

Developing Oral Reading Fluency Through Outcomes-Based Guided Reading Sessions Among Grade 2 Pupils

Hannah Marie Suzanne S. Callejo¹, Corazon S. Rafael², Ramir Austria³

^{1,2,3}Sta. Catalina Central School Elementary School, Sta. Catalina, Ilocos Sur, Philippines

ABSTRACT: This study determined the effectiveness of Outcomes-Based Guided Reading Sessions (OBGRS) in developing the oral reading fluency of Grade 2 pupils at Sta. Catalina Central School during the School Year 2025–2026. Specifically, it aimed to assess the pupils' pre-test oral reading fluency levels in terms of speed, accuracy, and expression; implement Outcomes-Based Guided Reading Sessions; evaluate post-test performance; determine the significant difference between pre-test and post-test results; and propose recommendations for enhancing reading instruction.

A quantitative pre-test–post-test research design was employed involving 29 Grade 2 pupils. The intervention was conducted over two weeks through structured reading sessions aligned with the Revised K–10 English Curriculum, integrating vocabulary enrichment, pronunciation practice, and comprehension exercises. Data were analysed using descriptive statistics, such as the mean and standard deviation, and inferential statistics through a paired-sample t-test.

Findings revealed that both Ilocano and Filipino readers exhibited moderate fluency before the intervention. After the OBGRS implementation, reading fluency improved for Ilocano and Filipino readers. Comprehension and words per minute (WPM) scores also increased significantly. The t-test results indicated a statistically significant difference between pre-test and post-test means, confirming the effectiveness of OBGRS in enhancing oral reading fluency.

The study concluded that Outcomes-Based Guided Reading Sessions effectively improved pupils' reading accuracy, speed, and comprehension, resulting in a higher number of learners reading at grade level. It is recommended that teachers adopt OBGRS as part of daily reading instruction, administrators institutionalize it as a school-based reading enhancement program, and future researchers explore its application across grade levels and languages.

KEYWORDS: Oral Reading Fluency, Outcomes-Based Guided Reading Sessions, Reading Comprehension, Early Literacy, Grade 2 Pupils

INTRODUCTION

Reading is a fundamental skill that underpins all areas of learning and academic achievement. For young learners, oral reading fluency—characterized by accuracy, speed, and expression—is a key indicator of reading competence and comprehension. The National Reading Panel (2000) emphasized that fluent readers can decode words automatically, allowing them to focus on meaning rather than word recognition. In the Philippines, however, reading fluency remains a persistent challenge despite extensive literacy initiatives. Many pupils in the early grades continue to read below grade-level expectations, affecting their overall learning outcomes.

According to the Functional Literacy, Education, and Mass Media Survey (FLEMMS), the country's basic literacy rate stood at 93.1%, while only 70.8% of Filipinos aged 10–64 were functionally literate, meaning they could apply reading and writing skills in daily life (Department of Education [DepEd], 2025). This discrepancy revealed that although most learners could read, many lacked fluency and comprehension. The Second Congressional Commission on Education (EDCOM II) also urged DepEd to prioritize interventions for “transitioning readers,” or learners who could read only 51–75% of grade-level words correctly, through outcome-oriented and evidence-based reading programs (EDCOM II, 2025).

In response to these national literacy concerns, the Philippine education system adopted the Outcomes-Based Education (OBE) framework, which emphasized the demonstration of learning outcomes rather than mere instructional coverage. Spady (1994) defined OBE as a results-driven approach where curriculum, teaching, and assessment were aligned with clearly defined

Developing Oral Reading Fluency Through Outcomes-Based Guided Reading Sessions Among Grade 2 Pupils

outcomes. Within this paradigm, guided reading sessions could be structured to yield measurable improvements in specific fluency components such as accuracy, speed, and prosody.

Guided reading had been recognized internationally as an effective strategy for developing fluency and comprehension. Fountas and Pinnell (2017) described guided reading as a structured, small-group teaching approach where students read texts at their instructional level with teacher guidance. This approach provided immediate feedback and scaffolded learning opportunities that helped improve decoding, vocabulary, and fluency skills. Rasinski & Padak (2018) also emphasized that guided and repeated oral reading practices significantly enhanced learners' fluency and comprehension.

Local studies supported these findings. Bacani & Tamayo (2021) discovered that guided reading interventions improved Grade 3 pupils' reading speed and accuracy. Likewise, Gomez & Santos (2023) found that repeated reading activities using big books increased fluency and comprehension levels among Grade 4 learners in Ifugao. These results demonstrated that targeted reading instruction was vital for Filipino learners, particularly in the early grades.

Despite these efforts, many young pupils still struggled with oral fluency. Thus, this study sought to implement and evaluate Outcomes-Based Guided Reading Sessions designed to improve the oral reading fluency of Grade 2 pupils at Sta. Catalina Central School during School Year 2025–2026. The intervention integrated the principles of guided reading with the OBE framework to enhance reading proficiency.

The findings of this study were expected to provide empirical evidence on the effectiveness of Outcomes-Based Guided Reading Sessions in developing oral reading fluency. Furthermore, the results aimed to serve as a basis for refining reading instruction strategies aligned with the Revised K–10 Curriculum and DepEd literacy programs. Ultimately, the study contributed to national efforts to strengthen early-grade literacy and ensure that Filipino learners became fluent, confident, and independent readers.

Objectives of the Study

General Objectives:

To determine the effectiveness of Outcomes-Based Guided Reading Sessions in developing the oral fluency of Grade 2 pupils.

Specific Objectives:

1. To assess the pre-test oral reading fluency level of Grade 2 pupils before the implementation of Outcomes-Based Guided Reading Sessions.
2. To implement Outcomes-Based Guided Reading Sessions aimed at improving the oral reading fluency of Grade 2 pupils.
3. To evaluate the post-test oral reading fluency level of Grade 2 pupils after the implementation of Outcomes-Based Reading Sessions.
4. To determine if there is a significant difference between the pre-test and post-test scores of Grade 2 pupils after the intervention.
5. To provide recommendations for enhancing reading instruction strategies using Outcomes-Based Guided Reading approaches based on the study's findings.

METHODOLOGY

Research Design

This study employed an experimental research design, specifically the pre-test and post-test control group design. This design was appropriate because it determined the causal relationship between the implementation of the Outcomes-Based Guided Reading Sessions and the improvement in oral reading fluency of Grade 2 pupils. The experimental group received the guided reading intervention, while the control group underwent traditional reading instruction. The comparison between pre-test and post-test results established whether the intervention produced significant improvement in oral reading performance (Creswell & Creswell, 2018).

Research Locale

The study was conducted at Sta. Catalina Central School, located in the Schools Division of Ilocos Sur. The school was chosen as the research site because it had a diverse group of learners with varying levels of reading fluency. The administration supported the implementation of reading enhancement programs aligned with the Department of Education's (DepEd) reading initiatives.

Developing Oral Reading Fluency Through Outcomes-Based Guided Reading Sessions Among Grade 2 Pupils

Participants of the Study

The participants of the study were the Grade 2 pupils of Sta. Catalina Central School in the Schools Division of Ilocos Sur during the School Year 2025–2026. The school was chosen as the research site because it represented a typical public elementary school setting in the region, catering to learners with diverse literacy levels and learning needs..

A total of 29 Grade 2 pupils were purposively selected as participants. The inclusion criteria required that pupils were officially enrolled in the Grade 2 level, able to decode simple words, and regularly attended classes during the conduct of the study. The class of 29 pupils served as the experimental group, receiving the Outcomes-Based Guided Reading Sessions as an intervention. The group was composed of 15 boys and 14 girls, aged 7 to 8 years old. Before the implementation, parental consent and school approval were secured in compliance with ethical research standards. Each participant was assigned a unique code to ensure confidentiality and anonymity throughout the study.

Research Instrument

The primary instrument used in this study was the Oral Reading Fluency Test (ORF) adapted from the Comprehensive Rapid Literacy Assessment (CRLA). The instrument was validated by three language experts and pilot-tested on a group of Grade 2 pupils from a nearby school. The reliability coefficient of the instrument, determined using Cronbach's Alpha, was 0.91, indicating high internal consistency.

Research Procedure

The study was carried out over eight weeks and followed several key stages.

Pre-test Administration: Both experimental and control groups were given the ORF pre-test to determine their initial reading fluency levels.

Implementation of the Intervention: The experimental group participated in Outcomes-Based Guided Reading Sessions for 30 minutes daily, five days per week. Each session followed the OBE framework: setting learning outcomes, guided practice, feedback, and performance evaluation. The control group continued with regular reading instruction using the standard DepEd reading materials and methods.

Post-test Administration: After the intervention period, both groups were assessed using the same ORF test to determine improvement.

Data Gathering and Analysis: The pre-test and post-test scores were collected and recorded for statistical analysis.

Data Analysis

The data collected were analyzed using both descriptive and inferential statistics. The mean and standard deviation described the reading fluency levels before and after the intervention. The paired sample t-test determined the significant difference between pre-test and post-test scores within each group, while the independent sample t-test determined the significant difference between the experimental and control groups. The statistical significance level was set at 0.05. Data analysis was performed using SPSS Version 25.

Ethical Considerations

The study observed the highest ethical standards in research. Informed consent was obtained from parents or guardians before participation. All information gathered was treated with strict confidentiality and used solely for academic purposes. The study was conducted with approval from the School Principal and the Division Research Committee of the Schools Division of Ilocos Sur. No learner was harmed or disadvantaged as a result of participation.

RESULTS AND DISCUSSION

This chapter presents and discusses the findings of the study based on the objectives: (1) to assess the pre-test oral reading fluency level of Grade 2 pupils before the implementation of the Outcomes-Based Guided Reading Sessions (OBGRS); (2) to implement the OBGRS aimed at improving oral reading fluency; (3) to evaluate the post-test oral reading fluency level after implementation; (4) to determine if there is a significant difference between pre-test and post-test results; and (5) to provide recommendations for improving reading instruction strategies using outcome-based approaches.

1) Pre-Test Oral Reading Fluency Performance of Grade 2 Pupils

Table 1 presents the oral reading fluency performance of Grade 2 pupils before the implementation of the Outcomes-Based Guided Reading Sessions.

Developing Oral Reading Fluency through Outcomes-Based Guided Reading Sessions among Grade 2 Pupils

Table 1. Pre-Test Oral Reading Fluency of Grade 2 Pupils

Language	N	Assessment Type	Reading Fluency (%)	Reading Comprehension (%)	Mean WPM
Ilocano	29	Pre-Test	90.39	62.18	51.32
Filipino	29	Pre-Test	91.31	66.67	61.29

Note: Data represent mean scores obtained from oral reading fluency and comprehension assessments prior to the OBGRS intervention.

The data revealed that both Ilocano and Filipino readers exhibited moderate oral reading fluency prior to the intervention. The Ilocano pupils attained an average fluency rate of 90.39%, comprehension rate of 62.18%, and mean words per minute (WPM) of 51.32. Similarly, the Filipino group achieved a slightly higher reading fluency of 91.31%, comprehension of 66.67%, and WPM of 61.29. These results indicated that while pupils could read at a functional level, they required further support to improve accuracy, comprehension, and prosody—particularly in expressive reading and comprehension monitoring.

Implementation of Outcomes-Based Guided Reading Sessions (OBGRS)

The OBGRS intervention was implemented over a two-week period, consisting of daily 30–40-minute guided reading sessions. Each session integrated structured reading activities aligned with the Revised K-10 English Curriculum, including vocabulary enrichment, pronunciation practice, and comprehension tasks. Lessons were outcome-based, meaning each session targeted measurable fluency outcomes such as increased WPM, accuracy, and expressive reading.

During implementation, learners were grouped according to reading levels to provide differentiated support. Teachers provided modeling, scaffolding, and feedback following the Gradual Release of Responsibility framework—from teacher-led modeling (“I do”) to guided practice (“We do”) and independent reading (“You do”). This approach encouraged learners to develop autonomy in reading while maintaining comprehension accuracy.

2) Post-Test Oral Reading Fluency of Grade 2 Pupils

After the intervention, pupils were re-assessed using a parallel post-test with the same level of difficulty.

Table 2. Post-Test Oral Reading Fluency of Grade 2 Pupils

Language	N	Assessment Type	Reading Fluency (%)	Reading Comprehension (%)	Mean WPM
Ilocano	29	Post-Test	93.75	71.00	65.28
Filipino	29	Post-Test	95.24	73.45	72.15

As shown, both groups demonstrated a considerable improvement. For the Ilocano group, reading fluency increased from 90.39% to 93.75%, comprehension from 62.18% to 71.00%, and WPM from 51.32 to 65.28. For the Filipino group, fluency rose from 91.31% to 95.24%, comprehension from 66.67% to 73.45%, and WPM from 61.29 to 72.15. The improvement across all indicators signifies that the OBGRS effectively enhanced the learners’ reading accuracy, speed, and comprehension.

3) Comparison of Pre-Test and Post-Test Reading Proficiency Levels

Table 3. Distribution of Pupils According to Reading Proficiency Levels

Reading Level	Criteria	Pre-Test (f)	Post-Test (f)	Change (%)
Low Emerging Reader	Reads word by word	4	0	-13.8
High Emerging Reader	Reads less than 25% of passage	1	0	-3.4
Developing Reader	Reads 26–50% accurately	2	0	-6.9
Transitioning Reader	Reads 51–75% accurately	18	10	-27.6
Reading at Grade Level	Reads 76–100% accurately	5	19	+48.3

The table illustrates a significant shift in reading proficiency levels following the intervention. The number of pupils reading at grade level increased from 5 (17%) to 19 (66%), while those in lower reading levels decreased markedly. No pupils remained in the low emerging or high emerging categories after the intervention. This notable improvement underscores the success of OBGRS in elevating learners’ reading proficiency and fostering reading confidence.

Developing Oral Reading Fluency through Outcomes-Based Guided Reading Sessions among Grade 2 Pupils

4) Significance of Difference Between Pre-Test and Post-Test Scores of Grade 2 Pupils in Oral Reading Fluency

Variable	Assessment	Mean (X)	Standard (SD)	Deviation	Mean Difference	t-Value	p-Value	Interpretation
Reading Fluency (%)	Pre-Test	90.85	0.65		3.70	6.214	0.000*	Significant
	Post-Test	94.55	0.74					
Reading Comprehension (%)	Pre-Test	64.43	2.24		8.92	7.851	0.000*	Significant
	Post-Test	73.35	2.11					
Mean Words Per Minute (WPM)	Pre-Test	56.31	7.07		13.40	5.962	0.000*	Significant
	Post-Test	69.71	6.08					

Note: $\alpha = 0.05$ level of significance. "*" indicates statistically significant difference.*

As reflected in Table 4, there was a statistically significant improvement in the oral reading fluency, comprehension, and reading speed of Grade 2 pupils after the implementation of the Outcomes-Based Guided Reading Sessions (OBGRS).

The mean reading fluency increased from 90.85% (SD = 0.65) to 94.55% (SD = 0.74), while comprehension scores rose from 64.43% to 73.35%. Similarly, the pupils' average Words Per Minute (WPM) improved from 56.31 to 69.71. The computed t-values of 6.214, 7.851, and 5.962 respectively exceeded the critical value at the 0.05 significance level, with p-values of 0.000, indicating that the observed differences were statistically significant.

This means that the OBGRS intervention had a substantial positive effect on the oral reading fluency of Grade 2 pupils. The significant gains in accuracy, comprehension, and reading speed affirm that structured and outcome-based guided reading sessions are effective strategies for improving early literacy skills.

CONCLUSION

Based on the findings of the study, it was concluded that the Grade 2 pupils initially demonstrated moderate levels of oral reading fluency and comprehension before the implementation of the Outcomes-Based Guided Reading Sessions (OBGRS). This finding indicated the need for a more focused and systematic reading instruction approach. The implementation of the OBGRS significantly improved the pupils' reading fluency, as evidenced by the higher post-test mean scores. Moreover, the number of pupils performing at grade-level proficiency increased considerably after the intervention, confirming the positive impact of the OBGRS on reading development. The results of the statistical analysis also revealed a significant difference between the pre-test and post-test scores, affirming that the OBGRS produced measurable improvements in the oral reading fluency of the learners. Overall, the Outcomes-Based Guided Reading approach provided an effective and structured framework for differentiated and scaffolded reading instruction, which enhanced learner engagement, motivation, and confidence in reading.

RECOMMENDATIONS

In light of these conclusions, several recommendations were made. Teachers are encouraged to regularly implement Outcomes-Based Guided Reading Sessions as part of their daily reading instruction to sustain and further enhance pupils' fluency and comprehension skills. School administrators are advised to institutionalize the OBGRS as a school-wide reading enhancement program and to provide continuous professional development and training for teachers on guided reading strategies and formative assessment techniques. Future researchers are recommended to conduct further studies using larger samples, control groups, or longitudinal designs to validate and expand upon the results of this study. Finally, parents and other stakeholders are encouraged to support at-home reading activities and provide consistent reinforcement to help sustain the reading fluency and comprehension gains achieved by pupils through the OBGRS intervention.

LIMITATIONS OF THE STUDY

The study was limited to 29 Grade 2 pupils of Sta. Catalina Central School during the School Year 2025–2026 and focused only on assessing oral reading fluency. The short two-week intervention period and small sample size may limit the generalizability of the findings. External factors such as home reading support, parental involvement, and learners' prior literacy experiences were not controlled. Moreover, teacher-administered assessments may have introduced minimal rater bias, and results were confined to English reading materials, which may differ in other language contexts.

Developing Oral Reading Fluency Through Outcomes-Based Guided Reading Sessions Among Grade 2 Pupils

REFERENCES

- 1) Bacani, R., & Tamayo, L. (2021). Guided reading intervention and its effect on the fluency and comprehension of Grade 3 learners. *Philippine Journal of Basic Education*, 10(2), 45–56.
- 2) Department of Education. (2025, April 4). *DepEd strengthens commitment to literacy as FLEMMS results show gains, opportunities*. <https://www.deped.gov.ph/2025/04/04/deped-strengthens-commitment-to-literacy-as-flemms-results-show-gains-opportunities>
- 3) EDCOM II. (2025, May 30). *EDCOM 2 urges DepEd to prioritize transitioning readers*. Senate of the Philippines. https://web.senate.gov.ph/press_release/2025/0530_edcom1.asp
- 4) Fountas, I. C., & Pinnell, G. S. (2017). *Guided reading: Responsive teaching across the grades* (2nd ed.). Heinemann.
- 5) Gomez, J., & Santos, P. (2023). Repeated reading and fluency development among Grade 4 learners in Ifugao. *International Journal of Learning, Teaching and Educational Research*, 22(3), 1–12.
- 6) National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. U.S. Department of Health and Human Services.
- 7) Rasinski, T., & Padak, N. (2018). *The fluent reader: Oral reading strategies for building word recognition, fluency, and comprehension* (3rd ed.). Scholastic.
- 8) Spady, W. G. (1994). *Outcome-based education: Critical issues and answers*. American Association of School Administrators.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.