

COMPREHENSION BOOSTER AND READING-COMPREHENSION SKILLS AMONG GRADE 5 LEARNERS

ABSTRACT

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This study examined the use of Comprehension Booster to improve reading-comprehension skills among Grade 5 learners at Manuel Luis Quezon Elementary School. The intervention addressed literal, inferential, and critical comprehension through structured and scaffolded reading activities. The study used a quantitative quasi-experimental pre-test–post-test design. A total of 285 learners were selected through simple random sampling. Data were collected using a researcher-developed survey and standardized reading assessments. The reported statistical procedures included weighted mean, frequency, percentage, Likert-scale analysis, ranking, a Z-test, the Kolmogorov–Smirnov test, and the Wilcoxon Signed-Rank Test. Most respondents were 9–10 years old, and females comprised 53% of the sample. Before the intervention, 43% were at the instructional reading level. Mean pre-test scores were 2.91 for literal comprehension, 2.26 for inferential comprehension, and 1.54 for critical comprehension. After the guided reading workbooks were implemented, the corresponding mean scores increased to 4.32, 3.77, and 2.84. Ratings associated with the AVR model—active self-regulation, vocabulary recognition, and reading comprehension—were 3.61 for self-monitoring, 3.50 for vocabulary skills, and 3.46 for understanding text meaning. The differences between pre-test and post-test scores were reported as statistically significant. The findings suggest that structured guided-reading materials may improve literal, inferential, and critical comprehension among the participating learners. The materials may also support reading independence and confidence. Curriculum integration should be accompanied by further evaluation of implementation fidelity, comparative outcomes, and sustained learning gains.

RECOMMENDED CITATION

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