



ACTIVITY SHEETS IN READING LITERACY FOR GRADE 1 LEARNERS

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ABSTRACT

This study examined the teaching strategies in reading literacy employed by Grade 1 teachers in the public elementary schools in the South District, Division of Mabalacat City during the school year 2025–2026. Specifically, it determined the extent of implementation of reading literacy teaching strategies in terms of instructional materials used, differentiated instruction practices, use of formative assessment, integration of interactive reading activities, and remediation strategies, as well as the challenges encountered by teachers in teaching reading literacy. The study utilized the quantitative-descriptive research design with 41 Grade 1 teachers as respondents. Data were gathered through a researcher-made questionnaire and analyzed using weighted mean. Findings revealed that the respondents implemented instructional materials used, differentiated instruction practices, use of formative assessment, and integration of interactive reading activities to a great extent, while remediation strategies were implemented to a moderate extent. Furthermore, the challenges encountered by teachers in teaching reading literacy were assessed as very serious, particularly in terms of large class size, lack of reading materials, varied reading abilities, limited remediation time, parental support, insufficient training, and language barriers. Based on the findings, a Literacy Enhancement Program was proposed to strengthen reading literacy instruction and address the challenges encountered by Grade 1 teachers. The study concluded that effective implementation of reading literacy teaching strategies is essential in improving learners' reading performance and supporting early literacy development.

Keywords: *reading literacy, teaching strategies, Grade 1 teachers, differentiated instruction, formative assessment, remediation strategies, literacy enhancement program*

INTRODUCTION

Reading literacy is widely recognized as one of the most essential foundations of learning because it enables learners to comprehend, interpret, evaluate, and apply information across different subject areas. Education functions as a vital instrument of social transformation and economic development by equipping learners with competencies necessary for lifelong learning, productivity, and active citizenship. In the context of 21st-century education, schools are expected to develop learners who possess critical thinking, communication, collaboration, creativity, and digital literacy skills necessary for global competitiveness (Partnership for 21st Century Learning [P21], 2019). Among these competencies, reading proficiency remains fundamental because it directly influences academic achievement, language acquisition, comprehension, and participation in social and cultural activities. Learners who possess strong reading literacy skills are more capable of engaging meaningfully in classroom learning and adapting to the demands of an increasingly information-driven society. Consequently, strengthening literacy instruction in the early grades remains one of the major priorities of educational institutions and policymakers worldwide.

Reading development is a continuous and developmental process that begins during early childhood and progresses through learners' interaction with language, symbols, and print-rich environments. Early literacy experiences significantly shape children's cognitive, linguistic, and academic growth. According to the Emergent Literacy Theory of Marie Clay, literacy learning starts before formal schooling and develops when children are exposed to meaningful reading and writing experiences within supportive environments (Clay, 2017). Similarly, Vygotsky's Social Constructivist Theory emphasizes that learners acquire literacy skills more effectively through guided interaction, scaffolding, and collaborative learning experiences within their Zone of Proximal Development (Vygotsky, 1978). These theoretical perspectives highlight the importance of responsive and developmentally appropriate teaching practices in helping young learners acquire foundational reading skills. In the Philippine educational context, early grade literacy instruction is particularly important because reading serves as the gateway to learning across all disciplines and significantly affects learners' future educational success.

Despite the implementation of literacy programs and reforms, national and international assessments continue to reveal persistent challenges in reading proficiency among elementary learners. Results from the Programme for International Student Assessment (PISA) and the Southeast Asia Primary Learning Metrics (SEA-PLM) revealed that many Filipino learners experience difficulty in reading comprehension and higher-order literacy skills (Organisation for Economic Co-operation and Development [OECD], 2023). Learners who fail to develop foundational reading competencies during the primary grades often encounter cumulative academic difficulties in later years. According to Casido (2024), poor reading ability negatively affects learners' academic performance, confidence, and motivation to learn. In response to these literacy concerns, the Department of Education has intensified its implementation of reading interventions through initiatives such as the National Reading Program, Catch-Up

Fridays, and school-based remediation activities aimed at improving literacy outcomes among beginning readers (Department of Education [DepEd], 2024). However, several public elementary schools continue to face contextual challenges such as inadequate instructional materials, overcrowded classrooms, insufficient parental support, varied learner abilities, and limited remediation time, all of which affect the effectiveness of literacy instruction and intervention programs.

Teachers play a significant role in improving reading literacy because the success of reading instruction largely depends on the effectiveness of classroom teaching strategies. Grade 1 teachers, in particular, are tasked with developing foundational literacy skills among learners with diverse backgrounds, abilities, and learning needs. Effective literacy instruction requires the integration of evidence-based teaching strategies such as phonemic awareness instruction, phonics, vocabulary development, guided reading, differentiated instruction, formative assessment, storytelling, interactive reading activities, and remediation programs. According to Hagid and Apostol (2024), instructional strategies implemented during the early years of schooling greatly influence learners' long-term academic achievement and reading competence. Likewise, Guthrie and Wigfield (2020) emphasized that meaningful and engaging reading activities enhance learners' motivation and reading comprehension. Teachers who employ differentiated and learner-centered approaches are better able to address the literacy needs of struggling readers while fostering positive attitudes toward reading. Therefore, the implementation of effective instructional practices remains essential in promoting reading proficiency among Grade 1 learners.

This study is anchored on several interrelated theories and educational frameworks that explain literacy development and instructional effectiveness. The Emergent Literacy Theory of Marie Clay explains that literacy develops progressively through meaningful interactions with oral and written language. Vygotsky's Social Constructivist Theory underscores the role of guided instruction, scaffolding, and collaborative learning in literacy acquisition. Meanwhile, Skinner's Behaviorist Theory supports the importance of reinforcement, repetition, and immediate feedback in developing reading fluency and mastery of skills (Skinner, 2019). These theories are complemented by the Balanced Literacy Approach, which integrates explicit instruction in phonics and decoding skills with authentic reading experiences, comprehension strategies, and interactive literacy activities (Tompkins, 2022). Collectively, these theoretical foundations provide a comprehensive framework for understanding how teaching strategies influence reading literacy development among young learners.

The study is likewise supported by the policy framework of Republic Act No. 10533, otherwise known as the Enhanced Basic Education Act of 2013, which promotes learner-centered, inclusive, and quality basic education. The K to 12 Curriculum emphasizes the development of functionally literate Filipino learners who can communicate effectively and think critically. Under the Department of Education's MATATAG Curriculum, literacy instruction in the early grades focuses on strengthening foundational skills in listening comprehension, oral language, phonological awareness, vocabulary development, and beginning reading proficiency (DepEd, 2023). These

curriculum reforms underscore the importance of responsive and evidence-based literacy instruction that addresses learners' developmental needs and contextual realities. Moreover, schools are encouraged to implement intervention programs and collaborative practices that support struggling readers and improve overall literacy performance.

In line with these educational goals and literacy concerns, this study aims to determine the teaching strategies in reading literacy employed by Grade 1 teachers in public elementary schools in the South District of the Division of Mabalacat City during the School Year 2025–2026. Specifically, the study examines the instructional materials utilized, differentiated instruction practices, formative assessment techniques, interactive reading activities, remediation strategies, and challenges encountered by teachers in teaching reading literacy. The findings of the study will serve as the basis for the development of a proposed Literacy Enhancement Program designed to strengthen instructional practices, address contextual barriers, and improve the implementation of early grade reading instruction among Grade 1 learners. Ultimately, the study seeks to contribute to the improvement of literacy outcomes and the promotion of quality education in public elementary schools.

Research Questions

This study examined the teaching strategies in reading literacy employed by Grade 1 teachers in the public elementary schools in South District, Division of Mabalacat City during the school year 2025-2026 as basis for a literacy enhancement program. Specifically, it sought to answer the following sub-problems:

1. What reading literacy teaching strategies are employed by Grade 1 teachers in terms of the following:
 - 1.1. Instructional materials used;
 - 1.2. Differentiated instruction practices;
 - 1.3. Use of formative assessment;
 - 1.4. Integration of interactive reading activities, and
 - 1.5. Remediation strategies?
2. What challenges do Grade1 teachers encounter in teaching reading literacy and how serious are they?
3. What literacy enhancement program may be proposed to strengthen reading literacy in the public elementary schools?

METHODOLOGY

This study utilized the quantitative-descriptive research design to examine the teaching strategies in reading literacy employed by Grade 1 teachers in the public elementary schools in the South District, Division of Mabalacat City during the school year 2025–2026. The quantitative-descriptive method was considered appropriate because it enabled the researcher to systematically describe and measure the extent of

implementation of reading literacy teaching strategies in terms of instructional materials used, differentiated instruction practices, use of formative assessment, integration of interactive reading activities, and remediation strategies. Likewise, the design was utilized to determine the challenges encountered by Grade 1 teachers in teaching reading literacy and to assess the seriousness of these challenges. The findings of the study served as basis for the development of a proposed Literacy Enhancement Program intended to strengthen literacy instruction in the primary grades.

The respondents of the study consisted of 41 Grade 1 teachers from ten public elementary schools in the South District, Division of Mabalacat City. These schools included Lakandula Elementary School, Dau Homesite Elementary School, Duquit Elementary School, Pila Elementary School, Magsaysay Elementary School, Dau Elementary School, Gasdam Elementary School, Ma. Consolacion Elementary School, Talimundok Elementary School, and Villa Teodora Elementary School. The respondents were selected because they were directly involved in teaching reading literacy among Grade 1 learners and could provide relevant information necessary to answer the research questions of the study.

The primary instrument used in gathering data was a researcher-made questionnaire composed of two parts. Part I focused on the extent of implementation of reading literacy teaching strategies employed by Grade 1 teachers in terms of instructional materials used, differentiated instruction practices, use of formative assessment, integration of interactive reading activities, and remediation strategies. Part II dealt with the challenges encountered by Grade 1 teachers in teaching reading literacy and the degree of seriousness of these challenges. The questionnaire was structured using a five-point Likert scale to ensure uniformity in responses and facilitate quantitative analysis of the data gathered.

In the conduct of the study, the researcher personally distributed the questionnaires to the respondents to ensure proper administration and achieve a high retrieval rate. Prior to the distribution of the questionnaires, permission was secured from the concerned school authorities and respondents were informed regarding the purpose of the study. The researcher ensured confidentiality and ethical handling of the responses gathered from the participants. After retrieval, the responses were organized, tabulated, and prepared for statistical treatment and interpretation.

The data gathered were analyzed using the weighted mean to determine the extent of implementation of teaching strategies in reading literacy and the seriousness of the challenges encountered by Grade 1 teachers. The weighted mean was computed using the formula: $WM = \frac{\sum fx}{N}$, where WM refers to the weighted mean, $\sum fx$ represents the sum of the products per column, and N refers to the total number of respondents. The statistical limits and descriptive equivalents were used as basis for interpreting the results. For Sub-Problem Number 1, the descriptive equivalents ranged from Full Extent to Not at All, while for Sub-Problem Number 2, the descriptive equivalents ranged from Highly Serious to Not a Problem. These statistical tools enabled the researcher to

systematically interpret the data and identify areas necessary for the proposed Literacy Enhancement Program.

RESULTS AND DISCUSSION

This section presents the analysis and interpretation of the data gathered to answer the sub-problems of the study. It discusses the extent of implementation of reading literacy teaching strategies employed by Grade 1 teachers in the public elementary schools in the South District, Division of Mabalacat City during the school year 2025–2026 in terms of instructional materials used, differentiated instruction practices, use of formative assessment, integration of interactive reading activities, and remediation strategies. The findings are presented in Tables 2A, 2B, 2C, 2D, and 2E.

Table 1
Distribution of Respondent

Schools	Number of Respondent
Lakandula Elementary School	3
Dau Homesite Elementary School	5
Duquit Elementary School	4
Pila Elementary School	2
Magsaysay Elementary School	1
Dau Elementary School	10
Gasdam Elementary School	2
Ma. Consolacion Elementary School	2
Talimundok Elementary School	5
Villa Teodora Elementary School	7
Total	41

Table 1 shows the distribution of the 41 Grade 1 teacher-respondents from selected public elementary schools in the South District of the Division of Mabalacat City. Dau Elementary School had the highest number of respondents with 10 teachers, followed by Villa Teodora Elementary School with 7 respondents, while Magsaysay Elementary School had the lowest with 1 respondent. The distribution reflects varied representation from participating schools, providing sufficient data for the study on teaching strategies in reading literacy.

Instructional Materials Used

Table 2A
Reading Literacy Teaching Strategies Employed by Grade 1 Teachers
In terms of Instructional Materials Used

Indicators	WM	DE
Use of levelled reading books	3.85	GE

Use of phonics charts and visual aids	3.80	GE
Use of multimedia resources	3.49	ME
Preparation of contextualized materials	3.73	GE
Average WM	3.72	GE
Legend: WM=Weighted Mean		
Point Value	Statistical Limits	Descriptive Equivalent (DE)
5	4.50-5.00	Full Extent (FE)
4	3.50-4.49	Great Extent (GE)
3	2.50-3.49	Moderate Extent (ME)
2	1.50-2.49	Slight Extent (SE)
1	1.00-1.49	Not At all (NAA)

Table 2A presents the extent of implementation of reading literacy teaching strategies employed by Grade 1 teachers in terms of instructional materials used. The overall weighted mean of 3.72 with a descriptive equivalent of “Great Extent” indicates that the respondents highly implemented the use of instructional materials in teaching reading literacy. This implies that Grade 1 teachers recognize the importance of utilizing varied instructional resources to support the development of foundational reading skills among learners.

Among the indicators, the use of levelled reading books obtained the highest weighted mean of 3.85 interpreted as “Great Extent,” followed by the use of phonics charts and visual aids with a weighted mean of 3.80 and the preparation of contextualized materials with a weighted mean of 3.73, both also described as “Great Extent.” These findings suggest that teachers frequently use reading materials and visual resources appropriate to the learners’ reading levels and learning needs. However, the use of multimedia resources obtained the lowest weighted mean of 3.49 with a descriptive equivalent of “Moderate Extent,” indicating that multimedia integration in reading instruction was implemented to a lesser degree compared to other instructional materials.

The findings indicate that Grade 1 teachers generally employ appropriate instructional materials to enhance reading literacy instruction. The high utilization of levelled books, phonics charts, and contextualized materials supports effective literacy development by promoting learner engagement and comprehension. Meanwhile, the relatively lower use of multimedia resources may be attributed to limited technological facilities or insufficient access to digital instructional tools. These results emphasize the importance of strengthening access to multimedia resources to further improve reading literacy instruction in the primary grades.

Differentiated Instruction Practices

Table 2B

Reading Literacy Teaching Strategies Employed by Grade 1 Teachers
In terms of Differentiated Instruction Practice

Indicators	WM	DE
Grouping pupils by reading level	3.80	GE
Providing varied reading tasks	3.73	GE
Additional support for struggling readers	3.66	GE
Enrichment activities for advanced readers	3.44	ME
Average WM	3.66	GE
Legend: WM=Weighted Mean		
Point Value	Statistical Limits	Descriptive Equivalent (DE)
5	4.50-5.00	Full Extent (FE)
4	3.50-4.49	Great Extent (GE)
3	2.50-3.49	Moderate Extent (ME)
2	1.50-2.49	Slight Extent (SE)
1	1.00-1.49	Not At all (NAA)

Table 2B presents the extent of implementation of reading literacy teaching strategies employed by Grade 1 teachers in terms of differentiated instruction practices. The overall weighted mean of 3.66 with a descriptive equivalent of “Great Extent” indicates that the respondents highly implemented differentiated instructional practices in teaching reading literacy. This suggests that Grade 1 teachers recognize the importance of addressing the diverse learning needs and reading abilities of pupils through varied instructional approaches.

Among the indicators, grouping pupils by reading level obtained the highest weighted mean of 3.80 interpreted as “Great Extent,” followed by providing varied reading tasks with a weighted mean of 3.73 and providing additional support for struggling readers with a weighted mean of 3.66, both also described as “Great Extent.” These findings imply that teachers frequently adjust instructional activities and provide interventions based on learners’ reading performance and individual needs. On the other hand, enrichment activities for advanced readers obtained the lowest weighted mean of 3.44 with a descriptive equivalent of “Moderate Extent,” indicating that enrichment opportunities for advanced learners were less emphasized compared to other differentiated practices.

The findings reveal that Grade 1 teachers generally implement differentiated instruction practices to support reading literacy development among learners. The high extent of grouping pupils according to reading level and providing varied reading activities demonstrates the teachers’ effort to create learner-centered instruction and improve reading outcomes. However, the moderate implementation of enrichment activities for advanced readers suggests the need for additional instructional strategies and resources that will further challenge and develop the reading skills of high-performing

learners. These results highlight the importance of balanced differentiated instruction that addresses both struggling and advanced readers in the classroom.

Use of Formative Assessment

Table 2C
Reading Literacy Teaching Strategies Employed by Grade 1 Teachers
In terms of Use of Formative Assessment

Indicators	WM	DE
Regular oral reading assessment	3.85	GE
Monitoring through checklists	3.37	ME
Immediate feedback provision	3.73	GE
Adjusting instruction based on results	3.66	GE
Average WM	3.65	GE
Legend: WM=Weighted Mean		
Point Value	Statistical Limits	Descriptive Equivalent (DE)
5	4.50-5.00	Full Extent (FE)
4	3.50-4.49	Great Extent (GE)
3	2.50-3.49	Moderate Extent (ME)
2	1.50-2.49	Slight Extent (SE)
1	1.00-1.49	Not At all (NAA)

Table 2C presents the extent of implementation of reading literacy teaching strategies employed by Grade 1 teachers in terms of the use of formative assessment. The overall weighted mean of 3.65 with a descriptive equivalent of “Great Extent” indicates that the respondents highly implemented formative assessment practices in teaching reading literacy. This implies that teachers regularly monitor learners’ reading progress and use assessment results to support literacy development.

Among the indicators, regular oral reading assessment obtained the highest weighted mean of 3.85 interpreted as “Great Extent,” followed by immediate feedback provision with a weighted mean of 3.73 and adjusting instruction based on results with a weighted mean of 3.66, both also described as “Great Extent.” These findings suggest that teachers consistently assess learners’ reading performance and provide timely feedback to improve reading skills and comprehension. Meanwhile, monitoring through checklists obtained the lowest weighted mean of 3.37 with a descriptive equivalent of “Moderate Extent,” indicating that the use of systematic monitoring tools was implemented to a lesser degree compared to other formative assessment practices.

The findings reveal that Grade 1 teachers generally recognize the importance of formative assessment in improving reading literacy instruction. The high implementation of oral reading assessment, immediate feedback, and instructional adjustment demonstrates the teachers’ commitment to monitoring learners’ progress and

addressing their reading needs. However, the moderate use of monitoring checklists suggests the need for more structured assessment tools that can further enhance the tracking of learners' reading development and instructional planning in the classroom.

Integration of Interactive Reading Activities

Table 2D
Reading Literacy Teaching Strategies Employed by Grade 1 Teachers
In terms of Integration of Interactive Reading Activities

Indicators	WM	DE
Shared reading	3.61	GE
Guided reading	3.73	GE
Storytelling/ role playing	3.37	ME
Peer reading	3.44	ME
Average WM	3.54	GE
Legend: WM=Weighted Mean		
Point Value	Statistical Limits	Descriptive Equivalent (DE)
5	4.50-5.00	Full Extent (FE)
4	3.50-4.49	Great Extent (GE)
3	2.50-3.49	Moderate Extent (ME)
2	1.50-2.49	Slight Extent (SE)
1	1.00-1.49	Not At all (NAA)

Table 2D presents the extent of implementation of reading literacy teaching strategies employed by Grade 1 teachers in terms of the integration of interactive reading activities. The overall weighted mean of 3.54 with a descriptive equivalent of "Great Extent" indicates that the respondents highly implemented interactive reading activities in teaching reading literacy. This suggests that teachers recognize the value of engaging learners in participatory and collaborative reading experiences to improve literacy skills.

Among the indicators, guided reading obtained the highest weighted mean of 3.73 interpreted as "Great Extent," followed by shared reading with a weighted mean of 3.61, also described as "Great Extent." These findings imply that teachers frequently facilitate guided and shared reading sessions to enhance learners' comprehension, fluency, and participation during reading instruction. On the other hand, peer reading obtained a weighted mean of 3.44 while storytelling and role playing obtained the lowest weighted mean of 3.37, both interpreted as "Moderate Extent." This indicates that these interactive activities were implemented less frequently compared to guided and shared reading activities.

The findings reveal that Grade 1 teachers generally integrate interactive reading activities in literacy instruction to support learner engagement and reading development. The high implementation of guided and shared reading demonstrates the teachers' efforts to provide meaningful reading experiences and scaffolded instruction. However, the moderate implementation of storytelling, role playing, and peer reading suggests the need to further strengthen learner-centered and collaborative activities that can enhance creativity, confidence, communication skills, and active participation among beginning readers.

Remediation Strategies

Table 2E
Reading Literacy Teaching Strategies Employed by Grade 1 Teachers
In terms of Integration of Remediation Strategies

Indicators	WM	DE
Pull-out sessions	3.49	ME
One-on-one support	3.66	GE
Intervention worksheets	3.61	GE
Parent coordination	2.85	ME
Average WM	3.40	ME
Legend: WM=Weighted Mean		
Point Value	Statistical Limits	Descriptive Equivalent (DE)
5	4.50-5.00	Full Extent (FE)
4	3.50-4.49	Great Extent (GE)
3	2.50-3.49	Moderate Extent (ME)
2	1.50-2.49	Slight Extent (SE)
1	1.00-1.49	Not At all (NAA)

Table 2E presents the extent of implementation of reading literacy teaching strategies employed by Grade 1 teachers in terms of remediation strategies. The overall weighted mean of 3.40 with a descriptive equivalent of "Moderate Extent" indicates that the respondents moderately implemented remediation strategies in teaching reading literacy. This implies that while remediation practices are present in reading instruction, they are not consistently implemented at a high level among the respondents.

Among the indicators, one-on-one support obtained the highest weighted mean of 3.66 interpreted as "Great Extent," followed by intervention worksheets with a weighted mean of 3.61, also described as "Great Extent." These findings suggest that teachers frequently provide individualized assistance and utilize intervention activities to support struggling readers. Meanwhile, pull-out sessions obtained a weighted mean of 3.49 interpreted as "Moderate Extent," while parent coordination obtained the lowest weighted mean of 2.85, also described as "Moderate Extent." This indicates that

collaboration with parents and the conduct of pull-out remediation sessions were implemented less frequently compared to other remediation practices.

The findings reveal that Grade 1 teachers provide remediation support to learners through individualized instruction and intervention worksheets to improve reading performance. However, the moderate implementation of pull-out sessions and parent coordination suggests challenges in sustaining intensive remediation programs and strengthening home-school collaboration. These results highlight the need for more structured remediation programs and stronger parental involvement to further support struggling readers and enhance reading literacy development among Grade 1 learners.

Challenges Teachers Encounter in Teaching Reading Literacy

Table 3
Challenges Teachers Encounter in Teaching Reading Literacy

Indicators	WM	DE
Large class size	4.80	HS
Lack of reading materials	4.73	HS
Limited remediation time	8.85	VS
Varied reading abilities	4.73	HS
Limited parental support	3.73	VS
Insufficient training	3.66	VS
Language barriers	3.61	VS
Average WM	4.16	VS
Legend: WM=Weighted Mean		
Point Value	Statistical Limits	Descriptive Equivalent (DE)
5	4.50-5.00	Highly Serious (HS)
4	3.50-4.49	Very Serious (VS)
3	2.50-3.49	Moderately Serious (MS)
2	1.50-2.49	Slightly Serious (SS)
1	1.00-1.49	Not a Problem (NP)

Table 3 presents the challenges encountered by Grade 1 teachers in teaching reading literacy in the public elementary schools in the South District, Division of Mabalacat City. The overall weighted mean of 4.16 with a descriptive equivalent of “Very Serious” indicates that the respondents experienced significant challenges in the implementation of reading literacy instruction. This finding implies that various classroom and instructional factors greatly affect the teachers’ ability to effectively develop learners’ reading skills.

Among the indicators, large class size obtained the highest weighted mean of 4.80 interpreted as “Highly Serious,” followed by lack of reading materials and varied reading abilities, both with a weighted mean of 4.73 and also described as “Highly Serious.”

These findings suggest that overcrowded classrooms, inadequate instructional resources, and differences in learners' reading levels pose major difficulties for teachers in delivering effective reading instruction. Such challenges may limit the teachers' capacity to provide individualized support and differentiated learning activities for struggling readers.

Meanwhile, limited parental support obtained a weighted mean of 3.73, insufficient training obtained 3.66, and language barriers obtained 3.61, all interpreted as "Very Serious." These results indicate that teachers also encounter difficulties related to home-school collaboration, professional preparation, and learners' language differences. In addition, limited remediation time was reflected with the highest numerical value in the table, indicating a serious concern regarding the availability of sufficient time for intervention and reading support activities. These challenges may hinder the consistent implementation of remediation programs and effective literacy instruction among beginning readers.

The findings reveal that Grade 1 teachers face numerous and complex challenges in teaching reading literacy. The seriousness of these concerns emphasizes the need for strengthened instructional support, adequate reading materials, continuous teacher training, and improved parental involvement to enhance reading instruction. Furthermore, addressing issues related to class size, remediation time, and language diversity is essential in creating a more responsive and effective literacy program for Grade 1 learners.

Conclusions

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

1. Grade 1 teachers demonstrate strong implementation of teaching strategies in reading literacy, particularly in instructional materials used, differentiated instruction practices, use of formative assessment and integration of interactive reading activities. This indicates professional awareness of developmentally appropriate literacy practices.
2. Challenges encountered by teachers in teaching reading literacy include large class size, lack of reading materials and varied reading activities.
3. The proposed Literacy Enhancement Program is a necessary and appropriate response to strengthen reading literacy practices and address systemic constraints.

Recommendations

On the basis of the conclusions drawn, the following recommendations were offered:

1. For School Heads:
 - Provide continuous professional development focused on multimedia integration, differentiated instruction and structured remediation.

- Strengthen monitoring systems for reading progress through standardized assessment tools.
 - Advocate for procurement of additional levelled reading materials
2. For Grade 1 Teachers:
 - Enhance enrichment activities for advanced readers to ensure balanced literacy development.
 - Increase peer-assisted learning strategies to address large class challenges.
 - Strengthen documentation of formative assessment results for data-driven instruction.
 3. For Parents and Community:
 - Implement structured home reading programs to reinforce classroom instruction
 - Conduct parent literacy orientation seminars to build awareness of their role in reading development.
 4. For the Division Office:
 - Provide additional training on early grade literacy instruction.
 - Consider teacher-pupil ratio adjustments where possible.
 - Allocate funding for literacy materials and intervention programs.
 5. For Future Researchers:
 - Conduct correlational or experimental studies to determine the direct impact of specific teaching strategies on pupil reading performance.
 - Explore qualitative investigations on teacher experiences in managing large literacy classes.
 - Examine the long-term effectiveness of the proposed Literacy Enhancement Program.

Compliance with Ethical Standards

In the conduct of the study on the teaching strategies in reading literacy employed by Grade 1 teachers in the public elementary schools in the South District, Division of Mabalacat City, the researcher strictly adhered to ethical standards in research. Approval and permission to conduct the study were secured from the concerned school authorities prior to data gathering. The respondents were informed about the purpose and objectives of the study, and their participation was voluntary. Confidentiality and anonymity of the respondents were maintained by ensuring that all responses were treated with utmost privacy and used solely for academic purposes. The researcher also ensured honesty, integrity, and respect in the collection, analysis, and interpretation of data throughout the conduct of the study.

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