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**READINESS ON THE PROGRAM FOR INTERNATIONAL STUDENT
ASSESSMENT IN GRADE 8 AT AMUCAO NATIONAL HIGH SCHOOL**

A Thesis Presented
To the Faculty of the Graduate School
Osias Colleges, Incorporated
Tarlac City

In Partial Fulfillment
Of the Requirement for the Degree
Master of Arts in Education
Major in Administration and Supervision

**BENDIA CATLEYA TABUGAN BAJANA
MARCH 2024**

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ABSTRACT

Title: READINESS ON THE PROGRAM FOR INTERNATIONAL STUDENT ASSESSMENT IN GRADE 8 AT AMUCAO NATIONAL HIGH SCHOOL

Researcher: BENDIA CATLEYA TABUGAN BAJANA

Degree: MASTER OF ARTS IN EDUCATION

Major: ADMINISTRATION AND SUPERVISION

Institution: OSIAS COLLEGES, INC.

This study utilized descriptive research for this study to learn about a particular group of learners, known as a sample population. The study examined the Readiness on the Program for International Assessment in Grade 8 at Amucao National High School. The respondents were 36 learners in Grade 8. A questionnaire was administered to gather relevant information and data, to the Grade 8 learners. Checklists, stories, and questions are utilized to identify the readiness of the Program for International Student Assessment.

Findings revealed that most learners' critical thinking skills in reading single and multiple texts are at an instructional level, but these skills drop to a frustration level when engaging with complex texts. On the PISA in the Basic Reading Process assessment, learners demonstrated readiness in the basic reading process, fluent reading, and literal interpretation, but showed only a moderate level of readiness in inter-sentence integration, context theme extraction, and inference drawing. An intervention program was proposed to address these gaps to enhance learners' abilities in these critical areas.

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To enhance learners' critical thinking skills with complex texts, educators should implement structured, scaffolded instruction by breaking texts into manageable sections and guiding analysis through targeted questions. Facilitating collaborative discussions and peer reviews can further refine understanding and deepen comprehension. Lastly, to improve learners' readiness in inter-sentence integration, context theme extraction, and inference drawing, educators should incorporate targeted practice activities such as summarizing, identifying themes, and engaging in exercises that prompt inference and draw conclusions.

Keywords: Critical

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1. INTRODUCTION

Literacy is the foundation of every subject in the curriculum (Nishat, 2022). A strong literacy foundation is a part of the bigger picture of schooling that includes reading, math, and science. Learners who possess high reading skills are also far more likely to read for pleasure. These are the goals that all schools strive to meet. Without a firm grasp of reading, learners could potentially be on the back foot right the way through their schooling. That is why catch-up programs designed around literacy will be so crucial for helping to address the complexity of the challenge ahead. In today's fast-paced society, when technological improvements rule our everyday lives, the value of reading is frequently underestimated. With the rise of social media, immediate gratification, and never-ending diversions, many people have turned their attention away from the written word. However, engaging in reading can have a significant impact on our lives, opening us to a world of information, imagination, and personal growth.

Reading is an essential ability that leads to knowledge, imagination, and personal growth. It is the process of understanding information, ideas, and tales by interpreting written or printed symbols. Reading allows people to discover new worlds, civilizations, and views, improving their understanding of the world around them. It improves language, critical thinking, and communication abilities while also encouraging creativity and empathy. Reading, whether for pleasure, education, or professional development, is a timeless hobby with limitless chances for learning and enrichment.

The distinction between reading and literacy is crucial in understanding the broader scope of language skills and communication. Reading competency focuses on the capacity to decipher text and comprehend its meaning, allowing people to engage with written

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information effectively.

Best (2021) stated that literacy is often defined as the ability to read and write.

But it's not as easy as it seems. Reading and writing abilities vary between cultures and circumstances, and they are continually changing. Nowadays, 'reading' refers to complex visual and digital media, as well as written materials. Learners require literacy to interact with the written word in everyday situations.

Worldwide research known as PISA (Program for International Student Assessment) got underway in 2000. Through assessments of the knowledge and abilities of 15-year-old learners in participating nations and economies, it seeks to evaluate educational systems across the globe. More than seventy nations and economies have taken part in PISA since the year 2000.

Paige et al. (2024) stated that fluent reading is an essential aspect of reading comprehension that has garnered significant attention in recent years. It involves the capability to read swiftly, accurately, and with appropriate expression. In conformity with Best, J. (2021) it encompasses the ability to recognize words effortlessly, read with suitable phrasing and intonation, and maintain a conversational reading speed. Fluency is crucial because it enables readers to concentrate on comprehending the text's meaning rather than on decoding individual words. Readers who struggle often read slowly and haltingly, which hinders their ability to understand the content they are reading.

According to Mujuzi, J. D. (2024), Literal interpretation involves understanding a text based on the exact meaning of the words as they are commonly used, without looking for symbolic or metaphorical meanings. This method focuses on staying true to the author's original intent and the historical context, advocating for a clear and straightforward

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comprehension of the text through its grammar and linguistic conventions. As mentioned by Lastiri (2022) Literal comprehension lays the groundwork for advanced levels of understanding in reading by grasping the fundamental aspects of a text, such as facts, concepts, words, occurrences, and explicitly mentioned details. At the literal level, readers concentrate on obtaining precise responses to queries or collecting information explicitly presented in the text. This involves pinpointing the primary concept, backing details, and responding to recall inquiries. This phase of comprehension establishes the foundation for cultivating crucial abilities such as deciphering the literal significance of words and sentences, crucial for proficient reading comprehension.

Zhao et al. (2024), Inter-sentence attention focuses on how tokens from different sentences relate in meaning, crucial for tasks like Semantic Textual Similarity (STS). Recognizing simple and complex semantic relations between tokens helps determine sentence similarity. Despite its importance, most research emphasizes intra-sentence attention. Enhancing inter-sentence attention involves amplifying weights effectively and filtering valuable information, essential for improving STS models.

Bogaert et al. (2023) Understanding text requires creating mental representations of its meaning, analyzing ideas both in detail and as a whole, and connecting them with existing knowledge. Identifying key themes within the context is crucial for this comprehension process.

As mentioned by Edgar (2022) the fundamental reading process, making inferences is vital for improving comprehension as it enables readers to move beyond surface-level text and comprehend implied messages. Inferences entail reaching conclusions using both textual evidence and prior knowledge. This ability aids readers in interpreting the text by

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bridging explicit statements with implied meanings. Through questioning, analyzing textual hints, and drawing from personal experiences, readers can deduce deeper insights and understand the author's intended communication.

The framework of PISA 2018 incorporates constructs involved in basic reading processes. These constructs, such as fluent reading, literal interpretation, inter-sentence integration, extraction of the central themes, and drawing inferences, are critical skills for processing complex or multiple texts for specific purposes. Suppose learners fail at performing higher-level text processing functions. In that case, it is critical to know whether the failure was due to difficulties in these basic skills to provide appropriate support to these learners.

In the basic reading process, the framework of PISA 2018 underscores the significance of various constructs that encompass essential skills. These constructs, including fluent reading, literal interpretation, inter-sentence integration, extraction of central themes, and drawing inferences, are pivotal for comprehending complex or multiple texts for specific purposes. Specifically, they contribute to building a strong foundation in reading by enabling readers to engage with texts effectively, extract meaning at different levels, integrate information across sentences, identify key themes, and infer implied messages. Mastering these skills is essential for readers to navigate and comprehend diverse texts, thereby enhancing their overall reading proficiency and facilitating their ability to achieve specific reading goals.

A randomly chosen group of fifteen-year-olds takes examinations in reading, math, and science every three years. Each year of assessment focuses on a different subject. Reading was the main focus in 2000, followed by math in 2003, science in 2006, and

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reading in 2009. The 2012 assessment is well underway. It includes more than 65 countries and economies, with China currently having the highest PISA score worldwide. PISA is administered every three years, with an emphasis on one core subject area every cycle and optional examinations such as financial literacy and creative thinking. The assessment attempts to provide insights into how well educational institutions prepare students for the needs of the twenty-first century. The eighth set of PISA assessments was scheduled to take place in 2021, however, the disruption created by COVID-19 prompted the testing to be postponed by a year. The first PISA 2022 results will be published in two volumes on December 5, 2023. PISA 2022 focuses on mathematics, with an emphasis on mathematical reasoning, to highlight its usefulness in addressing difficult real-world situations. PISA 2022 focuses on mathematics, with extra tests for creative thinking, while PISA 2025 will stress science and include a foreign language assessment. PISA results, as the global benchmark for educational examinations, are usually eagerly anticipated.

As stated in Geniebook (2024), Singapore has regularly surpassed the majority of other countries in recent years on the PISA test. This achievement is not by chance; it is the product of a well-designed educational system and a culture that values learning and greatness. Singaporean learners consistently perform at or near the top of the PISA test results. Their amazing performance has piqued people's interest and app Factors contributing to Singapore's success include a comprehensive curriculum.

According to Singapore - NCEE. (2024), Singapore's educational system is renowned for its tough and comprehensive curriculum. Students are exposed to a wide range of courses from a young age, including mathematics, science, and languages. This broad-based education ensures that students build a solid foundation across numerous

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areas. Teacher quality is also an important factor in Singapore's success. Teachers receive extensive training and professional development to ensure they are prepared to give high-quality instruction. This dedication to teaching excellence immediately benefits students. Recitation around the world. Singapore lays a strong emphasis on math and science education from an early age. This allows students to have a solid foundation in these essential subjects. The Singaporean government has introduced several programs to improve the quality of education. These measures include curricular enhancements, teacher training, and classroom technology integration. Singaporean schools provide a favorable learning atmosphere. Small class sizes, well-equipped classrooms, and dedicated teachers all help to create a healthy learning environment. Singaporean parents place a high value on education and actively participate in their children's learning experiences. They provide constant support and foster a climate conducive to learning, motivating learners to succeed.

On the word of Masters (2023), Singapore's national school system was established with the understanding that children's learning requirements vary. Children who need extra help with English or math are provided it from the moment they start school. Small groups of youngsters are taught by specially qualified 'learning support' teachers. Those who require more support in their native language are recognized in Year 2. Selection into Singapore's Gifted Education Program takes place in Year 3, followed by admission to its Junior Sports Academy in Year 4. Students in Years 5 and 6 are taught core topics (English, math, science, and home language) at one of two levels: Foundation or Standard, depending on their Year 4 achievement. Students are placed in one of three streams in secondary school based on their primary school examination scores. Students in the lowest

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stream often study core topics at the least demanding level, while students in the highest stream study at the most demanding level. These arrangements, which were established in the 1970s, are intended to address the various levels of learning that individuals have reached. The Singaporean system is based on the concept that well-targeted teaching is essential for student engagement and successful learning. Meeting kids' diverse needs is regarded as critical to equity.

In agreement with C (2024), the true reason Singapore ranked so high on PISA is that Singaporean kids perform well on PISA because they are obedient with whoever made them sit for it. They are willing to put forth effort for an insignificant test simply because their teachers have instructed them to.

On the other hand, the Philippines is among the lowest countries according to the Organization for Economic Co-operation and Development's (OECD) assessment of learners aged 15 years, the Philippines came in at number 77 out of 81 countries internationally.

In line with Department of Education Memorandum No. 01, s. 2024 Current projects until 2024 offer chances to improve learners' academic performance, especially in reading, where most learners fall short according to large-scale tests conducted nationally and internationally. To close learning gaps and improve each learner's reading proficiency, these evaluation results demand immediate attention. In the same spirit, to facilitate the accomplishment of the educational objectives specified in DepEd Order (DO) No. 013, s. 2023 and to support the core education priorities of the MATATAG Curriculum, an agenda must be established. Values, Health, and Peace Education should be intensified in line with the National Learning Recovery Program (NLRP) adoption in 2023. Values Education

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continues to be a top priority by Republic Act (RA) No. 11476, the Values Education Act, which highlights the vital role that youth play in nation-building. The necessity for peace education has been highlighted by the findings of the 2022 Program for International Student Assessment (PISA), which indicate that bullying is still a significant problem in public schools. Filipino learners need to strengthen their peace competencies as global citizens to promote harmony and stand up for others in their communities. In the meantime, stronger lobbying is required to safeguard learners' overall health and well-being in light of health education.

The learning program was introduced in response to the PISA 2022 results, which highlighted that Filipino children were lagging behind their peers in other countries in science, arithmetic, and reading. In Mathematics, the Philippines ranked 76th, with an average score of 355 (Level 1b), significantly below the OECD average of 472 (Level 2). In reading, the country placed 79th, achieving an average score of 347 (Level 1a), compared to the OECD average of 476 (Level 2). In science, the Philippines ranked 80th, with an average score of 356 (Level 1a), whereas the OECD average was 485 (Level 3). Although the PISA 2022 results indicated that the performance of Filipino learners in these subjects remained stable despite the COVID-19 pandemic, there were no notable improvements observed.

The Philippines' poor performance in the PISA 2022 assessment, ranking near the bottom in reading, mathematics, and science, is attributed to several factors. The K to 12 curriculum, intended to enhance educational outcomes by emphasizing critical thinking, has not yet shown its full impact and may have inadvertently created gaps in foundational skills (Philstar.com) (OECD GPS Education). Socioeconomic disparities

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significantly affect student performance, placing the country about five to six years behind more advantaged nations (RAPPLER). Challenges in teacher training and professional development persist, affecting teaching quality despite ongoing improvement efforts (Philstar.com) (OECD GPS Education). The COVID-19 pandemic exacerbated existing issues, disrupting learning and contributing to stagnant progress (DepEd) (RAPPLER). Furthermore, many schools lack adequate resources, such as textbooks and technology, essential for effective learning (Philstar.com) (RAPPLER). The Department of Education (DepEd) is focusing on curriculum improvements, better teacher training, and increased investment in educational resources, but substantial and sustained efforts are needed for significant improvements in future assessments.

The conceptual framework for the (PISA), known as the High Performing Systems for Tomorrow (HPST) Conceptual Framework, focuses on redefining education's purpose in the twenty-first century towards "human flourishing." This framework aims to transcend traditional educational objectives and align with the dynamic, Artificial-Intelligence (AI)-integrated world by emphasizing a shift toward human flourishing, a concept that goes beyond well-being. It emphasizes the distinct challenges and opportunities presented by Artificial Intelligence (AI) and proposes a new educational paradigm that distinguishes flourishing from well-being, clarifies the concept of agency in learning, and focuses on specific competencies relevant to "Education for human flourishing."

The High Performing Systems for Tomorrow (HPST) project, launched in 2018, investigates the transformative journeys of education systems around the world, with an emphasis on countries with high PISA scores. This collaborative endeavor combines

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contributions from thought leaders and specialists in the industry to outline an aspirational vision for education that prepares young people to navigate a complicated environment and attain well-being. In the program, learners are not graded. However, their progress is tracked through self-reflection journals.

Vice President and Education Secretary Sara Duterte stated that the Philippines' result in the 2022 PISA "bears an uncomfortable truth" and urged a collective effort to improve the country's education system. "PISA results are more than just a reflection of our educational system. It is a mirror that reflects our collaborative efforts, investments, and, most importantly, our dedication to education and the future we want for our children," Duterte said in a video statement.

"As such, this is a call to action, a call to our shared responsibilities as a nation. I urge everyone to work together for a more resilient MATATAG education system, one that aspires to enhance learning results, emphasize student and teacher well-being, and encourage accountability to narrow remaining inequities," she added.

Under her leadership, the education department implemented reforms to improve students' performance in mathematics, science, and reading comprehension, such as the K-10 Matatag curriculum and the introduction of "catch-up Fridays," which allocate every Friday for basic education learners to improve their reading and writing skills.

Even though it is not enough, this is still better than sending learners to the next grade before making sure they understand the basics of reading. A World Bank (WB) report from 2022 states that everyone should be appalled by our 91 percent learning poverty rate, which is among the highest in Southeast Asia and the Pacific. The percentage of ten-year-old kids who are unable to read and understand written materials

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that are appropriate for their age is known as the learning poverty rate.

Vice President Duterte noted that literacy is one of the major learning losses the Department of Education plans to address. It is clear from the findings of reading evaluations conducted by public and private schools across the country that this is not just theory but a worrisome reality.

The focus and motivation of the researcher shifted towards conducting the study "Readiness on the PISA in Grade 8 at Amucao National High School," with the sincere intention of aiding teachers in recognizing the significance of preparedness for the Program for International Student Assessment. According to Nishat (2022), challenges in reading have repercussions on academic performance for learners and could potentially harm a child's emotional well-being as well.

Schools need to develop ways to assess learners without adding to the burden, and technology may help in this regard as well. It is crucial to know where learners are in their learning and to track their progress.

Amucao National High School seeks to close learning gaps by enhancing each student's reading proficiency through the Tarlac City Schools Division's Project RESCUE (Recovery and Engagement of Struggling Readers through Curriculum Updates and Explicit Instruction). This program is based on the Department of Education Memorandum No. 173, s.2019 on Hamon: Bawat Bata Bumabasa (3Bs Initiatives).

The results of the English reading exam show that, out of 835 JHS pupils, 59 are independent readers, 274 are instructional readers, 474 are below the frustration level, and 28 are categorized as non-readers.

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Moreover, another project was implemented; Project FLAIR (Fostering Learning Achievements in Reading), which was developed and launched by Amucao National High School before the collection of these data, is to enhance learners' reading abilities. Through reading remediation and the development of deeper relationships with stakeholders, the main objective of this project was to raise the reading literacy of learners while engaging them in interesting activities. This project was launched concurrently with Brigada Pagbasa which started in August 2022 and continued through the school year 2022–2023.

Programs and treatments aimed at improving Filipino learners' reading proficiency are constantly demanded by various reading advocates. To ensure that all learners can read and understand the content they are reading, Amucao National High School continues to promote reading among learners and help them improve their reading abilities by providing organized tutorial sessions and carefully considered remediation plans.

The researcher's inspiration for the study "Readiness on the Program for International Student Assessment in Grade 8 at Amucao National High School" stems from a fervent hope that the findings would contribute to achieving top scores in PISA. Emphasizing the development of critical thinking skills and practical problem-solving abilities is deemed crucial for this goal.

This study is significant to the learners since it can show how the learners' reading comprehension and their knowledge be ready to apply in taking the Program for PISA.

Additionally, it is essential for the prepare their learners to improve their literacy skills and values to help achieve the better performance on the PISA.

The study's findings can assist the school's administration in determining how the

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school is preparing the learners in the Program for International Student Assessment (PISA).

The Philippines' performance in the 2022 PISA revealed that it scored worse than the OECD average in arithmetic, reading, and science. Specifically, the Philippines scored 355 in math, 347 in reading, and 373 in science, which were significantly lower than the average scores of participating countries in the 2022 PISA assessment. The results indicated that the Philippines rated among the lowest in these disciplines globally, with limited improvement in student performance compared to earlier evaluations. Despite efforts to reform the education system and implement changes, the Philippines continues to encounter obstacles in improving educational outcomes, with a considerable proportion of students not meeting basic competency levels in mathematics, reading, and science.

Statement of the Problem

The study described the Readiness on the Program for International Student Assessment (PISA) in Grade 8 at Amucao National High School, particularly in reading. Specifically, this paper aimed to answer the following questions:

1. How are the learners' critical skills in reading described along:
 - 1.1 Single Text;
 - 1.2 Multiple Texts; and
 - 1.3 Complex Text?
2. How is the level of Readiness of learners on PISA in the Basic Reading Process described along:
 - 2.1 Fluent Reading;
 - 2.2 Literal Interpretation;

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2.3 Inter-sentence Integration;

2.4 Extraction of the context themes; and

2.5 Drawing Inferences?

3. What intervention program can be proposed to enhance their critical thinking skills?

Conceptual Framework

The conceptual framework of the Program for International Student Assessment (PISA) 2022 assesses learners' ability in reading, math, and science, with a strong emphasis on mathematics. In addition to basic topics, PISA 2022 assesses learners' creative thinking and financial literacy skills. The framework describes the content information and abilities necessary in each area, the evaluation techniques employed, and the real-world contexts in which this knowledge and ability are applied. Furthermore, the PISA 2022 framework includes questionnaires for students, school principals, parents, and instructors, as well as a new Global Crisis Module (GCM) for learners and school leaders. The framework also includes a questionnaire sent to learners to assess their familiarity with Information and Communication Technologies (ICT).

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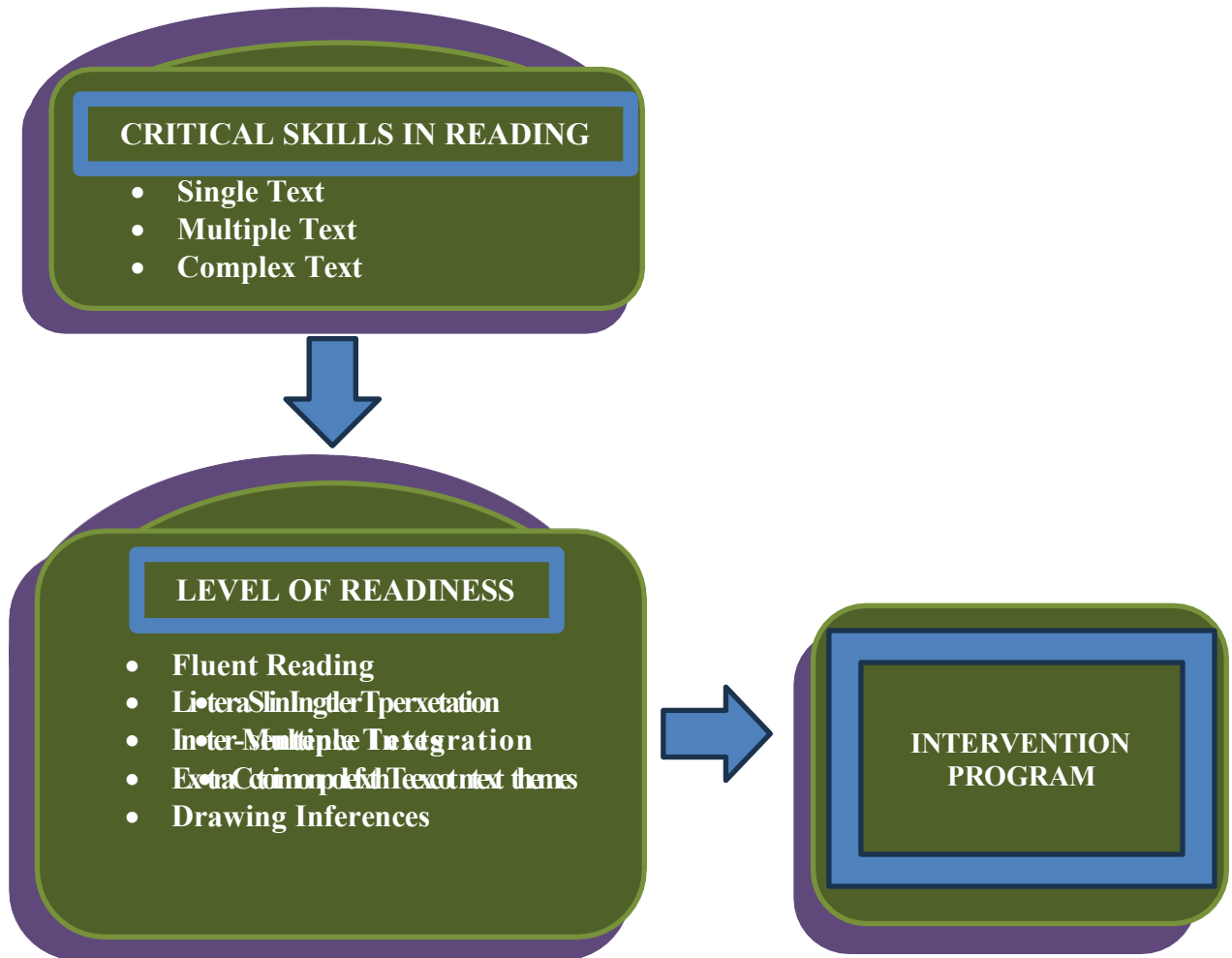


Figure 1. Paradigm of the Study

This study aimed to evaluate first the learners' critical skills in reading described in terms of Single Text, Multiple Texts; and Complex text reading in preparation for the Program for International Student Assessment Grade 8 at Amucao National High School. After gathering the needed data from the learners, the researcher determined the level of Readiness of learners on PISA in the Basic Reading Process described in Fluent Reading, Literal Interpretation, inter-sentence Integration, Extraction of the context themes, and Drawing Inferences. Moreover, the intervention program to enhance the critical skills of the learners was proposed.

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2. METHODS

Research Design

The researcher used descriptive research for this study to learn about a particular group of learners, known as a sample population. A descriptive design study uses behavioral patterns to understand phenomena, populations, and situations. This is accomplished by collecting data through observations, surveys, and interviews. A descriptive design study seeks to answer questions about what is happening and why. A descriptive research design explains the features of a population or topic under examination. Typically used to develop an understanding of a group or phenomenon. This entails gathering data through surveys, interviews, or observations.

Research Locale

This study was conducted at Amucao National High School under Tarlac East, Tarlac City Schools Division, located at Barangay Amucao National High School. The total land area of the school covers around 7,000 square meters. As a public high school institution of the Department of Education, it is catering to learners coming from various parts of nearby barangay. The school has a total population of 136 Senior High School and 710 Junior High School. 194 of the population in the Junior High School are Grade 8 learners for this School Year 2023-2024, with a total teaching personnel of 41 and 4 non-teaching personnel. Figure 2 shows the map of the locale of the study.

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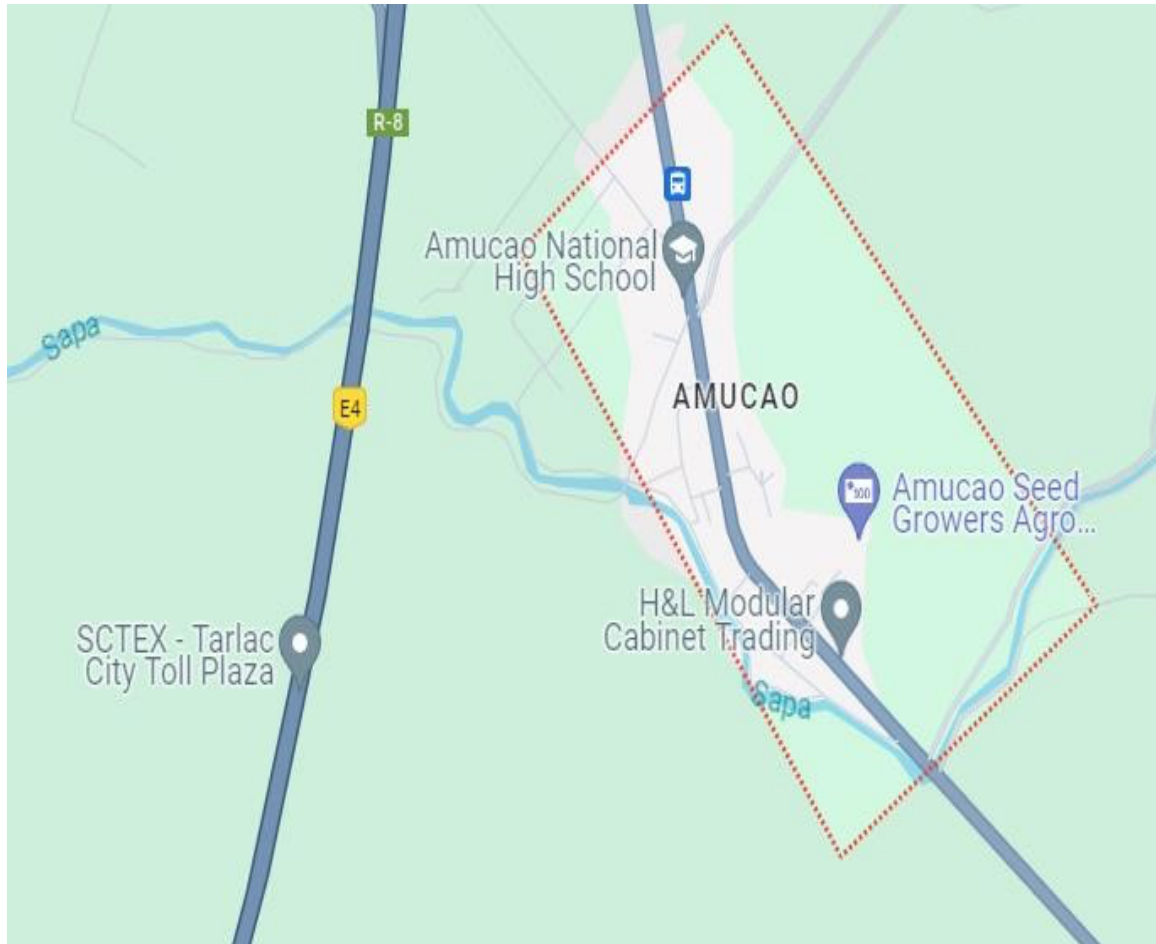


Figure 2. Map showing the location of the locale of the study.

Respondents of the Study

The respondents of this study are the 36 learners in Grade 8 who are the targets to prepare for the Readiness on the Program for International Student Assessment (PISA) in Grade 8 at Amucao National High School.

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Research Instrument

A questionnaire was administered to gather relevant information and data, to the Grade 8 learners. The researcher made sure that the set of stories was enough to provide sufficient data needed for the study. For the researcher to identify the reading fluency of

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the learners, the Project Rescue Individual Summary of Miscues was adopted. Also, these questions were thoroughly checked to ensure its validity and reliability.

Data Gathering Procedure

Before commencing the study, a letter of authorization from the Schools Division Superintendent of Tarlac City Schools Division was obtained to allow the conduct of the study. A certification of assent was assured for the approval of the of the Grade 8 learners to serve as respondents to the study. An orientation was given relative to the importance of their response to the study, and some terms were clarified so that they can answer the questionnaire with full knowledge of their responsibility as the subject of the study. Honesty was reminded to all of them not only for ethical consideration but also to enable accuracy and fairness for appropriate assessment. After the respondents answered the questionnaire, the researcher collected and tailed data for interpretation. She asked the help of the mathematics teacher in determining the appropriate statistical tools to be used interpreting the data.

For the readiness to the Program for International Student Assessment, the Grade 8 learners of Amucao National High School were required to engage in remediation activities for (8) weeks as reflected in thie schedule.

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Below is the schedule which was be used within (6) weeks.

Week Number	Time	Topic
Week 1	2:00 – 3:00 (English Time) 3:00 – 4: 00	<ul style="list-style-type: none"> • Single Text • Multiple Text (Fluent Reading)
Week 2	2:00 – 3:00 (English Time) 3:00 – 4: 00	<ul style="list-style-type: none"> • Single Text • Multiple Text (Literal Interpretation)
Week 3	2:00 – 3:00 (English Time) 3:00 – 4: 00	<ul style="list-style-type: none"> • Single Text • Multiple Text (Inter-sentence Integration)
Week 4	2:00 – 3:00 (English Time) 3:00 – 4: 00	<ul style="list-style-type: none"> • Single Text • Multiple Text (Extraction of the context themes)
Week 5	2:00 – 3:00 (English Time) 3:00 – 4: 00	<ul style="list-style-type: none"> • Single Text • Multiple Text (Drawing Inferences)
Week 6	2:00 – 3:00 (English Time) 3:00 – 4: 00	<ul style="list-style-type: none"> • Complex Text (Fluent Reading) (Literal Interpretation) (Inter-sentence Integration) (Extraction of the context themes) (Drawing Inferences)

Because of many holidays scheduled in March and April, the researcher used a twice-a-day schedule to finish the data gathering. She asked permission from the School Head and their English teacher to pull out learners one by one in her time so for the data gathering. Vacant periods time of 3:00 – 4:00 of the respondents were utilized to continue the data gathering procedure.

Meanwhile, the checklist below was employed to see the level of readiness of the learners in the Basic Reading Process described in Fluent Reading; Literal Interpretation; Inter-sentence Integration; Extraction of the context themes; and Drawing Inferences.

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Statistical Analysis

The data was gathered, tabulated, and tallied. To describe level of Readiness of learners on PISA in the Basic Reading Process in Fluent Reading; Literal Interpretation; Inter-sentence Integration; Extraction of the context themes; and Drawing Inferences the formula in getting the Mean:

$$\bar{X} = \frac{\sum X}{N}$$

Scoring Protocol for Readiness

Index	Limit of Index	Interpretation
3	2.50 – 3.00	Ready
2	1.50 – 2.49	Quite Ready
1	1.00 – 1.49	Not Ready

3. RESULTS AND DISCUSSION

The results and discussion section of this thesis presents the culmination of rigorous research and analysis. In this section, the findings of the study are presented, interpreted, and contextualized within the existing body of knowledge. The discussion delves into the implications of the results, examines their significance in relation to the research questions, and explores potential avenues for future research. Through a comprehensive examination of the results and their broader implications, this section aims to contribute valuable insights to the field of the Readiness for the Program for International Student Assessment (PISA) in Grade 8 at Amucao National High School.

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3.1. Critical Skills in Reading

According to Piage et al. (2024), Critical thinking skills in reading are essential for analyzing, evaluating, and understanding written material effectively. These skills enable readers to question, interpret, and assess information critically rather than simply accepting it at face value. By employing techniques such as analyzing arguments, identifying biases, and evaluating evidence, individuals can become more discerning readers, capable of forming informed opinions and making well-reasoned decisions based on the text they encounter. Ultimately, mastering critical thinking in reading enhances comprehension, fosters intellectual independence, and empowers individuals to engage with complex ideas more deeply.

3.1.1. Single Text

According to Caulfield (2020), In literary analysis, a single text refers to a singular piece of written work, whether it be a novel, short story, poem, play, or any other form of literature. Analyzing a single text involves examining its various elements, such as plot, characters, themes, language, and style, to better understand its meaning and significance. Deane (2020) stated that by focusing on a single text, scholars and readers can delve deeply into its nuances, uncovering layers of interpretation and engaging in critical dialogue about its artistic and thematic qualities. Through close reading and analysis, readers can appreciate the complexity and richness of a single text, recognizing its impact on culture, society, and the human experience.

Priming, which activates long-term memory and helps cognitive processing, can temporarily boost social-cognitive performance when reading a single story. Lenhart and Richter (2022) found that this effect is stronger with a rich reading background. This

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highlights the importance of a single story in triggering relevant memories and cognitive skills, significantly enhancing comprehension and analysis, especially for those who read regularly.

Table 1. Single Text

Indicator	Frequency	Percentage
Independent	13	36
Instructional	17	47
Frustration	6	17
Non-Decoder	0	0
Total	36	100

In the context of a single text story, the distribution of learners across different proficiency levels sheds light on their comprehension abilities. Among the 17 learners categorized at the instructional level, where some guidance is provided, their collective 47% success rate reflects a strong understanding of the material with instructional support. Moving to the 13 learners operating independently, who engage with texts autonomously, their slightly lower collective success rate of 36% suggests a commendable grasp of the material but with a bit less guidance. However, among the 6 learners experiencing frustration, likely due to encountering challenging content, their lower collective success rate of 17% indicates notable struggles with comprehension. Notably, no learners are categorized as non-decoders, implying that all learners are engaged with the material to some extent. With a total of 36 learners, these findings underscore the importance of tailored support and strategies to address comprehension barriers across different levels of text complexity, ensuring equitable learning experiences for all learners within the narrative framework.

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To assess the reading proficiency level of learners, the individual summary miscues was adopted from Project Rescue. For the Oral Reading Score, the Phil IRI I was employed to identify whether a learner is an independent, instructional, frustrated, or non-decoder. The same was applied to identify their speed reading and comprehension. In obtaining this, The story titled "The Shed," with had 5 questions was used. The PHIL-IRI Profile Reading and Student's Reading Profiles Per Passage aided me in identifying their Reading Proficiency. While the other learners were answering their stories, She individually called each of them to read one by one.

The passage examines how different levels of help, independence, and the difficulty of the text affect how well learners understand a single story. It divides learners into three groups: those who get some help, those who work on their own, and those who struggle. Those who get help have a good understanding of 47%, showing that support works well. Those working alone understand slightly less at 36% but still manage decently. However, some learners find the story hard, and they only understand 17%. This shows they need more help, even though some struggle, everyone is engaged with the story, which is good. With 36 learners in total, it's clear that each needs different support to understand the story better. This means teachers should use different methods to help everyone learn, making sure no one gets left behind. Overall, the passage shows how important it is for teachers to give the right help to each student, so everyone can understand and learn equally from the story.

According to Baron (2021), studying one text at a time offers high school students the opportunity to delve deeply into its content, fostering a thorough understanding without the complexity of juggling multiple sources. This focused approach simplifies the context,

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allowing students to analyze and interpret the material with greater ease, concentrating on extracting meaning from a cohesive narrative or argument. By focusing on single texts, students can strengthen fundamental reading skills like vocabulary acquisition, comprehension, and critical thinking before tackling more intricate multi-text scenarios.

The passage examines how different levels of support affect learners' comprehension of a single text story. It categorizes 36 students into instructional, independent, and frustrated levels, with success rates of 47%, 36%, and 17%, respectively. This shows the importance of tailored instructional strategies. Instructional support greatly improves comprehension, while independent learners still benefit from some guidance. Frustrated learners need extra help. No students were non-decoders, indicating everyone was engaged with the material. These findings highlight the need for differentiated instruction to meet diverse learner needs. Supporting Baron (2021), the passage advocates for focusing on a single text to improve comprehension, critical thinking, and fundamental reading skills.

3.1.2. Multiple Text

Libretexts (2024) stated that multiple texts refer to the practice of analyzing and comparing several written works simultaneously. This approach allows readers to explore connections, contrasts, and themes across different texts, providing a richer understanding of the subject matter. By examining multiple texts together, readers can uncover diverse perspectives, identify patterns, and deepen their insight into complex issues. (Fultz (2023).

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Table 2. Multiple Text

Indicator	Frequency	Percentage
Independent	11	31
Instructional	17	47
Frustration	8	22
Non-Decoder	0	0
Total	36	100

In the context of a multiple-text story, the distribution of learners across different proficiency levels offers valuable insights into their comprehension abilities. Among the 11 learners operating at the independent level, where individuals engage with texts autonomously, their collective 31% success rate indicates a commendable grasp of the material. Transitioning to the 17 learners categorized at the instructional level, where some guidance is provided, their higher collective success rate of 47% reflects a relatively strong understanding of the material with instructional support. However, among the 8 learners classified at the frustration level, where texts present significant challenges, their lower collective success rate of 22% suggests notable struggles in comprehension. Notably, there are no learners identified at the non-decoder level, indicating that all learners engaged with the material to some extent. With a total of 36 learners, these findings underscore the importance of tailored support and strategies to address comprehension barriers across different levels of text complexity, ensuring equitable learning outcomes for all students.

To determine the reading proficiency level of the learners for the Multiple text, the researcher utilized the individual summary miscues adopted from Project Rescue. For the Oral Reading Score, the researcher employed a formula to identify whether a child is an

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independent, instructional, frustrated, or non-decoder. The same to identifying their speed reading and comprehension. In obtaining this, the story used consisted of 3 articles about "Solar Eclipse," with 5 questions each. The PHIL-IRI Profile Reading and Student's Reading Profiles Per Passage aided in identifying their Reading Proficiency. While the learners were answering their stories, the researcher called them one by one to read.

This passage offers a detailed examination of learners' comprehension abilities within the framework of a multiple-text story, illuminating the roles of instructional support, learner autonomy, and text complexity in shaping their success rates. By categorizing learners into independent, instructional, and frustration levels, it provides a nuanced understanding of how different levels of support influence comprehension. Learners operating independently demonstrate a respectable collective success rate of 31%, showcasing a commendable grasp of the material despite minimal guidance. In contrast, those at the instructional level, benefiting from some support, exhibit a higher success rate of 47%, indicating a relatively strong understanding of instructional assistance. However, learners classified at the frustration level struggle significantly, as evidenced by their lower success rate of 22%, revealing notable comprehension challenges when faced with complex texts. Despite the varying success rates, the absence of learners categorized as non-decoders suggests universal engagement with the material across all proficiency levels. This underscores the importance of recognizing and building upon learners' intrinsic motivation. With a total of 36 learners, the findings underscore the necessity of tailored support and strategies to address comprehension barriers across diverse text complexities. Teachers are urged to adopt flexible instructional approaches that cater to the diverse needs and proficiency levels of learners, ensuring equitable

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learning outcomes within the context of multiple-text comprehension. Overall, this analysis emphasizes the significance of personalized support and strategies in optimizing comprehension outcomes and fostering inclusive learning experiences for all students.

As mentioned by Imavexadmin. (2023), examining multiple texts introduces fresh dimensions to a topic, offering supplementary details, unveiling diverse perspectives, and presenting conflicting viewpoints. This exposure to varied information not only enhances comprehension but also fosters critical thinking by presenting a range of viewpoints on the subject. Multiple texts validate information gathered from diverse sources, strengthening its accuracy. Consistency among authors regarding facts or details indicates that the reader is gaining dependable and precise knowledge, thereby elevating the credibility of the acquired information.

The analysis of learners' comprehension abilities within the framework of a multiple-text story offers a comprehensive understanding of how instructional support, learner autonomy, and text complexity influence success rates. By categorizing learners into independent, instructional, and frustration levels, the study reveals distinct patterns: independent learners demonstrate commendable comprehension despite minimal guidance, while those at the instructional level benefit significantly from support, exhibiting higher success rates. However, learners classified at the frustration level face notable challenges with complex texts, indicating the need for targeted interventions. The absence of non-decoders suggests universal engagement, emphasizing the importance of intrinsic motivation. These findings underscore the necessity of tailored support and strategies to address comprehension barriers across diverse text complexities, urging educators to adopt flexible instructional approaches for equitable learning outcomes.

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Furthermore, as highlighted by Imavexadmin (2023), examining multiple texts enriches comprehension by providing varied perspectives and validating information, ultimately enhancing critical thinking and credibility.

3.1.3. Complex Text

As explained by Hinson (2023) Mastering complex texts can be daunting for any reader, regardless of their experience with challenging material. To better comprehend and retain the essential details within these complex works, it is crucial to employ specific reading strategies that facilitate understanding. Academic texts, dense novels, and technical articles often require a more active and engaged approach to reading. By developing and utilizing various established techniques, readers can transform their interaction with such content, ultimately enhancing their ability to extract meaning and insight from even the most challenging reading materials.

Complex text refers to written material that presents challenges to readers due to its sophisticated language, intricate structure, or dense content. These texts often require readers to engage in higher-level thinking skills, such as analysis, synthesis, and evaluation, to comprehend and interpret them fully. Examples of complex texts include academic articles, technical manuals, philosophical treatises, and literary works with dense symbolism or intricate plots. Analyzing complex texts allows readers to develop critical thinking abilities, expand their vocabulary, and deepen their understanding of complex ideas and concepts. Despite their challenges, complex texts offer valuable opportunities for intellectual growth and enrichment, encouraging readers to explore new perspectives and engage with the complexities of the world around them. (Hinson (2023).

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Table 3. Complex Text

Indicator	Frequency	Percentage
Independent	11	31
Instructional	12	33
Frustration	13	36
Non-Decoder	0	0
Total	36	100

The data illustrates the responses of 36 learners to a complex text story, revealing distinct patterns in their engagement levels. A notable portion, accounting for 36% of the cohort, expressed frustration, indicating difficulties in comprehension or decoding. These learners likely struggled to grasp the intricacies of the text, highlighting the need for targeted intervention and support. Meanwhile, 33% of the learners required instructional assistance, suggesting a need for guidance and clarification to enhance their understanding. Conversely, 31% demonstrated independence, signifying a capacity to engage with the text autonomously. Interestingly, there were no learners categorized as "Non-Decoder," implying a baseline level of decoding proficiency across the group. Overall, the data underscores the importance of tailored instructional strategies to accommodate varying levels of proficiency and scaffold learners' comprehension of complex texts effectively.

To determine the reading proficiency level of the learners for the Complex Text, the researcher used the individual summary miscues adopted from Project Rescue. For the Oral Reading Score, the researcher employed a formula to identify whether a child is an independent, instructional, frustrated, or non-decoder. The same procedure to identify their speed reading and comprehension was implemented. In obtaining this, the story used,

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is the tale of "The Necklace." It had 5 questions. The PHIL-IRI Profile Reading and Student's Reading Profiles Per Passage aided in identifying their Reading Proficiency. While the learners were answering their stories, the researcher called them one by one to read.

The data presents a detailed examination of 36 learners' responses to a complex text story, unveiling distinct patterns in their engagement levels and comprehension abilities. A significant portion, comprising 36% of the cohort, expressed frustration, indicating challenges in comprehending or decoding the text. This suggests a need for targeted intervention and support to help these learners overcome comprehension barriers. Additionally, 33% of the learners required instructional assistance, highlighting the necessity for guidance and clarification to enhance their understanding of the text. On the other hand, 31% demonstrated independence, showing their capacity to engage with the text autonomously. The absence of learners categorized as "Non-Decoder" suggests a baseline level of decoding proficiency across the group, indicating a fundamental understanding of text elements. Overall, the data underscores the importance of tailored instructional strategies to accommodate varying levels of proficiency and scaffold learners' comprehension of complex texts effectively. This highlights the need for teachers to provide targeted support and interventions to address individual needs and promote equitable learning outcomes for all students.

As stated by Orellana et al. (2024), reading complex texts is important for learning new words and ideas, which helps improve how well you understand what you read. Knowing lots of words and understanding big ideas go hand in hand, so it's important to start building both early in school. Teachers should provide sets of texts and tasks that

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match standards and suit each student's needs. Using related texts and gradually increasing complexity can help students learn the language and knowledge they need to understand better.

Summary Table on Learners' Critical Skills in Reading

Indicator	Independent	Instructional	Frustration	Non-Decoder
Single Text	13	17	6	0
Multiple Text	11	17	8	0
Complex Text	11	12	13	0

3.2. Level of Readiness

According to Gryffin (2024), Readiness levels in reading refer to the developmental stages that individuals progress through as they acquire reading skills and literacy proficiency. These levels encompass various aspects of reading readiness, including phonological awareness, letter recognition, vocabulary development, comprehension abilities, and fluency. Understanding readiness levels is essential for teachers and parents to provide appropriate support and instruction tailored to the specific needs of learners at each stage of development. By recognizing and addressing readiness levels effectively, teachers can facilitate the transition from emergent readers to proficient readers, fostering a lifelong love of reading and enabling individuals to access and comprehend increasingly complex texts.

3.2.1. Fluent Reading

Skills (2024) stated that Reading fluency encompasses not just accurate reading but also the ability to read swiftly and with appropriate expression. This proficiency is vital

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as it directly impacts comprehension by enabling readers to devote less attention to decoding words and more to grasping the text's significance. Fluent readers seamlessly recognize and comprehend words simultaneously, resulting in a more pleasurable and efficient reading experience.

In literature, fluency has been consistently highlighted for its significance and associated advantages. Numerous sources have outlined key traits that distinguish a fluent reader, emphasizing that fluent reading should resemble natural conversation, flowing effortlessly and exhibiting proper prosody (WETA Public Broadcasting, 2020).

Fluent readers demonstrate several key characteristics, including the ability to read aloud smoothly and effortlessly, without frequent pauses or stumbling over words. They also exhibit prosody, which involves reading with appropriate phrasing, rhythm, and expression, reflecting an understanding of sentence structure and punctuation. Additionally, fluent readers possess a broad sight vocabulary and can recognize and decode words accurately and rapidly, enabling them to maintain fluency even when encountering unfamiliar words. (Rockets, n.d.-c)

Harnly and Harnly (2024) stated that Achieving fluency in reading is essential for transitioning from basic decoding skills to higher-order comprehension and critical thinking. Fluent readers can devote more cognitive resources to understanding the meaning of the text, making connections between ideas, and analyzing the author's message or intent. As such, fluency serves as a bridge between word-level reading skills and comprehension skills, facilitating deeper engagement with written material and fostering a love of reading.

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Teachers can support the development of fluency by providing opportunities for repeated reading, guided oral reading activities, and explicit instruction in phrasing, expression, and word recognition strategies. Additionally, exposure to a wide range of texts across different genres and topics can help learners build their vocabulary and increase their reading fluency. By nurturing fluency as a level of readiness, teachers empower individuals to become confident, competent, and enthusiastic readers, capable of navigating and comprehending increasingly complex texts across various contexts and disciplines. Fluent reading empowers students to engage in comprehension tasks such as responding to questions and drawing personal connections (Paige, 2020).

Table 4. Fluent Reading

Statement	Mean	Interpretation
The student can read all/almost all of the words correctly.	2.83	Ready
The student can correct himself/herself and reread when what he/she read was wrong or didn't make sense.	2.83	Ready
The student can read at a speed that is appropriate for the piece.	2.83	Ready
The student can read smoothly without many breaks.	2.83	Ready
The student can read groups of related words and phrases together.	2.83	Ready
The student can notice and read punctuation. (Examples: Pauses following commas and periods, queries that sound like questions, dialogue that sounds like it's being said, and enthusiastically spoken exclamations)	2.83	Ready
The student can convey the author's meaning by using the proper tone.	2.83	Ready
The student can use facial expressions and body language to match the expression in my voice.	2.83	Ready
The student can use the appropriate volume and change volume naturally as if I am talking to a friend.	2.83	Ready
Grand Mean	2.83	Ready

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The data presents an assessment of a student's readiness for fluent reading across various dimensions. With a consistent mean score of 2.83 across all statements and a grand mean indicating readiness, the student demonstrates proficiency in critical aspects of reading fluency. They exhibit the ability to accurately decode words, self-correct when encountering errors or confusion, read at an appropriate pace with smoothness, and group related words and phrases effectively. Moreover, the student demonstrates an understanding of punctuation cues and can convey the author's intended meaning through tone. Their use of facial expressions, body language, and appropriate volume further enhances their comprehension and engagement with the text. Overall, the data suggests that the student is well-prepared for more advanced reading challenges, showcasing a strong foundation in fluent reading skills. Hence, the overall interpretation is that the level of readiness of the learners in fluent reading is ready.

The assessment offers a thorough examination of a student's readiness for fluent reading, highlighting their consistent proficiency across various dimensions with a mean score of 2.83 across all statements. This signifies mastery in critical elements of reading fluency, encompassing accurate word decoding, adept self-correction abilities, maintaining an appropriate reading pace with smoothness, and effectively grouping related words and phrases. Additionally, the student demonstrates a nuanced understanding of punctuation cues and skillfully conveys the author's intended meaning through tone modulation. Their adept use of facial expressions, body language, and appropriate volume further enhances comprehension and engagement with the text. The data underscores the student's robust foundation in fluent reading skills, positioning them favorably for tackling more challenging texts with confidence. The indication of readiness by the grand mean

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emphasizes the student's preparedness to navigate complex reading materials successfully. This underscores the significance of fostering and reinforcing the student's existing skills to facilitate continuous growth in reading proficiency and overall academic achievement.

As fluency is essential for reader success, it's crucial for educators to regularly assess reading rates. Various articles have discussed methods for evaluating fluency, one of which involves measuring words read per minute (WPM) through timed passages. However, genuine fluency encompasses more than just a rapid WPM rate; it involves reading for comprehension, allowing readers to concentrate on understanding the text rather than merely pronouncing words (Paige, 2020, p. 5). Through focused fluency interventions, learners can engage in reading practice within a supportive setting, facilitating success and improvement in their fluency levels (Hudson et al., 2020).

3.2.2. Literal Interpretation

As stated by Deane (2020), Literary analysis is considered a crucial practice, encompassing a set of disciplinary skills and strategies essential for effective instruction. This practice involves applying various techniques to develop textual interpretations, such as enhancing comprehension, inferring the author's intent, considering different perspectives, connecting the text to its context, generalizing and applying themes, and engaging in cultural discussions about texts. It outlines a series of activities that define literary interpretation as a social practice and highlights the main goals and subgoals of these activities. When the literary analysis is viewed as a key practice, it requires participants to habitually engage in the following actions: (a) read and reread texts to uncover new interpretive possibilities, (b) engage in discussions about literary interpretations, (c) use writing both to aid interpretive work and to convey interpretive

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arguments and (d) remain open to new interpretations and willing to revisit previous conclusions in light of new evidence. Literal interpretation is fundamental to understanding the explicit meaning of a text without delving into deeper layers of analysis. While it may seem basic, this initial comprehension is crucial as it forms the foundation for higher-level thinking and understanding. By grasping the literal aspects of a text, readers can build vocabulary, analyze content, develop critical thinking skills, and gain insights into cultural and historical contexts. In this brief discussion, we'll explore why literal interpretation is essential for effective reading comprehension and broader literacy skills.

Table 5. Literal Interpretation

Statement	Mean	Interpretation
The student understands the vocabulary terms used.	2.61	Ready
The student can point out the needed information literally.	2.61	Ready
The student can easily grasp the meaning of each sentence.	2.61	Ready
The student answers the question correctly.	2.61	Ready
The student can list the elements of the story: Characters, setting, conflict	2.61	Ready
Grand Mean	2.61	Ready

The data reflects an evaluation of the learner's level of readiness in literal interpretation, showcasing consistent mean scores of 2.61 across various statements. The student demonstrates proficiency in understanding vocabulary terms, pointing out necessary information directly, and grasping the meaning of sentences effortlessly. Additionally, they answer questions accurately and can list key story elements such as characters, setting, and conflict. With a grand mean of 2.61 indicating readiness, it's evident that the student is well-prepared in literal interpretation skills. This suggests that they possess a solid

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foundation in comprehending text at face value, indicating readiness for more complex textual analysis and interpretation tasks. Therefore, the overall interpretation is that the learners are ready to progress confidently in their reading comprehension abilities.

The data presents a comprehensive evaluation of the learner's readiness in literal interpretation, with consistent mean scores of 2.61 across various statements. This indicates a high level of proficiency in fundamental aspects of literal comprehension. The learner demonstrates adeptness in understanding vocabulary terms, extracting necessary information directly from the text, and effortlessly grasping the meaning of sentences. Moreover, their ability to answer questions accurately and list key story elements such as characters, setting, and conflict further solidifies their competence in literal interpretation skills.

The grand mean of 2.61, signifying readiness, underscores the learner's preparedness to tackle more complex textual analysis and interpretation tasks. This suggests that they possess a solid foundation in comprehending text at face value, which is crucial for engaging with more advanced reading materials and deeper levels of comprehension. Their proficiency in literal interpretation lays a strong groundwork for navigating complex texts with confidence and understanding.

Overall, the data indicates that the learner is well-equipped to progress confidently in their reading comprehension abilities. Their readiness in literal interpretation suggests that they have the necessary skills and comprehension strategies to effectively engage with texts, extract meaning, and analyze content. This readiness sets a promising trajectory for further development and growth in reading comprehension, empowering the learner to explore and engage with increasingly challenging texts with ease and confidence.

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3.2.3. Inter-Sentence Integration

According to Zhao et al. (2024, Inter-sentence integration is the process of linking sentences together cohesively within a text to create a smooth and logical flow of information. It involves understanding the relationships between individual sentences, such as cause-and-effect, chronological order, contrast, and comparison. Effective inter-sentence integration enhances readability and comprehension by guiding readers through a coherent progression of ideas. In this brief introduction, we'll explore the importance of inter-sentence integration in creating well-structured and coherent written communication.

Table 6. Inter-Sentence Integration

Statement	Mean	Interpretation
The student can point our related ideas.	2.31	Quite Ready
The student find details in the given articles/texts.	2.31	Quite Ready
The student can recognize and demonstrate comprehension of target information.	2.31	Quite Ready
The student can reorganize the material read.	2.31	Quite Ready
The student integrates sentences to answer the questions correctly.	2.31	Quite Ready
Grand Mean	2.31	Quite Ready

The assessment of the learner's level of readiness in inter-sentence integration reveals a consistent mean score of 2.31 across the provided statements, indicating a state of being "Quite Ready." The learners demonstrate competency in several key areas, including the ability to identify related ideas within texts, locate pertinent details, and comprehend target information effectively. Furthermore, they exhibit skill in reorganizing material and integrating sentences cohesively to formulate accurate responses to questions. With a grand mean of 2.31 indicating readiness, it suggests that the learner is poised to advance

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in their ability to synthesize information across sentences, demonstrating a solid foundation in comprehension and integration skills. Therefore, the overall interpretation is that the learners are Quite Ready to tackle more complex tasks requiring inter-sentence integration with confidence.

The assessment of the learner's readiness in inter-sentence integration reveals a consistent mean score of 2.31, categorizing them as "Quite Ready." This designation indicates a commendable level of proficiency across several critical areas of comprehension. The learner demonstrates competency in identifying related ideas within texts, showcasing an ability to discern connections between sentences and paragraphs. Moreover, their proficiency in locating pertinent details highlights their skill in extracting essential information from complex texts effectively. Additionally, the learner exhibits a keen understanding of how to reorganize material and integrate sentences cohesively, enabling them to construct accurate and coherent responses to questions posed.

The grand mean of 2.31, reflecting readiness, underscores the learner's preparedness to advance in their ability to synthesize information across sentences. This suggests a strong foundation in comprehension and integration skills, positioning them confidently for more complex tasks requiring inter-sentence integration. The consistent performance across various statements further solidifies their competency and readiness to tackle advanced challenges in this domain.

Overall, the data suggests that the student is well-equipped and Quite Ready to engage with more intricate tasks related to inter-sentence integration. This readiness not only signifies their current proficiency but also bodes well for their continued growth and development in comprehension abilities. With a solid foundation in place, the student is

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poised to navigate and excel in increasingly complex textual analysis and interpretation tasks, paving the way for enhanced comprehension skills and academic success.

3.2.4. Extraction of Context Themes

According to Majumdar (2022), the Extraction of context themes involves identifying and extracting recurring patterns, topics, or ideas within a given context or dataset. This process enables researchers to distill complex information into manageable themes, providing insights into underlying trends, issues, or phenomena. By systematically analyzing and organizing data, extraction of context themes facilitates a deeper understanding of the subject matter and informs decision-making processes

Table 7. Extraction of Context Themes

Statement	Mean	Interpretation
The student can relate his/he emotions to the given topic.	2.03	Quite Ready
The student can express his/her thoughts, reactions, and feelings about what he has read.	2.03	Quite Ready
The student can identify the writer's point of view.	2.03	Quite Ready
The student uses keywords, context clues, synonyms, etc.. to extract the context's theme.	2.03	Quite Ready
The student can classify the main idea of the passage to express the context theme.	2.03	Quite Ready
The student extracted correctly the context's theme.	2.03	Quite Ready
Grand Mean	2.03	Quite Ready

The evaluation of the learner's readiness in understanding context themes indicates a consistent mean score of 2.03 across all provided statements, signifying a state of being "Quite Ready." The learner demonstrates proficiency in several crucial aspects, including the ability to relate their emotions to the given topic, express their thoughts and reactions regarding the text, and identify the writer's point of view effectively. Moreover, they

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exhibit skill in utilizing various strategies such as keywords, context clues, and synonyms to extract the context's theme and classify the main idea of the passage accurately. With a grand mean of 2.03 indicating readiness, it suggests that the student is well-equipped to comprehend and engage with the overarching themes of the text, showcasing a solid foundation in contextual understanding. Therefore, the overall interpretation is that the learners are Quite Ready to delve into deeper analyses of context themes with confidence.

The evaluation of the learner's readiness in understanding context themes reveals a consistent mean score of 2.03, categorizing them as "Quite Ready." This designation underscores the student's commendable proficiency across several crucial dimensions of comprehension. The learner demonstrates adeptness in relating their emotions to the given topic, indicating an ability to connect personally with the text and engage on an emotional level. Furthermore, their capacity to express thoughts and reactions regarding the text reflects a nuanced understanding and engagement with the material.

Moreover, the learner exhibits skill in identifying the writer's point of view effectively, showcasing an ability to discern the author's perspective and intentions. Additionally, they demonstrate proficiency in employing various strategies such as keywords, context clues, and synonyms to extract the context's theme accurately. This indicates a strategic approach to comprehension, wherein the student utilizes multiple tools and techniques to derive meaning from the text and classify its main idea effectively.

The grand mean of 2.03, reflecting readiness, suggests that the student is well-prepared to comprehend and engage with the overarching themes of the text. This underscores a solid foundation in contextual understanding, positioning them confidently for deeper analyses of context themes. The consistent performance across all provided

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statements further solidifies their competency and readiness in this domain.

Overall, the data indicates that the student is Quite Ready to delve into deeper analyses of context themes with confidence. Their proficiency in understanding and engaging with the text's overarching themes highlights their readiness to tackle complex textual analyses and interpretations. This readiness not only signifies their current proficiency but also sets a promising trajectory for continued growth and development in comprehension abilities.

3.2.5. Drawing Inference

According to Kessler (2024), Drawing inference is a cognitive process where individuals make logical deductions or educated guesses based on evidence or information presented to them. It involves going beyond the explicit content of a text or situation to uncover implicit meanings, connections, or conclusions. Drawing inferences is a critical thinking skill essential for comprehension, problem-solving, and decision-making across various contexts. In the words of Claire (2023), inference is a mental process by which individuals conclude available information, serving as a fundamental aspect of human reasoning that helps us make sense of the world. Through critical thinking and the application of logic, based on evidence and prior knowledge, inferences allow us to understand new information within the context of our existing understanding. While inferences can sometimes be incorrect, they remain essential for comprehension. Inference differs from assumptions, predictions, and observations. Assumptions are pre-existing beliefs or expectations without supporting evidence and, while they can form the basis for inferences, they are not always grounded in evidence. Predictions are future-oriented statements based on current knowledge and trends, speculating about future events rather

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than concluding current information as inferences do. Observations, on the other hand, describe phenomena experienced through our senses and serve as the raw material for inferences. Observations are objective and provide necessary information without offering conclusions, unlike inferences.

Table 8. Drawing Inference

Statement	Mean	Interpretation
The student uses knowledge and experiences to make connections and draw inference.	1.61	Quite Ready
The student finds relevant information and list those specific textual details.	1.61	Quite Ready
The student can distinguish fact or opinion by using knowledge, experiences, and sound reasoning to make connections and draw inferences.	1.61	Quite Ready
The student modifies inferences and makes new ones continuously.	1.61	Quite Ready
The student draw inferences properly.	1.61	Quite Ready
Grand Mean	1. 61	Quite Ready

The assessment of the learner's readiness in drawing inference reveals a consistent mean score of 1.61 across all provided statements, indicating a state of being "Quite Ready." The learner exhibits proficiency in several essential skills, including the ability to utilize knowledge and personal experiences to establish connections and draw inferences effectively. Moreover, they demonstrate competence in identifying relevant information within texts and listing specific textual details accordingly. Additionally, the student can distinguish between facts and opinions using sound reasoning and continuous modification of inferences, showcasing a nuanced understanding of textual content. With a grand mean of 1.61 indicating readiness, it suggests that the learner is well-prepared to engage in higher-order thinking processes, such as drawing inferences, with confidence and

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accuracy. Therefore, the overall interpretation is that the learners are Quite Ready to tackle more complex tasks requiring inference drawing with proficiency.

The assessment of the learner's readiness in drawing inference unveils a consistent mean score of 1.61, categorizing them as "Quite Ready." This designation signifies the student's commendable proficiency across several essential skills crucial for inference drawing. The learner demonstrates an impressive ability to utilize both knowledge and personal experiences to establish connections and draw inferences effectively from the text. This indicates a high level of cognitive flexibility and critical thinking, as they can synthesize information from various sources to derive meaning.

Moreover, the learner exhibits competence in identifying relevant information within texts and accurately listing specific textual details accordingly. This skill showcases their attention to detail and ability to discern important information amidst the text's complexities. Additionally, the learner can distinguish between facts and opinions using sound reasoning and continuous modification of inferences, reflecting a nuanced understanding of textual content and an ability to critically evaluate information.

The grand mean of 1.61, reflecting readiness, suggests that the learner is well-prepared to engage in higher-order thinking processes, such as drawing inferences, with confidence and accuracy. This readiness indicates their capability to navigate and interpret complex textual information adeptly, showcasing a solid foundation in inference drawing skills. Overall, the data suggests that the learners are Quite Ready to tackle more complex tasks requiring inference drawing with proficiency. Their demonstrated proficiency in inference drawing sets a promising foundation for engaging in advanced comprehension tasks and critical thinking exercises, positioning them for continued success in academic

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Summary Table on Level of Readiness of Learners' on PISA in the Basic Reading Process

Indicator	Grand Mean	Interpretation
Fluent Reading	2.83	Ready
Literal Interpretation	2.61	Ready
Inter-Sentence Integration	2.31	Quite Ready
Extraction of the Context Themes	2.03	Quite Ready
Drawing Inference	1.61	Quite Ready
Overall Grand Mean	2.28	Quite Ready

The mean score of 2.83 in Fluent Reading, indicating a readiness level of "Ready," reflects strong reading proficiency among learners. This fluency allows them to read smoothly and accurately, enhancing comprehension by enabling them to focus on the meaning of the text. As a result, they are well-equipped to draw inferences, identify key arguments, evaluate evidence, and engage in critical analysis. This proficiency supports success across various academic disciplines, especially those requiring extensive reading and comprehension, such as literature and history. The readiness level suggests learners are on a solid trajectory for continued growth, capable of tackling advanced comprehension tasks and sophisticated critical thinking exercises, thus positioning them for ongoing academic success and intellectual development.

According to Romig and Jetton (2023), Reading fluency is crucial for literacy and overall academic success, especially for upper elementary learners. Fluent readers understand texts better and remember information more easily because they can focus on

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meaning rather than decoding words. They also enjoy reading more, which motivates them to read frequently, further improving their skills. Fluency helps students learn efficiently across all subjects, boosting their academic performance. As learners become more fluent, their confidence grows, leading to a more positive attitude towards learning. Repeated reading also helps expand their vocabulary. Being ready for reading fluency is essential as it prepares learners to handle more complex texts and subjects as they progress in their education. The study on online repeated reading fluency interventions is relevant because of the shift to remote learning during the COVID-19 pandemic. The positive results suggest that these interventions can work well online, providing a valuable tool for educators and students when in-person instruction isn't possible. Future research should explore the impact of these interventions on reading comprehension to further validate their effectiveness. Overall, being prepared for reading fluency gives learners the foundational skills they need for academic success and lifelong learning.

A mean score of 2.61 in Literal Interpretation, indicating a readiness level of "Ready," reflects that learners have a solid ability to understand and interpret text at a basic, straightforward level. This proficiency means they can accurately grasp explicit information, follow the sequence of events, and recognize factual details within the text. With this readiness, learners are well-prepared to handle tasks that require identifying main ideas, summarizing content, and answering direct questions about the text. This strong foundation in literal interpretation supports their overall reading comprehension and sets the stage for more advanced analytical and inferential reading skills, contributing to their continued academic success.

Based on Deane, P. (2020), A key goal of English language arts is teaching learners to

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read and interpret complex literary texts. This report reviews how to develop literary analysis skills, focusing on strategies like deepening comprehension, inferring the author's purpose, considering multiple perspectives, connecting text to context, and engaging in cultural conversations. Teaching learners to interpret and justify their interpretations is crucial for literature. Studies highlight the importance of reading fluency in this context. Fluent readers can focus on meaning rather than decoding words, enhancing comprehension and retention. As learners become more fluent, they engage more deeply with texts. Repeated reading interventions, especially online, improve fluency. Fluent readers are better equipped to tackle complex texts and apply literary analysis skills. This underscores the need for literacy instruction that includes both fluency development and literary analysis. Reading fluency is essential for literal interpretation of texts. Fluent readers focus on analysis rather than word recognition, allowing them to infer the author's purpose, consider multiple perspectives, and connect text to context. Integrating repeated reading into instruction helps students develop the fluency needed for successful literary analysis, preparing them for complex texts and academic success.

A mean score of 2.31 in Inter-sentence Integration, interpreted as "Quite Ready," indicates that learners have a good ability to understand how different sentences within a text relate to each other. This skill involves connecting ideas across sentences to form a coherent understanding of the text. With this level of readiness, learners can effectively follow the logical flow of arguments, identify cause-and-effect relationships, and integrate details to grasp the overall meaning. This proficiency supports their ability to comprehend more complex texts and enhances their critical thinking and analytical skills, setting a solid foundation for continued academic progress.

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Based on Zhao et al. (2024), Enhancing inter-sentence integration, as facilitated by techniques such as Enhanced Inter-sentence Attention (EIA), is crucial for improving basic reading skills among learners. By developing the ability to integrate information between sentences, learners can better grasp the overall meaning of texts, comprehend the flow of ideas, and discern the logical structure of written passages. EIA specifically focuses on predicting semantic relationships between sentences, enabling learners to anticipate how ideas connect across paragraphs and synthesize information more effectively. This enhances critical thinking as learners analyze and evaluate connections within texts, aiding in deeper comprehension and reasoned interpretations. Moreover, mastering inter-sentence relationships not only supports reading but also strengthens writing skills by fostering coherent and well-structured compositions. Proficiency in inter-sentence integration prepares learners to tackle complex texts across various subjects, equipping them with the skills needed to navigate nuanced arguments, complex narratives, and technical information. Ultimately, these foundational skills in inter-sentence integration empower learners with essential literacy, critical thinking, and communication abilities crucial for academic success and lifelong learning.

A mean score of 2.03 in Extraction of Context Themes, interpreted as "Quite Ready," suggests that learners possess a strong ability to identify and extract key themes or main ideas from a given context. This skill enables them to recognize overarching concepts or recurring motifs within a text, enhancing their comprehension and interpretation. With this level of readiness, learners can effectively discern the central messages or underlying messages conveyed by the text, facilitating deeper understanding and critical analysis. Their proficiency in extracting context themes prepares them to engage with more complex

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texts, synthesize information across different sources, and articulate their insights effectively, thus laying a solid foundation for continued academic success and intellectual growth.

According to Gul et al. (2022), developing the ability to extract and summarize relevant concepts from unstructured textual documents, such as lecture slides or book chapters, is crucial for enhancing learners' basic reading skills. It enhances comprehension by helping learners grasp main ideas and connections more efficiently. Summarizing key concepts fosters a deeper understanding of how ideas relate and contribute to the text's overall theme. This process also improves retention and encourages critical thinking, as learners evaluate and connect concepts within the text. Moreover, these skills support synthesizing information across sources, essential for academic learning and integrating knowledge from diverse disciplines. Overall, mastering context theme extraction promotes fundamental reading skills needed for comprehending, analyzing, and applying information effectively.

A mean score of 1.61 in drawing inferences, interpreted as "Quite Ready," indicates that learners have a high proficiency in deducing conclusions or making educated guesses based on available information. This skill enables them to analyze subtle cues and underlying patterns within the text, allowing for a deeper understanding of the material. With this level of readiness, learners can confidently navigate and interpret complex textual information, showcasing a solid foundation in inference drawing skills. Their ability to draw inferences positions them well for engaging in advanced comprehension tasks and critical thinking exercises, setting them up for continued success in academic endeavors.

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Based on Hegde and Ashwini (2020), drawing inferences from a commonsense knowledge base is crucial in basic reading because it improves comprehension and critical thinking skills. Commonsense reasoning, which aims to simulate human decision-making in everyday situations using AI, has struggled due to challenges in making meaningful inferences from large knowledge bases. Similarly, in reading, inference drawing allows readers to move beyond surface meanings, connecting explicit details to deeper implications and context. This skill helps readers grasp themes, character motivations, and the significance of events in texts. By making inferences, readers analyze and reflect more deeply, which boosts their ability to understand and interpret complex written material effectively. Thus, enhancing inference drawing in basic reading not only supports language comprehension but also develops essential critical thinking skills needed to engage meaningfully with various types of texts.

The overall grand mean of 2.28, interpreted as "Quite Ready," shows that learners are well-prepared in different skills needed for reading and critical thinking. While they might not be experts in every skill yet, their performance indicates they're on the right track for growth. This readiness means they can handle more challenging tasks and subjects in their studies. They've shown they're good at fluency, understanding text literally, connecting ideas within sentences, identifying main themes, and drawing conclusions. This suggests they're ready for more advanced texts and can analyze information from different sources. Being "Quite Ready" means they're likely to do well in school and keep improving.

According to Elleman and Oslund (2019), improving reading comprehension by focusing on background knowledge, vocabulary, inference, and comprehension monitoring is crucial for developing learners' critical thinking skills. These components

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enable learners to make connections, understand nuances, and analyze texts deeply, fostering critical evaluation and synthesis of ideas. A concerted effort by researchers, educators, and policymakers to implement these strategies will enhance learners' ability to think critically, leading to more proficient and thoughtful readers.

Paige et al. (2024) stated that critical thinking skills are essential for enhancing learners' reading comprehension, as both are reciprocal cognitive processes that reinforce each other. As reading comprehension improves, so do cognitive abilities and academic achievements, indicating a bi-directional relationship. Critical thinking enables learners to analyze, evaluate, and synthesize information from texts, leading to deeper understanding and more effective reading strategies. Consequently, fostering critical thinking skills is crucial for developing proficient readers who can engage with complex materials, draw informed conclusions, and apply their understanding across various academic and real-world contexts.

An in-depth analysis of this data highlights the importance of supporting learners in developing key skills like fluency, comprehension strategies, and critical thinking. Fluency helps learners read quickly and accurately, making it easier to understand what they read. Comprehension strategies, such as summarizing, questioning, clarifying, and predicting, help learners understand and engage with complex texts. Critical thinking allows them to analyze, evaluate, and interpret information more deeply. Together, these skills help learners excel academically and engage with various texts and information sources. The positive progress seen in learners through these targeted interventions shows their potential for continued growth and success, emphasizing the need for ongoing educational support.

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3.3 Proposed Intervention Program to Enhance Learner's Critical Thinking Skills.

Name: _____ **Date:** _____

Section: _____ **Score:** _____

Read the story and answer the questions 1-4.

ROCKY, THE ROWDY
By Monica C. Dayao

“Just in!, Mrs. Snoopy is back!”, Rocky shouted as the teacher stepped out of the office and is coming into her class. Her footsteps trail with the voice of Rocky that expresses how he misses Mrs. Snoopy who had been out because of sickness. It shows how excited Rocky to blast the class with his Hoo-Haa! The class welcomed Mrs. Snoopy with their class tagline, “Good Morning Ma’am, Hoo-Haa! Hoo-haa!”. The teacher asked, “How are you today?, and followed up a question for Rocky, “how about you Rocky?”, she added. “Hoo-Haa, Hoo-Haa, Hoping to be Happy again Ma’am” he answered.

Hoo-Haa! Hoo-Haa!, this is how the class of Mrs. Snoopy starts the day. As part of the vocabulary drill of the learners, new set of words are expected especially from Rocky. Back then, “Hoooo, it is scorching in here haaa!”, Rocky shouted. He draws the class attention with those lines just to ask himself to go out. As he return, “Haa, I’m refreshed!”, he scream. With this Rocky’s behavior, Mrs. Snoopy named Rocky as the Rowdy. From his voice to expressions, she notices how he is hooked on saying “Hoo-Haa”, a catchy and loud expression. She asked him if he knows some words that starts with hoo and haa. From that day, “Hoo-haa” is used on unlocking new vocabulary terms in their class.

Word count: 226

1. What is the literal interpretation of Rocky's frequent use of "Hoo-Haa" in Mrs. Snoopy's class? (*Literal Interpretation*)

A) It signifies Rocky's enthusiasm and excitement for learning.

B) It indicates Rocky's desire to draw attention to himself.

C) It reflects Rocky's preference for expressing himself through catchy phrases.

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D) It suggests Rocky's need for physical activity and breaks during class

Answer: D.

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2. How does Rocky's behavior contribute to the classroom dynamics and learning environment in Mrs. Snoopy's class, based on the provided passage? (*Inter-sentence Integration*)

- A) Rocky's enthusiastic greetings and use of "Hoo-Haa" create a lively atmosphere, fostering a positive start to the day.
- B) Rocky's interruptions with phrases like "Hoooo, it is scorching in here haaa!" disrupt the class flow, leading to distractions.
- C) Rocky's interaction with Mrs. Snoopy reflects a supportive student-teacher relationship, enhancing communication and rapport.
- D) Rocky's designation as "the Rowdy" by Mrs. Snoopy suggests a need for classroom management strategies to address his disruptive behavior.

Answer: A.

3. Which themes can be extracted from the context of Rocky's behavior in Mrs. Snoopy's class? (*Extraction of the context themes*)

- A) The importance of teacher-student relationships and communication.
- B) The impact of enthusiasm and positivity on classroom dynamics.
- C) The challenge of managing disruptive behavior in a learning environment.
- D) The role of creative teaching methods in vocabulary acquisition.

Answer: B.

4. What can be inferred about Mrs. Snoopy's teaching style from her interactions with Rocky and the class? (*Drawing Inference*)

- A) She is strict and maintains a highly disciplined classroom environment.
- B) She is creative and uses students' interests to enhance their learning experience.

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- C) She prefers a quiet and subdued classroom atmosphere.
- D) She is indifferent to students' behavior and does not address disruptions.

Answer: B

Read the story and answer the questions 5-8.

THE LIBRARY
By Monica C. Dayao

During vacant periods in between classes, students spend their time reading inside a silent room with people with no one is allowed to speak aloud. Every school has this place with a person-in-charge that reminds every reader coming to observe silence at all times.

The library is a place for seeking knowledge. A location with full of pieces of information written and published in a book. Types of books, either encyclopedias, literature, or scholarly written papers are located in this room. All are free of access. Books can be borrowed and accessed directly. Aside from books, there are also journals, periodicals, newspapers, manuscripts, films, maps. These are kept with care by the school librarian. The word library is derived from the latin word “ liber” which means books whereas a Latinized Greek word, bibliotheca, is the origin of the word for library in German, Russian, and the Romance languages. . Libraries helps students in their academic and social lives. Aside from school, libraries can also be located within a community or at home to offer every learner proper education, relaxation, and access to all sorts of books. In this digital age, libraries has been replaced with technology. Anyone can access information online. Books are scanned and converted into pdf formats. Journals and manuscripts too.

Word count: 216

Reference: Estrabook, L. S., Francis, F. C., Haider S.. (2023). Library. <https://www.britannica.com/topic/library>

5. Which of the following statements best describes the literal interpretation of the role of a library in a school? (*Literal Interpretation*)
- A) A library is a place where students are encouraged to talk and discuss books aloud.
- B) A library is a place where students can access various types of information sources, such as books, journals, and maps, in a quiet environment.
- C) A library is a place where students can play games and relax without any rules.

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D) A library is a place where only digital resources are available, and physical books are not kept.

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Answer: B.

6. How does the passage integrate the function and evolution of libraries in both traditional and digital contexts? (*Inter-sentence Integration*)

A) It describes the library as a noisy place where students gather to socialize and play games.

B) It explains that libraries are obsolete and no longer exist in schools or communities.

C) It highlights the traditional role of libraries in providing access to various information sources and explains how digital technology has expanded this access.

D) It focuses solely on the digital transformation of libraries, ignoring their traditional functions and resources.

Answer: C.

7. Which themes can be extracted from the context of the passage about libraries?

(*Extraction of context theme*)

A) The importance of maintaining silence in educational spaces.

B) The role of libraries in providing access to diverse information sources and supporting academic growth.

C) The historical evolution of the word "library" and its linguistic roots.

D) The impact of digital technology on the availability and format of information.

Answer: B.

8. From the passage, what can be inferred about the evolution of libraries in the digital age? (*Drawing Inference*)

A) Libraries have become obsolete and are no longer utilized by students.

B) Libraries continue to play a vital role in providing access to information but now offer

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digital resources alongside traditional ones.

C) Libraries have transitioned entirely to digital formats, with physical books no longer being kept.

D) Libraries have shifted their focus solely to providing relaxation spaces for students.

Answer: B.

CONCLUSIONS and RECOMMENDATIONS

Based on the findings, the following conclusions were drawn.

1. Most of the learners' critical thinking in reading along with single text and multiple texts is instructional, while in complex texts, the learners' critical skills are at the frustration level.
2. The level of Readiness of learners on PISA in the Basic Reading Process along with Fluent Reading and Literal Interpretation is Ready while the Inter-sentence Integration, Extraction of the context themes, and Drawing Inference are Quiet Ready. This means they need more practice in understanding and analyzing detailed aspects of texts.
3. An intervention program was proposed.

Recommendations

Based on the conclusions, the following recommendations were offered:

1. Enhance learners' critical thinking with complex texts by using structured, scaffolded instruction. Break texts into sections and guide analysis with targeted questions. Facilitate collaborative discussions and peer reviews to refine understanding. Integrate progressively challenging reading materials to build resilience and move from frustration to competence.
2. Enhance learners' readiness in inter-sentence integration, context theme extraction, and inference drawing by incorporating targeted practice. Use summarizing and theme-

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identifying activities, and exercises prompting inference and conclusions. Provide varied reading assignments with questions focusing on these skills to boost comprehension and critical thinking.

3. Implement the Proposed Intervention.

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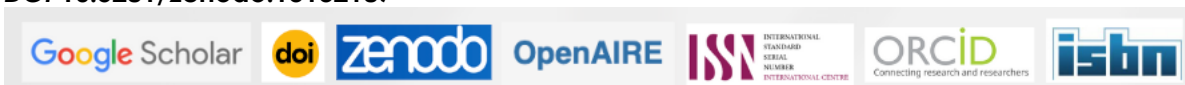
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