



“BALSA para sa PAGBASA” 30 MINUTES PUROK- BASED READING REMEDIAL SA BAGONG NORMAL: INTERVENTION FOR IMPROVING READING PERFORMANCE LEVEL OF GRADE – FIVE PUPILS STRUGGLING READERS

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ABSTRACT

This action research was conducted to enhance the level of reading performance of pupils of Grade –Five struggling readers of Maasim Central Elementary School using the Balsa Para sa Pagbasa 30-minute Purok-based reading remedial program. This study employed the explanatory sequential mixed methods (single-experimental and phenomenological) design. Using Schutte Self-Report Emotional Intelligence Test, the EI level of the learners were identified while their experiences were captured through online interview using the validated interview guide. Frequency, mean, percentage and paired sample t-test were applied in treating the quantitative data and thematic analysis following Colaizzi’s method in analyzing the qualitative inputs. Robert Ebel’s Criterion of Mastery was used to determine the level of performance of Grade –Five Copper pupils struggling readers. Result showed that there is SIGNIFICANCE DIFFERENCE in the level of reading performance based on the result in the t – test. The increase in the pupils reading performance shows that using Balsa Para sa Pagbasa 30-minute Purok-Based program was effective in enhancing the reading performance of Grade V –pupil. This was supported by the participants’ narratives revealing the balsa para sa pagbasa purok-based remedial program was beneficial experience. They reported an opportunity to experience reading with purok chairman, a relieved confidence booster for them and a bond of friendship developed through reading. Thus, Balsa Para sa Pagbasa Purok-Based Reading Remedial Program should be institutionalized in elementary schools particularly at Maasim Central Elementary School and similar studies be conducted involving triangulation.

CONTEXT AND RATIONALE

Reading has a vital role in the learning process. It is one of the macro communication skills that can be correlated to the academic performance (Channa, & Nordin, 2015). Most of the activities and task in all the contents require the students to read. It is a mandatory skill that will help the students to connect with their lessons. In the actual learning context, these struggling readers will not understand the concepts, and they will fail to attain the learning competences expected of the them because of a lack of skill in reading. In connection with the Education for All Agenda, it aims to expand and improve comprehensive early childhood care and education. It ensures all school-aged children have access to quality education. But the global pandemic of COVID-19 catastrophe has totally transformed education in many nations around the world, (Reimer et al., 2021). Due to the pandemic, students' face-to-face instruction was disrupted during the 2019–2020 school year. During the closing months of school in 2019 the majority of schools offered some virtual education, and the same scenario repeated itself at the start of 2021. Educators and parents have been actively researching the best approach to

continue formal education through remote or virtual learning throughout this time. Nonetheless, it remains unclear how effective remote or virtual learning is.

Furthermore, research predicts that virtual learning would heighten socioeconomic disparity in student learning due to disparities in children's opportunities to learn at home as many working parents already struggle to work and care for their children (Harris, 2020). Parents identify personal, technical, logistical and financial barriers regarding the challenges of distance learning during the Pandemic (Abuhammad, 2020). Parents generally had negative beliefs about the benefits of online learning and preferred traditional learning in early childhood settings (Dong et al., 2020). Parents tended to resist online learning for four main reasons: the shortcomings of online learning, young children’s inadequate self-regulation, lack of time and professional knowledge for supporting children’s online learning (Dong et al., 2020). Children from disadvantaged families received much less academic support from their parents and were less likely to have access to necessary physical resources such as a computer or a tablet (Azubuite et al., 2021; Andrew et al., 2020; Bol, 2020).



Based on the collated report in the Philippine Informal Reading Inventory (Phil-IRI) last school year 2020-2021, it was revealed that 20% of the elementary pupils got failing score in Reading Comprehension. It was declared that 25% of the total population of the students were classified as struggling readers. The satisfaction of the term “struggling reader” falls under frustration level. Technically, the frustration level reflects the incapacity of the pupils to read and understand text. Non-reader, as a level, are classified as another critical issue. On this study, those pupils in the frustration level are the focus. This term is used for pupils who got low score both in oral reading and, these pupils will have a hard time understanding reading comprehension test. For grade 5 alone, 53% are classified as frustration reader which seems alarming for the reading teachers. This may lead to an increase of non-readers. It can infer from the data that these pupils need special attention. If they are not performing well in the subject, will have a hard time understanding some other subject like English since as their second language.

Based on these results, it is important to intervene as early as possible in order to help children that have seen their school year affected by the pandemic. If reading disabilities are not early addressed, difficulties tend to generalize to other domains, thus jeopardizing future knowledge acquisition, exposing students to consecutive experiences of failure, thereby diminishing their motivation to learn (Lyytinen and Erskine, 2016).

Moreover, with the frequent increases in oil prices due to the ongoing war of other nations, other basic commodities have triggered or affected much of our learners/underprivileged parents to educate their children because their individual income lags behind expenses. So, with the prevailing situation that we have, the researcher looked for some mitigating measures in which the researcher could reach out the learners especially those living in areas away from our learning station and also the researcher felt it hard for them to pay for their fare back/forth in coming to their respective reading kiosk just to have an access on their reading needed.

Maasim Central has been true to its mission to elevate the reading level of its pupils. Thus, the teacher has been religious in conducting the school’s reading program. However, the rate of the frustration level is still high. For this reason, the researcher formulated a program called the “BALSA para sa PAGBASA” 30 MINUTES PUROK- BASED READING REMEDIAL SA BAGONG NORMAL on their respective assigned purok. “BALSA para sa PAGBASA” is a way in which reading materials and some reading intervention were carried through this “BALSA” and brought to their respective purok in which the learners, teachers and the purok chairman worked collaboratively doing the tutorial reading for the struggling readers of grade five pupils. The program consisted of “BALSA” is a light -no -wheeled vehicle made by wood pulled by draught animals used for transporting goods, commodities. The Balsa were filled with school materials, such as various learning activity sheets, SLM, reading intervention materials and other goods like snack as reward and recognition to the learners, brought to the purok stations and create school settings in unconventional locations, wherever the struggling reader were. This initiative balsa program helps parents who

cannot afford to pay for their fare back and forth their children in getting their modules and to have access on their reading needed. This program balsa para sa pagbasa tried to make a difference in the lives of the younger generation, to give them hope that there is a chance for a brighter future despite the pandemic that we are facing now a days.

Thus, this study was conducted. This is to determine if there is an increase of reading performance level of grade five struggling reader using the **BALSA para sa PAGBASA 30 minutes** purok-based reading remedial as an intervention of improving the reading performance level

Innovation, Intervention, And Strategy

The following strategies used as intervention are the following: “BALSA para sa PAGBASA” is a way in which reading materials and some reading intervention were carried through this “BALSA” and brought to their respective purok in which the learners, teachers and the purok chairman worked collaboratively doing the tutorial reading for the struggling readers of grade five pupils. The program consisted of “BALSA” is a light -no -wheeled vehicle made by wood pulled by draught animals used for transporting goods, commodities. The Balsa were filled with school materials, such as various learning activity sheets, SLM, reading intervention materials and other goods like snack as reward and recognition to the learners, brought to the purok stations and create school settings in unconventional locations, wherever the struggling reader were. This initiative balsa program helps parents who cannot afford to pay for their fare back and forth their children in getting their modules and to have access on their reading needed. This program balsa para sa pagbasa tried to make a difference in the lives of the younger generation, to give them hope that there is a chance for a brighter future despite the pandemic that we are facing now a days.

ACTION RESEARCH QUESTIONS

The purpose of this Action research is to find out whether Balsa para sa Pagbasa 30-minute purok –based reading remedial program is effective in improving the reading performance of Grade V struggling readers - basis to enhance the reading performance of struggling readers of Maasim Central.

Specifically it sought answers to the following questions:

1. What is the performance in reading among Grade –V pupils before the start of the study?
2. What is the level of reading performance of struggling/frustration pupils in the pre- test conducted?
3. What is the performance in reading of Grade –V struggling /frustration pupils after being immersed in the program?
4. What is the level of reading performance of struggling/frustration pupils in post- test?
5. Is there a significant difference in the reading performance of Grade V pupils before and after the balsa para sa pagbasa purok-based reading remedial was implemented?



6. What are the experiences encountered by the pupils and purok-chairman participants in balsa para sa pagbasa program?
7. Based on the findings, what possible intervention / program could enhance the reading program of Maasim Central?

ACTION RESEARCH METHODS

A. Sampling Method/Research Participants

Research participants are the 10 Grade 5 pupils of Maasim Central Elementary School, officially enrolled for School Year 2021-2022.

A purposive sampling method was used in choosing the research participants. Results from the Pretest PHIL-IRI report served as a basis in selecting the research participants. There were five (5) males and five (5) females selected as research participants and shall be immersed in the balsa para sa pagbasa reading remedial program.

A. Instrument/Research design

This research study utilized mixed methods design. For gathering, analyzing, and mixing both quantitative and qualitative data collected to some point during the research process from a single study to acquire complete understanding of the research problem (Creswell & Clark ,2011). The research design used was single experimental design for quantitative method and case study in analyzing the experiences encountered by the pupils and purok-chairman about the program. In gathering data, frequency count and percentage utilized for quantitative while the participants undergone one-on-one interview for qualitative method.

To determine the significance difference in reading performance of Grade V pupils before and after the balsa para sa pagbasa purok-based reading remedial was implemented; t-test was also used.

The test is done at the .05 level of significance.

Below is the quantification use in determining the level of reading performance.

Robert Ebel’s Criterion of Mastery

Percentage

81% – 100%

61% – 80%

41% – 60%

21% – 40%

1% - 20%

Level of Performance

Very High

High Performance

Moderate Performance

Low Performance

Very Low Performance

B. Locale

This study was conducted at Maasim Central Elementary School, Maasim 2 District. Barangay Poblacion, Maasim, Sarangani Province.

C. Data Gathering Methods

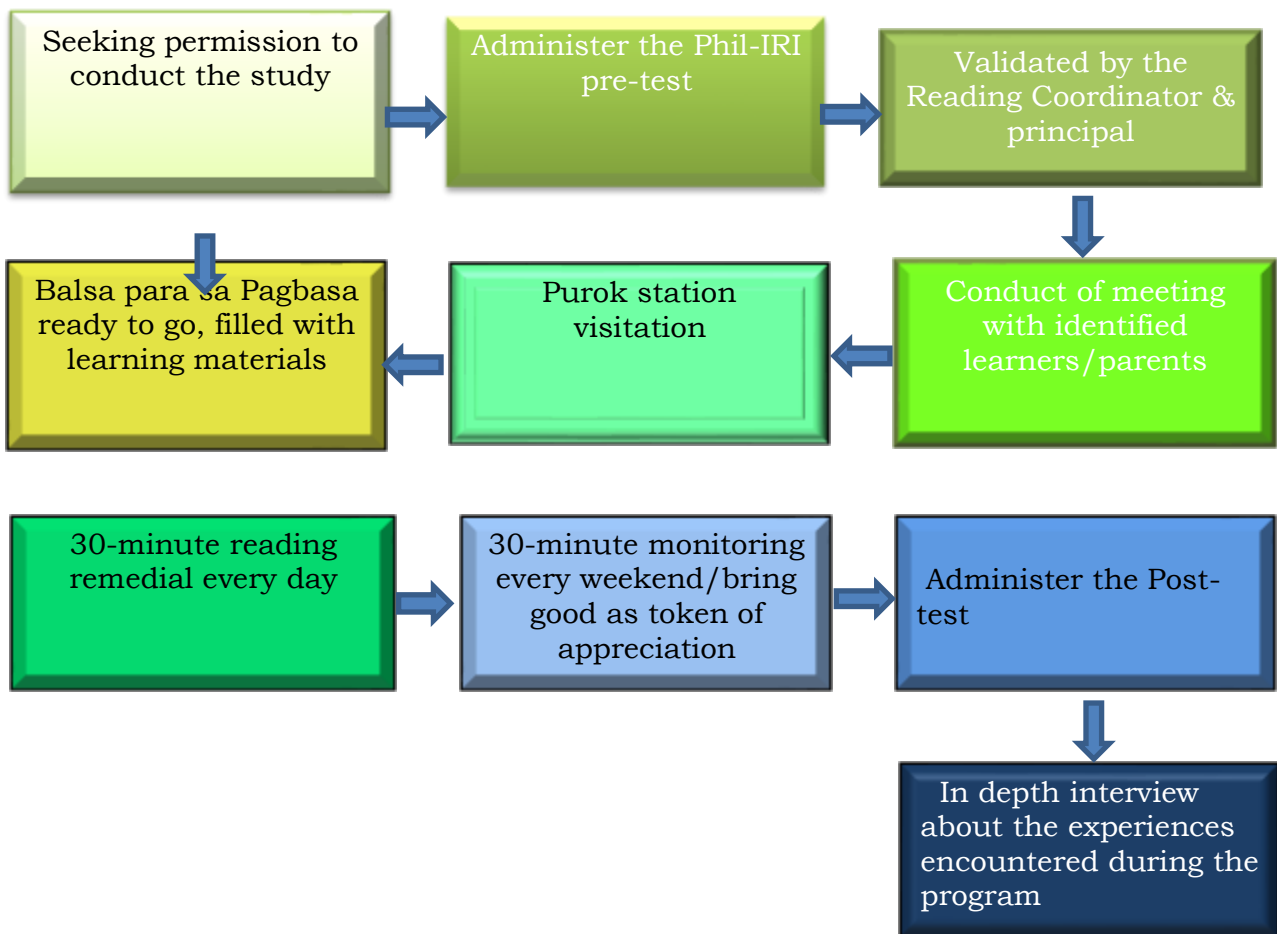


Figure 1. Data Gathering Procedure

To know the benefits brought by the program to learning at purok station, two (2) questions were given to the parents, pupils, purok-chairman as well as to the teachers. These were: 1. What can you say about the Balsa para sa Pagbasa Program? Why do you say so? 1.2. What experiences do you get from Balsa para sa Pagbasa Program? Please tell me in details.

Recording Procedure of the Interview. Following the agreement, I prepare a guided statement and a cellular phone to record the interview process. I asked the parents, pupils, purok-chairman and teachers few questions about the

experiences during the reading remedial Program. Then, I extended gratitude and thanks to the participants for responding in the interview.

Tabulation Procedure of the Data. After gathering all the data for quantitative and responses for qualitative. The researcher tallied carefully the data collected. The researcher also recorded the conversation with the guided statements, then carefully studied the responses and listened attentively to the recorded interviews. The responses during the interview and discussions were grouped according to themes just like shown in the table 6 below.

DISCUSSION OF RESULTS

Table 1

The Performance in reading among Grade V-pupils before the start of the study

Level of Comprehension	No. of Pupil
Independent	48
Instructional	50
Frustration	35
Total	133



Table 1 show that the performance in reading of Grade – V pupil there were 48 independent, 50 instructional **and 35 frustration reader** based on the result of the Phil-IRI test.

This implies that there was a variation of the performance in reading among Grade V based on the result of

the Phil-IRI test. It was found out that there were 35 frustration reader out of pupils that need a rigid intervention. Thus, the researcher finds ways to improve the reading performance of this struggling readers.

Table 2

Level of Performance in the Pre – Test of the frustration reader

Mean	Mean Percentage	Level of Performance
1.8	18%	Very Low Performance

Table 2 show that the Mean Percentage of Pre- Test was 18%. Using Ebel’s Criterion of Mastery, it was found out that the obtained mean percentage of respondent’s pupils reveals that the Pre-Test was **VERY LOW PERFORMANCE**.

This means that the level of performance of the frustration readers were **VERY LOW PERFORMANCE** based on the result of the Ebel’s Criterion of Mastery.

Table 3

The Performance in reading of Grade V pupils after the treatment was given

Level of Comprehension	No. of Pupil
Independent	3
Instructional	5
Frustration	2

Table 3 show that the performance in reading of Grade – V struggling pupil after the study, there were 3 independent, 5 instructional and 2 frustration reader based on the result of the Phil-IRI post-test.

This signifies that the reading performance of the frustration readers were improved after the treatment of the Balsa para sa Pagbasa program.

Table 4

Level of Performance in the Post – Test

Mean	Mean Percentage	Level of Performance
8.2	82%	High Performance

Based on the table 4 data shows that the mean percentage of Post- Test was 82%. Using the Ebel’s Criterion Mastery, it was found out obtained mean percentage of respondents’ pupils

reveals that the post-test performance was **HIGH PERFORMANCE**.

Table 5

Significance difference between the Pre-test and the Post-test in the Reading Performance of Grade pupils.

Test	Mean	t-value	Remarks
Pre-test	1.8	0.0028	Significant difference
Post-test	8.2		

This means that there is **significance difference** between the pretest and the post- test in reading performance of Grade V pupils based on the t-value of 0.0028.

The data shows that after 6 months activity 8 or 80% of pupils improved their reading performance while 2 or 20% of respondents still need rigid intervention for further improvement. The increase in the pupils reading performance shows that it is very effective to teach reading using tutoring activities tool with Balsa para sa Pagbasa 30 minutes purok-based because it helps the pupils understand more the text

they’ve read and improve the camaraderie of pupil-teacher-parent relationship.

These are some excerpts from the responses of the Grade 6 participants whether the peer facilitation was helpful or not:

"Opo Cher. Nakatulong talaga nang malaki sa akin po. 'Gusto ko ng magbasa ng mga kwento dahil marunong na akong bumasa at hindi na nila ako binu bully na hindi marunong bumasa.Maraming salamat talaga na mayroong programang ganito.' (Yes, cher. It helped me very much. I like



to read stories because I can read and they don't bully me anymore. Thank you very much for having this program.)

Participant_101

“Ahmm... Nakatulong, Ma'am. *“Nindot kaayo siya nga experience kay daghan kaayo me nga mga words nahibal.an kung paano magpronounce ug tama ninini. Pagkahuman sa among reading akoa jud mabatyagan nga adunay ko'y nahibaluan.* (Ahmm... It helped, Ma'am. “It was

a great experience because we knew so many words how to pronounce it correctly. After our reading I feel like I know something.”)

Participant_102

This is in consonance to the study of Cojocariu and Nechita (2011) which established that emotional intelligence can be improved through a programme or interventio

Table 6

Themes and Thematic Statements on the participants experiences and finding reveals common threads concerning the implementing of Balsa para sa Pagbasa Program to learning at purok station.

ESSENTIAL THEMES	THEMATIC STATEMENTS
A good experience in reading	<i>Ana (her pseudo name) one of the pupils said. “Nindot kaayo siya nga experience kay daghan kaayo me nga mga words nahibal.an kung paano magpronounce ug tama ninini. Pagkahuman sa among reading akoa jud mabatyagan nga adunay ko'y nahibaluan.</i>
	<i>“Nakatabang jud kaayo ug dako sir kay atleast makatabang ko sa mga bata ug makabalo pd asaon pagtudlo sa pagbasa sa akoang mga anak.... happy kayo nga nakapabasa ko nila tungod aning Balsa para sa Pagbasa nakabalo ug basa ang akoang anak ug nadungagan akoang kaalam”.</i>
Confidence Booster	<i>“Ayos kaayo ang balsa para sa pagbasa sir kay tungod anah makasinabot nami sa akong anak kay dili najud ko cge ug buyag sa iyaha nga mubasa kay siya na man jd magbasa kay maghatag man daw ug incentive si titser”. Jenifer (not her real name) one of the parents said.</i>
	<i>Ayos kaayo sir nalipay jud ko nga naapil ko aning Balsa para sa Pagbasa kay wala nako cege kasab.an ni mama nga dili ko kabalo mubasa ug unsaon nalang naku pagtubag aning mga leksyon kung dili ko naay uban kabalo mubasa kaya, piaagi sa balsa para sa pagbasa ganahan nako mag-answer sa akoang module.”. RG (his pseudo name) responded.</i>
	<i>“Ganahan nako magbasa-basa ug mga story sir kay kabalo-balo naman ko mo basa dili nako nila kansiyawan na dili kabalo mo basa. Salamat jd ko ani inyung programa”. Inday (not her real name) one of the pupils said.</i>
Bond of friendship was developed through reading	<i>Excited kaayo ko mag-adto sa station kay gusto nako makita ang akoang mga friends dayon magsabay me ug basa sa gihatag nga reading materials ni titser.” Inday (not her real name) one of the pupils said</i>
	<i>“Nindot jud kaayo ang balsa para sa pagbasa program kay Nawala ang akoang pagkaulawon ug ganahan nako makihalubilo sa akoang mga higala..pasalamat jud ko ug dako sa reading program ni sir...RG(not her real name) one of the pupils said.</i>

From the data gathered on the benefits of parents, pupils, purok-chairman and teachers about the Balsa para sa Pagbasa Program to learning at purok-station, two (3) essential themes emerged as seen in the table 6. There are thematic statements that fall on a *good experience in reading, confidence booster and bond of friendship was developed through reading.*

A Good Experience in Reading

From the interview conducted, it was revealed that participants benefited on the Balsa para sa Pagbasa Program to learning at purok-station was a *good experience in reading.* *Ana (her pseudo name) one of the pupils said. “Nindot kaayo siya nga experience kay daghan kaayo me nga mga words nahibal.an kung paano magpronounce ug tama ninini. Pagkahuman sa among reading akoa jud mabatyagan nga adunay ko'y nahibaluan.*

This discussion of Ana supported by Louie respectively.*“Nakatabang jud kaayo ug dako sir kay atleast nakatabang ko sa mga bata ug nakabalo pd ko asaon pagtudlo sa pagbasa sa akoang mga anak.... happy kayo nga nakapabasa ko nila tungod aning Balsa para sa Pagbasa nakabalo ug basa ang akoang anak ug nadungagan akoang kaalam”.*

Confidence Booster

It was revealed in the interview that the participants benefited in the Balsa para sa Pagbasa Program to learning at purok-station was *Confidence Booster for them.**“Ayos kaayo ang balsa para sa pagbasa sir kay tungod anah makasinabot nami sa akong anak kay dili najud ko cge ug buyag sa iyaha nga mubasa kay siya na man jd magbasa kay maghatag man daw ug incentive si titser”. Jenifer (not her real name) one of the parents said. This revelation*



"Ganahan nako magbasa-basa ug mga story sir kay kabalo-balo naman ko mo basa dili nako nila kansiyawan na dili kabalo mo basa. Salamat jd ko ani inyung programa". Inday (not her real name) one of the pupils said.

"Ayos kaayo sir nalipay jud ko nga naapil ko aning Balsa para sa Pagbasa kay wala nako cege kasab.an ni mama nga dili ko kabalo mubasa ug unsaon nalang naku pagtubag aning mga leksyon kung dili ko naay uban kabalo mubasa kaya, piaagi sa balsa para sa pagbasa ganahan nako mag-answer sa akoang module.". RG (his pseudo name) responded.

Bond of friendship was developed through reading

From the interview conducted, it was revealed that participants benefited on the Balsa para sa Pagbasa Program to learning at purok-station the bond of friendship was developed through reading. "Excited kaayo ko mag-adto sa station kay gusto nako makita ang akoang mga friends dayon magsabay me ug basa sa gihatag nga reading materials ni titser." Inday (not her real name) one of the pupils said.

"Nindot jud kaayo ang balsa para sa pagbasa program kay Nawala ang akoang pagkaulawon ug ganahan nako makihalubilo sa akoang mga hagala.Pasalamat jud ko ug dako sa reading program ni sir...RG(not her real name) one of the pupils said.

REFLECTIONS/ CONCLUSIONS

Firstly, the level of performance of the frustration readers of grade five struggling reader were **VERY LOW PERFORMANCE** based on the result of the Ebel’s Criterion of Mastery. This implies that they were struggling in reading and needed the reading remedial program.

Secondly, based on the table 4 data shows that the mean percentage of Post- Test of grade 5 struggling readers was 82%. Using the Ebel’s Criterion Mastery, it was found out obtained mean percentage of respondents’ pupils reveals that the post-test performance was **HIGH PERFORMANCE**. This signifies that the Balsa para sa Pagbasa program was effective in improving the level of reading performance of struggling reading.

Lastly, interview with the learner’s participant disclosed that the balsa para sa pagbasa reading remedial program encounter proved to be beneficial experience to them. This is because the intervention provided them the opportunity to experience reading with purok chairman, a confidence booster for them and a bond of friendship developed through reading.

Timeline of Research Activities

Objectives	Strategy/ Activity	Time Frame	Financial	Persons Involve	Output/Remark
To orientate on the purpose and objectives of balsa para sa pagbasa 30 minutes program	Conduct Orientation / home visitation, monitoring	October, 2022	Personal/ MOOE	School Head, Teacher, Pupils Parents	Activity Design, attendance sheet
To check the venue and ask permission from BLGU	Purok visitation /BLGU approval	October, 2022	Personal	Teacher	Letters from BLGU
To identify the struggling reader of Grade Five	Supervised individual reading and exam	October, 2022	Personal/ MOOE	Teacher, pupils	Phil-Iri Tool Teacher- made-test
To develop the reading skills of selected pupils through repeatedly reading short passages	Repeated Reading Technique	November, 2022	Personal/ MOOE	School Head, Teacher, Pupils	Activity design, reading materials, activity sheet or copies of reading passages for marking errors
To improve reading comprehension by retelling a story to partners, using outlines.	Story retelling	December, 2022	Personal/ MOOE	Teacher, Pupils	Individual pupils’ copies of the story outline, one per pupils



To activate and enhance existing knowledge before reading	Reconciled Reading	December,2022	Personal/ MOOE	Teacher, Pupils	Sheet of papers or copies of the reading passages for marking errors/vocabulary sheets
To identify the correct word or type of word that belong in the deleted passage of a text	Cloze Test Techniques	January, 2022	Personal/ MOOE	School Head, Teacher, Pupils	Phil – Iri Tool
Identify pupils with the low reading performance based on their result	Supervised Individual Reading	January, 2022	Personal/ MOOE	School Head, Teacher, Parents Pupils	Reading Tool
To provide pupils with a fun engaging way to learn	Word - Picture Matching	February, 2022	Parent sustainable support MOOE	School Head, Teacher, Parents Pupils	Activity sheets, Reading materials, Tutoring guide materials
To assist the reading performance of selected pupils	Tutorial activity	February, 2022	Parents/ MOOE	School Head, Teacher, Parents Pupils	Activity sheets and result
To develop the reading skills of selected pupils	One on one reading activity with the teacher	March, 2022	Parents/MOOE	School Head, Teacher, Parents Pupils	Reading Tool
To evaluate the performance of the pupils through conducting post-test and in-depth interview about the experiences encountered during the program	Post - Test	March, 2022	Personal, MOOE	School head, teacher, pupils	Teacher’s made test

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