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Department of Education
REGION XI
SCHOOLS DIVISION OF PANABO CITY

Office of the Schools Division Superintendent

DIVISION MEMORANDUM

CID - 2024 - 0574

To : Assistant Schools Division Superintendent
Chief of Curriculum Implementation Division (CID)
Chief of Schools Governance and Operations Division (SGOD)
Education Program Supervisors
Public Schools District Supervisors
Division Information Officer
Elementary School Principals/School Heads
Secondary School Principals/School Heads
All Others Concerned

Subject : **GUIDELINES ON THE DIVISION READING PROGRAM TO STRENGTHEN READING IN THE DIFFERENT KEY STAGES**

Date : August 28, 2024

In support of the MATATAG Agenda, the National Reading Program (NRP), as stated in DepEd Order No. 013, s. 2023 or the Adoption of the National Learning Recovery Program, this office through the Curriculum Implementation Division (CID) provides to the field Guidelines on Division Reading Program and Intervention to strengthen reading in the different key stages.

Attached herewith is the copy of the guidelines. All elementary and secondary schools are hereby advised to implement this in their schools. It is a must to include these in the School Improvement Plan (SIP), Annual Implementation Plan (AIP) and School-Based Management (SBM) practices to align to the department's goals.

Education Program Supervisors and Public Schools District Supervisors shall fully monitor the implementation of this guidelines in schools and provide the appropriate technical assistance to school principal/heads and teachers,

Funding requirements in the application of reading programs and interventions shall be charged to the Schools Maintenance and Other Operating Expenses (MOOE) and other funds available.

For information, guidance and compliance.

JINKY B. FIRMAN PhD., CESO VI
Schools Division Superintendent

RELEASED

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9/23/2024

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School Reading Program

For basic education to be effective, it must have within its system the components of a complete school-based reading program. Hermosa, as adapted from a model by Dupois and Askov (1982) exerts that a complete reading program should include the Four Components: Beginning Reading(Learning to Read), Developmental Reading(Reading to Learn)—the teaching of reading in the primary, intermediate, secondary and tertiary levels, Content-Area Reading—reading done in content areas such as science, health, and social studies, and Remedial Reading Instruction or Specialized Reading Instruction adjusted to the needs of a student(Ocampo, 1987).

Therefore, a school must have to produce one (1) reading program anchored on the Division Reading Program to teach literacy skills in Filipino and English.

This aims to help learners attain grade level proficiency, help students achieve the basic and more advanced skills, show progress towards meeting the desired outcomes of their grade level.

Part of the School Reading Program

- Title (Unique but it must not bring the name of the school head), with its tagline/branding
- Introduction
- Rationale (Needs-based)
- Matrix of Activities
- Implementation Phase
 - A. Pre-Reading Assessment
 - B. Specialized Reading Instruction
 - Reading Remediation
 - Learning Action Cell (LAC) for Reading Teachers
 - Provision of Developmentally Appropriate Materials
 - C. Post-Assessment
 - D. Monitoring and Evaluation
- Result (Data Generation and Analysis)
- Action Research-based on the result
- School Policy Formulation
- Documents: Program Design, Matrix of Activities, Accomplishment Report with Photos

Reading Assessment

Gathering the reading level of learners serve as data for reading interventions. Reading Assessment Tools use to gather the reading level of learners in all key stages include:

- Comprehensive Rapid Literacy Assessment (CRLA)



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- Philippine Informal Reading Inventory (PHIL IRI)
- Rapid Reading Assessment -Division Initiated Reading Assessment (PAKIGTAGBO)

Schools are advised to conduct Reading Assessment quarterly in whatever possible way to check the updated reading profile of the school.

SPECIFIC POLICY GUIDELINES

The following are specific guidelines in the implementation of this Policy Guidelines on the Division Reading Program:

1. SDO shall conduct capacity building activities for teachers and school heads on the improvement of reading instruction.
2. Schools shall implement school-based reading program anchored on the division reading program.
3. Schools must have a Functional Reading Program.
4. School Heads/School Reading Focal shall lead teachers on the implementation of the school reading program.
5. All teachers are expected to be Reading Teachers.
6. School Literacy Center must have Developmentally Appropriate Materials.
7. Monthly LAC session or as the need arises must be conducted.
8. Conduct of Rapid Reading Assessment during PAKIGTAGBO.
9. Conduct of quarterly reading assessments in schools.
10. Careful analysis of the reading results to address reading gaps.
11. Provision of localized/inexpensive reading materials for learners per grade level.
12. Utilization of Reading E-Portal.
13. Initial Rapid Reading Assessment to learners upon enrollment shall be done.
14. Conduct research on reading for policy formulation and continuous improvement.
15. Create a strong partnership with stakeholders to effectively implement reading programs.
16. Validation of school reading result be conducted by the District Supervisors and Education Program Supervisors.
17. Regular monitoring and evaluation in schools up to the division level shall be conducted.

Monitoring and Provision of Technical Assistance

Education Program Supervisors and Public School District Supervisor shall fully monitor the implementation of the reading program.



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EFFECTIVITY:

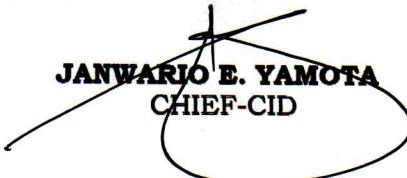
This Policy Guidelines on Division Reading Program shall take effect immediately.

Date: October 22, 2024

DEVELOPED:


IRYHN E. PETALCORIN
PSDS

RECOMMENDING APPROVAL:


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**GUIDELINES ON DIVISION READING PROGRAM AND INTERVENTION TO
STRENGTHEN READING IN ALL KEY STAGES**

**BASA PANABO, PANALO!
READING PROGRAM**

RATIONALE

Reading is the heart of everything we do in school, and a great predictor to success. It is also an important skill that is essential to support learning in all other subjects. Knowing this, educators must focus their attention to reading development of learners.

In context, it's a must that teachers understand that learning to read is a prerequisite for success in our literate society (Hines, 2019, p.21).

In continuing the commitment of the Schools Division Office under Curriculum Implementation Division (CID) in developing a balanced and effective reading program. Thus, the SDO Panabo-CID launched the BASA PANABO, PANALO! Reading Program.

This aims to assist teachers and parents/guardians in improving the reading skills of K to 3, 4-6, and 7-12 learners using their dominant language and develop students' appreciation for reading.

As a foundational skill for academic learning, supervisors find this program as one of the pillars of intensified reading instruction in schools. One way to improve school literacy is to see how we can make an impact on the way we do our reading programs.

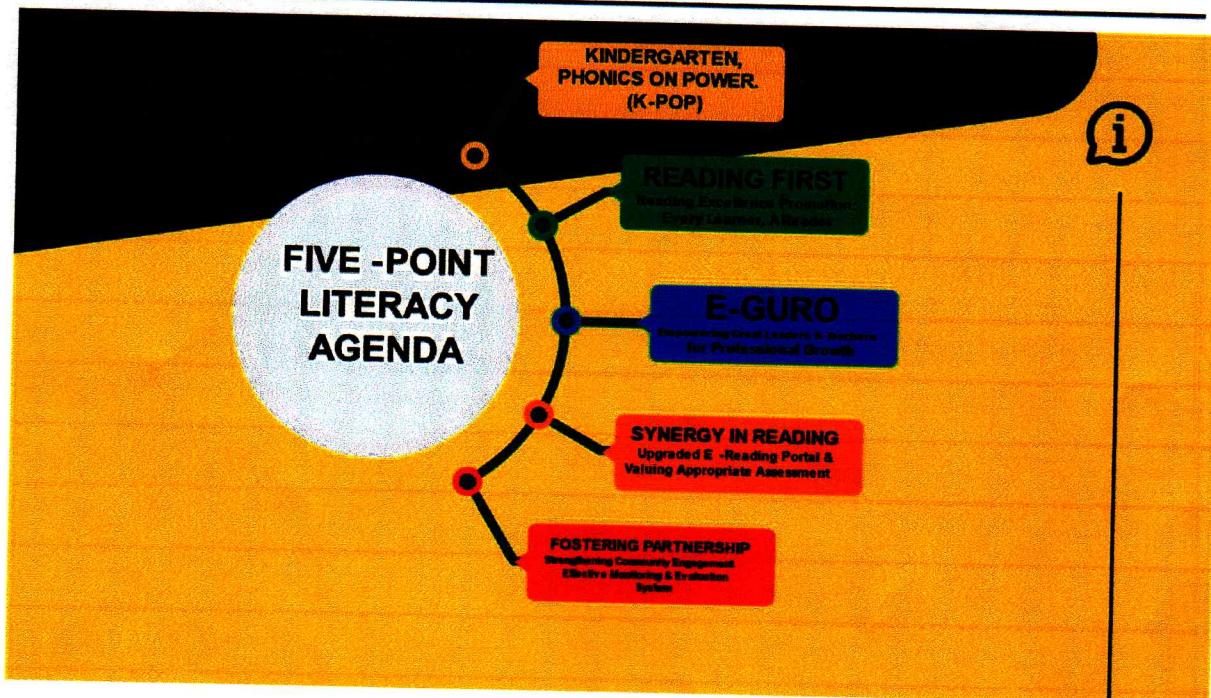
Achieving quality reading instruction and promoting quality education, the Curriculum Implementation Division (CID) hereby provides reading program for developing the love for reading and mastery, while the intervention helps address reading gaps in the different key stages.

CONTEXT

In response to Deped Memorandum No. 173,3.2019 Hamon: Bawat Bata Bumabasa (3Bs Initiative) and with the appreciation of the gathered data of monitoring and evaluation, reveals that there are still learners who struggle to read. Therefore, the promise of high literacy must be prioritized by each teacher regardless of the grade level of learning area he/she handles.



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PHILOSOPHY

It is a commitment of the CID that every teacher in its area of jurisdiction shall be a reading teacher. Further, the school principal/school head shall be the School Reading Focal. With this, DepEd Panabo puts premium on reading instruction to promote quality education.

”

We shall overcome the challenges of learning poverty.

BASA PANABO. PANALO! believes in the power of literacy.



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GENERAL OBJECTIVE

Basa Panabo, Panalo! Reading Program aims to contribute to the DepEd's goal of developing holistic learners with the twenty-first century, literacy skills which increasingly reflect technology use and the abilities necessary to problem-solving, collaboration, and valuing the present information through multimedia by improving the reading ability of learners across key stages.

SPECIFIC OBJECTIVES

Key Stage 1: Equip learners with fundamental literacy skills and competencies needed for academic success in the succeeding key stages.

Key Stage 2: Provide learners avenues for enhancement and application of learned literacy competencies to varied content areas in preparation for academic demands.

Key Stage 3: Arm learners with the skills and competencies to interpret, evaluate and represent information within and between learning area texts and discourses.

Key Stage 4: Develop ability of learners to apply reading skills to a wide range of materials and integrate information representing multiple and potentially conflicting perspectives, using multiple criteria and generating inferences across distant pieces of information to determine how the information may be used.



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READING PROGRAM DESIGN

This Balanced and Complete Reading Program will be of great help for school heads, teachers, parents, and other reading advocates to develop the love for reading and remove difficulties in reading.

The program also encourages and helps non-readers to engage into reading through direct instruction, helping them develop all skills necessary for proficient reading.

It caters to the needs of learners in the four components:

Ideas

Balanced and Complete Reading Program

Four components

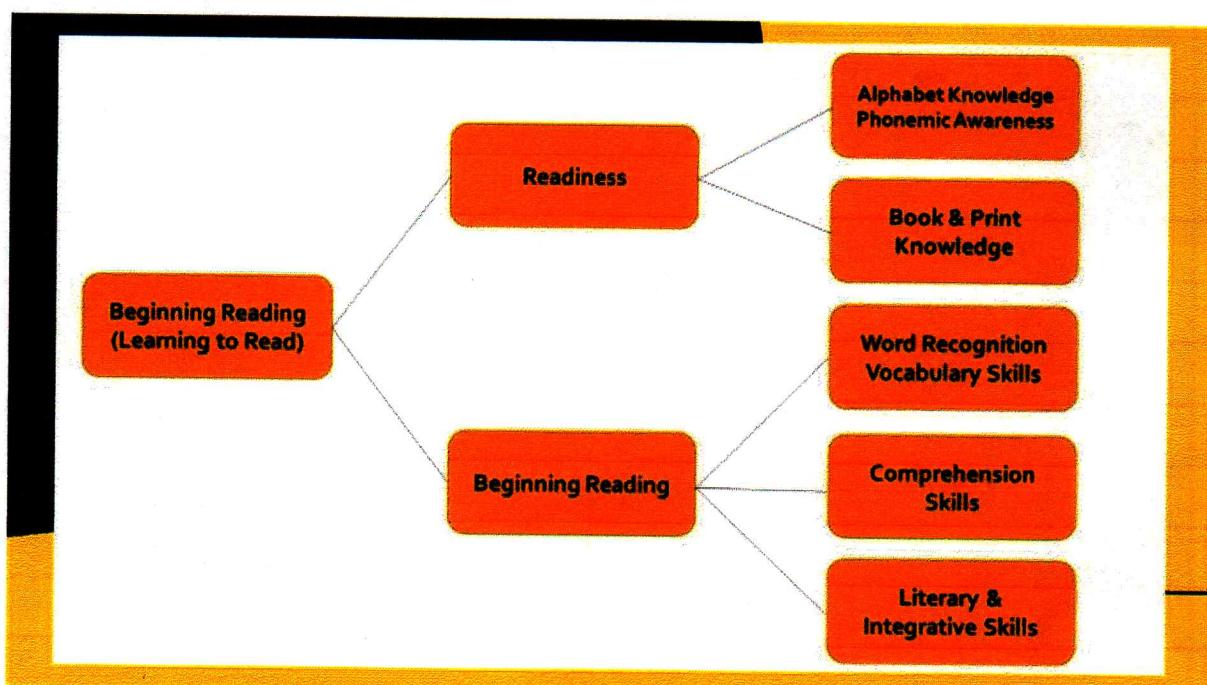
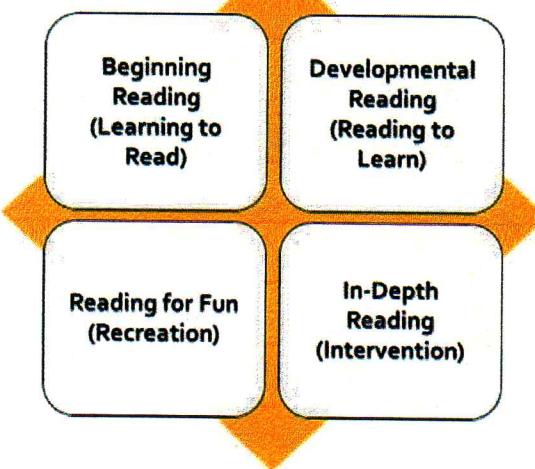
- Beginning Reading (Learning to Read)**
- Developmental Reading (Reading to Learn)**
- Reading for Fun (Recreation)**
- In-Depth Reading (Intervention)**

Through this, pupils will certainly develop the love for reading and will amaze the transformation of a non-reader into being a reader.



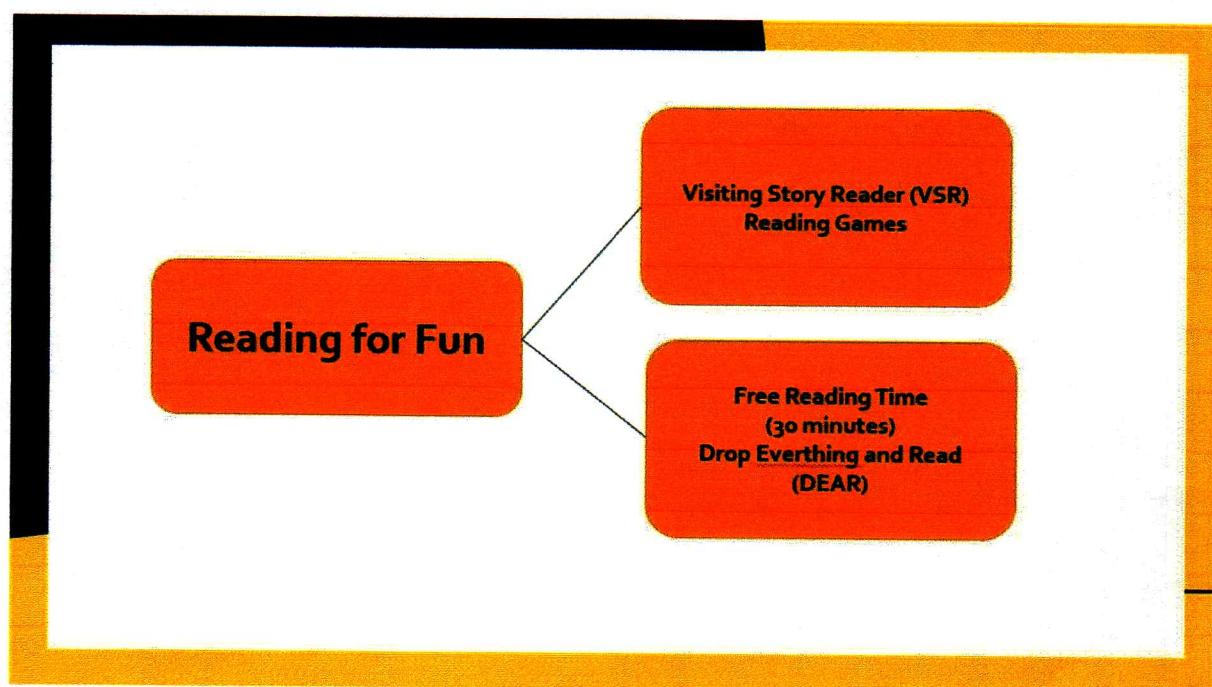
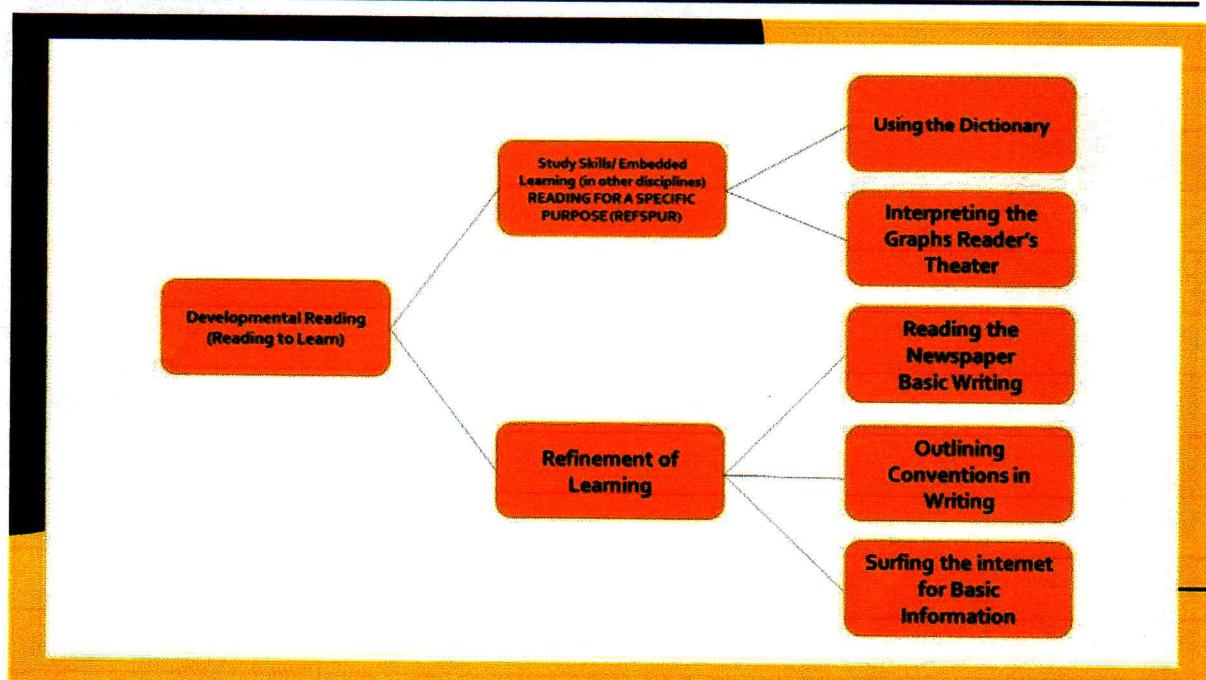
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READING PROGRAM AND INTERVENTION

1. BEGINNING READING (Learning to Read)

1.A. KINDERGARTEN, PHONICS ON POWER (K-POP)

KINDERGARTEN, PHONICS ON POWER. (K-POP)

TARGET: Kinder learners will be able to master letter name-sound association by 1st to 3rd quarter, and in the 4th quarter, they will be able to read one-two syllables or CVC word pattern.

- Three-Month Phonics Instruction every Monday & Tuesday; Wednesday to Friday for Budget of Work (BOW)
- Training for teachers on Phonics Instruction
- Workshop on Alphabet Sound
- Receiving teacher in Grade 1 will conduct ENTRY READING ASSESSMENT

B. READING WITH PHONICS

READING WITH PHONICS

TARGET: Learners in Grade 1-2 will be able to master the prerequisite skills or the BIG 6 Elements in Reading & Grade 3 learners will be able to read leading to becoming a fluent reader.

- Grade 1 & 2 - Three Month Phonics Instruction every Monday & Tuesday using the MARUNGKO APPROACH, FULLER TECHNIQUE & HAY WINCO READING WITH PHONICS in the 3rd quarter; Wednesday to Friday for Budget of Work (BOW)
- Grade 3 - Three-Month Phonics Instruction every Monday & Tuesday using the HAY WINGO READING WITH PHONICS; Wednesday to Friday for Budget of Work (BOW)
- Training for teachers on Phonics Instruction
- Workshop on Alphabet Sound
- Receiving teacher will conduct ENTRY READING ASSESSMENT



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2. DEVELOPMENTAL READING (Reading to Learn)



READING FIRST, Reading Excellence Promotion: Every Learner, A Reader.

TARGET 1. Grades 1-12 learners will be able to develop literacy and numeracy routine by doing the DAILY BIG 5.

Conduct of the DAILY BIG 5

1. National Anthem/Makabayan Song
2. Prayer
3. GSP Law/BSP Law
4. Basic Sight Words
Fry Word List/Dolch Basic Sight Words
5. Multiplication Table
Grade 1-3 (1-5) & Grade 4-6 (1-10)
JHS SHS (11-10, 11-12)

NOTE: FOR HIGHER LEVELS, TEACHER CAN USE VARIETY OF MATERIALS IF
NOT APPLICABLE AND ALIGN TO THE READING LEVEL OF
TEACHERS



READING FIRST Reading Excellence Promotion : Every Learner, A Reader

- For classes with slow readers, Three-Month Phonics Instruction every Monday & Tuesday; Wednesday to Friday for Budget of Work (BOW)
- For readers, apply Components 2 & 3 of our Reading Program Design, schools can use SRA, Developing Reading Power Exercises 1-6
- Training for teachers on Phonics Instruction
- Workshop on Alphabet Sound
- Receiving teacher in the next Grade level will conduct READING ASSESSMENT to see if they are grade ready



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READING FIRST, Reading Excellence Promotion:
Every Learner, A Reader using
WHOLE LANGUAGE APPROACH

TARGET: Grade 4-12 learners will be able to read and make meaning to text.

For Reading instruction, WLA means:

1. Reading should be integrated in natural ways, with the other language arts of listening, speaking, and writing.
2. The aim of reading instruction is to help students control and enjoy the process of getting meaning from the printed page.
3. RI is successful when students eagerly read all kinds of text.

Elements:

- Reading to children
- Shared book experience
- Sustained Silent Reading
- Guided Reading
- Individualized Reading
- Use of thematic frameworks
- Language experience
- Children's writing
- Modeled writing
- Opportunities for sharing
- Across curriculum activities
- Collaborative in approach



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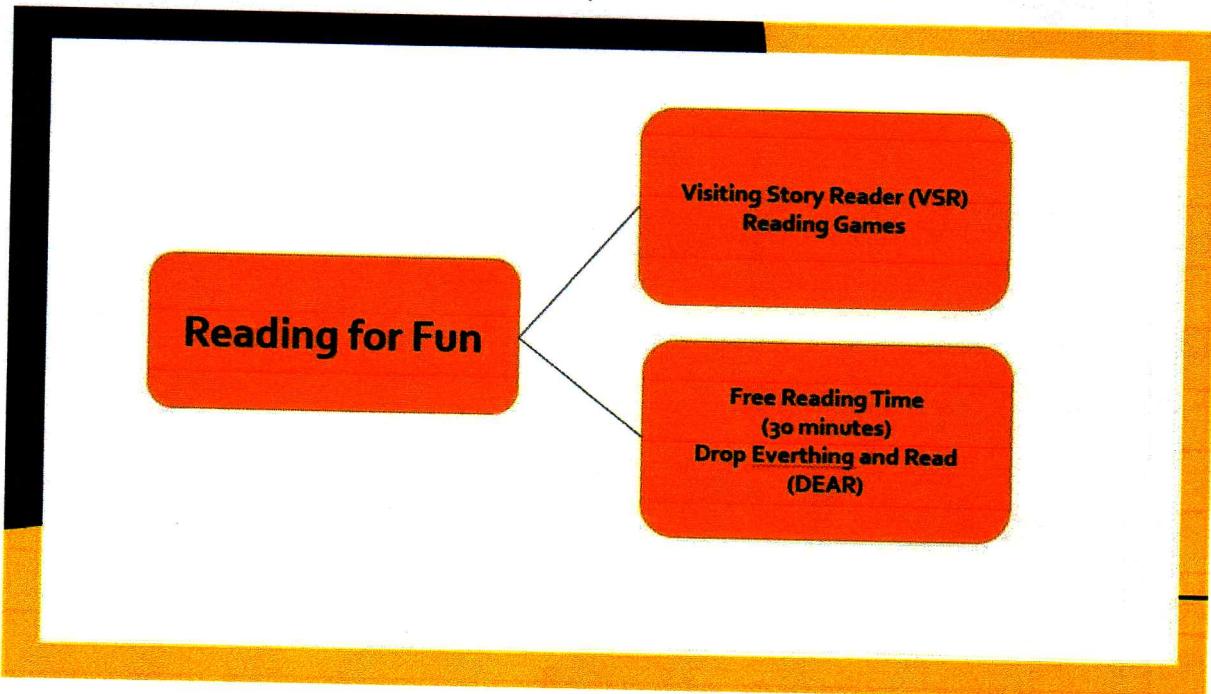
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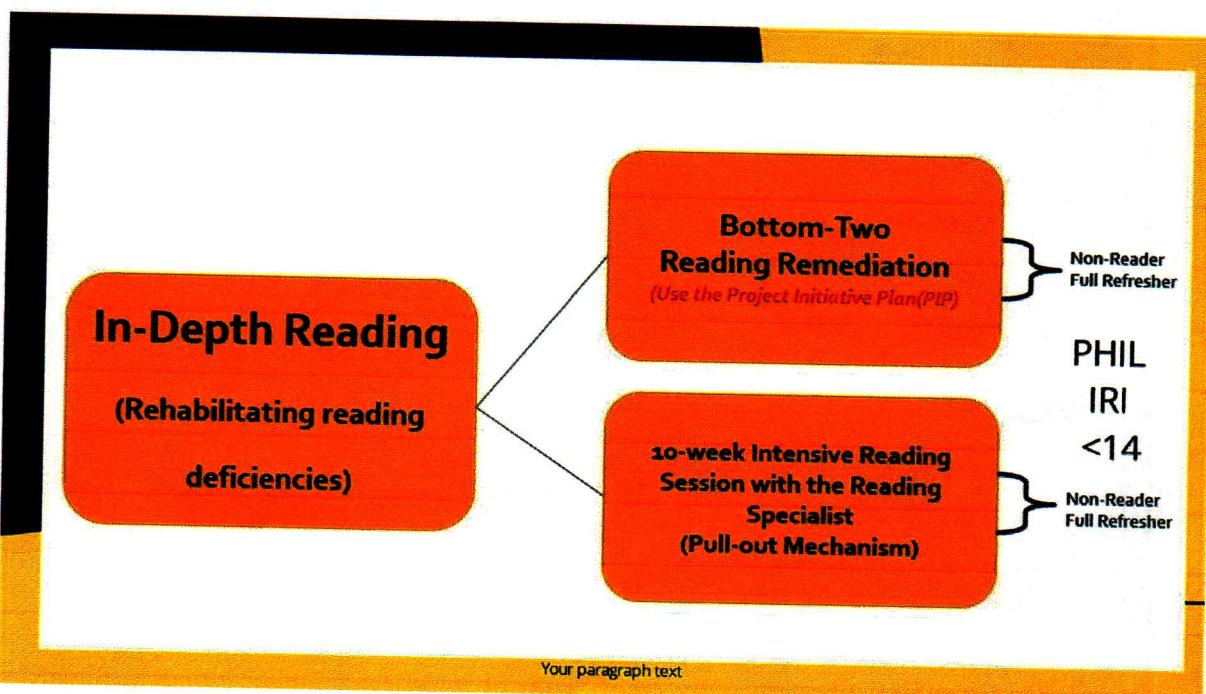


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3. READING FOR FUN (Recreation)



4. IN-DEPTH READING (Intervention)





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Mechanics of the Implementation Phase 1

- Prepare a LITERACY BRAND or TAGLINE for your school reading program in link to the Division's brand, **#NasaPagbasaAngPagasa. #ReadingDelights**
- Implement advocacy plan to inform parents and the community of the reading program of the division.
- Organize reading classes based on the result of the assessment under the following components:
 1. Beginning Reading- Difficulty on Phonics Instruction
 2. In-depth/Remedial Reading
 3. Developmental/Enhancement Reading-Conducted during FREE Reading Time
- Assign a Reading Teacher/Specialist using the PULL-OUT SYSTEM. **NOTE: APPLY THE PROJECT INITIATIVE PLAN(PIP)**
- Give a name of the reading class.
- For learners who can READ, utilize daily reading time using books from the reading corner/center using the READING LOG SHEET.
- LAUNCHING OF THE DIVISION READING PROGRAM
- Repository of Learning Videos/Materials by the SDO-ICT Coordinator/team through the approval of the Learning Resource (LR)

Phase 2

- Conduct weekly/monthly/quarterly monitoring and evaluation using the M & E Tool given by the SDO.
- Do Learning Action Cell (LAC), Focus Group Discussion (FGD), and Feedback Giving based on the findings of the M & E.
- Schools will conduct research relative to reading implementation.

Phase 3

- Recognize learners/sectioning every after 3 months of the reading intervention. Those who have shown improvement/gain shall be grouped together in another class.
- Identify schools with the highest gain/improvement per quarter for recognition.
- Conduct of READING ASSESSMENT during PAKICTAGBO by all Education Program Supervisors and Public School District Supervisors for triangulation of data.
- Monitoring Report on the result of assessment.
- Conduct Program Implementation Review (PIR) during Mid-Year Performance Review and Evaluation (MPRE)
- Provide rewards/incentives to learners, teachers, and schools with excellent performance.



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Mechanics of the Implementation Phase 4

1. Provide teachers with Professional Development Program through the E-GURO PROGRAM OF THE UNIVERSITY OF THE PHILIPPINES-OPEN UNIVERSITY(UPOU)

2. Reading Month Celebration: SDO Panabo Reading Festival

- a. Read Aloud Day Contest
- b. Call for Lesson Plan for Demonstration
- c. Literacy Fora on Te
- d. Call to Research
- e. Reading Village-display of DAP Materials
- f. Showcase of Reading Strategies
- g. Showcase of the Best Reading Innovation on Intervention-Mid-Year
- h. Creative Oral Spelling Contest

Phase 5

- Conduct of post-test.
- Awarding on the following awards during the Division Reading Program Award's Nights:
 1. Most Outstanding Reading Teacher (Kinder, Grade 1-3, Grade 4-6, Junior HS and SHS).
 2. Most Outstanding Reading Implementer-School Head Category (Kinder, Grade 1-3, Grade 4-6, Junior HS and SHS).
 3. Most Outstanding Reading Implementer-PTA Category
 4. Most Outstanding Reading Implementer-Stakeholder Category
 5. Most Outstanding Reading Implementer (Indigenous People's Education (IPED)
 6. Best Reading Innovation on Intervention- Whole Year

Phase 6

- Continuous improvement on the implementation of the Reading Program on the following programs:
 1. BRIGADA PAGBASA
 2. HOME VISITATION
- Conduct of Quality Assurance Monitoring and Evaluation (QUAME) by the School Governance Operations Division on the year-round implementation of the Reading Program.
- Presentation of the result of QUAME during MANCOM.
- Ways Forward



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Procedure for every 60-minute Reading Session of Learners under Beginning Reading with Difficulty on Phonics Instruction & In-depth/Remedial Reading

1. All learners under In-depth/Intervention based on the result of CRLA/PHIL IRI(full refresher/NR-frustration) and/or in a Contextualized School-Based Reading Assessment shall report to their classes during pull-out reading system in 60 minutes (you can have it in the morning or afternoon).
2. Teachers are expected to have the BEST skill in enunciation.
3. Teachers are advised to use Developmentally Appropriate Practices (DAP) strategies, approaches, and instructional materials. Include videos for listening development because a child with poor listening skill is tantamount to poor reading skill.
4. The assessment shall be done regularly to keep track of the reading performance.
5. The reading class will run for 10 weeks.
6. Assess the reading skill, and regrouped according to their level for the tier 2 implementation.
7. Repeat the cycle using another set of DAP materials until the learner can READ with confidence and understanding.

Suggested Materials for Intervention (Materials are found in the annexes)

Grade 1- Marungko Approach & Fuller Technique

Grade 2- Marungko Approach & Fuller Technique

-4th Quarter- Hay Wingo Approach

Grade 3-9- Hay Wingo Approach

Note: It is expected that there will be no NON-READERS & SLOW READERS for Grades 10-12. Learners will be reading for fun and developing more the love for reading.



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READING INTERVENTION

Three-hour lesson plan using Content-Based Instruction (CBI) with a focus on Science:

Hour 1: Introduction to Science Theme and Preparation

- **First 15 minutes (Preparation and Settling In):** Introduce the theme (e.g., Plants, Weather, Animals). Use visuals and simple explanations to engage students and create a connection with the reading material.
- **Next 45 minutes (Dedicated Reading Time):** Provide a selection of age-appropriate Science books or materials related to the theme. Encourage students to explore the pictures and attempt to read words or phrases. Offer assistance in sounding out words and making picture-word associations.

Hour 2: Engaging with the Content

- **First 30 minutes (Interactive Activity):** Conduct a 'Science Discovery' activity. For example, if the theme is Plants, students can examine plant parts or seeds and use descriptive words to talk about them.
- **Next 30 minutes (Guided Reading):** Choose a simple Science story or book related to the theme. Read it aloud, encouraging students to follow along, recognize familiar words, and participate in 'Repeat after Me' for key phrases.

Hour 3: Reinforcement and Reflection

- **First 30 minutes (Application Activity):** Have students engage in a hands-on activity like drawing or creating a simple craft related to the Science theme. This encourages them to use new vocabulary and concepts learned.
- **Final 30 minutes (Reflection and Sharing):** Let students share their drawings or crafts. Facilitate a discussion where they can talk about what they learned, using questions related to the content (e.g., "Who can tell me something about how plants grow?" or "What did we learn about the weather today?"). Wrap up by summarizing the key learning points and encouraging students to explore more about the topic.

The specific reading skills targeted in the sample lesson plan include:

1. **Phonemic Awareness:** Through activities like sounding out words, students practice recognizing and manipulating the sounds in spoken words.
2. **Vocabulary Development:** The introduction of new words related to the science theme helps expand students' vocabulary.
3. **Comprehension:** The guided reading and reflection activities are designed to improve students' understanding of the text.
4. **Fluency:** Repeated reading and 'Repeat after Me' exercises help in developing reading fluency.
5. **Connection Building:** By linking the reading material to hands-on activities, students learn to connect text to real-world experiences.



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READING ENHANCEMENT

Suggested Routine for Reading Enhancement

**DEAR provides learners with an opportunity to read a book of their choice.*

COMPONENTS	OBJECTIVES	ACTIVITIES
Preparation and Settling In	To prepare the environment and learners for the reading session.	Learners gather their chosen reading materials and find a comfortable spot for reading. Teachers help create a quiet and conducive reading atmosphere in the classroom or designated reading areas. Brief relaxation exercises can be conducted to help learners transition into a reading mindset.
Dedicated Reading Time	To engage in uninterrupted reading.	Learners read independently or with a partner their chosen material. Teachers and staff also engage in reading, setting a positive example. Minimal movement or distractions; learners remain engaged with their books. If a learner finishes a book or material early, they are encouraged to write about it, draw scenes from it, or quietly choose another reading material.
Progress Monitoring through Reflection and Sharing	To assess progress and target instruction by identifying and addressing issues in reading; to provide a meaningful and supportive relationship with peers; to reflect on and share reading experiences; and to ensure continuous monitoring of learner's progress by creating an individual development plan which shall provide opportunities for feedback, problem-solving, and course correction.	Learners can voluntarily share interesting parts of their reading, discuss themes, or recommend books to peers. Teachers may facilitate a brief discussion on the importance of reading and the joys of discovering new stories and information. During book sharing, learners may relate the story they read to their own life experiences. Learners may read their reading log to the group.



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Wrap Up	To consolidate information gained from reading.	This time may be used to further reinforce key points or main takeaway from the material/s read or shared. Teachers may ask questions to the learners about their reading experience, or they may encourage learners to ask questions in case of some confusion. Teachers may ask for general feedback. Learners may use this time to set the next goal for reading.
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Suggested Activities for Reading Enhancement

FIRST KEY STAGE	SECOND KEY STAGE	THIRD KEY STAGE
Sounding out words Segmenting onset and rimes Picture-Word Association Word Classification Game Asking questions- who, what, where Making Predictions Reading Aloud Repeat after Me Picture Reading Talking Pictures	Choral Reading Partner Reading Find the Synonym Dialogic Reading Take Turns Reading Summarize the Text Book reports Review the Book Extend the Story Reading Aloud Silent Sustained Reading	Book Club Reading Journals Author Study Reading Response Project Silent Sustained Reading Reading Challenges Literature Circles Reading Aloud Genre Exploration Independent Reading Projects

First Key Stage (3 Hours)

- Preparation and Settling In (30 mins):** Begin with brief relaxation exercises to transition students into a reading mindset. Students gather their chosen reading materials and find a comfortable spot for reading.
- Dedicated Reading Time (60 mins):** Students engage in independent reading, focusing on sounding out words and picture-word association. The teacher monitors and assists as needed.
- Progress Monitoring through Reflection and Sharing (45 mins):** Facilitate a group discussion where students can share parts of their reading, discuss themes, or recommend books. Encourage them to relate the story to their own life experiences.
- Activity: Word Classification Game (30 mins):** Conduct a game where students classify words based on their sounds or meanings, enhancing their understanding of phonics and vocabulary.

In a reading enhancement program where each child selects different reading materials, conducting a post-reading activity like word classification can be approached creatively. Here's how a teacher might handle it:



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- **Group Discussion and Collection:** After the reading session, the teacher can initiate a group discussion where each child shares interesting words they encountered in their reading. The teacher notes these words on the board or chart paper.
- **Word Classification Activity:** With the collected words, the teacher can then guide the children to classify these words. This could be based on various criteria such as parts of speech (nouns, verbs, adjectives), word families, or even themes (words related to emotions, actions, nature, etc.).
- **Interactive Learning:** This activity becomes interactive and diverse, as the words come from a variety of reading materials. It encourages children not only to engage with their chosen book but also to learn from the materials their peers have read.
- **Reinforcement of Learning:** Such an activity reinforces vocabulary learning, understanding of word types, and encourages children to be attentive to the language used in their reading material.

This approach nurtures a culture of reading while simultaneously fostering collaborative learning and broadening the vocabulary and linguistic understanding of the students.

5. **Wrap Up (15 mins):** Review key points from the materials read or shared. Encourage students to ask questions and provide feedback. Set the next reading goal.

Second Key Stage (3 Hours)

1. **Preparation and Settling In (30 mins):** Similar to the first key stage, with students selecting reading materials suited to their level.
2. **Dedicated Reading Time (60 mins):** Focus on partner reading, choral reading, and making predictions about the story. Teachers guide students in these activities, ensuring they understand and engage with the content.
3. **Progress Monitoring through Reflection and Sharing (45 mins):** Students share their insights from the reading, focusing on summarizing the text and discussing the characters, plot, and setting.
4. **Activity: Dialogic Reading (30 mins):** Engage students in a dialogic reading session, where they take turns reading and discussing the text, asking questions, and exploring different viewpoints.
5. **Wrap Up (15 mins):** Discuss the main takeaways from the day's reading. Students reflect on their learning and set goals for future reading sessions.

Third Key Stage (3 Hours)

1. **Preparation and Settling In (30 mins):** Students prepare for more advanced reading activities, choosing materials that challenge their comprehension and critical thinking skills.
2. **Dedicated Reading Time (60 mins):** Focus on silent sustained reading, allowing students to immerse themselves deeply in the text. Teachers monitor and offer support as needed.
3. **Progress Monitoring through Reflection and Sharing (45 mins):** Students engage in book clubs or literature circles, discussing their readings in depth, exploring themes, and providing critical analysis.



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4. **Activity: Independent Reading Project (45 mins):** Students work on a project related to their reading, such as a book report, author study, or genre exploration.
5. **Wrap Up (15 mins):** Conclude with a discussion on the importance of reading and how it applies to their everyday lives. Students set goals for their next reading adventure.

Fourth Key Stage (3 Hours)

1. **Exploration and Engagement (60 mins):** Introduction and ice-breaker activity focused on literature and reading interests. Group reading session. Students choose articles, short stories, or excerpts from Filipino literature or contemporary texts. Focus on understanding context, cultural references, and thematic elements.
2. **Interactive Learning and Discussion (60 mins):** Group discussions and presentations. Divide students into groups to discuss the readings. Each group presents their insights, focusing on analysis, interpretation, and personal reflections.
3. **Creative Application and Reflection (60 mins):** Creative writing or project. Students create a short piece (story, poem, essay) or a visual representation (sketch, collage) inspired by their readings. Sharing and feedback session. Students share their creations, discussing how the readings influenced their work.

The program should emphasize critical thinking, cultural appreciation, and creative expression, catering to the diverse interests and academic needs of Senior High School students.



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MONITORING TOOL IN READING PROGRAM IMPLEMENTATION

Division	
District:	
School:	
School Head/Reading Focal:	
School Alter Focal	
Date Evaluated:	

Areas of Concern	Indicator/s	Findings		Remarks
		Evident	Not Evident	
PRE-IMPLEMENTATION STAGE				
Reading Implementation Plan	1. School Reading Plan			
	2. Classroom Reading Plan			
IMPLEMENTATION STAGE				
Program Implementation	1. Baseline Data (Result) based on Phil-IRI, ELLNA, EGRA, NAT			
	2. Needs Assessment Result <i>(Profiling of learners Reading Proficiency Level)</i>			
	3. Developmentally Appropriate, Quality Assured Reading Instructional Materials (Booklets, modules) Development of Supplementary Learning Materials			
	EGRA			
	a. Orientation to Print			
	b. Letter Names			
	c. Letter Sounds			
	d. Initial Sound Identification			
	e. Familiar Word Reading			



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Assessment (Improved Learner's Reading Proficiency and Learning Outcomes)	f. Inverted Word Decoding			
	g. Oral Passage Reading			
	h. Reading Comprehension			
	i. Listening Comprehension			
	j. Dictation			
	Filipino			
	a. Frustration			
	b. Instructional			
	c. Independent			
	English			
Literacy Facilities (Development of Supplementary/instructional Reading Materials)	a. Frustration			
	b. Instructional			
	c. Independent			
	1. Needs Assessment Tools			
	2. Progress Assessment Tools			
	a. Frustration			
	b. Instructional			
	c. Independent			
	3. Pre/Post-assessment Tools			
	4. National Assessment Tools (EGRA/ELLNA)			
	1. Reading Center/Clinic			
	2. Reading Corner			
	3. Sensory-perceptual and numeracy skills development materials (e.g counters)			



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	4. Lap books			
	5. Big Books			
	6. Picture/Story Books			
	7. Picture/Concept Books			
	8. Learner-made books			
	9. Textbooks			
	10. Videos			
	11. Films			
	12. Digital Learning Resources			
	13. Printed Learning Materials (Modules)			
	14. Booklets			
Resources/Facilities (Access to Teaching-Learning Materials)	1. LRC (Contextualized, culture-based learning materials) 2. School Library 3. Links (LRMDS, Basa Pilipinas, etc.)			
Capacity Building Programs/Advocacy/Orientation (Improved teachers' Teaching Ability in Reading Instruction and Intervention)	1. For Teachers (INSET, LAC Sessions on pedagogies) 2. For parents (If any) 3. For Other Stakeholders			
Exemplary Reading Programs/ Initiatives (Promotion of Sustained Culture in Reading)	1. School Intervention Program 2. Classroom (USSR, RLR, SRA)			
Stakeholders' Support and Collaboration (Strengthened School/Community Reading Program)	1. MOA, MoU 2. LGU (City/Mun./Bgy Support)			
POST IMPLEMENTATION				