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Fostering languages and literacy development among learners: Basis for adaptive instructional reading framework

Mary Carl Avila Dumas* and John Michael Achacoso Tuyor

Department of Graduate Studies, North Eastern Mindanao State University (NEMSU), Surigao del Sur, Philippines.

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Abstract

The objective of the study was to examine the language and literacy development among learners as a basis for Adaptive Instructional Reading Framework. It explored learner and teacher profiles, specifically in Grade 1 as the start of the foundational skills of early childhood learners, the extent to which literacy is fostered across essential instructional domains, the challenges affecting literacy development and the significant relationship and differences among these variables. A descriptive-correlational research design was employed, using the survey questionnaires and statistical analysis was utilized to gain a comprehensive picture of early literacy instruction within the context of San Agustin District. Results showed that most learners were within the appropriate age for Grade 1 and align with the DepEd K to 12 Program age setting and most of the learners had prior exposure to preschool education, suggesting readiness for formal reading instruction. However, a large portion of learners came from low socioeconomic backgrounds, found to have a significant factor influencing sustained literacy development. Teachers' instructional practices were generally rated to as significant in terms of teaching methodologies, instructional materials, assessment, curriculum development and school environment. Despite these indicators, the school environment received comparatively lower rating, suggesting a systemic and contextual limitations that continue to affect the instructional delivery. Teaching experience emerged as the most influential factor, showed strong relationships with the strategic use of instructional materials and the establishment of a literacy-rich environments. In contrast, learner-related challenges demonstrated a significant negative relationship with literacy support, particularly in assessing and benefiting literacy instructional materials. Drawing from these findings, an Adaptive Instructional Reading Framework supported by the READ, BUILD and GROW (RBG) Booklet was developed. It was validated to assure quality of the booklet by the 5 Master Teachers of San Agustin District and had been demonstrated a high level of usefulness that can reinforce the teaching and learning process of literacy development. The framework emphasized differentiated instruction, strengthened teacher support and contextualized interventions that may address learner diversity and socioeconomic constraints.

Keywords: Fostering; Languages; Literacy Adaptive; Literacy Development; Instructional; Reading Intervention

1. Introduction

The fundamental source of language and literacy is known during the preliminary years of a child's education, with Key Stage 1 (Grades 1-3) serving as a crucial breakthrough in this course of development and advancement. This study seeks to explore into the approaches and strategies that can be employed to improve these critical skills in young learners, not only examines the theoretical underpinnings that inform effective literacy instruction but also explores practical, evidence-based interventions that teachers can implement in the classroom. By connecting theory and practice, this research aims to bid a multidimensional approach which recognizes children learn adaptively not only in cognitive aspects, but also through social interaction, imagination, movement, and sensory engagement to fostering language and literacy development, guaranteeing that young learners are prepared with the foundational skills necessary for permanent learning and success in a progressively literate world.

* Corresponding author: Mary Carl Avila Dumas

The importance of early language and literacy development has been extensively documented in educational research. A study of Castro and Artiles (2021), emphasized on the importance of fostering languages and applying literacy development in early education such a way that one of the major reasons struggling readers perform poorly is a lack of foundation skills. Struggling readers include those students with learning disabilities and those with diverse reading needs who are at risk of not succeeding and thus, children in their later years without foundation skills will struggle in content areas that requires reading such as Math, Science, English and Filipino. Similarly, Cree et al., (2022) deepened the critical nature of early reading experiences, advocating that lack of reading proficiency, vocabulary development, and comprehension strategies in early literacy instruction, may lead to inequality. Furthermore, more recent studies, such as those Creswell and Creswell (2023), have highlighted the importance of theory and practice in rich oral language experiences and how various factors affects the child's opportunities motivation in reading. Consistent with these ideas, the Waldorf Education Approach advocates for learning experiences rooted in imagination, sensory engagement, rhythm, and social interaction—principles that align naturally with literacy development. These studies collectively affirm the need for holistic, child-responsive approaches that integrate cognitive, social, emotional, and sensory dimensions.

Recently, there have been increasing concerns regarding the literacy proficiency levels among the Key Stage 1 (Grade 1-3) learners across elementary schools in San Agustin District, Surigao del Sur Division for the past three (3) years. Based on the Comprehensive Reading Literacy Assessment (CRLA) Tool for Beginning Reading learners, a significant number of pupils continue to perform non-reader or struggling reader at Low Emerging Level Reader. During School Year 2022-2023, 34.46% of learners (505 out of 1,466) were classified as Low Emerging Readers, while only 19.91% (292 learners) achieved Grade Level Ready category. For the School Year 2023-2024, the Low Emerging Readers slightly increased to 35.82% of learners (529 out of 1,477), while the number of Grade Level Ready readers declined to 13.63% (201 learners). Similarly, in the School Year 2024-2025, 36.02% of learners (523 out of 1,452) categorized in Low Emerging Level, and only 15.29% (222 learners) reached Grade Level Ready status. The remaining percentage of learners are categorized under High Emerging, Developing Reader and Transitioning Readers based on CRLA tool. The consistent pattern reveals that despite the various literacy and language interventions implemented within the district, still, a large proportion of early-grade learners continue to struggle in achieving the expected reading proficiency for their own individual level. This context underscores the need to reexamine current reading practices and approaches. Furthermore, there were existing literacy framework but seldom incorporate multidimensional approaches that nurture not only literacy skills but responds learner's adaptive developmental

This study's contribution lies in its potential to offer a nuanced, context-specific approach to fostering language and literacy development among Grade 1 learners, particularly within the San Agustin District. By bridging the gap between theoretical frameworks and practical applications, this research provides educators with tailored strategies that consider the unique linguistic, cultural, and socio-economic diversity of the district's student population. Additionally, the study explores the integration of emerging technologies with traditional literacy practices, offering innovative solutions to enhance student engagement and learning outcomes. By addressing the challenges faced by educators in under-resourced schools, this research aims to develop more inclusive and effective literacy instruction methods, ultimately contributing to improved academic performance and long-term educational success for learners in San Agustin District.

2. Methods

The study employed a descriptive–correlational research design, a method used to identify patterns and relationships among two or more variables within a single group without manipulating them, design is to observe, describe and document aspects of a situation as it naturally occurs (Ibno, N. 2025). The descriptive-correlational design is effective in fostering of language and literacy development among Grade 1 learners because it allows the researcher to describe existing conditions and determine the relationship among variables without manipulating them. Descriptive designs provide a snapshot of the current state of affairs by examining existing conditions within the research setting, where Respondents consist of Grade 1 learners and their teachers from several schools. Data were collected through surveys, questionnaires, interviews and academic records. Moreover, the study got data on learners' age, sex, accessibility of learning materials at home, enrollment history, Mean Percentage Scores, and socioeconomic status, as well as teachers' age, sex, education, experience, and training, while correlational designed was used to fully explore the strategies, extent of languages and challenges of fostering literacy development through one research. Additionally, curriculum creation, instructional materials, assessment techniques, teaching strategies, and the school environment were also examined in this study. Descriptive statistics recapitulated profiles, while correlation and inferential analyses observed relationships between variables. This method aims to understand the factors influencing literacy development and identify effective strategies to augment literacy skills.

The study was conducted at San Agustin, province of Surigao del Sur, Philippines. San Agustin is situated at approximately 8° 45' North, 126° 13' East in the island of Mindanao. The municipality has a total land area of 227.28 square kilometers, and was a second-class municipality with 13 barangays. The respondents were the eighteen (18) Grade 1 teachers from different schools found within San Agustin District and one (1) student learner from each class of the teacher through purposive sampling to ensure diverse representation within the Grade 1 population. This approach reduces sampling bias and enhances the representativeness of the data, allowing the researcher to capture a comprehensive range of perspectives and experiences. The process began by identifying relevant strata, such as gender and socio-economic status, resulting in groups like Male - Low Socio-Economic Status and Female - High Socio-Economic Status. Next, the sample size for each stratum was determined based on proportional or equal representation.

In the data collecting process, the study utilized a researcher-made questionnaire. To ensure the validity and reliability of the survey instrument, it then underwent validation by a panel of five (5) master teachers, to ensure its relevance and practicality in the educational context. All of the information gathered from the validators, as well as their ratings, comments, and suggestions, were consolidated for revision. The researcher conducted pilot testing to selected neighboring district, from Marihatag District were ten (10) selected Grade 1 teacher-pupil respondents who were not part of the main research study. After the pilot testing, initial data were gathered and analyzed by a statistician to assess reliability, verifying that the instrument measured what it was intended to measure. The research instrument was evaluated indicating an acceptable level of consistency and clarity. While this suggests the instrument is generally reliable, the rating also implies that some items may benefit from minor revisions to improve clarity or alignment with research objectives. Based on feedback from participants and statistical results, the statistician helped determine if any questions needed to be changed, added, or removed. Academic records were complemented these instruments by providing Mean Percentage Scores of learners in relevant subjects. The data gathering procedures were included distributing surveys in print, scheduling interviews and focus groups in favorable settings, and obtaining necessary permissions to access academic records from school authorities.

Data were collected on a sequential phased approach. The findings indicate that while literacy instruction is strongly embedded in teaching practices and supported by qualified teachers, challenges remain in terms of resource accessibility and learner diversity. It underscores the need for an adaptive instructional reading framework that builds on existing strengths while addressing contextual limitations and individual learner needs. Such a framework is essential to ensure that all learners, regardless of background, are provided with equitable and responsive opportunities for language and literacy development.

3. Results and Discussion

The following section presents and interprets the findings of the study "Fostering Languages and Literacy Development Among Learners: Basis for Adaptive Instructional Reading Framework. The discussion is organized according to the specific objectives of the study. Both quantitative and qualitative data are analyzed, and the results are discussed in relation to existing literature, theories, and pedagogical practices.

3.1. Respondents Profile

The profile of learners and teachers provides the essential baseline for understanding the dynamics of language and literacy development in Grade 1. This section discusses the demographic profile of the learners as to their socioeconomic backgrounds, academic performance, and preschool exposure, as well as the professional profile of their teachers. The demographic profile of the learners was assessed, analyzed, interpreted, and reported to determine the relationship to the literacy strategies.

3.2. Profile of Grade 1 Learners and their Accessibility to Learning Materials

Table 1, below shows the profile of the Grade 1 learners in terms of age, sex, prior school enrollment, socioeconomic status and the MPS of the selected subjects. The data shows most Grade 1 learners aged six (6) years old, account for 68% of the population of the research respondents. This age bracket aligns with the K-12 Program of the Department of Education, setting pupils' age for Grade 1 to be six (6) years old and considered to be ready for basic education. Nearly all the Grade 1 learners (94.7%) had formed of preschool exposure, specifically in nursery. A large proportion of learners come from economically disadvantaged backgrounds, with 52.6% of the participants are below the poverty line. The academic performance of the learners was measured in Mean Percentage Scores. Results in Language is 82.72%, and Mathematics is at 82.78%. In terms of the accessibility of learning materials, the data reveals that learners generally have moderate access (52.8%) to learning materials at home, displaying disparities in resource accessibility that could impact literacy development. Suggests that while foundational literacy skills are present, that they may not

be sufficiently developed to support the more complex reading tasks independently and still remain fragile and highly dependent to instructional support.

Table 1 Profile of Grade 1 Learners and their Accessibility to Learning Materials

Variable	Category / Value	F	%
Age	5 years old	1	5.3
	6 years old	13	68.4
	7 years old	3	15.8
	8 years old	1	5.3
	Total	18	100
Sex	Male	8	47.1
	Female	10	52.9
	Total	18	100
Enrollment before Grade 1	Nursery	18	94.7
	Kindergarten	0	0
	None	0	0
	Total	18	100
Socioeconomic Status (SES)	Below poverty line	10	52.6
	Low income	5	26.3
	Middle income	2	10.5
	High income	1	5.3
	Total	18	100
MPS (Academic Performance)	75-79	9	50
	80-84	9	50
	85-89	0	0
	90-100	0	0
	Total	18	100
Accessibility to Learning Materials			
Type	Yes (f)	No (f)	%
Books	9	9	50.0
Writing	16	2	88.9
Art Supplies	13	5	72.2
Educational Toys	7	11	38.9
Digital Devices	8	10	44.4
Other Materials (e.g. LAS)	4	14	22.2
Overall Mean Access Percentage			52.8

Table 2. Profile of Grade 1 Teachers

Table 2, below shows the profile of the Grade 1 teachers in terms of sex, educational attainment, school attended, years of teaching experience, participation in any professional development. These variables provide an important context for understanding how literacy development is fostered among learners and how instructional activities are shaped within the classroom. Findings revealed the profile of Grade 1 teachers, a workforce that is academically qualified and moderately experienced and professionally diverse. However, the variation in age, educational background, and training experiences suggests that teacher characteristics alone do not significantly predict literacy development outcomes. This finding strengthens for proposing an Adaptive Instructional Reading Framework, which shifts the focus from static teacher attributes to flexible, responsive instructional practices.

Table 2 Profile of Grade 1 Teachers

Variable	Category / Value	F	%
Age	25-35	8	44.44
	36-45	5	27.78
	46-55	5	27.78
	Total	18	100
Sex	Male	1	5.3
	Female	17	89.5
	Total	18	100
Educational Attainment	Bachelor's Degree	3	15.8
	B.A. with M.A. units	11	57.9
	Master's (MAED/MST)	3	15.8
	Others / CAR passer	1	5.3
	Total	18	100
School Attended	Philippine Normal University (PNU) – Mindanao	6	33.3
	Surigao del Sur State University (SDSSU–Main)	4	22.2
	Caraga State University	3	16.6
	Holy Cross of Davao College	2	11.1
	Father Saturnino Urios University (FSUU)	1	5.5
	Hinatuan Southern College	1	5.5
	Total	18	100
Years of Experience	1–5 years	2	10.5
	6–10 years	7	36.8
	11–15 years	6	31.6
	16–20 years	2	10.5
	20 years and above	1	5.3
	Total	18	100
Professional Development	With PD training	11	63.2
	Without PD	7	36.8
	Total	18	100

Table 3 Extent of Literacy fostered Among Core Subjects

Domain	Mean (M)	SD	Interpretation
Teaching Methodologies	4.37	0.47	Highly Developed
Assessment	4.35	0.46	Highly Developed
Instructional Materials	4.43	0.43	Highly Developed
Curriculum Development	4.38	0.54	Highly Developed
School Environment	4.32	0.56	Highly Developed
Overall Mean	4.37	0.49	Highly Developed

Scale Legend: 4.21–5.00 — Highly Developed; 3.41–4.20 — Developed; 2.61–3.40 — Moderately Developed; 1.81–2.60 — Less Developed; 1.00–1.80 — Not Developed.

Table 3, reveals the consistently high ratings across all domains demonstrate that literacy development is well-supported at the instructional and institutional levels. The school environment, although still rated as highly developed, obtained the lowest mean score among the domains. Thus suggests that possible constraints related to physical resources, access to reading materials, or structured opportunities for individualized literacy support. Sekarsari, P. and Fauziah, H. U. (2025) supported Bronfenbrenner's Ecological Systems Theory, which suggests that literacy development is shaped not only by classroom interactions (microsystem) but also by home, community, and policy contexts (meso- and exosystems). However, these findings reveal a critical insight: literacy development is highly supported at the structural and procedural levels, yet gaps persist at the learner level. This indicates that the gap does not lie in the limited adaptability of these practices to diverse learner needs. The results therefore expose a quality-versus-responsiveness gap, where strong implementation exists alongside unmet individual learning needs.

Table 4 Significant Relationship Between the Learners Profile and Literacy Development

Variables Tested		Computed (r)	P-value	Decision	Conclusion
Teaching	Age	0.138	0.584	Failed to reject Ho	Not significant
Methodologies	Sex	0.100	0.693	Failed to reject Ho	Not significant
	MPS	0.223	0.373	Failed to reject Ho	Not significant
	SES	0.085	0.739	Failed to reject Ho	Not significant
Assessment	Age	0.102	0.687	Failed to reject Ho	Not significant
	Sex	0.129	0.610	Failed to reject Ho	Not significant
	MPS	0.132	0.602	Failed to reject Ho	Not significant
Instructional	SES	0.218	0.382	Failed to reject Ho	Not significant
	Age	0.016	0.951	Failed to reject Ho	Not significant
	Material	Sex	0.040	0.876	Failed to reject Ho
Curriculum	MPS	0.111	0.661	Failed to reject Ho	Not significant
	SES	0.167	0.508	Failed to reject Ho	Not significant
	Development	Age	0.219	0.382	Failed to reject Ho
School	Sex	0.055	0.827	Failed to reject Ho	Not significant
	MPS	0.124	0.624	Failed to reject Ho	Not significant
	Environment	SES	0.094	0.711	Failed to reject Ho
Environment	Age	0.088	0.727	Failed to reject Ho	Not significant
	Sex	0.615	0.007	Reject Ho	Significant

	MPS	0.100	0.693	Failed to reject Ho	Not significant
	SES	0.283	0.254	Failed to reject Ho	Not significant

Table 4, shows the results of the test of significant relationship between the learners' profile variables—namely age, sex, socio-economic status and MPS, and the factors affecting literacy development, which include teaching methodologies, assessment practices, instructional materials, curriculum development, and school environment. The computed correlation coefficients (r-values) across most variables indicate weak relationships, suggesting that there is no significant relationship between most aspects of the learners' profile and literacy development factors. Among all the variables tested, only one significant relationship emerged between sex and school environment. Since the p-value is lower than the 0.05 level of significance, ($p\text{-value} < 0.05$), indicating a moderate to strong significant relationship. This finding implies that male and female learners may experience or perceive the school environment differently, which can influence literacy development. These findings align with recent literature showing that gender can influence how students experience and respond to the school environment, which helps explain why a significant relationship emerged between sex and school environment in the present study, with female students showing stronger links between school climate and well-being than males, suggesting that females may be more sensitive to or differently impacted by school environmental factors, Jiang, Q. et.al (2025). The predominance of non-significant relationships suggests that literacy development challenges cannot be adequately explained by learners' demographic profiles alone. Instead, the findings point to systemic and instructional factors that require improvement. The single significant result related to sex and school environment further emphasizes the need for a learning context that is responsive to learners' social and emotional experiences.

Table 5 Significant Relationship Between the Teacher's Profile and Literacy Development

Variables Tested		Computed (r)	P-value	Decision	Conclusion
Teaching	Age	0.056	0.826	Failed to reject Ho	Not significant
Methodologies	Sex	0.180	0.474	Failed to reject Ho	Not significant
	Educ	0.122	0.631	Failed to reject Ho	Not significant
	Years of Experience Prof Dev	0.010 0.169	0.968 0.512	Failed to reject Ho Failed to reject Ho	Not significant Not significant
Assessment	Age	0.097	0.710	Failed to reject Ho	Not significant
	Sex	0.140	0.579	Failed to reject Ho	Not significant
	Educ	0.000	1.000	Failed to reject Ho	Not significant
	Years of Experience Prof Dev	0.159	0.528	Failed to reject Ho	Not significant
		0.132	0.603	Failed to reject Ho	Not significant
Instructional	Age	0.389	0.111	Failed to reject Ho	Not significant
Material	Sex	0.391	0.109	Failed to reject Ho	Not significant
	Educ	0.244	0.330	Failed to reject Ho	Not significant
	Years of Experience Prof Dev	0.239 0.014	0.339 0.956	Failed to reject Ho Failed to reject Ho	Not significant Not significant
Curriculum	Age	0.265	0.633	Failed to reject Ho	Not significant
Development	Sex	0.121	0.633	Failed to reject Ho	Not significant
	Educ	0.065	0.797	Failed to reject Ho	Not significant
	Years of Experience Prof Dev	0.104 0.420	0.681 0.083	Failed to reject Ho	Not significant
School	Age	0.276	0.267	Failed to reject Ho	Not significant
Environment	Sex	0.180	0.474	Failed to reject Ho	Not significant

	Educ	0.243	0.331	Failed to reject Ho	Not significant
	Years of Experience Prof Dev	0.266	0.286	Failed to reject Ho	Not significant
		0.360	0.143	Failed to reject Ho	Not significant

Table 5, presents the results of the test of significant relationship between the teachers' profile variables and the level of literacy development of learners in terms of teaching methodologies, assessment practices, instructional materials, curriculum development, and school environment. The teachers' profile variables considered in this analysis include age, sex, educational attainment, years of teaching experience, and professional development. Findings indicate that teachers' demographic and professional profile variables do not significantly influence learners' literacy development across all domains examined. This does not undermine the importance of teachers' qualifications and experience; rather, it highlights that literacy development is a complex, multifaceted process influenced by learner-centered strategies, contextual factors, and adaptive instructional practices. The absence of significant relationships strengthens the justification for the proposed Adaptive Instructional Reading Framework, as it emphasizes that effective literacy instruction should be responsive to learners' needs rather than anchored solely on teachers' background characteristics. This underscores the need for flexible, evidence-based instructional approaches that transcend demographic distinctions and focus on targeted literacy support.

Table 6 Significant difference between literacy development as perceived by teachers and students

Sources of Variation	Computed	P-value	Decision	Conclusion
	T			
Teaching Methodologies	0.000	1.000	Failed to reject Ho	Not significant
Assessment	0.000	1.000	Failed to reject Ho	Not significant
Instructional Materials	0.000	1.000	Failed to reject Ho	Not significant
Curriculum Development	0.270	0.787	Failed to reject Ho	Not significant
School Environment	0.510	0.612	Failed to reject Ho	Not significant

Table 6, presents whether there was a significant difference between teachers' and students' perceptions of literacy development across teaching methodologies, assessment, instructional materials, curriculum development, and school environment. The computed t- values and p-values indicate that there is no significant difference exists between the perceptions of teachers and students in all areas examined. All p-values were well above the

0.05 level of significance. This finding suggests a shared understanding and alignment between teachers and learners regarding literacy practices in the school. Zhayn Y. (2025) explores how shared understanding and engagement between teachers and students influence in classroom literacy feedback practices, when teachers and learners co-construct understandings of literacy tasks and feedback, students show improved literacy engagement and enhanced comprehension skills compared to traditional top-down literacy instruction models. By centering the mutual construction of meaning, this study highlights the critical role of alignment in teacher-student perceptions and instructional practices for effective literacy outcomes. Both groups appear to perceive instructional strategies, assessment methods, learning materials, and environmental support in a similar manner. Such alignment is an encouraging indicator of consistency in implementation and communication within the learning environment. Lestari, S., & Yusuf, F.N. (2025) When misalignment occurred such as unclear objectives or assessment tasks not reflecting to what students were taught, students may struggle to demonstrate literacy proficiency, indicating that teachers and learners must share clear, mutual understandings of learning expectations to support effective literacy development.

At the same time, the absence of significant differences does not necessarily imply that current practices are already optimal. Rather, it indicates that both teachers and students recognize the same strengths and limitations of existing literacy initiatives. This shared perception provides a strong foundation for introducing improvements, as stakeholders are likely to be receptive to changes that address commonly observed needs. Thus, the proposed framework emerges not as a one-size-fits-all solution, but as a dynamic tool designed to strengthen literacy instruction through adaptability, inclusivity, and contextual relevance, which is essential in fostering language and literacy development among learners.

3.3. Adaptive Instructional Framework

3.3.1. READ, BUILD, GROW (RBG): From Phonics to Fluency Booklet



Figure 1 Layout of the READ, BUILD, GROW (RBG) Booklet

Based on the results of the study an Adaptive Instructional Framework for first-graders that addresses contextual and instructional issues in the development of early literacy was crafted. This section presents the READ, BUILD, GROW (RBG): From Phonics to Fluency Booklet, which was developed as the main instructional product of this study. The booklet was designed to support learners who struggle in reading, particularly those with weak foundational skills such as letter-sound recognition, decoding, and early comprehension, that many learners were unable to progress in reading because they had not fully mastered the basic skills required in the early stages of literacy. To address this gap, the RBG framework was structured into six progressive and adaptive phases, allowing learners to move forward only after developing the necessary skills in each level. The results discussed in this section show how the framework guided learners from basic phonics instruction toward reading fluency and comprehension through systematic, scaffolded, and learner-friendly activities.

3.3.2. Phase 1: Letter Sounds – The Vowel and Consonant Phonemes

The first phase focused on developing learners' awareness of vowel and consonant sounds, which are essential in building early reading skills. In this phase, learners were engaged in activities such as tracing letters, saying the letter sounds, and matching letters to pictures that represent the initial sound. These activities were intentionally repetitive and multi-sensory to help struggling readers retain letter-sound relationships. Many learners who initially hesitated or confused sounds became more confident during oral reading activities. This phase proved essential in preparing learners for more complex reading tasks, as it strengthened their phonemic foundation.

3.3.3. Phase 2: Letter Sound Boxes

Phase 2 aimed to develop learners' ability to spell, decode, and read simple words using letter sound boxes. Learners were presented with CVC pictures, and they spelled the words by placing the correct sounds into each box. This strategy allowed learners to clearly see how sounds are blended to form words. Learners may gradually develop decoding skills and became more accurate in blending sounds. The use of sound boxes helped learners break down words into manageable parts, reducing confusion and supporting correct word reading. This phase served as a bridge between isolated sounds and actual word reading.

3.3.4. Phase 3: My Sight Words

In Phase 3, before introducing sentence-level reading, Phase 3 focused on helping learners become familiar with basic sight words appropriate to their reading level. Since some words cannot always be decoded easily, this phase aimed to develop automatic word recognition. Learners may be able to recognize common sight words more quickly and with less hesitation. This may help learners read more smoothly and prepare them for reading phrases and sentences without frequent stopping.

3.3.5. Phase 4: Reading Phrases

In Phase 4, learners are expected to progress reading short phrases with the support of pictures. At this stage, learners were already able to read words, but visual cues were still provided to guide understanding and build confidence. The phrases allowed learners to experience reading connected text while still receiving support that learners may become more confident in reading phrases and may show signs of understanding what they were reading. The combination of words and pictures helped learners comprehend meaning while gradually developing independence in reading.

3.3.6. Phase 5: Fluency Pyramid

Phase 5 introduced the Fluency Pyramid, where learners read text in a gradual manner— starting with a single word, moving to phrases, and finally reading a complete sentence. This structure encouraged repeated reading and allowed learners to focus on accuracy before speed. Improvement in learners' reading flow and pacing. Learners may be able to read sentences with better expression and less hesitation. This phase played an important role in strengthening reading fluency and building learners' confidence in reading longer texts.

3.3.7. Phase 6: Story Comprehension

The final phase focused on story comprehension. Before reading the full story, learners were guided in unlocking difficult or unfamiliar words through highlighted vocabulary. After this preparation, learners read the entire story and answered comprehension check questions. Learners may be able to understand short stories and respond appropriately to comprehension questions. Because decoding skills had already been developed in the earlier phases, learners were able to focus more on meaning rather than struggling with word reading.

In addition to classroom instruction, the framework seeks to establish a comprehensive literacy ecosystem through these three pillars, wherein first-graders receive support from engaged parents, empowered teachers, and resourceful communities. This integrated approach raises the possibility that students will learn the foundations of literacy by encouraging literacy development in a range of contexts.

Through guided and independent reading assignments, students interact with texts at their own reading level in the "Read" component, which focuses on fundamental literacy skills. By guaranteeing access to structured, scaffolded reading opportunities, even for students with little exposure at home, this stage directly addresses differences in SES and readiness (Thompson, T. V. (2025) supported Hart & Risley, 1995).

4. Conclusions

The following conclusions can be drawn from the study's findings:

The demographic profile of learners revealed that language and literacy development among Grade 1 learners is strongly shaped by the interaction of instructional quality and contextual conditions.

The findings affirmed that the demographic and professional profile of teachers reveals a well-qualified, experienced, and continuously learning workforce, yet one that is predominantly female, which may unintentionally shape students' perceptions of gender roles in the field.

The extent of literacy development was supported among the learners indicate high ratings across all domains teaching methodologies, assessment, instructional materials, curriculum development, and school environment. demonstrate literacy development but the presence of struggling readers despite these favorable conditions highlights the need of instructional strategies that promote early reading and language skills.

The study concludes that an adaptive instructional reading framework is essential to address the diverse and evolving needs of foundational learners. The proposed Literacy Support Framework, operationalized through the READ, BUILD, and GROW (RBG) Integration Material, provides a structured yet flexible approach that strengthens classroom instruction, supports teachers, and extends literacy learning beyond the school setting. By addressing both instructional and contextual factors, the framework offers a practical and sustainable pathway for fostering inclusive, equitable, and meaningful language and literacy development among early learners.

Compliance with ethical standards

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Disclosure of conflict of interest

No conflict of interest to be disclosed.

Statement of Ethical Approval

Permission to conduct the study was obtained from the appropriate school authorities and the Division Office of the Department of Education. All research procedures were conducted in accordance with accepted ethical standards for educational research.

Statement of Informed Consent

Informed consent was obtained from all participants involved in the study. For learner participants, consent was secured from their parents or guardians prior to data collection.

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