

Applied Literacy Skills of Grade Four Learners in MATATAG Curriculum English

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Abstract: This descriptive qualitative study examined the applied literacy skills of Grade Four learners in MATATAG Curriculum English and the factors influencing their development. Data were gathered through document analysis and classroom observations focusing on language use, comprehension, and reflection and analysis in written and performance tasks. Findings revealed varied proficiency in vocabulary, grammar, and coherence with learners showing developing skills in identifying story elements and understanding informational texts. Factors hindering their development included inconsistent learner engagement, gaps in reading comprehension, difficulties with vocabulary and grammar, limited critical thinking, hesitancy in problem-solving, and unequal participation in collaborative work. The study proposed support materials to enhance applied literacy skills such as interactive reading guides, vocabulary flashcards, grammar practice sheets, critical thinking prompts, problem-solving task cards, and collaborative learning kits. These materials aim to improve learners' engagement, language proficiency, comprehension strategies, and collaboration fostering greater confidence in using English under the MATATAG Curriculum.

Key Words: applied literacy skills; Grade Four Learners; MATATAG Curriculum English

1. INTRODUCTION

The low performance of Filipino learners in both international large-scale assessments and national achievement tests significantly burdened the Department of Education (DepEd). This challenge was further heightened by learning loss experienced by majority of learners from private and public educational institutions during school closures and disruptions caused by COVID-19 pandemic. Recognizing the urgent necessity to address the issue, DepEd initiated proactive measures to revise K to 12 curriculum and launched MATATAG K to 10 Curriculum (DM 54, s. 2023 & DO 13, s. 2023).

MATATAG K to 10 Curriculum was a reconfigured, decongested curriculum introduced on August 10, 2023 by DepEd Secretary and Vice

President Sara Z. Duterte with a focus on developing resilient, skilled, and socially conscious citizens ready to contribute meaningfully to community and national advancement. Embracing this vision meant aligning educational content with workforce needs, promoting civic education and practical learning, streamlining materials through innovative pedagogical approaches, prioritizing inclusivity and student well-being, and supporting teacher welfare (Estrellado, 2023; Escuadro, 2023; Bacedonia, 2023).

The curriculum placed premium importance on essential and foundational skills, trimming down the number of learning competencies from 11, 738 to 3, 664 (Malipot, 2023). This reduction aimed to contribute to clearer and stronger learning demonstrations, enhancing learners' educational

experiences.

Among the skills vital for improved outcomes were language, literacy and reading (Cervantes, 2023), which were core to MATATAG Curriculum in English. The Language learning area prioritized oral language skills for effective communication, serving as gateway for literacy in other subjects. Similarly, Reading and Literacy learning area emphasized developing basic reading skills essential for applied and critical literacy (Acebuche, 2023).

Grade Four Learners represented a key developmental stage where learners were expected to transition from foundational to applied literacy. This involved understanding both literal and implied meanings in literary and informational texts, coupled with composing narrative and expository texts using varies sentence structures. Learners must also use verbal and non-verbal cues for clear communication and evaluate visual texts for cultural relevance (MATATAG English Curriculum Guide 2023).

Given these standards, it became imperative to strengthen efforts to equip Grade Four learners with applied literacy skills for the MATATAG Curriculum Phase 1 Implementation in SY 2024-2025. Ideally, learners should demonstrate proficiency in English across various contexts and use applied literacy to facilitate understanding, analyze texts, and broaden perspectives.

Ideally, every learner should demonstrate proficiency in using the English language across various modes to communicate effectively in diverse situations, with different audiences, and within various contexts. Learners were expected to utilize their applied literacy skills to facilitate understanding and engagement across content areas and to analyze, appreciate, and respond to a range of texts to broaden their understanding, perspectives, and creativity. However, acquiring these skills was hindered by several factors: limited vocabulary, disinterest, distractions, difficulty with complex texts, inadequate comprehension, limited practice, and lack of guidance. The June 2022 World Bank Report stated that 91% of Filipino learners in late primary school could not read or comprehend simple stories. The 2022 PISA results showed no learner scored at Level 5 or higher in reading, reflecting a lack of applied literacy.

At Bawa Elementary School, Phil-IRI pre-assessment for SY 2023-2024 revealed 41% of Grade Four learners were at the frustration level, 27% at instructional, and 32% at independent levels. These

findings underscored the need to address literacy gaps.

Thus, this study aimed to investigate the applied literacy skills demonstrated by Grade Four learners and the factors hindering their development to support improvement efforts for SY 2024–2025.

2. METHODOLOGY

This descriptive qualitative study explored the applied literacy skills of Grade Four learners in MATATAG English. One teacher and her class from Bawa Elementary School for SY 2024–2025 were purposively chosen. Data collection involved classroom observations and document analysis of written and performance tasks, using a rubric and checklist focused on language use, comprehension, and reflection and analysis. Coding and thematic analysis were used to identify patterns and themes. Though limited by its small sample and focus on one class, the study provides in-depth insights on how learners demonstrate applied literacy skills.

3. RESULTS AND DISCUSSION

1. Demonstration of Applied Literacy Skills in MATATAG Curriculum English

a. Language use

The Grade Four Learners' "language use" reflected varied performance levels in vocabulary, grammar, and coherence as determined by rubric's criteria.

Lesson 1- Activity 1: Word Family Tree

The teacher guided learners through contextual word usage and gave examples. Group discussions helped some learners, but others needed more individualized support.

For vocabulary, most Grade Four Learners used simple words with limited variety. The word "dipper" was defined with basic terms like *"a cuplike container used in getting or dipping liquid," "a ladle used for dipping,"* and *"a small, deep, usually handled container for dipping into liquids."* Synonyms provided included *"scoop," "ladle,"* and *"spoon."* Some Grade Four Learners attempted more detailed explanations but lacked precision, such as *"one that dips."*

For "unselfish," they described it as *"willing to put the needs or wishes of others before one's own"* and provided synonyms like *"generous," "selfless,"* and *"benevolent."* Sentences included: *"She is not someone I would think of unselfish,"* and *"She started to get a reputation as an unselfish girl with a heart of gold."*

These examples illustrated an attempt to use the word in context, though with some variability in clarity.

For "spill," they defined it as *"to accidentally allow liquid to flow over the edge of a container"* or *"cause or allow liquid to flow over the edge of its container."* Synonyms included *"leak," "overflow,"* and *"tip over."* Sentences varied in accuracy, such as *"The water spill in the table"* and *"The cat spilled the glass of water on the table."* Others demonstrated improved usage, like *"You'll spill the milk if you are not careful"* and *"My mother accidentally spilled her coffee."*

For "refreshed," they described it as *"having regained strength or energy"* or *"feeling renewed or restored to a fresh or new state."* Synonyms included *"restored," "energized,"* and *"revived."* Sentences included: *"The shower had refreshed her," "I felt refreshed after a good sleep,"* and *"I feel so refreshed after drinking cold water."*

In terms of grammar and sentence structure, frequent errors were evident. Incomplete or grammatically incorrect sentences such as *"They a dipper to transfer wine"* and *"Family are familiar to us because we have big or small"* highlighted difficulties in constructing proper sentences. Others showed some improvement, like *"The cat spilled the glass of water on the table,"* and *"I spilled my water yesterday."* A few demonstrated consistently correct grammar, as seen in *"A warm shower left me refreshed"* and *"I felt refreshed after a good sleep."*

For coherence, responses ranged from disjointed to reasonably well-organized. Some answers were challenging to follow, as seen in *"I take a dipper of wine and water – They a dipper to transfer wine,"* where ideas were not connected. Others showed moderate coherence, such as *"You spill that tea if you're not careful – My mother accidentally spilled her coffee."* A few wrote well-organized answers, such as *"The young hero's unselfish bravery in helping those in need – His unselfish actions helped others in need."*

Targeted grammar instruction, modeling, and structured practice are needed to enhance clarity, sentence fluency, and vocabulary application.

Lesson 3- Activity 1: Word Cards

The teacher introduced new vocabulary through visuals and context clues and encouraged creative sentence-making. Learners responded differently, depending on prior knowledge and support.

In terms of vocabulary, some showed advanced vocabulary usage, rich variety, and precision, while others exhibit limited vocabulary usage, lacking variety and precision. Words such as *fickle* (*"changing frequent especially as regards one's loyalties, interest, or affection"*) and *immortality* (*"ability to live forever"*) reflect an understanding of more complex terms. However, some definitions, like *prediction* (*"definition from Oxford dictionary"*), were incomplete and lacked clarity. Additionally, several translations and structures were either missing or inconsistent.

Regarding grammar and sentence structure, responses varied between consistently correct, generally correct, and inconsistent usage. Some sentences were well-structured, such as *"The sunshine brightened up the room,"* and *"She was the most beautiful girl I had ever seen."* Others, however, contain errors, such as *"Spilled down her cheetes,"* and *"I awak feeling calm and refreshed."* These errors suggested a need for improvement in grammar accuracy. Spelling mistakes, such as *"nselfish"* instead of *"unselfish,"* and *"imoortality"* instead of *"immortality,"* further highlighted inconsistencies in language use.

In terms of coherence, responses ranged from strong coherence to limited coherence. *"A rainbow appeared, painting the sky with color."* effectively convey meaning, while *"Sunset on the horizon peace on my mind,"* were fragmented and unclear. Additionally, repeated entries for words like *refreshed, dipper,* and *unselfish* suggested redundancy without adding depth or variation in meaning.

These outputs highlight the need for guided editing, spelling practice, and opportunities to revise and expand ideas. Structured feedback and peer collaboration can further support clarity and precision.

b. Comprehension

The Grade Four Learners' responses to "comprehension," showed differing degrees of literacy skills as evidenced by their grasp of main ideas, details, and understanding based on the rubric's criteria.

Lesson 1- Activity 2: Story Map

The teacher used visual aids and questioning techniques to guide comprehension. Oral scaffolding and group discussion helped clarify plot and message.

They demonstrated a range of abilities in identifying characters, settings, goals/problems, major events, and resolutions in the story. Some indicated limited understanding of the main ideas, as seen in entries "*zhyilil, last year, christmas my problem is,*" which appeared to deviate from the text and focus on personal experiences. On the other hand, adequate comprehension was evident in "*the little girl, mother, dog, stranger – a land that is very hot, dry, and parched with no rain for a long time,*" which clearly identified drought as the central problem in the story. Advanced comprehension was reflected in "*the little girl's kindness is rewarded as the dipper becomes a symbol of hope,*" demonstrating a deeper understanding of the moral lesson in the story.

In terms of supporting details, some showed limited grasp by missing key elements of plot. One stated, "*the dipper turned from gold into diamond offer her mother drink from dipper,*" which partially captured the transformation but lacked a full explanation of the events leading to it. Others displayed adequate grasp, such as "*the girl found water on the spring upon the mountain side,*" which identified a significant event but omitted symbolic significance of her actions. Advanced responses included richer detail, as in "*as she found water and helped a dog, a stranger, and her mother, her kindness turned her tin dipper to a diamond dipper,*" which encapsulated central events and moral implications.

Regarding understanding, their ability to interpret and analyze varied. Some responses, such as "*the girl, her mother, the dog, and the stranger – the girl's house, the way to the mountain, and the spring up on the mountain side – goal: to find water for her mother,*" highlighted basic comprehension of the plot but did not delve into its deeper meaning. In contrast, advanced responses demonstrated insightful analysis, as seen in "*the dipper became diamond as she helped her mother – the girl's tin dipper turns into a diamond dipper that shines every night to teach children about the girl's kindness, bravery, and unselfishness.*" These responses not only captured the sequence of events but also articulated the story's overarching message.

Graphic organizers and reflective prompts should be consistently used. Teaching should emphasize connecting details to moral themes.

Lesson 2- Activity 2: Information Sheet on Colds

The teacher incorporated visual resources and encouraged active reading strategies. Class

discussions helped reinforce accurate information and cleared up misconceptions.

Regarding main ideas, they demonstrated broad range of understanding. Some showed limited understanding, with misconceptions about nature of colds, such as "*Cold viruses sick coughs and make you sick*" and "*Cold viruses the common and make you sick.*" These indicated confusion about the cold virus and its effects. However, many exhibited adequate understanding. One accurately noted, "*A cold is a viral infection of the upper respiratory tract,*" reflecting basic understanding of what cold was. A few presented advanced understandings, describing cold as "*A viral infection that affects your nose, throat, sinuses, and windpipe,*" which more accurately conveyed the complexity of the illness.

In terms of details, most demonstrated adequate grasp of supporting information, though some missed key details or misinterpreted certain aspects. One wrote, "*The best cold cure is water, herbal tea, warm soup,*" while another listed "*Drink water*" and "*Get a steamy bath*" as potential remedies. These reflected understanding of possible solutions but did not always identify the most scientifically accurate details. More advanced Grade Four Learners accurately identified key information such as "*The best cold cure is to take a rest, drink fluids, and take your medicines*" and "*Wash your hands after touching something with cold viruses,*" which showed a deeper understanding of preventative measures and treatments.

When it came to understanding, there were varying levels of comprehension and interpretation. Some struggled to interpret and analyze the text, as seen in "*Cold viruses the common and make you sick,*" which did not provide a clear or accurate interpretation. Others showed adequate comprehension, able to convey basic interpretations such as "*Cold viruses are harmful and make you sick*" or "*Cold viruses affect your nose and make you sick.*" A few demonstrated advanced comprehensions, effectively analyzing text with more depth, as in "*Cold viruses invade your body and make you sick*" and "*Cold viruses spread and make you sick,*" showcasing clear understanding of virus' effects.

Results suggest that learners benefit from health-based texts with clear structure. Teachers should reinforce cause-effect reasoning and offer

practice interpreting factual texts for deeper comprehension.

c. reflection and analysis

The Grade Four Learners' responses to "reflection and analysis" demonstrated varying levels of expressing thoughtful reflections, applying critical thinking, and establishing connections, as seen in their written and oral responses.

Lesson 1- Activity 3: Make Predictions

The teacher guided learners in making predictions and prompted deeper thought with follow-up questions and moral-value discussions.

In terms of reflection, most demonstrated adequate level of engagement, with several providing moderate responses that showed basic understanding of the story's events. One said, *"The little girl gave water to the dog because her mother told her to always be kind,"* reflecting an understanding of character motivation and the moral value of kindness. However, there were also responses that indicated limited reflection, such as, *"She is going home with a gold dipper with full water,"* which merely restated events without analyzing their deeper significance. On the other hand, a few showed advanced reflection by interpreting abstract concepts, like one who observed, *"The gold dipper symbolizes the greater value of kindness, as the little girl uses its new abilities to help her community."* This demonstrated a deeper understanding, as they linked kindness to broader social values.

Regarding critical thinking, many reflected adequate level, where they connected specific events but lacked depth in their analysis. *"The silver dipper turned to gold because the little girl helped a stranger,"* accurately identified cause-and-effect relationship but did not explore its broader implications. At the limited level, some simply restated events, such as, *"The little girl might find water for her mother,"* without delving into the underlying meaning or consequences. However, a few displayed advanced critical thinking, like *"The diamond dipper could represent the culmination of the little girl's kindness and perseverance, teaching the village the importance of helping others in need."* This analysis went beyond surface-level observations and connected events to main moral lessons.

When analyzing connections, there were varying degrees of ability to link the story's elements to broader moral lessons. At the limited level, some

were fragmented, such as, *"She helped the dog, and the dipper became silver,"* which lacked clear understanding of the significance of transformation. In contrast, some at the adequate level made clearer connections, such as, *"The silver dipper turned into gold because the little girl was kind to the stranger,"* linking kindness directly to the dipper's transformation. However, advanced responses, like *"The transformation of the dipper reflects how selflessness and perseverance lead to rewards, not just for the little girl but for her community,"* demonstrated deeper synthesis of story elements and connected them to broader moral lessons.

Integrating higher-order questioning and reflection prompts in reading sessions will help learners develop stronger analysis and personal connection skills.

Lesson 6- Activity 3: Writing a Friendly Letter

The teacher modeled letter-writing formats and encouraged emotional expression through examples. Peer sharing helped learners reflect on audience and purpose.

In terms of reflection, some exhibited advanced reflection on their learning process and outcomes by writing well-structured and meaningful letters. *"Dear Heidi, Hi! Thanks for letting me know how you're doing. I'm really sorry to hear that you've been sick, but I am glad to hear you're feeling better now. If you need anything, I am here for you. Take care and rest well. I am looking forward to seeing you soon. God bless! Take care, Zeus."* This showed awareness of purpose of a friendly letter, effectively expressing care and concern for the recipient.

Others provided adequate level of reflection, demonstrating understanding of friendly letter format but with limited depth in their content. *"Dear Sofia, How are you doing? I hope this letter find you well. It's been too long since our last visit and I thought I'd write to you to see how everything is so how are you and the family doing?"* This followed the structure of friendly letter but could be improved by adding more personal experiences or emotions.

Some displayed limited reflection that were brief and lack engagement. *"Dear Mark Jeff, Hi, Joy! How's it going. I was thinking about you and wanted to say hi. What's new with you? Any exciting plans or adventures? Let's catch up soon. Your friend, Joy."* While this maintained friendly tone, it lacked depth and personalization, making it less meaningful.

In terms of critical thinking, advanced-level responses successfully connected ideas and provided meaningful details. *“Dear Aunt Joy, I had a wonderful time visiting you this summer. Swimming in your pool was so much fun. I like your slide and playing Marco Polo with my cousins. Thank you for taking me to the museum too. That was so thoughtful.”* This provided specific experiences, showing ability to recall and reflect on past events.

Adequate responses attempted to make connections but remain basic. *“Dear Khaled, How are you doing my dearest friend? I am having the perfect holiday with my family and I hope you too are enjoying. Do let me know when you are coming back so that we can meet and share our holidays at the playtime. Your friend, Stephen.”* This included some personal updates but lacked detailed descriptions or deeper emotional connections.

Limited critical thinking was observed in responses that only stated facts without meaningful elaboration. *“Dear Zhyllil, Hi! How are you? I am fine. My favorite color is purple. Erica likes the color pink. What color do you like? Please write back soon.”* While this followed basic format, it did not demonstrate thoughtful engagement or connections between ideas.

Some demonstrated an advanced ability to make connections, linking their experiences to their relationships with the recipient. *“Dear Nami, Hi! I hope you have a good day. I want to tell you that I admire the artwork you made. The painting is colorful and expresses a lot of emotion. I hope you make one about our friendship and story. Your best friend, Elena.”* This not only acknowledged the recipient’s talent but also deepened the connection by suggesting a meaningful activity.

Adequate connections were seen in letters that expressed general thoughts and emotions but did not fully develop ideas. *“Dear May, Thank you for visiting me in our house last Sunday and playing with me. By the way, I like your gift. God bless! Yours truly, Aldrich.”* While the response was appreciative, it could be expanded by sharing more about the experience.

Limited connections were found in responses that are too brief or vague. *“My friend this is for you. I have a book and I want to give it to you.”* The writer did not provide enough context or details, making the letter less meaningful.

Future activities should emphasize emotional connection, detailed recall, and purpose-

driven writing to improve reflective and analytical depth.

2. Factors hindering the development of applied literacy skills among Grade Four Learners in MATATAG Curriculum English

Inconsistent Learner Engagement

During the observations, it was noted that while some actively participated and showed enthusiasm during reading activities, others displayed signs of disengagement. Some learners gave brief or unrelated responses when asked to share thoughts on reading materials. This lack of consistent engagement may hinder their ability to develop applied literacy skills, as active participation reinforces comprehension and language use. These findings echo MATATAG Curriculum’s goals, which emphasize deeper learner engagement and functional literacy (Acebuche, 2023; Escuadro, 2023). According to Vygotsky’s Sociocultural Theory, learning is socially mediated; low participation may mean missed opportunities for scaffolding within the learner’s Zone of Proximal Development (ZPD).

Gaps in Reading Comprehension

Many learners demonstrated the ability to grasp main ideas and summarize key points. However, others struggled with deeper comprehension, such as identifying supporting details and making text connections. Some had difficulty using context clues to understand unfamiliar vocabulary. This highlights the need for explicit instruction in comprehension strategies, consistent with DepEd’s Learning Recovery Program (DepEd Order No. 013, s. 2023). These behaviors also reflect the lower-order cognitive processes in Bloom’s Taxonomy, such as remembering and understanding, and suggest the need to design tasks that move learners toward higher-order skills like analyzing and evaluating.

Difficulties with Vocabulary and Language Use

While many used appropriate vocabulary, challenges in grammar and sentence construction were evident. Some struggled to form complete sentences or use precise word choices, affecting their clarity in communication. These issues support Estrellado’s (2023) argument that curriculum reform must emphasize foundational grammar and vocabulary to strengthen expression.



Limited Critical Thinking Abilities

Some learners displayed critical thinking by asking questions and evaluating texts, but others found it difficult to identify deeper meanings or relate texts to real-life experiences. They required more structured opportunities to practice evaluating content from multiple perspectives. This aligns with the World Bank’s (2022) findings on critical literacy challenges and with MATATAG’s reflective, learner-centered goals (Cervantes, 2023). Instruction should scaffold movement from comprehension to higher-order thinking (Bloom’s Taxonomy), such as analyzing, evaluating, and creating.

Hesitancy in Problem Solving

Though many applied strategies during group reading activities, some hesitated to seek help or solve problems independently. This reluctance may limit growth in applied literacy. Vygotsky’s theory of guided learning and the MATATAG Curriculum (DepEd Memorandum No. 054, s. 2023) both emphasize supporting independent problem solving.

Passive Participation in Collaborative Work

While most learners actively contributed to group work, some were passive, limiting their growth in communication, listening, and teamwork. The World Bank (2022) stresses the importance of participation in literacy tasks, which the MATATAG Curriculum addresses through collaborative learning (Malipot, 2023). From a sociocultural perspective, this reduces opportunities for co-constructing knowledge through dialogue and shared tasks, a key tenet of Vygotsky’s theory.

4. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, the following are the conclusions:

1. Grade Four learners showed varying levels of applied literacy in language use, comprehension, and reflection and analysis. In language use, many learners demonstrated limited vocabulary, frequent grammar errors, and inconsistent sentence construction. Some could apply new words in context, but overall word variety and coherence were lacking. In comprehension, learners could identify story elements like characters and events, but few exhibited deep understanding or inference-making. In reflection and analysis, most responses were surface-level, with limited personal or moral insight. These findings highlight the need for explicit

instruction in vocabulary, comprehension strategies, and reflective thinking to support applied literacy development.

2. Several internal and external factors contributed to the learners’ weak literacy performance. These include inconsistent engagement, gaps in comprehension, difficulties with vocabulary and language use, limited critical thinking, hesitancy in problem-solving, and passive participation in collaborative work. Observations also revealed that the teacher’s modeling, questioning, and feedback style significantly influenced the quality of learner outputs. Hence, improving learner performance requires not just learner support, but also professional development for teachers.

3. Targeted support materials and curriculum adjustments could help bridge these gaps. The following materials are proposed to enhance the applied literacy skills of Grade Four learners in MATATAG Curriculum English:

Suggested Support Materials	Purpose	Description	Expected Impact
1. Interactive Reading Guides and Comprehension Worksheets	Enhance reading comprehension and vocabulary skills	Text-based guides with questions on main ideas, details, and context clues	Improved comprehension and decoding of complex texts
2. Vocabulary Building Flashcards and Word Walls	Expand vocabulary and contextual word usage	Flashcards and classroom word walls with thematic sets and examples	Better word retention and improved oral and written communication
3. Grammar and Sentence Construction Practice Sheets	Improve grammar and sentence construction	Exercises on grammar rules, punctuation, and sentence building	Stronger language foundation; improved writing and speaking skills
4. Critical Thinking Prompts and Discussion Cards	Develop critical analysis and reasoning skills	Thought-provoking questions for individual or group discussion	Enhanced analytical thinking and deeper text engagement
5. Problem-solving Task Cards	Strengthen problem-solving and application of academic skills	Real-world scenarios with guided questions across subjects	Improved reasoning and application of learned skills



6. Collaborative Learning Kits	Promote teamwork and communication in group tasks	Materials for group activities like role-plays, discussions, and games	Boosted interpersonal skills and active participation in literacy activities
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The following recommendations are proposed to support effective implementation:

1. Integrate vocabulary and grammar instruction into daily English lessons.
2. Contextualize grammar tasks using real-life themes and learner experiences to reinforce functional literacy, aligning with MATATAG's goal of meaningful language application.
3. Embed explicit comprehension strategies through modeled reading and guided questioning.
4. Use structured reflection and critical thinking prompts aligned with lesson content.
5. Facilitate collaborative learning with clear roles and interactive materials.
6. Design real-life, problem-solving scenarios tied to learners' interests and contexts.
7. Develop a school-based literacy toolkit aligned with MATATAG competencies, containing rubrics, checklists, and contextualized activities.
8. Provide ongoing teacher training in differentiated instruction and scaffolding techniques.

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