This study was undertaken to determine the reading levels and difficulties of Grade Three pupils and their relationship with factors like gender, location of schools, socio-economic status, reading materials preferred, reading habits and practices, and materials at home. It further investigated the relationship of reading levels and difficulties of the respondents and that of their level of linguistic and visual-special intelligence.

The study was basically descriptive set on the context of correlational technique. This was used to determine the oral reading levels and difficulties, and also to describe and interpret the nature and conditions of the relationship that exists among the variables.

A total of 93 Grade Three pupils participated in the study. The proportion represented in the study. The proportion represented 20% of the whole Grade Three classes of the two poblacion schools and eleven barangay schools of Batac District I. The respondents were drawn through the method of random sampling.

The Gray Standardized Oral Reading Test was the main tool in gathering data. This was used to find out the reading levels and difficulties of the pupils. The Pupil’s Inventory Record was used to ascertain the socio-economic status, pupil’s reading materials preferred, reading habits and practices and materials used at home. The Grade Three teachers were asked to fill up an Intelligence Checklist to find out pupil’s inclination to linguistic and visual spatial intelligence.

The reading levels of the pupils were assessed by getting their total raw score in reading the Gray Standardized Oral Reading Test. The total raw score was converted to a B – score which determined the pupil’s reading levels.

The Pearson Product Moment Correlation (Pearson r) was used to determine the relationship of reading level to gender, location
of school, socio-economic status, reading materials preferred, reading habits and practices and materials at home. The significance of the coefficient of correlation was tested with the ordinary t-test. Alpha level was set at .05.

The results of this study showed that reading levels of the respondents is satisfactory. However, certain difficulties in reading were identified most especially mispronunciation.

The respondents manifested satisfactory level of linguistic intelligence. Their level of linguistic intelligence. Their level of visual-spatial is also satisfactory, though, at a lower extent.

There exists a positive significant relationship between reading levels and profile of the respondent pupils as regards gender, socio-economic status, reading materials preferred and amount of time spent in reading. The relationship indicated that females are more competent readers than males and that children of more affluent families are better readers.

Reading difficulty was found to be negatively but significantly related to sex, socio-economic status, reading materials preferred, reading habits and practices, and amount of time spent in reading.

As regard multiple intelligences, reading level of children has positive and significant relationship with their level of linguistic intelligence. Reading difficulty is not significantly related with linguistic intelligence. Visual-spatial intelligence does not significantly related with reading level and difficulty.