



Assessing the need for supplementary reading materials for the most essential learning competencies in Filipino 6: Philippine education context

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ABSTRACT

This study intended to develop and validate localized supplementary reading materials for the development of reading skills of pupils in Filipino 6. The study followed the Research and Development (R&D) methodology which started with the conduct of a bibliographical review of related literature and studies and an empirical survey of the competencies in Filipino 6 in the prescribe curriculum which need the preparation of reading materials to the development and validation of the materials and the validation of the level of acceptability of the materials as rated by the Filipino teachers. The teacher respondents were Filipino teachers from all the private elementary schools in the Schools Divisions of Ilocos Norte, City of Batac, and Laoag City.

Descriptive statistics were used to analyze the data gathered. Weighted mean was used to determine the need for Localized Supplementary Reading Materials based on the Most Essential Learning Competencies in Filipino prescribed by the Department of Education. It is also used to interpret the data gathered on the content validity and level of acceptability of the localized supplementary reading materials.

The localized supplementary reading materials intended to develop the reading skills of the grade 6 Filipino learners were content validated by a panel of experts composed of professors, experienced Filipino teachers, and education Program Supervisors in the Schools Divisions of Ilocos Norte, City of Batac, and Laoag City.

The Localized Supplementary Reading Materials for developing the reading skills of Grade 6 Filipino learners are very highly valid as to their components as rated by the panel of experts, and were also found very highly acceptable by the target users. Utilization of the Localized Supplementary Reading Materials should be implemented to test its effectiveness in improving reading skills in Filipino. Monitoring and evaluation of the utilization of the reading exercises may be practiced to ensure effectiveness in developing the reading skills of the learners.

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Introduction

Reading is an essential skill that fosters intellectual growth and enables individuals to access vast sources of knowledge preserved in print and digital media. It is regarded as the foundation of human communication and learning (Bunch, 2015). Among the five macro skills, reading is often considered the most vital, as it facilitates lifelong learning and personal development. It also allows individuals to

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function effectively in various contexts—at home, in school, and in the workplace (Ness, 2015; Manzano, 2014).

Recognizing the fundamental role of reading in education, the Department of Education (DepEd) has implemented several programs to strengthen literacy, including the *Every Child a Reader Program (ECARP)*, *Reading Recovery Program*, *Araw ng Pagbasa Act (RA 10556)*, *National Reading Month*, and *National Literature Month* (Modern Teacher, 2017). Despite these initiatives, national and international assessments reveal persistent challenges. The 2018 *Programme for International Student Assessment (PISA)* ranked Filipino students last in reading literacy and among the lowest in mathematics and science (Freeman, 2019). Similarly, the *National Achievement Test (NAT)* results for Grade 6 learners indicate a continuing decline in reading mastery, with many performing at a “low mastery” level (BusinessWorld, 2019).

Local assessments reflect similar concerns. The *Philippine Informal Reading Inventory (Phil-IRI)* reported that only 40% of Grade 6 learners in Ilocos Norte passed the Group Screening Test, highlighting deficiencies in reading comprehension. This situation underscores the urgent need to improve reading instruction and materials at the basic education level.

One major contributing factor is the shortage of relevant and culturally appropriate instructional materials aligned with the *Most Essential Learning Competencies (MELCs)*. Many teachers resort to online resources, some of which are commercialized and misaligned with the curriculum. As mandated by Republic Act No. 10533 (Enhanced Basic Education Act of 2013), localized and contextualized learning materials are essential for addressing learners’ diverse needs, particularly in remote areas with limited resources.

Reading development requires consistent practice supported by appropriate materials. As Perez (2019) emphasized, fluent readers are developed through continuous exposure to varied texts and teacher-guided reading experiences. Instructional materials play an integral role in facilitating comprehension, motivation, and engagement (Salviejo, 2014; Olawale, 2013).

Considering the existing literacy initiatives and the relevant scholarly work regarding reading proficiency and the difficulties of reading among Filipino primary-grade learners, the continued unaddressed gap in the research regarding the development and validation of locally standardized supplementary reading materials for a given grade level, such as Grade 6, is perplexing. Previous research has focused on different aspects of literacy and the various reading skills (Scott & Saaiman, 2016). It is this gap that mostly focuses on the development of culturally relevant and contextually appropriate instructional materials to meet the divergent needs of the learners, which makes this research most important. The primary goal of this research study is to design and develop engaging reading materials at the elementary level, which are relevant to the curriculum and the culture of the learners. This gap, however, is significant in helping Filipino learners achieve the minimum level of literacy as required by the Department of Education, and thus, help them to read, in order to empower them to improve their academic performance and to function effectively in their lives.

Given these issues, the persistent low reading performance of Filipino learners may be attributed to the lack of relevant materials and the limited contextualization of existing ones. Anchored on the principle that learning becomes meaningful when it connects to students' local experiences, this study aims to develop and validate **localized supplementary reading materials in Filipino for Grade 6**. Such materials are expected to enhance reading comprehension, promote cultural relevance, and support the Department of Education's goal of producing functionally literate and globally competent learners.

Review of related literature and studies

This chapter presents a summary of related literature and studies. A review of the literature and studies is presented to point out the relevance of the study to the observations and findings already made in related fields of human interest, to establish for the study a fairly solid theoretical foundation, and to open up avenues of rich ideas to the reader who may be interested in undertaking a similar or related research undertaking for his own study or for some other purposes.

Related literature

The review of literature encompasses key areas relevant to the development of localized supplementary reading materials, including legal foundations, the significance of the Filipino language, the nature of reading, and the importance of instructional materials in literacy development.

Legal and policy framework

Philippine education policies emphasize the promotion of the national language and culture through curriculum and instruction. Constitutional provisions (Art. XIV, Sec. 6, 9, 15), Republic Acts 9470 and 10533, and DepEd directives advocate for the use of Filipino as a medium of instruction and the development of localized and contextualized learning materials. These legal mandates highlight the state's responsibility to preserve cultural heritage and to strengthen language-based education through relevant, learner-centered, and inclusive curricula.

Importance of the Filipino language

Filipino, as the national language, plays a vital role in fostering identity, unity, and cultural consciousness. While proficiency in English ensures global competitiveness, national development equally depends on preserving and enriching the Filipino language as a medium for communication, expression, and instruction. Language reflects national identity and serves as a bridge to cultural understanding (RA 9470).

Nature and purpose of reading

Reading is a cognitive and linguistic process involving word recognition, comprehension, reaction, and integration (Gray, 2013; Salazar, 2017). It serves as both a skill and a lifelong learning tool that enhances critical thinking, creativity, and personal development. Reading allows learners to access knowledge, reflect on experiences, and develop empathy and imagination. Effective reading instruction requires motivation, relevant materials, and strategies that connect to learners' backgrounds.

Instructional and reading materials

Instructional materials play a crucial role in effective teaching and learning. Scholars such as Olawale (2013) and Salviejo (2014) affirm that well-designed materials enhance comprehension and make learning more meaningful. Localized and contextualized reading materials, in particular, ensure relevance, promote cultural awareness, and address gaps in the availability of suitable learning resources.

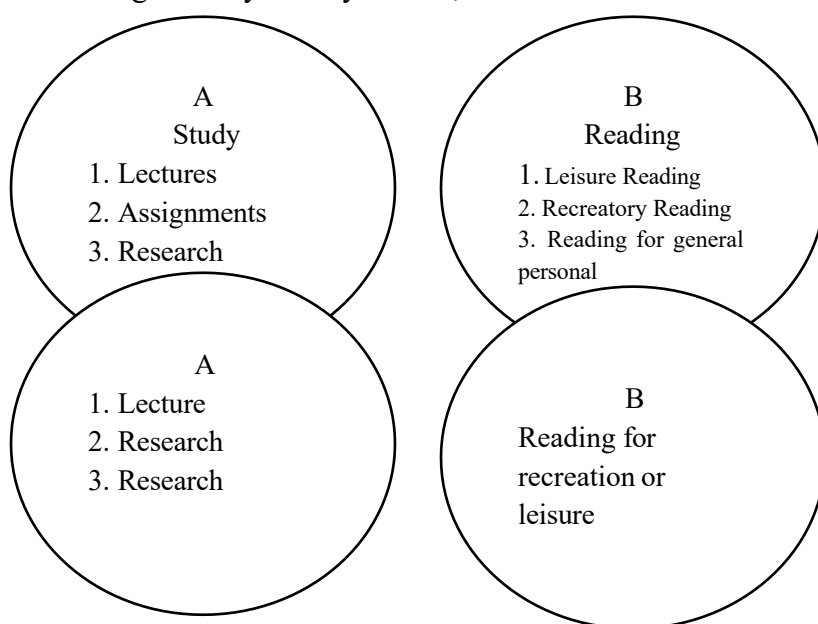
Importance of reading

More than any other society, ours depends on large numbers of literate men: men who can read sensitively, think and write clearly, and respond imaginatively to human situations (Squire, 2010).

Reading is the key that unlocks the door to the world of enlightenment and enjoyment, the basic tool for learning in the content fields.

An efficient reader can quickly recognize what is important on each page. He can readily spot the main idea of a paragraph. Likewise, he can easily pick out the supporting details. There is a saying that the more one reads, the more he wants to read. The more he knows, the more interesting the world becomes. He can discuss more intelligently and make decisions wisely (Villamin, 2000).

Studying and reading are very closely related, as shown in these circles:



Reading as a Cognitive and Communicative Process

Reading serves multiple purposes in human experience—it is not limited to academic study but also provides relaxation, enjoyment, and personal growth. It is a vital component of communication, interwoven with listening, speaking, and writing. As Marge Page (2010) explains, reading is not merely a subject to be learned but a process of gathering and utilizing information that connects to all areas of knowledge.

According to Holmes (2010), reading is an act of reasoning that involves both comprehension and speed. The “power of reading” refers to the ability to understand and apply complex ideas, while the “speed of reading” relates to how efficiently one processes information. Goodman (2010) describes reading as a *psycholinguistic guessing game*, in which the reader uses cues from the text to generate meaning. Similarly, Gray (2010) and Robinson (2014) portray reading as a four-step process that includes perception, comprehension, reaction, and integration, with reading rate influencing one’s fluency and understanding.

Zintz (2012) further explains that reading operates through three interrelated dimensions: cognitive, linguistic, and affective. The cognitive process involves interpreting and organizing ideas; the linguistic process focuses on decoding symbols, syntax, and meaning; while the affective process is shaped by the reader’s self-concept, motivation, and emotional state. Together, these processes determine how effectively a person constructs meaning from written language.

Reading begins with *word perception*, where symbols are recognized and interpreted. This is followed by *comprehension*, which links words into coherent thoughts and identifies main ideas, supporting details, and the author’s tone and purpose. *Reaction* then occurs as the reader evaluates the text critically and emotionally, drawing from prior experiences and cultural background. Finally, *integration* or *assimilation* takes place when newly learned ideas are connected with existing knowledge and applied to problem-solving or daily life situations.

In essence, reading is a dynamic process that goes beyond decoding symbols—it is an intellectual and emotional activity that builds understanding and insight. Castrence (2010) aptly captured this when he said, “Read and think; think and read,” emphasizing that reading and thinking nourish each other, deepening wisdom and enriching the human experience.

Significance of reading and reading comprehension

Reading is considered the cornerstone of education. Mastery of this skill outweighs all other academic competencies, as it serves as the foundation for learning across disciplines. The ability to read with speed and comprehension enables learners to access information, think critically, and apply knowledge effectively. As Leary (in *A Discussion of Reading Needs*) emphasized, cultivating a child’s love for reading begins at home, where access to books and positive reading habits among parents greatly influence literacy development. Teachers, therefore, must also model reading habits and maintain professional libraries to encourage continuous learning.

Reading comprehension—the capacity to understand and interpret text—is the ultimate goal of reading instruction. However, Goodman (2010) observed that many programs either focus solely on decoding words without ensuring comprehension or rely heavily on background knowledge without building foundational reading skills. Effective literacy instruction requires a balanced approach that integrates both.

Role of reading materials in quality education

De Lara (2018) noted three educational trends shaping literacy: the shift toward learner-centered instruction, the growing emphasis on non-cognitive skills, and the increased use of diverse reading materials. Properly chosen materials enhance learning by stimulating interest, clarifying abstract concepts, promoting retention, and developing independent learning and critical thinking (Gregorio, 2016).

DepEd Memorandum No. 224, s. In 2011, institutionalized *National Reading Month* was established to promote literacy, strengthen cultural identity, and encourage reading as a shared activity. Complementary policies like the *No Read, No Move* initiative seek to eradicate non-readers by identifying struggling learners and improving their reading proficiency. As Cabarleja (2014) reminds, literacy is a right and a shared responsibility among teachers, administrators, and parents.

Reading materials and literacy development

Access to books and stimulating reading environments is essential to developing a lifelong reading habit. Children surrounded by engaging storybooks tend to read more and develop imagination, critical thinking, and empathy (Smith, 2009; Esteron, 2014). Recreational reading programs should balance structured and free reading to foster both comprehension and enjoyment.

Importance of learning materials in teaching

Teaching and learning materials are indispensable tools that enhance instruction, improve lesson structure, and promote differentiated learning (Watchons, 2014). These resources—ranging from worksheets to digital content—help teachers cater to diverse learning styles and sustain student engagement. Well-developed materials encourage independent study, creativity, and mastery of concepts.

Core components and approaches to reading

Gray (2013) identified five key skills essential for reading proficiency: identifying main ideas, sequencing events, recalling facts, making inferences, and understanding vocabulary. These components serve as the foundation for comprehension and critical analysis. Various approaches—such as Bloomfield’s alphabet-based method, Fries’ linguistic transfer model, and the Personalized Reading Approach—highlight the importance of phonics, contextual learning, and learner autonomy (Villamin, 2014).

Improving reading comprehension

Improving comprehension requires consistent practice through both guided and leisure reading. Learners benefit from reflective reading strategies, such as summarizing difficult sections, reading aloud, re-reading passages, and discussing texts with peers (Wabisabi Learning, 2017; Roda, 2016). Vocabulary development, critical questioning, and gradual skill-building further strengthen comprehension abilities.

Challenges in teaching Filipino

Despite numerous literacy initiatives, challenges persist in teaching the Filipino language. Reports reveal shortages of printed learning materials, forcing teachers to improvise or shoulder expenses (Mateo, 2019). Furthermore, many students struggle with Filipino due to limited reading comprehension and the growing preference for English communication (Summit Express, 2018). The Department of Education continues to review the curriculum to address these gaps and enhance Filipino language instruction.

Theoretical framework

This study is anchored on several theories that collectively explain the process of reading comprehension and the significance of contextualized learning.

Schema theory (Carrel & Eiserhold, 1983, as cited in An, 2017) posits that reading comprehension is an interactive process between the reader's background knowledge and the text. Understanding occurs when new information is connected to prior experiences. Two processes operate simultaneously: *bottom-up processing*, which focuses on decoding textual details, and *top-down processing*, which draws from existing knowledge to predict and confirm meaning. This theory supports the use of contextualized reading materials that draw on learners' familiar experiences, enabling them to better construct meaning and engage with the text.

John dewey's theory of reason emphasizes that thinking arises from problem-solving and interaction with one's environment. Dewey believed that learning occurs when individuals confront real-life situations that require reflection and inquiry. Applied to reading, this theory highlights that comprehension develops when learners actively connect textual content to their cultural context, needs, and interests, thereby cultivating critical and reflective thinking (Gregorio, 2010).

Finally, the **Theory of localization and contextualization** advocates adapting global educational resources to fit local contexts. It emphasizes learning that is hands-on, relevant, and rooted in real-world experiences. By situating reading within familiar cultural and linguistic settings, learners find meaning in lessons that reflect their own realities. This approach promotes engagement, deeper understanding, and the integration of knowledge across learning areas.

Together, these theories provide the foundation for developing localized and contextualized reading materials in *Filipino 6*, ensuring that learning becomes meaningful, culturally relevant, and responsive to students' lived experiences.

Conceptual framework

This study follows the **Input–Process–Output (IPO) framework** to guide the development and validation of localized supplementary reading materials in *Filipino* for basic education learners.

The **input** includes the level of implementation of the intermediate *Filipino* curriculum, particularly its standards and components of reading comprehension, as well as the preparation of reading materials and

their content validity based on localization, contextualization, instructional characteristics, assessment, and visual layout.

The **process** involves analyzing the gathered data to inform the design and planning of the materials. An initial draft of the localized reading materials is then developed and subjected to expert validation, focusing on the five components. Based on the panel's feedback, revisions are incorporated to produce the final version of the materials.

The **output** of the study is a validated set of localized supplementary reading materials in *Filipino* designed to enhance learners' reading comprehension and support curriculum implementation in the school of basic education.

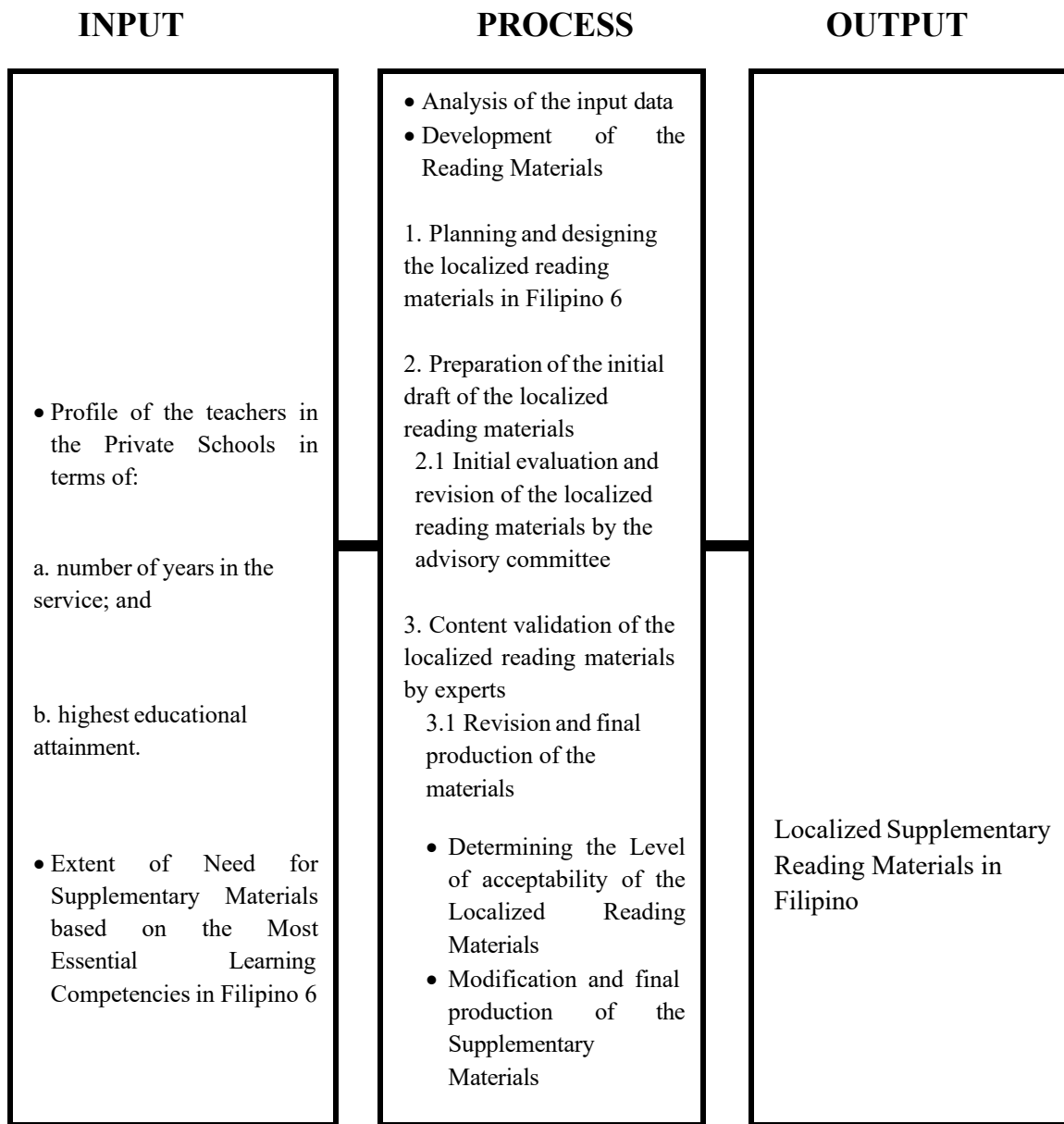


Figure 1. Research Paradigm

Statement of the problem

This study was conducted to develop localized supplementary reading materials in Filipino 6.

More specifically, it tried to answer the following questions:

1. What is the profile of the teachers in the private schools in terms of:
 - a. number of years in the service; and
 - b. Highest educational attainment?
2. What is the extent of need for supplementary reading materials for the Most Essential Learning Competencies in Filipino 6?

Scope and delimitations of the study

This research developed localized supplementary reading materials in Filipino 6. In the evaluation of the reading materials, the aspects that the panel of experts looked into are the following: localization, contextualization, and instructional characteristics, which include the objectives, content, activities, assessment, and visuals and layout.

The study was delimited to the following: The localized supplementary reading materials in Filipino will be for the Grade 6 pupils. The teacher respondents were from all private elementary schools of the three (3) schools divisions of Batac City, Laoag City and Ilocos Norte but delimited to Grade 6 classes; and the reading materials developed were validated by the panel of experts who were selected based on their educational qualifications, Filipino as their field of specialization, their outputs in curriculum materials writing, and length of service as teacher in Filipino.

Research methodology

This chapter presents the overall plan and the data gathering procedures to be undertaken, which include the research design, source of data, locale of the study, population and sampling, instrumentation and data collection, and tools for data analysis.

Research design

This study utilized the Research and Development (R and D) methodology. According to Gay (1997) as cited by Frez (2016), this is fundamentally a process intended to develop education outputs that can be utilized and extended over a vast areas once completed products are field tested and revised until a pre-specified level of effectiveness is achieved.

This study employed three major stages with basic phases or steps to come up with localized supplementary reading materials in Filipino for Grade 6 learners in all the private schools in the Schools Divisions of Ilocos Norte, Laoag City, and City of Batac based on the reading comprehension skills to be developed at the grade school level.

The following stages will be followed:

Planning stage. A survey questionnaire was distributed and completed by the target respondents to determine the competencies that are included in the most essential learning competencies (MELCs) that can appropriately be presented with the use of localized supplementary reading materials. This stage involved library research to be able to identify the principles and format to be followed in the preparation of localized supplementary reading materials in Filipino.

Development stage. This stage included the analysis of the gathered data through the use of appropriate statistical tools. The results were properly interpreted and served as the basis for the development of localized supplementary reading materials.

Validation stage. A group of experts composed of Education Program Supervisors in Filipino, Master Teachers, and Filipino language experts determined the validity of the localized supplementary reading materials based on the following criteria: localization, contextualization, and instructional characteristics. The validated localized supplementary reading materials were presented to key teachers in Filipino to identify their acceptability as to clarity, usefulness, language and style, illustrations, presentations, suitability, and cultural aspect.

Sources of data

Locale of the Study. This study was conducted in all private schools in the schools divisions of Ilocos Norte, Laoag City, and City of Batac. Filipino teachers teaching in Grade 6 provided the data needed to be able to develop localized supplementary reading materials in Filipino 6, necessary for their reading progress.

Population and Sampling. The population of the study included the Grades 5 and 6 Filipino teachers in all private elementary schools in the three divisions of Ilocos Norte, Laoag City and City of Batac.

Table 1. Distribution of Filipino Teachers in all Private Elementary Schools of the Three (3) Schools Divisions of City of Batac, Laoag City and Ilocos Norte (n=34)

Name of School	Number of teachers teaching Filipino
CITY OF BATAC	
Immaculate Conception Academy	1
Living Rock Christian School of Excellence	1
ILOCOS NORTE	
Igama Colleges Foundation, Inc.	1
St. Elizabeth Elementary School	1
Dingras Faith Academy, Inc.	1
St. Gabriel Catholic School	1
St. James Academy of Pasuquin, Ilocos Norte, Inc.	1
Sta. Rosa Academy of San Nicolas Ilocos Norte, Inc.	1

Faith Bible Baptist Academy	1
Alejandro Cabelina Christian Academy, Inc.	1
The Riverdeep Academy, Inc.	1
Saint Joseph Educational Center of Dingras, Inc.	1
Saviours Christian Academy of Pasuquin, Inc.	1
Paoay Faith Academy Inc.	1
St. Andrew Grade School	1
Kids' Kollege Marcos Ilocos Norte, Inc.	1
God Father Learning Center of Pagudpud, Ilocos Norte	1
Atty. Sixto Pedro Memorial Christian Academy	1
Caterpillar Centre for Early Learners Inc.	1
Ilocos Norte Adventist School Inc.	1
Kids' Kollege, Inc.	1
Maranatha Christian School of Laoag Inc.	1
Saved by Grace Christian Academy Inc.	1
St. Santiago School Foundation Inc.	1
The Living Gales of Praise Christian School Inc.	1
Bible Believing Baptist Church	
Education Ministries	1
Foundation Inc.	1
Northside Bible Baptist Academy Inc.	1
Padre Annibale Integrated School, Inc.	1
Holy Spirit Academy of Laoag	1
International School of the Arts, the Languages and the	1
Academe	
Our Saviour's Foundation Inc.	1
Divine Word College of Laoag	1
Northern Christian College- Basic Education School	1
Northwestern University	1
TOTAL	34

Source of data:

Schools Division of Ilocos Norte – Schools Division of Ilocos Norte (SDOIN). (n.d.).

Instrumentation and data collection

A set of instruments was used by the researcher with the approval of the advisory committee.

Rating Scale on the Competencies in MELCs that Need the Preparation of Localized Reading Materials in Filipino. This includes the competencies in Filipino that are included in the prescribed curriculum in the grade school that need the preparation of localized supplementary reading materials in Filipino to enhance the learners comprehension skills. The second tool was a rating scale to identify the content validity and acceptability of the supplementary reading materials.

The scale and descriptive interpretation specified below were used.

Scale	<i>Descriptive Interpretation</i>
5	Very much needed (VMN)
4	Much needed (MN)
3	Moderately needed (MN)
2	Slightly needed (SN)
1	Not needed (NN)

Rating scale to determine the content validity of the contextualized reading materials. The study's contribution is a set of localized supplementary reading materials based on the Most Essential Learning Competencies (MELCs) in Filipino, which are included in the prescribed elementary curriculum in Filipino. The researcher developed a content validation instrument that was used to evaluate the essential aspects of the localized supplementary reading materials, namely: localization, contextualization, and instructional characteristics.

Prior to the gathering of data, some steps were undertaken by the researcher. A letter of request was prepared and submitted to the superintendents of the schools' divisions for permission to administer the questionnaire.

Upon approval, a copy of the approved request was attached to the questionnaire. The questionnaire was given to the intended respondents personally or through their email addresses. The respondents were advised to fill in the questionnaire and then collected and checked immediately to find out whether all items were answered or not.

Based on the results of the survey, the localized supplementary reading materials were developed. After which, the researcher determined the content validity of the materials with the help of a panel of experts carefully selected by the members of the advisory committee and the researcher.

For evaluating the localized supplementary reading materials, the scale and descriptive interpretation written below were used.

Scale	<i>Descriptive Interpretation</i>	
5	Very strongly agree (VSA)	Very highly valid (VHV)
4	Strongly agree (SA)	Highly valid (HV)
3	Moderately agree (MA)	Moderately Valid (MV)
2	Strongly disagree (SD)	Slightly valid (SV)
1	Very strongly disagree (VSD)	Not valid (NV)

Rating Scale to Determine the Level of Acceptability of the Materials. A questionnaire was prepared, validated, and utilized to determine the level of acceptability of the contextualized reading materials based on the following criteria: clarity, usefulness, language and style, illustrations, presentations, suitability, and cultural aspect. The level of acceptability of the lessons was evaluated by Filipino teachers in the three schools divisions.

Scale	<i>Descriptive Interpretation</i>
5	Very highly acceptable (VHA)
4	Highly acceptable (HA)
3	Moderately acceptable (MA)

2 Slightly acceptable (SA)

1 Not acceptable (NA)

Tools for data analysis

Weighted mean was used to determine: 1) the extent of need for supplementary reading materials competencies in Panitikan 6 that need supplemental reading materials, 2) content validity of the materials based on the set of criteria, namely: localization, contextualization, and instructional characteristics, and 3) level of acceptability of the materials.

For interpreting the teachers' perceptions on the need for localized supplementary reading materials, the scale and descriptive interpretation below were used:

Scale	Range of Mean Values	Descriptive Interpretation
5	4.51-5.00	Very much needed (VMN)
4	3.51-4.50	Much needed (MN)
3	2.51-3.50	Moderately needed (Mod N)
2	1.51-2.50	Slightly needed (SN)
1	1.00-1.50	Not needed (NN)

The content validity of the localized supplementary reading materials was analyzed and interpreted using the following:

Scale	Range of Mean Values	Descriptive Interpretation
5	4.51-5.00	Very highly valid (VHV)
4	3.51-4.50	Highly valid (HV)
3	2.51-3.50	Moderately valid (MV)
2	1.51-2.50	Slightly valid (SV)
1	1.00-1.50	Not valid (NV)

Meanwhile, the level of acceptability of the localized supplementary reading materials was analyzed and interpreted using the following:

Point Score	Range of Mean Values	Descriptive Interpretation
5	4.51-5.00	Very highly acceptable (VHA)
4	3.51-4.50	Highly acceptable (HA)
3	2.51-3.50	Moderately acceptable (MA)
2	1.51-2.50	Slightly acceptable (SA)
1	1.00-1.50	Not acceptable (NA)

Data presentation and analysis

This chapter presents the analysis and interpretation of the data gathered by the researcher. The discussion includes the profile of respondents and the extent of need for localized supplementary reading materials. It also presents a description of the localized supplementary reading materials, and the results of the content validity and the level of acceptability of the materials.

Profile of the respondents

This section presents the profile of the respondents in terms of the number of years in the service and educational qualifications. This is reflected in Table 2.

Problem 1: What is the profile of the teachers in the private schools in terms of:

a. number of years in the service; and

b. highest educational attainment?

Table 2. Profile of the respondents (n = 34)

Profile	Frequency	Percentage
Number of years in the service		
30-35	5	14.71
25-29	1	2.94
20-24	3	8.82
15-19	5	14.71
10-14	4	11.76
5-9	2	5.88
1-4	14	41.18
Mean = 12.47		
SD = 10.71		
Educational qualifications		
With Master's degree units	2	5.88
Bachelor's degree	32	94.12

Source of data: Schools Division of Ilocos Norte – Schools Division of Ilocos Norte (SDOIN). (n.d.).

Number of years in the service. It appears from the table that the mean years in the service of the respondents is 12.61 years. This implies that they have already gained the knowledge, skills and values vital to the teaching and learning process. They can plan, implement, and manage learning activities that promote learning based on the learning needs of their pupils.

It can also be seen in the table that the majority of the respondents (18 or 52.94%) are in the service for at least 10 years and five of them are in the range 30-35 years. This result suggests that these teachers manifest an in-depth and sophisticated understanding of Filipino 6 in terms of content and pedagogy. Also, they are more adept in problem solving and are able to optimize opportunities in creating lifelong impact in the lives of their colleagues, learners, and others.

It is also worth-noting from the table the great number (14 or 41.18%) of beginning teachers teaching Filipino in the private schools. This indicates that these teachers have gained the qualifications

recognized for entry into the teaching profession. However, they still seek advice from experienced colleagues to consolidate their teaching practice.

Also, the number of Filipino teachers in the range 1-4 years provides a clear picture of the very fast turn-over of teachers in the private schools. This means that some teachers would transfer to public schools after few years of stay in the private schools. As pointed out by DepEd Sec. Briones (2018), more teachers now would rather work in public schools than private learning institutions because of better pay.

Educational qualifications. As shown in the table, almost all the respondents (32 or 94.12%) have finished bachelor's degree and only two (5.88%) have earned master's degree units. This result suggests that advancing a degree is not yet a priority of most Filipino teachers in the private schools since increase in the salary or promotion does not depend much on the degree earned. Moreover, taking master's degree would entail financial consideration since what they receive as salary is just enough to meet their daily family needs. These implications can be reflected from the responses of the respondents below.

Problem 2: What is the extent of need for supplementary reading materials for the most essential learning competencies in Filipino 6?

Table 2.a. Extent of need for supplementary reading materials for the most essential learning competencies in Filipino 6 for quarter I (n = 34)

No	Most essential learning competencies	Mean	Descriptive interpretation
1	Nasasagot ang mga tanong tungkol sa napakinggang/nabasang pabula, kuwento, tekstong pang-impormasyon at usapan	4.55	Very Much Needed
2	Nasasagot ang tanong na bakit at paano	4.51	Very Much Needed
3	Nagagamit nang wasto ang mga pangngalan at panghalip sa pakikipag-usap sa iba't ibang sitwasyon	4.23	Much Needed
4	Nabibigyang kahulugan ang kilos at pahayag ng mga tauhan sa napakinggang pabula	4.17	Much Needed
5	Nabibigyang kahulugan ang sawikain	4.25	Much Needed
6	Napagsunod-sunod ang mga pangyayari sa kuwento sa tulong ng nakalarawang balangkas at pamatnubay na tanong	4.09	Much Needed
7	Nakapagbibigay ng hinuha sa kalalabasan ng mga pangyayari bago, habang at matapos ang pagbasa	4.03	Much Needed
8	Nagagamit nang wasto ang mga panghalip na panao, paari, pananong, pamatlig, pamaklaw sa pakikipag-usap sa iba't ibang sitwasyon	4.60	Very Much Needed

9	Nasusuri ang mga kaisipan/tema/ layunin/tauhan/tagpuan at pagpapahalagang nakapaloob sa napanood na maikling pelikula	4.30	Much Needed
10	Nakapagbibigay ng sarili at maaring solusyon sa isang suliraning naobserbahan sa paligid	4.25	Much Needed
11	Nakapagbibigay ng angkop na pamagat sa binasang/napakinggang talata	4.03	Much Needed
12	Naipapahayag ang sariling opinyon o reaskyon sa isang napakinggang balita isyu o usapan	3.89	Much Needed
13	Nagagamit ang pangkalahatang sanggunian sa pagsasaliksik	3.56	Much Needed
14	Nakasusulat ng kuwento; talatang nagpapaliwanag at nagsasalaysay	3.52	Much Needed
Composite Mean		4.14	Much Needed

Source of data: *Grade 6 Filipino - Most essential learning competencies.* (2022). TeacherPH.

Legend:

Range of Means	Descriptive Interpretation
4.51-5.00	Very Much Needed (VMN)
3.51-4.50	Much Needed (MN)
2.51-3.50	Needed (N)
1.51-2.50	Slightly Needed (SN)
1.00-1.50	Not Needed (NN)

This suggests that the respondents tend to believe that learning the concepts on pabula, pangngalan, panghalip, sawikain, maikling pelikula, and pagkukwento can be enriched with the adoption of contextualized and localized supplementary reading materials. As the respondent explained it, supplementary reading materials that are contextualized and localized can improve reading skills and allow pupils to make sense of their national and local heritage.

The concept of contextualizing and localizing reading materials lends support to the study of de Lara (2018). The author claimed that it is more acceptable to localize and contextualize the learning materials for pupils to instill the values of nationalism and patriotism.

It can also be noted from the table that out of the 14 most essential learning competencies, three of which were rated by the respondents as very much needed. These items include nagagamit nang wasto ang mga panghalip na panao, paari, pananong, pamatlig, pamaklaw sa pakikipag-usap sa iba't ibang sitwasyon ($x = 4.60$), nasasagot ang mga tanong tungkol sa napakinggang/nabasang pabula, kuwento, tekstong pang-impormasyon at usapan ($x = 4.55$), and, nasasagot ang tanong na bakit at paano ($x = 4.51$). This indicates that the respondents recognized the significance of available materials about panghalip, pabula, and pagtatanong na bakit at paano to facilitate deeper understanding and assimilation of ideas for maximum learning. This finding is supported by the claim of the one of the respondents below:

According to Wasburne, J. (2012), the teacher in a democracy must be a habitual reader of professional books and magazines and should give the pupils the maximum degree of participation in the activities of the school compatible with their physical and mental maturity. Pupils learn to read by practicing; if in school, an atmosphere of democracy prevails.

Of those rated much needed, the lowest ratings were obtained on the three competencies, namely, naipapahayag ang sariling opinyon o reaskyon sa isang napakinggang balita isyu o usapan ($x = 3.89$) nagagamit ang pangkalahatang sanggunian sa pagsasaliksik ($x = 3.56$) and nakasusulat ng kuwento; talatang nagpapaliwanag at nagsasalaysay ($x = 3.51$)

Table 3.b displays the respondents' perceived need for supplementary reading materials for each of the most essential learning competencies in Filipino 6 for Quarter II.

It can be gleaned from the table that there is a need to develop supplementary reading materials for the competencies. This is shown by the composite mean of 4.19 with a corresponding descriptive interpretation of much needed.

In particular, the respondents claimed that supplementary reading materials are very much needed along the four indicators, namely, nagagamit ang iba't ibang salita bilang pang-uri at pang-abay sa pagpapahayag ng sariling ideya ($x = 4.67$) nakasusulat ng sulating di pormal, pormal, liham pangangalakal at panuto ($x = 4.55$) napag-uugnay ang sanhi at bunga ng mga pangyayari ($x = 4.53$) and nakapagtatala ng datos mula sa binasang teksto ($x = 4.52$) This implies that meaningful understanding of the concepts on pang-uri and pang-abay is best achieved

Table 2.b. Extent of need for supplementary reading materials for the most essential learning competencies in Filipino 6 for quarter II (n = 34)

No	Most essential learning competencies	Mean	Descriptive interpretation
1	Nasasagot ang mga tanong tungkol sa napakinggang/ nabasang talaarawan at anekdota	4.01	Much Needed
2	Naibabahagi ang isang pangyayaring nasaksihan	4.17	Much Needed
3	Nagagamit ang dating kaalaman sa pagbibigay ng wakas ng napakinggang teksto	4.15	Much Needed
4	Nababago ang dating kaalaman batay sa natuklasan sa teksto	4.07	Much Needed
5	Naibibigay ang maaaring mangyari sa teksto gamit ang dating karanasan/kaalaman	4.50	Much Needed
6	Nagagamit nang wasto ang kayarian at kailanan ng pang-uri sa paglalarawan sa iba't ibang sitwasyon	4.01	Much Needed
7	Nailalarawan ang tauhan batay sa damdamin nito at tagpuan sa binasang kuwento	3.85	Much Needed

8	Nasasabi ang paksa/mahahalagang pangyayari sa binasang/napakinggang sanaysay at teksto	3.58	Much Needed
9	Nagagamit nang wasto ang aspekto at pokus ng pandiwa (aktor, layon, ganapan, tagatanggap, garnit, sanhi, direksiyon) sa pakikipag-usap sa ibat ibang sitwasyon	4.23	Much Needed
10	Nagagamit ang uri ng pang-abay (panlunan, pamaraan, pamanahon) sa pakikipag-usap sa ibat ibang sitwasyon	3.83	Much Needed
11	Napag-uugnay ang sanhi at bunga ng mga pangyayari	4.53	Very Much Needed
12	Nagagamit ang iba't ibang salita bilang pang-uri at pang-abay sa pagpapahayag ng sariling ideya	4.67	Very Much Needed
13	Nakapagtatala ng datos mula sa binasang teksto	4.52	Very Much Needed
14	Nakasusulat ng sulating di pormal, pormal, liham pangangalakal at panuto	4.55	Very Much Needed
Composite Mean		4.19	Much Needed

Source of data:

Grade 6 Filipino - Most essential learning competencies. (2022). TeacherPH.

When supplemented by various reading materials. Further, it means that learners can do formal and informal writing, identify data from text, and establish cause-and-effect relationships better when they are exposed to a lot of valid and acceptable reading materials.

As claimed by one of the respondents, supplementary reading materials can provide support in learning and in achieving success. This is reflected by the response of the interviewee below:

The answer of the respondent was strengthened by Esteron (2014). According to him, reading different books and other reading materials provides learners with chances to read and enrich their comprehension through discussion with classmates, or under the guidance of the teacher, in which they can express their own opinion or ideas using the different parts of speech, like adjectives, adverbs, and others.

Although they received the lowest rating, the competencies that relate with paglalarawan ng tauhan batay sa damdamin nito at tagpuan sa binasang kuwento ($x = 3.85$), paggamit ng mga uri ng pang-abay sa pakikipag-usap sa ibat ibang sitwasyon ($x = 3.81$), and pagsasabi ng paksa/mahahalagang pangyayari sa binasang/napakinggang sanaysay at teksto ($x = 3.58$) still need attention in the making of supplementary materials as they still received the descriptive rating of much needed.

According to an educator, Philippe Hernandez, engaging activities and tasks provided by reading materials can hone the skills of the learners, especially in comprehension and identification of important facts.

Table 2.c. Extent of need for supplementary reading materials for the most essential learning competencies in Filipino 6 for quarter III (n = 34)

No	Most essential learning competencies	Mean	Descriptive interpretation
1	Nasasagot ang mga tanong tungkol sa napakinggang/ binasang ulat at tekstong pang-impormasyon	4.01	Much Needed
2	Nakapagbibigay ng lagom o buod ng tekstong napakinggan	4.12	Much Needed
3	Naiisa-isa ang mga argumento sa binasang teksto	4.17	Much Needed
4	Naibibigay ang impormasyong hinihingi ng nakalarawang balangkas	4.57	Very Much Needed
5	Nagagamit nang wasto ang pang-angkop at pangatnig	4.75	Very Much Needed
6	Nakabubuo ng mga bagong salita gamit ang panlapi at salitang-ugat	4.80	Very Much Needed
7	Nasusuri kung ang pahayag ay opinyon o katotohanan	3.80	Much Needed
8	Nakapag-uulat tungkol sa pinanood	4.00	Much Needed
9	Nagagamit sa usapan at iba't ibang sitwasyon ang mga uri ng pangungusap	4.10	Much Needed
10	Naiuugnay ang binasa sa sariling karanasan	4.20	Much Needed
11	Nakakakuha ng impormasyon sa pamamagitan ng pahapyaw na pagbasa	4.17	Much Needed
12	Nakasusulat ng tula at sanaysay na	3.51	Much Needed
Composite Mean		4.18	Much Needed

Source of data: *Grade 6 Filipino - Most essential learning competencies*. (2022). TeacherPH.

The composite mean of 4.18, interpreted as much needed, suggests that the teachers recognized the necessity of producing supplementary reading materials to achieve meaningful understanding of the key ideas, concepts, and principles for better communication, improved critical thinking, and gainful appreciation of the Filipino language, literature, and culture. As supported by the claim of one respondent,

According to Kellough (2012), books and other reading materials should aim to let learners discover personal meanings and develop their own perceptions about themselves and their culture.

A closer scrutiny of the table shows that each of the learning competencies needs additional materials for the pupils to read and answer, as reflected in the ratings made by the teacher-respondents, in which the means range from 3.51 to 4.80, with corresponding descriptive interpretation of much needed to very much needed.

Specifically, three out of the 10 learning competencies received the highest ratings with descriptive interpretation equivalent to very much needed. These competencies include naiisa-isa ang mga argumento sa binasang teksto ($x = 4.57$), nagagamit nang wasto ang pang-angkop at pangatnig ($x = 4.75$), and nakabubuo ng mga bagong salita gamit ang panlapi at salitang-ugat ($x = 4.80$).

On the other hand, the least rated competencies in term of necessity for additional reading materials include nakasusulat ng tula at sanaysay na naglalarawan ($x = 3.51$) and nasusuri kung ang pahayag ay opinyon o katotohanan ($x = 3.80$). Although they were rated the lowest, the teacher-respondents still believed that these competencies should be included in the package of learning materials to be made, as they form an essential understanding of the pupils to advance to higher learning endeavors in Filipino. This is taken from Watchon's (2014) point of view about critical reading. By reading critically, learners think and analyze. Often, reading poems, stories, or essays can lead the learner to a decision on whether or not to believe in what the author says.

Table 3.d shows the teacher-respondents' mean ratings on the necessity to prepare supplementary reading materials for the 10 most essential learning competencies related to reading in Filipino 6, Quarter IV.

Overall, the teacher-respondents saw the need for supplementary reading materials as reflected in the composite mean of 3.41 (Needed). Such a result, however, suggests that the extent of need for the said material is not as much as that in the other competencies. Specifically, items 6 to 10 in the table were rated slightly needed to needed with corresponding mean ratings ranging from 2.13 to 3.15. This finding could be due to the

Table 2.d. Extent of need for supplementary reading materials for the most essential learning competencies in Filipino 6 for quarter IV (n = 34)

No	Most essential learning competencies	Mean	Descriptive interpretation
1	Nakagagawa ng patalastas at usapan gamit ang iba't ibang bahagi ng pananalita	4.53	Very Much Needed
2	Napapangkat ang mga salitang magkakaugnay	4.15	Much Needed
3	Naipahahayag ang sariling opinyon o reaksiyon sa isang napakinggang balita isyu o usapan	4.21	Much Needed
4	Nasusuri ang pagkakaiba ng kathang isip at di-kathang isip na teksto (fiction at non-fiction)	4.25	Much Needed
5	Napaghahambing-hambing ang iba't ibang uri ng pelikula	4.18	Much Needed
6	Nakagagawa ng dayagram ng ugnayang sanhi at bunga ng mga pangyayari / problema-solusyon	3.15	Needed
7	Nakapagtatanong tungkol sa impormasyong inilahad sa dayagram, tsart, mapa at graph	2.18	Slightly Needed
8	Naipahahayag ang sariling opinyon o reaksiyon sa isang napakinggang balita isyu o usapan	2.13	Slightly Needed

9	Nakasusulat ng ulat, balitang pang-isport, liham sa editor, iskrip para sa radio broadcasting at teleradyo	3.15	Needed
10	Nagagamit ang pangkalahatang sanggunian sa pagtitipon ng mga datos na kailangan	2.18	Slightly Needed
Composite Mean		3.41	Needed

Source of data: *Grade 6 Filipino - Most essential learning competencies*. (2022). TeacherPH.

Availability of other resource materials that are already being adopted in related fields. Respondent 4 explained that materials in Araling Panlipunan, Science, Mathematics, and English can be utilized to discuss topics on diagrams, charts, maps, and graphs. As mentioned by Respondent 4,

Pwede naming gamitin ang ilang mga babasahing na ginagamit sa ibang asignatura tulad ng Araling Panlipunan, Agham, Matematika, at English. (We can use reading materials from other subjects like Araling Panlipunan, Science, Mathematics, and English.)

- Respondent

The claim of respondent 4 is supported by Gregorio (2014) that a variety of reading materials involves a complex cognitive process of decoding written symbols. It is a linguistic, socio-cultural, physical, and cognitive activity that involves getting meaning from and putting meaning into printed text and relating it to other fields of knowledge.

Nonetheless, the first item in the list was rated very much needed with a mean rating of 4.53. This indicates that teachers could best enrich their discussion on patalastas at usapan gamit ang iba't ibang bahagi ng pananalita with the aid of supplementary reading materials.

According to Gregorio (2014), learners are better stimulated and challenged by letting them read dialogues to which they are exposed. Learners can dissect it into components to make sure it's fully internalized.

Also, items 2 to 5, which were rated as much needed, require the development of additional materials, as these competencies could be explained using other materials that are different from what is already available.

Table 2.e presents the summary on the perceived extent of need for supplementary reading materials for the most essential learning competencies in Filipino 6 of the teacher-respondents in private elementary schools.

The overall mean of 3.98, interpreted as much needed, indicates that there is a perceived need to develop contextualized supplementary reading materials in Filipino 6 to address the attainment of the most essential learning competencies that relate to reading skills. Further, the result implies that the respondents recognize the importance of contextualizing and localizing learning to develop the habit of reading and

Table 2.e. Summary of results on the extent of need for reading materials

Quarter	Composite mean	Descriptive interpretation
Quarter I	4.14	Much Needed
Quarter II	4.19	Much Needed
Quarter III	4.18	Much Needed
Quarter IV	3.41	Much Needed
Overall Mean	3.98	Much Needed

To improve the reading comprehension of pupils. Hence, the development of such supplementary material is necessary.

It is worth noting that the composite mean for each quarter is within the range of 3.41 to 4.19, which is interpreted as much needed. This finding suggests that the most essential learning competencies could be achieved with the design of an appropriate learning material that is fitted into the context of the learners.

As a summary, topics in Quarter I which need localized supplementary reading materials shall focus on pabula, pangngalan, panghalip, sawikain, maikling pelikula, pagkukwento, and pagtatanong na bakit at paano.

For Quarter II, the reading materials are expected to help learners understand the concepts of pang-uri, pang-abay, and sanhi at bunga. They will also include the development of competencies that relate to paglalarawan ng tauhan, pagsasabi ng paksa/mahahalagang pangyayari, and pagsulat ng di pormal, pormal at liham pangangalakal.

On the other hand, Quarter III needs reading materials that shall provide opportunities for the learners to gain meaningful understanding about pang-angkop, pangatnig, and panlapi at salitang-ugat. Materials that make learners master the competencies on nakasusulat ng tula at sanaysay na naglalarawan and nasusuri kung ang pahayag ay opinyon o katotohanan.

Lastly, supplementary reading materials are much needed in Quarter IV, in particular, on the competencies that focus on patalastas at usapan gamit ang iba't ibang bahagi ng pananalita, salitang magkakaugnay, kathang isip at di-kathang isip na teksto, and iba't ibang uri ng pelikula.

Description of the localized supplementary reading materials in Filipino

The purpose of the localized supplementary reading materials is to help the Grade 6 learners improve their reading skills in Filipino. The localized supplementary reading materials are based on the K to 12 Basic Education Curriculum and were prepared based on the results of this study.

The following is a brief description in Filipino.

Ang mga Suplementong Babasahin sa Filipino ay maingat na inihanda upang matugunan at pagyamanin ang mga layunin ng isinusulong na programa ng K to 12 Curriculum ng DepEd.

Isinaalang-alang ng mga suplementong babasahin sa Filipino ang mga sumusunod na mga pamantayang pangnilalaman ng nasabing kurikulum: wikang binibigkas; kamalayan sa ponolohiya; palabigkasan at pagkilala sa salita; gramatika; pag-unlad ng bokabularyo; kaalaman sa mga bayang matatagpuan sa Ilocos Norte, kultura ng mga ilocano; pag-unawa sa napakindinggan; pag-unawa sa binasa; tatas, pagbabaybay, pagsulat, komposisyon; pakikitungo sa wika, literasi, at panitikan; at mga estratehiya sa pag-aaral.

Upang higit pang malinang ang kawilihan, pagkaunawa, katatasan, pagkamalikhain, at pagmamahal sa ating kultura, sinikap ding maihatid sa mga batang mambabasa ang mga sumusunod:

1. piling mga seleksyon o akda na inaasahang aakit sa kanila upang lalo pang magbasa;
2. pinagyamang mga pagsasanay sa pakikinig, pagsasalita, pagbasa, at pagsulat na lumilinang ng mataas na antas ng pag-iisip;
3. makahulugang pagsasanib ng mga aralin sa Wika at Pagbasa na iniuugnay sa mga iba't ibang bayan ng Ilocos Norte;
4. pagsasabuhay ng mga aral na natutuhan sa seleksyon o akda, na humihikayat sa higit pang pagpapahalaga sa magandang tradisyon at pag-uugali nating mga Pilipino;
5. kawili-wiling mga pagsasanay na lumilinang ng pagkamalikhain ng mga mambabasa; at
6. lokalisasyon at kontekstwalisasyon ng mga iba't ibang akdang pampanitikan na magpapalawak sa kaalaman at karanasan ng mga batang mambabasa.

Inaasahang makakatulong nang malaki sa mga mag-aaral at mga guro ang mga inihandang gawain sa mga lokalisadong suplementong babasahing ito.

Discussion

This study was conducted to develop and validate localized supplementary reading materials in Filipino. Specifically, it tried to determine the competencies taught in Filipino that need the preparation of materials, the content validity, and the level of acceptability of the reading materials.

The study used the Research and Development (R and D) methodology, which involves three fundamental stages, namely: Planning, Development, and Validation. A bibliographic survey of related literature that supports and strengthens the study. Using a survey questionnaire, the data on the extent of

need for materials were gathered from the respondents, consisting of 34 teachers who are teaching Filipino 5 and 6 in all private schools in the School Division of Ilocos Norte, City of Batac, and Laoag City.

The results of the study were used as the basis for the development of localized supplementary reading materials for teaching Filipino 6. The set of reading materials was validated by Education Program Supervisors for Filipino instructional materials writers and teachers who are experts in Filipino. Revisions of the localized supplementary reading materials were made based on the comments and suggestions of the panel of validators. Then, the level of acceptability was determined by some selected Filipino teachers in the private schools.

Weighted mean was used to determine the needs for supplementary reading materials, content validity, and the level of their content, and the teachers' evaluation of their acceptability. The range interval of mean scores given by De leon (2009) as cited by Ramos (2018) was adopted.

The obtained overall mean of 3.98, interpreted as much needed, indicated that the competencies in Filipino 6 need localized supplementary reading materials as perceived by the teacher-respondents. Such need was highest for the competencies in Quarter II, based on the obtained composite mean of 4.19, while the need for Quarter IV was lowest, as indicated by the composite mean of 3.41.

Localized supplementary reading materials were developed based on the results of the questionnaire to determine the extent of need for materials using the learning competencies in Grade 6, based on the K to 12 curriculum.

The Localized Supplementary Reading Materials in Filipino 6 contain 14 localized reading materials. The activities, examples, and exercises were anchored on the Most Essential Learning Competencies issued by DepEd in response to the current situation.

The Content of the materials was validated by the panel of experts in terms of localization, contextualization, and instructional characteristics. The obtained overall mean of 4.58 showed that the localized supplementary reading materials are very highly valid.

The level of acceptability was also evaluated in terms of clarity, usefulness, language and style, illustrations, presentations, suitability, and cultural aspects. It was found that the material is very highly acceptable, as indicated by the overall mean. 4.68. Theoretical implications of this study highlight how supplemental reading materials provided on the Most Essential Learning Competencies in the Filipino curriculum address learning contextualization. It corroborates educational theories supporting the need for culturally responsive materials and a focus on the learners in language learning. This validation process also addresses the body of studies on the development of instructional materials, particularly in the context of the research and development cycle, and highlights the nexus between curriculum alignment and the effectiveness of the materials.

Practically, this study provides a model for educators and curriculum developers to create tailored supplementary reading materials that meet the specific linguistic and cultural needs of Filipino 6 learners in various local contexts. The high content validity and acceptability suggest these materials can improve comprehension, engagement, and overall literacy outcomes. School divisions and education policymakers may use these findings to adopt or adapt similar resources, ensuring alignment with the K to 12 curriculum while addressing localized learner needs. Teachers gain a validated resource that can be readily integrated into their instruction, thus enhancing teaching effectiveness and student learning experiences.

Conclusions

Based on findings of the study, the following conclusions were drawn:

Most of the competencies in the prescribed curriculum in Filipino 6 need the preparation of localized supplementary reading materials; hence, there is a need to develop such materials.

The localized supplementary reading materials are very highly valid and very highly acceptable in developing the reading competencies in Filipino 6. Hence, the materials can be adopted for use as a curriculum support material to deepen mastery of reading skills and to develop the components of reading comprehension among learners.

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