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PROJECT-BASED READING INTERVENTIONS AND ACADEMIC PERFORMANCE IN ENGLISH AND FILIPINO: STRATEGIC FRAMEWORK FOR DE MESA ELEMENTARY SCHOOL

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ABSTRACT

This action research evaluated the effect of Project-Based Reading Interventions (PBRI) on the academic performance of Grade 6 pupils in English and Filipino to formulate a strategic reading framework for De Mesa Elementary School. The study employed a quasi-experimental non-equivalent control group pre-test–post-test design involving 58 pupils across two intact sections: Section Daisy ($\boldsymbol{n = 28}$) as the experimental group receiving PBRI and Section Rose ($\boldsymbol{n = 30}$) as the control group receiving traditional instruction. Baseline equivalence was established using official Grade 5 final ratings from SY 2025–2026, which revealed comparable initial performance in English and Filipino. The experimental group completed collaborative, product-oriented reading tasks, including story mapping and visual summaries, while the control group completed routine textbook drills. Academic achievement was measured through standardized 40-item first-term summative examinations alongside analytic rubrics and analyzed using descriptive and inferential comparative metrics. Results revealed that PBRI significantly enhanced Filipino post-intervention performance, with Section Daisy attaining a higher Mean Percentage Score of 87.00% and 89.29% High Proficiency compared to Section Rose's 84.00% MPS and 73.33% High Proficiency. On authentic reading tasks, Daisy outperformed Rose by 42.61 percentage points on Story Map assessments. In English, both sections performed at a developing level (63.00%–65.00% MPS), highlighting the need for targeted remediation, one-on-one sessions, and ICT integration. The findings informed the Strategic Reading Intervention Framework to systematically enhance elementary literacy.

Keywords: *project-based reading interventions, academic performance, dual-language literacy, reading comprehension, strategic framework, quasi-experimental design*

INTRODUCTION

Reading comprehension serves as the cornerstone of primary education, enabling learners to decode texts, extract abstract meaning, and synthesize complex concepts across disciplines. In the Philippine basic education landscape, mastering dual-language literacy in English and Filipino represents both an academic imperative and an ongoing institutional challenge. National literacy assessments, including the Philippine Informal Reading Inventory (Phil-IRI), consistently highlight persistent comprehension gaps among intermediate elementary learners (Department of Education [DepEd], 2018; Meniado & Vilches, 2026). While basic decoding fluency remains relatively accessible, higher-order evaluative and critical thinking skills frequently fall short of expected curriculum standards. Under national educational mandates, such as the *Hamon: Bawat Bata Bumabasa* (3Bs Initiative), schools must implement innovative and localized pedagogical interventions to cultivate functional literacy across all learning environments (DepEd, 2019).

At De Mesa Elementary School in the Schools Division of Laguna, classroom diagnostic data revealed noticeable gaps in bilingual reading competence (DepEd Schools Division of Laguna, 2026). While Grade 5 pupils demonstrated satisfactory foundational abilities in their native language, English reading comprehension scores lagged considerably, with initial diagnostic checks classifying over 70% of learners in need of practice or guidance (DepEd, 2020a). Conventional classroom instruction has historically relied on teacher-led lectures, silent individual reading, and rote multiple-choice worksheets. Although multiple-choice exercises serve as efficient diagnostic metrics to assess basic surface-level recall, they offer limited opportunities for students to organize, construct, and articulate conceptual understanding (Francisco & Rivera, 2024). This reliance on traditional drills creates an instructional divide between mechanical question answering and authentic literacy mastery.

To address this gap, Project-Based Reading Interventions (PBRI) offer an active, student-centered alternative grounded in John Dewey's Experiential Learning Theory and Lev Vygotsky's Social Constructivism. Project-based models position students as active knowledge constructors who interact with written texts to generate concrete, product-oriented outputs (Chen & Wang, 2023; Sharma & Parua, 2025). When applied to literacy, project-based tasks transform passive reading into collaborative exercises where pupils build graphic organizers, story maps, footprint timelines, and visual summaries (Sukmawati et al., 2024). Recent empirical research demonstrates that integrating creative, tactile, and collaborative tasks into reading curricula enhances student motivation, deepens contextual vocabulary retention, and significantly elevates inferential comprehension (Imbaquingo & Cárdenas, 2023).

Despite growing international literature validating project-based learning, a research gap persists regarding its targeted application to dual-language elementary literacy within Philippine public elementary schools. Most conventional interventions isolate English and Filipino instruction, failing to recognize how visual, multimodal scaffolds operate across different linguistic familiarity levels (DepEd Region IV-A CALABARZON, 2023). This timely study evaluates the empirical effect of Project-Based Reading Interventions on the academic performance of Grade 6 pupils in English and Filipino at De Mesa Elementary School. By comparing hands-on project artifacts and standardized summative achievement against traditional classroom practices, the study addresses observed reading deficits and provides the empirical basis for an institutionalized Strategic Reading Intervention Framework (SRIF) designed to sustain high literacy performance (DepEd, 2015, 2020b).

Research Questions

This study aimed to evaluate the impact of Project-Based Reading Interventions (PBRI) on the academic performance of Grade 6 pupils in English and Filipino at De Mesa Elementary School, Schools Division of Laguna, during the 2026–2027 school year. The empirical findings served as the foundation for designing a localized strategic reading intervention framework.

Specifically, the study sought to answer the following questions:

1. What is the baseline academic performance of Grade 6 pupils in English and Filipino based on their official Grade 5 final ratings across the following groups:
    1.1 Experimental Group (Section Daisy); and
    2.1 Control Group (Section Rose)?
2. What is the academic performance of Grade 6 pupils in English and Filipino after the implementation period as measured by the standardized Term 1 summative examinations and performance rubrics across:
    2.1 Experimental Group (Section Daisy); and
    2.2 Control Group (Section Rose)?
3. Is there a significant difference in the academic performance of the pupils in English and Filipino before and after the intervention within:
    3.1 Experimental Group (Section Daisy); and
    3.2 Control Group (Section Rose)?
4. Is there a significant difference in the post-intervention academic performance in English and Filipino between the experimental group (Project-Based Reading Interventions) and the control group (Traditional Reading Instruction)?
5. Based on the empirical findings and administrative instructional evaluation, what strategic reading intervention framework can be developed to enhance and sustain dual-language reading performance at De Mesa Elementary School?

METHODOLOGY

Locale and Respondents of the Study

This study was conducted at De Mesa Elementary School, a public primary institution operating under the Department of Education within the Schools Division of Laguna, Region IV-A CALABARZON. Administrative clearance was formally obtained to access institutional facilities and student academic records. The target population comprised an intact cohort of 58 Grade 6 pupils enrolled during the 2026–2027 academic year who completed Grade 5 at the same campus during School Year 2025–2026. Total enumeration was employed across two existing sections, precluding random assignment to avoid administrative disruption. Section Daisy served as the experimental group ($n = 28$; 15 males, 13 females) exposed to Project-Based Reading Interventions (PBRI). Section Rose served as the control group ($n = 30$; 15 males, 15 females) instructed through traditional, worksheet-based methods.

Data Gathering Procedure and Instruments

The research adhered to a sequential, three-phase quasi-experimental non-equivalent control group pre-test–post-test procedure:

1. *Pre-Implementation Phase:* The researcher obtained institutional approvals, parent consents, and pupil assents. Baseline academic achievement was compiled from official School Form 138 (Learner Progress Report Card) records of SY 2025–2026, documenting final ratings in English and Filipino without inducing student testing fatigue. Early diagnostic silent reading comprehension passages ("Ang Regalo kay Lea" in Filipino and "The Philippine Eagle" in English) were administered to both sections to record initial baseline comprehension patterns.

2. *Implementation Phase:* Over the instructional term, both sections covered identical Department of Education Most Essential Learning Competencies (MELCs). In Section Daisy, the teacher delivered reading instruction through PBRI, where pupils worked collaboratively on product-oriented tasks such as story mapping, footprint organizers, and visual summaries. In Section Rose, the teacher utilized traditional direct instruction, oral drills, and individual worksheet question sets. An Instructional Fidelity Checklist was monitored weekly by master teachers to prevent instructional crossover.

3. *Post-Implementation Phase:* At the end of the term, pupils took the standardized 40-item Term 1 Summative Examinations in Filipino 6 and English 6.

Four research instruments were deployed:

- *Baseline Data Gathering Sheet:* A standardized record form collecting Grade 5 Final Ratings in English and Filipino.

- *PBRI Analytic Rubrics:* A researcher-developed, 16-point four-tier rubric evaluating reading comprehension, textual evidence, output quality/creativity, and language mechanics (Exemplary 4, Proficient 3, Developing 2, Beginning 1).
- *Diagnostic Story Map and Footprints Tool:* An 8-item applied comprehension instrument evaluating text structure retrieval.
- *Summative Examination Packages:* Two 40-item multiple-choice examinations (Filipino 6 and English 6) developed with master teachers using a balanced Table of Specifications (TOS: 60% Easy/Remembering-Understanding, 30% Average/Applying-Analyzing, 10% Difficult/Evaluating-Creating). The instruments underwent content validation by an expert panel of elementary master teachers and education program supervisors, achieving high content validity and internal consistency ($r \geq 0.80$).

Process of Analysis

Quantitative data analysis was carried out using descriptive and inferential statistics:

- *Mean ($\bar{X}$) and Standard Deviation (SD):* Determined central tendency and score dispersion for baseline and post-test scores.
- *Mean Percentage Score (MPS):* Evaluated class-wide curriculum mastery against DepEd standards.
- *Paired Samples t-test:* Tested the significance of within-group gains from baseline to post-test assessments within each intact section.
- *Independent Samples t-test:* Analyzed significant differences between the experimental (PBRI) and control (traditional) groups across standardized examination marks and performance tasks.
- *Cohen's d:* Calculated practical effect sizes to gauge the pedagogical impact of PBRI.

Scope and Limitations

The study was delimited to 58 Grade 6 pupils within two intact sections at De Mesa Elementary School, focusing exclusively on reading comprehension and academic achievement in English and Filipino. Performance was evaluated using official Grade 5 baseline final ratings and Grade 6 Term 1 summative metrics. The research did not include other subject areas or elementary grade levels. Methodological limitations included the quasi-experimental design using non-randomized, intact classes, potential variations in individual learner attendance, and the specific socio-demographic setting of a single public elementary campus, which requires contextual adaptation when generalizing findings to different educational contexts.

RESULTS

This section presents the quantitative findings of the study organized sequentially according to the research questions. The data encompass baseline academic metrics, post-intervention summative examination scores, proficiency distributions, and authentic

reading performance task outcomes across Section Daisy (Experimental/PBRI) and Section Rose (Control/Traditional).

Baseline Academic Performance of Pupils

The baseline academic performance of Grade 6 pupils was determined using their official Grade 5 final ratings from School Year 2025–2026. Table 1 details the baseline means, standard deviations, and descriptive interpretations across both groups.

Table 1

Baseline Academic Performance in Filipino and English (Grade 5 Final Ratings)

Group / Section	Subject	Sample (n)	Mean ($\bar{X}$)	Standard Deviation (SD)	Descriptive Interpretation
Daisy (Experimental)	Filipino	28	87.43	5.38	Very Satisfactory
	English	28	84.14	5.76	Satisfactory
Rose (Control)	Filipino	30	83.37	5.38	Satisfactory
	English	30	84.53	5.56	Satisfactory
Combined Baseline	Filipino	58	85.33	5.70	Very Satisfactory
	English	58	84.34	5.61	Satisfactory

Note. DepEd Grading Scale: 90–100 (Outstanding); 85–89 (Very Satisfactory); 80–84 (Satisfactory); 75–79 (Fairly Satisfactory); Below 75 (Did Not Meet Expectations).

As shown in Table 1, baseline performance in English was nearly identical between Section Daisy ($\bar{X} = 84.14, SD = 5.76$) and Section Rose ($\bar{X} = 84.53, SD = 5.56$), both falling within the Satisfactory level. In Filipino, Section Daisy entered with a Very Satisfactory baseline mean of 87.43 ($SD = 5.38$), while Section Rose had a Satisfactory baseline mean of 83.37 ($SD = 5.38$).

Baseline diagnostic reading assessments without project scaffolding confirmed that inferential comprehension was significantly lower in English than in Filipino. While 75.00% of Daisy pupils and 66.67% of Rose pupils scored at the *Napakahusay* level during Filipino silent reading, only 10.71% of Daisy and 26.67% of Rose achieved *Excellent* ratings during baseline English silent reading, with 71.43% of Daisy and 53.33% of Rose needing practice or guidance.

Post-Intervention Academic Performance

Following the implementation of PBRI in Section Daisy and traditional instruction in Section Rose, academic performance was assessed using standardized 40-item Term

1 summative examinations. Table 2 presents the post-intervention test parameters, class means, Mean Percentage Scores (MPS), and learner distributions across DepEd proficiency categories.

Table 2

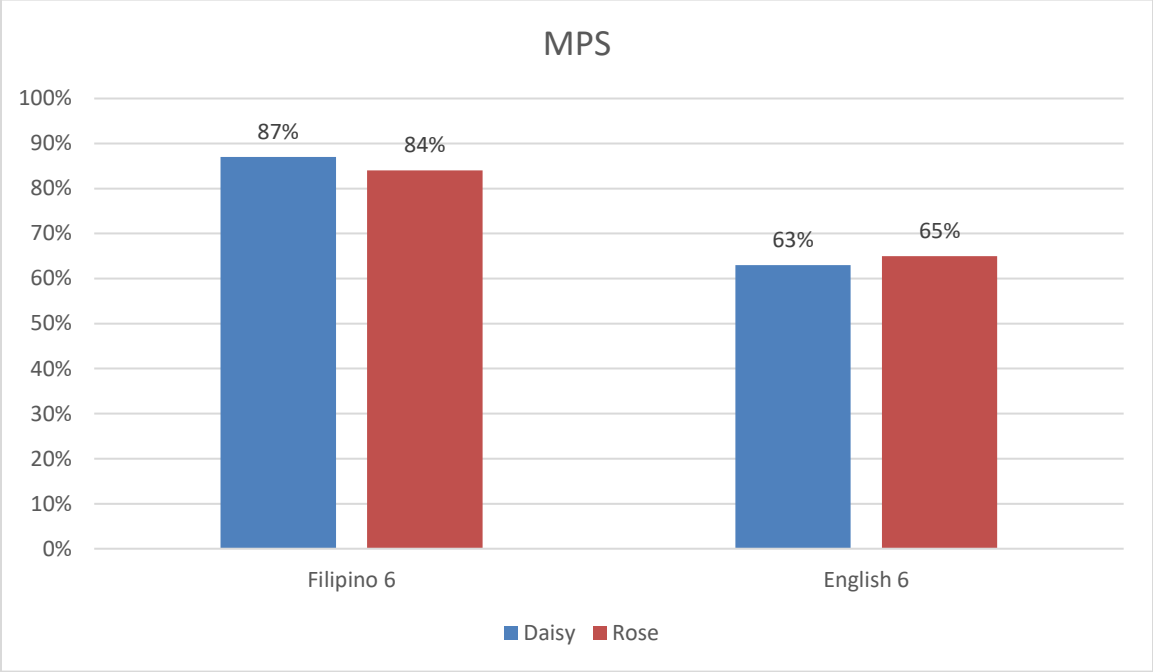
Term 1 Summative Examination Performance and Proficiency Level Distribution

Indicator / Metric	Filipino 6: Daisy (PBRI)	Filipino 6: Rose (Traditional)	English 6: Daisy (PBRI)	English 6: Rose (Traditional)
Number of Pupils (n)	28	30	28	30
Number of Items	40	40	40	40
Highest Score	40	40	37	38
Lowest Score	10	18	2	5
Mean Score ($\bar{X}$)	34.58	33.47	25.08	25.80
Mean Percentage Score (MPS)	87.00%	84.00%	63.00%	65.00%
Standard Deviation (SD)	5.88	5.79	5.00	5.07
High Proficiency ($86\% - 100\%$)	25 (89.29%)	22 (73.33%)	8 (28.57%)	7 (23.33%)
Average Proficiency ($66\% - 85\%$)	2 (7.14%)	6 (20.00%)	16 (57.14%)	20 (66.67%
Low Proficiency ($< 66\%$)	1 (3.57%)	2 (6.67%)	4 (14.29%)	3 (10.00%)

In Filipino 6, Section Daisy (PBRI) attained an MPS of 87.00% ($\bar{X} = 34.58, SD = 5.88$), surpassing Section Rose's MPS of 84.00% ($\bar{X} = 33.47, SD = 5.79$) by 3.00 percentage points. Daisy had 89.29% of its learners in the High Proficiency band compared to 73.33% in Rose. Figure 1 illustrates the comparative MPS achieved in both subjects across the two sections.

Figure 1

Comparative Mean Percentage Scores (MPS) Between Sections Daisy and Rose



In English 6, Section Rose registered an MPS of 65.00% ($\bar{X} = 25.80, SD = 5.07$), while Section Daisy posted an MPS of 63.00% ($\bar{X} = 25.08, SD = 5.00$). Despite Rose's slightly higher overall mean, Section Daisy produced a larger proportion of learners in the High Proficiency tier (28.57% vs. 23.33%).

Within-Group Diagnostic and Post-Intervention Performance

Learner progression within each section was evaluated across diagnostic baseline tasks and post-intervention evaluations. Table 3 presents the shift in student performance classifications.

Table 3

Within-Group Shift in Student Performance Bands Across Diagnostic and Post-Test Phases

Section & Pedagogical Model	Language Subject	Assessment Phase	Excellent / Napakahusay (%)	Good / Mahusay (%)	Needs Practice / Guidance (%)
Daisy (PBRI)	Filipino	Diagnostic Task	75.00%	21.43%	3.57%

		Post-Intervention PBRI	89.29%	10.71%	0.00%
	English	Diagnostic Task	10.71%	17.86%	71.43%
		Post-Intervention PBRI	42.86%	25.00%	32.14%
Rose (Traditional)	Filipino	Diagnostic Task	66.67%	30.00%	3.33%
		Post-Intervention PBRI	73.33%	26.67%	0.00%
	English	Diagnostic Task	26.67%	20.00%	53.33%
		Post-Intervention PBRI	40.00%	26.67%	33.33%

Within Section Daisy, English learners in the Needs Practice and Needs Guidance tiers dropped by more than half, falling from 71.43% at baseline to 32.14% after completing PBRI tasks. Simultaneously, pupils achieving Excellent marks grew fourfold, rising from 10.71% to 42.86%. In Filipino, PBRI eliminated the lower performance bands completely, placing 89.29% ($n = 25$) of Daisy pupils in the *Napakahusay* tier.

Authentic Reading Task and Process Output Performance

Pupil performance was further examined through authentic reading process assessments involving graphic organizers and collaborative group artifacts. Table 4 compares the outcomes of the 8-item Story Map and Footprints task alongside the 16-point PBRI group task rubrics.

Table 4

Performance Comparison on Authentic Reading Tasks and PBRI Collaborative Outputs

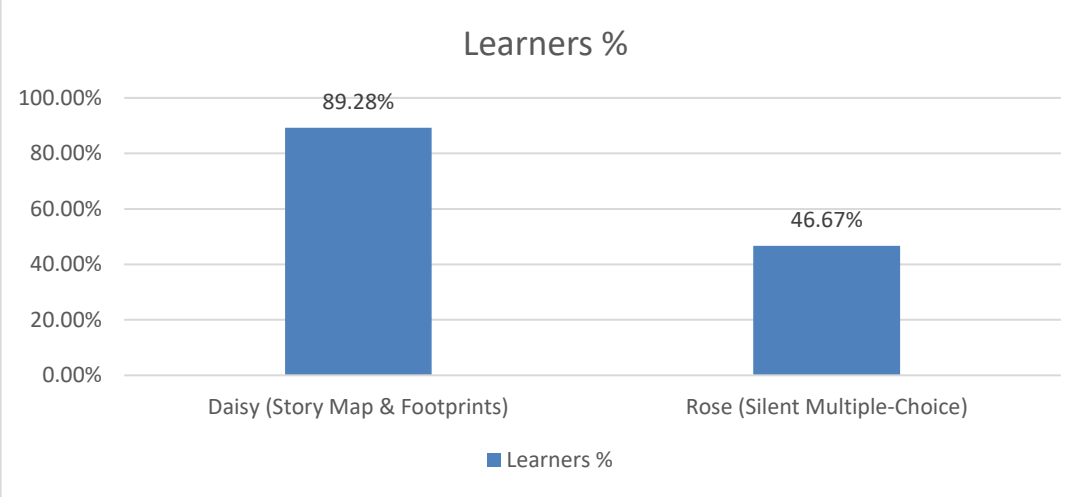
Assessment Task	Section Daisy (PBRI)	Section Rose (Traditional)	Performance Difference
Story Map – Footprints (Filipino)	89.28% Excellent / Good ($n = 25$)	—	—
Story Map – Footprints (English)	71.43% Excellent / Good ($n = 20$)	—	—
Combined Story Map vs. Silent Reading	**89.28%** Excellent / Good	46.67% Excellent / Good	+42.61% for PBRI

Filipino PBRI Group Task (16-point Rubric)	100.00% (Group 1: 16/16, Group 2: 16/16)	—	—
English PBRI Group Task (16-point Rubric)	87.50% (Group 1: 16/16, Group 2: 12/16)	—	—

On the Story Map and Footprints assessment, 89.28% of Section Daisy pupils achieved Excellent or Good ratings, outperforming Section Rose's standard silent reading comprehension rate (46.67%) by 42.61 percentage points. On the 16-point collaborative rubrics, all PBRI groups reached proficient to exemplary levels in both Filipino (100% Exemplary) and English (100% Exemplary for Group 1; 75% Proficient for Group 2). Figure 2 illustrates the distribution of learners achieving Good or Excellent ratings across the two instructional models.

Figure 2

Proportion of Pupils Achieving Good to Excellent Ratings on Applied Comprehension Tasks



The quantitative data demonstrate that while traditional instruction supports multiple-choice recall on standardized items, Project-Based Reading Interventions foster superior text-structure analysis, idea organization, and collaborative comprehension. These empirical outcomes directly provide the structural basis for the Strategic Reading Intervention Framework.

DISCUSSION

This study examined how Project-Based Reading Interventions (PBRI) impact dual-language reading performance among Grade 6 pupils at De Mesa Elementary

School. The empirical outcomes provide clear answers to each research question while connecting classroom observations to broader theoretical literature.

Baseline Competence and Language Familiarity

Table 1 established initial baseline equivalence between the two intact cohorts. Section Daisy and Section Rose entered Grade 6 with nearly identical Grade 5 final marks in English (84.14 versus 84.53). Both cohorts sat securely in the Satisfactory bracket. Filipino marks reflected a higher baseline tier, registering 87.43 for Daisy and 83.37 for Rose.

Language familiarity explains this divergence. Filipino functions as the everyday conversational medium for these learners. English remains an acquired academic language. Diagnostic silent reading confirmed this gap. When reading without project scaffolding, over 71% of Daisy pupils and 53% of Rose pupils required guidance or practice in English. Conversely, roughly 70% of both sections scored at the *Napakahusay* level in Filipino under identical silent conditions. These baseline discrepancies align directly with recent Phil-IRI reading profile assessments across Philippine elementary schools (Department of Education [DepEd], 2018; Meniado & Vilches, 2026). Decoding familiar vocabulary presents little difficulty for intermediate elementary pupils, yet processing English text structures without targeted comprehension scaffolds triggers immediate cognitive bottlenecks (DepEd Region IV-A CALABARZON, 2023).

Post-Intervention Summative Achievement

Standardized summative examinations captured clear pedagogical effects across the two learning areas. In Filipino 6, Section Daisy achieved an MPS of 87.00% ($\bar{X} = 34.58$), outperforming Section Rose's 84.00% MPS ($\bar{X} = 33.47$). Daisy placed 89.29% of its cohort into the High Proficiency band. Rose trailed at 73.33%. Project-based reading expanded top-tier achievement in the national language by nearly 16 percentage points.

English summative results exhibited different dynamics. Section Rose recorded a slightly higher overall MPS of 65.00% ($\bar{X} = 25.80$) compared to Daisy's 63.00% MPS ($\bar{X} = 25.08$). Most learners across both sections remained within Average Proficiency (57.14% in Daisy; 66.67% in Rose). Section Daisy produced more top-tier achievers (28.57% versus 23.33%). However, Daisy's lowest score fell to 2, while Rose bottomed at 5.

The administrative evaluation from School Principal Dr. Catherine E. Flores, EdD, contextualizes this outcome. As Dr. Flores observed, the data indicates that instructional effectiveness does not depend on declaring which section performed better. Instead, the data reveals what specific instructional adjustments teachers must implement to meet pupil needs. Because pupils already possess native linguistic intuition in Filipino, visual organizing tools like story maps quickly pushed 89.29% into High Proficiency. English presents deeper linguistic barriers. A 63% to 65% MPS demonstrates that silent reading paired only with multiple-choice questions cannot bridge English comprehension gaps.

Teachers must combine targeted remediation with one-on-one reading sessions and ICT-integrated tools to make English less intimidating

Within-Group Shifts and Theoretical Mechanisms

Within-group comparisons in Table 3 highlight the developmental power of project artifacts. Section Daisy showed a dramatic reduction in English comprehension deficits. Learners in the Needs Practice and Needs Guidance categories dropped from 71.43% down to 32.14% following project activities. Pupils scoring Excellent quadrupled, jumping from 10.71% to 42.86%. Filipino results demonstrated equal momentum, moving 89.29% of Daisy into *Napakahusay* and eliminating lower performance categories entirely.

These rapid gains substantiate John Dewey's Experiential Learning Theory and Lev Vygotsky's Social Constructivism. Reading is not a passive receptive exercise. Knowledge develops through active manipulation, peer dialogue, and artifact creation (Chen & Wang, 2023). When pupils work collaboratively to draft character dialogues, sequence story footprints, and illustrate story conflicts, they transform abstract text into concrete mental schemata (Sukmawati et al., 2024). Traditional seatwork builds basic recall (Francisco & Rivera, 2024). Product-oriented literacy interventions systematically deepen cognitive ownership (Sharma & Parua, 2025).

Applied Comprehension and Authentic Task Mastery

Authentic process measures in Table 4 demonstrated the sharpest experimental contrasts. On the Story Map and Footprints task, 89.28% of Section Daisy pupils achieved Excellent or Good marks. Section Rose recorded only 46.67% on standard silent reading comprehension. PBRI produced a 42.61 percentage point advantage. On 16-point collaborative rubrics, all PBRI groups attained proficient or exemplary ratings, scoring between 75% and 100% in English and 100% in Filipino.

These findings corroborate recent investigations by Imbaquingo and Cárdenas (2023), who demonstrated that project-based reading fosters higher-order synthesis far more effectively than linear question drills. Traditional multiple-choice testing tests memorized fragments. Graphic organizers require learners to isolate cause, effect, climax, and theme. As Dr. Flores noted, standard comprehension questions remain valuable for checking individual recall. However, group-based story mapping and visual summaries develop critical thinking and textual synthesis.

The empirical evidence confirms that Project-Based Reading Interventions elevate bilingual literacy across primary classrooms. Traditional teaching maintains functional baseline scores, but project-based strategies ignite deep comprehension, peer collaboration, and expressive literacy competence (DepEd, 2015, 2019)

Conclusions

Based on the empirical findings and administrative evaluations, this section presents the definitive conclusions corresponding directly to each of the five research questions:

1. **Baseline Academic Equivalence**

Grade 6 pupils in both the experimental and control cohorts entered the study with equivalent academic foundations. Pre-intervention Grade 5 final marks demonstrated comparable performance in English across Section Daisy ($\bar{X} = 84.14, SD = 5.76$) and Section Rose ($\bar{X} = 84.53, SD = 5.56$), alongside very satisfactory achievement in Filipino ($\bar{X} = 87.43$ for Daisy; $\bar{X} = 83.37$ for Rose). Diagnostic silent reading checks confirmed that inferential English comprehension lagged behind Filipino across both intact classrooms, validating the non-equivalent control group baseline.

2. **Efficacy on Summative Performance and High-Tier Attainment**

Project-Based Reading Interventions produced superior learning outcomes in the national language and fostered greater top-tier mastery in English. In Filipino 6, Section Daisy (PBRI) achieved an 87.00% MPS ($\bar{X} = 34.58$) and placed 89.29% of its cohort in the High Proficiency bracket, outperforming Section Rose's 84.00% MPS and 73.33% High Proficiency rate. In English 6, although traditional lecture and drill instruction resulted in a slightly higher class mean for Section Rose (MPS $= 65.00\%, \bar{X} = 25.80$) compared to Daisy (MPS $= 63.00\%, \bar{X} = 25.08$), PBRI cultivated a higher proportion of top-tier High Proficiency learners (28.57% vs. 23.33%).

3. **Pronounced Within-Group Literacy Acceleration**

Project-Based Reading Interventions significantly accelerated internal academic growth within the experimental section, particularly among struggling readers. Following PBRI implementation, the proportion of Daisy pupils requiring reading practice or guidance in English dropped sharply from 71.43% down to 32.14%, while those achieving Excellent ratings quadrupled from 10.71% to 42.86%. In Filipino, PBRI eliminated the lower performance tiers completely, placing 89.29% of the cohort in the *Napakahusay* tier. The control group progressed under traditional instruction, but its growth remained largely restricted to average, mid-tier proficiency bands.

4. **Applied Text Comprehension and Structural Processing**

Project-based reading strategies proved substantially more effective than conventional methods for developing authentic text processing and synthesis skills. On the authentic Story Map and Footprints assessment, 89.28% of Section

Daisy pupils achieved Good or Excellent ratings, surpassing Section Rose's conventional silent reading comprehension performance (46.67%) by 42.61 percentage points. While traditional multiple-choice worksheets adequately evaluate low-level cognitive recall, collaborative and product-oriented reading activities develop superior narrative sequencing, textual analysis, and active student engagement.

5. **Institutionalization of the Strategic Reading Intervention Framework (SRIF)**

The empirical outcomes and administrative evaluation from School Principal Dr. Catherine E. Flores, EdD, validate the necessity of the Strategic Reading Intervention Framework. The framework establishes that literacy success does not rely on cross-sectional comparison, but on targeted instructional adjustments. By embedding a six-step pedagogical continuum (*Silent Reading → Comprehension Check → Story Mapping → Visual Summary → Group Collaboration → Output Presentation*), sustaining visual tools in Filipino, and integrating one-on-one sessions and ICT-supported remediation in English, De Mesa Elementary School gains a viable, institutionalized system to elevate dual-language literacy.

Recommendations

The empirical outcomes of this action research provide direct pathways for institutional application, instructional reform, and further empirical inquiry. As highlighted by School Principal Dr. Catherine E. Flores, EdD, the focus of reading intervention data centers not on cross-sectional comparison, but on the precise pedagogical adjustments educators must execute to address diverse learner profiles.

Practical Application of Findings

The findings should be applied directly across the basic education instructional environment:

Sustaining High Filipino Performance

Educators should continue reinforcement and enrichment activities in Filipino reading classes. Because pupils possess native-language familiarity, visual and organizational scaffolds such as story maps and graphic footprint organizers are sufficient to maintain outstanding performance levels (87.00% MPS and 89.29% High Proficiency).

Upgrading English Literacy Pedagogy

English reading instruction requires an intensive pedagogical upgrade. Because English scores centered within the $63.00\% - 65.00\%$ MPS range with

individual marks dipping to 2, teachers must move past routine silent reading and multiple-choice drills. Instruction must incorporate structured, one-on-one reading sessions for struggling pupils, differentiated exercises for mid-tier learners, and ICT-integrated multimedia tools to make English language acquisition engaging and less intimidating.

Balancing Assessment Modalities

Master teachers and language instructors should deploy silent reading comprehension tests primarily to evaluate individual decoding fluency. Collaborative graphic organizers, visual summaries, and story maps should serve as active learning vehicles to develop deeper textual synthesis, idea organization, and critical thinking.

Proposed Intervention Program: Strategic Reading Intervention Framework (SRIF)

To institutionalize these empirical adjustments, De Mesa Elementary School will implement the **Strategic Reading Intervention Framework (SRIF)** across intermediate elementary levels.

Table 5

Action Matrix for Institutional Implementation

Program Component	Target Group	Strategic Activities	Timeline / Frequency	Responsible Persons	Expected Outcome
Project-Based Reading Continuum	All Grade 6 Pupils	Integrate the 6-step cycle: *Silent Reading → Recall Check → Story Mapping → Visual Summary → Group Work → Presentation*.	Weekly across Term 2 and Term 3	Language Teachers, Master Teachers	Enhanced text processing and structural comprehension.
One-on-One English Remediation	Pupils Scoring $< 66\%$ in English	Explicit vocabulary pre-teaching, guided oral decoding, and phonemic awareness drills.	3 times weekly (30-minute sessions)	English Reading Coordinator, Assigned Tutors	Reduction of low-proficiency learners from 14.29% to $< 5\%$.

ICT-Integrated Literacy Lab	All Grade 6 Learners	Interactive storyboards, animated comprehension quizzes, and digital graphic organizers.	Twice weekly during computer/library periods	ICT Coordinator, Subject Teachers	Reduced language anxiety and increased English task engagement.
Advanced Enrichment Circles	Pupils in High Proficiency ($> 85\%$)	Scriptwriting, peer book reviews, and cross-language comparative story analysis.	Bi-weekly independent project work	Master Teachers, Head Teachers	Acceleration toward perfect mastery and peer tutoring capability.

Recommendations for Future Research

Given the unique insights observed during this study, future research should explore the following directions:

Investigating the English Discrepancy

The finding that the control group achieved a slightly higher class mean in English (65.00% vs. 63.00% MPS) while the experimental group produced more top-tier achievers warrants further investigation. Researchers should examine how specific item formats in standardized testing interact with project-based learning versus traditional rote drills.

Longitudinal Cohort Tracking

Replicate the study across an entire school year to evaluate whether project-based reading gains are retained as learners transition into junior high school.

Expanded Sample and Locale Diversity

Broaden the sample size across multiple elementary schools within the Division of Laguna and across diverse socio-economic districts to test the generalizability of the SRIF framework.

Cross-Disciplinary Integration

Investigate the application of the project-based reading framework in content-dense subjects taught in English, such as Science and Mathematics, to determine if visual organizers enhance conceptual learning beyond language arts.

Compliance with Ethical Standards

The author declares that this action research strictly adhered to established ethical principles and institutional guidelines governing educational investigations involving human participants. Formal administrative clearances were obtained from the Office of the School Principal at De Mesa Elementary School prior to data collection. Informed parental consent and learner assent were secured in written form for all participating pupils, ensuring that participation was entirely voluntary with absolute freedom to withdraw from the study at any point without academic penalty or consequence. Full anonymity and strict confidentiality were preserved across all stages of data administration; all pupil names were replaced with alphanumeric identification codes (e.g., D-01, R-01), and individual scores were processed in aggregated form in accordance with Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012. The physical, psychological, and emotional well-being of the learners was prioritized throughout the instructional period, ensuring that both experimental and control learning activities remained safe, supportive, and pedagogically sound.

The author affirms that no personal, financial, or institutional conflict of interest influenced the execution of the study, the analysis of empirical data, or the presentation of results. Plagiarism was avoided through comprehensive referencing and attribution of all literature, policy directives, and assessment metrics. The data were interpreted with scientific rigor, objectivity, and impartiality, ensuring that all reported findings remain free from researcher bias and are utilized purely for academic inquiry, instructional enhancement, and institutional framework development. Artificial intelligence tools were utilized solely as writing and language assistance to improve manuscript readability, structural coherence, and grammatical precision, with the author retaining full accountability for the authenticity of the data, the integrity of the analyses, and the final interpretations presented.

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