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LIVED EXPERIENCES OF SECONDARY ENGLISH TEACHERS IN IMPLEMENTING THE GRADUAL RELEASE OF RESPONSIBILITY (GRR) STRATEGY FOR READING FLUENCY DEVELOPMENT

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Abstract

This study explored the lived experiences of secondary English teachers in implementing the Gradual Release of Responsibility (GRR) strategy for reading fluency development at Daanbantayan National High School, Daanbantayan, Cebu. Fifteen secondary English teachers were selected through purposive sampling. Data were gathered through individual in-depth interviews using a validated semi-structured interview guide and analyzed using Braun and Clarke's six-phase thematic analysis. Findings indicated that teachers selected appropriate texts and fluency targets, sequenced activities through the I Do–We Do–You Do progression, allocated time across phases, and integrated continuous monitoring. Teachers described explicit modeling, guided and collaborative practice, and independent reading. Their assessment practices focused on accuracy, speed, and expression through observation, feedback, and progress tracking. Reported challenges included uneven learner readiness, limited reading materials, insufficient class time, large classes, and gaps in formal training and institutional support. Teachers responded through flexible pacing, ability grouping, teacher-made resources, simplified phases, peer assistance, and independent professional learning. These accounts presented GRR as a structured but adaptable framework responsive to classroom conditions. The findings informed a proposed GRR-Based Reading Fluency Instructional Guide, with school support for orientation, resources, professional development, and continuing refinement. The study documents teachers' experiences and perceptions rather than establishing a measured causal effect on students' reading fluency.

Keywords: Gradual Release of Responsibility (GRR), lived experiences, reading fluency, secondary English teachers, thematic analysis, Daanbantayan National High School

Introduction

Reading fluency refers to the ability to read smoothly and accurately, combining clear word recognition, steady pace, meaningful expression, and automatic processing to support overall reading understanding. Because these skills form the foundation of effective reading, teachers need to use purposeful instructional approaches that encourage active participation and help learners develop both fluency and comprehension. One structured teaching framework designed to build these skills is the Gradual Release of Responsibility model. This approach guides learning step by step, beginning with clear teacher instruction, moving into guided practice and collaborative activities, and eventually encouraging students to apply skills independently, helping learners grow both capable and confident in their reading. Globally, reading proficiency remains a critical concern. Many students across the United States, particularly marginalized groups, read below grade level (The Education Trust, 2023), while pandemic-related learning gaps have left second- and third-graders reading less accurately and slowly than expected (Policy Analysis for California Education, 2021). In Europe, roughly one in four German primary students fails to meet minimum reading standards (Deutsche Welle, 2023), and globally, UNICEF (2022) reports that only about one-third of 10-year-olds can read and understand a simple text.

Similar challenges persist across the ASEAN region. In Malaysia, suburban primary pupils struggle with English reading fluency due to limited exposure outside the classroom, though combining digital tools with teacher guidance shows promise (Aik Yong, Md Yunus, & Ismail, 2025). Vietnam's English learners often understand reading strategies but struggle with comprehension (Lam, 2023), underscoring the shared need for effective instructional approaches.

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In the Philippines, the reviewed literature identifies targeted reading support through the ARAL Program and regional reading interventions (EDCOM 2 Communications, 2026; Department of Education, 2020; DepEd Region IX, 2020). At Daanbantayan National High School, teachers use GRR to address reading difficulties, but their practices, challenges, and adaptations had not been systematically documented. This study therefore examined their experiences to inform teacher support and a context-responsive reading fluency guide.

Theoretical Framework

The study drew on Social Constructivist Theory (Vygotsky, 1978), Cognitive Development Theory (Piaget, 1972), Stages of Reading Development (Chall, 1983), and Social Learning Theory (Bandura, 1977). These perspectives framed teachers' lesson planning, instructional practices, assessment, implementation challenges, and adaptations.

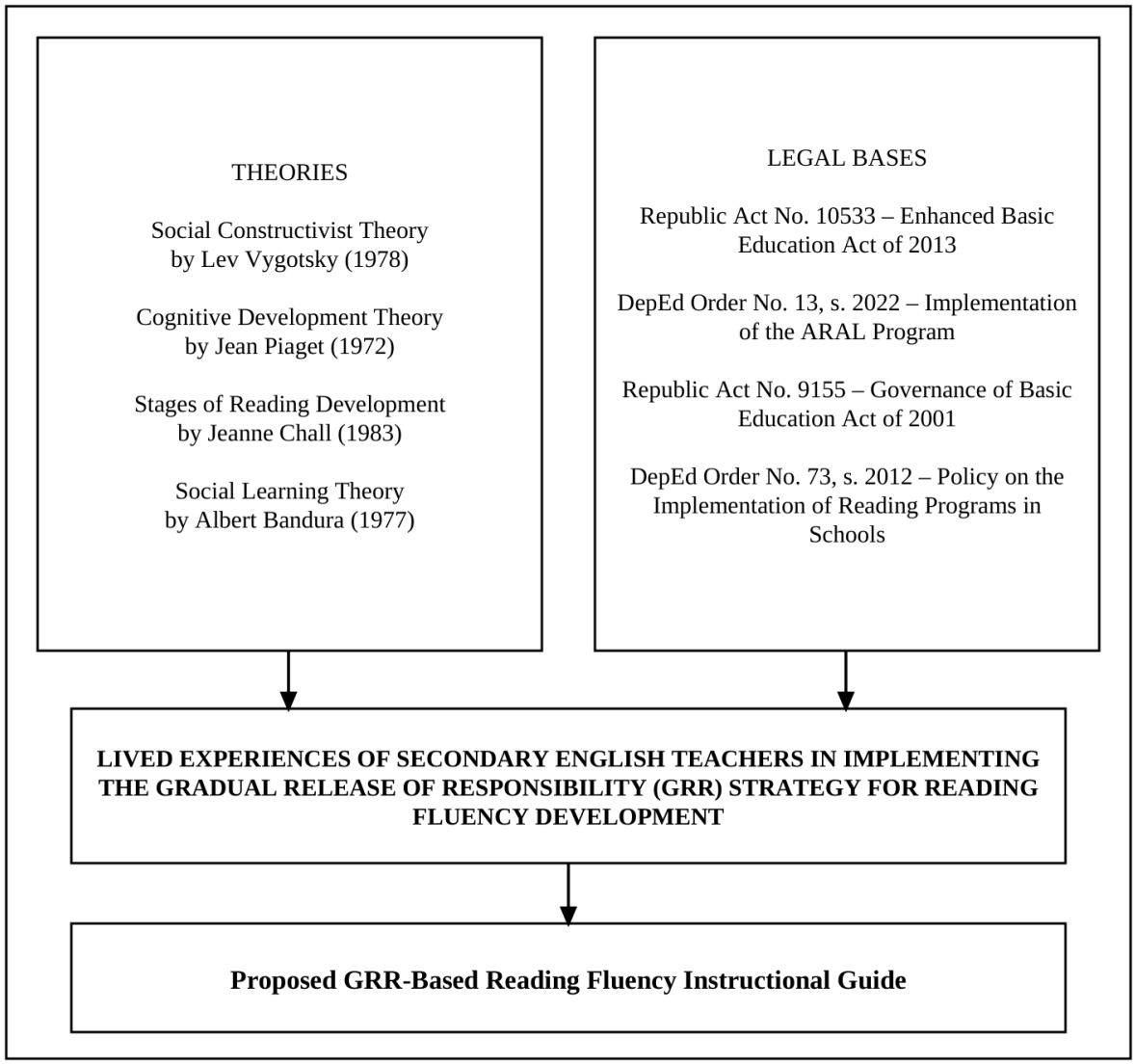


Figure 1
Theoretical Framework of the Study

Vygotsky's perspective emphasized social interaction and support within the Zone of Proximal Development. Teacher guidance and peer interaction were used to interpret the movement from supported reading toward independence. Piaget's perspective directed attention to learners' existing knowledge, readiness, and the suitability of task difficulty. Differences in reading ability were considered when examining how teachers adjusted lesson activities and support.

Chall's framework situated reading as a progressive development from foundational skills toward fluency, comprehension, and independence. It informed attention to the correspondence between learners' abilities, practice opportunities, and ongoing monitoring. Bandura's perspective emphasized observation, modeling, practice, and motivation. Teacher demonstrations of pronunciation, pacing, phrasing, and expression were interpreted as models that learners could observe and practice before reading independently.

Legal Bases

The study identifies Republic Act No. 10533 (Enhanced Basic Education Act of 2013) and Republic Act No. 9155 (Governance of Basic Education Act of 2001) as the broader policy context for learner-responsive instruction and shared school responsibilities. It also identifies DepEd Order No. 13, s. 2022 with the ARAL Program and DepEd Order No. 73, s. 2012 with reading programs. These policy citations situate the discussion of instructional planning, reading support, and school leadership; the policies provide the institutional context discussed in the study.

Related Literature

Reading fluency integrates word recognition, appropriate pace, expression, and automaticity in support of comprehension (Oplas et al., 2023; Molapisi, 2024). Rodrigues et al. (2022) developed equated oral reading fluency forms for Grades 1–6 and reported increasing scores across grades, reliable forms, and relationships with other reading measures and teacher judgments. Sobretodo and Buenviaje (2024) reported a positive relationship between fluency and comprehension among Grade 4 learners and proposed an Interactive Remedial Reading Tool. Fabillaran (2024) examined fluency, vocabulary, and comprehension among junior high school learners using the Philippine Informal Reading Inventory, highlighting interconnected reading needs.

The reviewed literature described instructional difficulties involving learner diversity, classroom behavior, workload, materials, and professional support. Ahmed et al. (2020) reported challenges among novice secondary teachers involving school conditions, pedagogical preparation, and student behavior. Tagose et al. (2025) described resource and coordination concerns among reading coordinators in rural and urban schools. Maglantay (2024), De Ocampo et al. (2024), Gumagay (2024), Adao et al. (2023), Reyes et al. (2023), Jumawid (2024), Cartoneros and Galvez (2023), Manegdeg and Paglinawan (2025), and Belga (2025) were discussed in relation to reading intervention demands, monitoring, time, and resources.

Lesson planning connects objectives, content, activities, and assessment. Pradini (n.d.) emphasized a logical instructional sequence, while Ruhozu (2025) described student teachers' difficulties in lesson formats, content selection, balanced activities, and assessment. Hatmanto and Rahmawati (2023) discussed differentiated reading instruction, including grouping, time management, resources, and learner needs. Parsons et al. (2018) examined instructional adaptations to social, linguistic, cultural, and instructional differences. Pancho-Ongan and Reboldera (2025) emphasized interactive approaches and consistency between strategies and assessment. Antiquina and Caliba (2024) described varied teaching strategies and reported no significant relationship among the examined demographic, strategy, and performance variables.

Structured intervention and guided practice were discussed in relation to reading development by Andaya and Tepacia (2025), Rodrigo (2025), Pastera et al. (2024), Brillianandа and Wibowo (2023), Baquioen (2024), and Balansag (2025). Together, the reviewed accounts supported matching reading activities and assistance to identified learner needs rather than providing identical tasks regardless of readiness.

Benjamin (2023) described GRR through teacher demonstration, guided practice, and independent application. Salehomoum et al. (2022) discussed modeling, scaffolding, assessment, and gradual transfer of responsibility. The literature review also included GRR outside secondary English: Casinillo and Fuentes (2024) studied 60 Science learners, while Naning Tri et al. (2025) examined a 24-week intervention involving 102 Indonesian third-grade learners and reported engagement, pronunciation, and comprehension improvements ($p < .001$). These contexts informed the conceptual discussion without substituting for evidence from the present teacher interviews.

Professional learning and institutional support were recurring considerations. Mercado and Ching (2025), Gumagay (2024), Jetir (2025), Laroya (2025), Alcayde and Basilan (2024), Shanahan et al. (2025), and Zainal et al. (2025) were

discussed in relation to training, collaboration, monitoring, motivation, and resources. The literature thus connected planning, assessment, scaffolding, adaptation, and continuing teacher development, providing the context for examining teachers' actual implementation experiences.

Methods

Research Design and Analysis Framework

The study used a qualitative research design to explore teachers' experiences, practices, challenges, and responses in GRR-based reading instruction. Its focus was detailed accounts of planning, teaching, assessment, learner performance as observed by teachers, and instructional adaptation. Data were analyzed using Braun and Clarke's (2006) six-phase thematic analysis.

Research Environment

The study was conducted at Daan Bantayan National High School, a large public secondary school in the Municipality of Daan Bantayan under the Schools Division of Cebu Province. English teachers served as ARAL reading tutors. The manuscript describes Grades 7–10 learners with slow reading, pronunciation difficulties, difficulty reading aloud, and low confidence. The setting allowed teachers to describe GRR implementation, learner differences, assessment, and adaptations in their classrooms.

Participants and Sampling

The participants of this study were the fifteen (15) secondary English teachers from Daan Bantayan National High School. These teachers were selected using purposive sampling, which meant that the participants were chosen based on specific qualifications related to the study. Only English teachers who served as ARAL reading tutors and who used the Gradual Release of Responsibility (GRR) strategy in teaching reading fluency were included as participants. These teachers were considered appropriate for the study because they had direct experience in applying the GRR approach, particularly the "I Do, We Do, You Do" process, in helping students improve their reading fluency. Their experiences and insights provided valuable information for the study.

Table 1
Distribution of the Teacher-Participants of the Study

Grade Level	Frequency (f)	Percentage (%)
Grade 7	6	40.00
Grade 8	3	20.00
Grade 9	3	20.00
Grade 10	3	20.00
Total	15	100.00

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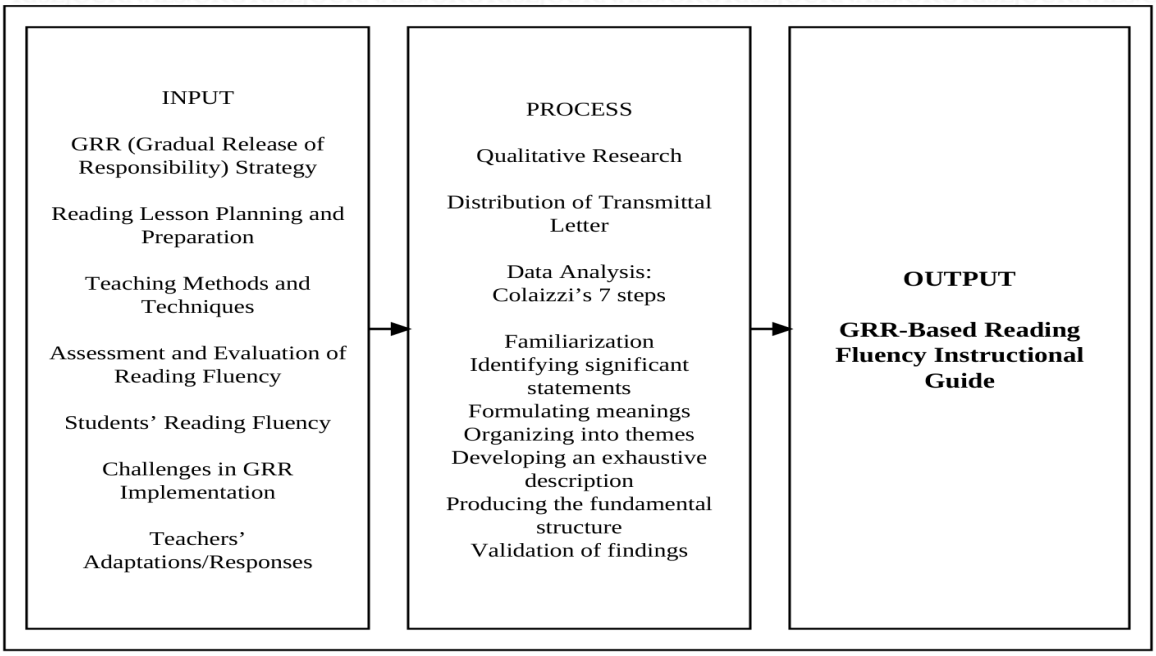


Figure 2
Flow of the Study

Flow of the Study

The Input–Process–Output framework organized the areas explored, qualitative data collection and analysis, and the proposed instructional guide. Inputs comprised GRR strategy, reading lesson planning and preparation, teaching methods and techniques, assessment and evaluation of reading fluency, students' reading fluency as described by teachers, implementation challenges, and teachers' adaptations and responses. The identified themes informed the instructional guide.

Instrument and Validation

A semi-structured interview guide was used to elicit accounts of lesson planning, methods across GRR phases, fluency assessment, implementation challenges, and adaptations. Guiding questions supported consistency while allowing clarification, follow-up questions, and examples. The manuscript reports that three English teachers holding master's degrees in Teaching English reviewed and validated the instrument for scope, clarity, relevance, and alignment.

Data Gathering and Ethical Procedures

The researcher sought permission from the Schools Division Superintendent of Cebu Province and relevant education officials, then coordinated with the school head for access to the fifteen teachers. The manuscript reports written informed consent, voluntary participation, the right to withdraw without penalty, and permission for interviews and audio recording. Interviews were held individually at a convenient time and private location. Field notes recorded contextual observations and nonverbal cues. Recordings were transcribed verbatim and organized for analysis.

Participant names were replaced with generic teacher codes or pseudonyms. The reported data-management arrangements included password-protected, encrypted recordings and transcripts accessible only to the researcher. The retention plan specified three years after study completion, followed by deletion of digital records and shredding of physical notes and consent forms. The study discloses AI assistance for organization, formatting, and language refinement, while attributing the data, analysis, interpretations, and conclusions to the researcher.

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Thematic Analysis

Analysis involved repeated transcript reading and review of field notes; initial coding of meaningful segments; grouping related codes into potential themes; checking theme consistency against participant accounts and refining overlaps; defining and naming themes; and writing the narrative report. Attention centered on planning, teaching methods, assessment, perceived learner performance, challenges, and adaptations. Teacher-described reading fluency concerned accuracy, speed or rate, and expression or phrasing. These accounts were qualitative observations rather than independently reported student test scores.

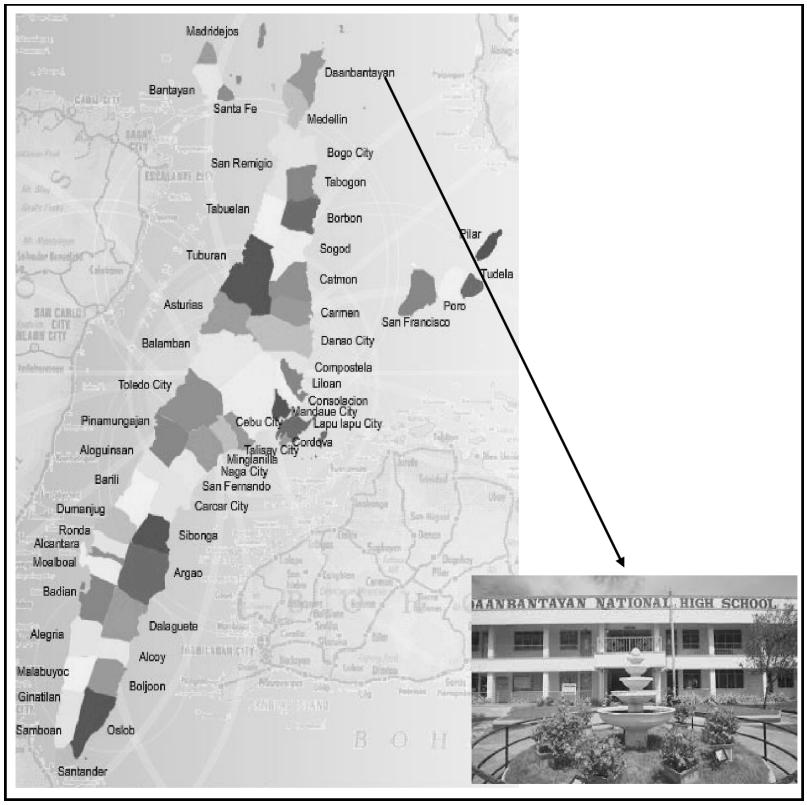


Figure 3
Location Map of the Research Environment

Results and Discussion

The findings represent accounts from fifteen secondary English teachers during the first term of school year 2026–2027. Five thematic areas organize the reported experiences. Tables 2–6 present the themes, categories, and participant accounts, including the supplied English translations.

Planning and Preparing Reading Lessons

Teachers described lesson planning that combined appropriate texts and fluency targets, an ordered GRR sequence, time allocation, prepared prompts, and formative checkpoints. Their accounts also described revising plans when learners needed more practice or were ready to advance.

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Table 2
Planning and Preparing Reading Lessons

Themes	Categories
Alignment of Lesson Design with GRR Stages	• Selection of appropriate reading texts and fluency targets • Sequencing activities following I Do–We Do–You Do framework
Scaffolded Support and Time Allocation	• Allocation of time across demonstration, guided practice, and independent practice • Preparation of guiding materials and fluency prompts
Integration of Fluency Monitoring and Adjustment	• Formative checkpoints at each stage to track progress • Readjustment of activities based on student performance

Table 2 (continued)
Participant Accounts by Category

Participant Statement and Supplied Translation
Selection of Appropriate Reading Texts and Fluency Targets
"Mopili gyud ko ug mga reading text nga mo fit sa ilang level and ako dayun e set kung unsay reading fluency target naku before ko mag arrange sa mga activities according to GRR." [I choose texts appropriate to the students' level and set reading fluency targets before arranging the activities according to GRR.] — Teacher 3
"Akoang gi sure jud nga ang texts ug ang target skills haom in every stage gikan sa akong pagtudlo ngadto sa ilang pag practice aron dili abrupt and pag shift." [I ensure the texts and targeted skills fit each stage from my teaching to their practice, so the shift in responsibility is not abrupt.] — Teacher 14
"Sa una pa lang, akoa na jud ng gitan-aw tan-aw ang ilang abilidad sa pagbasa aron makapangita ko ug sakto nga reading materials nga angayan ug sakto gyud sa target nga reading speed ug clarity." [Right from the start, I look at their reading ability to choose suitable reading material and precise targets for reading speed and clarity.] — Teacher 7
Sequencing Activities Following the I Do–We Do–You Do Framework
"Gisugdan nako sa through demonstration ug pag explain, dayon magtinabangay mi, ug sa katapusan magbasa sila nga sila ra. Mao ni ang sequence nga ako gyud nga gisunod sap ag andam sa akong mga lesson." [I begin with my demonstration and explanation, then we work together, and finally they read independently. This is the sequence I follow in preparing the lesson.] — Teacher 9
"Ako man ang mouna ug pakita kung unsaon ang sakto nga pagbasa kanang dili mag putol-putol, dayon magbasa mi nga magtinabangay, ug sa sunod sila na dayun ang mobasa." [First I show how to read with proper tone and speed, then we read together, and later they do it on their own.] — Teacher 5
"dili jud na dapat mausab gikan sa pagtudlo ngadto sa dungan nga pagbasa, dayon sa ilang kaugalingong paningkamot aron dili sila malibog ug anam-anam nga makuha nila ang skills." [The order does not change from my teaching to shared reading, then to their own effort, so they are not confused and their skill develops gradually.] — Teacher 12
Allocation of Time Across Demonstration, Guided Practice, and Independent Practice
"I divide the time more for my demonstration and shared reading, ug igong oras alang sa ilang kaugalingong paningkamot aron dili sila mapugos sa pagbasa sa dili pa sila ready." [I divide the time more for my demonstration and shared reading, and enough time for their own effort, so they are not forced to perform before they are ready.] — Teacher 1
"Gisiguro nako nga adunay igong oras sa kada stage: para sa akong pagpasabot, sa among pagtinabangay, ug sa ilang independent nga pagbasa. Dili jud ko magdali aron masabtan nila ang sakto nga paagi." [I ensure there is enough time at each stage: for my explanation, for our working together, and for their reading alone. I do not rush so they understand the proper method.] — Teacher 4
"Nag base ko sa oras kung unsa kalisud ang reading text ug sa ilang abilidad sad, mas daghan ug oras sa pagsugod unya mo hinay hinay nga mo less samtang sila mas makahibalo na." [Time is based on text difficulty and their ability more at the start and gradually less as they become more capable.] — Teacher 8

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Participant Statement and Supplied Translation
Preparation of Guiding Materials and Fluency Prompts
"I prepare cards with cues on when to slow down, speed up, or use proper tone aron mo guide nila samtang nag practice sila." [I prepare cards with cues on when to slow down, speed up, or use proper tone in reading to guide them while practicing.] — Teacher 6
"Naghimo ako og mga guideug mga examples sa hustong pagbasa aron duna silay sundon ug dili mawala sa time nga sila nalang ang mobasa." [I create guides and examples of proper reading so they have something to follow and do not lose their way while reading alone.] — Teacher 10
"Materials are designed so support gradually decreases much at the start and little by the end aron makakat-on sila nnga sila nalang gyud sa ilang kaugalingon." [Materials are designed so support gradually decreases much at the start and little by the end so they learn to rely on themselves.] — Teacher 13
Formative Checkpoints at Each Stage to Track Progress
"Sa kada stage, maminaw ko sa ilang pagbasa aron ma check nga nasabtan nila ug na achieved the expected skill before moving to the next step." [At each stage, I listen to their reading to check whether they understand and have achieved the expected skill before moving to the next step.] — Teacher 2
"Naglain gyud ko ug time sa sulod sa lesson aron macheck kon sakto ba ang ilang pagbasa, ang speed, ug ang tone. Kung naa pay kulang, dili dayon ko moproceed sa sunod." [I spare time within the lesson to check their reading accuracy, speed, and tone. If something is lacking, I do not immediately move onward.] — Teacher 11
"Checking is not only at the end, I conduct brief checks in between aron masiguro nga anam-anam nga nagasaka ang ilang reading skills." [Checking is not only at the end. I conduct brief checks in between to ensure their reading skill is rising gradually.] — Teacher 15
Readjustment of Activities Based on Student Performance
"Kung makita nako nga lisod pa kaayo para nila, I reduce expectations or give extra practice time sa dili pa mobalhin sa mas lisod nga bahin." [If I see it is still too difficult for them, I reduce expectations or give extra practice time before moving to the harder part.] — Teacher 5
"Ang akong giandam nga lesson kanang dili jud na lisud kayo, kung maayo sila, mas paspas mi nga maka proceed; kung kulang, magpabilin mi sa usa ka stage hangtod masiguro nga andam na sila." [The lesson I prepare is not rigid if they do well, we move faster; if not, we stay at one stage until I confirm they are ready.] — Teacher 7
"I ensure my plan can be easily changed, if they cannot keep the pace or the text does not fit, magpili ko og mas haom aron dili sila mawad-an og kadasig." [I ensure my plan can be easily changed if they cannot keep the pace or the text does not fit, I choose something more suitable so they do not lose enthusiasm.] — Teacher 12

Teaching Methods and Techniques

Teachers described explicit reading models and explanations of fluency cues during I Do, shared and collaborative practice with support during We Do, and independent reading during You Do. These accounts show how teachers organized instructional responsibility; they do not independently quantify fluency gains.

Table 3
Teaching Methods and Techniques

Themes	Categories
Teacher-Led Explicit Instruction During the I Do Phase	• Modeling Fluent Reading Aloud • Explaining and Demonstrating Fluency Cues
Gradually Released Practice During the We Do and You Do Phases	• Guided Shared and Collaborative Practice • Independent Reading Fluency Application

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Table 3 (continued)
Participant Accounts by Category

Participant Statement and Supplied Translation
Modeling Fluent Reading Aloud
"Ineg basa naku ako gyud nga klarohon ug dapat sakto ang pag basa nga nay sakto nga speed, tin-aw ug ang tono sad." [I read the text clearly and correctly so they can see and hear how to read with proper speed, accuracy, and tone.] — Teacher 2
"Sa sinugdanan, ako ang mobasa una aron masundan nila ang saktong paagi ang paghunong sa hustong dapit, ang tono, ug ang volume sa tingog." [At the start, I read first so they can follow the correct way where to pause, the tone, and the volume of voice.] — Teacher 5
"Gipakita nako nila kon unsaon pagbasa nga hapsay ug dili putol-putol, aron aduna silay klaro nga sundanan." [I showed them how to read smoothly without chopping words, so they have a clear example to follow.] — Teacher 11
Explaining and Demonstrating Fluency Cues
"Gipasabut nako kon kanus-a mohinay, kanus-a mopaspas, ug kanus-a mogamit og higher or lower tone aron masabtan nila ang kahulugan sa gibasa." [I explained when to slow down, when to speed up, and when to use higher or lower tone so they understand the meaning of what is read.] — Teacher 4
"I showed them cues like commas and periods so they understand pausing relates to meaning ug dili lang sa pagbasa sa mga word." [I showed them cues like commas and periods so they understand pausing relates to meaning, not just reading words.] — Teacher 7
"Akoa gyud ng gipasabot nga ang pagbasa dili lang paglitok sa mga words, kon dili paghatag sab sa proper feeling and tone so listeners understand." [I explained that reading is not just pronouncing words it also means giving proper feeling and tone so listeners understand.] — Teacher 13
Guided Shared and Collaborative Practice
"Pagkahuman nakug pakita, magdungan mi pagbasa ako ug ang mga bata aron feel nila ang saktong dagan samtang naa pa ko sa ilang tapad." [After my demonstration, we read together, me and the students, so they feel the proper flow while I am still beside them.] — Teacher 1
"Magtinabangay sila sa pagbasa usahay magbinayloay o magdungan aron makat-on sila from each other under my guidance." [They help each other read sometimes taking turns or reading together, so they learn from one another while still under my guidance.] — Teacher 8
"Motabang gyud ko samtang nagbasa sila mo step in ko kon gikinahanglan aron dili sila masayop samtang dili pa maabot nga sila nalang ang mobasa." [I provided help while they read stepping in when needed so they do not practice mistakes before working alone.] — Teacher 12
Independent Reading Fluency Application
"Finally, sila na dayun ang mobasa walay kadungan ug walay guide aron makita kon nakat-on na ba sila gikan sa among gibuhat." [Finally, they read alone — no one alongside and no guidance — so I can see if they have learned from what we did.] — Teacher 3
"[I let them read in their own way so I can check if they follow the speed, accuracy, and tone nga among gidiscuss." [I let them read in their own way so I can check if they follow the speed, accuracy, and tone we discussed.] — Teacher 6
"Ang last step mao ang ilang kaugalingong pagbasa kini ang nagapakita kon andam na ba sila o kinahanglan pa og dugang practice." [The final step is their own reading this shows whether they are ready or still need more practice.] — Teacher 15

Evaluation and Assessment

Assessment was described as continuous listening and observation, attention to accuracy, speed, and expression, comparison with expected performance, and immediate feedback. Teachers also described comparing reading over

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time. The supplied findings report these practices without numerical learner baselines, posttests, or specified fluency cutoffs.

Table 4

Evaluation and Assessment

Themes	Categories
Checking Progress at Every Stage	• Listening to Students Read Aloud • Observing Performance During Practice
Measuring Key Fluency Skills	• Checking Accuracy, Speed, and Expression • Comparing Performance Against Standards
Giving Feedback and Tracking Growth	• Providing Immediate Help and Correction • Reviewing Improvement Over Time

Table 4 (continued)

Participant Accounts by Category

Participant Statement and Supplied Translation
Listening to Students Read Aloud
"Maminaw ko nila samtang nagbasa sila og kusog aron masuta kon sakto ba ang ilang paglitok, ang flow, ug ang tono sa matag bahin sa text." [I listen to them while they read aloud to check if their pronunciation, flow, and tone are correct in every part of the text.] — Teacher 1
"Sa matag higayon nga mobasa sila, maminaw ko pag-ayo aron masayran kon asa sila lisuran sa speed sa clarity, o sa paghatag og sakto nga meaning." [Every time they read, I listen carefully to find where they struggle with speed, clarity, or giving proper meaning.] — Teacher 6
"Listening to their voice is the best way to check whether they have learned the correct way of reading nga walay pagduha-duha." [Listening to their voice is the best way to check whether they have learned the correct way of reading without hesitation.] — Teacher 12
Observing Performance During Practice
"Akoa jud nga gibantayan ang ilang behavior ineg practice namu — ang ilang readiness, ang ilang self-confidence, and whether they follow the taught standard." [I observe their behavior while practicing their readiness, their confidence, and whether they follow the taught standard.] — Teacher 4
"Even when I am not listening directly, nagtan-aw ko sa ilang lihok ug sa ilang pagbasa aron masiguro nga dili sila mahibilin o nalibog sa gibuhat." [Even when I am not listening directly, I watch their actions and reading to ensure no one falls behind or becomes confused.] — Teacher 9
"My observation does not stop at one stage from my demonstration until their own reading aron masiguro nga nag-improve gyud sila." [My observation does not stop at one stage from my demonstration until their own reading to ensure they are improving throughout.] — Teacher 14
Checking Accuracy, Speed, and Expression
"Tulo ka butang ang akong gi measure: kon sakto ba ang mga words, haom ba ang speed, ug aduna ba kiniy correct nga tone and feelings mao kini ang nagapakita kon ilang skills adequate naba." [I measure three things: if the words are correct, the speed is appropriate, and it has proper tone and feeling these show if their skill is adequate.] — Teacher 3
"Ang ilang speed, accuracy, and expression mao kini ang akong gitan-aw nila. Kung nay kulang nga usa, mao ang akong focus nga itudlo pa." [Speed, accuracy, and expression these are what I look for. If one is lacking, that is what I focus on teaching further.] — Teacher 7
"Dili lang ko motan-aw kon makabasa ba sila, kon makabasa sila sa saktong paagi, sa saktong speed, ug with meaning ug not just pronouncing words." [I do not only see if they can read but if they read correctly, at the right speed, and with meaning, not just pronouncing words.] — Teacher 11

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Participant Statement and Supplied Translation
Comparing Performance Against Standards
"Akoa jud ng itandi ang ilang abilidad sa standard nga angay nilang makab-ot to know if they are keeping pace, ahead, o kinahanglan pa ba og dugang tabang." [I compare their ability against the standard they should reach to know if they are keeping pace, ahead, or still needing more help.] — Teacher 2
"There is a set standard for reading speed and accuracy kini ang akong gimeasure aron masuta kon naa ba sila sa expected level." [There is a set standard for reading speed and accuracy this is what I measure to check if they are at the expected level.] — Teacher 8
"Ang ilang pagbasa kinahanglan motakdo to what is expected for their level kung ubos pa, mohatag ko og dugang higayon ug paagi aron makaabot sila sa standard." [Their reading must match what is expected for their level if still below, I provide more time and ways so they can reach the standard.] — Teacher 15
Providing Immediate Help and Correction
"Kung naay masayop, I correct it quickly and have them read again so they understand the right way immediately and the mistake does not stick." [If someone makes a mistake, I correct it quickly and have them read again so they understand the right way immediately and the mistake does not stick.] — Teacher 5
"I do not wait until they finish before responding mo guide gyud ko nila while nag read sila aron makasunod sila sa sakto nga way. [I do not wait until they finish before responding I give guidance while they are reading so they follow the correct path right away.] — Teacher 10
"Dali jud ko mohatag ug tabang sa mga sayop nga words o dili saktong tono aron sa sunod higayon mas maayo na ang ilang pagbasa." [My help comes immediately at every wrong word or incorrect tone so the next time their reading is better.] — Teacher 13
Reviewing Improvement Over Time
"I look at their reading before and now to see how far they have come, kini nagpakita kon effective ba ang among gibuhat." [I look at their reading before and now to see how far they have come this shows whether what we are doing is effective.] — Teacher 1
"Kon itandi sa sinugdanan, makita jud naku nga mas maayo na sila, mas paspas, mas sakto, ug mas may meaning ang ilang pagbasa kini ang sign sa ilang improvement." [Compared to the start, I see they are better faster, more accurate, and more meaningful in their reading this is the sign of their improvement.] — Teacher 4
"The true measure of success is not only in their reading now, but in the improvement they showed gikan sa sinugdanan hangtod karon." [The true measure of success is not only in their reading now, but in the improvement they showed from the start until now.] — Teacher 14

Challenges Encountered

Teachers described uneven reading abilities, difficulty maintaining a common pace, scarce reading materials, short periods, large classes, and limited training or institutional assistance. These were reported implementation constraints within the study setting rather than measured prevalence estimates.

Table 5
Challenges Encountered

Themes	Categories
Student Readiness and Ability Gaps	• Uneven Fluency Levels Across Learners • Difficulty Adjusting Pace for All Students
Resource and Time Constraints	• Insufficient Reading Materials and Aids • Limited Class Time for All GRR Phases
Implementation and Support Issues	• Managing Large Class Sizes Across Stages • Lack of Training or Institutional Assistance

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Table 5 (continued)
Participant Accounts by Category

Participant Statement and Supplied Translation
Uneven Fluency Levels Across Learners
"Adunay mga learners nga maayo na kaayo mobasa samtang ang uban naglisod pa sa paglitok sa mga words, lisod kaayo pag-andam og lessons nga haom sa tanan." [Some students already read very well while others still struggle to pronounce words it is very difficult to prepare a lesson that suits everyone.] — Teacher 2
"Dili parehas ang ilang abilities ang uban dali masabtan, ang uban nagkinahanglan og dugang panahon ug paggiya. Lisod e adapt ang GRR kon magkalain-lain sila og ang-ang." [Their abilities are not the same some understand quickly, others need extra time and guidance. It is hard to adapt GRR when they are at different levels.] — Teacher 7
"Ang uban andam na sa We Do phase, apan ang uban kinahanglan pa mobalik sa I Do. Dili sila dungan sa progress." [Some are ready at the We Do phase, but others still need to return to the I Do. They do not progress together.] — Teacher 11
Difficulty Adjusting Pace for All Students
"[If the pace is fast, some get left behind; if slow, some lose interest. Walay hingpit nga speed nga haom sa tanan." [If the pace is fast, some get left behind; if slow, some lose interest. There is no perfect speed that fits everyone.] — Teacher 4
"Kinahanglan nako nga magdali-dali aron mahuman ang tanang stage sa sulod sa oras, apan naa gihapon mga learners nga wala pa makasabot. Nagneed ko og more time peru dili jud available." [I need to hurry to finish all phases within the period, but some students have not yet understood. I need more time but it is not available.] — Teacher 9
"Lisod kaayo pagbalanse kon magpabilin ko sa usa ka stage, mawala na ang oras sa sunod nga mga stages. Kung mopaspas, dili masabtan sa mga hinay makakat-on." [Balancing is very difficult if I stay at one phase, time runs out for the next steps. If I hurry, the slower learners do not understand.] — Teacher 14
Insufficient Reading Materials and Aids
"Kulang ang mga reading materials usahay usa ra ka kopya sa matag grupo. Dili makabasa nga magtinabangay o mag-inusara kon walay igong materyales." [Reading materials are insufficient sometimes only one copy per group. They cannot read together or independently without enough materials.] — Teacher 1
"There are not enough guides, cards, or examples to help them. Ang akong gamay nga reading material gihimo ra naku sa akong kaugalingong paningkamot." [There are not enough guides, cards, or examples to help them. The little materials I have were made through my own effort.] — Teacher 6
"Ang mga libro karaan na ug dili haom sa ilang level. Kinahanglan pa unta og bag-ong mga basahon apan walay igong pondo." [The books are old and not suited to their level. New reading materials are needed but there is no sufficient budget.] — Teacher 13
Limited Class Time for All GRR Phases
"Mubo ra kaayo ang oras usahay ang I Do ug We Do phase lang ang mahuman, ug ang You Do phase kinahanglan na lang buhaton sa balay isip homework." [The time is too short sometimes only the I Do and We Do phases are finished, and the You Do phase must be done at home as homework.] — Teacher 3
"Dili mahimo ang tanang stages sa usa ka oras. Kinahanglan nako nga pilion kon unsa ang labing importante, ug usahay ang independent stage mao ang mapasagdan." [All phases cannot be done in one hour. I must choose what is most important, and sometimes the independent phase is what gets left out.] — Teacher 8
"Ang tinuod nga problema mao ang oras kon aduna pa'y igong panahon, mas masabtan pa nila ang tanan. Apan tungod sa kakuwang, napugos ko sa pagdali." [The real problem is time if there were enough, they would understand everything better. But due to shortage, I am forced to rush.] — Teacher 15

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Participant Statement and Supplied Translation
Managing Large Class Sizes Across Stages
"The class is very large kapin sa kwarenta. Dili nako mabantayan ang matag usa samtang nagbasa sila. Lisod kaayo ang paghatag og igong pagtagad sa tanan." [The class is very large more than forty. I cannot watch everyone while they read. It is very difficult to give adequate attention to all.] — Teacher 5
"Kon magbasa sila nga nag-inusara, dili nako madunggan ang matag usa. Lisod determine kon nakasabot ba sila o nagapakaaron-ingnon lamang." [When they read independently, I cannot hear each one. It is hard to check if they understand or are just pretending.] — Teacher 10
"Ang gidaghanon sa mga estudyante maoy nagapalisod kon mas gamay pa unta, mas matabangan ko sila sa matag stage sa GRR." [The number of students is what makes it hard if only they were fewer, I could help them more at every GRR phase.] — Teacher 12
Lack of Training or Institutional Assistance
"I have not yet received formal training regarding GRR. Ang akong nahibaloan gikan lamang sa akong kaugalingong pagtuon ug pagbasa." [I have not yet received formal training regarding GRR. What I know comes only from my own study and reading.] — Teacher 4
"Walay kaayo tabang gikan sa administrasyon, walay nagatan-aw, walay naggiya, walay nagtudlo. Kinahanglan ko kini mahibaloan sa kaugalingon." [There is no really assistance from the administration no one observes, no one guides, no one teaches. I must figure it out on my own.] — Teacher 7
"[If there were training or experts to guide us, I could ensure my use of GRR is correct. Apan sa pagkakaron, nagasalig lang ko sa kaugalingong experience." [If there were training or experts to guide us, I could ensure my use of GRR is correct. But at present, I rely only on my own experience.] — Teacher 14

Adaptation Strategies Employed

Teachers reported extending or revisiting phases, grouping learners for targeted support, producing low-cost materials, combining activities when time was short, using peers to expand practice opportunities, and seeking guidance independently. Their accounts portray adaptation as a response to readiness and resource conditions.

Table 6
Adaptation Strategies Employed

Themes	Categories
Differentiated Support and Flexible Pacing Across Phases	• Adjusting Phase Duration and Order Based on Readiness • Grouping Students by Ability to Provide Targeted Assistance
Resourcefulness and Alternative Materials Development	• Creating Teacher-Made and Low-Cost Instructional Aids • Combining or Simplifying GRR Phases to Fit Available Time
Peer Support and Distributed Responsibility	• Using Peer and Collaborative Learning to Reinforce Skills • Seeking External Guidance and Professional Growth Opportunities

Table 6 (continued)
Participant Accounts by Category

Participant Statement and Supplied Translation
Adjusting Phase Duration and Order Based on Readiness
"Kon makita nako nga dili pa sila andam, magpabilin mi sa We Do phase ug dili mobalhin sa You Do. Mas maayo nga masabtan una kaysa magdali-dali ug walay makat-on." [If I see they are not yet ready, we stay at the We Do phase and do not move to You Do. It is better to understand first than to rush and learn nothing.] — Teacher 3
"Usahay balikan nako ang I Do phase kung adunay mga estudyante nga nalibog pa. I do not consider slowing down a failure, so long as I ensure they follow." [Sometimes I return to the I Do phase if some students are still confused I do not consider slowing down a failure, so long as I ensure they follow.] — Teacher 7

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Participant Statement and Supplied Translation
"The sequence sometimes does not follow the strict plan, kung kinahanglan og dugang panahon, ihatag nako aron dili sila mapasagdan." [The sequence sometimes does not follow the strict plan if a step needs more time, I give it so no one is left behind.] — Teacher 12
Grouping Students by Ability to Provide Targeted Assistance
"Ako sila nga e group, small group ba, the stronger ones work together independently, and the slower ones receive extra guidance while reading." [I arrange them into small groups the stronger ones work together independently, and the slower ones receive extra guidance while reading.] — Teacher 1
"A few minutes for the whole class, and the remaining time I dedicate to students who still need help. Niining paagiha, walay mabiyaan." [A few minutes for the whole class, and the remaining time I dedicate to students who still need help. This way, no one is left behind.] — Teacher 9
"[If they cannot keep up with the whole class, I separate them so they can practice reading at a pace ug ug fit sad nila." [If they cannot keep up with the whole class, I separate them so they can practice reading at a pace and text level more suitable to them.] — Teacher 14
Creating Teacher-Made and Low-Cost Instructional Aids
"Kung kulang ang libro, ako na lang ang mohimo sa mga basahon ug kopyahon aron adunay silay magamit. Mas haom pa kini sa ilang lebel kaysa sa karaang mga libro." [If books are scarce, I myself create the reading materials and have them copied so they have something to use. These suit their level better than old books anyway.] — Teacher 6
"Gamit ang mga kard ug drowing nga gihimo nako, gipakita nako nila kon kanus-a mohunong, mopaspas, ug mo use sa tone kini ang akong puli sa mga walay igong materyales." [Using cards and drawings I made, I show them when to pause, speed up, and use tone these serve as my substitute for insufficient materials.] — Teacher 10
"Dili nako mag-wait og tabang gikan sa gawas ang maningkamot nalang ko para sa igong materyales aron makabasa sila." [I do not wait for outside help my own effort provides them with enough materials so they can read.] — Teacher 13
Combining or Simplifying GRR Phases to Fit Available Time
"Kung mubo ra kaayo ang oras, ang I Do ug We Do magdungan na , ako ang mo demonstrate while sila mosunod aron dili sila mawala sa last stage." [If time is very short, I Do and We Do happen together I demonstrate while they follow so the final phase is not lost entirely.] — Teacher 2
"Sometimes the You Do phase becomes homework instead, so class time can be used for learning and practicing together." — Teacher 5
"Gipili nako ang labing importante, ang demonstration ug practice — ug ang uban mubo na lang aron masiguro nga aduna gihapoy reading time." [I choose what is most important demonstration and practice and shorten the rest to ensure there is still adequate reading time.] — Teacher 15
Using Peer and Collaborative Learning to Reinforce Skills
"Pagkahuman sa akong guide, magtinabangay sila sa pagbasa ang mas kamao motabang sa mas hinay aron mas daghan ang makabasa sa sulod sa oras." [After my guidance, they help each other read the stronger assist the slower so more students can read within the time available.] — Teacher 4
"They take turns reading and listening to one another. This way, even with a large class, every student still has someone listening and helping."— Teacher 8
"Their collaborative effort strengthens their skill relying not only on me but also on one another." — Teacher 11
Seeking External Guidance and Professional Growth Opportunities
"Bisan walay pormal nga practice gikan sa school, nagbasa ko ug nagtuon aron mas masabtan naku unsaon paggamit sa GRR sa saktong paagi." [Even without formal training from the school, I read and study on my own to better understand how to use GRR correctly.] — Teacher 1
"[I ask other teachers who have used this, and I look at the examples, this is how I learn when no one teaches me.— Teacher 6

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Participant Statement and Supplied Translation
"Ang kakuwang sa traning dili dapat mahimung reason, kinahanglan ko magpadayon sa pagkat-on aron dili magpabilin ang akong kahibalo sa karaang paagi." [Lack of training cannot become an excuse I must keep learning so my knowledge does not remain in the old ways.] — Teacher 14

Interpretation Across the Thematic Areas

The planning accounts connect text selection and clear fluency targets with an I Do–We Do–You Do progression. Teachers described preparing cues and allocating time according to learner readiness, then checking whether students could proceed. This suggests that a lesson sequence and responsive pacing can coexist: a planned direction toward independence does not require every learner to advance at the same speed. Pradini (n.d.), Ruhozu (2025), and Hatmanto and Rahmawati (2023) provide the planning and differentiation context discussed in the source. Vygotsky's (1978) framework offers a lens for interpreting guided assistance and its gradual reduction; it does not itself verify the outcomes of the present lessons.

Instructional accounts emphasized hearing and observing a fluent model before shared practice and independent reading. Teachers described showing pronunciation, pacing, expression, and pauses and explaining how these convey meaning. This is consistent with the theoretical discussion of Bandura (1977), Benjamin (2023), Salehomoum et al. (2022), and Naning Tri et al. (2025). The teachers' descriptions identify perceived mechanisms and classroom practices, while evidence from other populations cannot establish the magnitude of benefit for this school's learners.

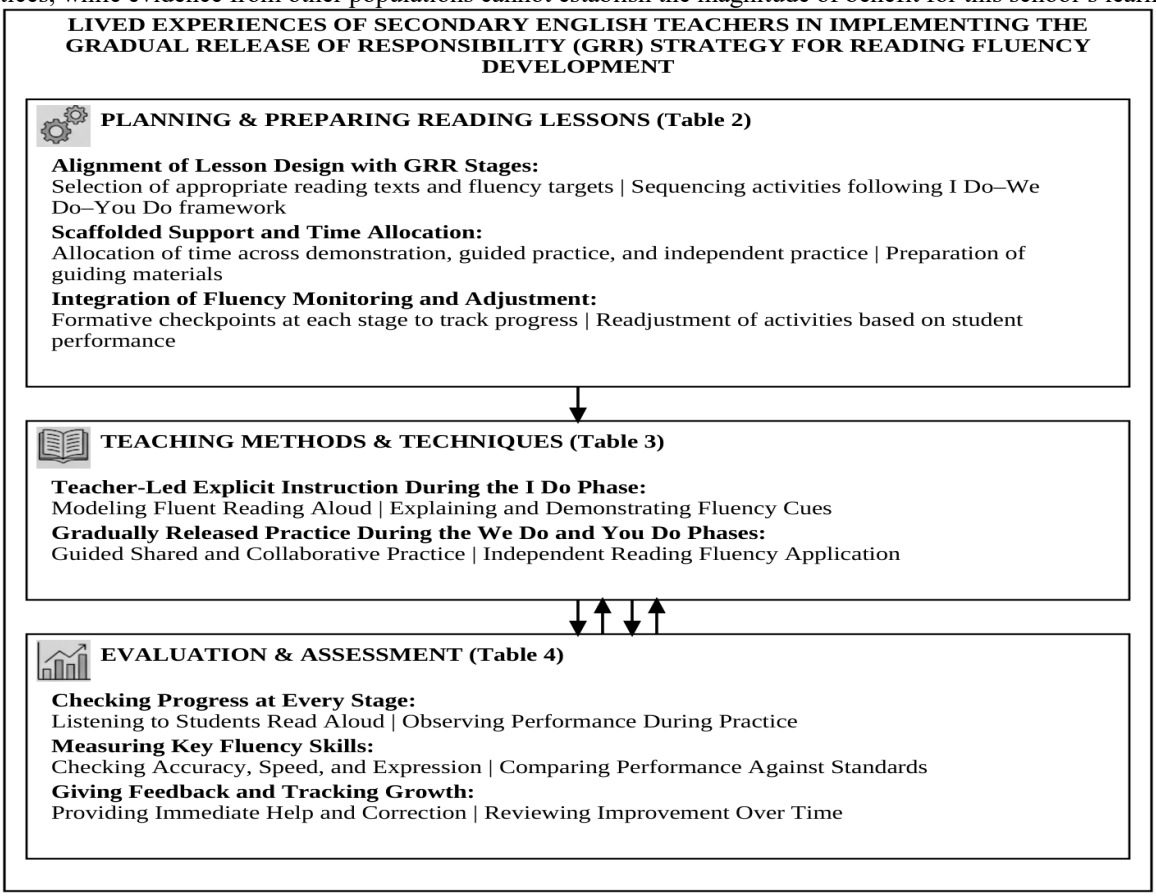


Figure 4A

Summary of the Thematic Findings: Planning, Instruction, and Assessment

The assessment themes connect listening and observation with specific fluency components and timely correction. Teachers described tracking progress relative to earlier performance as well as expected standards. Chall's (1983)

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developmental perspective informed the interpretation of progressive support, and these practices were connected with Rodrigues et al. (2022), Sobretodo and Buenviaje (2024), and De Ocampo et al. (2024). The interviews support a description of monitoring practices; they do not supply an independently measured effect size or demonstrate that all learners improved.

Readiness gaps, material shortages, limited time, and large classes complicated implementation. Participants described phase compression and independent reading assigned at home, while some reported little formal training. These accounts were discussed alongside Piaget (1972) and the reviewed literature on reading intervention demands, school conditions, and resources, including Gumagay (2024), Adao et al. (2023), Jumawid (2024), Cartoneros and Galvez (2023), Manegdeg and Paglinawan (2025), Tagose et al. (2025), and Ahmed et al. (2020). Differences among accounts matter: some emphasized an unchanged sequence, whereas others described combining or revisiting stages in response to constraints.

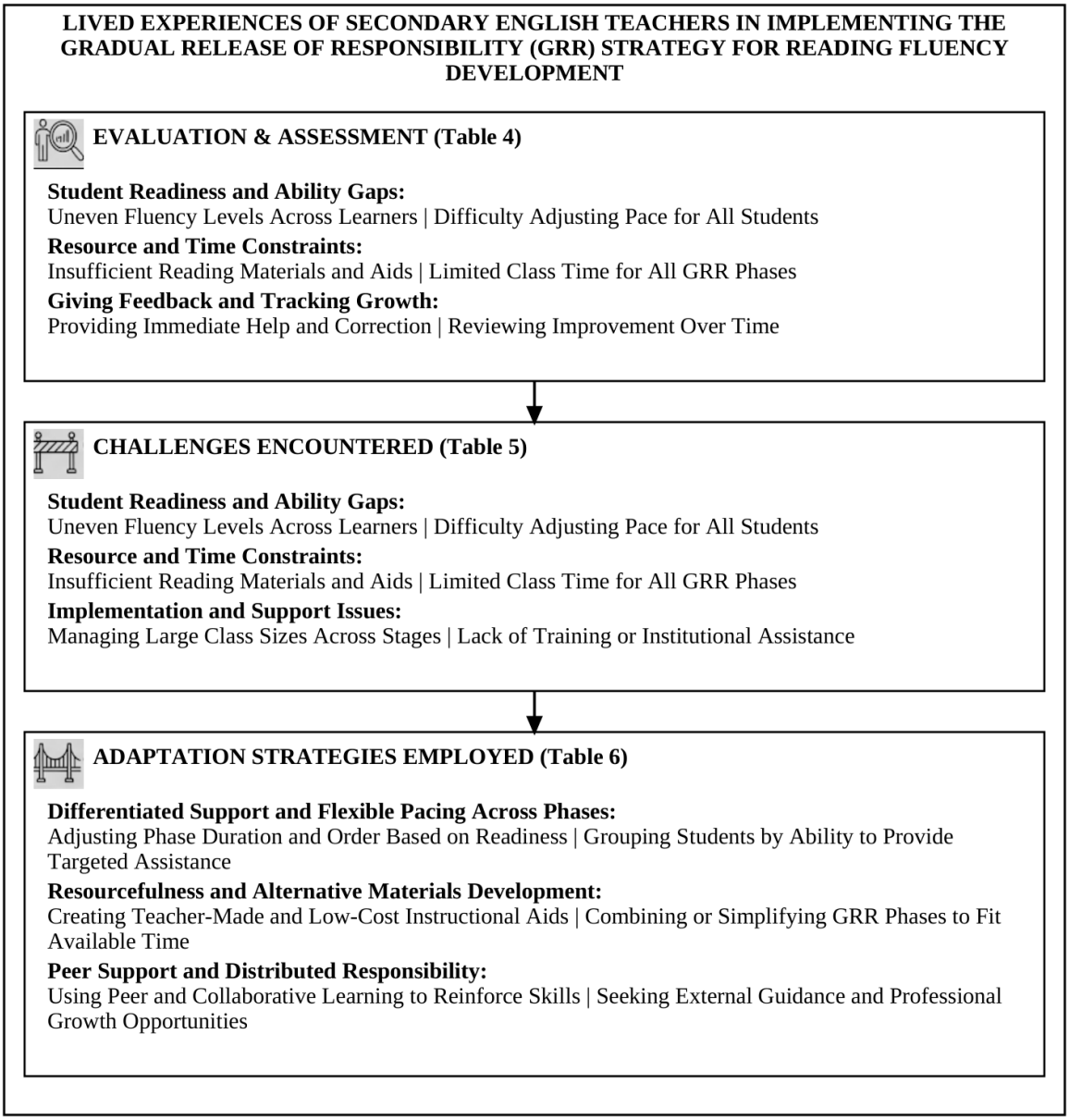


Figure 4B
Summary of the Thematic Findings: Continued

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The adaptation themes show how teachers sought to maintain reading opportunities through flexible pacing, grouping, teacher-made aids, peer practice, and professional initiative. The discussion relates these findings to Vygotsky (1978), Hatmanto and Rahmawati (2023), Parsons et al. (2018), Maglantay (2024), Belga (2025), Pancho-Ongan and Reboldera (2025), and Mercado and Ching (2025). Peer support can extend practice opportunities in these accounts, but the supplied data do not determine how consistently each adaptation was used or how much it changed fluency outcomes.

Insights and Implications

Across the accounts, the central instructional implication is to combine a clear direction toward independent reading with support responsive to actual performance. Teachers described selecting suitable texts, setting accuracy, rate, and expression targets, providing models and prompts, and checking readiness before reducing assistance. The reported barriers also indicate that teacher flexibility depends on time, materials, manageable monitoring demands, and opportunities for professional learning. These insights informed the proposed guide, rather than documenting its validation, adoption, or effectiveness.

Output of the Study

GRR-Based Reading Fluency Instructional Guide

The findings identified planned GRR sequences, explicit modeling, guided and collaborative practice, and continuous fluency monitoring alongside uneven readiness, time constraints, scarce materials, and training needs. These accounts informed the proposed GRR-Based Reading Fluency Instructional Guide, intended to help secondary English teachers organize learner-appropriate instruction through I Do, We Do, You Do Together, and You Do Alone.

The guide brings together the practices and adaptations described by participants: selecting suitable texts and targets, preparing fluency prompts, giving timely feedback, varying pacing and grouping, developing low-cost materials, and using peer support. It is presented as a flexible instructional resource with a proposed implementation matrix. Its activities and expected outcomes are proposals; the supplied manuscript does not report completed implementation or evaluation of the guide.

General Objective

To develop a practical, context-responsive instructional guide that assists secondary English teachers in effectively implementing the Gradual Release of Responsibility strategy to improve students' reading fluency.

Specific Objectives

1. To provide clear, stage-by-stage procedures for planning, delivering, and assessing reading fluency lessons following the I Do–We Do–You Do sequence, aligned with DepEd reading standards and learner proficiency levels.
2. To equip teachers with adaptable techniques for differentiating instruction, managing limited time and resources, and monitoring progress across all GRR phases.
3. To offer sample activities, fluency cues, formative checkpoints, and adaptation strategies that address common challenges such as uneven learner readiness, large class sizes, and material constraints.

Scheme of Implementation

The implementation of the GRR-Based Reading Fluency Instructional Guide follows a four-phase cycle: Preparation → Implementation → Monitoring → Adaptation designed to be responsive rather than fixed.

Phase 1: Preparation begins before instruction and involves assessing learners' current reading fluency levels, selecting appropriately leveled texts, and defining clear targets for accuracy, rate, and expression. Teachers organize lessons following the GRR sequence, allocating more time for teacher demonstration and shared practice at the start

and gradually reducing support as learners gain confidence. They prepare low-cost or teacher-made fluency aids cue cards, reading guides, and visual prompts to scaffold learning across stages.

Phase 2: Implementation unfolds through the four GRR stages. During "I Do," the teacher reads aloud to model fluent reading, explicitly demonstrating proper pacing, tone, phrasing, and pausing while explaining fluency cues. In "We Do," teacher and students read together; the teacher provides immediate guidance, corrects gently, and reinforces proper fluency. "You Do Together" transitions to peer and small-group practice, where learners support one another while the teacher circulates to assist those most in need. Finally, in "You Do Alone," learners read independently to demonstrate what they have mastered, serving as the clearest evidence of improved fluency.

Phase 3: Monitoring and Assessment occurs continuously across every phase rather than only at lesson completion. Teachers listen to oral reading, observe participation and confidence, and measure progress in accuracy, rate, and expression against grade-level expectations. Immediate, specific feedback is provided so learners understand what to improve and how. Progress is tracked against each learner's own starting point, not just against external standards, to recognize incremental growth.

Phase 4: Adaptation ensures the guide serves real classroom conditions. If learners struggle, teachers extend practice time, revisit earlier stages, or group learners by ability for targeted support. If resources are scarce, phases may be combined or simplified without abandoning the core GRR progression. Peer assistance and teacher-made materials substitute for limited resources, and independent reading may be assigned as homework when class time is insufficient. Implementation concludes with a review of learner progress, informing adjustments to subsequent lessons.

Table 7
Proposed Implementation Matrix: 1. Lesson Planning and Alignment with GRR Stages

Field	**Program Details**
Areas of Concern	1. Lesson Planning and Alignment with GRR Stages
Objectives	To assist teachers in designing reading fluency lessons that follow the I Do–We Do–You Do sequence and match learner readiness
Strategies	1. Provide sample lesson outlines with fluency targets for each grade level 2. Include guidelines for selecting level-appropriate texts 3. Offer time-allocation suggestions across phases 4. Present a simple lesson-planning template aligned with GRR
Persons Involved	School Head, English Department Head, Secondary English Teachers
Budget (PHP)	3,000
Source of Budget	School MOOE / Local School Board
Time Frame	Pre-School Year (June) & Quarterly Review
Expected Outcome	Teachers design lessons that clearly progress from modeling to independent practice; texts and fluency targets match learner ability levels
Actual Accomplishment	(To be filled during implementation)
Remarks	

Table 8
Proposed Implementation Matrix: 2. GRR Instructional Delivery Across Phases

Field	**Program Details**
Areas of Concern	2. GRR Instructional Delivery Across Phases
Objectives	To equip teachers with clear techniques for explicit modeling, guided practice, collaborative learning, and independent application

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Field	Program Details
Strategies	1. Include scripted examples of "thinking aloud" during modeling 2. Provide fluency cue sets (pacing, pausing, expression) 3. Suggest paired/group activities for shared practice 4. List simple independent reading tasks with clear success criteria
Persons Involved	School Head, Master Teachers, English Teachers, Learners
Budget (PHP)	4,500
Source of Budget	School MOOE / SEF (LGU)
Time Frame	July–March (Ongoing throughout school year)
Expected Outcome	Teachers demonstrate fluent reading explicitly; learners practice with diminishing support; students read independently with improved accuracy, rate, and expression
Actual Accomplishment	(To be filled during implementation)
Remarks	

Table 9
Proposed Implementation Matrix: 3. Formative Assessment and Monitoring of Reading Fluency

Field	Program Details
Areas of Concern	3. Formative Assessment and Monitoring of Reading Fluency
Objectives	To establish continuous, practical ways of tracking fluency progress across all GRR phases and providing timely feedback
Strategies	1. Include simple observation checklists for accuracy, rate, and expression 2. Provide quick formative questions for each phase 3. Offer examples of immediate, constructive feedback 4. Suggest ways to record and compare progress over time
Persons Involved	English Teachers, Guidance Counselor, Class Monitors, Learners
Budget (PHP)	2,500
Source of Budget	School MOOE / GAD Fund
Time Frame	Monthly check-ins; Quarterly progress review (Aug, Nov, Feb, May)
Expected Outcome	Teachers listen and observe at every stage; learners receive immediate correction and encouragement; progress is tracked from baseline to post-implementation
Actual Accomplishment	(To be filled during implementation)
Remarks	

Table 10
Proposed Implementation Matrix: 4. Adaptation Strategies for Common Implementation Challenges

Field	Program Details
Areas of Concern	4. Adaptation Strategies for Common Implementation Challenges
Objectives	To offer practical solutions when facing uneven learner abilities, limited time/materials, large classes, or lack of training
Strategies	1. Present flexible pacing and ability-grouping strategies 2. Provide templates for teacher-made fluency aids 3. Suggest phase-combination options when time is short 4. Recommend peer-support structures and professional learning resources
Persons Involved	School Head, English Teachers, Learners, Parents/Community Volunteers

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Field	Program Details
Budget (PHP)	5,000
Source of Budget	School MOOE / SEF (LGU) / Canteen Fund
Time Frame	Pre-SY (June) orientation; Mid-Year Review (January); Ongoing adaptation
Expected Outcome	Teachers adjust GRR flexibly rather than abandoning it; low-cost materials replace commercial resources; peer support extends teacher reach in large classes
Actual Accomplishment	(To be filled during implementation)
Remarks	

Table 11
Proposed Implementation Matrix: 5. Orientation, Monitoring, and Sustained Use of the Guide

Field	Program Details
Areas of Concern	5. Orientation, Monitoring, and Sustained Use of the Guide
Objectives	To ensure teachers understand, use, and continuously improve the guide based on classroom results
Strategies	1. Conduct orientation and demonstration workshop on guide use 2. Schedule monthly sharing sessions among teachers 3. Gather feedback to refine the guide 4. Recognize effective practices during School Learning Action Cells (SLAC)
Persons Involved	School Head, District English Coordinator, Master Teachers, All English Teachers
Budget (PHP)	7,000
Source of Budget	School MOOE / SEF (LGU) / CPD Funds
Time Frame	June (Orientation); Monthly SLAC Sessions; December & March Review
Expected Outcome	Teachers implement the guide confidently; successful practices are shared; the guide is updated based on actual classroom experience
Actual Accomplishment	(To be filled during implementation)
Remarks	

Conclusion

Based on the findings, it can be concluded that the lived experiences of secondary English teachers reveal the Gradual Release of Responsibility strategy to be both a structured framework and a responsive practice shaped by the realities of the classroom. Teachers recognize that fluency develops most effectively when responsibility is transferred gradually from clear demonstration to guided practice and finally to independent application, yet they also understand that this progression cannot follow a fixed schedule. Their experience demonstrates that successful implementation depends not on rigid adherence to the model, but on the willingness to adjust pace, create resources, and distribute support according to what learners actually need. Ultimately, the GRR strategy succeeds not as a routine to be followed perfectly, but as a flexible guide that helps teachers scaffold reading fluency with intention, adaptability, and steady commitment to every learner's growth.

Recommendations

Based on the findings and conclusions of the study, it is recommended that school administration adopt, distribute, and support the use of the GRR-Based Reading Fluency Instructional Guide as a core resource for secondary English teachers. School administrators should facilitate the guide's validation and orientation, provide adequate time for teachers to study and adapt its contents, and allocate necessary resources to produce supplementary materials aligned

with the guide. Furthermore, administrators may organize collaborative sessions and professional development opportunities so teachers can share experiences, refine practices, and implement the guide with consistency. By endorsing this resource and creating supportive conditions for its use, school leadership strengthens reading fluency instruction, improves implementation of the GRR framework, and ensures that all learners receive the structured, responsive reading instruction they need to succeed.

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