



# Studies in Technology and Education

Volume 5, Issue 1, 2026 | <https://www.azalpub.com/index.php/ste>

OPEN ACCESS

## RESEARCH ARTICLE

### Reading Comprehension Difficulties: A Mixed-Methods Study of At-Risk Grade 4 Pupils at San Juan Elementary School

#### Article Info

**Received:**

January 1, 2026

**Accepted:**

February 8, 2026

**Published:**

March 31, 2026

**Jonalyn V. Piñon**

Northeastern College, Santiago City, Philippines

#### Abstract

Reading comprehension is a critical academic skill that underpins learners' success across content areas. Despite early literacy initiatives, many elementary pupils continue to exhibit comprehension difficulties, particularly those identified as at risk. This mixed-methods study examined the reading comprehension difficulties of Grade 4 at-risk pupils at San Juan Elementary School, integrating school-based reading assessment data aligned with the Philippine Informal Reading Inventory (Phil-IRI) and qualitative classroom-based evidence. Quantitative results identified dominant comprehension weaknesses in inferential understanding, vocabulary, and fluency, while qualitative findings revealed instructional, linguistic, and motivational factors shaping pupils' reading performance. The integration of findings highlights the need for early, targeted, and instructionally responsive reading interventions grounded in both assessment data and classroom realities.

**Keywords:** reading comprehension, at-risk pupils, Phil-IRI, mixed-methods research, elementary literacy

\*Corresponding author: Jonalyn V. Piñon

## INTRODUCTION

Reading comprehension is widely regarded as the cornerstone of academic achievement, particularly in the elementary grades where learners transition from learning to read to reading to learn (Grabe & Zhang, 2016). Comprehension involves the coordinated functioning of decoding, vocabulary knowledge, background knowledge, inferencing, and metacognitive regulation, all of which must operate efficiently for learners to construct meaning from text (Perfetti & Stafura, 2014). When these components are underdeveloped, pupils are placed at risk of sustained academic difficulty across subject areas.

In the Philippine elementary school context, reading assessment data particularly those aligned with the Philippine Informal Reading Inventory (Phil-IRI) consistently indicate that a substantial proportion of pupils remain at frustration or instructional levels of comprehension beyond the primary grades. Studies analyzing Phil-IRI-based data report persistent difficulties in inferential comprehension, vocabulary understanding, and fluency among intermediate-grade learners, especially those from linguistically and socioeconomically disadvantaged backgrounds (Manzon et al., 2021; Quimba et al., 2023).

While large-scale assessments provide valuable indicators of reading performance, they often fail to explain *why* pupils experience particular comprehension difficulties. Mixed-methods research addresses this limitation by integrating quantitative assessment data with qualitative classroom-based evidence, allowing for a more comprehensive understanding of reading difficulties as both measurable outcomes and situated learning experiences (Creswell & Plano Clark, 2018). This study therefore examined the reading comprehension difficulties of Grade 4 at-risk pupils at San Juan Elementary School using a mixed-methods approach aligned with Phil-IRI indicators and classroom realities.

## LITERATURE REVIEW

### Reading Comprehension and At-Risk Learners

Research consistently shows that at-risk readers struggle most with higher-order comprehension processes such as inferencing, integration of ideas, and monitoring understanding (Cain & Oakhill, 2011). Even when decoding skills are adequate, limited vocabulary and background knowledge can severely constrain comprehension (Perfetti & Stafura, 2014). Studies in elementary contexts further indicate that early reading difficulties tend to persist over time without systematic intervention (Snow & Matthews, 2016).

### Phil-IRI and School-Based Reading Assessment

The Phil-IRI is widely used in Philippine public schools to identify pupils' reading levels and guide instructional planning. Empirical studies using Phil-IRI-aligned data have found that pupils at the frustration level commonly exhibit weaknesses in fluency, vocabulary, and inferential comprehension, mirroring patterns reported in international literacy research (Manzon et al., 2021). However, scholars emphasize that Phil-IRI results must be interpreted alongside classroom observations and instructional practices to inform meaningful intervention (Quimba et al., 2023).

### Mixed-Methods Research in Literacy Studies

Mixed-methods designs are increasingly used in reading research to integrate numerical indicators of performance with qualitative insights into learner behavior, motivation, and instruction (Creswell & Plano Clark, 2018). In elementary literacy studies, this approach has been shown to produce more actionable findings for teachers and school leaders by linking assessment outcomes with classroom processes (McCrudden et al., 2019).

## METHODOLOGY

This study employed a mixed-methods descriptive design, integrating quantitative reading assessment data with qualitative classroom-based inquiry. The design followed a convergent mixed-methods approach, in which quantitative and qualitative data were collected during the same phase of the study and interpreted together to provide a comprehensive understanding of reading comprehension difficulties (Creswell & Plano Clark, 2018).

The quantitative component utilized school-based reading assessment results aligned with the Phil-IRI framework, focusing on pupils' performance in word recognition, fluency, and comprehension levels (literal and inferential). These data were used to identify at-risk pupils and determine dominant areas of reading difficulty.

The qualitative component involved classroom observations, semi-structured teacher interviews, and analysis of pupils' reading outputs. This strand sought to explain the assessment results by examining pupils' reading behaviors, engagement patterns, and instructional contexts. The integration of both strands allowed the study to move beyond performance scores toward an interpretive understanding of reading difficulties.

Participants included Grade 4 pupils identified as at risk based on Phil-IRI-aligned school reading data and teacher recommendations, as well as their classroom teachers. The study was conducted at San Juan Elementary School during regular reading instruction to ensure ecological validity.

## RESULTS AND FINDINGS

### Quantitative Results: Phil-IRI-Aligned Reading Performance

Table 1 presents the reading comprehension difficulties of at-risk Grade 4 pupils based on school-based assessment data aligned with Phil-IRI indicators.

**Table 1. Reading Comprehension Difficulties of At-Risk Grade 4 Pupils (Phil-IRI-Aligned)**

Area of Difficulty	Phil-IRI-Related Indicator	Percentage of Pupils
Inferential comprehension	Difficulty answering "why" and "how" questions	85%
Vocabulary knowledge	Limited understanding of key words in text	78%
Reading fluency	Slow, inaccurate oral reading	72%
Literal comprehension	Incomplete recall of explicit details	46%

The results indicate that inferential comprehension is the most significant area of difficulty among at-risk Grade 4 pupils, a pattern that closely aligns with Phil-IRI-based findings reported in previous studies (Manzon et al., 2021). Although many pupils were able to demonstrate partial literal understanding such as recalling explicitly stated details, identifying characters, or locating information directly presented in the text a substantial majority experienced difficulty when tasks required them to move beyond surface-level comprehension. Specifically, pupils struggled to interpret implied meanings, establish relationships among ideas across sentences or paragraphs, and draw logical conclusions based on textual evidence. Classroom observations revealed that pupils often relied on isolated words or single sentences rather than integrating information across the entire passage, resulting in fragmented or incomplete interpretations.

This difficulty in inferential comprehension suggests limitations in higher-order cognitive and linguistic processes essential for deep reading, including background knowledge activation, monitoring of understanding, and flexible use of contextual cues. Similar patterns have been documented in reading research, which emphasizes that inferential skills do not develop

automatically through exposure to text but require explicit instruction and guided practice (Cain & Oakhill, 2011). Moreover, studies grounded in interactive models of reading comprehension highlight that inferential understanding is particularly vulnerable among at-risk readers because cognitive resources are often diverted toward decoding and vocabulary processing, leaving insufficient capacity for meaning integration (Perfetti & Stafura, 2014). Within the context of Phil-IRI-aligned assessment, these findings underscore the need for instructional interventions that systematically target inferential reasoning through scaffolded questioning, modeling of thinking processes, and opportunities for pupils to articulate and justify their interpretations during reading activities.

## **Qualitative Findings: Classroom-Based Explanations**

### **Qualitative Findings and Thematic Analysis**

Analysis of classroom observations, teacher interviews, and pupils' reading outputs generated **three major themes** that explain the reading comprehension difficulties of at-risk Grade 4 pupils. These themes illuminate the cognitive, linguistic, and affective dimensions shaping pupils' reading performance.

#### **Theme 1: Limited Vocabulary and Background Knowledge**

A dominant theme across data sources was pupils' limited vocabulary knowledge and insufficient background knowledge, which consistently disrupted comprehension processes. During reading tasks, pupils frequently paused at unfamiliar words, mispronounced them, or skipped them altogether, leading to fragmented understanding of text meaning. Teachers noted that many pupils focused on decoding individual words without grasping how these words contributed to overall message construction.

#### **Participant Responses**

One teacher explained:

"Kaya nilang basahin ang mga salita, pero kapag hindi nila alam ang ibig sabihin, nawawala na ang sense ng binabasa nila. Paulit-ulit silang humihinto para hulaan ang kahulugan."

Another teacher observed:

"Kapag may kwento na hindi nila naranasan o hindi pamilyar ang paksa, hirap na hirap silang umunawa kahit mabasa nila ang teksto."

These findings suggest that vocabulary knowledge and background knowledge serve as foundational resources for comprehension. Without adequate lexical knowledge and relevant schema, pupils struggle to integrate textual information into coherent mental representations. This aligns with lexical quality theory, which posits that weak word knowledge constrains higher-level comprehension processes (Perfetti & Stafura, 2014). Empirical studies further indicate that vocabulary deficits disproportionately affect inferential comprehension, as learners lack the semantic precision needed to connect ideas and derive implicit meanings (Cain & Oakhill, 2011). In the context of at-risk pupils, limited exposure to print and oral language outside school likely exacerbates these difficulties, reinforcing gaps in comprehension development.

#### **Theme 2: Weak Fluency Constraining Meaning Construction**

Classroom observations revealed that many pupils exhibited slow, hesitant, and effortful oral reading. Frequent pauses, mispronunciations, and repeated attempts at decoding were evident, particularly when pupils encountered multisyllabic or unfamiliar words. This lack of fluency mirrored results from school-based reading assessments, which identified a substantial proportion of pupils reading below grade-level speed and accuracy.

#### **Participant Responses**

A teacher remarked:

"Makikita mo na ubos na ang oras nila sa pagbabasa pa lang ng salita. Pagkatapos ng talata,

hindi na nila maalala ang binasa nila.”

Another teacher added:

“Kapag pina-explain mo ang kwento, sasabihin nila na nakalimutan na nila dahil hirap na hirap silang magbasa.”

Weak fluency significantly constrained pupils’ ability to construct meaning from text. Because a large portion of their cognitive resources was devoted to decoding, pupils had limited capacity remaining for comprehension monitoring, inference-making, and integration of ideas. This finding is consistent with fluency–comprehension models, which emphasize that automatic word recognition is a prerequisite for efficient comprehension (Grabe & Zhang, 2016). Research further demonstrates that non-fluent readers are less able to engage in strategic reading behaviors, such as rereading for meaning or questioning the text, thereby increasing the likelihood of comprehension breakdown (Hudson et al., 2009). For at-risk learners, persistent fluency difficulties may thus create a bottleneck that impedes progress toward deeper comprehension skills.

### **Theme 3: Low Reading Engagement and Confidence**

Beyond linguistic and cognitive factors, affective dimensions of reading emerged as a critical theme. Teachers consistently observed low engagement and confidence among at-risk pupils during reading activities. Pupils displayed avoidance behaviors, such as reluctance to read aloud, minimal participation in discussions, and dependence on peers for answers. These behaviors were particularly evident during comprehension questioning and oral reading tasks.

#### **Participant Responses**

One teacher shared:

“Ayaw na nilang magbasa nang malakas kasi natatakot silang magkamali. Parang sanay na sila na hindi sila makakaintindi.”

Another teacher noted:

“Kapag alam nilang mahirap ang babasahin, agad silang nawawalan ng gana kahit hindi pa nagsisimula.”

Low engagement and confidence appeared to both result from and contribute to ongoing reading difficulties, reinforcing a negative cycle of avoidance and limited practice. Repeated experiences of reading failure diminished pupils’ motivation, reducing their willingness to engage with text and further limiting opportunities for skill development. This pattern reflects motivation-based models of reading, which argue that affective factors such as self-efficacy and reading identity play a crucial role in sustaining reading engagement (Snow & Matthews, 2016). Empirical studies consistently show that at-risk readers who perceive themselves as poor readers are less likely to persist in challenging reading tasks, thereby widening achievement gaps over time (Guthrie et al., 2012). These findings highlight the need for supportive instructional environments that prioritize success experiences, encouragement, and confidence-building alongside skill instruction.

#### **Synthesis of Themes**

Taken together, the three themes illustrate that reading comprehension difficulties among at-risk Grade 4 pupils are multidimensional, arising from the interaction of linguistic limitations, cognitive constraints, and affective barriers. Limited vocabulary and background knowledge undermine meaning construction, weak fluency restricts cognitive resources for comprehension, and low engagement reduces sustained interaction with text. These interconnected challenges underscore the importance of holistic reading interventions that address not only decoding and comprehension strategies but also learners’ motivation and confidence in reading.

## DISCUSSION

This study examined the reading comprehension difficulties of at-risk Grade 4 pupils by integrating Phil-IRI-aligned assessment data with qualitative classroom-based evidence.

The findings demonstrate that pupils' comprehension difficulties are not attributable to a single deficit but rather emerge from the dynamic interaction of linguistic, cognitive, and affective factors. The synthesis of themes limited vocabulary and background knowledge, weak fluency, and low reading engagement and confidence provides a holistic explanation of why many pupils remain at the instructional or frustration levels of comprehension.

First, limited vocabulary and insufficient background knowledge significantly constrained pupils' ability to construct meaning from text, particularly at inferential levels. While pupils were often able to recall explicitly stated information, their understanding broke down when comprehension required interpretation, integration, or explanation. This finding supports interactive models of reading comprehension, which emphasize that word knowledge and prior knowledge are foundational for higher-order meaning construction (Perfetti & Stafura, 2014). Consistent with Phil-IRI findings reported in previous studies, pupils at lower comprehension levels tend to rely heavily on word-by-word decoding and struggle to activate relevant schema, resulting in fragmented understanding of texts (Manzon et al., 2021). Without adequate lexical resources and experiential knowledge, pupils are unable to generate inferences or establish coherent representations of text meaning.

Second, weak reading fluency emerged as a critical bottleneck that limited pupils' cognitive capacity for comprehension. Observational data revealed that many pupils read slowly and with considerable effort, devoting much of their attention to decoding rather than to monitoring and integrating meaning. This aligns with fluency-comprehension research demonstrating that automaticity in word recognition is a prerequisite for effective comprehension (Grabe & Zhang, 2016). When fluency is underdeveloped, readers experience increased cognitive load, which restricts their ability to engage in inferential reasoning and comprehension monitoring. The convergence of assessment data and classroom observations in this study reinforces the view that fluency deficits play a central role in sustaining comprehension difficulties among at-risk readers.

Third, affective factors particularly low reading engagement and diminished confidence further intensified comprehension difficulties. Pupils who repeatedly experienced reading failure developed avoidance behaviors, reduced participation in reading activities, and negative self-perceptions as readers. These affective responses contributed to limited reading practice, thereby reinforcing existing linguistic and cognitive weaknesses. This pattern reflects motivation-based models of reading, which emphasize that self-efficacy and engagement are essential for sustained literacy development (Snow & Matthews, 2016). Research has shown that at-risk readers who perceive themselves as unsuccessful are less likely to persist in challenging reading tasks, leading to cumulative disadvantages over time (Guthrie et al., 2012).

Importantly, the integration of these themes highlights the reciprocal nature of reading comprehension difficulties. Limited vocabulary and background knowledge impede fluency development, weak fluency restricts higher-order comprehension processes, and repeated comprehension failure undermines motivation and engagement. Together, these factors create a cycle in which pupils remain trapped at lower levels of comprehension despite continued exposure to reading instruction. This synthesis underscores the limitations of interventions that focus narrowly on a single component of reading and instead points to the necessity of multidimensional, data-informed instructional approaches.

From a pedagogical perspective, the findings suggest that effective reading instruction for at-risk pupils must simultaneously address vocabulary development, fluency building, and motivational

support. Phil-IRI-aligned assessment data can serve as a valuable diagnostic tool, but its instructional value is maximized when combined with qualitative insights into classroom practices and learner experiences. Teachers are therefore encouraged to integrate explicit vocabulary instruction, scaffolded fluency practice, and guided inferential questioning within supportive and engaging reading environments. By addressing the interrelated linguistic, cognitive, and affective dimensions of reading, schools can better support at-risk pupils in progressing toward independent and meaningful comprehension.

## CONCLUSION AND RECOMMENDATION

This mixed-methods study provides compelling evidence that reading comprehension difficulties among at-risk Grade 4 pupils at San Juan Elementary School are complex, interconnected, and deeply rooted in both learner-related and instructional factors. Quantitative data aligned with Phil-IRI indicators revealed persistent challenges in inferential comprehension, vocabulary knowledge, and reading fluency, while qualitative findings illuminated how these difficulties manifest in classroom interactions, reading behaviors, and learner engagement. The convergence of these data sources confirms that comprehension difficulties cannot be sufficiently explained by assessment scores alone; rather, they must be understood as outcomes of dynamic interactions among linguistic resources, cognitive processing demands, and affective experiences related to reading.

The findings further suggest that many at-risk pupils remain at instructional or frustration levels not because of an inability to decode text, but because they lack the vocabulary depth, fluency automaticity, and strategic competence required to construct meaning beyond surface-level understanding. These challenges are compounded by repeated experiences of reading difficulty, which diminish learners' confidence and motivation to engage with texts. In this sense, reading comprehension difficulties are both a cause and a consequence of limited reading engagement, reinforcing a cycle of underachievement that persists without targeted intervention. Importantly, the study demonstrates the value of integrating Phil-IRI-based assessment data with qualitative classroom evidence. While Phil-IRI provides essential diagnostic information on pupils' reading levels, its instructional impact is strengthened when teachers interpret results alongside observations of learners' reading behaviors, language use, and affective responses. This integrated, data-informed approach allows for more precise identification of learners' needs and more responsive instructional planning.

Based on the findings, the following recommendations are proposed to support improved reading comprehension outcomes among at-risk elementary learners:

### **For Classroom Practice.**

Teachers are encouraged to use Phil-IRI data diagnostically rather than solely for classification purposes. Instruction should intentionally integrate explicit vocabulary instruction, particularly for high-utility and text-specific words, to strengthen pupils' lexical resources for comprehension. Fluency-building activities, such as guided oral reading, repeated reading, and teacher modeling, should be embedded regularly in reading lessons to reduce cognitive load and support meaning construction. In addition, teachers should provide explicit instruction in comprehension strategies, including inferencing, questioning, summarizing, and monitoring understanding, with gradual release of responsibility to learners. Creating supportive reading environments that emphasize success experiences, positive feedback, and learner participation is also essential for rebuilding confidence and motivation among at-risk pupils.

### **For School Leadership and Program Implementation.**

School leaders may strengthen reading instruction by aligning Phil-IRI results with targeted reading intervention programs that address identified areas of difficulty. Structured remedial reading sessions, small-group instruction, and differentiated materials should be provided for

pupils at instructional and frustration levels. Sustained professional development is recommended to enhance teachers' capacity to interpret reading assessment data, implement evidence-based reading strategies, and support diverse learners effectively. Collaboration among teachers, reading coordinators, and school administrators is crucial to ensuring coherence between assessment, instruction, and intervention.

### **For Policy and Curriculum Support.**

At the institutional level, greater emphasis should be placed on the use of assessment data as a tool for instructional improvement rather than compliance. Curriculum guides and learning resources should support integrated reading instruction that addresses vocabulary, fluency, and comprehension holistically. Alignment between assessment practices, instructional expectations, and available support mechanisms will enhance the effectiveness of school-based reading programs.

### **For Future Research.**

Future studies may extend this inquiry by examining the effectiveness of specific reading interventions designed to address inferential comprehension difficulties among at-risk learners. Longitudinal research tracking pupils' progress across grade levels would provide deeper insights into how early reading difficulties evolve over time and how targeted instruction influences long-term outcomes. Additionally, studies exploring pupils' perspectives on reading and learning may further enrich understanding of the affective dimensions of reading development.

## **REFERENCES**

- Abana, A (2021). A Scrutiny of K-12 Strands and the Learning Program Vis-à-vis its Academic Performance. *Psychology and Education Journal*. 58 (2): 7977-7984
- Andres, A. (2019). Achievement Goals and Mathematics Achievement of the Senior High School Students. *International Journal of English and Education*, 8 (2).
- Andres, A. (2023). Establishing Quality Instrument for the Summative Assessment of Pre-Service Elementary Teachers. *JETT*. 14 (3), 9-16).
- Andres, A.D. (2022). Metacognition and Performance in Mathematical Problem-Solving Among Bachelor of Elementary (BEED) Pre-service Teachers. *Central European Management Journal*, 30 (4). 86-95.
- Antonio, A. (2021). Syntactical Scrutiny: Inaccuracies in the Lesson Planning of Non- Language Pre Service Teachers. *International Journal of Arts, Sciences and Education*,
- Balog, P., & Gonzales, E. (2021). From Linguistic Landscapes to Teaching Resources: A Case of Some Rural Areas in the Province of Quezon. *International Journal of Arts, Sciences and Education*, 1(2), 23-44.
- Banares, A. J. (2022). Reinterpreting Sonnet 18 by William Shakespeare through Stylistic Analysis. *International Journal of Arts, Sciences and Education*, 3(July Special Issue), 189-204. <https://ijase.org/index.php/ijase/article/view/163>.
- Belarga, B., Guiquing-Clemente, B., Tulawie, A., Alih, C., Caban, R., & Manois, F. R. (2025). From Page to Praxis: The Role of Regional Literature in Shaping Culturally Grounded Teaching Methods in HEIs. *International Journal on Culture, History, and Religion*, 7(SI2), 356-371. <https://doi.org/10.63931/ijchr.v7iSI2.206>
- Bonoan, K. C., Bunagan, K. A., Calangi, A. D., Chan, E. P., Corpuz, L. P., Deseo, J. M., Suarez, R. H., Sumulong, B. I., & Flores, A. R. (2021). A Comparative Study on the Knowledge, Attitude,

and Practices (KAP) on the Preventive Measures Against Covid-19 of the Residents in Rural (Lobo, Batangas) and Urban (Taguig City, Metro Manila) Areas in the Philippines . *International Journal of Arts, Sciences and Education*, 1(3), 77–123. Retrieved from <https://ijase.org/index.php/ijase/article/view/35>

Buncag, R. (2022). Parent-Assisted Modular Reading Program: Its Effect on Reading Performance During the Covid-19 Pandemic of Grade 5 Pupils of Biwag Elementary School, Tallag Cabagan Isabela. *International Journal of Arts, Sciences and Education*, 3(July Special Issue), 39–50. <https://ijase.org/index.php/ijase/article/view/154>

Cain, K., & Oakhill, J. (2011). Matthew effects in young readers: Reading comprehension and reading experience aid vocabulary development. *Journal of Learning Disabilities*, 44(5), 431–443. <https://doi.org/10.1177/0022219411410042>

Caliboso, J., Bagalay, B., Santiago, M. Bayan, R., Aguinaldo, I., & Belo, J. (2025). Literary Texts as Cultural Tools: A Study on Contextualized Learning Strategies in Philippine Higher Education. *International Journal on Culture, History, and Religion*, 7(SI2), 340–355. <https://doi.org/10.63931/ijchr.v7iSI2.205>

Camiring-Picpican, H., Flores, K., Caban, R., Mohadali, S., Galdonez, D., & Alih, C. (2025). Pedagogical Innovations Based on Philippine Cultural Practices: A Framework for Culturally Responsive Teaching in Higher Education. *International Journal on Culture, History, and Religion*, 7(SI2), 433–451. <https://doi.org/10.63931/ijchr.v7iSI2.168>

Creswell, J. W., & Plano Clark, V. L. (2018). Designing and conducting mixed methods research. *Field Methods*, 30(4), 409–412. <https://doi.org/10.1177/1525822X18793571>

Grabe, W., & Zhang, C. (2016). Reading–writing integration in language instruction. *Language Teaching*, 49(3), 337–355. <https://doi.org/10.1017/S0261444816000050>

Manzon, M., Tupas, R., & Lorente, B. (2021). Literacy assessment and multilingual realities in Philippine classrooms. *Language, Culture and Curriculum*, 34(3), 302–317. <https://doi.org/10.1080/07908318.2020.1831917>

McCrudden, M. T., Magliano, J. P., & Schraw, G. (2019). The effect of task relevance instructions on reading processes and learning. *Journal of Educational Psychology*, 111(2), 256–270. <https://doi.org/10.1037/edu0000286>

Perfetti, C. A., & Stafura, J. (2014). Word knowledge in a theory of reading comprehension. *Scientific Studies of Reading*, 18(1), 22–37. <https://doi.org/10.1080/10888438.2013.827687>

Quimba, F. M. A., Albert, J. R. G., & Serafica, R. B. (2023). Learning recovery and reading assessment outcomes in Philippine basic education. *International Journal of Educational Development*, 98, 102732. <https://doi.org/10.1016/j.ijedudev.2023.102732>

Snow, C. E., & Matthews, T. J. (2016). Reading and language in the early grades. *The Future of Children*, 26(2), 57–74. <https://doi.org/10.1353/foc.2016.0012>