Home Literacy, Reading Fluency, and Comprehension of Grade 3 Learners

A basic research proposal · Basic Education Research Fund 2026

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A sample with invented data, for teaching: nash.com.ph/blog

Introduction and rationale: reading, language, home

50.8%

of Grade 3 learners in public schools read at grade level in Filipino at the end of SY 2025–2026

CRLA, end of year (EDCOM 2 dashboard, 2026)

K to 3

Filipino and English are the primary media of instruction from SY 2025–2026

RA 12027; DO 020, s. 2025

1 in 4

of our Grade 3 learners speak a home language other than Tagalog

Enrollment forms, SY 2025–2026



Studies abroad link reading at home with children's reading. We do not know how much of that link runs through fluency for our learners, or whether it holds for learners who read in a language that is not their own.

Literature review: the home and fluency

Sénéchal & LeFevre (2002, 2014)

Exposure to books went with vocabulary; parents' teaching went with early literacy; both reached reading in Grade 3. The model held for children schooled in a language not spoken at home.

Inoue et al. (2018)

In 214 Canadian children, reading accuracy and fluency in Grade 1 carried the home literacy environment's link to comprehension in Grades 2 and 3.

Reschly et al. (2009); Kim & Wagner (2015)

Oral reading fluency correlates .67 with reading tests. In Grades 2 to 4, text reading fluency carries word reading's link to comprehension.

So: fluency is a likely path from the home to comprehension.

Literature review: language and family background

Crosson & Lesaux (2010)

Spanish-speaking fifth graders reading in English comprehended well only when they had both fluent reading and well-developed oral English.

Pouezevara et al. (2019)

National EGRA 2019: Grade 3 learners read 60.9 words correct per minute in Filipino; those who speak Tagalog at home, about 7.8 more.

Puglisi et al. (2017); Dulay et al. (2019)

Mothers' language explained storybook exposure's link in children at risk of dyslexia; in Cebu families, parents' own reading did not remove the home's link.

So: test whether the path differs by home language, and hold family background constant.

Four questions, three null hypotheses

1. What are the home literacy environment, oral reading fluency in Filipino, and reading comprehension of Grade 3 learners, overall and by home language?
2. Is the home literacy environment related to comprehension when family background, age, sex, home language, and school are held constant?
3. Does oral reading fluency mediate that relationship?
4. Does the indirect relationship through fluency differ between learners whose home language is Tagalog and those whose home language is another Philippine language?

Null hypotheses (α = .05)

- $H_0$1: Home literacy is not related to comprehension, other things held constant.
- $H_0$2: There is no indirect relationship through fluency.
- $H_0$3: Home language does not moderate the indirect relationship.

What the study covers, and what it cannot show

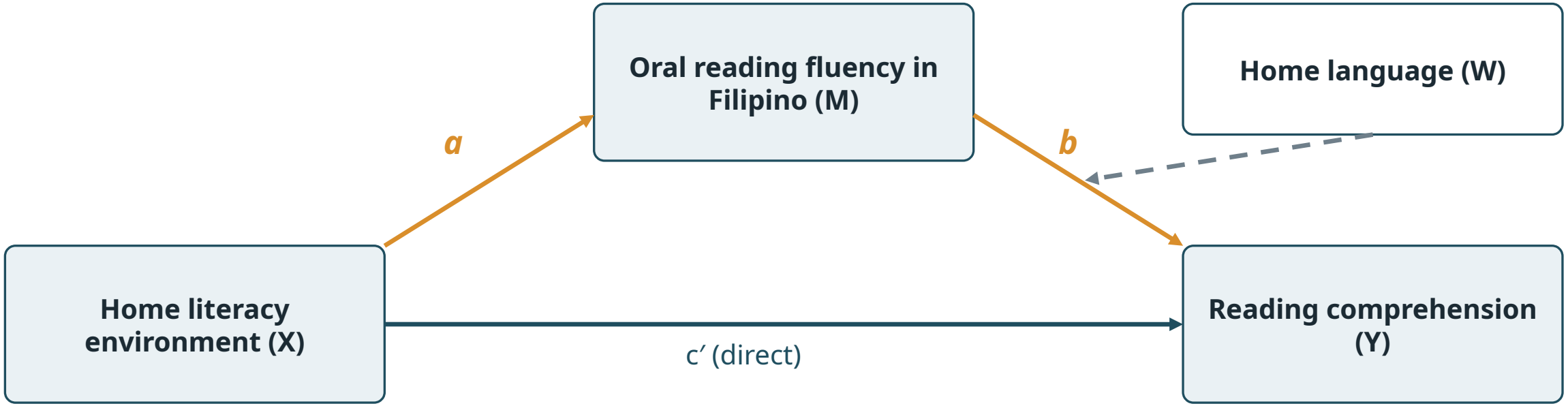
Scope

- Grade 3 learners of the division's 58 public elementary schools, SY 2026–2027
- A probability sample of 320 learners in 10 schools
- Home literacy as parents report it; fluency and comprehension in Filipino; home language from the schools' language mapping
- Data collected in Term 1, July to August 2026

Limitations

- Correlational: it can show how home literacy goes with reading, not that it causes it
- Parents may report more reading than took place
- Filipino only, at one time, at the start of Grade 3
- Power for question 4 is about .64 with 300 learners; the result will be reported with that caution

Research design: correlational, mediation, moderation



A quantitative, correlational design. The indirect relationship is a × b; c′ is what remains. Home language may change b (moderated mediation).

Held constant: 4Ps, mother's schooling, age, sex, school

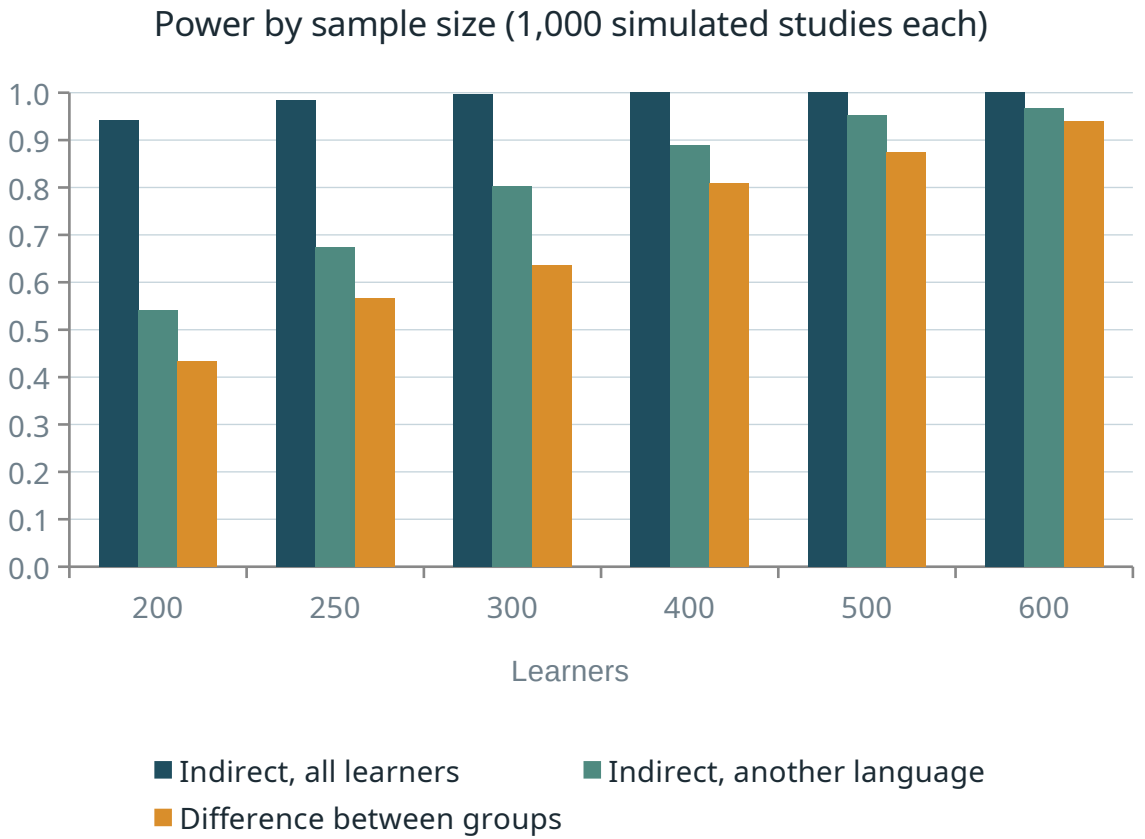
Sampling: 320 learners in two stages

5,407 Grade 3 learners in 58 schools, the population

10 schools drawn with probability proportional to Grade 3 enrollment (systematic)

32 learners drawn at random from each school's register (SF1)

320 learners sampled; about 300 expected with complete data



Planning values from earlier studies where they exist, and the team's own assumption for the other-language group; each indirect relationship tested with a Monte Carlo interval. Slovin's formula sizes a proportion, not a test, so it is not used.

Data collection: three instruments



Home literacy questionnaire for parents

Fourteen drafted items on how often, in the past month, the family read with the child, taught letters and words, and kept things to read. Never (0) to almost every day (3); in Filipino, read aloud to parents who ask.



Reading assessment, one to one

Two Grade 3 Filipino passages read aloud: words correct per minute in the first minute, the mean of the two. Then eight and seven comprehension questions asked orally, 15 items scored 0 or 1. Every reading recorded.



Home language and background

Home language from the school's language mapping records (DO 035, s. 2025), checked against the parent's answer. 4Ps membership and the mother's schooling from the questionnaire; age and sex from the register.

Data collection: validity, reliability, schedule

Content validity

Eight validators rated every drafted item in April 2026; Lawshe's CVR, kept at .75 or more, the critical value for eight.

Pilot test

30 Grade 3 learners and their parents in a school outside the sample, in June 2026.

Reliability

Cronbach's alpha and McDonald's omega for the questionnaire; KR-20 for the test; the two passages' correlation.

Scoring agreement

A second researcher scores a random 20% of the recordings; ICC(A,1), two-way, absolute agreement.

Validation April 2026 · Pilot June 22 to 26 · Sampling July 1 to 8 · Questionnaires July 9 to 31 · Reading assessments July 20 to August 14, after the BOSY testing window and before the Term 1 examination.

Ethical issues: consent, privacy, and a referral

Consent and assent

Written consent from parents; the learner's assent in Filipino before reading, and the right to stop at any time.

Privacy

Codes, not names. Recordings on an encrypted drive, deleted from phones the same day, destroyed one year after the study (RA 10173).

A referral, with consent

Learners who read fewer than 25 words correct per minute are referred to their advisers for the school's reading program.

Approval and the schools' time

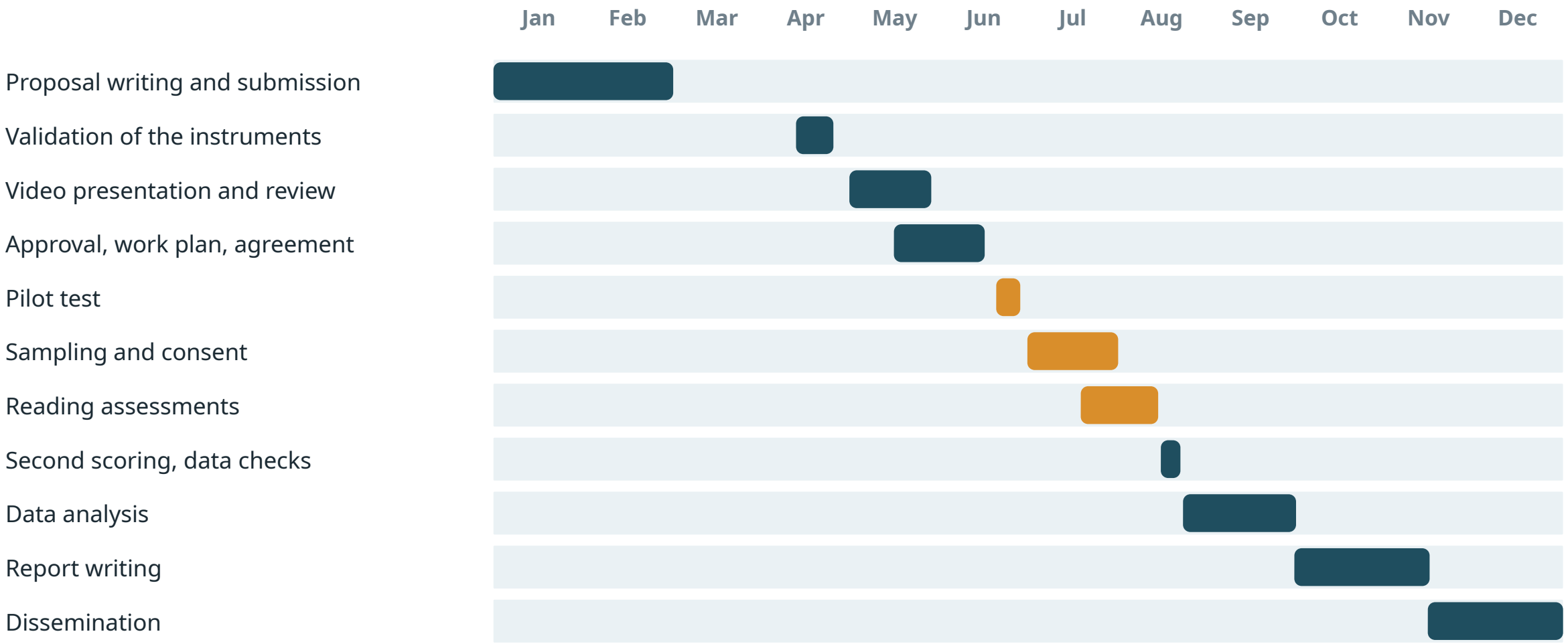
The Schools Division Superintendent's approval; assessments scheduled with the advisers so no learner misses a test.

Plan for data analysis: regressions and a bootstrap

Question 1	Means, SDs, frequencies, percentages; Welch's t tests between the two language groups.
Question 2	Regression of comprehension on home literacy, holding 4Ps, mother's schooling, age, sex, home language and school constant (HC3 errors).
Question 3	Path a (fluency on home literacy) and path b (comprehension on both); indirect relationship a × b with a percentile bootstrap, 5,000 resamples within schools.
Question 4	The b path allowed to differ by home language (Hayes's Model 14); the index of moderated mediation with its bootstrap interval.

Python 3.12 with statsmodels, pingouin, and semopy; Excel recomputes every statistic it can. A relationship is significant when its 95% interval excludes zero.

Timetable: January to December 2026



Marigold: field work in the schools. Months are of 2026; the school year opens on June 8.

Cost estimates: PhP 30,000 in eligible items

Item	Particulars	Amount (PhP)
Supplies	Envelopes, folders, pens; laminated passage cards	3,000.00
Reproduction	Letters, consent forms, questionnaires, score sheets (about 3,200 pages)	6,400.00
Transportation	Pilot school and the ten schools (about 40 trips)	6,000.00
Communication	Mobile load, three researchers, five months	4,500.00
Food	Snacks for 330 learners after reading; validation meeting	8,900.00
Dissemination	Policy brief	1,200.00
Total		**30,000.00**

Not charged to the grant

- Audio recorders or tablets: the researchers' own phones record the readings
- Software: Python and its libraries are free
- Honoraria for validators or a statistician
- Utilities and office rent

Dissemination and advocacy: who needs the findings

Grade 3 teachers

A learning action cell session in each of the ten schools: check comprehension beside fluency.

December 2026 to January 2027

School heads and the curriculum office

Division research forum, hosted by the division, and a two-page policy brief: use language mapping in reading programs.

December 2026

Parents

The parent-teacher conference of the End-of-Term Block: ten minutes of listening to your child read.

December 2026

Researchers

Regional research congress and the division's research journal.

March to June 2027

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Thank you

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