

Effects of Instructional Support on the Reading Performance of Grade Six Pupils

Carolyn M. Gonzales, MAEd

Graduate Student, Tomas Claudio Colleges, Morong, Rizal Philippines

Teacher I, Lagundi Elementary School, Morong, Rizal, Philippines

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Email of Corresponding Author: carolynm.gonzales@deped.gov.ph

Abstract

This study examined the effects of instructional support on the reading performance of Grade Six pupils in public elementary schools in Morong District, Division of Rizal, during the School Year 2025–2026. Employing a descriptive survey research design, the study involved 430 randomly selected pupils, representing 50% of the total Grade Six population. Respondents were profiled according to sex, sibling position, family size, parents' educational attainment, occupation, and monthly income. Data were collected using a researcher-made questionnaire-checklist assessing instructional support in terms of explicit phonics and decoding instruction, guided reading, vocabulary development, and reading comprehension. Documentary analysis of Phil-IRI results was also utilized to determine pupils' reading performance levels. Findings revealed that most respondents were female, first-born, and from families with three children. Parents were generally high school graduates, with fathers engaged in self-employment and mothers as homemakers, earning a monthly income of ₱20,000–₱29,999. Instructional support strategies were found to often influence reading performance. However, no significant differences were observed in pupils' perceptions of instructional support when grouped according to their demographic profiles. Most pupils demonstrated independent reading levels. A significant relationship was found between instructional support and reading performance, indicating that effective teaching strategies contribute to improved literacy outcomes. The study concluded that demographic variables do not predict the effects of instructional support on reading performance. Instead, structured and consistent instructional practices play a vital role in enhancing pupils' reading abilities. It is recommended that school administrators strengthen instructional programs by aligning reading strategies with learners' needs and providing continuous teacher training. Teachers are encouraged to integrate phonics, guided reading, vocabulary, and comprehension activities, regularly assess learners, and implement targeted interventions. Pupils should actively participate in reading activities to further develop their literacy skills. Implementation of the proposed action plan is also advised.

Keywords: Instructional Support, Reading Performance, Grade Six Pupils, Phonics Instruction, Guided Reading, Vocabulary Development, Reading Comprehension, Phil-IRI

Introduction

Education remains a vital driver of national development and individual empowerment, equipping learners with essential knowledge, skills, and values needed to function effectively in society. In the Philippines, this commitment is strongly anchored in the 1987 Constitution, which mandates the State to ensure accessible and quality education for all. This constitutional directive is reinforced by policies of the Department of Education, particularly through programs such as DepEd Memorandum No. 064, s. 2025 or the Academic Recovery and Accessible Learning (ARAL) Program in Reading. This initiative highlights the urgency of addressing reading gaps by providing timely and responsive instructional support for learners who fall below expected proficiency levels.

Reading is widely recognized as a foundational skill that influences learners' academic success across disciplines. According to Linnea Ehri (2020), systematic phonics instruction plays a crucial role in helping learners decode words efficiently, thereby improving comprehension. Similarly, Timothy Shanahan (2022) emphasized that guided reading and structured literacy approaches significantly enhance learners' reading fluency and understanding when consistently implemented. These perspectives support the idea that instructional support—through phonics, guided reading, vocabulary instruction, and comprehension strategies—is essential in developing literacy skills.

Empirical studies further validate these claims. Internationally, research by Lancelot (2021) and Farooq (2022) demonstrated that teacher-led and guided reading interventions improve fluency, comprehension, and learner engagement. Anderson (2021), Johnson (2022), and Nguyen (2023) highlighted the effectiveness of differentiated instruction in addressing diverse learner needs, particularly in multicultural and inclusive classrooms. These studies emphasize that instructional support must be structured, consistent, and responsive to individual differences.

Locally, Villanueva (2022), Garcia (2023), Delos Santos (2022), Rivera (2023), and Bautista (2022) consistently found that instructional support—whether through teacher interventions, parental involvement, or access to learning materials—significantly improves reading performance among Filipino learners. These studies underscore the importance of collaborative efforts among schools, teachers, and families in fostering literacy development.

Despite these strong findings, several research gaps remain. First, many studies focus on specific components of instructional support (e.g., guided reading or parental involvement) rather than examining their combined effects on reading performance. Second, limited research has been conducted within the Morong District, Division of Rizal, particularly focusing on Grade Six pupils who are at a critical transition stage to secondary education. Third, while prior studies confirm the effectiveness of instructional strategies, there is insufficient emphasis on how demographic variables interact with instructional support in influencing reading outcomes. Lastly, existing research often highlights improvement but does not fully explore why some learners continue to perform below expected levels despite receiving instructional support.

Given these gaps, this study aims to examine the extent to which various dimensions of instructional support influence the reading performance of Grade Six pupils. By addressing these limitations, the research seeks to contribute to the development of more responsive, inclusive, and data-driven instructional frameworks that will ultimately improve literacy outcomes in Philippine basic education.

Material and methods

2.1 Research Design

The study applied the descriptive research method utilizing a researcher-made questionnaire checklist in gathering the needed data.

2.2 Locale of the Study

This study was conducted in all public elementary schools in Morong District, Division of Rizal, namely Bombongan Elementary School, Calero-Caniogan-Lanang Elementary School, Bombongan Elementary School, Calero-Caniogan School, Maybancal Elementary School, Pulong Kumanoy Elementary School, Roman Tantiangco Elementary School, San Guillermo Elementary School, Talaga Elementary School, Timoteo A. Reyes Sr. Memorial Elementary School and Yapak Elementary School. All the schools

2.3 Respondents of the Study

The respondents of the study consisted of 430 Grade Six pupils drawn from selected public elementary schools in the Morong Sub-Office, Division of Rizal, representing 50% of the total population of 860 learners. These pupils were enrolled in twelve (12) schools, namely: Bombongan Elementary School (11), Calero-Lanang Elementary School (18), Caniogan Elementary School (14), Lagundi Elementary School (75), Maybancal Elementary School (62), Pulong-Kumanoy Elementary School (12), Roman Tantiangco Elementary School (15), San Guillermo Elementary School (70), Talaga Elementary School (10), Timoteo A. Reyes Sr. Elementary School (24), Tomas Claudio Memorial Elementary School (113), and Yapak Elementary School (6). The respondents were described according to selected demographic variables, including sex, sibling position, number of children in the family, parents' educational attainment, parents' occupation, and monthly family income. This diverse representation allowed for a comprehensive understanding of the learners' profiles and their potential relationship to reading performance.

2.4 Sample and Sampling Procedure

The study employed a simple random sampling technique to ensure that each Grade Six pupil had an equal chance of being selected as a respondent. A proportional allocation was applied across the twelve participating schools, wherein 50% of the total Grade Six population in each school was randomly selected to form the sample. Class lists served as the sampling frame, and respondents were chosen using a lottery method to maintain objectivity and minimize selection bias. This approach ensured that the sample was representative of the population, thereby enhancing the reliability and generalizability of the findings.

2.5 Research Instrument

The main instrument used in this study was a researcher-made questionnaire-checklist designed to gather data on the extent of instructional support as perceived by Grade Six pupils. The questionnaire consisted of two parts: Part I focused on the respondents' profile in terms of sex, sibling position, number of children in the family, parents' educational attainment, parents' occupation, and monthly family income, while Part II assessed instructional support in terms of explicit phonics and decoding instruction, guided reading, vocabulary instruction, and comprehension using a five-point Likert scale with verbal interpretations ranging from "Never" to "Always." In addition, the reading performance of the respondents was measured using the Philippine Informal Reading Inventory (Phil-IRI), which classified learners into Independent, Instructional, and Frustration levels based on their percentage scores. To ensure validity, the instrument underwent expert

validation by the thesis adviser, professors, statistician, dean of graduate studies, school principal, and Phil-IRI coordinators, whose suggestions were incorporated to improve clarity, relevance, and reliability of the tool, thereby ensuring that it effectively measured instructional support and reading performance among Grade Six pupils.

2.6 Data Gathering Procedure

The procedure of the study followed a systematic process guided by the Gantt Chart of activities. It began with the formulation of the research title, which was presented to the research professor and panel for approval. After approval, the researcher proceeded with the development of Chapters 1 to 3, which were submitted for proposal defense. Following the approval of the proposal, a researcher-made questionnaire-checklist was developed and subjected to expert validation to ensure clarity, reliability, and relevance, with revisions incorporated based on feedback from education and research experts. After finalization of the instrument, formal permission was secured from the appropriate authorities of Tomas Claudio Colleges, Basic Education Department, prior to data gathering. The questionnaires were then administered face-to-face to Grade Six pupils in selected public elementary schools in Morong Sub-Office, Division of Rizal, with strict observance of the Data Privacy Act of 2012 to ensure confidentiality. Retrieved data were encoded, tallied, and analyzed using the Statistical Package for the Social Sciences (SPSS). Chapters 4 and 5 were subsequently written based on the analyzed data, presenting the findings, conclusions, and recommendations. After the final defense, the manuscript was revised based on panel suggestions, subjected to plagiarism checking, and upon approval, was prepared for bookbinding and official submission to the academic office.

2.7 Data Analysis Techniques

The statistical treatment of data employed appropriate descriptive and inferential statistics to ensure accurate analysis and interpretation of findings. To describe the profile of the respondents in terms of selected variables, frequency, percentage, and rank distribution were used. The extent of effects of instructional support on the reading performance of Grade Six pupils, as perceived by themselves in terms of explicit phonics and decoding instruction, guided reading, vocabulary instruction, and comprehension, was determined using the weighted mean. To test the significant difference on the extent of instructional support when grouped according to respondents' profile, One-Way Analysis of Variance (ANOVA) was applied. The level of reading performance based on Phil-IRI results was analyzed using frequency, percentage, mean, and standard deviation. Finally, to determine the significant relationship between instructional support and reading performance, the Pearson Product-Moment Correlation Coefficient was utilized.

2.8 Ethical Considerations

This study strictly adhered to ethical standards in the conduct of research. Prior to data collection, permission was sought from the school authorities and concerned officials to ensure proper coordination and approval. The respondents were informed about the purpose of the study, and their participation was entirely voluntary. Informed consent was obtained, assuring them that they could withdraw from the study at any time without any consequences. Confidentiality and anonymity of the respondents were strictly maintained by not disclosing their identities and ensuring that all collected data were used solely for academic purposes. Additionally, the researcher ensured that no harm, discomfort, or bias would affect the participants throughout the process. All information gathered was treated with utmost respect and integrity, and results were presented honestly and objectively.

Results and Discussion

3.1 Profile of the Respondents in Terms of the Selected Variables

Table 1 presents the profile of the respondents in terms of sex, sibling position, number of children in the family, parents' educational attainment, parents' occupation, and monthly family income. The findings show that most of the respondents are female, primarily first-born children, and come from families with three children. In terms of parental background, fathers are mostly high school graduates while mothers are commonly high school undergraduates, with very few attaining college or postgraduate education. Most fathers are self-employed or engaged in farming and fishing, while most mothers are housewives or self-employed. In terms of monthly family income, the majority belong to the ₱20,000–₱29,999 income bracket, followed by those earning below ₱10,000, while only a small proportion belong to higher-income groups. Overall, the respondents generally come from modest-income households with parents engaged in informal or self-managed occupations and with moderate educational attainment.

Table 1
*Frequency, Percentage and Rank Distribution of Respondents
in Terms of the Selected Variables*

Profile	Frequency	Percentage	Rank
Sex			
Male	158	36.7	2
Female	272	63.3	1
Total	430	100.0	
Sibling Position			

1	141	32.8	1
2	124	28.8	2
3	99	23.0	3
4	38	8.8	4
5 and above	28	6.5	
Total	430	100.0	
Number of Children in the Family			
1	44	10.2	4
2	96	22.3	2
3	194	45.1	1
4	67	15.6	3
5 and above	29	6.7	5
Total	430	100.0	
Father's Educational Attainment			
College Graduate	82	25.7	2
College Undergraduate	64	20.1	3
High School Graduate	100	31.3	1
High School Undergraduate	39	12.2	4
Elementary Graduate	21	6.6	5
Elementary Undergraduate	13	4.1	6
Total	430	100.0	
Mother's Educational Attainment			
with MA units	8	1.9	7.5
College Graduate	8	1.9	7.5
College Undergraduate	40	9.3	4
High School Graduate	114	26.5	2
High School Undergraduate	127	29.5	1
Elementary Graduate	92	21.4	3
Elementary Undergraduate	29	6.7	5
No Formal Schooling	12	2.8	6
Total	430	100.0	
Father's Occupation			
Government Employee	16	3.7	6
Private Employee	45	10.5	4
Self-employed	114	26.5	1
Farmer / Fisherman	109	25.3	2
Laborer	91	21.2	3
Tricycle Driver	27	6.3	5
Overseas worker	15	3.5	7
Unemployed	13	3.1	8
Total	430	100.0	
Mother's Occupation			
Government employee	17	4.0	7
Private employee	26	6.0	4
Self-employed	118	27.4	2
Housewife	140	32.6	1
Seller	83	19.3	3
Overseas worker	24	5.6	5
Unemployed	22	5.1	6
Total	430	100.0	
Monthly Family Income			
₱50,000 and above	12	2.8	6
₱40,000 –₱49,999	32	7.4	5
₱30,000- ₱39,999	84	19.5	3
₱20,000-₱29,999	120	27.9	1
₱10,000-₱19,999	82	19.1	4
Below ₱10,000	98	22.8	2
Total	430	100.0	

3.2 Extent of Effects of Instructional Support on the Reading Performance of Grade Six Pupils as Perceived by Themselves with Respect to Explicit Phonics and Decoding Instructions, Guided Reading, Vocabulary Instruction and Comprehension

As shown in the composite table, the overall mean of 4.43 is verbally interpreted as Often, indicating that instructional support is frequently experienced by Grade Six pupils. Among the different aspects, comprehension obtained the highest mean of 4.50, interpreted as Always and ranked first, followed by vocabulary instruction with a mean of 4.43, guided reading with 4.39, and explicit phonics and decoding instruction with 4.38, all interpreted as Often. These results suggest that while all dimensions of instructional support are consistently practiced, comprehension receives the greatest emphasis in classroom instruction. This implies that teachers regularly focus on helping pupils understand the meaning, message, and ideas of texts, which is essential in developing higher-order reading skills. Although phonics, vocabulary, and guided reading are also frequently applied, they are slightly less prioritized compared to comprehension activities.

Overall, the findings indicate that instructional support across all reading domains positively influences pupils' reading performance by strengthening their ability to decode words, build vocabulary, and comprehend texts effectively. This consistent exposure to varied reading strategies helps learners improve reading fluency, enhance understanding, and build confidence in handling different reading materials. Furthermore, it supports the development of meaningful learning as pupils are able to connect reading content to real-life experiences. These results align with the study of Delos Santos (2021), which emphasized that structured teacher-led reading interventions significantly improve pupils' decoding skills, comprehension, and overall reading performance through systematic and guided instructional support.

Table 2

Extent of Effects of Instructional Support on the Reading Performance of Grade Six Pupils as Perceived by Themselves with Respect to Explicit Phonics and Decoding Instructions, Guided Reading, Vocabulary Instruction and Comprehension

Aspect	Overall Mean	Verbal Interpretation	Rank
Explicit Phonics and Decoding Instructions	4.38	Often (High Effect)	4
Guided Reading	4.39	Often (High Effect)	3
Vocabulary Instruction	4.43	Often (High Effect)	2
Comprehension	4.50	Always(Very High Effect)	1
Composite Mean	4.43	Often (High Effect)	

3.3 Significant Difference on the Extent of Effects of Instructional Support on the Reading Performance of Grade Six Pupils Perceived by Themselves with Respect to the Cited Aspects in Terms of Their Profile

The results of the test for significant difference show that all computed p-values are higher than the .05 level of significance; thus, the null hypothesis is accepted. This indicates that there is no significant difference on the extent of effects of instructional support on the reading performance of Grade Six pupils when grouped according to sex, sibling position, number of children in the family, parents' educational attainment, parents' occupation, and monthly family income across explicit phonics and decoding instruction, guided reading, vocabulary instruction, and comprehension. The findings imply that pupils' demographic and socio-economic profiles do not influence how they perceive the effects of instructional support on their reading performance, suggesting that reading interventions are generally effective and equitable for all learners regardless of background. This supports the study of Garcia (2023), which emphasized that while family background and parental involvement may influence literacy development, well-structured instructional support within schools remains a strong equalizing factor that helps improve reading outcomes across diverse learner profiles.

Table 3

Significant Difference on the Extent of Effects of Instructional Support on the Reading Performance of Grade Six Pupils Perceived by Themselves with Respect to the Cited Aspects in Terms of Their Profile

Profile	f-value	p-value	Decision	Verbal Interpretation
Sex				
Explicit Phonics and Decoding Instructions	3.064	.081	Accepted	Not Significant
Guided Reading	1.089	.297	Accepted	Not Significant
Vocabulary Instruction	4.644	.032	Accepted	Not Significant
Comprehension	.162	.688	Accepted	Not Significant
Sibling Position				
Explicit Phonics and Decoding Instructions	1.376	.241	Accepted	Not Significant
Guided Reading	.971	.423	Accepted	Not Significant
Vocabulary Instruction	.277	.893	Accepted	Not Significant
Comprehension	.608	.657	Accepted	Not Significant
Number of Children in the Family				
Explicit Phonics and Decoding Instructions	.697	.675	Accepted	Not Significant

Guided Reading	1.360	.220	Accepted	Not Significant
Vocabulary Instruction	1.029	.410	Accepted	Not Significant
Comprehension	.958	.461	Accepted	Not Significant
Monthly Family Income				
Explicit Phonics and Decoding Instructions	1.172	.322	Accepted	Not Significant
Guided Reading	.524	.758	Accepted	Not Significant
Vocabulary Instruction	.606	.696	Accepted	Not Significant
Comprehension	.947	.450	Accepted	Not Significant
Father's Educational Attainment				
Explicit Phonics and Decoding Instructions	1.185	.313	Accepted	Not Significant
Guided Reading	.584	.743	Accepted	Not Significant
Vocabulary Instruction	.872	.516	Accepted	Not Significant
Comprehension	.927	.475	Accepted	Not Significant
Mother's Educational Attainment				
Explicit Phonics and Decoding Instructions	1.297	.250	Accepted	Not Significant
Guided Reading	.337	.937	Accepted	Not Significant
Vocabulary Instruction	1.099	.363	Accepted	Not Significant
Comprehension	.483	.847	Accepted	Not Significant
Father's Occupation				
Explicit Phonics and Decoding Instructions	.829	.577	Accepted	Not Significant
Guided Reading	1.014	.425	Accepted	Not Significant
Vocabulary Instruction	1.738	.088	Accepted	Not Significant
Comprehension	1.166	.318	Accepted	Not Significant
Mother's Occupation				
Explicit Phonics and Decoding Instructions	1.534	.154	Accepted	Not Significant
Guided Reading	1.416	.197	Accepted	Not Significant
Vocabulary Instruction	.380	.914	Accepted	Not Significant
Comprehension	.459	.864	Accepted	Not Significant

3.4 Level of Reading Performance of Grade Six Pupils as Revealed by the Results of Phil-IRI

The table presents the level of reading performance of Grade Six pupils as revealed by the results of the Phil-IRI in Filipino and English. In Filipino, majority of the pupils (55.8%) are classified under the Independent level, followed by 34.9% at the Instructional level, and 9.3% at the Frustration level. In English, 50.0% of pupils are at the Independent level, 33.7% are at the Instructional level, and 16.3% fall under the Frustration level. These results indicate that most Grade Six pupils are performing well in reading, particularly in Filipino, where more than half of the learners can already read and comprehend texts independently. However, a notable proportion of pupils still require support, especially in English, where a higher percentage falls under the Frustration level. This suggests the need for continued instructional interventions such as guided reading, vocabulary development, and comprehension activities to assist struggling learners in improving their reading proficiency. Overall, the findings imply that while the majority of pupils have achieved independent reading competence, there remains a need to strengthen targeted support for those who are still at the instructional and frustration levels to ensure that all learners attain reading proficiency. This aligns with Bautista (2022), who found that structured school-based reading programs with consistent guided reading sessions, peer collaboration, and teacher monitoring significantly improve pupils' reading fluency and comprehension, leading to better overall reading performance.

Table 4
Level of Reading Performance of Grade Six Pupils as Revealed by the Results of Phil-IRI

Reading Performance	F	Percentage
Filipino		
Independent	240	55.8
Instructional	150	34.9
Frustration	40	9.3
English		
Independent	215	50.0
Instructional	145	33.7
Frustration	70	16.3
Total	430	100.0

3.5 Significant Relationship Between the Extent of Effects on Instructional Support and the Level of Reading Performance of Grade Six Pupils

As reflected in the table, the computed results for the test of significant relationship between the extent of effects of instructional support and the level of reading performance of Grade Six pupils show that all p-values are lower than the 0.05 level of significance; hence, the null hypothesis is rejected. This indicates that there is a significant relationship between pupils' reading performance and the instructional support they receive in terms of explicit phonics and decoding instruction, guided reading, vocabulary instruction, and comprehension. The findings imply that pupils who receive stronger and more consistent instructional support from their teachers tend to demonstrate better reading performance, achieving higher levels of fluency and comprehension. This suggests that instructional support plays a vital role in developing essential reading skills, improving understanding of texts, and enhancing overall literacy outcomes. It further implies that when teachers provide structured guidance, clarify vocabulary, and facilitate comprehension activities, pupils become more confident, independent, and engaged readers. This is in connection with Renninger (2021), who emphasized that consistent scaffolding, personalized feedback, and interactive instructional support significantly strengthen learners' reading skills while fostering motivation and confidence, thereby establishing a direct positive relationship between instructional support and pupils' reading outcomes.

Table 5

Significant Relationship Between the Extent of Effects on Instructional Support and the Level of Reading Performance of Grade Six Pupils

Literacy	r-value	p-value	Decision	Verbal Interpretation
Explicit Phonics and Decoding Instructions	.189	.000	Rejected	Significant
Guided Reading	.199	.000	Rejected	Significant
Vocabulary Instruction	.190	.000	Rejected	Significant
Comprehension	.191	.000	Rejected	Significant

Conclusions & Recommendations

Based on the findings, it is concluded that pupils' sex, sibling position, number of children in the family, parents' educational attainment, parents' occupation, and monthly family income are not predictors of the effects of instructional support on their reading performance. This means that learners' demographic and socio-economic backgrounds do not significantly influence how they benefit from instructional support in reading. It is further concluded that instructional support is significantly correlated with the reading performance of Grade Six pupils, indicating that effective teaching strategies such as explicit phonics and decoding instruction, guided reading, vocabulary development, and comprehension activities play a crucial role in improving learners' reading outcomes.

In light of these findings, it is recommended that school administrators strengthen instructional support programs by ensuring that reading activities are well-planned and aligned with learners' needs, while also providing professional development opportunities such as seminars, workshops, and training for teachers to enhance their reading instruction strategies. Teachers are encouraged to design integrated classroom activities that reinforce phonics, guided reading, vocabulary, and comprehension, regularly assess pupils' reading performance, and implement targeted interventions such as small group or one-on-one remediation for learners at the instructional and frustration levels. Pupils should likewise be encouraged to actively participate in reading activities and vocabulary practice to improve their comprehension and confidence in both Filipino and English texts. The proposed action plan is recommended for implementation, and further studies using other variables are likewise encouraged.

Compliance with ethical standards

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