

Oral Reading Performance and Language Subject Achievement among Grade 3 Learners

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ABSTRACT

Reading assessment provides a basis for identifying learners' instructional needs and examining their achievement in language subjects. This study examined oral reading performance and language subject achievement among 32 Grade 3 learners at Hinakpan Elementary School, Guihulngan City, Negros Oriental, during school year 2024–2025. A descriptive correlational documentary design analyzed learner profiles, Philippine Informal Reading Inventory worksheets, and achievement summaries in English, Filipino, and Mother Tongue. Frequencies, percentages, means, and sample standard deviations described the cohort and its performance, while six Pearson coefficients from the study's statistical summaries described reading–achievement associations. English word-recognition accuracy averaged 64.75% (SD = 25.63), and comprehension averaged 33.13% (SD = 28.56). Filipino word-recognition accuracy averaged 88.23% (SD = 11.05), and comprehension averaged 65.63% (SD = 31.18). Seven learners (21.88%) obtained English grades below 75; all learners obtained grades of at least 75 in Filipino and Mother Tongue. Positive correlations ranged from .449 to .541 for English oral reading and from .485 to .598 for Filipino oral reading. The findings indicate varied reading needs within the cohort and support integrating word recognition and comprehension instruction into language learning. A proposed eight-week intervention combines explicit word instruction, supported passage reading, vocabulary development, comprehension activities, and progress monitoring. The study provides a school-level basis for differentiated instruction and subsequent evaluation of the proposed intervention.

Keywords: oral reading, word recognition, reading comprehension, language achievement, Grade 3, Philippines

INTRODUCTION

Reading enables learners to engage with written directions, follow explanations, and communicate their understanding of classroom texts. In Grade 3, these demands make reading development an important concern across language subjects. Teachers need information about both the words learners can read and the meaning they construct from a passage. Examining oral reading performance alongside classroom achievement can inform decisions about lesson content, instructional grouping, and the kind of support each learner receives.

Duke and Cartwright (2021) describe reading through the active view of reading, which brings together word recognition, language comprehension, bridging processes, and active self-regulation. This perspective emphasizes the interaction of several processes during reading. Accurate word recognition helps learners access a text, while comprehension involves connecting its language and ideas with relevant knowledge. Classroom assessment can reflect this distinction by examining accuracy and understanding separately and then considering how the two contribute to learners' performance.

Comprehension instruction has a place throughout the primary grades. Duke et al. (2021) discuss the contributions of vocabulary, knowledge, text structure, strategic processing, and purposeful engagement with text. These contributions have practical implications for language lessons: learners need opportunities to explain ideas, discuss unfamiliar words, and support answers with information from a passage. Assessing comprehension alongside word recognition helps teachers determine whether a learner requires support in reading the words, constructing meaning, or both.

Reading assessment also requires attention to the language in which a task is administered. English and Filipino present learners with different vocabulary and spelling patterns, and performance may vary across tasks. Newell et al. (2020), in their review of oral reading fluency screening with English learners, examine the evidence supporting the use of such measures with multilingual populations. Their work highlights the importance of matching assessment interpretations to the skill and population assessed. The present study focuses specifically on word-recognition accuracy and passage comprehension in English and Filipino.

At Hinakpan Elementary School, examining reading performance alongside achievement can guide instruction in English, Filipino, and Mother Tongue. Classroom grades summarize achievement across learning activities, while passage reading provides focused evidence about specific skills. Together, these measures can help teachers identify instructional needs and integrate reading support into regular language lessons.

The study aimed to describe the learners' age and sex profiles, determine their English and Filipino oral reading performance, summarize achievement in three language subjects, and examine associations between oral reading scores and subject grades. It also developed a proposed reading intervention responsive to the cohort's performance.

Conceptual and Policy Foundations

The active view of reading served as the conceptual foundation of the study (Duke & Cartwright, 2021). Word-recognition accuracy and comprehension were examined as distinct, related aspects of reading, while subject grades represented broader classroom achievement. This framework guided the interpretation of learners' performance and the design of the proposed intervention. It supported combining explicit attention to printed words with opportunities to develop vocabulary, discuss ideas, and construct meaning from connected text.

DepEd Order No. 8, s. 2015 provided the policy basis for classifying achievement in the language subjects (Department of Education [DepEd], 2015). Its descriptors organize classroom grades into five categories, ranging from did not meet expectations to outstanding. DepEd Order No. 14, s. 2018 sets out the policy guidelines for administering the revised Philippine Informal Reading Inventory (DepEd, 2018). These policies situate classroom assessment and diagnostic reading assessment within the school's responsibility to identify learning needs and provide appropriate instruction.

METHODS

Research Design and Setting

The study employed a descriptive correlational documentary design at Hinakpan Elementary School, Guihulngan City, Negros Oriental, during school year 2024–2025. Learner profiles, oral reading worksheets, and language subject achievement summaries formed the documentary evidence. The descriptive component examined demographic characteristics, word recognition, comprehension, and grade distributions. The correlational component examined associations between oral reading scores and achievement in English, Filipino, and Mother Tongue. The study observed educational performance within the school setting; the intervention developed from its findings was a proposed instructional output.

Participants and Measures

The study included 32 Grade 3 learners, comprising 21 males and 11 females, aged 8 to 15 years. All 32 learners were represented in the oral reading worksheet. Age and sex described the cohort; English and Filipino reading performance and achievement in the three language subjects constituted the principal study measures.

The oral reading worksheet recorded miscues in a 50-word English passage and a 73-word Filipino passage, together with responses to five English and seven Filipino comprehension questions. Word-recognition accuracy was computed by subtracting miscues from the passage word count, dividing by that word count, and multiplying by 100. Comprehension was computed by dividing correct responses by the number of questions and multiplying

by 100. Each language used its own passage and question denominators, yielding separate percentages for accuracy and understanding.

Achievement was described through the distribution of grades in English, Filipino, and Mother Tongue. Following DepEd (2015), grades of 90–100 were classified as outstanding, 85–89 as very satisfactory, 80–84 as satisfactory, 75–79 as fairly satisfactory, and grades below 75 as did not meet expectations. The number and percentage of learners in each category provided the basis for examining the achievement pattern within each subject. These distributions were considered alongside reading performance to identify instructional priorities.

Data Processing and Statistical Analysis

Frequencies and percentages summarized age, sex, and achievement categories. Percentages used 32 as the denominator and were rounded to two decimal places. Means, sample standard deviations, and ranges summarized the four reading components: English word recognition, English comprehension, Filipino word recognition, and Filipino comprehension. All component calculations used the learner-level miscues and item responses in the detailed oral reading worksheet as the common scoring basis. This approach retained a consistent denominator for each measure and described both average performance and variation within the cohort.

Six Pearson coefficients and their associated p values were taken from the study's statistical summaries. The significance level was .05, with values displayed as .000 expressed as $p < .001$. Approximate 95% confidence intervals were computed using Fisher's transformation of the rounded coefficients and a sample size of 32. These exploratory tests were interpreted without adjustment for multiple comparisons. The correlations represented associations between the oral reading scores and subject grades; their interpretation did not assume a causal direction.

Reading performance was reported through continuous percentages for word recognition and comprehension. Achievement was reported through established grade categories, and demographic variables were treated descriptively. Instructional recommendations drew on these patterns and research on primary-grade reading instruction.

Ethical Considerations

Permission to conduct the study was sought from the school head. Letters were sent to parents, and an orientation was conducted to explain the study's purpose and procedures. Learner assent was obtained before participation. Findings were presented in aggregate form, with learners' names and other direct identifiers excluded to protect their privacy. Access to identifiable educational records remained subject to school authorization and applicable confidentiality requirements.

RESULTS

Learner Profile

The cohort comprised learners aged 8 to 15 years. Ten learners were 9 years old and another ten were 10 years old, accounting together for 62.50% of the participants. Seven learners were 8 years old, and five were older than 10. There were 21 males (65.63%) and 11 females (34.38%). Table 1 presents the age and sex distributions. These characteristics describe the learners represented in the reading and achievement results.

Table 1 Profile of the Grade 3 cohort

Characteristic	n	%
Age 8 years	7	21.88
Age 9 years	10	31.25
Age 10 years	10	31.25
Age above 10 years	5	15.63
Male	21	65.63
Female	11	34.38

Note. N = 32. Age and sex are separate distributions. Percentages may not total exactly 100 because of rounding.

Oral Reading Performance

The four reading measures showed substantial variation within the cohort. English word-recognition accuracy ranged from 6.00% to 100.00%, and comprehension ranged from 0.00% to 100.00%. Filipino word-recognition accuracy ranged from 57.53% to 100.00%, while comprehension ranged from 14.29% to 100.00%. The ranges show that learners entered the same grade level with differing performance on the assessed tasks. Both the average scores and the spread of scores are therefore relevant to planning classroom instruction.

Table 2 presents the descriptive statistics for word recognition and comprehension. Mean English word-recognition accuracy was 64.75% (SD = 25.63), and mean comprehension was 33.13% (SD = 28.56). Filipino word-recognition accuracy averaged 88.23% (SD = 11.05), while comprehension averaged 65.63% (SD = 31.18). In each language, mean comprehension was lower than mean word-recognition accuracy. Filipino task scores were higher on both components, while comprehension responses showed considerable variation in both languages.

Table 2 Word recognition and comprehension performance

Measure	Mean %	SD	Range %
English word recognition	64.75	25.63	6.00–100.00
English comprehension	33.13	28.56	0.00–100.00
Filipino word recognition	88.23	11.05	57.53–100.00
Filipino comprehension	65.63	31.18	14.29–100.00

Note. N = 32 per measure. Scores were calculated from the detailed oral reading worksheet. SD = sample standard deviation. Percentages refer to the passage and questions administered in each language.

Achievement in Language Subjects

English had the largest proportion of learners in the two lower achievement categories. Thirteen learners (40.63%) were fairly satisfactory, and seven (21.88%) did not meet expectations, together accounting for 62.50% of the cohort. In Filipino, all learners obtained grades of at least 75, although half were classified as fairly satisfactory. Mother Tongue had the largest proportion at satisfactory or higher, with 21 learners (65.63%). Five learners achieved outstanding grades in Mother Tongue, compared with two in Filipino and none in English.

Table 3 Achievement in the three language subjects

Grade and descriptor	English n (%)	Filipino n (%)	Mother Tongue n (%)
90–100 Outstanding	0 (0.00)	2 (6.25)	5 (15.63)
85–89 Very satisfactory	1 (3.13)	3 (9.38)	3 (9.38)
80–84 Satisfactory	11 (34.38)	11 (34.38)	13 (40.63)
75–79 Fairly satisfactory	13 (40.63)	16 (50.00)	11 (34.38)
Below 75 Did not meet expectations	7 (21.88)	0 (0.00)	0 (0.00)
Total	32 (100.00)	32 (100.00)	32 (100.00)

Note. N = 32 per subject. Frequencies are from the achievement summaries; percentages use the full cohort as the denominator. Achievement descriptors follow DepEd (2015).

Reading and Achievement Associations

The six Pearson coefficients were positive (Table 4). English oral reading scores were associated with English grades ($r = .449$), Filipino grades ($r = .541$), and Mother Tongue grades ($r = .540$). Filipino oral reading scores were associated with English grades ($r = .570$), Filipino grades ($r = .598$), and Mother Tongue grades ($r = .485$). The reported p values were below .05 for all six associations. The largest coefficient involved Filipino oral reading and Filipino achievement; the smallest involved English oral reading and English achievement.

Table 4 Associations between oral reading scores and language subject grades

Reading score and grade	r	Reported p	Approximate 95% CI
English reading and English	.449	.010	.119–.690
English reading and Filipino	.541	.001	.237–.748
English reading and Mother Tongue	.540	.001	.236–.748
Filipino reading and English	.570	.001	.276–.766
Filipino reading and Filipino	.598	< .001	.315–.783
Filipino reading and Mother Tongue	.485	.005	.164–.713

Note. N = 32. Coefficients and p values are reproduced from the study's statistical summaries, not recalculated from paired learner grades. Confidence intervals use Fisher's transformation of rounded coefficients. Tests are exploratory and unadjusted for multiple comparisons.

DISCUSSION

Reading Needs and Classroom Achievement

The positive reading–achievement associations indicate that higher oral reading scores generally accompanied higher grades in the language subjects. This pattern supports considering reading development within language instruction. Reading and classroom achievement share demands involving written vocabulary, directions, and passage understanding, making their joint examination useful for instructional planning. The findings also show

that support should address a range of learners: English included both learners below the passing threshold and learners whose grades were satisfactory or higher.

The component results also clarify why word recognition and comprehension should receive separate attention. Filipino word-recognition accuracy was relatively high on average, yet comprehension responses remained varied. English showed wider variation in word recognition alongside lower mean comprehension. These patterns suggest different instructional starting points within the same classroom. Examining an individual learner's responses can guide whether a lesson should emphasize accurate word reading, the meanings of important words, or understanding relationships among ideas in the passage.

Implications for Reading Instruction

The English component results point to the need for instruction that develops word recognition and comprehension together. Hudson et al. (2020) identified repeated reading as a prominent approach in research on elementary fluency interventions. Applied to the proposed school program, supported rereading can provide practice with connected text after teachers establish that a passage is accessible to the learner. Modeling, guided practice, and feedback on miscues can structure these sessions. An unfamiliar passage can then help teachers assess whether learners apply the practiced skills to new material.

Denton et al. (2022) found positive average effects of foundational and multicomponent reading interventions on comprehension among primary-grade learners. This evidence supports planning instruction that addresses the particular skills learners need while maintaining opportunities to understand connected text. For the present cohort, flexible small groups could allow teachers to adjust the balance between word instruction and comprehension work. Learners who require substantial help reading words may need more guided practice, while those who read accurately may benefit from greater attention to vocabulary and passage meaning.

Hall et al. (2023) synthesized 53 intervention studies involving elementary learners with or at risk for word-reading difficulties. Their findings showed positive average effects, with intervention dosage and outcome domain contributing to variation in results. For school implementation, this emphasizes the value of recording the sessions learners attend and the skills addressed during instruction. Such records would help teachers relate progress to the learning opportunities provided. Group membership and instructional emphasis could then be adjusted as learners demonstrate greater independence.

Comprehension activities should give learners opportunities to explain what they understand. Duke et al. (2021) discuss vocabulary, knowledge, text structure, and active engagement as routes to stronger comprehension. Cabell and Hwang (2020) likewise connect content knowledge with comprehension development in the primary grades. Short passages organized around meaningful topics can support this work. Teachers can introduce selected vocabulary, invite learners to retell key ideas, and ask them to locate evidence for an answer. These activities connect accurate reading with purposeful interpretation of text.

Proposed Reading Intervention

The proposed reading intervention translates the findings into an eight-week instructional cycle. Initial assessment would establish each learner's word-recognition accuracy and comprehension in English and Filipino. Teachers would use these results to form flexible groups and select suitable words, passages, and questions. Learners needing help with sound-symbol relationships and word patterns would receive explicit instruction, while guided passage reading would connect this practice with understanding. Grouping would be reviewed during the cycle so that the instructional focus follows learners' demonstrated progress.

A suggested session would combine focused word instruction, supported reading of a short passage, and a comprehension activity. Teachers could model a difficult word or sentence, guide learners through practice, and gradually increase independent reading. Discussion would address selected vocabulary, important details, and the overall meaning of the passage. Sessions would be scheduled according to staffing and the school timetable. Attendance and instructional records would document the learning opportunities provided throughout the proposed eight-week cycle.

Table 5 Proposed intervention components and monitoring evidence

Component	Instructional action	Evidence to review
Diagnostic assessment	Verify accuracy, comprehension, and miscues in each language.	Individual baseline and scoring record
Word instruction	Teach identified sound–symbol and word-pattern needs explicitly.	Accuracy on taught and unfamiliar words
Supported passage reading	Model, guide, and revisit short texts at a suitable level.	Miscues and independent passage performance
Comprehension and knowledge	Teach key vocabulary; discuss, retell, and justify answers.	Responses linked to text evidence
Progress review	Review progress regularly and adjust grouping or instruction.	Comparable follow-up tasks and session logs

Note. The components constitute a proposed eight-week intervention and are intended for local implementation and evaluation.

Progress monitoring would use baseline and follow-up tasks with comparable demands within each language. Teachers would retain consistent scoring procedures and review word recognition and comprehension separately. Follow-up reading would include unfamiliar passages to examine application beyond practiced material. The school could also monitor subsequent language subject grades as a secondary outcome. A future evaluation with an appropriate comparison design would examine the program’s contribution to reading development and achievement.

Limitations of the Study

The study was limited to 32 Grade 3 learners from Hinakpan Elementary School during school year 2024–2025. The findings are specific to this cohort and school context, which limits their generalizability to other populations. The descriptive correlational design examined associations between oral reading performance and language subject achievement and does not establish causal relationships.

Reading assessment focused on word recognition and comprehension in English and Filipino. The findings reflect performance on the administered tasks and do not represent comprehensive measures of reading ability or overall language proficiency. Differences in the passages and questions should be considered when interpreting performance across languages.

Home language use, attendance, prior instructional experiences, and access to reading materials were outside the study’s scope. Future research may incorporate these factors, include learners from multiple schools, and examine reading development and academic achievement over time.

CONCLUSION

The study found positive associations between oral reading performance and achievement in English, Filipino, and Mother Tongue among the Grade 3 learners at Hinakpan Elementary School. Higher oral reading scores generally accompanied higher language subject grades. Learners obtained higher average scores on the Filipino reading tasks than on the English tasks, while comprehension scores were lower than word-recognition scores in both languages. These patterns identify priorities for differentiated instruction, particularly support for English reading and for comprehension across both languages.

Reading instruction should respond to learners' component skills through explicit word instruction, vocabulary development, supported passage reading, and comprehension activities. Regular progress monitoring can help teachers adjust the content and intensity of support. The proposed eight-week intervention provides a structured approach to addressing the cohort's assessed needs. Its implementation and evaluation would extend the present findings by examining learners' progress under a planned instructional program.

Data Availability

The article presents aggregate findings from educational records. Learners' names and other direct identifiers are not included in the public report. Access to underlying records is subject to authorization by the school and the relevant data custodian. Any authorized sharing for further analysis should use de-identified data and observe applicable confidentiality requirements.

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