

The Impact of Catch-Up Fridays (DEAR) Drop Everything and Read Program to The Reading Performance of The Learners In Cogon Elementary School

Sharamie T. Mastore^{1*}, Roselle M. Abrenica², Janna Joyce P. Alamodin³, Leslie S. Cabario⁴, Lady Anne G. Edaniol⁵

Eastern Samar State University-Guiuan

Corresponding Author: Sharamie T. Mastore shamie.apr88@gmail.com

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ABSTRACT

This study aims to examine and determined the impact of this reading intervention "Catch-up Fridays (DEAR) Drop Everything and Read" program on the reading performance of Grade 3 pupils of Cogon Elementary School. The DEAR program, which is conducted every Friday, entails a designated period during which all pupils and teachers leave aside their regular chores to focus completely on reading materials of their choice. This campaign aims to develop a reading culture, increase literacy skills, and instill a love of learning in young children. The study used a mixed-methods research methodology, integrating quantitative and qualitative methodologies to assess the program's performance. Pre- and post-intervention evaluations were used to track changes in reading fluency, comprehension, and overall performance of Grade 3 pupils of Cogon Elementary School. Standardized reading exams were used to collect quantitative data before and after the program was implemented, while qualitative insights were gained through interviews and surveys of parents and teachers.

INTRODUCTION

Education plays a very important part of our lives and it is significant for us to prosper in the future and gives abundance opportunities. Education helps a people to achieve his/her dreams and also help to improve the personal skills and ability that they can use in the community. Furthermore, indeed chances increase to have professionals who are successful and raises social status in life. In fact, it is the cause behind people that are successful and those of countries that are growing in economy. Therefore, education is the road or the key to be successful in the future.

However, most countries face a significant barrier in achieving such high-quality education due to learning poverty that affects learners' reading and understanding. The system in every school in the Philippines considers reading is essential into all academic learning and development. A population with education is very significant for the economic advancement of a nation in today's global society. So, it is imperative that reading comprehension ability of the student should be the focused in the Philippines to improve the quality education of Filipinos. That is why reading intervention is prioritized in Philippine schools, especially public schools run by the Department of Education, with various reading initiatives at all educational levels. But despite of these initiatives, the ratings on reading literacy in the Philippines are declining, as reflected in international assessment results, where the ranking of the Philippines reached near in the bottom among participating countries. This decline highlights systemic issues in curriculum design, instruction delivery, or assessment methods.

Hasbrouck (2006) critically examines the widespread use of silent reading programs like DEAR (Drop Everything and Read) in U.S. classrooms. While these programs aim to boost reading fluency by encouraging students to read more, Hasbrouck argues that they may not be effective for students who are not yet fluent readers. She explains that simply giving students time to read silently does not guarantee improvement – especially for those who struggle with decoding or comprehension.

Hasbrouck emphasizes that reading fluency requires structured, guided practice, not just independent reading time. She points out that many educators misinterpreted earlier research that encouraged more reading, overlooking the crucial need to also teach students how to read well. As a result, programs like DEAR, though well-intentioned, may not provide the necessary support for struggling readers and could lead to wasted instructional time if not implemented thoughtfully.

Research on the DEAR (Drop Everything and Read) program reveals both its potential benefits and limitations, depending on how it is implemented. Hasbrouck (2006) cautions that while DEAR encourages reading volume, it may not effectively support struggling readers if used as a stand-alone activity. She argues that silent reading time must be paired with guided instruction to develop fluency and comprehension, especially for students who have not yet mastered foundational reading skills. In contrast, Gardner (n.d.) presents a more structured approach to DEAR, incorporating daily routines, literature logs, and

adult volunteers known as Partners Assisting Literacy (PALs). These elements foster deeper engagement, improve comprehension, and create a positive reading culture in the classroom. Together, these studies suggest that DEAR can be a valuable literacy tool when implemented with intentional support structures that address both motivation and skill development.

The necessity for increased literacy in the Philippines must be addressed. Many educators struggle to find the best approach to encourage students to read and improve comprehension skills. Reading strengthens cognitive abilities, broadens perspectives, and promotes clear expression and understanding of ideas. It is a lifelong learning process that fosters critical thinking, analytical skills, and creativity. Communication and comprehension, along with study habits and a positive attitude, help gain knowledge across subjects. An eagerness to learn and familiarity with the target language are also important, as inadequate comprehension leads to information loss. Thus, it is a fundamental academic and life skill that must be ensured for student competence.

To address students' reading and comprehension issues, specific strategies or interventions are necessary to promote a positive attitude toward reading, as reading skills are difficult to manage without a solid approach. Providing only grammatical knowledge is insufficient for comprehension, especially in specialized fields.

Following the results of international assessments, the DepEd launched "Catch-Up Fridays" to strengthen the foundational skills that are essential to meet basic education curriculum goals. This program targets the learning gap starting with reading and understanding age-appropriate texts. It supports national education agendas and recovery programs, aiming to improve reading, critical thinking, analytical, and writing skills through activities like "Drop Everything and Read" (DEAR), "Read-A-Thon," book ambassador readings, and share-a-book fairs. However, care is needed to avoid overcrowding the program with topics that could hinder developing a reading habit. The program builds on earlier initiatives, such as the declaration of a Reading Day to promote literacy and Filipino heritage.

According to the Department of Education, the Drop Everything and Read Program, also known as D.E.A.R time, is a designated period within the classroom schedule where students "drop everything and read." This initiative includes various activities, strategies, and resources aimed primarily at fostering a love of reading, enhancing comprehension skills, and expanding students' vocabulary and language proficiency.

The researcher gathered findings on issues that need to be addressed regarding interventions and strategies to improve and level up the students' reading comprehension, particularly within the context of Catch-Up Fridays D.E.A.R program. This study explores the impact of D.E.A.R program on the reading performance of the learners. The research focuses on assessing the learners' reading comprehension status before and after the implementation of the DEAR program, examining significant differences in performance, exploring the relationship between the program and reading outcomes, and understanding

participants' perspectives on the initiative, including challenges encountered and coping mechanisms employed during Catch-Up Fridays.

This program is part of DepEd's broader efforts to cater the low reading proficiency of learners by dedicating all Fridays to reading activities, as outlined in DepEd Memorandum No. 001, s. 2024, which emphasizes foundational skills development through Catch-Up Fridays and the DEAR initiative (Department of Education, 2024). Additionally, DEAR has been recognized as a valuable reading intervention that supports literacy growth by allowing students to engage in sustained silent reading, promoting reading habits, and improving comprehension and communication skills (Prasetyaningrum & Ruminar, 2020).

THEORETICAL REVIEW

Related Literature

The Drop Everything and Read (DEAR) program has been widely implemented in both local and international educational contexts as a strategy to cultivate reading habits and improve literacy outcomes. This section presents a synthesis of relevant studies that examine the effectiveness, challenges, and pedagogical implications of the DEAR initiative.

In the United States, DEAR originated as a national reading campaign inspired by Beverly Cleary's Ramona Quimby series. It is celebrated annually on April 12 and is widely adopted in schools to promote independent reading. According to Krashen (2004), programs like DEAR and Sustained Silent Reading (SSR) are most effective when students are allowed to choose their reading materials and are not subjected to testing. His meta-analysis revealed that voluntary reading significantly enhances vocabulary, comprehension, and writing proficiency.

Similarly, the UK Literacy Association emphasized the value of reading for pleasure, noting that structured programs like DEAR contribute to academic success and foster lifelong reading habits. The OECD's PISA reports further support this, indicating that students who engage in independent reading tend to perform better in literacy assessments globally.

The implementation of the Drop Everything and Read (DEAR) initiative under the Catch-Up Fridays program at Aurora A. Quezon Elementary School demonstrated a positive influence on learners' reading habits and literacy development. The program, conducted weekly, encouraged students to pause all academic activities and engage in uninterrupted reading. Observations from the school indicated that students gradually developed a consistent reading routine, with many expressing increased interest and enjoyment in reading (Aurora A. Quezon Elementary School, 2020).

Further supporting the value of DEAR, a study by the Letran Manila Research Center (2023) explored the relationship between DEAR participation and students' reading preferences, vocabulary development, and comprehension skills. The study revealed that students who regularly engaged in DEAR sessions demonstrated improved vocabulary acquisition and a greater inclination toward independent reading. The research also noted that providing students with the autonomy to choose their reading materials contributed to higher levels of reading motivation and enjoyment.

According to Linnakyla, Malin, and Taube (2004) as cited by Ganiyeva (2021), reading literacy should be viewed as a goal rather than merely a fundamental ability. It serves as a practical tool for education and personal growth, impacting person's present and future life, higher education, work, and leisure activities. Additionally, Butterfuss et al. (2020) describe reading as a representation of many evolving human actions with language at its core when literacy is seen as a social practice. Reading facilitates interpersonal connection and draws on intrapersonal resources such as motivation, focus, creativity, memory, comprehension, and language.

Nailon et al. (2023), citing Marilyn Jager Adams (1990), emphasize the need to motivate children to read extensively to improve reading skills. The terms "Drop Everything and Read" (DEAR) and "Sustained Silent Reading" (SSR) have become common classroom practices. Literacy leaders believe every student can become an autonomous, joyful reader and writer through effective literacy interventions (Munger, 2016). Early application of reading intervention strategies is crucial for identifying and addressing reading difficulties, aiming to improve decoding and comprehension skills among struggling students. Moreover, the National Reading Panel (2000) emphasized the role of independent reading in developing reading fluency and comprehension. The panel's comprehensive review of reading instruction research concluded that regular, sustained reading practice is essential for literacy development. This aligns with the objectives of DEAR, which provides learners with dedicated time to engage in meaningful reading experiences.

Collectively, these literature and reports underscore the effectiveness of the DEAR program in promoting literacy and cultivating a love for reading among students. The integration of DEAR into school routines, supported by teacher facilitation and parental involvement, has been shown to yield positive outcomes in reading performance and learner engagement. As such, DEAR remains a valuable component of literacy instruction, particularly in contexts where reading proficiency remains a national priority.

Recent studies have reinforced the effectiveness of reading interventions that prioritize student motivation and autonomy. Van der Sande, van Steensel, Fikrat-Wevers, and Arends (2023) conducted a meta-analysis of 39 studies and found that interventions designed to foster reading motivation significantly improved both students' engagement and reading comprehension, with a moderate effect size ($d = 0.27$). The study highlighted those strategies which spark interest – such as offering choice and relevance – are particularly effective, especially among primary school students and typical readers. Similarly, Čepič, Mascia, and Aerila (2024) emphasized the importance of reading for pleasure, noting that personalized reading choices and student autonomy are critical for fostering sustained reading habits. Their review also pointed to the growing acceptance of non-traditional texts, such as graphic novels and digital formats, and underscored the emotional and social benefits of reading. These findings support the implementation of programs like Drop Everything and Read (DEAR), which encourage voluntary, enjoyable reading experiences that align with students' interests and developmental needs.

Related Studies

Reading is important since formal education depends on the ability to read with comprehension. Reading difficulties often lead to learning challenges, which contribute significantly to social and economic disadvantages (Hulme & Snowling, 2011, as cited by Andreou, Athanasiadou, & Tzivinikou, 2019). Reading is a multifaceted process involving phonemic awareness, phonics, vocabulary, fluency, and comprehension as its five main components (Gedik & Akyol, 2022). Phonemic awareness—the ability to distinguish individual sounds in words—is a major barrier to reading comprehension among children, as it is essential for word identification (Sanford, 2015). Additionally, poor working memory affects students' reading and comprehension abilities.

Several studies have explored the implementation and impact of the Drop Everything and Read (DEAR) program both in the Philippines and internationally. In the local context, Pastor and Ibojo (2023) investigated the experiences of teachers implementing DEAR in public secondary schools in Davao de Oro. Their findings revealed that while the program fostered student engagement and a positive attitude toward reading, challenges such as limited resources and inconsistent application hindered its full effectiveness. Similarly, Tado (2020) examined the influence of DEAR on the vocabulary, comprehension, and reading preferences of teacher education students at Colegio de San Juan de Letran. The study found that although DEAR did not significantly affect reading preferences or comprehension directly, it contributed positively to vocabulary development, which in turn supported better comprehension. On the international front, Gambrell (2011) emphasized the importance of student motivation and choice in reading materials—core principles of DEAR—in enhancing reading engagement. Krashen (2004) also supported the value of sustained silent reading through his research on Free Voluntary Reading (FVR), showing that such practices significantly improve literacy skills over time. Additionally, the U.S. National Reading Panel (2000) highlighted the role of independent reading time in developing fluency and comprehension, reinforcing the educational benefits of programs like DEAR.

Reading is vital at all educational levels because it underpins academic success across subjects (Cimmiyotti, 2013, as cited by Iheakanwa, 2021). Intervention at the intermediate school level is crucial, as focused, systematic instruction can support struggling readers, countering the outdated belief that reading skills must be mastered by third grade (Kosanovich & Foorman, 2016). Struggling readers vary widely in skills, aptitudes, and learning styles, making it challenging for teachers to meet all needs in the classroom (Smith, 2015). Lack of reading proficiency may manifest as mispronounced words and poor comprehension, and early denial of effective support can negatively impact a child's intellectual, social, and psychological development (Cayubit, 2012, as cited by Villanueva, 2022).

The research of Tado (2020), focused on teacher education students and assessed the impact of DEAR on vocabulary, comprehension, and reading preferences. It found that while DEAR did not significantly influence reading

preferences or comprehension directly, it positively affected vocabulary development, which in turn supported better comprehension.

In addition to these studies, more recent research has further explored the DEAR program. Pastor and Ibojo (2023) emphasized the importance of student choice, teacher strategies, and institutional support in the success of DEAR, while identifying challenges such as limited resources and inconsistent implementation.

Reading intervention is essential for improving students' comprehension and reading abilities, so, it should be planned and implemented carefully. Research shows that multicomponent reading interventions have significant positive effects on both foundational reading skills and comprehension, especially when delivered in small groups (Wanzek et al., 2021). Studies also indicate that targeted reading interventions lead to significant gains in reading achievement among students with learning difficulties, motivating them to engage actively with reading and apply learned skills (Hicks, 2018). Moreover, interventions tailored to English language learners demonstrate moderate to large improvements in reading accuracy, fluency, and comprehension, with effectiveness influenced by group size and intervention intensity (Park et al., 2019). Therefore, selecting appropriate strategies based on student needs and delivering them with fidelity is critical to closing reading gaps and enhancing literacy outcomes.

Schwartz (2023) critiqued the What Works Clearinghouse's evaluation of the Reading Recovery program. The report argued that the program meets Tier 1 evidence standards under ESSA, based on a large-scale randomized controlled trial. The intervention showed significant improvements in literacy achievement, especially in early grades.

Conceptual Framework

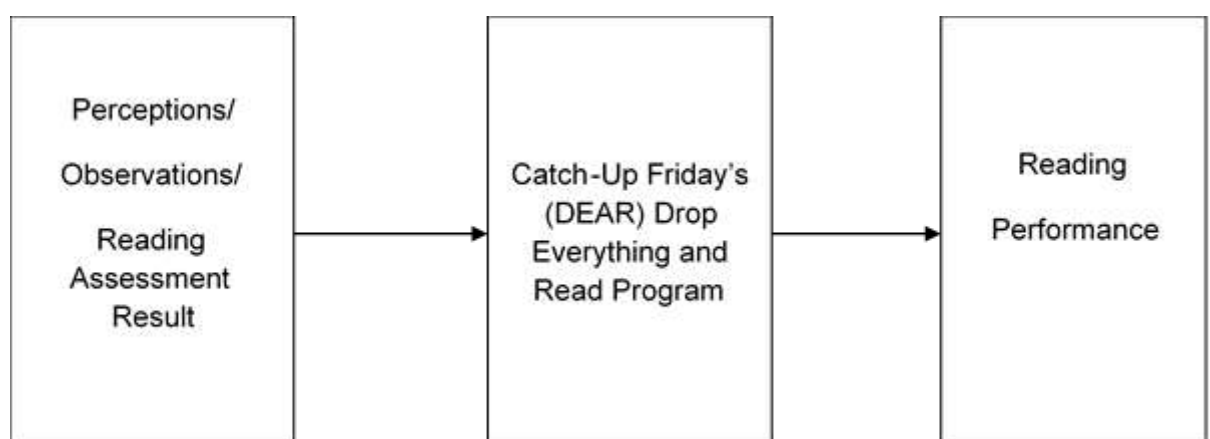


Figure 1. Conceptual Framework

The diagram shows the perception and the observation of the participants from the program implemented which is Catch-Up Friday's D.E.A.R. Program, and the reading assessment results of the pupils of CES to its impact to the reading performance.

METHODOLOGY

Research Design

The ongoing research used an exploratory sequential mixed methods research design, involving collecting and analyzing qualitative data first, followed by quantitative data. This approach is particularly suited for studies aiming to explore a phenomenon in depth before measuring it quantitatively. The findings from the qualitative phase inform the development of quantitative instruments or tools, allowing researchers to test and generalize qualitative insights to a larger population. This design is effective for addressing complex research questions where variables are initially unknown or where a guiding theoretical framework is not yet established. It also enables researchers to capture participants' perspectives and challenges qualitatively, then assess the impact quantitatively, as applied in evaluating the Drop Everything and Read (D.E.A.R.) program's effect on learners' reading performance (Alele & Malau-Aduli, 2023; Creswell & Plano Clark, 2018).

Research Locale

This research was conducted in Cogon Elementary School, a public institution located at Barangay Cogon Guiuan, Eastern Samar. The prime goal of this investigation was to know the impact of the program to the reading performance of the learners.

Cogon Elementary School was a mono grade school. It serves students from kindergarten to Grade 6 and having two (2) section per grade level. It was headed by a principal, with 14 Teachers and having 432 learners enrolled in all.



Figure 2. Research Locale

Respondents of the Study

The respondents or the participants of the study are the teachers of Grade three, Grade 3 Pupils of Cogon Elementary School and their Parents. The researchers decided to select these respondents in order to give the legit data regarding to the inquiries of this study.

The respondents of the study involved 2 teachers from grade 3, 60 students from grade 3 and 60 parents of this grade 3 pupils.

Table 1. Distribution Sample Respondents

Grade Level & Section	No. of Pupils	No. of Parents	No. of Teachers	Total
Grade 3 - 1	30	30	1	61
Grade 3 - 2	30	30	1	61
Total	60	60	2	<u>122</u>

RESULTS AND DISCUSSION

The level of reading and comprehension of the learners before implementing the DEAR program.

The teachers of Grade 3 conducted a reading assessment to assess and to determine the reading and comprehension level of Grade 3 Pupils before implementing the program Catch-Up Friday's Drop Everything and Read.

Table 2. Pre-Test Result of Grade 3 Pupils Section 1

Score Range	Description		Frequency	Percentage
16-20	Very Good	Grade Ready	10	33%
11-15	Good	Light Intervention	13	44%
6-10	Fair	Moderate Intervention	7	23%
1-5	Poor	Full Intervention	0	0%
TOTAL			30	100%
Weighted Mean			13.5	Good

Table 2 shows the result of the Pre-Test, School Year 2023 - 2024 using the CRLA tools to determine the level of reading comprehension of the Grade three Section 1 Pupils before implementing the Catch-Up Friday's Drop Everything and Read Program. The table reveals that out of 30 learners, 10 (33%) achieved scores Very Good / Grade Ready categories. Specifically, 13 learners (44%) demonstrated Good / Light Intervention. Another 7 learners (23%) were classified as Fair / Moderate Intervention and lastly none achieved the lowest scores which is the Poor / Full Intervention.

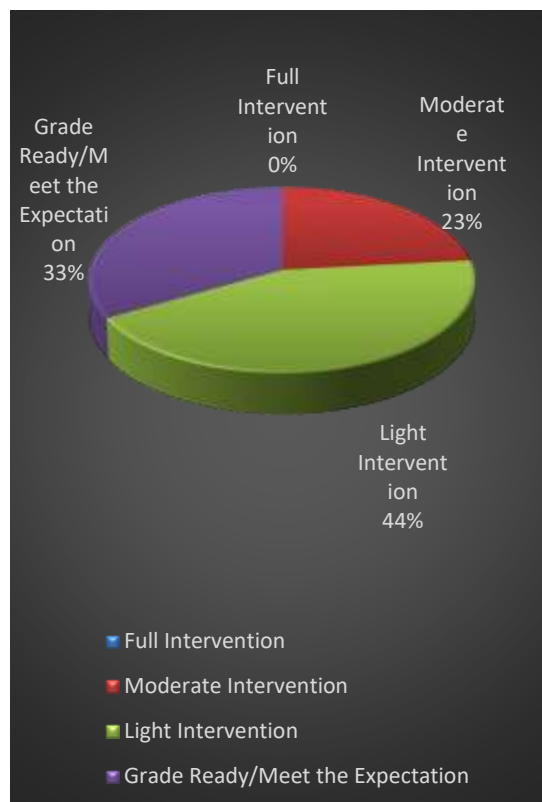


Figure 3. Pre-Test Percentage of Grade 3 Section 1

Figure 3 shows the percentage level of performance of the learners of Grade 3 Section 1 on their Pre-Test, where 0% or none of the learner achieved the Full Intervention, while 23% of the learners achieved in the Moderate Intervention, 44% learners got the Light Intervention and lastly 33% of learners earned in the Grade Ready/Meet the Expectation.

Table 3. Pre-Test Result of Grade 3 Pupils Section 2

Score Range	Description		Frequency	Percentage
16-20	Very Good	Grade Ready	0	0%
11-15	Good	Light Intervention	2	7%
6-10	Fair	Moderate Intervention	16	57%
1-5	Poor	Full Intervention	10	36%
TOTAL			28	100%
Weighted Mean			6.57	Fair

Table 3 shows the result of the Pre-Test performance data of Grade 3 Section 2 using the CRLA tools before the implementation of Catch-Up Friday's DEAR Program. The table reveals that out of 28 learners, no one achieved scores in the Grade Ready categories that indicate a complete lack of grade readiness according to this assessment. While, 2 learners (7%) demonstrated Good / Light Intervention. Another 16 learners (57%) were classified as Fair / Moderate Intervention, shows areas where improvement in reading and comprehension

skills was needed. And lastly 10 learners (36%) achieved the lowest scores which is the Poor / Full Intervention and badly needed of improvement. The weighted mean score of 6.57 as overall performance, indicating the baseline of reading proficiency among Grade 3 learners. This data shows the poor level of performance of Grade 3 section 2 learners in their reading proficiency. In connection to this, the teachers need to ensure to implement or conduct reading intervention or remediation to level up the reading performances of the learners.

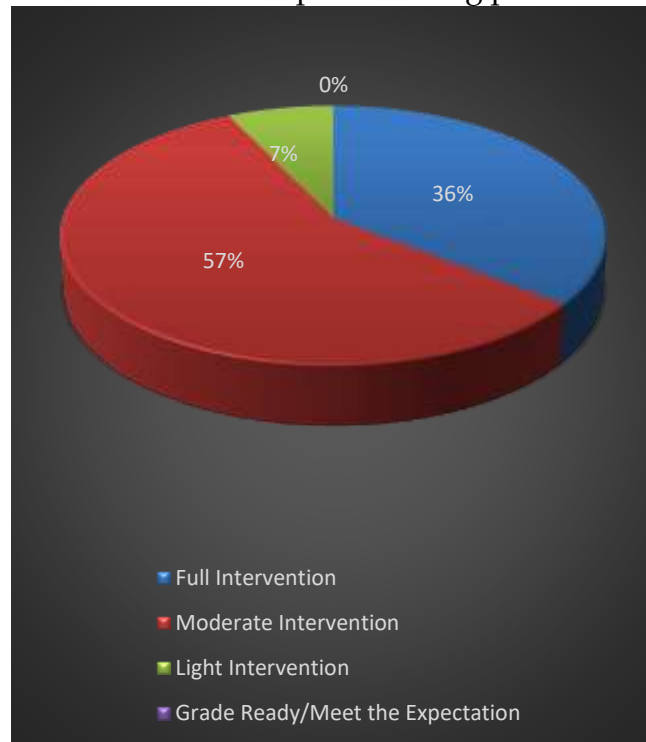


Figure 4. Pre-Test Percentage of Grade 3 Section 2

Figure 4 shows the percentage level of performance of the learners of Grade 3 Section 2 on their Pre-Test, where 36% of the learner achieved the Full Intervention, a substantial portion of learners required extensive support, 57% of the learner achieved in the Moderate Intervention, that need some additional assistance, 7% of learners got the Light Intervention, a small percentage of learners need minimal extra help and lastly 0% or none of the learners earned in the Grade Ready/Meet the Expectation indicating that no students demonstrated readiness according to the pre-test criteria. This data suggests a need for significant instructional adjustments to address the learning gaps revealed by the pre-test. The high percentage of student needing intervention indicates a potential need for reading remediation and targeted intervention.

Reading and comprehension level of the learners after implementing the DEAR program.

Here are the learners result of the Post-Test, School Year 2023 – 2024 using the CRLA tools to determine if there is an improvement of the reading performance of Grade 3 Pupils in Cogon Elementary School after the implementation of the Catch-Up Friday's Drop Everything and Read Program.

Table 4. Post-Test Result of Grade 3 Pupils Section 1

Score Range	Description	Frequency	Percentage
16-20	Very Good / Grade Ready	20	67%
11-15	Good / Light Intervention	8	27%
6-10	Fair / Moderate Intervention	2	6%
1-5	Poor / Full Intervention	0	0%
TOTAL		30	100%
Weighted Mean		16	Very Good

Table 4 shows the result of the Post-Test performance data of Grade 3 Section 1 after the implementation of Catch-Up Friday's DEAR Program. The scores are categorized into four: Very Good / Grade Ready (16-20), Good / Light Intervention (11-15), Fair / Moderate Intervention (6-10), and Poor / Full Intervention (1-5). Among the total sample size of 30 learners, the majority achieved score in the higher ranges: 20 learners (67%) achieved scores in the Very Good / Grade Ready categories, while, 8 learners (27%) scored in the Good / Light Intervention categories. Only 2 learners (6%) were classified as Fair / Moderate Intervention, and lastly no learners scored in the Poor / Full Intervention categories. The weighted mean score of 16 shows that the overall performance is at the Very Good / Grade Ready level. This data reflects a significant improvement of grade 3 section 1 reading performance and demonstrates a substantial change in reading and comprehension of the learners after the intervention. This suggest that the implemented program which is Catch-up Friday's DEAR was effective.

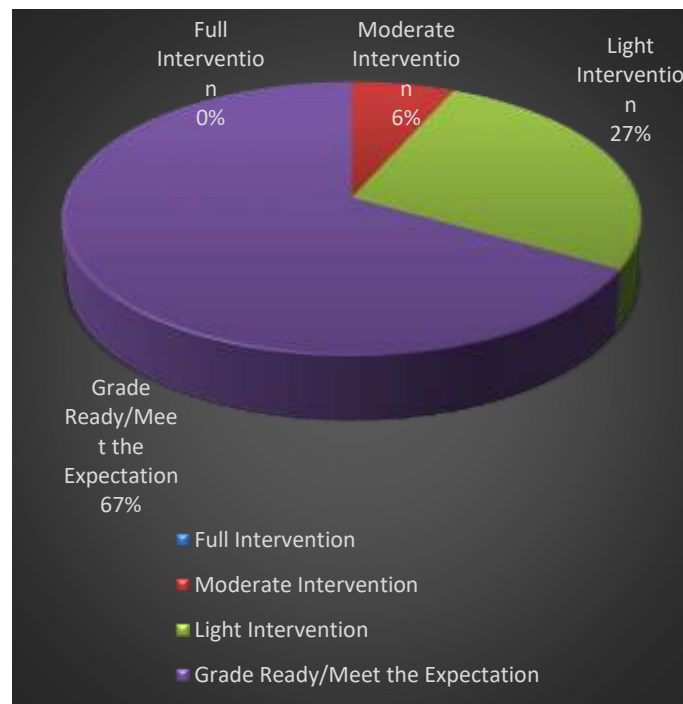


Figure 5. Post-Test Percentage of Grade 3 Section 1

Figure 5 shows the percentage level of performance of the learners of Grade 3 Section 1 on their Post-Test, where 0% or none of the learner achieved the Full Intervention, while 6% of the learners achieved in the Moderate Intervention, at least 27% learners got the Light Intervention and lastly 67% of the learners earned in the Grade Ready/Meet the Expectation. These results indicate a strong overall reading performance and shows the evident of the reading intervention program used was effective.

Table 5. Post-Test Result of Grade 3 Pupils Section 2

Score Range	Description		Frequency	Percentage
16-20	Very Good	Grade Ready	14	50%
11-15	Good	Light Intervention	8	29%
6-10	Fair	Moderate Intervention	6	21%
1-5	Poor	Full Intervention	0	0%
TOTAL			28	100%
Weighted Mean			14.42	Good

Table 5 shows the result of the Post-Test performance data of Grade 3 Section 2 after the implementation of Catch-Up Friday's DEAR Program. The scores are categorized into four ranges: V-Good / Grade Ready (16-20), Good / Light Intervention (11-15), Fair / Moderate Intervention (6-10), and Poor / Full Intervention (1-5). From the total sample size of 28 learners, majority achieved score in the higher categories: 14 learners (50%) achieved scores in the Very Good / Grade Ready categories, while, 8 learners (29%) scored in the Good / Light Intervention categories. While 6 learners (21%) were classified as Fair / Moderate Intervention, and lastly no learners scored in the Poor / Full Intervention categories. The weighted mean score of 14.42 tells an overall performance at the Good / Light Intervention level. This data shows a significant improvement in the reading performance of Grade 3 Section 2, demonstrating a high shift towards higher levels of reading and comprehension skills.

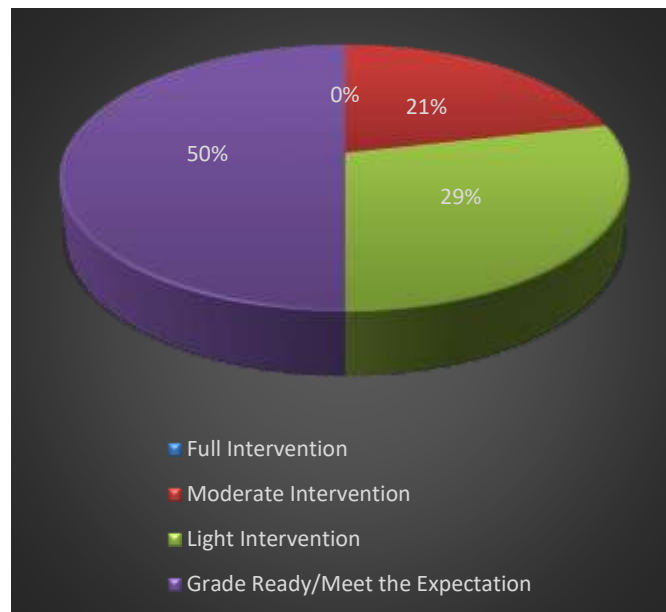


Figure 6. Post-Test Percentage of Grade 3 Section 2

Figure 6 shows the percentage level of performance of the learners of Grade 3 Section 2 on their Post-Test, where 0% or none of the learner achieved the Full Intervention, while 21% of the learners achieved in the Moderate Intervention, at least 29% of the learners got the Light Intervention and lastly 50% of the learners earned in the Grade Ready/Meet the Expectation.

Difference between the scores in the pre-test and post-test of grade 3 section 1 and 2.

Table 6. Difference Result of Pre-Test and Post-Test of Grade 3 Section 1

Section	Weighted Mean		Description	Interpretation
	Pre-Test	Post- Test		
1	13.5	16	From Good to Very Significant Good	

Table 6 shows the difference of the results of the test between pre-test and post-test scores of Grade 3 Section 1 reading performances. The pre-test mean score was 13.5, while the post-test mean score was significantly increased to 16. This shows that there is a significant improvement of the reading performance of the learners.

The

Table 7. Difference Result of Pre-Test and Post-Test of Grade 3 Section 2

Section	Weighted Mean		Description	Interpretation
	Pre-Test	Post- Test		
2	6.57	14.42	From Fair to Good	Significant

Table 7 present the difference of the results of the test between the pre-test and post-test scores of Grade 3 Section 2 reading performance. The pre-test mean

score was 6.57, while the post-test mean score was significantly increased to 14.42. This interpretation underscores substantial improvement to the reading performance of Grade 3 Section 2.

CONCLUSIONS AND RECOMMENDATIONS

The Catch-Up Friday's Drop Everything and Read program offers a promising approach to cultivate reading habits, improving reading and comprehension skills, and fostering academic success. By understanding DEAR's benefits, implementation strategies, and challenges, educators can create an engaging, effective, and sustainable reading program.

This study emphasizes the importance of implementing innovative and structured reading initiatives to address literacy challenges in elementary schools especially in Cogon Elementary School. The Catch-Up Friday's DEAR program not only improved the Grade 3 students' reading performance, but it also instilled lifelong reading habits that are critical for their overall development.

The study revealed that Catch-Up Fridays DEAR Program play a vital role to the development of the reading comprehension skills of the learners in Cogon Elementary School. Based on the result of the gathered data from the participants, from their Pre-Test to Post-Test, and the perception of the Teachers and Parents on the implementation of this program, the results or the outcomes are all positive, although there are some challenges in the implementation. Teachers noticed increased involvement in school reading sessions, while parents reported their children spent more time reading at home.

Therefore, we conclude that Catch-Up Fridays DEAR Program is an effective intervention program because it significantly enhanced the reading performance of the learners in Cogon Elementary School specifically to the Grade 3 pupils.

Recommendations

According to the results and findings of this investigation, the following are recommendation.

1. The Teachers of Grade three in Cogon Elementary School must continue to implement this intervention program for this is a great helped to the improvement of their learners reading and comprehension skills.
2. The principal of Cogon Elementary School must formulate training design and conduct seminar to the teachers to be competent in teaching reading among learners, integrating the strategies and approach used in the implementation of Catch-Up Friday's DEAR program.
3. School Principal of Cogon Elementary School must provide resources and other materials needed to produce reading materials used in teaching reading.
4. Teachers of Cogon Elementary School must create a classroom where learners have more materials and learning resources used during teaching learning process and encourage learners to love reading through modelling showing their learners how to read.

5. Future studies should examine the programs' long-term effects, address inequalities in access, and extend the program to additional schools in order to confirm its efficacy.

FURTHER STUDY

Future research may explore the long-term effects of the Catch-Up Fridays (DEAR) Program on students' overall academic performance, including comprehension skills across other subject areas. It would also be beneficial to investigate the program's impact on learners with varying reading levels, including struggling and advanced readers, to determine its inclusivity and adaptability. Comparative studies across different schools or districts may provide deeper insights into the effectiveness of the DEAR initiative in diverse educational settings. Furthermore, examining the perceptions of parents and other stakeholders could enrich the understanding of how community involvement influences the program's success.

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