimensions of reading fluency, emphasizing that efficient reading requires both speed and precision (Meggiato et al., 2024).

As literacy research has evolved, scholars have increasingly viewed reading speed as an indicator of learners' reading competence and cognitive efficiency. A systematic literature review conducted by Meggiato, Corso, and Corso examined 57 empirical studies and found that most researchers define reading fluency through the combined dimensions of accuracy, automaticity (reading speed), and prosody (Meggiato et al., 2024). The review further revealed that reading speed is among the most frequently measured indicators of reading fluency because it reflects learners' ability to recognize words automatically while maintaining comprehension. The authors concluded that reading speed serves as a significant predictor of reading comprehension when assessed together with other fluency components (Meggiato et al., 2024).

Recent meta-analytic evidence likewise highlights the educational significance of reading speed. In a comprehensive meta-analysis involving 401 studies and more than 266,000 participants, Leachman, Wolters, and Kim reported a strong positive relationship between text reading fluency and reading comprehension (Leachman et al., 2025). Their findings showed that learners who demonstrated higher reading rates generally achieved better comprehension outcomes, although reading efficiency, which combines both speed and accuracy, exhibited the strongest association. The study emphasized that reading speed contributes substantially to reading comprehension, particularly during the elementary years when learners are developing automatic word recognition skills (Leachman et al., 2025).

Beyond behavioral studies, recent neuroscientific research has provided further evidence supporting the importance of reading speed. A systematic review and meta-analysis of neuroimaging studies found that fluent reading depends on efficient neural networks responsible for rapid word recognition and language processing (Lee & Stoodley, 2024). Skilled readers were shown to process written words automatically, enabling them to focus on comprehension rather than decoding individual words. Conversely, learners with slower reading rates expend greater cognitive effort on word identification, reducing the mental resources available for understanding the text. These findings demonstrate that reading speed reflects not only observable reading performance but also the efficiency of underlying cognitive processes involved in literacy development (Lee & Stoodley, 2024).

Within educational settings, reading speed has become an important indicator for monitoring learners' literacy progress and identifying those at risk of reading difficulties. Recent reviews indicate that oral reading fluency assessments, which commonly measure words read correctly per minute, provide teachers with valuable information about students' reading development and instructional needs (Leachman et al., 2025; Meggiato et al., 2024). Nevertheless, researchers caution that reading speed should always be interpreted alongside reading accuracy and comprehension because speed alone does not fully represent reading proficiency (Leachman et al., 2025).

In English language learning, reading speed assumes even greater importance because English serves as the primary medium for learning across many academic subjects. Learners who develop adequate reading speed are better able to process classroom texts, complete academic tasks efficiently, and comprehend increasingly complex instructional materials. As automatic word recognition improves, learners devote less cognitive effort to decoding and more attention to vocabulary acquisition, inferential thinking, and comprehension, thereby enhancing overall academic performance (Leachman et al., 2025; Meggiato et al., 2024).

More specifically, in the Philippine basic education context, reading speed is assessed through literacy initiatives such as the Comprehensive Rapid Literacy Assessment (CRLA), where learners' oral reading performance is evaluated using words read correctly per minute and other fluency indicators. Such assessments enable teachers to identify struggling readers and provide appropriate interventions aimed at improving reading fluency and English achievement (Department of Education [DepEd], 2024). The use of reading speed as a measurable literacy indicator supports the Department of Education's goal of strengthening foundational literacy among elementary learners (DepEd, 2024).

Finally, the reviewed literature demonstrates that reading speed is an indispensable component of reading fluency and an important contributor to reading comprehension and academic achievement (Leachman et al., 2025; Meggiato et al., 2024). Although rapid reading alone does not guarantee understanding, an appropriate reading rate combined with high reading accuracy enables learners to process text efficiently and construct meaning effectively (Lee & Stoodley, 2024; Leachman et al., 2025). These findings provide a strong empirical foundation for the present study, which examines the relationship among reading speed, reading accuracy, and the academic performance of Grade 3 learners in English.

Reading Accuracy of Learners

Reading accuracy is recognized as a fundamental component of reading fluency and literacy development. It refers to the ability of learners to correctly identify, decode, and pronounce words while reading connected text with minimal errors. Contemporary literacy research considers reading accuracy an essential bridge between word recognition and reading comprehension because learners who accurately decode written words are better able to focus on constructing meaning from text. Current evidence further emphasizes that reading accuracy should be developed together with reading speed and prosody to achieve fluent and meaningful reading (Meggiato et al., 2024).

Recent scholarship has consistently identified reading accuracy as one of the three core dimensions of oral reading fluency. In a systematic review synthesizing findings from 57 empirical studies, Meggiato, Corso, and Corso (2024) found that reading fluency is commonly conceptualized through the interconnected dimensions of accuracy, automaticity (speed), and prosody. Their review revealed that reading accuracy is indispensable because it reflects learners' ability to recognize words correctly without excessive decoding effort. The authors further noted that although reading speed is important, accuracy remains a prerequisite for successful comprehension since learners who frequently misread words are more likely to misunderstand the meaning of a text (Meggiato et al., 2024).

Current evidence also demonstrates that reading accuracy plays a significant role in learners' reading comprehension and overall academic achievement. A meta-analysis involving more than 266,000 participants reported that reading fluency is strongly associated with reading comprehension, with reading efficiency, which combines speed and accuracy, showing the strongest relationship (Leachman et al., 2025). The findings indicate that learners who accurately recognize words while maintaining an appropriate reading pace are more capable

of understanding increasingly complex texts. This relationship is particularly evident among elementary learners, whose literacy development depends heavily on the mastery of accurate word recognition before higher-order comprehension skills can fully develop (Leachman et al., 2025).

Educational research likewise emphasizes that reading accuracy serves as an important diagnostic indicator for identifying learners experiencing reading difficulties. The Effective Reading Instruction in Low- and Middle-Income Countries report explains that reading fluency is characterized by the ability to read text accurately, automatically, and with appropriate expression, highlighting that accurate decoding is a foundational skill that should precede fluent reading. The report further explains that systematic instruction in phonemic awareness, phonics, and decoding contributes substantially to improving learners' reading accuracy during the primary grades (World Bank, 2024).

Within English language education, reading accuracy is particularly critical because English contains complex spelling patterns and irregular orthographic features that require learners to develop strong decoding skills. Accurate word recognition enables learners to process vocabulary efficiently, reducing the cognitive effort required for decoding and allowing greater attention to comprehension and language learning (Leachman et al., 2025; Meggiato et al., 2024).

More specifically, reading accuracy has become an important component of literacy assessment in elementary education. Digital and classroom-based interventions increasingly evaluate learners based on the number of words read correctly and the frequency of oral reading miscues (World Bank, 2024).

In the Philippine basic education context, reading accuracy is likewise emphasized in literacy assessment programs such as the Comprehensive Rapid Literacy Assessment (CRLA) and the Philippine Informal Reading Inventory (Phil-IRI). These assessments determine learners' reading proficiency by measuring oral reading miscues, words read correctly, and comprehension (Department of Education, 2024).

Overall, contemporary literature consistently demonstrates that reading accuracy is a vital component of reading fluency and literacy acquisition (Leachman et al., 2025; Meggiato et al., 2024). Accurate word recognition enables learners to decode texts efficiently, supports reading comprehension, and contributes to stronger academic performance (Leachman et al., 2025). Furthermore, recent studies emphasize that reading accuracy should be interpreted together with reading speed rather than as an isolated measure of proficiency (Meggiato et al., 2024). These findings provide a strong empirical foundation for the present study, which examines the relationship among reading accuracy, reading speed, and the academic performance of Grade 3 learners in English.

Academic Performance of Learners

Academic performance is a fundamental indicator of learners' success in formal education. It reflects the extent to which students achieve the intended learning outcomes established in the curriculum through classroom instruction, assessment, and participation in school activities. Contemporary educational research recognizes academic performance as a multidimensional construct influenced by cognitive abilities, learning behaviors, motivation, instructional quality, and environmental factors (Organization for Economic Co-operation and Development [OECD], 2023). At the elementary level, academic performance serves as an important measure of learners' mastery of foundational competencies that support lifelong learning and future educational success (OECD, 2023).

Recent literature emphasizes that academic performance extends beyond examination scores and reflects learners' ability to apply knowledge, demonstrate skills, and meet curriculum standards across learning areas. According to recent educational research, learners' academic achievement is shaped by both individual characteristics and school-related factors, including the quality of instruction, literacy skills, and learning support systems (OECD, 2023; UNESCO, 2024). These findings underscore that academic performance is a comprehensive measure of educational attainment rather than merely a reflection of test performance.

Among the various determinants of academic performance, literacy has consistently emerged as one of the strongest predictors of educational success. Reading serves as the foundation for learning because it enables learners to access information, understand classroom instruction, and engage with written materials across subject areas. A systematic review of recent research on reading fluency concluded that developing learners' fluency through evidence-based instructional practices significantly enhances overall academic achievement (Meggiato et al., 2024). The review emphasized that learners who possess strong reading skills are more capable of meeting curriculum expectations and performing successfully across academic disciplines (Meggiato et al., 2024).

Empirical evidence further demonstrates that reading fluency, particularly reading speed and reading accuracy, contributes significantly to academic performance. In a large-scale meta-analysis involving more than 266,000 participants from 401 studies, Leachman, Wolters, and Kim (2025) reported a strong positive relationship between text reading fluency and reading comprehension. The study found that learners with greater reading efficiency, which integrates both reading speed and reading accuracy, consistently demonstrated better comprehension outcomes. Since comprehension underpins learning in most school subjects, the findings suggest that improvements in reading fluency are likely to translate into higher academic performance, particularly among elementary learners (Leachman et al., 2025).

Within English language education, academic performance is closely associated with learners' proficiency in reading because English functions as the primary medium of instruction for many academic subjects. Learners who read English texts accurately and efficiently are better able to understand classroom lessons, complete written tasks, acquire vocabulary, and participate meaningfully in learning activities. Conversely, difficulties in reading often limit learners' ability to comprehend instructional materials, resulting in lower academic achievement. Recent systematic reviews indicate that strengthening foundational reading skills, including decoding, fluency, and comprehension, produces measurable improvements in learners' overall academic outcomes (Leachman et al., 2025; World Bank, 2024).

The Philippine educational context further reinforces the importance of academic performance through national literacy initiatives such as the Comprehensive Rapid Literacy Assessment (CRLA) and the Philippine Informal Reading Inventory (Phil-IRI). These assessment programs recognize that learners' reading proficiency directly influences achievement in English and other learning areas (Department of Education, 2024). Teachers utilize learners' reading assessment results to design appropriate interventions that improve literacy skills, thereby supporting better academic performance in accordance with the learning competencies prescribed by the Department of Education (Department of Education, 2024).

Overall, the reviewed literature consistently indicates that academic performance is strongly associated with learners' literacy development, particularly their ability to read accurately and fluently (Leachman et al., 2025; Meggiato et al., 2024). Reading proficiency enables learners to access academic content, understand classroom instruction, and perform successfully across learning areas (World Bank, 2024). Consequently, examining academic performance together with reading speed and reading accuracy provides a meaningful framework for understanding learners' achievement in English. These findings establish a strong empirical basis for the present study, which investigates the relationship among reading speed, reading accuracy, and the academic performance of Grade 3 learners in English.

Reading Speed and Reading Accuracy of Learners

Reading fluency is widely recognized as a critical component of literacy development and serves as the foundation for successful reading. Contemporary research defines reading fluency as the ability to read connected text accurately, automatically, and with appropriate expression, enabling readers to allocate greater cognitive resources to comprehension rather than word decoding. Among these components, reading speed (automaticity) and reading accuracy are consistently identified as the two most essential and frequently assessed indicators of fluent reading. Rather than functioning independently, these two skills work together to facilitate efficient and meaningful text processing.

Recent scholarship emphasizes that reading speed and reading accuracy are complementary dimensions of reading fluency. In a systematic literature review that synthesized findings from 57 empirical studies, Meggiato, Corso, and Corso (2025) found that approximately 60% of the reviewed studies defined reading fluency through the combined dimensions of accuracy, automaticity (speed), and prosody. The review further revealed that reading speed and reading accuracy are the most frequently measured indicators of fluency because they directly reflect learners' efficiency in recognizing words correctly and effortlessly. The authors concluded that these two components should be developed simultaneously since fluent reading cannot be achieved through speed alone or accuracy alone.

Evidence from recent meta-analytic research further demonstrates the close relationship between reading speed and reading accuracy. In a comprehensive meta-analysis involving 401 studies and more than 266,000 participants, Leachman, Wolters, and Kim (2025) reported that reading fluency has a strong positive relationship with reading comprehension. More importantly, the study found that reading efficiency, which integrates both reading speed and reading accuracy, exhibited the strongest association with comprehension compared with either reading rate or reading accuracy alone. These findings suggest that learners benefit most when they develop an appropriate reading pace while maintaining a high level of decoding accuracy.

Current research also highlights the cognitive relationship between reading speed and reading accuracy. Reading speed reflects learners' automatic recognition of familiar words, whereas reading accuracy reflects the correctness of decoding and word identification. When learners recognize words both quickly and accurately, they experience reduced cognitive load, allowing them to focus on constructing meaning from the text. Conversely, learners who read rapidly but commit frequent decoding errors, or those who read accurately but very slowly, often experience difficulties in comprehension because cognitive resources remain heavily engaged in word recognition rather than understanding. These findings reinforce the view that speed and accuracy are interdependent processes that jointly contribute to effective reading.

Within English language learning, the interaction between reading speed and reading accuracy becomes even more important because English contains complex orthographic patterns that require learners to develop both automaticity and precise decoding skills. A recent study by Wilang, Seepho, and Kitjaroonchai (2025) investigated the relationship between reading fluency and reading accuracy among second-language (L2) learners using reading assistant software. The study found a significant positive relationship between learners' reading fluency and reading accuracy, indicating that improvements in one component were associated with improvements in the other. Furthermore, learners who demonstrated higher levels of reading accuracy also showed greater reading efficiency and comprehension, highlighting the complementary nature of these skills in English language acquisition.

Recent educational research likewise emphasizes that reading instruction should foster a balance between reading speed and reading accuracy rather than prioritizing one over the other. Excessive emphasis on reading quickly may increase decoding errors and reduce comprehension, whereas excessive focus on accuracy without developing automaticity may result in slow, laborious reading that limits learners' ability to process connected text efficiently. Consequently, literacy experts recommend instructional approaches that simultaneously strengthen automatic word recognition and accurate decoding to achieve optimal reading fluency.

In the Philippine basic education context, the complementary roles of reading speed and reading accuracy are reflected in literacy assessment initiatives such as the Comprehensive Rapid Literacy Assessment (CRLA) and the Philippine Informal Reading Inventory (Phil-IRI). These assessments evaluate learners' oral reading performance through indicators such as words read correctly per minute and oral reading miscues, recognizing that reading proficiency depends on both reading rate and decoding accuracy. Assessment results guide teachers in identifying learners who require targeted interventions to improve foundational reading skills and English achievement.

Overall, the reviewed literature consistently demonstrates that reading speed and reading accuracy are inseparable components of reading fluency. Reading speed promotes automatic word recognition, while reading accuracy ensures correct decoding of written text. Together, these skills enable learners to process information efficiently, comprehend texts effectively, and perform better academically. These findings provide a strong

theoretical and empirical foundation for the present study, which investigates the relationship between reading speed, reading accuracy, and the academic performance of Grade 3 learners in English.

Reading Speed and Academic Performance

Reading is a fundamental skill that supports learning across all academic disciplines. Among the essential components of reading fluency, reading speed refers to the rate at which learners read connected text accurately within a given period, typically measured in words per minute (WPM). Contemporary literacy research emphasizes that reading speed is not merely the ability to read quickly but rather the development of automatic word recognition that allows learners to allocate greater cognitive resources to comprehension. As learners become more fluent readers, they process written information more efficiently, enabling them to understand texts and acquire knowledge more effectively.

Recent literature consistently recognizes reading speed as a critical dimension of reading fluency together with reading accuracy and prosody. In their systematic review of 57 empirical studies, Meggiato, Corso, and Corso (2025) reported that reading speed (automaticity) is one of the most widely used indicators of reading fluency because it reflects learners' ability to recognize words effortlessly while maintaining comprehension. The review further emphasized that fluent readers are characterized by an appropriate reading rate that enables efficient processing of written information, thereby facilitating successful learning in school.

The relationship between reading speed and academic performance has been increasingly supported by recent empirical evidence. A comprehensive meta-analysis conducted by Leachman, Wolters, and Kim (2025) synthesized findings from 401 studies involving more than 266,000 participants and found a strong positive relationship between text reading fluency and reading comprehension. Specifically, reading rate demonstrated a moderate-to-strong correlation with comprehension, while reading efficiency, which combines speed and accuracy, showed the strongest association. Because reading comprehension is fundamental to learning across subjects, learners who develop an appropriate reading speed are more likely to achieve better academic outcomes than those who read slowly and laboriously.

From a cognitive perspective, reading speed contributes to academic performance by reducing the mental effort required for word recognition. Automatic word recognition enables learners to devote greater attention to understanding ideas, integrating prior knowledge, and solving academic tasks. A recent systematic review and meta-analysis of neuroimaging studies explained that fluent readers activate efficient neural networks responsible for rapid word recognition and language processing. These neurological processes enable learners to comprehend texts more effectively and perform better in academic settings. In contrast, slow readers often expend greater cognitive effort on decoding individual words, leaving fewer mental resources available for comprehension and learning.

Within English language education, reading speed assumes greater significance because English serves as the primary medium of instruction in many educational contexts. Learners who read English texts at an appropriate pace can complete classroom activities more efficiently, understand instructional materials more effectively, and acquire vocabulary through extensive reading. Conversely, learners with slow reading rates often struggle to finish reading assignments, participate in classroom discussions, and perform well on written assessments. Consequently, improving reading speed contributes not only to reading fluency but also to learners' overall academic achievement in English and other learning areas.

Intervention studies likewise demonstrate that improving reading fluency positively influences learners' academic outcomes. A meta-analysis by Zimmermann, Reed, and Aloe (2021) examined non-repetitive reading fluency interventions for students with reading difficulties and found that fluency-focused instructional strategies produced significant improvements in both reading fluency and reading comprehension. Since comprehension is closely linked to school achievement, the findings indicate that interventions designed to increase reading speed can contribute to improved academic performance, particularly among struggling readers.

Moreover, recent educational research indicates that learners who employ effective reading strategies generally demonstrate stronger reading comprehension and higher academic achievement. In a meta-analysis by Sun et al.

(2021), reading strategies were found to have a significant positive effect on reading comprehension across different educational levels. Because reading speed facilitates efficient implementation of these strategies by reducing decoding demands, learners with greater reading fluency are better positioned to comprehend complex texts and succeed academically.

In the Philippine basic education context, reading speed is recognized as an essential indicator of literacy development through assessment programs such as the Comprehensive Rapid Literacy Assessment (CRLA) and the Philippine Informal Reading Inventory (Phil-IRI). These assessment tools measure learners' oral reading rate through words read correctly per minute to identify pupils who require targeted reading interventions. By monitoring reading speed, teachers can implement instructional strategies that strengthen reading fluency and ultimately improve learners' academic performance in English and other learning areas.

Overall, the reviewed literature consistently demonstrates that reading speed is closely associated with academic performance. Learners who develop automatic word recognition and maintain an appropriate reading pace are better able to comprehend instructional materials, acquire academic knowledge, and achieve higher levels of educational success. Although academic performance is influenced by multiple learner and environmental factors, recent evidence indicates that reading speed remains an important predictor of learning outcomes, particularly during the elementary years when foundational literacy skills are still developing. These findings provide a strong empirical basis for the present study, which seeks to examine the relationship between reading speed and the academic performance of Grade 3 learners in English.

Reading Accuracy and Academic Performance

Reading is a fundamental skill that underpins learning across all areas of the curriculum. Among the essential components of reading fluency, reading accuracy refers to the ability to correctly recognize, decode, and pronounce written words with minimal errors. Contemporary literacy research emphasizes that accurate word recognition forms the foundation upon which reading comprehension and academic learning are built. Learners who read accurately devote less cognitive effort to decoding individual words, allowing them to focus on understanding the meaning of the text and applying the information in academic tasks. Consequently, reading accuracy is widely regarded as a critical predictor of learners' educational success.

Recent literature consistently identifies reading accuracy as one of the three essential dimensions of reading fluency, together with reading speed (automaticity) and prosody. In their systematic review of 57 empirical studies, Meggiato, Corso, and Corso (2025) reported that most contemporary studies conceptualize reading fluency as the integration of these three components. Their review further revealed that reading accuracy is among the most frequently used indicators of fluency because it reflects learners' ability to decode words correctly while supporting efficient reading. The authors concluded that reading accuracy is a strong predictor of reading comprehension, which in turn contributes significantly to learners' academic achievement.

The relationship between reading accuracy and academic performance has likewise been supported by large-scale empirical evidence. In a meta-analysis involving 401 studies and more than 266,000 learners, Leachman, Wolters, and Kim (2025) found a strong positive relationship between text reading fluency and reading comprehension. Specifically, text reading accuracy demonstrated a substantial correlation with comprehension, although reading efficiency, which combines both speed and accuracy, exhibited the strongest relationship. Since comprehension is necessary for learning in English and other academic subjects, learners who accurately decode written text are more likely to demonstrate higher academic performance than learners who frequently commit reading errors.

From a cognitive perspective, reading accuracy contributes directly to academic achievement because it minimizes decoding errors that may interfere with comprehension. When learners recognize words correctly, they are better able to integrate vocabulary, infer meaning, and retain information presented in instructional materials. Conversely, inaccurate reading often results in misunderstanding key concepts, incomplete comprehension, and reduced learning outcomes. Recent systematic reviews therefore emphasize that improving reading accuracy enhances not only reading proficiency but also learners' ability to perform successfully in classroom assessments and other academic tasks.

Within English language education, reading accuracy assumes even greater importance because English orthography contains complex spelling patterns, irregular word forms, and numerous exceptions that require learners to develop precise decoding skills. Learners who accurately identify English words can access academic texts more effectively, acquire vocabulary more efficiently, and comprehend instructional materials across learning areas. Conversely, frequent oral reading errors hinder learners' understanding of texts, thereby affecting their classroom participation and overall academic achievement. Recent systematic reviews on literacy instruction consistently recommend strengthening decoding accuracy as a means of improving learners' educational outcomes.

In the Philippine educational context, reading accuracy has become an important indicator of learners' academic readiness through literacy assessment initiatives such as the Comprehensive Rapid Literacy Assessment (CRLA) and the Philippine Informal Reading Inventory (Phil-IRI). These assessment tools evaluate learners based on oral reading miscues and words read correctly, enabling teachers to identify pupils who require targeted reading interventions. Recent Philippine evidence indicates that improving learners' reading proficiency through effective literacy instruction contributes to stronger classroom performance and supports the attainment of curriculum competencies in English and other learning areas.

Overall, recent literature consistently demonstrates that reading accuracy is closely associated with academic performance. Accurate word recognition enables learners to understand instructional texts, acquire knowledge more efficiently, and perform better in classroom assessments. Although academic performance is influenced by multiple learner, teacher, and environmental factors, evidence suggests that reading accuracy remains one of the strongest literacy-related contributors to educational achievement. These findings provide a strong empirical basis for the present study, which seeks to examine the relationship between reading accuracy and the academic performance of Grade 3 learners in English.

RESEARCH METHODOLOGY

This chapter presents the research design, respondents, population and sample size, sampling technique, research instrument, validity and reliability procedures, data gathering process, and statistical treatment of data used in the study.

Research Design

This study employed a quantitative descriptive-correlational research design. According to Creswell and Creswell (2023), this design is appropriate for describing existing conditions and determining the relationship among measurable variables without manipulating them.

The descriptive component was used to describe the respondents' demographic profile and determine their levels of reading speed, reading accuracy, and academic performance in English. The correlational component examined the relationships between reading speed and reading accuracy, reading speed and academic performance, and reading accuracy and academic performance. Since the study investigated naturally occurring relationships without intervention, the descriptive-correlational design was considered appropriate.

Subject and Respondents of the Study

The subject and respondents of the study were the Grade 3 learners in one of the large schools in Negros Island Region for the School Year 2025-2026.

Population and Sample Size

The sample size of the population was computed using the formula by Slovin.

$$n = \frac{N}{1 + N(e)^2}$$

where: N = population size

n = sample size

e = margin of error (0.05)

The total population of grade 3 learners from 5 sections is 157 and using the Slovin formula, 112.75 is the obtained sample size rounded off to 113.

$$n = \frac{157}{1 + 157(0.0025)}$$

$$n = \frac{157}{1 + 0.3925}$$

$$n = \frac{157}{1.3925}$$

$$n \approx 113$$

Sampling Technique

In determining the number of respondents per section, the researcher used the Stratified Random Sampling Technique given the formula, to wit:

$$n_i = \frac{N_i(n)}{N}$$

Where: n_i = sample size per section

N_i = population per section

N = total population

n = total sample size

Table 1. Distribution of Respondents per Section.

Section	Population	Sample Size
1	32	23
2	33	24
3	33	24
4	30	22
5	29	20
Total	157	113

The simple random sampling technique in draw lots was employed to identify the respondents from five (5) sections.

Data Gathering Instrument

To gather the data, in terms of students' reading speed and reading accuracy, the researcher utilized the Comprehensive Rapid Literacy Assessment (CRLA). Specifically, reading speed was measured in terms of the number of words read per minute, while reading accuracy was measured in terms of the number of correctly pronounced words during the reading activity. In terms of the demographic profile of the respondents, a profiling questionnaire was utilized to gather information regarding their age, sex, and section.

In terms of academic performance, the researcher utilized the class record in English to determine the respondents' grades during the grading period.

Validity and Reliability of the Instruments

The Comprehensive Rapid Literacy Assessment (CRLA) used in the study is a standardized assessment tool; therefore, validity and reliability tests were no longer conducted.

The profiling questionnaire, however, was subjected to content validation by experts in the field of education to ensure the appropriateness and relevance of the items included in the instrument.

Data Gathering Procedures

To gather the necessary data, the researcher first secured approval from the Schools Division Superintendent of Bacolod City and the principal in one of large schools in the Schools Division of Bacolod City

The researcher then administered the profiling questionnaire to gather the demographic information of the respondents. Afterward, the Comprehensive Rapid Literacy Assessment (CRLA) was conducted individually among the Grade 3 pupils to determine their reading speed and reading accuracy.

The academic performance of the respondents was obtained from their English grades reflected in the class record.

After collecting all the necessary data, the results were organized, tabulated, analyzed, and interpreted using appropriate statistical tools.

Data Analyses

The data obtained in this study were subjected to appropriate descriptive and inferential statistical procedures.

In the analyses and interpretation of data, different statistical tools were used:

To answer the statement of the problem no., 1 frequency count and percentage were used.

Percentage Formula:

$$P = \frac{f}{N} \times 100$$

Where:

P =percentage

f =frequency

N = total number of respondents

To answer the statement of the problem no. 2, 3 and 4, mean and standard deviation were utilized based on the number of words read per minute, number of correctly pronounced words during the administration of the Comprehensive Rapid Literacy Assessment and the academic performance in English based on their class record.

Mean Formula:

$$\bar{x} = \frac{\sum x}{N}$$

Standard Deviation Formula:

$$SD = \sqrt{\frac{\sum (x - \bar{x})^2}{N - 1}}$$

Where:

$\bar{x}$ = mean

$\sum x$ = sum of scores

N = total number of respondents

SD = standard deviation

To answer Statement of the Problem No. 5, which sought to determine whether there is a significant relationship between reading speed and reading accuracy among Grade 3 learners in English, the Spearman's Rank-Order Correlation Coefficient (Spearman's rho) was utilized.

To answer Statement of the Problem No. 6, which sought to determine whether there is a significant relationship between reading speed and academic performance in English among Grade 3 learners, the Spearman's Rank-Order Correlation Coefficient (Spearman's rho) was utilized.

To answer Statement of the Problem No. 7, which sought to determine whether there is a significant relationship between reading accuracy and academic performance in English among Grade 3 learners, the Spearman's Rank-Order Correlation Coefficient (Spearman's rho) was utilized.

The Spearman's Rank-Order Correlation Coefficient (Spearman's rho) is expressed as:

$$\rho = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

Where:

- ρ (rho) = Spearman's rank-order correlation coefficient
- d = Difference between the paired ranks of the two variables
- $\sum d^2$ = Sum of the squared differences between paired ranks
- n = Number of paired observations (respondents)

All statistical analyses were performed using a 0.05 level of significance.

Presentation, Analysis, And Interpretation of Data

This chapter systematically presents, analyzes, and interprets the collected data in order to answer the research questions, using appropriate statistical tools for analysis.

Demographic Profile of the Respondents

Table 1 below shows the profile of the respondents. Understanding their characteristics provides important context for interpreting the study's findings, as factors such as parents' educational attainment, nutritional status, and family income may influence learners' reading development and academic performance.

Table 1. Frequency and Percent Distribution of the Demographic Profile of Respondents.

Profile	Category	f	%
Sex			
	Male	57	50.44
	Female	56	49.56
	Total	113	100.00
Parents' Educational Attainment			
Mother's Educational Attainment			
	Elementary Level	12	10.62
	High School Level	33	29.20
	College Level	68	60.18
	Master's Degree	0	0.00
	Total	113	100.00
Father's Educational Attainment			
	Elementary Level	0	0.00
	High School Level	40	35.40
	College Level	73	64.60
	Master's Degree	0	0.00
	Total	113	100.00
Nutritional Status			
	Severely Wasted	3	2.65
	Wasted	19	16.81
	Normal	77	68.14

	Overweight	5	4.42
	Obese	0	0.00
	Stunted	9	7.96
	Total	113	100.00
Average Monthly Income			
	less than ₱10,957.00	16	14.16
	₱ 10,957 – ₱ 21, 913.99	46	40.71
	₱ 21, 913.99 - ₱ 43, 828	51	45.13
	₱ 43, 828 - ₱76,668.99	0	0.00
	₱76,668 – ₱ 131, 483.99	0	0.00
	₱ 131, 484 - ₱219, 139.99	0	0.00
	₱ 219, 140 and above	0	0.00
	Total	113	100.00

As shown in Table 1, of the 113 Grade 3 learners who participated in the study, 57 (50.44%) were male and 56 (49.56%) were female, indicating an almost equal distribution of respondents. This balanced representation minimizes gender bias and provides a more reliable basis for examining reading speed, reading accuracy, and academic performance. Although some studies report slight differences in reading achievement between boys and girls, current research emphasizes that reading development is influenced more by quality instruction, learner motivation, and literacy experiences than by sex. Thus, sex serves primarily as a descriptive characteristic rather than a determinant of reading ability.

Table 1 further reveals that 68 mothers (60.18%) had attained college education, 33 (29.20%) had reached high school, and 12 (10.62%) had completed elementary education. The findings suggest that most learners came from homes where mothers possess educational backgrounds that may support their children's learning. While higher educational attainment can promote literacy through greater parental involvement, home reading practices, and academic guidance, children's reading development ultimately depends on the combined influence of home support, effective instruction, and learner engagement.

The table shows that 73 fathers (64.60%) had attained college education, while 40 (35.40%) had completed high school. These findings indicate that many learners come from families where fathers may provide educational encouragement and value schooling. However, research suggests that active parental involvement, such as monitoring schoolwork and participating in literacy activities, has a greater influence on children's reading and academic success than educational attainment alone.

As presented in Table 1, 77 learners (68.14%) had normal nutritional status, while 19 (16.81%) were wasted, 9 (7.96%) were stunted, 5 (4.42%) were overweight, and 3 (2.65%) were severely wasted. The results indicate that most respondents were physically prepared for learning, although a number of learners experienced nutritional concerns that may affect concentration, cognitive development, and reading performance. These findings highlight the importance of integrating nutrition and health programs with literacy interventions to support academic success.

The respondents' average monthly family income shows that 51 families (45.13%) earned ₱21,913.99 to ₱43,828.00, 46 (40.71%) earned ₱10,957.00 to ₱21,913.99, and 16 (14.16%) earned less than ₱10,957.00. This indicates that most respondents came from low to middle income households. Although family income affects access to educational resources, it does not solely determine learners' academic success. Quality instruction, parental support, and school-based interventions remain important factors in improving reading and academic performance.

Overall, the respondents represented a balanced group in terms of sex, with most parents having attained college education, the majority possessing normal nutritional status, and most families belonging to the low to middle income category. These characteristics provide important context for understanding the learners' reading speed, reading accuracy, and academic performance. The findings suggest that literacy development is shaped by the interaction of family, health, and socioeconomic factors together with effective classroom instruction and supportive home environments.

Level of Reading Speed of Grade 3 pupils in English

Table 2 presents the level of reading speed of the Grade 3 pupils in English as measured through the Comprehensive Rapid Literacy Assessment (CRLA). Reading speed was determined based on the number of words correctly read per minute and interpreted using the prescribed CRLA reading proficiency levels.

Table 2. Level of Reading Speed of Grade 3 Pupils in English.

Level Of Speed	f	Mean	SD	Interpretation
Read at Grade Level	0	54.76	5.86	Transitioning Reader
Transitioning Reader	83			
Developing Reader	30			
High Emerging Reader	0			
Low Emerging Reader	0			
Total	113			

Legend: (76-100)-Read at Grade Level; (51-75)-Transitioning Reader; (26-50)-Developing Reader; (11-25)-High Emerging Reader; (0-10)-Low Emerging Reader

According to Table 2, the respondents obtained an overall mean reading speed of 54.76 words per minute (SD = 5.86), which is interpreted as Transitioning Reader. Of the 113 respondents, 83 learners (73.45%) were classified as Transitioning Readers, while 30 learners (26.55%) were categorized as Developing Readers. None of the respondents reached the Read at Grade Level, High Emerging Reader, or Low Emerging Reader categories. These findings indicate that although most Grade 3 learners have developed basic decoding skills, they have not yet attained the level of reading fluency expected for their grade level.

The predominance of learners in the Transitioning Reader category suggests that most respondents can recognize familiar words and read connected texts with moderate fluency but still experience pauses, slower decoding of unfamiliar words, and limited automaticity. Meanwhile, learners classified as Developing Readers require additional support to improve both fluency and comprehension. These findings emphasize the need for differentiated reading instruction, regular fluency practice, and continuous assessment to address learners' varying literacy needs.

The results further suggest that reading fluency develops progressively and is influenced by learners' literacy experiences, instructional support, and opportunities for meaningful reading practice. Differences in learning

experiences during and after the COVID-19 pandemic may also have contributed to variations in learners' reading development, highlighting the importance of sustained school-based literacy interventions.

The findings are consistent with Duffy et al. (2024), who reported that structured literacy instruction, repeated oral reading, explicit phonics teaching, and guided reading significantly improved learners' oral reading fluency. Likewise, Parida et al. (2023) found that increased reading speed was associated with more efficient decoding and improved reading comprehension because automatic word recognition reduced the cognitive demands of reading. Similarly, Ouyang et al. (2025), using PISA 2022 data, identified reading fluency as one of the strongest predictors of literacy achievement, emphasizing that fluent readers process written information more efficiently and perform better in academic tasks.

Within the Philippine context, the findings are comparable with those of Taguinod (2025), who reported that many elementary learners remained below expected oral reading fluency levels despite gradual improvements in decoding skills. Likewise, Ching (2025) found that limited oral reading fluency affected learners' classroom participation, confidence, and comprehension. These studies reinforce the need for sustained school-based reading interventions that provide learners with frequent opportunities to practice oral reading and strengthen automatic word recognition.

Overall, the findings indicate that while the respondents have progressed beyond the early stages of reading development, they have not yet achieved grade-level reading fluency. Their classification as Transitioning Readers reflects positive progress while also revealing the need for continued support. Schools should therefore strengthen evidence-based reading programs that emphasize repeated oral reading, guided reading, vocabulary development, and explicit fluency instruction to improve reading speed, comprehension, and overall academic performance.

The findings reveal that the majority of Grade 3 learners were classified as Transitioning Readers, with an overall mean reading speed of 54.76 words per minute, indicating that most learners have developed foundational reading skills but have not yet achieved grade-level fluency. This pattern is consistent with the findings of Duffy et al. (2024) and Parida et al. (2023), who emphasized that reading fluency develops through systematic instruction, repeated reading, and continuous guided practice. Similarly, Ouyang et al. (2025) highlighted reading fluency as a strong predictor of literacy achievement and academic success.

The findings likewise reflect the current literacy situation in the Philippines. Studies by Taguinod (2025) and Ching (2025) showed that many Filipino elementary learners continue to demonstrate transitional levels of oral reading fluency despite school-based reading interventions. These studies attributed learners' reading difficulties to differences in literacy experiences, access to reading materials, and instructional support. Consistent with these findings, the present study underscores the importance of sustained literacy programs, differentiated instruction, increased access to appropriate reading resources, and strengthened home-school partnerships to help learners attain grade-level reading proficiency and improve their overall academic performance.

Level of Reading Accuracy of Grade 3 Pupils in English

Table 3 presents the level of reading accuracy of the Grade 3 pupils in English as measured through the Comprehensive Rapid Literacy Assessment (CRLA). Reading accuracy was determined based on the number of words correctly identified and pronounced during oral reading and interpreted according to the prescribed CRLA proficiency levels.

Table 3. Level of Reading Accuracy of Grade 3 Pupils in English.

Level of Accuracy	f	Mean	SD	Interpretation
Read at Grade Level	46	63.54	30.25	Transitioning Reader
Transitioning Reader	24			

Developing Reader	31			
High Emerging Reader	6			
Low Emerging Reader	6			
Total	113			

Legend: (76-100)-Read at Grade Level; (51-75)-Transitioning Reader; (26-50)-Developing Reader; (11-25)-High Emerging Reader; (0-10)-Low Emerging Reader

As shown in Table 3, the respondents obtained an overall mean reading accuracy score of 63.54 (SD = 30.25), interpreted as Transitioning Reader. Among the 113 respondents, 46 learners (40.71%) were classified as Read at Grade Level, 24 (21.24%) as Transitioning Readers, 31 (27.43%) as Developing Readers, while 6 learners (5.31%) each were classified as High Emerging Readers and Low Emerging Readers. These findings indicate that although many learners have attained grade-level reading accuracy, a considerable proportion continues to experience difficulty in accurate word recognition and decoding during oral reading.

The overall Transitioning Reader classification suggests that most learners have acquired foundational decoding skills but have not yet achieved consistent automatic word recognition. While many can accurately read familiar words, they may still struggle with unfamiliar or multisyllabic words, which can interrupt reading fluency and reduce comprehension. The variation in reading accuracy levels also reflects the diverse literacy needs of learners, emphasizing the need for differentiated instruction and targeted interventions.

The findings further highlight that reading accuracy is a fundamental component of literacy development because it enables learners to recognize words efficiently, apply phonics knowledge, and comprehend texts more effectively. Learners who continue to experience decoding errors require systematic instruction in phonics, guided reading, repeated oral reading, vocabulary development, and other evidence-based literacy practices to strengthen automatic word recognition.

The results are consistent with Duffy et al. (2024), who found that structured literacy interventions, explicit phonics instruction, and repeated oral reading significantly improved learners' reading accuracy. Likewise, Ouyang et al. (2025) reported that decoding accuracy and reading fluency are strong predictors of literacy achievement and academic performance across educational systems. Within the Philippine context, Angay (2025) and Taguinod (2025) likewise found that many elementary learners continue to experience difficulties in reading accuracy despite school-based intervention programs, highlighting the continuing need for sustained literacy support.

Overall, the findings indicate that while many respondents have developed adequate decoding skills, a substantial number still require continuous instructional support to achieve automatic and accurate word recognition. Schools should therefore continue implementing evidence-based reading programs that emphasize phonics instruction, guided oral reading, vocabulary development, and individualized interventions to improve reading accuracy, comprehension, and overall academic performance.

The findings reveal that although a considerable number of Grade 3 learners have attained grade-level reading accuracy, the overall performance remains at the Transitioning Reader level, indicating that many learners are still developing consistent and automatic word recognition. This is consistent with Duffy et al. (2024), who emphasized that reading accuracy improves through explicit phonics instruction, repeated oral reading, and continuous guided practice. Similarly, Ouyang et al. (2025) identified decoding accuracy as a key predictor of reading comprehension and literacy achievement.

The findings likewise reflect the current literacy situation in the Philippines. Studies by Angay (2025) and Taguinod (2025) reported that many Filipino elementary learners continue to struggle with reading accuracy despite school-based reading interventions. These studies attributed such difficulties to varied literacy experiences, limited exposure to reading materials, and differences in instructional support. Consistent with these

findings, the present study underscores the importance of sustained, evidence-based literacy instruction, continuous progress monitoring, and differentiated interventions to help learners achieve automatic word recognition, stronger comprehension, and improved academic performance.

Level of Academic Performance of Grade 3 Pupils in English

Table 4 presents the level of academic performance of the Grade 3 pupils in English based on their class record. Academic performance was classified according to the Department of Education's proficiency levels to determine the learners' overall achievement in the subject.

Table 4. Level of Academic Performance of Grade 3 Pupils in English.

Level of Academic Performance	f	Mean	SD	Interpretation
Outstanding	41	87.26	5.75	Very Satisfactory
Very Satisfactory	32			
Satisfactory	30			
Fairly Satisfactory	10			
Did Not Meet Expectations	0			
Total	113			

Legend: (90-100)-Outstanding; (85-89)-Very Satisfactory; (80-84)-Satisfactory; (75-79)-Fairly Satisfactory; (below 75)-Did Not Meet Expectations

As shown in Table 4, the respondents obtained an overall mean academic performance of 87.26 (SD = 5.75), interpreted as Very Satisfactory. Among the 113 respondents, 41 learners (36.28%) achieved an Outstanding rating, 32 (28.32%) obtained Very Satisfactory, 30 (26.55%) were Satisfactory, and 10 (8.85%) were Fairly Satisfactory. None of the respondents received a Did Not Meet Expectations rating. These findings indicate that most Grade 3 learners demonstrated satisfactory to outstanding academic performance in English despite exhibiting varying levels of reading speed and reading accuracy.

The overall mean suggests that the respondents generally met or exceeded the expected learning competencies in English. The large proportion of learners who attained Outstanding and Very Satisfactory ratings indicates that academic achievement is influenced not only by reading fluency but also by factors such as effective classroom instruction, learner motivation, teacher support, parental involvement, and active participation in learning activities. However, the presence of learners in the Satisfactory and Fairly Satisfactory categories shows that some still require additional instructional support to strengthen language and literacy skills.

The findings further suggest that strong academic performance does not necessarily indicate mastery of all aspects of reading. Although many learners earned favorable grades, previous results showed that most remained at the Transitioning Reader level in reading speed and reading accuracy. This implies that classroom grades reflect broader aspects of learning, including written outputs, classroom participation, projects, and assessments, while highlighting the continued importance of improving reading fluency.

The results are consistent with Hicks (2023), who emphasized that literacy skills significantly contribute to academic success by enabling learners to understand classroom instruction, acquire new knowledge, and complete learning tasks effectively. Similarly, Ouyang et al. (2025) reported that higher levels of reading proficiency are associated with stronger academic performance across learning areas because literacy serves as the foundation for lifelong learning. Within the Philippine context, Genton (2024) likewise found that English

proficiency significantly predicts learners' academic performance, reinforcing the importance of strengthening literacy skills to improve educational outcomes.

Overall, the findings indicate that while the respondents demonstrated very satisfactory academic performance, continuous efforts to improve reading fluency and comprehension remain necessary. Schools should sustain evidence-based literacy programs, differentiated instruction, and strong home-school partnerships to help learners further enhance both their literacy skills and academic achievement.

The present study revealed that the respondents achieved a Very Satisfactory level of academic performance, indicating that most Grade 3 learners successfully met the expected learning competencies in English despite demonstrating transitional levels of reading fluency. This suggests that academic achievement is influenced by multiple factors, including effective instruction, learner motivation, parental support, and literacy development.

The findings are consistent with Hicks (2023) and Ouyang et al. (2025), who emphasized that literacy serves as a strong foundation for academic success because it enables learners to process instructional materials, participate actively in classroom learning, and perform well across subject areas. Similarly, Genton (2024) reported that English proficiency significantly contributes to learners' academic achievement. These findings underscore the importance of sustaining evidence-based reading programs, differentiated instruction, and collaborative efforts among schools and families to strengthen learners' literacy skills and further improve academic performance.

Relationship Between Reading Speed and Reading Accuracy of Grade 3 Pupils

Table 5 presents the relationship between the reading speed and reading accuracy of the Grade 3 pupils in English. The relationship between the two variables was determined using the Spearman Rank Correlation Coefficient (Spearman's rho) because the normality test revealed that the data were not normally distributed. The use of a non-parametric statistical test ensured that the analysis appropriately reflected the characteristics of the collected data.

Table 5. Relationship Between Reading Speed and Reading Accuracy of Grade 3 Pupils.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Speed vs. Accuracy	0.28	0.765	Failed to Reject H_0	Not Significant

Table 5 shows that the computed Spearman's rho (ρ) was 0.028 with a corresponding p-value of 0.765. Since the p-value is greater than the 0.05 level of significance, the null hypothesis was not rejected. This indicates that there is no statistically significant relationship between reading speed and reading accuracy among the Grade 3 pupils. Although the correlation is positive, its magnitude is negligible, suggesting that faster reading did not necessarily correspond to more accurate reading.

The findings imply that reading speed and reading accuracy developed independently among the respondents. Some learners may have prioritized careful decoding, resulting in higher accuracy but slower reading, while others may have read more quickly but committed more decoding errors. These differences reflect the developmental nature of reading fluency and the varied literacy experiences, instructional support, and reading opportunities available to learners.

The results support the Automaticity Theory of LaBerge and Samuels, which explains that automatic word recognition develops gradually through repeated reading and meaningful practice. The findings also align with the Simple View of Reading of Gough and Tunmer, which emphasizes that decoding and language

comprehension interact in reading development, and that different components of decoding may progress at different rates.

The present findings differ from those of Parida et al. (2023), Duffy et al. (2024), and Ouyang et al. (2025), who reported that improvements in reading speed were generally accompanied by improvements in reading accuracy following systematic literacy instruction. Likewise, Philippine studies by Taguinod (2025) and Angay (2025) found positive gains in both components through structured reading interventions. The difference may be attributed to variations in learner characteristics, instructional contexts, assessment tools, and the developmental stage of the respondents.

Despite the absence of a significant relationship, both reading speed and reading accuracy remain essential components of reading fluency. The findings underscore the need for differentiated instruction, regular reading assessment, and evidence-based interventions, such as guided oral reading, repeated reading, and explicit phonics instruction, to strengthen each component according to learners' individual needs.

The study found no significant relationship between reading speed and reading accuracy, indicating that improvement in one skill did not necessarily result in improvement in the other. While international studies by Parida et al. (2023), Duffy et al. (2024), and Ouyang et al. (2025) generally reported that both skills develop together through systematic literacy instruction, the present findings suggest that many Grade 3 learners are still developing these components at different rates. Similarly, Philippine studies by Taguinod (2025) and Angay (2025) recognize that learners' reading development is influenced by varied literacy experiences and instructional support. These findings emphasize the importance of providing differentiated, evidence-based reading instruction that strengthens both reading speed and reading accuracy while recognizing that learners progress differently toward reading fluency.

Relationship Between Reading Speed and Academic Performance of Grade 3 Pupils in English

Table 6 presents the relationship between the reading speed and academic performance of the Grade 3 pupils in English. To determine whether a significant association existed between the two variables, the Spearman Rank Correlation Coefficient (Spearman's rho) was employed because the results of the normality test indicated that the data did not satisfy the assumption of normality. The use of Spearman's rho ensured that the statistical analysis was appropriate for the nature and distribution of the collected data.

Table 6. Relationship Between Reading Speed and Academic Performance of Grade 3 Pupils in English.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Speed vs. Academic Performance	0.089	0.348	Failed to Reject H_0	Not Significant

As shown in Table 6, the computed Spearman's rho (ρ) was 0.089 with a corresponding p-value of 0.348. Since the p-value is greater than the 0.05 level of significance, the null hypothesis was not rejected. This indicates that there is no statistically significant relationship between reading speed and academic performance among the Grade 3 pupils. Although the correlation coefficient is positive, its magnitude is negligible, suggesting that faster reading speed was not associated with higher academic performance.

The findings suggest that reading speed alone did not determine learners' English achievement. Academic performance is influenced by various factors, including comprehension, classroom participation, written outputs, teacher support, learner motivation, and assessment practices. Some learners may read more slowly while maintaining good comprehension and strong classroom performance, demonstrating that oral reading speed is only one aspect of literacy development.

The findings differ from those of Hicks (2023), who reported that stronger reading fluency contributes to higher academic achievement by enabling learners to process instructional materials more efficiently. Similarly, Duffy et al. (2024) found that structured literacy interventions improved both oral reading fluency and classroom performance, while Ouyang et al. (2025) emphasized that reading proficiency is a strong predictor of academic success across learning areas. Within the Philippine context, Genton (2024) and Ching (2025) likewise reported positive associations between literacy skills and academic performance. The difference in findings may be attributed to variations in learner characteristics, instructional practices, and the broad range of competencies reflected in classroom grades.

Despite the absence of a significant relationship, reading speed remains an important component of literacy development. Schools should continue implementing evidence-based reading programs that strengthen reading fluency alongside comprehension, vocabulary, and higher-order thinking skills. A balanced approach to literacy instruction can better support learners' overall academic achievement.

The present study revealed no statistically significant relationship between reading speed and academic performance, indicating that faster oral reading did not necessarily result in higher English achievement among the respondents. Although international studies by Hicks (2023), Duffy et al. (2024), and Ouyang et al. (2025) reported that stronger reading fluency is generally associated with better academic performance, the present findings suggest that learners' achievement is also shaped by effective instruction, comprehension, classroom engagement, and other learning experiences.

Similarly, Philippine studies by Genton (2024) and Ching (2025) emphasized the importance of literacy skills in academic success. However, the findings of the present study indicate that reading speed alone is insufficient to explain learners' academic performance. These results underscore the need for holistic literacy instruction that develops reading fluency together with comprehension, language skills, and meaningful classroom learning experiences.

Relationship Between Reading Accuracy and Academic Performance of Grade 3 Pupils in English

Table 7 presents the relationship between reading accuracy and academic performance of the Grade 3 pupils in English. The relationship between these variables was determined using the Spearman Rank Correlation Coefficient (Spearman's rho) because the results of the normality tests showed that the data were not normally distributed. Consequently, Spearman's rho was considered the most appropriate statistical tool for determining the strength and direction of the relationship between the variables.

Table 7. Relationship Between Reading Accuracy and Academic Performance of Grade 3 Pupils in English.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Accuracy	-0.779**	<0.001	Reject H_0	Significant
vs. Academic Performance				

Table 7 reveals that the computed Spearman's rho (ρ) was -0.779 with a corresponding p-value of < .001. Since the p-value is less than the 0.05 level of significance, the null hypothesis was rejected. This indicates a strong and statistically significant relationship between reading accuracy and academic performance among the Grade 3 pupils. The negative correlation reflects the CRLA scoring procedure, where higher reading accuracy (fewer miscues) is associated with higher academic performance. Among all the relationships examined in the study, this was the strongest and only statistically significant finding.

The findings suggest that learners who decode words accurately are more likely to understand written texts, follow classroom instructions, participate actively in learning activities, and achieve higher academic performance. Conversely, frequent reading miscues may hinder comprehension, reduce confidence, and limit

learners' ability to perform well in English. These results highlight reading accuracy as a more important contributor to academic achievement than reading speed.

The findings are consistent with Sab-it (2025), who reported that learners with stronger decoding accuracy demonstrated higher literacy proficiency and better classroom performance. Recent Science of Reading research also emphasizes that accurate word recognition is essential for developing reading comprehension, vocabulary, and overall academic success. These studies support the present findings by showing that learners who read accurately are better able to process information and perform effectively across learning tasks.

Overall, the results underscore the importance of prioritizing reading accuracy in literacy instruction. Schools should continue implementing evidence-based interventions such as systematic phonics instruction, guided oral reading, repeated reading, vocabulary development, and continuous progress monitoring to strengthen decoding skills and improve learners' academic performance.

The present study established a strong and statistically significant relationship between reading accuracy and academic performance, indicating that learners with better decoding accuracy generally achieved higher English grades. This finding identifies reading accuracy as the literacy component most strongly associated with academic success among the respondents.

The findings are supported by Sab-it (2025) and recent Science of Reading research, which emphasize that accurate word recognition is a critical foundation for reading comprehension and academic achievement. Consistent with these studies, the present findings highlight the need for sustained, evidence-based literacy instruction that strengthens decoding skills through systematic phonics, guided reading, early intervention, and strong home-school partnerships. Such efforts can help learners achieve grade-level reading proficiency and improve academic performance across learning areas.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter provides an overview of the study's key findings, presents the conclusion derived from the analyzed data, and offers recommendations grounded on those conclusions to address the issues explored in the research.

Summary of Findings

Based on the results obtained in this study, the following summary of findings was developed:

1. The demographic profile of the 113 respondents revealed an almost equal distribution by sex, comprising 57 males (50.44%) and 56 females (49.56%). Most learners had mothers and fathers who attained college education, the majority were classified as having normal nutritional status, and most belonged to low- to middle-income households. These findings indicate that the respondents generally came from families with relatively favorable educational backgrounds and adequate nutritional conditions, despite varying socioeconomic circumstances.
2. The respondents obtained an overall mean reading speed of 54.76 words per minute, which was interpreted as Transitioning Reader. The majority of the learners belonged to the Transitioning Reader category, while the remaining respondents were classified as Developing Readers. None of the learners reached the Read at Grade Level category in terms of reading speed.
3. The study further revealed that the respondents obtained an overall reading accuracy level interpreted as Transitioning Reader. While a considerable number of learners had already reached the Read at Grade Level category, many remained within the Transitioning, Developing, High Emerging, and Low Emerging Reader classifications.
4. The respondents obtained an overall academic performance mean of 87.26, interpreted as Very Satisfactory.

5. The correlation analysis revealed no statistically significant relationship between reading speed and reading accuracy. Although a positive correlation was observed, the relationship was negligible and failed to reach statistical significance.
6. Similarly, the study found no statistically significant relationship between reading speed and academic performance. The results indicate that faster oral reading did not necessarily correspond to higher English grades among the respondents.
7. There was the statistically significant relationship between reading accuracy and academic performance. The analysis demonstrated that learners who exhibited greater reading accuracy generally obtained higher academic performance in English.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. Learners generally came from favorable family backgrounds; however, reading development and academic performance are influenced by multiple factors beyond demographic characteristics.
2. Learners demonstrated developing reading speed but have not yet achieved proficient reading automaticity.
3. Learners showed developing reading accuracy, indicating the need for improved word recognition and decoding skills.
4. Learners attained a Very Satisfactory level of academic performance in English.
5. Reading speed and reading accuracy were not significantly related.
6. Reading speed was not a significant predictor of academic performance.
7. Reading accuracy was significantly related to academic performance, making it a stronger predictor of learners' success in English.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered:

1. The Department of Education may continue enhancing literacy initiatives by supporting the implementation of structured reading programs that focus on developing reading accuracy alongside reading comprehension and fluency. Additional training for teachers on current evidence-based literacy practices, the Science of Reading, and differentiated reading instruction may further improve the effectiveness of classroom literacy programs. The provision of developmentally appropriate reading materials and assessment tools should also be sustained to support learners' reading development across grade levels.
2. School Administrators are encouraged to strengthen the implementation of school-based reading intervention programs by providing teachers with adequate instructional materials, assessment resources, and professional development opportunities related to evidence-based reading instruction. Schools may also establish regular monitoring and evaluation of reading intervention programs to ensure that learners who experience difficulties in reading receive appropriate and sustained assistance. Strengthening the School Reading Program through collaboration among teachers, reading coordinators, and parents may further improve learners' literacy outcomes.
3. Teachers are encouraged to prioritize instructional strategies that strengthen learners' decoding skills and accurate word recognition. Classroom instruction should incorporate evidence-based literacy practices

such as systematic phonics instruction, guided oral reading, repeated reading, vocabulary enrichment, and immediate corrective feedback. Continuous monitoring of learners' reading progress through the Comprehensive Rapid Literacy Assessment (CRLA) or similar assessment tools is likewise recommended to identify learners who require timely intervention and individualized support.

4. Parents and guardians are encouraged to actively participate in their children's literacy development by establishing regular home reading routines and providing opportunities for daily reading practice. Reading aloud with children, discussing stories, and encouraging independent reading can reinforce the literacy skills taught in school. Close communication between parents and teachers is likewise recommended to ensure that learners receive consistent support both at home and in the classroom.
5. The school community, including teachers, parents, school leaders, and community partners, should work collaboratively to cultivate a culture of reading by organizing literacy-related activities such as reading camps, storytelling sessions, book donation drives, peer-assisted reading, and family reading programs. Such collaborative initiatives can provide learners with meaningful reading experiences that strengthen reading accuracy, improve comprehension, and foster lifelong reading habits.
6. Future researchers may replicate this study using larger samples from different schools, districts, or regions to determine whether similar findings may be observed in other educational settings. They may also examine additional variables that were not included in the present study, such as reading comprehension, vocabulary knowledge, learner motivation, home literacy environment, instructional strategies, and teachers' reading practices. Furthermore, experimental or quasi-experimental studies evaluating the effectiveness of specific reading intervention programs in improving reading accuracy and academic performance are recommended to provide stronger evidence for instructional decision-making.

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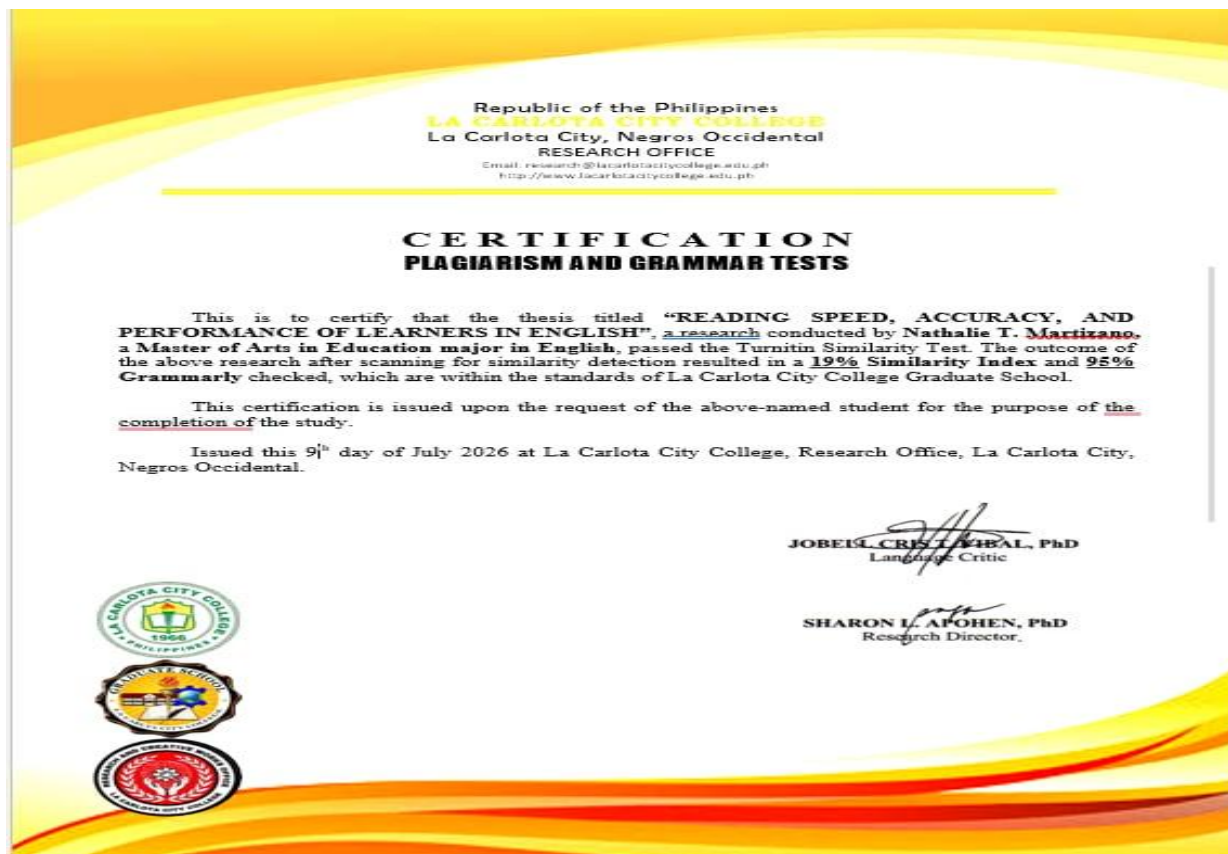
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APPENDICES

Appendix A.1

Certification of Plagiarism and Grammar Tests



Appendix A.2

Certification of Ethics Committee Form

Republic of the Philippines
LA CARLOTA CITY COLLEGE
La Carlota City, Negros Occidental
RESEARCH AND CREATIVE WORKS OFFICE
Email: research@lacarlota.citycollege.edu.ph
<http://www.lacarlota.citycollege.edu.ph>

CERTIFICATION
ETHICS COMMITTEE

Date: June 01, 2026

ATTY. ROBERT T. ESTANDARTE, REE, ME
Chairperson, Research Ethics Committee
Name of College, La Carlota City College
La Carlota City

S I R :

I would like to seek approval from your good office to conduct the study titled:
"Reading Speed, Accuracy, and Performance of Learners in English"

The Ethical Standard Policy is strictly followed. Each of the following had been observed and preserved:

- 1) The study title has been carefully checked to make sure it is accurate, relevant, and in line with the Ethical Standard Policy.
- 2) All participants will be respected regardless of race, religion, gender, sexual orientation, maternity, marital status, family status, disability, age, or place of origin.
- 3) Participation will be voluntary, without pressure or influence.
- 4) All information collected will be kept confidential, with no invasion of privacy.
- 5) The names and identities of participants will not be revealed in any part of the study.
- 6) The dignity and well-being of participants will be protected at all times.
- 7) All sources of information will be properly cited and referenced to maintain honesty in academic work.
- 8) The researchers declare that there is no conflict of interest in relation to this study.
- 9) Participants will be informed about the purpose of the study, the procedures involved, and the possible benefits, especially its contribution to improving education and quality of life.
- 10) The researcher worked on her own Thesis. She did not pay anyone to write such in behalf of her.

Noted by:
Trudy C. Cerbo
DR. TRUDY C. CERBO
Adviser

Nathalie T. Martizano
NATHALIE T. MARTIZANO
Researcher

Recommending Approval:
Sharon L. Afohen
SHARON L. AFOHEN, PhD
Research Director

Approved:
Atty. Robert T. Estandarte, Ree, ME
ATTY. ROBERT T. ESTANDARTE, REE, ME
Chairperson, Research Ethics Committee





Appendix A.3

Certification of Statistical Data Analysis

Republic of the Philippines
LA CARLOTA CITY COLLEGE
La Carlota City, Negros Occidental
RESEARCH OFFICE
Email: research@lacarlota.citycollege.edu.ph
<http://www.lacarlota.citycollege.edu.ph>

CERTIFICATION
STATISTICAL DATA ANALYSIS

This is to certify that the thesis titled, "READING SPEED, ACCURACY, AND PERFORMANCE OF LEARNERS IN ENGLISH", a research conducted by Nathalie T. Martizano, a Master of Arts in Education major in English, has employed appropriate statistical treatment as validated and analyzed by the undersigned.

This certification is issued upon the request of the above named student for the purpose of the completion of the study.

Issued this 2nd day of July 2026 at La Carlota City College, Research Office, La Carlota City, Negros Occidental.

MA. QUINCY D. DONES
MA. QUINCY D. DONES, PhD
Statistician

Sharon L. Afohen
SHARON L. AFOHEN, PhD
Research Director





Appendix B

Letter to the School Principal

Republic of the Philippines
LA CARLOTA CITY COLLEGE
La Carlota City, Negros Occidental
OFFICE OF THE GRADUATE SCHOOL
Telephone: (034) 4092-809; Email: lcccollege@yahoo.com
http://www.lacarlota-city-college.edu.ph



May 29, 2026

CARREN JOY T. ERASMO
School Head
Bata Elementary School II
Bacolod City, Negros Occidental

Madam:

I am Nathalie T. Martizano, currently conducting a research study titled, **"Reading Speed, Accuracy, and Performance of Learners in English,"** in partial fulfillment of the requirements for the degree Master of Arts in Education major in English at La Carlota City College.

In this regard, I respectfully seek the approval of your esteemed office for the retrieval and collection of the Comprehensive Rapid Literacy Assessment (CRLA) data, learners' profiles, and academic records in English of Grade 3 pupils of your institution. These data are essential to the conduct of the study and will serve as the basis for examining the relationship among reading speed, reading accuracy, and academic performance in English.

All information gathered will be treated with the utmost confidentiality. The collected data shall be used solely for academic and research purposes and will be handled in accordance with ethical research standards.

Respectfully yours,

NATHALIE T. MARTIZANO
Researcher

Noted by:

TRUDY C. CERBO, PhD
Research Adviser

Attested by:

MAYLIN M. TONGCUA, PhD
Dean, Graduate School, and
OIC - Vice President for Academic Affairs

Approved by:

CARREN JOY T. ERASMO
SCHOOL HEAD

Appendix C

Researcher's Profiling Questionnaire

LEARNER'S PROFILE QUESTIONNAIRE

Name: _____ Section: _____

I. Personal Information

1. Sex: ☐ Male ☐ Female

II. Parents' Educational Attainment

2. Mother's Educational Attainment

☐ Elementary Level
☐ High School Level
☐ College Level
☐ Master's Degree

3. Father's Educational Attainment

☐ Elementary Level
☐ High School Level
☐ College Level
☐ Master's Degree

III. Nutritional Status

4. Nutritional Status

☐ Severely Wasted ☐ Wasted ☐ Normal ☐ Overweight
☐ Obese ☐ Stunted

IV. Academic Performance

5. Grades in English

Final Rating _____

V. Average Monthly Income

☐ less than ₱10,957.00 ☐ ₱ 43, 828 - ₱76,668.99 ☐ ₱ 131, 484 - ₱219, 139.99
☐ ₱ 10,957 - ₱ 21, 913.99 ☐ ₱76,668 - ₱ 131, 483.99 ☐ ₱ 219, 140 and above

Thank you for answering this questionnaire!

Appendix D

Comprehensive Rapid Literacy Assessment (CRLA)

GRADE 3 – ENGLISH

TASK 1: WORDS

bed	map	hit	cup	dog
net	can	fin	sun	box

TASK 2: WORDS

clap jump eat drink stand

dance fly pencil basket helmet

GRADE 3 – ENGLISH

Teacher: _____

Section: _____

School: _____

SCORING

Task 1 - Write the number of words read correctly.
If Task 1 score is 0, end assessment.
If Task 1 score is 1 to 10, go to Words (Task 2) and score.
Total Score = Task 1 Score + Task 2 Score

TASK 1 and READING PROFILE

0 - Full Refresher

WORD SCORE and READING PROFILES

1 to 10 - Moderate Refresher
11 to 16 - Light Refresher
17 to 20 - Grade Ready

[illegible]

1

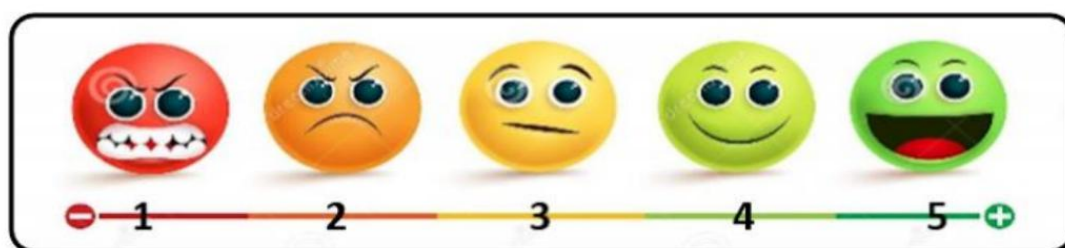
Para the Parrot

2

A Day in the Fields

Para flies away from the houses and into the market. She must look for some fruits and food she can eat. She is having fun, but wants to go home. It is getting dark. There are many cars on the road because it is the end of the work day. Then, she sees something! Para stops flying and lands on top of a parked car. She sees a police officer and he is directing traffic. He is also dancing! Para has never seen a police officer dance. The police officer is smiling. Para wants to learn more about this man.

Dulnuwan is a farmer. He works in the fields everyday. His wife Bugan helps him. Ali and Dina help too when they are not in school. Today, Dulnuwan drains the water from the field and prepares the seedbed. Bugan, Ali, and Dina pull the weeds. They work all morning. They rest under the shade of a tree and eat lunch. They eat boiled rice and beans. They are proud of their work. Dulnuwan looks at the clear blue sky. There is not a cloud in sight. He looks at the terraces below. He bends to pick a handful of soil.



Appendix E

Frequency and Percent Distribution of the Demographic Profile of Respondents

Profile	Category	f	%
Sex			
	Male	57	50.44
	Female	56	49.56
	Total	113	100.00
Parents' Educational Attainment			
Mother's Educational Attainment			
	Elementary Level	12	10.62
	High School Level	33	29.20
	College Level	68	60.18
	Master's Degree	0	0.00
	Total	113	100.00
Father's Educational Attainment			
	Elementary Level	0	0.00
	High School Level	40	35.40
	College Level	73	64.60
	Master's Degree	0	0.00
	Total	113	100.00
Nutritional Status			

	Severely Wasted	3	2.65
	Wasted	19	16.81
	Normal	77	68.14
	Overweight	5	4.42
	Obese	0	0.00
	Stunted	9	7.96
	Total	113	100.00
Average Monthly Income			
	less than ₱10,957.00	16	14.16
	₱ 10,957 – ₱ 21, 913.99	46	40.71
	₱ 21, 913.99 - ₱ 43, 828	51	45.13
	₱ 43, 828 - ₱76,668.99	0	0.00
	₱76,668 – ₱ 131, 483.99	0	0.00
	₱ 131, 484 - ₱219, 139.99	0	0.00
	₱ 219, 140 and above	0	0.00
	Total	113	100.00

Appendix F

Level of Reading Speed of Grade 3 Pupils in English

Level Of Speed	f	Mean	SD	Interpretation
Read at Grade Level	0	54.76	5.86	Transitioning Reader
Transitioning Reader	83			
Developing Reader	30			
High Emerging Reader	0			
Low Emerging Reader	0			
Total	113			

Legend: (76-100)-Read at Grade Level; (51-75)-Transitioning Reader; (26-50)-Developing Reader; (11-25)-High Emerging Reader; (0-10)-Low Emerging Reader

Appendix G

Level of Reading Accuracy of Grade 3 Pupils in English.

Level of Accuracy	f	Mean	SD	Interpretation
Read at Grade Level	46	63.54	30.25	Transitioning Reader
Transitioning Reader	24			
Developing Reader	31			
High Emerging Reader	6			
Low Emerging Reader	6			
Total	113			

Legend: (76-100)-Read at Grade Level; (51-75)-Transitioning Reader; (26-50)-Developing Reader; (11-25)-High Emerging Reader; (0-10)-Low Emerging Reader

Appendix H

Level of Academic Performance of Grade 3 Pupils in English.

Level of Academic Performance	f	Mean	SD	Interpretation
Outstanding	41	87.26	5.75	Very Satisfactory
Very Satisfactory	32			
Satisfactory	30			
Fairly Satisfactory	10			
Did Not Meet Expectations	0			
Total	113			

Legend: (90-100)-Outstanding; (85-89)-Very Satisfactory; (80-84)-Satisfactory; (75-79)-Fairly Satisfactory; (below 75)-Did Not Meet Expectations

Appendix I

Relationship Between Reading Speed and Reading Accuracy of Grade 3 Pupils.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Speed vs. Accuracy	0.28	0.765	Failed to Reject H_0	Not Significant

Appendix J

Relationship Between Reading Speed and Academic Performance of Grade 3 Pupils in English

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Speed vs. Academic Performance	0.089	0.348	Failed to Reject H_0	Not Significant

Appendix K

Relationship Between Reading Accuracy and Academic Performance of Grade 3 Pupils in English.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Accuracy vs. Academic Performance	-0.779**	<0.001	Reject H_0	Significant

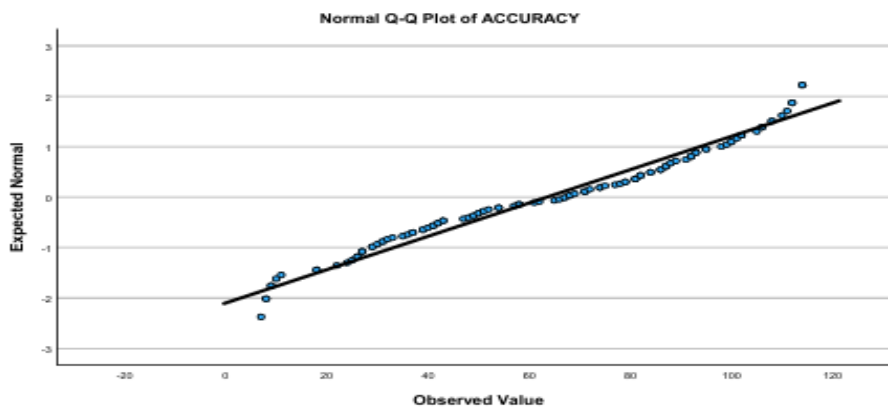
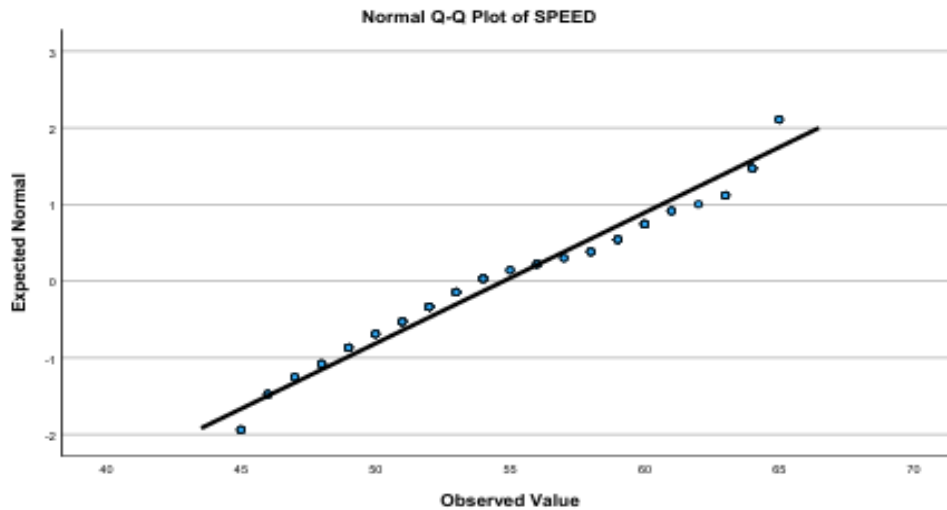
Appendix L

Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SPEED	.100	113	.007	.952	113	<.001
ACCURACY	.090	113	.026	.958	113	.001
ACADEMIC PERFORMANCE	.075	113	.164	.959	113	.002

a. Lilliefors Significance Correction

SPEED



ACADEMIC PERFORMANCE

