



TEXT TYPE EXPOSURE AND READING COMPREHENSION PERFORMANCE OF THE GRADE III LEARNERS IN CAGANDUNGAN WEST ELEMENTARY SCHOOL

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ABSTRACT

This study examined the relationship between text type exposure and reading comprehension performance among Grade III learners in Cagandungan West Elementary School during School Year 2025 - 2026. Specifically, it determined the learners' weekly frequency of exposure to narrative, informational, and procedural texts and their corresponding comprehension performance. The study used a descriptive-correlational research design involving sixteen Grade III learners selected through total enumeration. Data on text exposure were gathered from teacher lesson logs and activity sheets, while comprehension performance was measured using a researcher-made 25-item test. Frequency, percentage, mean, and standard deviation were used to describe exposure patterns and scores, while the Pearson product-moment correlation determined the relationship between exposure frequency and comprehension performance. Results showed an imbalance in text type exposure, with narrative texts used most frequently, informational texts used at a fixed frequency, and procedural texts used least frequently. Learners also exhibited low reading comprehension performance across all text types, with the lowest scores in procedural texts. The findings revealed no significant relationship between exposure frequency and comprehension performance. These results suggest that exposure frequency alone is insufficient to improve comprehension and that explicit, text-type-specific instruction is necessary to enhance learner outcomes in these diverse reading genres.

Keywords: *informational texts, narrative texts, procedural texts, reading comprehension, text type exposure*

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I. INTRODUCTION

II. INTRODUCTION

Reading comprehension is a foundational literacy skill that enables learners to construct meaning from written texts through the integration of vocabulary knowledge, text structure awareness, and prior experiences. It is widely recognized as a key determinant of academic success and lifelong learning. International education frameworks, including those of the Organisation for Economic Co-operation and Development (OECD), define reading literacy as the ability to understand, interpret, evaluate, and reflect on written texts for effective participation in society [1]. This definition underscores the importance of developing comprehension skills during the early years of schooling.

One critical factor influencing reading comprehension development is learners' exposure to varied text types. Narrative, informational, and procedural texts each require distinct cognitive and linguistic processes [2]. Narrative texts strengthen learners' ability to identify story elements, sequence events, and make inferences. Informational texts enhance skills in identifying main ideas, extracting factual information, and summarizing content. Procedural texts, on the other hand, develop learners' understanding of logical sequencing, cause-and-effect relationships, and step-by-step processes. Exposure to a balanced range of these text types allows learners to become flexible and strategic readers.

Reading exposure refers not only to the frequency with which learners encounter texts, but also to the diversity and quality of those materials. Duke and Cartwright emphasized that early and sustained exposure to varied genres improves learners' familiarity with text structures and language features, which in turn strengthens comprehension performance [3]. Limited exposure, particularly to informational and procedural texts, may result in difficulties when learners are required to process unfamiliar formats, especially in higher grade levels where expository reading becomes more dominant.

The relationship between text type exposure and reading comprehension is therefore particularly significant in the primary grades. Research indicates that frequent

engagement with diverse genres is positively associated with improved comprehension outcomes across reading tasks [4]. Instruction that intentionally integrates multiple text types fosters the development of well-rounded readers who can adapt to different reading purposes and contexts.

In the Philippine context, the K to 12 curriculum emphasizes genre awareness and the use of varied text types in literacy instruction. The Most Essential Learning Competencies (MELCs) for English highlight the need for learners to recognize and comprehend different text structures and purposes [5]. DepEd Order No. 31, s. 2012 further supports a learner-centered and integrative approach to reading instruction, encouraging teachers to utilize varied materials to enhance comprehension skills. These policies clearly recognize the importance of genre-based literacy development in early grades.

Empirical studies further support the significance of balanced text exposure. Villaruel et al. reported that learners who received systematic exposure to both narrative and informational texts demonstrated stronger retention and inference skills [6]. Ledesma and Pascual identified a positive correlation between genre-specific reading instruction and improved test performance [7]. Francisco observed that limited exposure to procedural texts contributed to learners' difficulty in following written instructions accurately [8]. International findings are consistent with these results. Lee and Wu found that learners exposed to at least three different text types per week obtained significantly higher comprehension scores [9], while Morrison et al. emphasized that genre balance plays a critical role in supporting multilingual learners' reading proficiency [10].

Despite these findings and policy directives, classroom practice often remains heavily narrative-centered. In many Philippine public schools, instructional materials and teacher-selected readings frequently prioritize stories and literary texts, while informational and procedural materials receive comparatively less emphasis. Preliminary observations at Cagandungan West Elementary School reveal a similar pattern. Teacher lesson logs and interviews indicate that narrative texts dominate reading activities, with informational texts commonly limited to content subjects and procedural texts used primarily during practical or activity-based lessons.

This instructional imbalance presents a contextual research



gap. While previous studies have established the general importance of diverse text exposure, limited localized evidence exists regarding how the frequency of exposure to specific text types relates to actual comprehension performance among Grade III learners in small public elementary schools. Furthermore, there is insufficient school-based data examining whether uneven exposure patterns correspond to differences in learners' comprehension scores across narrative, informational, and procedural texts. Without empirical data at the school level, instructional decisions may continue to rely on assumptions rather than evidence-based analysis.

Teachers at Cagandungan West Elementary School have observed that learners tend to perform better in narrative comprehension tasks but show hesitation and lower accuracy in expository and procedural comprehension items. Difficulties are commonly noted in identifying factual details, organizing information, and sequencing steps. These classroom observations highlight the need to systematically examine whether such performance patterns are associated with differences in text type exposure frequency.

Given these conditions, the present study investigated the relationship between Grade III learners' frequency of exposure to narrative, informational, and procedural texts and their corresponding reading comprehension performance. Establishing this relationship provides empirical support for instructional planning and contributes to strengthening genre-balanced literacy instruction in the school. Ultimately, the findings may guide teachers in designing reading programs that ensure learners develop not only narrative comprehension skills, but also competence in understanding factual and procedural texts necessary for academic success.

Objectives of the Study

This study aimed to examine the relationship between learners' exposure to specific types of reading texts and their reading comprehension performance at Cagandungan West Elementary School for the school year 2025 - 2026.

Specifically, it sought answers to the following questions:

1. What is the frequency of Grade III learners' exposure per week to each of the following text types, based on teacher lesson logs and learner activity sheets:

1. narrative texts (e.g., stories, fables);
 2. informational texts (e.g., factual and nonfiction texts); and
 3. procedural texts (e.g., how-to guides)
2. What are the reading comprehension scores of Grade III learners, based on a 25-item comprehension test, categorized according to the following text types:
 - a. narrative texts;
 - b. information texts; and
 - c. procedural texts
 3. Is there a significant relationship between the frequency of exposure to each text type and the corresponding reading comprehension performance of Grade III learners?

III. METHODOLOGY

Research Design

This study employed a descriptive-correlational research design to systematically explore the relationship between learners' frequency of exposure to different text types and their corresponding reading comprehension performance. The research was conducted among Grade III learners of Cagandungan West Elementary School for the school year 2025–2026. The design integrated descriptive elements to portray learners' comprehension levels and exposure patterns, and correlational analysis to examine associations between exposure frequency and performance outcomes.

The descriptive component of the study addressed the first two research questions. It documented: (1) the reading comprehension performance of learners based on a researcher-made 25-item test, with subtests covering narrative, informational, and procedural texts; and (2) the weekly frequency of exposure to each text type, based on triangulated classroom evidence including teacher lesson logs and learner activity sheets. These data provided a foundational understanding of instructional practices and reading outcomes in relation to specific genres.

The correlational component responded to the third research question, which examined whether the frequency of exposure to each text type which are narrative, informational, and procedural, was significantly associated with learner comprehension performance in the same



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category. Pearson's product-moment correlation coefficient was employed to analyze the strength and direction of these relationships, as both the exposure frequencies and comprehension scores were treated as continuous variables.

Locale of the Study

This study was conducted in a public elementary school located in Barangay Cagandungan West, Municipality of Luna, Province of Apayao, during the school year 2025–2026. The school operates under the Department of Education–Division of Apayao and caters to learners from diverse backgrounds, including indigenous and lowland communities.

Participants of the Study

The respondents of this study consisted of Grade III learners enrolled in a public elementary school located in Barangay Cagandungan West, Municipality of Luna, Province of Apayao, for the school year 2025–2026.

Research Instrument

The study used a three-part tool created by researchers to measure reading comprehension and text exposure.

Part I: Reading Comprehension Test

This 25-item multiple-choice test evaluated performance across three types of texts: narrative ("Milo, The Helpful Monkey"), informational ("All About Butterflies"), and procedural ("How to Water a Plant"). Based on DepEd modules, the test measured skills such as recall, sequencing, and understanding the main idea. Each correct answer received one point.

Part II: Teacher Questionnaire

The Grade III teacher answered a three-item questionnaire to find out how often students were exposed to each text type and to identify the most commonly used material. This data was analyzed using frequency counts and descriptive interpretation to explore the relationship between teacher-reported exposure patterns and student comprehension outcomes.

Data Gathering/ Ethical Considerations

Following approval from the Schools Division Office of Apayao and the local school head, the researcher held an orientation with the Grade III teacher to get informed

consent and explain the study. Data collection took place in three phases: first, the administration of a standardized reading comprehension test to Grade III learners; second, the teacher completed a text-type exposure questionnaire; and third, the researcher validated the teacher-reported data against actual instructional records, such as lesson logs. Throughout this process, the researcher kept strict confidentiality and upheld ethical standards, ensuring all information was securely stored and used only for academic purposes.

To ensure ethical integrity, the study strictly adhered to protocols for informed consent, privacy, and voluntary participation. Parental consent was secured for all learner-respondents, and participant identities were anonymized throughout the research. All data were securely stored, handled with strict confidentiality, and used exclusively for academic purposes, ensuring that all findings were presented in aggregate form to protect the anonymity of the participants.

Statistical Analysis

To analyze the relationship between text type exposure and reading comprehension, the study employed both descriptive and inferential statistical tools.

Descriptive Statistics: Mean and standard deviation were used to analyze learners' performance across the three subtests (narrative, informational, and procedural). Frequency counts and percentages were applied to determine the weekly instructional frequency of each text type, validated against classroom lesson logs.

Inferential Statistics: The Pearson Product–Moment Correlation Coefficient (Pearson r) was utilized to measure the strength and direction of the relationship between exposure frequency and comprehension scores.

All analyses were performed using statistical software with a significance level of 0.05. Results were presented in tables with interpretive discussions to link findings to instructional practice.



IV. RESULTS AND DISCUSSION

The findings from this study showed that narrative texts were the most frequent types of texts encountered by Grade III learners; informational texts occurred in fixed moderate frequencies while procedural texts had the least occurrence. However, even when there was a difference in their levels of occurrence, learners showed poor levels of comprehension regardless of the type of text involved, where the poorest level of comprehension occurred in procedural texts.

Table 1. Frequency of Exposure to Narrative, Informational, and Procedural Texts

Number of Times	Narrative		Informational		Procedural	
	f	%	f	%	f	%
1	-	-	-	-	1	50
2	1	50	2	100	1	50
3	1	50	-	-	-	-

Table 1 shows that narrative texts were exposed two to three times per week, informational texts were exposed twice per week, and procedural texts were exposed once to twice per week. This indicates an imbalance in text type exposure, with narrative texts receiving the most frequent attention and procedural texts the least.

Table 2. Reading Comprehension Scores in Narrative Texts

Scores (out of 25 items)	Frequency (n=16)	Percentage
1-5	6	37.50
6-10	10	62.50
11-15	0	0
16-20	0	0
21-25	0	0
Mean	7.06	
SD	1.91	

Table 2 shows that all learners scored within the lowest two brackets only. The mean of 7.06 indicates low narrative comprehension performance, with little

variation among learners.

Table 3. Reading Comprehension Scores in Informational Texts

Scores (out of 25 items)	Frequency (n=16)	Percentage
1-5	4	25
6-10	12	75
11-15	0	0
16-20	0	0
21-25	0	0
Mean	6.38	
SD	1.45	

Table 3 shows that most learners also performed poorly in informational texts. The mean of 6.38 indicates low comprehension, slightly lower than in narrative texts.

Table 4. Reading Comprehension Scores in Procedural Texts

Scores (out of 25 items)	Frequency (n=16)	Percentage
1-5	10	62.50
6-10	6	37.50
11-15	0	0
16-20	0	0
21-25	0	0
Mean	5.56	
SD	1.67	

Table 4 shows the lowest performance among the three text types. Most learners scored only 1–5, and the mean of 5.56 reflects substantial difficulty in understanding procedural texts.

Table 5. Correlation Between Exposure Frequency and Reading Comprehension Performance

Text Type	Correlation Coefficient (r)	p-value	Interpretation
Narrative	0.113	0.676	Not Significant
Informational	0.275	0.302	Not Significant
Procedural	0.254	0.343	Not Significant

Table 5 shows that all correlation coefficients were weak



and not statistically significant. This means that the frequency of exposure to each text type was not significantly related to learners' reading comprehension performance.

These findings are very crucial since they provide clear answers to the central objective of the study. These findings demonstrate that the reading problems of Grade III learners are not limited to one particular type of text; rather, all three kinds of texts yielded poor results, but procedural texts had the lowest scores. This is significant because it demonstrates that even though students are able to perform well in reading stories, their ability to read other forms of text remains poor, which is consistent with classroom observations. The findings are also supportive of the rationale for the study because they demonstrate that classroom exposure to text types is unbalanced. Narrative texts have the highest exposure rate in the classroom setting, whereas informational and procedural texts have a lower rate. In this case, the results support the problem statement presented in the introduction section of this research paper, which highlights the fact that learners' exposure to text types can be limited in the classroom. Compared to previous literature, the study results support the findings regarding the greater frequency of exposure to narrative texts over informational and procedural texts among younger students, which can influence their comprehension skills negatively. The results of the study also support other literature findings concerning the importance of explicit instructions regarding text structure, vocabulary, and strategy use for better comprehension. On the other hand, the lack of significant correlations contributes to the existing literature, implying that exposure frequency alone might not lead to improved comprehension skills. The significance of this study lies in its ability to provide local data that would contribute to the necessity of explicit comprehension teaching for different types of texts among young students.

V. CONCLUSION

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

1. In terms of frequency of exposure to text types, narrative texts were the most frequently used in Grade III reading instruction, informational texts were consistently

used twice per week, and procedural texts were the least frequently used, occurring only once to twice per week.

2. In relation to reading comprehension performance, Grade III learners demonstrated generally low comprehension levels across narrative, informational, and procedural texts. The lowest comprehension performance was observed in procedural texts, followed by informational texts, while narrative texts yielded the highest mean score but remained low overall.

3. As regards to relationship between exposure and comprehension, there was no statistically significant relationship between the frequency of exposure to narrative, informational, and procedural texts and the learners' reading comprehension performance in the corresponding text types.

Recommendation

In view of the findings and conclusions of the study, the following recommendations are offered:

Teachers should strengthen explicit comprehension strategy instruction across narrative, informational, and procedural texts. Since exposure frequency alone was not significantly related to comprehension performance, instruction should focus on helping learners identify story elements, determine main ideas and supporting details, and accurately sequence steps in procedural texts.

Greater instructional emphasis should be given to procedural texts, as learners demonstrated the lowest comprehension performance in this genre. Structured activities that involve guided modeling, step-by-step reading tasks, and comprehension checks should be integrated regularly in English and relevant content areas. The school should conduct a systematic root cause analysis to determine the underlying factors contributing to the generally low comprehension performance across text types. This analysis may examine instructional approaches, vocabulary proficiency, learner engagement, assessment practices, and availability of instructional materials. The results of this analysis may serve as the basis for targeted reading interventions. School administrators should strengthen instructional supervision and curriculum implementation by ensuring that teachers employ balanced genre exposure supported by explicit comprehension strategy instruction. Administrators may review lesson plans, conduct classroom observations, and



provide technical assistance focused on improving reading instruction quality.

School administrators should allocate resources for the establishment or enhancement of multimedia facilities to support reading instruction. The provision of audio-visual equipment, digital texts, interactive presentations, and other multimedia resources may increase learner engagement and improve comprehension, particularly for informational and procedural texts that benefit from visual and structured presentation.

The school may institutionalize regular reading performance monitoring through genre-based assessments to identify learners needing remediation and to evaluate the effectiveness of instructional adjustments implemented following the root cause analysis.

Parents and guardians should be encouraged to support reading development at home by providing opportunities for learners to read varied text types, including informational and procedural materials, and by guiding them in understanding instructions and factual texts.

Future researchers may expand the scope of the study by including additional variables such as vocabulary level, decoding fluency, instructional quality, and learner motivation to further explain reading comprehension performance.

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