



ONE WEEK, ONE STORY: A MENTORSHIP GUIDE FOR ENHANCING READING FLUENCY AND CONFIDENCE AMONG GRADE 6 HALTING READERS

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INTRODUCTION

Reading fluency-the ability to read texts accurately, smoothly, and with appropriate expression-is a critical skill that directly supports comprehension and overall academic success (Kim, Quinn, & Petscher, 2021). Fluent reading enables students to focus on understanding the text rather than decoding individual words, creating a strong foundation for learning across subjects (Duke, Ward, & Pearson, 2021).

At Manghupi Elementary School, a recent reading fluency assessment revealed that 83% of sixth-grade students fall below the expected fluency level, with 67% classified as halting readers despite existing interventions. One key factor contributing to this challenge is the lack of a structured reading guide, especially for newly hired teachers who may struggle with implementing effective reading instruction. Without a systematic approach, efforts to support halting readers often become inconsistent and unsustainable.

To address this gap, this study introduces the One Week, One Story Mentorship Guide, a structured and step-by-step intervention designed to enhance reading fluency through peer-assisted learning and teacher-facilitated support. This guide engages selected fluent readers as mentors alongside teacher facilitators to provide daily, progressive reading activities aimed at improving fluency, comprehension, and confidence among struggling readers. Unlike temporary interventions, this mentorship model institutionalizes a consistent and sustainable reading support system that benefits both learners and educators. Prioritizing this intervention ensures that reading fluency remains a long-term focus, unaffected by changes in teaching personnel.

The One Week, One Story Mentorship Guide not only bridges learning gaps but also fosters a literacy-rich culture by promoting

confidence-building, continuous practice, and guided instruction. Its structured nature provides halting readers with personalized, scaffolded support, enables fluent readers to strengthen their skills through mentorship, and equips teachers with a practical, reliable framework for effective reading instruction.

Through this study, the intervention will be implemented, refined, and assessed to ensure that it becomes an integral and sustainable part of the school's reading program, ultimately leading to improved academic performance and lifelong literacy success

DISCUSSION OF RESULTS

This section employed a comparison of pre-test and post-test reading fluency scores in terms of accuracy, reading speed, and expression, as well as qualitative thematic insights gathered from teacher facilitators and student mentors. The findings highlight the effectiveness of the mentorship guide in improving reading fluency, learner confidence, and engagement during reading sessions. Moreover, this section discussed observed challenges encountered during the implementation and identifies best practices that contributed to the successful delivery of the intervention.

Mean Pre-Test and Post-Test Accuracy Scores of Grade 6 Halting Readers

This table presents a comparison of the mean pre-test and post-test accuracy scores of Grade 6 halting readers following the implementation of the One Week, One Story Mentorship Guide. The data illustrate changes in learners' ability to read words correctly before and after the intervention. The table further highlights the overall improvement in reading accuracy, as shown by the increase in the computed mean and the resulting mean difference, indicating positive progress in



learners' reading performance after participating in the structured mentorship sessions.

Table 1 presents the mean pre-test and post-test accuracy scores of the twelve Grade 6 halting readers who participated in the One Week, One Story Mentorship Guide. Results show that the learners' mean accuracy score increased from 90.11% in the pre-test to 95.14% in the post-test, resulting in a mean gain of 5.03 percentage points. This indicates an overall improvement in reading accuracy after the implementation of the intervention.

Table 1
Mean Pre-Test and Post-Test Accuracy Scores of Grade 6 Halting Readers

Test	Mean Accuracy (%)
Pre-test	90.11
Post-test	95.14
Mean difference	+5.03

Note. $n = 12$. Accuracy scores are expressed in percentages (%) and represent the proportion of words read correctly during the reading assessment

The increase in the mean accuracy score suggests that the One Week, One Story Mentorship Guide had a positive effect on the reading performance of Grade 6 halting readers. The consistent use of one story per week allowed learners to become more familiar with the text, which helped reduce mispronunciations and unnecessary pauses during reading. Daily guided activities such as modeled reading, peer reading, and "spot and fix" provided repeated practice and immediate feedback, contributing to improved accuracy. Furthermore, the structured and predictable routine of the mentorship guide may have helped learners feel more confident and less anxious during reading sessions. This finding supports the idea that repeated exposure to appropriate reading materials and consistent mentoring can enhance reading accuracy among struggling readers.

Mean Pre-Test and Post-Test Reading Speed (WPM) of Grade 6 Halting Readers

This presents the comparison of the mean pre-test and post-test reading speed of Grade 6 halting readers measured in words per minute (wpm). The table highlights the overall improvement in reading speed after the

implementation of the One Week, One Story Mentorship Guide.

Table 2
Mean Pre-Test and Post-Test Reading Speed (WPM) of Grade 6 Halting Readers

Test	Mean Reading Speed (wpm)
Pre-test	67.50
Post-test	94.08
Mean difference	+26.58

Note. $n = 12$. Reading speed was measured in words per minute (wpm), indicating the number of words read correctly within one minute.

The results in Table 2 show a clear improvement in the reading speed of Grade 6 halting readers after the implementation of the One Week, One Story Mentorship Guide. The mean reading speed increased from 67.50 words per minute (wpm) in the pre-test to 94.08 wpm in the post-test, resulting in a mean gain of 26.58 wpm. This improvement indicates that learners were able to read with better pacing and fewer pauses after participating in the intervention.

The increase in reading speed may be attributed to the structured and repetitive nature of the mentorship guide, which allowed learners to become familiar with the text through repeated reading across the week. Overall, the findings suggest that consistent and structured reading sessions contributed significantly to the improvement of learners' reading speed.

Mean Pre-Test and Post-Test Expression Scores of Grade 6 Halting Readers

This shows the comparison of the mean pre-test and post-test expression scores of Grade 6 halting readers, highlighting changes in learners' reading expression after the implementation of the One Week, One Story Mentorship Guide.

Table 3
Mean Pre-Test and Post-Test Expression Scores of Grade 6 Halting Readers

Test	Mean Expression Score
Pre-test	3.00
Post-test	3.33
Mean difference	+0.33

Note. $n = 12$. Expression scores were based on a 5-point reading expression rubric, with higher scores indicating better intonation, phrasing, and overall expressiveness during oral reading.

The results in Table 3 indicate a slight improvement in the learners' reading expression after the intervention. The mean expression score increased from 3.00 in the pre-test to 3.33 in the post-test, reflecting a mean gain of 0.33. Although some learners showed no change or slight decline in expression, several participants demonstrated noticeable improvement, particularly in their use of intonation and overall expressiveness during oral reading.

The modest increase in the mean expression score suggests that improvements in reading expression tend to develop more gradually compared to gains in accuracy and reading speed. Consistent exposure to the same story and participation in guided reading activities helped learners become more familiar with the text, allowing them to focus more on phrasing and intonation.

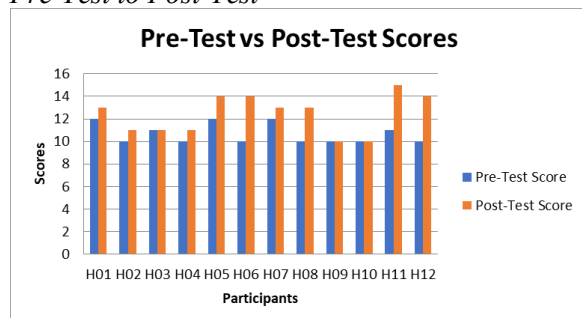
Reading Score Progress of Participants from Pre-Test to Post-Test

Figure 1 illustrates the comparison between the participants' pre-test and post-test reading scores. Overall, the post-test scores are noticeably higher than the pre-test scores across almost all participants. This upward shift shows that the learners experienced measurable improvement after the intervention.

While some participants showed slight increases, many demonstrated significant gains, such as H05, H06, H11, and H12, whose scores jumped by several points. Only a few participants (H03, H09, and H10) showed little to no change. The general pattern of higher post-test scores indicates that the reading intervention had a positive effect on improving students' reading performance.

Figure 1

Reading Score Progress of Participants from Pre-Test to Post-Test



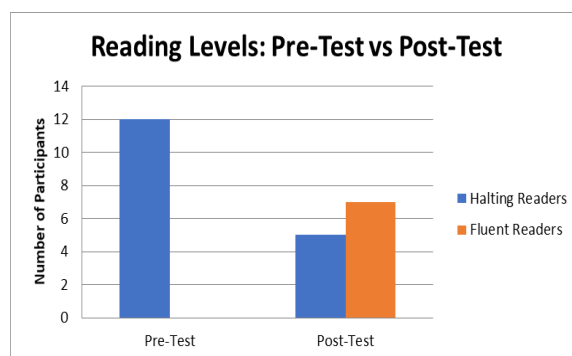
Comparison of Pre-Test and Post-Test Reading Levels

This graph compares the students' reading levels in the pre-test and post-test. It shows how many learners were classified as Halting or Fluent before the intervention and how these numbers changed after the intervention. The graph highlights a significant decrease in Halting Readers and a clear increase in Fluent Readers, indicating improvement in students' reading performance.

Figure 2 shows a clear shift in the students' reading levels from the pre-test to the post-test. Before the intervention, all twelve participants were classified as *Halting Readers*. After the intervention, the number of Halting Readers significantly decreased from twelve to five, while seven students progressed to the *Fluent Reader* category. This notable movement from Halting to Fluent indicates that more than half of the participants demonstrated substantial improvement in their reading proficiency.

Figure 2

Comparison of Pre-Test and Post-Test Reading Levels



Comparison of Reading Program Implementation Before and After Mentorship Guide: Qualitative Thematic Analysis

The comparison highlights significant improvements in the reading program after the implementation of the mentorship guide. Before implementation, activities were unstructured, strategies lacked consistency, home involvement was minimal, and challenges such as scheduling conflicts and limited support hindered progress. After implementation, the program became more



systematic and goal-oriented, using consistent strategies like vocabulary exploration and modeled reading. Home and peer involvement also strengthened, while challenges were addressed through flexible scheduling and differentiated instruction. Overall, the observed outcomes improved, with learners showing greater confidence, teachers becoming more efficient, and reading mentors demonstrating stronger leadership.

Structure of Activities

This refers to the clear and organized sequencing of reading tasks implemented through the One Week, One Story Mentorship Guide.

This theme is supported by the following statements from Teacher Facilitators (TF):

Before the mentorship guide, wala juy guide ang teachers. Kung unsa lay makuha nga reading materials available mao ray ipabasa. Next day, lain napod among buhaton.—TF1

Random story books, random activities, no assessment dili makita kung ning improve ba ang bata within the week. Walay modeled reading, walay vocabulary exploration.—TF2

With the help of the mentorship guide, guided na mi unsay buhaton kada adlaw. Structured na ang among instructions sa mga student mentors, mas dali na lang ang trabaho, ug connected ang activities from Monday to Friday so ma routine gyud sa mga bata ang mga tasks nga ilang buhaton daily.—TF 1

With the guide, ma spot na ang errors sa bata kay naa may activity nga spot and fix. So makita jud weekly kinsay ning improve.—TF 2

Teacher facilitators found that before the mentorship guide, reading sessions lacked structure and consistency, with activities depending only on whatever materials were available. This made it difficult for them to monitor learner progress and maintain continuity from day to day. After the mentorship guide was introduced, they observed significant improvements in the flow of instruction. The guide provided clear daily routines, connected activities from Monday to Friday, and offered strategies such as modeled reading and “spot and fix,” which helped them easily identify errors and track weekly improvement. Overall, the teachers recognized that the mentorship guide made their work more organized, efficient, and effective in supporting learner growth.

Instructional Strategies

These refer to the specific teaching approaches and techniques used during the reading sessions to support learners’ fluency development. These strategies included modeled reading, vocabulary exploration, guided practice, and corrective feedback, which helped make instruction more focused, consistent, and responsive to learners’ reading needs.

This theme is supported by the following statements from Student Mentors (SM):

Sa wala pa ang guide kay maglisod jud mi. Maglibog mi unsay among ipabasa sa mga bata. Usahay di sila ganahan mobasa kay murag lisoran ra sila sa among gipabasa. Unya kami pod maglisod pod mig pabasa nila.—SM1

Pag-abot sa mentorship guide kay smooth na kaayo ang process. Kabalo nami unsay buhaton sa Lunes, unsay buhaton sa Martes hangtud Bernes. Unya daghan pod activities, malingaw ra sila. Di napod ko maglisod ug pabasa nila kay same raman ang story sa tibuok semana, ma-master jud nila ang mga words.—SM2

Student mentors observed that reading sessions were difficult and confusing before the mentorship guide because materials were not appropriate and learners often struggled or refused to read. After the guide was introduced, the process became smoother and more organized, with clear daily activities and consistent stories used throughout the week. This helped learners enjoy the sessions more and master the words, making reading easier for both the students and the mentors.

Home Involvement

This refers to the participation and support of parents or guardians in reinforcing reading activities beyond the classroom. This included encouraging learners to practice reading at home, monitoring their progress, and providing assistance that helped strengthen reading habits and sustain improvements gained during the mentorship sessions.

This theme is supported by the statement from a teacher facilitator:

Sa wala pa ning mentorship guide, wala ra juy involvement ang mga parents kay ang reading sessions dire raman sa school. Wala gani kahibaw ang mga parents ug nag-unsu mi dire. Pero pag-abot aning mentorship guide, involved na gyud sila kay naa may activities nga adto nila buhaton sa balay. Ang parent man jud ang mo-record sa ilang pagbasa. So, ang parent pod makakita sa progress sa ilang mga anak.—TF1



Teacher facilitator noted that parent involvement was minimal before the mentorship guide since reading activities happened only in school. With the introduction of the guide, parents became actively engaged through home-based tasks and reading logs. This allowed them to participate in their children's learning and observe their reading progress firsthand.

Challenges Encountered

These refer to the difficulties experienced during the implementation of the reading intervention. These included scheduling constraints, limited time for sessions, varying learner abilities, and the need for continuous support, which affected the smooth delivery of some activities and required adjustments from teachers and mentors.

This theme is supported by the statements from teacher facilitators:

For me kay ang overlapping teacher schedules labi nag naa tay upcoming school activities, dili mi maka-attend sa mga bata during reading session kay need pod among time and effort sa pag-prepare for the activities. Then, kani pong lates and absences sa mga bata. Naay usa ka participant nga sige ug absent, siguro tungod pod sa kalayo sa ilaha unya sigeg uwan-uwan dangog kaayo ilang agianan.—TF2

Aron ma. addressed ni nga challenge, need gyud ming mo extend sa number of weeks kay ang mga adlaw nga wala namo masudli, amoa man jud tong gi-cover. Unya katong sigeg ka late ug sigeg absent, amoang gitagaan ug special time like inag ka udto or inag ka hapon para ma one-on-one ug tudlo sa among mentors.—TF1

Teacher facilitators explained that overlapping school activities, along with students' frequent absences and late arrivals, made it difficult to conduct consistent reading sessions. To address these challenges, they extended the implementation period and provided one-on-one sessions for learners who often missed classes. This allowed mentors to recover lost instructional time and ensure that every learner still received the support needed.

Observed Outcomes

These outcomes included improvements in learners' reading fluency and confidence, increased engagement during reading sessions, and more efficient facilitation and mentoring practices observed among teachers and student mentors.

This theme is supported by the statements from teacher facilitators and student mentors:

Before the mentorship guide kay limited kaayo ang progress and participation sa mga bata. Murag wa silay gana kay murag gipul-an na silage basa kada buntag.—SM3

After the mentorship guide kay confident na kaayo sila, kusog na mo participate, then mas makita najud namo ilang progress kay every week naa man mi lista kung kinsa ang ning progress nila.—SF24

Sa part pod namo as facilitators kay nahimo ming mas effective sa among pag tudlo nila kay organized naman ang among activities.—TF1

Sa part namo as mentors, mas na develop among leadership skill ug mas nahimo ming responsible sa among mga tasks. At the same time, mas na improve pod ang among communication reading and skills.—SM4

Participants shared that the learners showed limited progress and low engagement before the mentorship guide, often becoming uninterested in daily reading tasks. After the guide was implemented, students became more confident, participative, and showed visible improvement through weekly monitoring. Teacher facilitators also felt more effective due to organized activities, while student mentors experienced growth in leadership, responsibility, and communication skills. Overall, the guide enhanced learner outcomes and strengthened the roles of both teachers and mentors.

CONCLUSIONS, RECOMMENDATIONS, AND REFLECTIONS

The study concludes that the *One Week, One Story Mentorship Guide* is an effective intervention for improving the reading fluency and confidence of halting readers. The combined results of descriptive statistical analysis and thematic interpretation demonstrate that structured, peer-assisted reading sessions foster measurable academic improvement and stronger learner motivation. The guide also served as a sustainable framework for teachers, ensuring continuity of reading instruction regardless of staff changes.

Reflecting on the results of the *One Week, One Story Mentorship Guide*, we recognized how the combination of structured



activities and consistent instructional strategies significantly influenced learners' reading development. The improvements reflected in the pre-test and post-test results—particularly in reading accuracy and speed, and the gradual gains in expression—validated what we observed during the implementation. These quantitative results confirmed that learners benefited from repeated exposure to the same story and guided practice, allowing them to read with better pacing, fewer errors, and increased confidence over time.

Beyond the numerical improvements, the qualitative findings deepened our understanding of why the intervention worked. We realized that having a clear structure of activities provided both teachers and student mentors with direction and confidence in facilitating reading sessions. Unlike before, when activities were random and inconsistent, the mentorship guide created a predictable routine that made learning less intimidating for learners. Instructional strategies such as modeled reading, vocabulary exploration, and “spot and fix” not only supported fluency development but also made it easier for us to monitor progress weekly and respond to learners' needs more effectively.

Along the way, we also observed that the use of **rewards and recognition** during the weekly Friday sessions had a positive impact on the learners' confidence and motivation. Recognizing learners who showed improvement and allowing them to see their names acknowledged motivated them to participate more actively in reading activities. Learners who were previously shy and hesitant to stand and read aloud gradually became more willing to participate, knowing that their efforts could be recognized. This simple yet meaningful strategy encouraged consistent participation, reduced fear of making mistakes, and helped build learners' confidence in reading.

We also reflected on the important role of **home involvement** in sustaining learners' progress. Engaging parents through home-based reading activities and reading logs helped extend learning beyond the classroom and strengthened learners' reading habits. Although challenges such as scheduling conflicts, absences, and limited time were encountered, we learned to adapt through flexible scheduling and individualized support.

Overall, this intervention allowed us to witness not only improvements in learners' reading fluency and confidence but also growth in our own practices as facilitators and mentors. As a team, we became more organized, reflective, and collaborative, reinforcing our belief that structured, learner-centered interventions can create meaningful and lasting change in reading instruction.

Based on the positive quantitative and qualitative findings of the study, the following recommendations are proposed to strengthen and sustain the implementation of the One Week, One Story Mentorship Guide:

1. Institutionalize the Mentorship Guide

The One Week, One Story Mentorship Guide may be formally adopted as a regular component of the school's reading program. Institutionalizing the guide will ensure continuity, consistency, and sustainability of structured reading interventions across grade levels. This will also help establish a shared framework for reading instruction that teachers and mentors can consistently follow.

2. Provide Differentiated and Inclusive Support

Instructional strategies may be further tailored to address the diverse needs of learners, particularly those with special educational needs, frequent absences, or learning difficulties. Providing flexible schedules, one-on-one or small-group sessions, and adjusted pacing will help ensure that no learner is left behind and that all students can benefit from the intervention.

3. Conduct Regular Capacity-Building Activities

Continuous training and professional development for teachers and student mentors are recommended to strengthen their skills in reading facilitation. Workshops and coaching sessions focusing on effective use of the mentorship guide, reading strategies, learner motivation, and progress monitoring will help maintain quality implementation and enhance instructional effectiveness.

4. Develop and Integrate Digital Reading Resources

To support continuity and accessibility, digital or pre-recorded story resources for modeled reading may be developed. These materials can serve as supplementary tools for



learners who are absent, for home-based practice, or for blended learning contexts. Digital resources will also help standardize modeled reading and support independent practice.

5. Strengthen Continuous Monitoring and Evaluation

Ongoing monitoring of learners' reading progress is recommended to assess long-term impact and guide further improvements. Collecting regular feedback from teachers, student mentors, learners, and parents will allow refinements to the mentorship guide and ensure that it remains responsive to learners' needs and classroom realities.

Through these actions, the One Week, One Story Mentorship Guide can continue to bridge reading gaps, build learner confidence, and sustain a literacy-rich and supportive learning environment for all learners.

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04 MONITORING AND EVALUATION (M&E) FORM: RESEARCH SUSTAINABILITY

Post-BERF Implementation Phase

I. GENERAL INFORMATION

- **Research Title:** One Week, One Story: A Mentorship Guide for Enhancing Reading Fluency and Confidence Among Grade 6 Halting Readers
- **Researchers:** Sarra A. Genayas, Jia Christi S. Laranio, Queensly V. Parame (2025)
- **Station:** Manghupi Elementary School / Calidngan Elementary School, SDO Carcar City
- **Q-BEDP Outcome:** Outcome 4 (Improved Education Quality) & Outcome 1 (Teacher Quality)
- **Monitoring Date:** May 20, 2026

II. SUSTAINABILITY CHECKLIST

Instructions: Mark (X) the appropriate column based on current school operations.

Sustainability Indicators	Evident	Not Evident	Means of Verification (MOV)
1. Institutionalization: Is the "One Week, One Story" guide officially part of the school's Reading Intervention Program (RIP)?	X		Approved RIP / SIP / AIP
2. Mentorship Continuity: Are "Student Reading Mentors" still identified, trained, and paired with halting readers?	X		Mentor-Mentee Pairing List
3. Utilization of Guide: Is the 5-day structured routine (Vocabulary to "Spot and Fix") visible in the teacher's DLL?	X		Daily Lesson Logs (DLL)
4. Digital Feedback: Are parents still utilizing the digital recording/group chat method for home-based reading validation?	X		Class GC Screenshots / Audio Logs
5. Resource Support: Are there enough printed "One Story" modules and mentorship guides for the current enrollment?	X		Inventory of Reading Materials

III. PERFORMANCE MONITORING (Q-BEDP BASECAMPS)

Compare current data against the 2025 BERF study results.

Metric	BERF Study Result (2025)	Current Status (2026)	Remarks (Progress/Regression)
Mean Reading Speed (WPM)	26.58 WPM Increase	28.94 WPM Increase	Moderate Progression
Mean Accuracy Rate (%)	95.14%	97.10%	Slight Progression
Transition to "Fluent"	58% (7 of 12)	56% (22 out of 39)	Significant Progression

IV. STRATEGIC LEVER EVALUATION (Q-BEDP PART III)

1. DECENTRALIZATION (Empowerment): How has the school empowered the "Student Mentors" to lead the reading warm-ups and vocabulary boosters independently this year?

The school empowered Student Mentors by assigning them clearly defined roles in implementing the One Week, One Story mentorship guide, particularly in facilitating daily activities such as reading warm-ups, vocabulary boosters, modeled reading, and guided practice. This structured routine enabled mentors to independently lead small-group sessions with halting readers while teachers transitioned into facilitative and monitoring roles.

Through this decentralized approach, student mentors were not only able to deliver reading interventions more consistently but also developed stronger leadership skills, communication abilities, and sense of responsibility. The guide provided them with clear direction, making the reading process more organized, systematic, and learner-centered. As a result, mentorship became a sustainable practice that strengthened both learner support and peer collaboration within the classroom.

2. DIGITALIZATION (Data-Driven):

How is the school archiving the digital audio recordings of "halting readers" to show progress over time to parents and stakeholders?

The school implemented a data-driven approach by utilizing audio recordings of learners' home-based reading performances, which are recorded by parents and submitted through class group chats. These recordings are systematically collected and serve as digital documentation of each learner's reading progress over time.

This digital archiving process allows teachers to monitor improvements in fluency, accuracy, and confidence, while also providing parents with direct visibility of their child's development. The use of recorded outputs strengthens home-school collaboration and ensures continuous tracking of learner progress beyond the classroom. Overall, digitalization supported evidence-based decision-making



and reinforced accountability among learners, parents, and teachers.

V. ISSUES, GAPS, AND RECOMMENDATIONS

Identified Issue / Barrier	Proposed Intervention	Responsible Person
Inconsistent implementation due to teacher schedule conflicts and school activities	Implement flexible scheduling and assign alternative time slots (e.g., lunch or after-class sessions) for missed reading activities	Reading Coordinator / Class Adviser
Absenteeism and tardiness of some learners affecting continuity of sessions	Provide catch-up sessions and one-on-one mentoring for frequently absent learners	Student Mentors / Teacher Facilitators
Sustainability risk due to turnover or graduation of trained student mentors	Conduct regular training and recruitment of new student mentors from lower grade levels	Reading Coordinator

RESEARCH BULLETIN

Identified Issue / Barrier	Proposed Intervention	Responsible Person
Limited access to gadgets for recording home-based reading tasks	Provide scheduled school-based recording using available devices or assign shared gadget use	ICT Coordinator / School Head

VI. OVERALL RATING & STATUS

[/] **SUSTAINED:** Mentorship is a regular student activity; fluency scores are rising.

[] **THREATENED:** Guide is used only by the researcher; not adopted school-wide.

[] **INACTIVE:** Mentorship program stopped; reading is back to traditional silent reading.

Prepared by: _____
Research Manager/ M&E Personnel

Conforme: JIA CHRISTI S. LARANIO
Lead Researcher/ Proponent



PRP-BERF on Track: *Mapping the Impact of the One Week, One Story Mentorship Guide on Foundational Literacy, Strategic Levers, and Learner Reading Fluency*

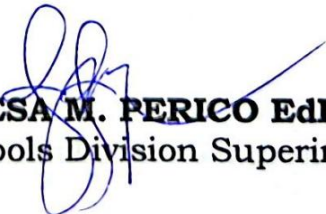
Research Title	Research Theme	Q-BEDP Reform Outcome (5PT Agenda)	Strategic Lever Applied	Results Utilization / Concrete Evidence	Research Impact	Key Highlights for Research Monitoring Report:
One Week, One Story: A Mentorship Guide for Enhancing Reading Fluency and Confidence Among Grade 6 Halting Readers	Teaching and Learning. The study focuses on addressing low literacy levels by establishing a structured, sustainable reading program specifically for "halting readers" who struggle with accuracy, speed, and expression.	Outcome 4: Improved Education Quality through Upgraded Curriculum, Modernized Assessments, and Digitally Enabled Schools. This study targets the foundational learning crisis in reading through a structured 10-week curriculum intervention and utilizes digital recording for home-based practice.	First Lever: Decentralization The study institutionalizes a school-level "Mentorship Guide" that empowers teachers and student mentors to provide immediate technical assistance without external reliance. Third Lever: Digitalization Learners use audio devices to record home reading sessions, which are then submitted via class group chats for teacher feedback.	1. Instructional Innovation: The creation and implementation of the "One Week, One Story Mentorship Guide," a daily routine including Vocabulary Boosters, Story Kick-offs, and "Spot and Fix" sessions. 2. Stakeholder Engagement: Active Home Involvement where parents record and monitor their children's reading progress. 3. Professional Sustainability: The guide provides newly hired teachers with a systematic, reliable framework for reading instruction, ensuring program continuity despite personnel changes.	Learner Proficiency: 58% (7 out of 12) of participants transitioned from "Halting" to "Fluent" readers. Reading Speed: Significant improvement in pacing, with mean reading speed increasing by 26.58 words per minute (wpm). Accuracy: Mean accuracy scores rose from 90.11% to 95.14%, a gain of 5.03 percentage points.	Peer-Assisted Learning: A core strength of this program is the use of Student Reading Mentors. These are fluent readers who lead warm-ups and fluency drills, fostering a supportive reading culture. The "Spot and Fix" Strategy: This specific technique provides immediate corrective feedback on Thursdays and Fridays, which was cited as a major factor in reducing mispronunciations and pauses. Scalability: Because the intervention is structured and uses a "one story per week" master list, it is easily replicable in other grade levels experiencing similar reading fluency gaps.



CERTIFICATE OF UTILIZATION

This is to certify that this Office, through the Schools Division Research and Innovation Committee (SDRIC), has reviewed and validated that the **Research and Innovation** titled **ONE WEEK, ONE STORY: A MENTORSHIP GUIDE FOR ENHANCING READING FLUENCY AND CONFIDENCE AMONG GRADE 6 HALTING READERS OF MANGHUPI ELEMENTARY SCHOOL** submitted by **Jia Christi S. Laranio, Sarra A. Genayas, and Queensly V. Parame** of **Manghupi Elementary School, Carcar City Division** was **SUCCESSFULLY UTILIZED** in Manghupi Elementary School where the Research and Innovation was utilized to improve the reading fluency, accuracy, and confidence of Grade 6 halting readers through a structured, peer-assisted mentorship program which resulted to increased reading speed and accuracy, improved learner confidence, and the successful transition of a significant number of learners from halting to fluent reading levels.

Issued and signed this 22nd day of May, 2026 in SDO-Carcar City, Philippines.

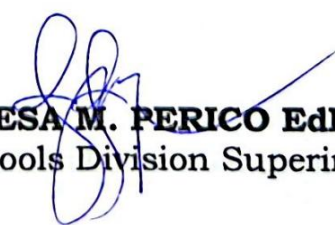

CARTESA M. PERICO EdD, CESO V
Schools Division Superintendent



CERTIFICATE OF ADOPTION

This is to certify that this Office, through the Schools Division Research and Innovation Committee (SDRIC), has reviewed and validated that the **Research and Innovation** titled **ONE WEEK, ONE STORY: A MENTORSHIP GUIDE FOR ENHANCING READING FLUENCY AND CONFIDENCE AMONG GRADE 6 HALTING READERS OF MANGHUPI ELEMENTARY SCHOOL** submitted by Jia Christi S. Laranio, Sarra A. Genayas, and Queensly V. Parame of Manghupi Elementary School, Carcar City Division was **SUCCESSFULLY ADOPTED** in Manghupi Elementary School and extended to Grade 5 and Grade 4 halting readers within the same school to improve their reading fluency, accuracy, and confidence through a structured, peer-assisted mentorship program from October 2025 to March 2026.

Issued and signed this 22nd day of May, 2026 in SDO-Carcar City, Philippines.


CARTESA M. PERICO EdD, CESO V
Schools Division Superintendent

DISSEMINATION AND UTILIZATION ADVOCACIES

The research findings were formally disseminated during the Midyear In-Service Training (InSET) for Teachers held on November 16, 2025 through an online platform, where teachers and school leaders were oriented on the results and effectiveness of the One Week, One Story Mentorship Guide. The findings were presented by one of the research proponents, highlighting improvements in reading fluency, accuracy, and confidence, as well as the structured weekly implementation of the intervention. This activity served as a venue for sharing best practices and encouraging teachers to adopt the strategy in their respective classes.

To strengthen advocacy, the study gained support from school leadership, resulting in the approval for selected teachers to adopt and implement the mentorship guide as part of the school's reading intervention initiatives. The research emphasized the value of structured, peer-assisted learning in addressing the needs of halting readers. Consequently, the strategies outlined in the guide were promoted as effective, practical, and sustainable, reinforcing the school's commitment to improving literacy outcomes.

In terms of utilization, the mentorship guide was successfully implemented and expanded beyond the original research participants, benefiting learners in Grades 4 to 6. Teachers applied structured routines such as vocabulary boosters, guided reading, and "spot and fix" strategies in their daily instruction. The intervention was supported by continuous monitoring and home-based reading activities, ensuring consistent learner engagement and progress. This wider application demonstrates that the research was effectively translated into practice, leading to improved reading fluency and confidence and establishing a scalable and sustainable reading program within the school.

Overall, the dissemination, advocacy, and utilization of the research significantly contributed to the successful adoption of the One Week, One Story Mentorship Guide within the school. The structured intervention not only improved learners' reading fluency and confidence but also strengthened collaborative practices among teachers and student mentors. Its sustained implementation demonstrates the study's impact as an effective, scalable, and evidence-based approach to addressing literacy gaps.

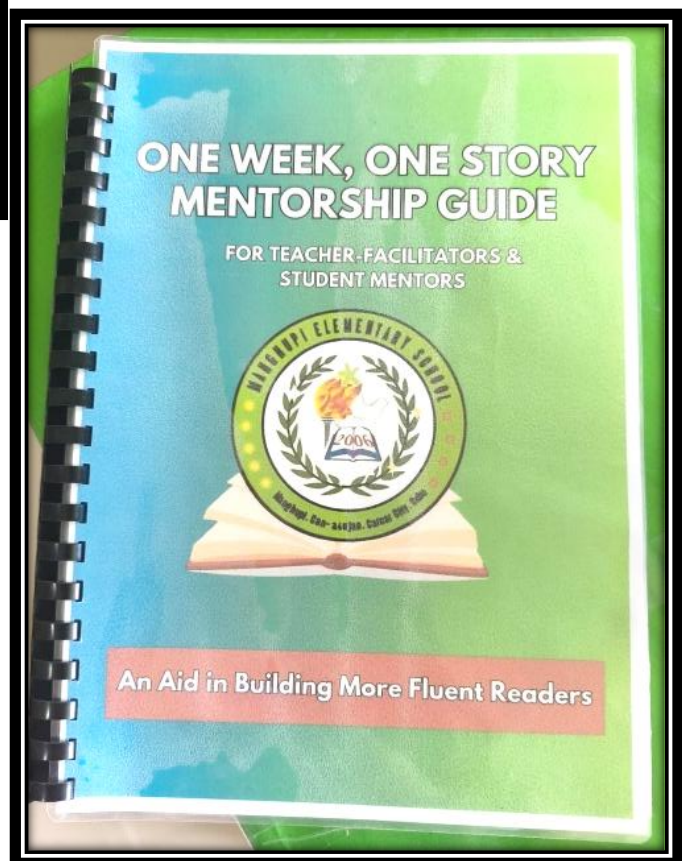
PHOTO DOCUMENTATION

Pre-Implementation Phase *(Before)*



Prior to the implementation of the action research, a series of systematic preparatory activities were undertaken to ensure the effective delivery of the One Week, One Story Mentorship Guide. The researchers collaboratively designed and developed the mentorship guide, which provided a structured five-day reading routine incorporating key strategies such as vocabulary exploration, modeled reading, guided practice, and corrective feedback. This guide served as the primary instructional framework intended to enhance the reading fluency and confidence of Grade 6 halting readers.

Subsequently, teacher facilitators and student mentors were carefully selected based on their capability to support the intervention, while participants were identified through an initial screening of learners classified as halting readers. A planning and orientation conference was then conducted with the selected facilitators and mentors to discuss the objectives of the study, clarify their roles and responsibilities, and ensure a shared understanding of the step-by-step procedures outlined in the mentorship guide.





As part of the validation process, the study was formally presented to the Schools Division Office for technical assistance, where the researchers sought feedback and recommendations to further refine the intervention. This step ensured that the research design, procedures, and strategies were aligned with division standards and best practices in reading instruction, thereby strengthening the overall implementation plan.

To establish baseline data, a

pre-reading assessment was administered to all identified participants. This assessment measured learners' reading performance in terms of accuracy, speed, and expression, providing a reliable basis for comparison in determining the effectiveness of the intervention. These preparatory efforts ensured that all essential components—validated materials, trained personnel, and baseline data—were in place, thereby enabling a well-organized, data-driven, and systematic implementation of the mentorship program.



Actual Implementation Phase *(During)*

During the implementation phase of the study, the One Week, One Story Mentorship Guide was carried out systematically in the classroom setting through daily, structured reading sessions. The intervention followed the five-day routine outlined in the guide, incorporating key components such as vocabulary development, modeled reading, guided reading, and the “spot and fix” strategy. These activities were consistently implemented to support the development of learners' reading fluency and confidence.





The teacher facilitators and student mentors played active and essential roles in delivering the intervention. Student mentors took the lead in guiding halting readers through reading activities and providing immediate assistance, while teacher facilitators supervised the sessions, ensured fidelity to the procedures, and offered instructional support. This collaborative approach fostered a structured and supportive learning environment that encouraged learner participation and engagement.



Throughout the implementation period, learners engaged in repetitive and progressive reading activities using a single story per week, enabling them to build familiarity with the text, improve reading accuracy, and enhance pacing. Immediate feedback and guided practice allowed learners to address reading difficulties in real time, gradually developing better reading habits and increased confidence.

In addition, scheduled feedback sessions were regularly conducted by the researchers in collaboration with the teacher facilitators and student mentors. These sessions provided an avenue to monitor progress, discuss challenges encountered during implementation, and refine strategies



to better support the learners. The continuous feedback loop ensured that the intervention remained responsive to the needs of the participants and was implemented effectively throughout the study period.



Overall, the implementation phase was marked by consistent execution, collaborative engagement, and ongoing monitoring, ensuring that the mentorship guide was delivered as intended. This systematic approach resulted in a well-organized, learner-centered reading intervention that significantly supported the improvement of reading fluency and confidence among the participants.

Post-Implementation Phase *(After)*

Following the completion of the intervention, the researchers proceeded with the post-implementation activities to evaluate the effectiveness of the One Week, One Story Mentorship Guide. A post-reading assessment was administered to all participants to measure their reading performance in terms of accuracy, speed, and expression after undergoing the structured mentorship program. The results of the post-test served as the primary basis for determining the impact of the intervention compared to the pre-assessment data.

Subsequently, the researchers conducted a thorough data gathering, organization, and analysis process. Quantitative data from the pre-test and post-test results were carefully compared, while qualitative insights from teacher facilitators and student mentors were also considered to provide a comprehensive understanding of the outcomes of the study. These analyses led to the identification of key findings, including notable improvements in learners' reading fluency, confidence, and overall engagement in reading activities.



The results, discussion, and findings of the study were then formally presented to the Schools Division Research Committee, where the effectiveness and significance of the intervention were highlighted. This presentation served as an avenue for validation, professional sharing, and recognition of the study's contribution to improving literacy instruction. The research findings were acknowledged as evidence-based support for the continued implementation and

potential expansion of the mentorship program.





As part of the culmination of the study, the researchers also conducted a recognition and appreciation activity for the teacher facilitators, student mentors, and participants who actively contributed to the successful implementation of the intervention. Tokens of appreciation were distributed to acknowledge their commitment, participation, and valuable role in achieving the objectives of the research.

Overall, the post-implementation phase ensured that the outcomes of the study were systematically evaluated, validated, and shared with relevant stakeholders. The results not only confirmed the effectiveness of the mentorship guide but also reinforced its potential as a sustainable and scalable intervention for improving reading fluency and confidence among learners.



ATTACHMENTS

Means of Verification of Research Dissemination, Advocacy and Utilization


Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS

**RESEARCH MANAGEMENT: TRANSMITTAL LETTER
FOR RESEARCH IMPLEMENTATION**

19 March 2025

CARTESA M. PERICO EdD, CESO VI
Schools Division Superintendent
Carcar City Division
Pob. III, P. Nellas St., Carcar City, Cebu

Through: CHERIE S. ABELLANOSA
School Head
Manghupi Elementary School
Manghupi, Can-asujan, Carcar City, Cebu

Dr. Perico,

Greetings!

The undersigned will be conducting an action research study with the title **"One Week, One Story: A Mentorship Guide for Enhancing Reading Fluency and Confidence Among Grade 6 Halting Readers"** to address the *reading fluency of Grade 6 class in Manghupi Elementary School*.

In this regard, the researchers would like to ask approval from your good office to conduct the study in **Manghupi Elementary School** in Carcar City Division/ Region VII/ Department of Education. Rest assured that the documents taken from the study participants/ respondents and research setting/ environment will be kept confidential.

We are looking forward for a favorable approval on this matter.

Very truly yours,


JIA CHRISTI S. LARANIO


SARRA A. GENAYAS


QUEENSLY V. PARAME

Approved: 

CARTESA M. PERICO EdD, CESO VI
Schools Division Superintendent
Carcar City Division


BY:  **PRS**
11/21/2025

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Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS

RESEARCH MANAGEMENT: TRANSMITTAL LETTER FOR RESEARCH IMPLEMENTATION

March 19, 2025

JUDITH I. ALCUIREZ
Public Schools District Supervisor
Cluster 4
SDO Carcar City

Ma'am Judith,

Greetings!

The undersigned will be conducting an action research study with the title **"One Week, One Story: A Mentorship Guide for Enhancing Reading Fluency and Confidence Among Grade 6 Halting Readers"** to address the *reading fluency problems among the Grade VI learners in Manghupi Elementary School*.

In this regard, the researchers would like to ask approval from your good office to conduct the study in **Manghupi Elementary School** in the Division of Carcar City. Rest assured that the documents taken from the study participants and research environment will be kept confidential.

We are looking forward for a favorable approval on this matter.

Very truly yours,


JIA CHRISTI S. LARANIO


SARRA A. GENAYAS


QUEENSLY V. PARAME

Approved:


JUDITH I. ALCUIREZ
Public Schools District Supervisor
Cluster 4, SDO Carcar City

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Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS

RESEARCH MANAGEMENT: TRANSMITTAL LETTER FOR RESEARCH IMPLEMENTATION

March 19, 2025

CHERIE S. ABELLANOSA
School Head
Manghupi Elementary School

Ma'am Cherie,

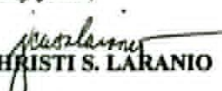
Greetings!

The undersigned will be conducting an action research study with the title **"One Week, One Story: A Mentorship Guide for Enhancing Reading Fluency and Confidence Among Grade 6 Halting Readers"** to address the *reading fluency problems among the Grade VI learners in Manghupi Elementary School*.

In this regard, the researchers would like to ask approval from your good office to conduct the study in **Manghupi Elementary School** in the Division of Carcar City. Rest assured that the documents taken from the study participants and research environment will be kept confidential.

We are looking forward for a favorable approval on this matter.

Very truly yours,


JIA CHRISTI S. LARANIO


SARRA A. GENAYAS


QUEENSLY V. PARAME

Approved:


CHERIE S. ABELLANOSA
School Head
Manghupi Elementary School

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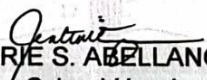
MANGHUPI ELEMENTARY SCHOOL

CERTIFICATION OF RESEARCH RESULTS DISSEMINATION

This is to certify that the results of the Action Research entitled "*One Week, One Story: A Mentorship Guide for Enhancing Reading Fluency and Confidence Among Grade 6 Halting Readers*" were disseminated during the Mid-Year In-Service Training for Teachers held on November 16, 2025 through an online platform. The research results were presented by one of the research proponents, Mrs. Sarra A. Genayas.

This certification is issued to acknowledge the conduct of the dissemination activity, which served as an avenue for sharing research findings and strategies to enhance reading fluency and confidence among learners.

Issued this 5th day of December 2025 at Manghupi Elementary School for whatever purpose it may serve.


CHERIE S. ABELLANOSA
School Head



Manghupi, Can-asujan, Carcar City, Cebu
E-mail Add.: cherie.abellanos@deped.gov.ph
Contact No.: 09453918233



Republic of the Philippines
Department of Education
Region VII, Central Visayas
Division of Carcar City

MANGHUPI ELEMENTARY SCHOOL

CERTIFICATION OF RESEARCH RESULTS UTILIZATION

This is to certify that the results of the Action Research entitled "*One Week, One Story: A Mentorship Guide for Enhancing Reading Fluency and Confidence Among Grade 6 Halting Readers*" have been utilized as intervention material for the Key Stage 2 halting readers of Manghupi Elementary School.

Permission was granted on October 9, 2025 to the undersigned teachers, Mrs. Doreen S. Dayon and Ms. Liza S. Satinitigan, both Teacher I, to adopt and implement the mentorship guide developed in the said Action Research. Having participated in the research implementation, they recognized the importance of mentorship in addressing the needs of halting readers. The strategies and approaches outlined in the guide are now being applied to benefit learners in Grades 4 to 6, thereby extending the positive impact of the intervention and supporting the school's commitment to improving literacy outcomes.

This certification is issued to acknowledge the proper utilization of the research results and the continued effort to enhance reading fluency and confidence among learners.

Issued this 5th day of December 2025 at Manghupi Elementary School, Can-asujan, Carcar City, Cebu for whatever purpose it may serve.


CHERIE S. ABELLANOSA
School Head



Manghupi, Can-asujan, Carcar City, Cebu
E-mail Add.: cherie.abellanosa@deped.gov.ph
Contact No.: 09453918233



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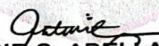
MANGHUPI ELEMENTARY SCHOOL

CERTIFICATION OF RESEARCH IMPLEMENTATION

This is to certify that the Action Research entitled "One Week, One Story: A Mentorship Guide for Enhancing Reading Fluency and Confidence Among Grade 6 Halting Readers" has been officially implemented in Manghupi Elementary School, Can-asujan, Carcar City, Cebu from June 17, 2025 to October 8, 2025 as part of the school's continuous effort to improve teaching and learning practices.

The research team was composed of Mrs. Jia Christi S. Laranio - Research Coordinator, Mrs. Sarra A. Genayas - Grade 6 Class Adviser and Mrs. Queensly V. Parame - Grade 2 Class Adviser. The participants of the study included twelve (12) Grade 6 halting readers as reading mentees, two (2) Grade 6 and two (2) Grade 5 fluent readers who served as reading mentors, and two (2) reading facilitators, namely Mrs. Doreen Dayon and Ms. Liza Satinitigan. This certification is issued to acknowledge the conduct of the said Action Research, which aims to enhance reading fluency and build confidence among identified learners.

Issued this 5th day of December 2025 at Manghupi Elementary School for whatever purpose it may serve.


CHERIE S. ABELLANOSA
School Head



Manghupi, Can-asujan, Carcar City, Cebu
E-mail Add.: cherie.abellanos@deped.gov.ph
Contact No.: 09453918233



Republic of the Philippines
Department of Education
Region VII, Central Visayas
Division of Cagayan City

MANGHUPI ELEMENTARY SCHOOL

October 9, 2025

To the Research Proponents

"One Week, One Story: A Mentorship Guide for Enhancing Reading Fluency and Confidence Among Grade 6 Halting Readers"

Subject: Request for Permission to Use Mentorship Guide as Intervention Material

Dear Research Proponents,

Warm greetings!

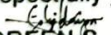
We, Mrs. Doreen Dayon and Ms. Liza Satinitigan, having participated in your research implementation, have seen the importance of using a mentorship in handling halting readers. In this connection, we respectfully request your permission to use the mentorship guide developed in your Action Research entitled *"One Week, One Story: A Mentorship Guide for Enhancing Reading Fluency and Confidence Among Grade 6 Halting Readers"* as intervention material for our Key Stage 2 halting readers.

We believe that the strategies and approaches outlined in your mentorship guide will greatly benefit our learners, particularly those who are struggling with reading fluency and confidence. By adopting your intervention, we aim to extend its positive impact to a wider group of pupils in Grades 4 to 6, thereby supporting our school's commitment to improving literacy outcomes.

Rest assured that due recognition will be given to your team as the original authors and proponents of the study. We will also ensure that the guide is implemented with fidelity and aligned with the objectives of your research.

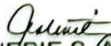
We sincerely hope for your favorable consideration of this request. Thank you very much for your dedication to advancing reading development and for allowing us to build upon your valuable work.

Respectfully yours,


DOREEN S. DAYON
Teacher I


LIZA S. SATINITIGAN
Teacher I

Noted:


CHERIE S. ABELLANOSA
School Head



Manghupi, Can-asujan, Cagayan City, Cebu
E-mail Add.: cherie.abellanos@deped.gov.ph
Contact No.: 09453918233