Daily Repeated Reading and Oral Reading Fluency of Struggling Grade 3 Readers

An Action Research

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Department of Education, Region VIII (Eastern Visayas)

Conducted January to March 2026

A sample with invented data, for teaching: nash.com.ph/blog/sample-action-research-deped. Basey I Central Elementary School is a real school used only as a setting; it did not conduct this study.

II. Abstract

This action research tested whether ten minutes of daily repeated reading would improve the oral reading fluency of Grade 3 learners reading below grade level in Filipino at Basey I Central Elementary School, Basey, Samar. It used an explanatory sequential mixed-methods design: a one-group pretest-posttest, followed by interviews. All 32 learners in two sections who read below grade level on the beginning-of-year Comprehensive Rapid Literacy Assessment were chosen purposively and took part for eight school weeks, from January to March 2026. Fluency was measured as words correct per minute on grade-level Filipino passages and compared with a paired t test, checked with a Wilcoxon signed-rank test; the pretest was correlated with the gain. Eight learners and their parents were interviewed, and their answers were analyzed thematically. Mean fluency rose from 41.3 to 55.8 words correct per minute, $t(31) = 6.12$, $p < .001$, $d = 1.08$. Learners who started lowest gained most, $r = -.36$, partly a sign of regression to the mean. The interviews showed three themes: growing confidence in reading aloud, the value of a predictable routine, and little reading practice at home. Daily repeated reading is a low-cost routine that went with large gains, but without a comparison group the study cannot say how much of the gain it caused. The school will extend the routine to every Grade 3 section, send weekly passages home with a guide for parents, and repeat the study with comparison sections.

Keywords: repeated reading, oral reading fluency, struggling readers, Grade 3, Filipino

III. Acknowledgment

The researchers thank the School Principal of Basey I Central Elementary School, who reviewed the proposal, approved the study and moved the Grade 3 Filipino period so that the routine could open it each day; the Public Schools District Supervisor of Basey I District, who read the draft report and asked the questions that shaped its reflection; the two Grade 3 teachers outside the team who rated every passage for grade-level fit; and the parents and learners who gave their time to the readings and the interviews.

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IV. Context and Rationale

Reading fluency, the ability to read text accurately and at a natural pace, frees a learner's attention for understanding (National Institute of Child Health and Human Development, 2000). Learners who must decode word by word spend their attention on the words and have little left for meaning (LaBerge & Samuels, 1974), and they fall further behind as texts in every subject grow longer.

At the beginning of School Year 2025–2026, the Comprehensive Rapid Literacy Assessment (CRLA) showed that 32 of the 61 learners in our two Grade 3 sections were reading below grade level in Filipino: 4 at the Low Emerging level, 7 at High Emerging, 9 at Developing and 12 at Transitioning. In class, these learners read aloud slowly and hesitantly, and many avoided reading in front of others. Grade 3 is the last grade covered by the CRLA, and the reading demands of Grade 4 are much greater.

Repeated reading, in which learners read the same short passage several times until they read it smoothly, has a long research record (Samuels, 1979). A meta-analysis found that it improves the fluency of students with and without learning disabilities (Therrien, 2004), and a later meta-analysis found the same for students with reading disabilities (Lee & Yoon, 2017). Those studies were done mostly in English, with learners reading their home language. Our learners read Filipino, which for most of them is a second

language after Waray, and we found no study of the routine with learners like them.

We needed an intervention that would fit into ten minutes a day, need only printed passages, and work with a whole class. Repeated reading met all three. The study addresses the Teaching and Learning theme of the Basic Education Research Agenda (Department of Education [DepEd], 2016).

This action research tested whether daily repeated reading would improve the oral reading fluency of the Grade 3 learners in our sections who read below grade level, and how they and their parents experienced it. It measured the learners' fluency before and after eight school weeks of the routine and then interviewed eight learners and their parents.

V. Innovation, Intervention, and Strategy

Innovation

Repeated reading is not new; what was new for our school was running it every day, for the whole class, inside the Filipino period, with learners reading in pairs and charting their own progress. Before the study, struggling readers in our sections got help only in pull-out sessions after classes, which many missed because they walk home with older siblings. A routine inside class time reaches every learner who attends. It costs little: the study's expenses came to PhP 4,650, and the routine takes ten minutes that the period already holds.

Intervention

The intervention, which we called *Basa Ulit* ("read again"), took the first ten minutes of the Filipino period every school day for eight school weeks, 40

sessions in all. Each week used one new passage of 100 to 120 words at Grade 3 level, taken from the Grade 3 Filipino learning materials or written by the team and reviewed by the reading coordinator. Table 1 gives the week's routine.

Table 1

The Ten-Minute Routine, Day by Day

Day	Activity (10 minutes)
Monday	The teacher introduces the passage, explains difficult words (in Waray when needed), and reads it aloud as a model; the class reads it together.
Tuesday to Thursday	Partners take turns reading the passage aloud three times each; the listener follows with a finger and marks hard words. The teacher listens to three or four learners and corrects errors.
Friday	Each learner reads the passage to the teacher or a partner for one minute, timed with a sand timer; the listener counts the words read correctly, and the learner colors that number on a personal progress chart.

Pairs were set by the teacher, a more fluent reader with a less fluent one. Learners already at grade level followed the same routine with harder passages. In a full week, each learner read the week's passage at least eleven times: once with the class, nine times with a partner and once timed.

The routine rests on automaticity theory: practice that makes word reading automatic frees attention for meaning (LaBerge & Samuels, 1974). Therrien's (2004) meta-analysis found larger fluency gains on new passages when an adult, not a peer, conducted the repeated reading. In our routine the partners are peers, so the teacher listens to three or four readers each day and corrects their errors. A one-page guide (Appendix E) set out each day's steps, so that both sections ran the routine the same way, and a daily checklist recorded whether the session took place and who was absent.

Strategy

Research design. An explanatory sequential mixed-methods design (Creswell & Plano Clark, 2018): a one-group pretest-posttest first, then interviews to explain what the numbers showed.

Data collection. One-minute readings of grade-level Filipino passages before and after the eight weeks; semi-structured interviews of eight learners and their parents after the posttest; the daily checklist.

Data analysis plan. For the first question, the mean, standard deviation, median, minimum and maximum of the pretest, the posttest and each learner's gain. For the second, a paired t test at the .05 level of significance in Excel's Analysis ToolPak, with the effect size d = mean gain ÷ standard deviation of the gains and the 95% confidence interval of the mean gain; the Shapiro–Wilk test of the gains (in jamovi) for the normality the t test assumes, and a Wilcoxon signed-rank test as a check that needs no normality. For the third, Pearson's r between the pretest and the gain, with the gains by CRLA level. For the fourth, thematic analysis in Braun and Clarke's (2006) six phases: familiarization, generating initial codes, searching for themes, reviewing them, defining and naming them, and writing the report. The themes were then tabulated with counts and sample responses, as the toolkit's steps for qualitative analysis end (DepEd & Basic Education Sector Transformation Program [BEST], 2019, section 5.4).

Implementation plan. The work plan: the pretest in the first week of January, 40 sessions from January 12 to March 9, the posttest and interviews in the two weeks after.

Evaluation plan. Three criteria for success were set before the study: at least 36 of the 40 sessions held (90%); each participant present for at least 80% of the sessions held; and a mean gain significant at the .05 level with an effect size of at least 0.50, a medium effect by Cohen's (1988) benchmarks.

VI. Action Research Questions

Main question. Does ten minutes of daily repeated reading improve the oral reading fluency of the Grade 3 learners in our two sections who read below grade level in Filipino?

1. What is the oral reading fluency, in words correct per minute, of the participants before and after eight school weeks of daily repeated reading?
2. Is there a significant difference between their pretest and posttest fluency?
3. Is there a significant relationship between the participants' pretest fluency and their gain?
4. How do the learners and their parents describe their experience of the intervention?

$H_0$1: There is no significant difference between the participants' pretest and posttest words correct per minute.

$H_0$2: There is no significant relationship between the participants' pretest words correct per minute and their gain.

VII. Action Research Methods

Research design. The study used an explanatory sequential mixed-methods design. Its quantitative strand was a one-group pretest-posttest,

which the Action Research Toolkit classes as pre-experimental (DepEd & BEST, 2019). We chose it because every struggling reader in our two sections needed the help and no section could be held back as a comparison. The design shows whether fluency rose and by how much; it cannot separate the routine's effect from ordinary growth, practice with the test, and regression to the mean. The interviews that followed asked the learners and their parents what had changed, to explain the numbers and to find what they could not show.

a. Participants and Other Sources of Data and Information

The population was the 61 learners of our two Grade 3 sections. The participants were the 32 of them (18 boys and 14 girls), 16 in each section, who read below grade level in Filipino on the beginning-of-year CRLA. Learners whose individualized education plan set other reading goals, and learners expected to transfer before March, were to be left out; none was. All who met the criterion took part, so no sampling was done: purposive selection of the whole group is the usual choice in action research, where the participants are the learners the researchers teach.

With 32 learners, a paired *t* test at the .05 level, two-tailed, has an 80% chance of detecting an effect of $d = 0.51$ or larger (computed as in G*Power; Faul et al., 2007). An effect smaller than that could have been missed.

For the interviews, we drew two learners by lot from each CRLA level among those whose parents agreed to an interview, eight in all, and interviewed one parent of each. No new code appeared in the last two parent interviews; the last learner interview added one minor code. Studies that

tested saturation reached it within 9 to 17 interviews (Hennink & Kaiser, 2022); eight in each group is fewer, so the themes may not be complete.

Other sources of data were the CRLA records of the participants and the daily checklist of sessions and attendance.

b. Data Gathering Methods

Recruitment. The study followed the Child Protection Policy (DepEd, 2012), which the Research Management Guidelines name as the reference for research with learners (DepEd, 2017). The school principal approved the study in writing in December 2025. At an orientation for the parents of the two sections, held in Waray and Filipino, we explained the study's purpose, the routine, the readings and interviews, the risks and benefits, the use of codes in place of names, and the right to withdraw at any time without effect on the learner's grades. All 32 parents of qualifying learners gave written consent. Each learner was then asked in simple words whether they wanted to take part, and all 32 agreed.

Instruments. *Oral reading fluency.* Each learner read three grade-level Filipino passages of about 110 words, not used during the intervention, for one minute each. Two Grade 3 teachers outside the team rated each passage for grade-level fit; a passage either of them rated above or below Grade 3 was replaced. The score was the number of words read correctly in one minute: words read minus errors. Mispronunciations, substitutions and omissions counted as errors; self-corrections within three seconds counted as correct; a word the teacher supplied after three seconds counted as an error. The

learner's score was the median of the three readings, so that one unusually easy or hard passage could not decide it.

Scoring reliability. For 8 of the 32 learners (25%), two from each CRLA level, a second team member scored the same readings at the same sitting, at the pretest and at the posttest. The two scores were within two words of each other in 15 of the 16 readings, and the intraclass correlation for absolute agreement of single scores was ICC(A,1) = .997, 95% CI [.990, .999], excellent by Koo and Li's (2016) guidelines (Appendix A, Table A2).

Interview guides. The learner and parent guides (Appendix C) were reviewed by the reading coordinator and the school's guidance designate and tried with one learner and one parent outside the study, after which two questions were reworded.

Setting. Readings took place in a quiet corner of each classroom during the Filipino period; interviews took place in the school library after classes, or at home for two parents who could not come to school.

Timeline. The study ran in the second half of School Year 2025–2026 (DepEd, 2025b). The pretest was given on January 5 to 9 and the posttest on March 10 to 13, 2026, by the learners' own advisers. The interviews took place on March 16 to 19, 2026: 10 to 15 minutes for each learner and 20 to 30 minutes for each parent, in Waray or Filipino as each preferred.

Recording and storage. Scores were written on paper scoring sheets and entered into an Excel file under the learners' codes. With permission, the interviews were recorded, transcribed the same day and translated into English for the report; each recording was deleted once its transcript was

checked. The data file and transcripts were kept on the team leader's password-protected computer, and the key that links codes to names in a locked drawer at the school, apart from the data. The paper sheets and the key will be destroyed when the report has been accepted.

VIII. Discussion of Results and Reflection

Implementation

Thirty-nine of the 40 planned sessions took place (97.5%); one day was lost to a class suspension. The routine also ran on the two Quarter 3 examination days, January 22 and 23, before the tests began, and on March 9, the 40th school day, the learners read week 8's passage once more. The participants attended a mean of 36.5 of the 39 sessions (93.6%). All but one attended at least 32 sessions, 80% of those held; the lowest attendance was 31. Two of the three criteria for success concern implementation, and the routine met the first and nearly met the second.

Question 1: Fluency Before and After

Table 2

Oral Reading Fluency of the Participants, in Words Correct per Minute (n = 32)

	Mean	*SD*	Median	Minimum	Maximum
Pretest	41.3	11.3	41.5	20	62
Posttest	55.8	14.1	54.5	31	86
Gain	14.5	13.4	14.5	−8	41

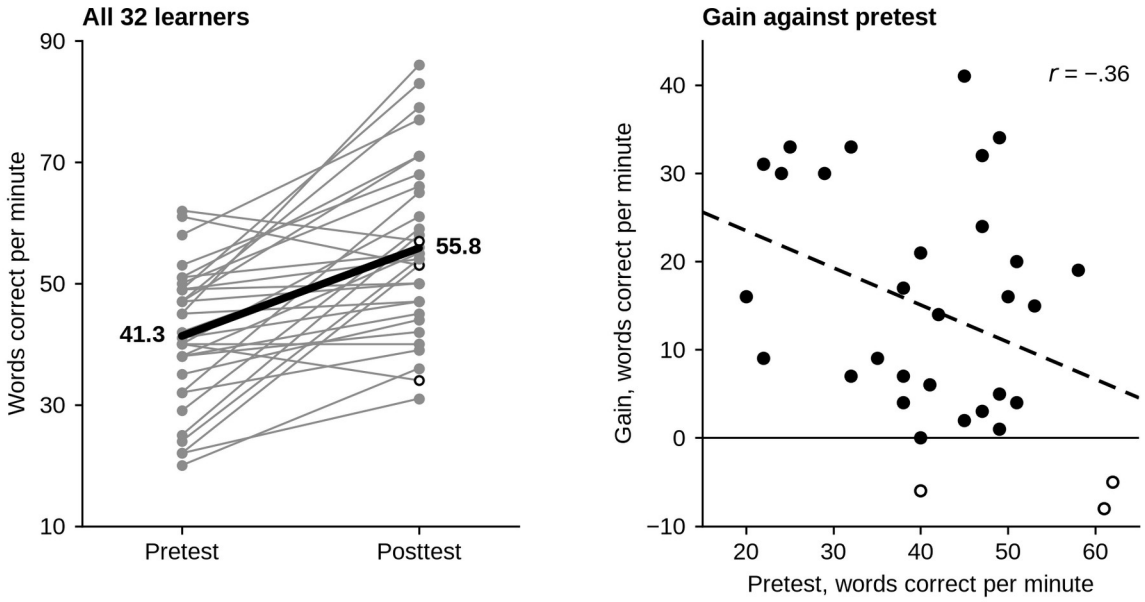
Note. Each score is the median of three one-minute readings of grade-level Filipino passages.

The mean rose by 14.5 words correct per minute, from 41.3 to 55.8 (Table 2 and Figure 1). Of the 32 learners, 28 improved, 17 of them by 10

words or more; one read the same number of words, and three read 5 to 8 fewer at the posttest.

Figure 1

Fluency Before and After Eight Weeks of Daily Repeated Reading



Note. Invented data. Words correct per minute (WCPM) are the median of three one-minute readings of grade-level Filipino passages. Open circles mark the three learners who read fewer words at the posttest. The thick line joins the means of the learners shown. On the gain view, the line is the least-squares line of gain on pretest.

Question 2: Is the Difference Significant?

Table 3

Paired t Test of the Posttest Against the Pretest (Excel Output)

	Posttest	Pretest
Mean	55.8125	41.3125
Variance	199.6411	127.8992
Observations	32	32
Pearson Correlation	0.4633	
Hypothesized Mean Difference	0	
df	31	
t Stat	6.1225	
P(T<=t) one-tail	4.3315E-07	
t Critical one-tail	1.6955	
P(T<=t) two-tail	8.6630E-07	
t Critical two-tail	2.0395	

Note. Excel's Analysis ToolPak, t-Test: Paired Two Sample for Means, with the posttest as Variable 1 and the pretest as Variable 2. Values rounded to four decimals. Excel writes *p* as P(T<=t); 8.6630E-07 means 0.00000087.

The participants read more words correctly at the posttest (M = 55.8, SD = 14.1) than at the pretest (M = 41.3, SD = 11.3), $t(31) = 6.12$, $p < .001$, d = 1.08, a large effect. The mean gain was 14.5 words correct per minute, 95% CI [9.7, 19.3]. $H_0 1$ is rejected.

The gains were close enough to normal for the t test, Shapiro–Wilk W = .96, p = .20. A Wilcoxon signed-rank test, which does not assume normality, agreed: leaving out the one learner whose score did not change, 31 learners' gains gave T = 27, $z = -4.33$, $p < .001$, r = .78. The third criterion for success, a significant gain with d of at least 0.50, was met.

Question 3: Is the Gain Related to the Starting Level?

Table 4

Mean Fluency and Gain by Beginning-of-Year CRLA Level, in Words Correct per Minute

CRLA level (Filipino)	Learners	Pretest mean	Posttest mean	Mean gain
Low Emerging	4	22.3	44.5	22.3
High Emerging	7	32.6	49.7	17.1
Developing	9	42.0	56.1	14.1
Transitioning	12	52.3	62.9	10.7
All	32	41.3	55.8	14.5

Learners who started lower gained more: the correlation between the pretest and the gain was $r(30) = -.36$, $p = .046$, so $H_0 2$ is rejected (Table 4; Figure 1, "Gain against pretest"). The relationship does not mean the routine worked best for the weakest readers. Part of it is regression to the mean: a learner whose pretest was unusually low for them tends to score nearer their usual level on a second test, with or without an intervention, and the error in the pretest also enters the gain with its sign reversed. A one-group design cannot tell how much of the pattern is regression and how much is real.

Question 4: Learners' and Parents' Experience

Table 5

Themes From the Interviews (8 Learners, 8 Parents; Responses Translated From Waray and Filipino)

Theme	Learners	Parents	Sample responses
Growing confidence in reading aloud	7	6	"Before, I was shy to read in front. Now I want to be first." (I-L3) / "He now reads the signs on the way to the market." (I-P6)
The value of a predictable daily routine	6	3	"Every morning we read the story again, so I am ready." (I-L5) / "She tells me on Mondays what story they will read." (I-P1)
Little reading practice at home	5	7	"There are no books at home, only my brother's notebook." (I-L8) / "I leave for the farm before sunrise, so no one reads with him." (I-P2)

Note. The counts are the interviewees who mentioned each theme.

Confidence was the theme mentioned most by learners; little practice at home, by parents. Two parents asked whether the passages could be sent home.

Reflection

What we found. In eight school weeks, the 32 learners' fluency rose by 14.5 words correct per minute on average, a large and significant gain that a test free of the normality assumption confirmed. Learners who started lowest gained most. The learners described growing confidence; their parents described homes with few books and little time to read together.

What it means. The results answer the main question with a qualified yes: fluency rose during the routine, and the routine was easy to keep. It needed ten minutes, printed passages and sand timers, and within two weeks the learners ran the partner reading on their own. The interviews suggest that

confidence rose with fluency, which matters for learners who had avoided reading aloud.

How it compares with the research. The gain agrees in direction with the reviews of repeated reading (Lee & Yoon, 2017; Therrien, 2004). Its size should not be compared with theirs: the studies they pooled with comparison groups measure the routine's effect, while a one-group gain also holds whatever would have happened anyway.

What else could explain the gain. Part of the rise could come from ordinary growth over eight weeks of Grade 3, from practice with the timed reading, or, for the lowest starters, from regression to the mean. Nine of the 11 learners at the Emerging levels were also Emerging on the English CRLA and attended ARAL-Reading tutorials in English during the same weeks, as DepEd Memorandum No. 064, s. 2025 provides (DepEd, 2025a), which may account for part of their gain. We were also the learners' teachers and testers; the second scorer agreed closely with the first, but both knew the study's purpose. The three learners whose scores fell, all of whom attended most sessions, remind us that a single week's test is a noisy measure.

Limits. The study had one group of 32 learners in one school, an effect smaller than $d = 0.51$ could have been missed, and eight interviews in each group may not have reached every theme. The Transitioning learners gained least; they already read fairly fluently, and their next need may be comprehension rather than speed, which our measure did not count.

What we would change. Next time we would add a short comprehension check, and we would compare our sections with sections that start the routine later, so that the difference between them can be measured.

Conclusion. Daily repeated reading is a cheap routine that fits in a class period and went with large gains in fluency for struggling Grade 3 readers. The parents' answers changed our plans most: most families want to help, but few have reading materials at home or time in the morning. Sending the week's passage home, with a short guide for parents, costs little and answers what they told us.

IX. Action Plan

Table 6

Action Plan

Objective	Audience	Activity and channel	Key message	Persons responsible	Timeline	Budget (PhP)	Evidence of success
Decide by the end of June 2026 whether to extend the routine	Grades 1 to 3 teachers, school principal	Presentation at the school's first LAC session	Ten minutes a day of repeated reading went with large gains; the study cannot say how much it caused	Research team	June 2026	0	A recorded decision in the LAC minutes
Run the routine in every Grade 3 section by August 2026	Grade 3 advisers	Two-hour LAC workshop with the one-page guide and the passages	The routine needs no special skill or equipment	Reading coordinator, Grade 3 advisers	June to August 2026	1,600 (printing)	Daily checklists from every section
Get the week's passage read at home at least twice a week	Parents of Grade 3 learners	Weekly passage and a half-page guide in Waray and Filipino, sent home in the reading folder	Listening to your child read the week's story twice a week helps	Advisers	From July 2026	2,400 (printing)	Parents' signatures on the folder's reading log
Measure the routine's effect with comparison sections	Division research committee	BERF proposal for SY 2026–2027, sections starting the routine at two different times	A comparison group shows how much of the gain the routine causes	Research team, school principal	Next BERF call	Up to 30,000 (BERF)	Proposal submitted and scored
Share the results beyond the school	District teachers	Presentation at the district research forum	The routine and its limits	Research team	As the district schedules it	0	Presentation delivered and feedback recorded

X. References

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XI. Financial Report

Table 7

Statement of Expenses

Date	Particulars	Receipt no.	Amount (PhP)	Category
December 10, 2025	Printing of consent and assent forms	OR 0402	120	Reproduction
December 12, 2025	Snacks for the parents' consent orientation, 32 parents	OR 0418	1,280	Food
January 3, 2026	Printing of assessment passages and scoring sheets	OR 1127	500	Reproduction
January 3, 2026	Reading folders, 32	OR 1127	480	Supplies and materials
January 3, 2026	One-minute sand timers, 16	OR 2203	720	Supplies and materials
January 9, 2026	Printing of eight weekly passages and progress charts	OR 1185	980	Reproduction
March 6, 2026	Printing of posttest passages and interview guides	OR 1302	250	Reproduction
March 20, 2026	Certificates of participation, 32	OR 1318	320	Supplies and materials
Total			**4,650**	

Table 8

Estimated and Actual Expenses by Category

Category	Estimate (PhP)	Actual (PhP)
Food	1,280	1,280
Reproduction	1,920	1,850
Supplies and materials	1,600	1,520
Total	**4,800**	**4,650**

The study spent PhP 150 less than its estimate: printing cost PhP 70 less, and the sand timers PhP 5 less each. Fund source: the researchers' own funds. No school funds or grants were used; the receipts are kept with the school's copy of the report.

Appendices

Appendix A. Data

Table A1 gives each learner's code, section, sex, beginning-of-year CRLA level, sessions attended, and scores. Copy it into Excel to repeat the analysis: the paired *t* test on the two score columns gives Table 3.

Table A1

Participants' Data

ID	Section	Sex	CRLA level (Filipino)	Sessions attended (of 39)	Pretest WCPM	Posttest WCPM	Gain
L01	A	M	Low Emerging	39	20	36	16
L02	A	M	Low Emerging	38	25	58	33
L03	A	F	Low Emerging	39	22	31	9
L04	B	M	Low Emerging	34	22	53	31
L05	A	F	High Emerging	36	32	65	33
L06	B	M	High Emerging	37	35	44	9
L07	B	F	High Emerging	36	29	59	30
L08	B	M	High Emerging	35	38	45	7
L09	A	M	High Emerging	34	38	42	4
L10	A	M	High Emerging	31	24	54	30
L11	A	F	High Emerging	37	32	39	7
L12	B	F	Developing	36	41	47	6
L13	B	F	Developing	38	45	47	2
L14	A	M	Developing	36	38	55	17
L15	B	M	Developing	39	40	61	21
L16	B	F	Developing	34	40	34	−6
L17	B	F	Developing	35	47	79	32
L18	A	F	Developing	36	40	40	0
L19	B	M	Developing	35	42	56	14
L20	B	M	Developing	39	45	86	41
L21	B	F	Transitioning	35	53	68	15
L22	A	M	Transitioning	39	61	53	−8
L23	B	F	Transitioning	35	51	71	20
L24	A	M	Transitioning	33	49	54	5
L25	A	F	Transitioning	38	50	66	16
L26	A	M	Transitioning	39	49	83	34
L27	B	F	Transitioning	36	49	50	1
L28	B	F	Transitioning	39	51	55	4
L29	A	M	Transitioning	38	47	71	24
L30	A	M	Transitioning	38	47	50	3
L31	B	M	Transitioning	39	62	57	−5
L32	A	M	Transitioning	35	58	77	19

Table A2

Readings Scored by Two Team Members

ID	Test	First scorer	Second scorer	Difference
L01	Pretest	20	21	1
L01	Posttest	36	36	0
L03	Pretest	22	22	0
L03	Posttest	31	30	−1
L06	Pretest	35	34	−1
L06	Posttest	44	45	1
L10	Pretest	24	24	0
L10	Posttest	54	52	−2
L14	Pretest	38	39	1
L14	Posttest	55	55	0
L18	Pretest	40	40	0
L18	Posttest	40	43	3
L23	Pretest	51	52	1
L23	Posttest	71	71	0
L30	Pretest	47	47	0
L30	Posttest	50	49	−1

The first scorer's scores are the study's. To compute the ICC in Excel, run *Anova: Two-Factor Without Replication* on the two score columns, then ICC(A,1) = (MS rows − MS error) ÷ (MS rows + MS error + 2 × (MS columns − MS error) ÷ 16). Here MS rows = 363.39, MS columns = 0.13 and MS error = 0.66, which give .997.

Appendix B. Consent Letter and Assent Script

Kept with the school, not in the archived report, as DepEd Order No. 014, s. 2022 requires of BERF-funded reports uploaded to DepEd's research portal (DepEd, 2022): consent forms and photographs are left out.

Appendix C. Interview Guides

Not reproduced in this sample. The learner and parent guides followed the models in Interview and FGD Guide Questions for Action Research.

Appendix D. Declaration of AI Use (adapted from Annex A of DO 003, s. 2026; DepEd, 2026):

We, the researchers, declare that we used [name of the AI tool] only to check the grammar of the English text of this report, for the purpose of finalizing the research study. The prompt used was: "Check the grammar of this paragraph. Do not change its meaning or add content." We have reviewed, edited, and understood all the content, and we take full accountability for it. No names, Learner Reference Numbers, scores, or other personal or sensitive information were entered into the AI tool.

Appendix E. The Routine's One-Page Guide

1. Open the Filipino period with *Basa Ulit*. Set a timer for ten minutes.
2. **Monday.** Read the new passage aloud once as a model. Explain two or three hard words, in Waray if needed. Read it together with the class once.
3. **Tuesday to Thursday.** Pairs read the passage aloud three times each, taking turns. The listener points to each word and marks the hard ones. Listen to three or four readers and correct errors at once.
4. **Friday.** Each learner reads the passage for one minute, timed with the pair's sand timer. The partner counts the words read correctly. The learner colors that number on their progress chart.
5. Every day, tick the checklist: session held, and who was absent.
6. Learners already at grade level follow the same steps with the harder passage for the week.