Parent-Teacher Learning Program and the Reading Performance of Grade 3 Pupils

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**ABSTRACT**

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| --- |
| **Aims:** This study aimed to determine how the intervention program, Reading Enhancement thru Parent-Adviser Collaboration (REPACO) affected the reading performance of Grade 3 pupils. **Study design:** Action Research Design**Place and Duration of Study:** One of the Elementary Schools, Division of Mabalacat City, Pampanga, during the school year 2021-2022. **Methodology:** Using the Early Grade Reading Assessment (EGRA) tool, 41 out of the 92 grade 3 learners were identified to be at the critical level of reading performance. Hence, they were selected as study respondents along with their parents. In particular, there were 24 male pupils, and 17 female pupils included in the study. Specifically, frequency and weighted mean were used to determine the categories of the reading performance of the respondents in the pre-test and post-test results. In addition, since the gathered data were normally distributed, the Paired Samples t-test was used to find any significant difference between the pretest and post-test results. **Results:** Findings revealed that respondents’ Familiar Word Reading performance was poor in the pre-test. However, it increased to satisfactory in the post-test. Respondents’ Oral Reading Fluency was poor in the pre-test, but rose to satisfactory in the post-test. Respondents’ Reading Comprehension was 1.76, interpreted as frustration level in the pre-test, and 2.71 as instructional in the post-test. Moreover, there was a significant difference between the pre-test and post-test results on participants’ familiar word reading, oral reading fluency, and reading comprehension with a *P*-value of .000, less than .05. Parents perceived the REPACO Intervention Program as very effective. **Conclusion:** Therefore, the school should promote a strong partnership and collaboration between teachers and parents since this provides a solid support structure for children. |

*Keywords: parent-teacher program, reading performance, REPACO, collaboration, action research*

**1. INTRODUCTION**

The foundation of learning begins with reading, yet this is a complex topic for most students with learning difficulties and academic issues. In the 2018 report of Programme for International Student Assessment,(PISA) reading resulted in 340 points for the Philippines, making it to be in the lowest rank among 79 participating countries. Among the subjects included in PISA, reading comprehension got the lowest rating with more than 80% of students failing to achieve the basic level of reading proficiency (OECD, 2018).

After the PISA results, the Department of Education vowed to improve the quality of education through the 3Bs (Bawat Bata ay Bumabasa) initiative under DepEd Memorandum No. 173 s. 2019. This DepEd flagship program aims to bridge the literacy gap and fulfill the priority quest of every Filipino child reader for quality education. Teachers are making educational initiatives and are developing effective instructional strategies to make this program reach all learners. Moreover, in partnership with its teachers, the Department of Education tries novel approaches to improve public education and design programs that measure and augment Filipino pupils' talents. In order to help challenging students, classroom interventions have been adopted (DepEd, 2019).

Teachers' challenges doubled when the global pandemic disrupted the education system worldwide, suddenly changing the educational delivery through Modular Distance Learning (MDL). Teachers had to adapt to new pedagogical concepts and styles of delivery that they were not familiar with. On the other hand, students, even those in their primary years, had to adjust to modular distance learning. As a result, both students and teachers encountered serious academic difficulties. Many students who lacked access to digital learning struggled with their academic assignments and achievements.

One subject greatly affected by the pandemic is reading which requires active engagement and practice. In a study published in Policy Analysis for California Education (PACE), Domingue et al. (2021) found that the development of oral reading fluency among lower grades slowed down after the sudden school closures due to the global pandemic. They added that reading fluency is critical for overall academic development because problems with this skill can affect students' ability to learn other subjects as they progress through the grades. As a result of the ongoing pandemic conditions, the entire school community must work together to help students enhance their academic performance in distance learning environments.

For instance, according to Richardson (2016), since each student uniquely learns and acquires literacy, teachers must use numerous guided reading strategies and provide students with appropriate guidance throughout the reading experience to increase their reading confidence. Furthermore, in reading skills development, Koch and Spörer (2017) posited that for students to develop a compelling set of reading abilities to maximize their learning processes, they must be appropriately guided by adults. However, due to the absence of face-to-face classes, teachers' strategic facilitation of reading development has been limited to a minimal opportunity for time-constrained virtual meetings. In some cases, there is no guidance from the teacher because of various hindrances, such as a lack of resources needed to meet online.

Thus, the paradigm shift in the teaching and learning process, particularly the MDL setup, necessitates strong parental involvement to sustain and improve quality education for students. Before the COVID-19 pandemic, various research indicated that parental involvement was crucial to student academic success. According to Waterford.Org (2018), parents are viewed as the most influential people in children’s learning and development. The extent to which families support learning at home and participate in their children's education is the best predictor of student achievement. According to many studies, parents' expectations, attitudes, and involvement directly correlate with their children's academic achievement, and parents' active involvement directly correlates with their child's reading competence. In addition, children with involved parents perform better than those with busy parents (McNeal, 2017).

Among the many schools in the country experiencing unexpected changes in the educational landscape is the school where one of the authors is assigned. Like other schools, this school has its share of struggles and constraints on teaching, strategizing, and continuing effective engagement with students. The shift to remote learning made teaching among teachers in this school difficult, specifically in teaching reading in the lower grades. Thus, MDL necessitates the involvement of parents in the student's learning process to counteract its adverse effects, particularly on reading development.

This made the researchers conceptualize a pioneering intervention, a parent-teacher learning program through Reading Enhancement thru Parent-Adviser Collaboration (REPACO). This project aimed to scaffold parents in the strategies and techniques of teaching reading, to give parents the tools they need to help their children improve their reading skills, address the reading gap, and help develop reading fluency and comprehension among struggling readers in grade 3.

**2. methodology**

2.1 Research Design

This study employed an action research design, mainly, quasi-experimental research. Action research design is a design that follows a specific sequence in which an exploratory approach is adopted. It starts with understanding the problem and is followed by planning for an intervention, which is considered action in Action Research (Gall, 2022). In this study, reading performance is referred to as the problem, and the parent-teacher learning program is considered as the intervention.

**2.2 Research Respondents**

The respondents in this study were the grade 3 learners, who were selected through a non-probability sampling technique known as purposive sampling. All the 92 grade 3 learners enrolled in the school year 2021-2022 were pre-assessed using the Early Grade Reading Assessment (EGRA) tool to identify those at the critical level of reading performance. Based on the pre-assessment conducted for all grade 3 learners, 41 learners were identified to be at a critical reading performance level; hence, they were selected as study respondnets along with their parents. In particular, there were 24 male pupils and 17 female pupils included in the study.

**2.3 Instrument of the Study**

The Early Grade Reading Assessment (EGRA) tool for Familiar Word Reading and the Oral Reading Fluency and Comprehension Components are the research instruments used in this study. Early Grade Reading Assessment (EGRA) is an individually administered oral assessment that aims to assess the foundational literacy skills of children in the early grades. This tool was used to determine the reading level of the participants before and after the intervention.

**2.3.1 Familiar Word Reading Component Assessment Tool**

This assessment allows for a purer measure of word recognition and decoding skills than reading comprehension paragraphs, as children cannot guess the next word from the context. For this assessment, familiar words are high-frequency words selected from early and third-grade reading materials. The teacher records the number of correct words per minute (cwpm). If the child completes all words before time expires, the completion time should be recorded, and the calculations will be based on that period. Correct words per minute will be recorded and scored.

In interpreting the data for Familiar Word Reading, the researchers used a five-point scale to determine how many correct words were decoded per minute based on the Familiar Word Reading Component Assessment Tool.

**Table 1. Hypothetical Mean Range for Familiar Word Reading Component**

|  |  |  |  |
| --- | --- | --- | --- |
| **Scale** | **Grading Scale** | **Mean Range** | **Descriptive Rating** |
| 5 | 41-50 cwpm | 4.21-5.00 | Outstanding Reading Performance |
| 4 | 31-40 cwpm | 3.41-4.20 | Very Satisfactory Reading Performance |
| 3 | 21-30 cwpm | 2.61-3.40 | Satisfactory Reading Performance |
| 2 | 11-20 cwpm | 1.81-2.60 | Fairly Satisfactory Reading Performance |
| 1 | 1-10 cwpm | 1.00-1.80 | Poor Reading Performance |

**2.3.2 Oral Reading Fluency Assessment Tool**

Reading is measured by timed assessments of correct words per minute. A five-point scale was used to determine how many correct words were decoded per minute.

Table 2- Five-point grading scale

|  |  |  |  |
| --- | --- | --- | --- |
| **Scale** | **Grading Scale** | **Mean Range** | **Descriptive Rating** |
| 5 | 50-61cwpm | 4.21-5.00 | Outstanding Reading Performance |
| 4 | 38-49cwpm | 3.41-4.20 | Very Satisfactory Reading Performance |
| 3 | 26-37cwpm | 2.61-3.40 | Satisfactory Reading Performance |
| 2 | 13-25cwpm | 1.81-2.60 | Fairly Satisfactory Reading Performance |
| 1 | 0-12cwpm | 1.00-1.80 | Poor Reading Performance |

**2.3.3 Comprehension Assessment**

Poor performance on a reading comprehension tool would suggest that the student had trouble with decoding, reading fluently enough to comprehend, or with vocabulary. A 3-point scale based on the Phil-Iri Method was used to determine pupil comprehension level.

Table 3- **Comprehension Assessment**

|  |  |  |  |
| --- | --- | --- | --- |
| **Scale** | **Grading Scale** | **Mean Range** | **Descriptive Rating** |
| 3 | 5 to 6 Acceptable Answers | 4.35-6.00 | Independent |
| 2 | 3 to 4 Acceptable Answers | 2.68-4.34 | Instructional  |
| 1 | 1 to 2 Acceptable Answer/s | 1.00-2.67 | Frustration |

2.4 Data Gathering Procedure

Permits to conduct the study were obtained from the Macapagal Village Elementary School Principal as well as the consent of the parents. An assent letter for grade 3 pupils was secured prior to the conduct of Parent-Teacher Learning Program Data collection from the pre-assessment of grade 3 learners was conducted using the EGRA tool for familiar word reading and oral reading fluency. Upon analysis of the pre-assessment data gathered, 41 learners were at a frustration level in reading. They were purposively selected to participate in the REPACO intervention program to create significant results for the study. The parents were advised on strategies and provided with REPACO reading materials as part of the parent-read-at-home plan. Weekly consultations and monitoring were conducted. The teacher consistently assessed student progress on a monthly basis to determine the success of the REPACO intervention program. Upon completion of the intervention, parents were asked to answer the survey as a part of feedback mechanism to the further reflect on the effectivity of the program. A post-assessment was performed. Subsequently, the collected data were subjected to statistical analysis and were interpreted afterward.

**2.5 Statistical Treatment of Data**

Frequency and weighted mean were used to determine the categories of the reading performance of the grade 3 pupils in the pre-test and post-test results. In addition, since the gathered data were normally distributed, the Paired Samples t-test was used to find any significant difference between the pretest and post-test results.

**3. results and discussion**

**3.1 Learners’ Reading Performance**

In this study, the reading performance of the grade 3 pupils is measured through the following components: Familiar Word Reading, Oral Reading Fluency, and Reading Comprehension.

**3.1.1 Familiar Word Reading Performance**

The calculated mean weight of the learners' scores in the pre-assessment for familiar word reading is 1.39, with a verbal interpretation of Poor Reading Performance. While the total mean weight of the scores of the learners in the post-assessment is 2.68, with a verbal interpretation of Satisfactory Reading Performance. Results show that a difference can be observed in the familiar word reading performance of the learners before and after the implementation of REPACO.

As presented in Table 4, most learners had poor familiar word reading performance in the pre-test, which confirmed the necessity of intervention. However, the pandemic limited teachers as to how they could teach their pupils in person. Thus, parents were tapped and invited to be part of the REPACO. Though it was their first time to be involved in a program and spend 15 mins reading aloud to their children at home every day, their efforts did not turn futile. The 32 learners with poor reading performance in the pre-test decreased to nine in the post-test. It can be noticed that the four pupils with fairly satisfactory performance increased to 14. This could mean that some pupils performing poorly in the pre-test became fairly satisfactory after the intervention. The most important to note in the result was the remarkable increase of students with outstanding performance in the post-test, from zero to five.

The difference in the learners' performance in their pre-test and post-test proves that the intervention program was helpful and that parents did their part well. With the help of the parents, the respondents were given a chance to have regular practice sessions and be exposed to the learning materials. Though parents and pupils spent only 15 minutes per day, the regular session helped the latter familiarize the words. As stated by Baker et al. (2017), familiar words turned into sight words, and fluency improved. This happened because students become accustomed to repeatedly seeing words in print, which are stored in the long-term memory process called orthographic mapping. Learners can then quickly recognize these words and read them automatically.

**Table 4. Familiar Word Reading Performance in the Pre-test and Post-test**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Grading Scale****(cwpm)** | **Mean****Range** | **Descriptive Rating** | **Pre-test** | **Post-test** |
| **F** | **%** | **f** | **%** |
| 5 | 41-50  | 4.21-5.00 | Outstanding  |  |  | 5 | 12 |
| 4 | 31-40  | 3.41-4.20 | Very Satisfactory  | 2 | 5 | 9 | 22 |
| 3 | 21-30  | 2.61-3.40 | Satisfactory  | 3 | 7 | 4 | 10 |
| 2 | 11-20  | 1.81-2.60 | Fairly Satisfactory  | 4 | 10 | 14 | 34 |
| 1 | 1-10  | 1.00-1.80 | Poor  | 32 | 78 | 9 | 22 |
|  Pre-test Mean Score = 1.39 **Poor Reading performance** Post-test Mean Score = 2.68 **Satisfactory** |

*Legend:* 5 = 4.21 – 5.00 (Outstanding Reading Performance) 4 = 3.41 – 4.20 (Very Satisfactory Reading Performance) 3 = 2.61 – 3.40 (Satisfactory Reading Performance) 2 = 1.81 – 2.60 (Fairly Satisfactory Reading Performance) 1 = 1.00 – 1.80 (Poor Reading Performance)

**3.1.2** **Learners’** **Oral Reading Fluency**

As shown in Table 5, 78 % of 41 learners fall under poor reading performance. Also, the total mean weight of the learners' scores in the pre-assessment for oral reading fluency is 1.43, with a verbal interpretation of Poor Reading Performance. In contrast, the total mean weight of the learners' scores in the post-assessment is 2.71, with a verbal interpretation of Satisfactory Reading Performance.

It can be gleaned from the table that the 32 pupils with poor reading performance decreased to 14. Furthermore, no pupils were outstandingly fluent in reading during the pre-test, but nine became outstanding in the post-test. Based on the figures in Table 5, only three pupils had very satisfactory performance in the pre-test. Therefore, it can be inferred that some of the nine outstanding pupils could be those with satisfactory and fairly satisfactory performance and took a big leap in the post-test.

The REPACO intervention program, which equipped parents with the skills and techniques in reading fluency and repeated reading, led to a better reading performance of the pupils, as indicated by the increase in the post-assessment results. Indeed, the teacher- to -parent- and parent -to- learner learning program increased learners’ fluency by reading and rereading passages orally while at the same time receiving guidance and feedback from parents. Repeated oral reading in the home plan is effective because this substantially improves word recognition, speed, accuracy, and fluency. This idea is supported by Johns Hopkins University (as cited in Delgado, 2019), which reported that parental involvement could improve various aspects of their children, including comprehension and reading fluency, even more so if parents spend time reading with their children. With parents by their side, students become interested to learn, and their grades improve.

It can be inferred based on the results that if the intervention continues not just during unprecedented occurrences like the pandemic, all pupils would have the opportunity to be closely monitored and mentored. Thus, they could all be fluent speakers at the end of the school year.

**Table 5. Learners’ Oral Reading Fluency in the Pre-test and Post-test**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Scale** | **Grading Scale****(cwpm)** | **Mean****Range** | **Descriptive Rating** |  **Pre-test** | **Post-test** |
| **F** | **%** | **f** | **%** |
| 5 | 50-61 | 4.21-5,00 | Outstanding  |  |  | 9 | 22 |
| 4 | 38-49 | 3.41-4.20 | Very Satisfactory  | 3 | 7 | 6 | 15 |
| 3 | 26-37 | 2.61-3.40 | Satisfactory  | 2 | 5 | 4 | 10 |
| 2 | 13-25 | 1.81-2.60 | Fairly Satisfactory  | 4 | 10 | 8 | 19 |
| 1 | 0-12c | 1.00-1.80 | Poor Reading  | 32 | 78 | 14 | 34 |
|  Pre-test Mean Score = 1.43 **Poor Reading performance** Post-test Mean Score = 2.71 **Satisfactory** |

*Legend*: 5 = 4.21 – 5.00 (Outstanding Reading Performance) 4 = 3.41 – 4.20 (Very Satisfactory Reading Performance) 3 = 2.61 – 3.40 (Satisfactory Reading Performance) 2 = 1.81 – 2.60 (Fairly Satisfactory Reading Performance) 1 = 1.00 – 1.80 (Poor Reading Performance)

**3.1.3 Learners’ Reading Comprehension**

The reading comprehension of the respondents in the pre-test and post-test is presented in Table 6, which shows the calculated mean for the pre- and post-assessment of learners in terms of reading comprehension. The calculated mean weight of the learners' scores in the pre-assessment for reading comprehension is 1.76, with a verbal interpretation of Frustration. While the total mean weight of the learners' scores in the post-assessment is 2.71, interpreted as Instructional. A mean difference of .95 was calculated between the pre- and post-assessment results.

As depicted in the table, the 41 pupils who were in the frustration level in the pre-test decreased to 14. There were even four who became independent readers, and 23 became instructional. Moreover, four of the pupils who were previously in the frustration level became independent readers in the post-test. These dramatic changes in the results confirmed parents' enormous contribution to the REPACO intervention program and their commitment to helping their children read during the pandemic. Further, the significant influence of the intervention on the familiar word reading and oral reading fluency of the participants led to a noticeable improvement in reading comprehension.

 Moreover, the results showed the interconnectedness of the three components of reading under study. Through the help of the parents, pupils became familiar with sight words, improved their fluency and developed their reading comprehension skills. According to Snow and the RAND Reading Study Group (as cited in USAID, 2019), words read can only gain meaning when they are understood. It means reading comprehension happens when the words on the reading materials are more than just letters and sounds.

The REPACO intervention program for parents allowed learners to create more profound meanings to words they read; thus, they were promoted from frustration level to instructional. Indeed, The REPACO intervention program made a significant impact on pupils. It proved that with the teachers’ absence, parents can take the responsibility of teaching their children. This really confirmed the claim of Kwatubana and Makhalemele (2015) that parents’ active involvement in their children’s education showed positive result on latters’ performance as they are helped to become more focused on their schoolwork. Furthermore, Lemmer (2007) mentioned that active parental involvement creates a lasting positive effect that includes improved self-esteem, a high school attendance rate, and positive social behavior. Lafaele and Hornby (2011) shared the same view and said that children do better in school when their parents are interested in their work and willing to help and assist with their homework. They observed that those who do not appreciate schoolwork begin to value it when their parents or guardians push them about it.

**Table 6. Learners’ Reading Comprehension in the Pre-test and Post-test**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Scale** | **Grading Scale** | **Descriptive Rating** | **Pre-test** | **Post-test** |
| **F** | **%** | **f** | **%** |
| 3 | 5 to 6 Acceptable Answers | Independent |  |  | 4 | 10 |
| 2 | 3 to 4 Acceptable Answers | Instructional  |  |  | 23 | 56 |
| 1 | 1 to 2 Acceptable Answer/s | Frustration | 41 | 100 | 14 | 34 |
|  Pre-test Mean Score = 1.76 **Frustration** Post-test Mean Score = 2.71 **Instructional** |

*Legend:* 4.35-6.00 = 5 to 6 Acceptable Answers (Independent)

 2.68-4.34 = 3 to 4 Acceptable Answers (Instructional)

 1.00-2.67 = 1 to 2 Acceptable Answer/s (Frustration

**3.2 Difference between the Pre- and Post-assessment Results on the Three Components**

As shown in Table 7, there is a significant difference between the pre-test and post-test results on participants’ familiar word reading, oral reading fluency and reading comprehension with *P* = .000, which is less than *.*05. Thus, it has been statistically proven that the intervention has made a significant difference between the reading performances of the pupils before and after the intervention.

Reading practice is key to developing fluent word recognition because orthographic mapping happens through reading practice. When a reader repeatedly encounters, decodes, reads, and understands a word, it is added to the reader’s sight vocabulary (Henbest & Apel, 2018). This result agrees with the study of Ehri ( 2005 ), which says that Familiar words turn into sight words by being stored in long-term memory through orthographic mapping that allows the study ready instantly.

Moreover, the finding of this study supports the conclusion of Protacio and Sarroub (2013), who posited that the students who read aloud, and practice drill in reading with accuracy and prosody developed fluency in reading with a significant increase in the speed from 89 cwpm to 107 cwpm by the end of grade 3. Fluency is important because it builds a bridge between word recognition and comprehension. It allows pupils time to focus on what the text is saying. They can make connections between what they are reading and their background knowledge. Therefore, they can concentrate on comprehension. The significant difference in the result of the pre- and post-assessment on oral reading fluency predicted the success of the learners' ability to comprehend.

The REPACO intervention has been proven to be fruitful and has significantly improved the students' reading performance. The study's results provided an understanding of the effectiveness of the intervention strategy employed to improve the reading skills of grade 3 learners in Macapagal Village Elementary School. In general, the findings suggest that the modification in the teaching-learning process and methods utilizing a planned learning program in which parents are guided and equipped to teach their children in the time of remote instruction highly affected and improved their reading skills with high points on familiar word reading, oral reading fluency, and reading comprehension. Also, this study proved that parents are vital to a child’s development and play a crucial role in teaching-learning.

The findings of this study are similar to those of McMahon (2010) whose study confirmed that parents’ involvement had an impact on children’s reading achievement. Students involved in the study became more motivated and interested in reading and gained confidence. He added that this could have resulted from children’s realizing their parents have taken an active interest and are more involved in their reading.

**Table 7.**  **Difference Between the Pre-test and Post-test Scores on Familiar Word Reading, Oral Passage Reading, and Reading Comprehension**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **T value** | ***P* value** | **Verbal Interpretation** |
| Familiar Word Reading Performance  | -7.617 | .000 | Significant |
| Oral Reading Fluency | -7.159 | .000 | Significant |
| Reading Comprehension | -6.943 | .000 | Significant |

*At 0.05 level of significance*

**4. Conclusion**

The instructional scaffolding through the REPACO intervention program given to parents improved the learner’s reading performance, as evidenced by the post-test result, which increased significantly. Reviewing the findings, the researchers concluded that the parent and adviser collaboration program, used as an intervention strategy, significantly impacted the learning process. If a program like REPACO is strictly and constantly implemented, surely no readers will remain poor readers or in the frustration level. Moreover, the responsibility to improve the children’s performance should not always be entrusted to teachers; parents can also play their role well. Thus, parents and educators may collaborate to provide a supportive and consistent learning environment that develops the child's reading ability and promotes a love of reading.

Consent

The researchers sought permission from authorities to conduct the study. Consent from all the people involved was secured before the continuation of the study. All the names and personal information of the participants were kept unidentified except for the data needed for the study analysis. Also, the researchers had been truthful and transparent in all their efforts concerning the research. Parents were informed about the study in the case of grade 3 learners who were minors via consent and assent forms secured from them before the data gathering. Students who did not like the way the study was going and wanted to stop taking part were allowed to withdraw from participating in the study.

In conclusion, this study proves that graduate education significantly enhances career prospects by providing graduates with better job opportunities, promotions, and salary increases. A graduate degree not only provides individuals with the knowledge and skills needed to advance in their careers but also makes them more competitive in the job market. As a result, graduate education acts as a stepping stone to better job security, higher positions, and improved earning potential, making it a valuable investment for long-term career success. It is recommended that graduate programs continue to emphasize both professional development and ethical training to further enhance students' readiness for the workforce. Additionally, incorporating more industry-specific case studies and hands-on experiences could further bridge the gap between academic learning and professional practice, ensuring that graduates are even more prepared for the challenges of their careers.

**Competing interests**

Author has declared that no competing interests exist.

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**APPENDIX A**

**CONSENT FORM**

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Department of Education

Region III - Pampanga

Schools Division Office

Mabalacat City

Mabalacat North District

Dear Parent,

 You and your child are invited to participate in the “Reading Enhancement thru Parent-Adviser Collaboration( REPACO ) Reading Program in Macapagal Village Elementary School. Based on the Pre-EGRA result and observation, your child is best fit to undergo the program to enhance their reading performance. I believe your presence and our teacher-parent collaboration will help our kids improve their reading skills.

 This program will run for 3 to 4 months of the school year 2021- 2022 until the child achieves fluency. Thus, this requires commitment. Therefore, you are invited to attend the training on modeling, reading aloud and different reading strategies, and crafting reading materials to improve your child's reading performance.

 Your presence will make this REPACO reading program a success. You will be given a handout and a home-plan guide. Thank you for your support.

 Your signature below authorizes your child and you to participate in the REPACO reading program.

Parent’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_

**APPENDIX B**

**Child Assent Form**

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Republic of the Philippines

Department of Education

Region III - Pampanga

Schools Division Office

Mabalacat City

Dear Pupil,

Good Day. Please accept my invitation to participate in this Reading Enhancement via Parent-Adviser Collaboration (REPACO) reading program, which is designed to help you improve your academic performance, especially in reading. This program will aid in the development of reading fluency for comprehension. I'm inviting you because I believe you could improve your reading skills (REPACO).

Throughout the duration of the program, you and your parent will read sight words and read aloud, create reading materials, and answer passage-related questions. You will work with your parent for 15 minutes, three times per week, at any time of day. The effectiveness of your reading will be monitored using a monitoring sheet. This reading program will require parental permission before participation.

If you wish to withdraw because of a problem you encounter during the reading program, please do not hesitate to inform your teacher.

Your signature on this form indicates that you have agreed to participate in the REPACO reading program. You and your parent will be given a copy of this form.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_

Parent’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature:\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_