



Republic of the Philippines  
 Department of Education  
 REGION XI  
 SCHOOLS DIVISION OF PANABO CITY

Office of the Schools Division Superintendent

**DIVISION MEMORANDUM**

CID – 2025 – 0736

To : Assistant Schools Division Superintendent  
 Chief of Curriculum Implementation Division (CID)  
 Chief of Schools Governance and Operations Division (SGOD)  
 Public Schools District Supervisors  
 Principals/School Heads  
 All Concerned

Subject : **READING MONTH CELEBRATION 2025**

Date : November 3, 2025

Relative to Regional Memorandum CLMD-2025-637 dated October 29, 2025, re: Declaring November as National Reading Month with the theme **“Tulay ang Pagbasa sa Bukas na Puno ng Pag-aso” (Reading is a Bridge to a Future Full of Hope)**, this Office advises all schools to conduct the suggested activities preferably **TO BE HELD INSIDE THE CLASSROOM** as part of the instructional time to avoid disruption of classes from November 1-31, 2025.

The theme highlights the reading's role in connecting the past with a hopeful future, fostering continuous learning, fostering continuous learning, and empowering individuals.

The purpose for this celebration is to emphasize how reading builds a bridge between the past and the future by using stories and knowledge from the past to create a better tomorrow.

Attached is the matrix of activities.

For immediate dissemination.

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

**RELEASED**

**NCV 06 2025**

RECORDS SECTION, SDO PANABO CITY  
 BY

Enclosed: As stated.  
 CID/jey/iep

**CHAMPION**  
**Panaboo ONE**  
 DepEd Panabo: Empowering Champions in Education  
 through Journeying, Blending and Fostering commitment in providing quality education, MATATAQ for all



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## MATRIX OF ACTIVITIES

*School-Based Implementation*

### **Week 1- READING JUMPSTART WEEK**

November 3-6	<ul style="list-style-type: none"><li>◆ Kickoff of Schools</li><li>◆ Book Drive Campaign (Collects books from stakeholders for your Reading Center)</li></ul>
November 7	<ul style="list-style-type: none"><li>◆ School Alter Reading Coordinators' Conference</li></ul>

### **Week 2- BOOK PICNIC WEEK**

November 10	<p><b>COMPULSORY ACTIVITIES:</b></p> <ul style="list-style-type: none"><li>◆ Kickoff of the Pambansang Buwan at Araw ng Pagbasa</li></ul> <p>- SDS Jinky B. Firman will serve as Reading Ambassadors during Flag Raising Ceremony</p> <p>- School Heads to serve as Reading Ambassadors during Flag Ceremony</p> <p>- Teachers to serve as Reading Ambassadors in the classroom</p>
November 10-14	<p><b>COMPULSORY ACTIVITIES:</b></p> <p><b>SHARE A BOOK</b>-Personnel will bring their books and share them through peer reading .</p> <p>The books will be displayed in the Office's Reading Pantry and will be given to the identified learners and beneficiaries.</p> <p>Learners will be given 1 book to read and make a home reading report.</p> <p><b>Other Suggested Activities:</b></p> <ul style="list-style-type: none"><li>◆ Key Stage 1<ul style="list-style-type: none"><li>- Sack Race Reading</li><li>- Creative Rhymes Presentation</li><li>- Literacy Scavenger Hunt</li><li>- Spelling Bee</li></ul></li><li>◆ Key Stage 2<ul style="list-style-type: none"><li>- Sack Race Reading</li><li>- Character Charades</li><li>- Reader's Theater</li><li>- Spelling Bee</li></ul></li><li>◆ Key Stage 3<ul style="list-style-type: none"><li>- Sack Race Reading</li><li>- Literary Bingo</li><li>- Book Themed Pictionary</li><li>- Reader's Theater</li><li>- Spelling Bee</li></ul></li></ul>



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**Week 3- BOOKWORM OLYMPICS WEEK**

November 17-21

**COMPULSORY ACTIVITIES:**

**READING SKILLS SHOWCASE Part 1**

- At 3:30 pm, personnel in the Functional Divisions will showcase their talents in:
  1. Story Retelling
  2. Reader's Theater

- Teachers will conduct classroom activities showcasing learners' talents and skills in:

1. Story Retelling
2. Oral Reading Interpretation
3. Reader's Theater
4. Draw and Tell

**SUGGESTED ACTIVITIES:**

- ◆ Key Stage 1
  - Book Sprint
  - Triathlon
  - Reading Relay
  - Balance Beam Race
- ◆ Key Stage 2
  - Book Sprint
  - Triathlon
  - Reading Relay
  - Balance Beam Race
  - Reader's Theater
- ◆ Key Stage 3
  - Book Sprint
  - Triathlon
  - Reading Relay
  - Balance Beam Race
  - Reader's Theater

**Week 4- A BOOK WEEK (School-Based Culmination)**

November 24-27

**COMPULSORY ACTIVITIES:**

**READING SKILLS SHOWCASE Part 1**

- At 3:30 pm, personnel in the Functional Divisions will showcase their talents in:
  1. Rap
  2. Scrabble
  3. Word Puzzle

- Teachers will conduct classroom activities showcasing learners' talents and skills in:

1. Jazz Chant
2. Rap



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	<p>3. Tiktok 5. Scrabble 6. Word Puzzle</p> <ul style="list-style-type: none"> <li>◆ During culmination, encourage teachers and learners to wear <b>Pinoy/International Book Character Costume</b>.</li> </ul> <p><b>Presentation of the following:</b></p> <ul style="list-style-type: none"> <li>◆ Key Stage 1 <ul style="list-style-type: none"> <li>-Creative Rhymes Presentation</li> <li>-Musical Reading</li> </ul> </li> <li>◆ Key Stage 2 <ul style="list-style-type: none"> <li>-Lola Basyang Chamber Storytelling</li> <li>-Musical Reading</li> </ul> </li> <li>◆ Key Stage 3 <ul style="list-style-type: none"> <li>-Lola Basyang Chamber Storytelling</li> <li>-Musical Reading</li> <li>-Spoken Poetry</li> </ul> </li> </ul> <p><b>Note: For Week 3 &amp; 4, you may still conduct spelling bee.</b></p>
November 28	<ul style="list-style-type: none"> <li>◆ Division-Wide Culmination Celebration</li> <li>◆ MOA Signing with Davao del Norte State College- Partnership for the Implementation of the Reading Program</li> <li>◆ Venue-TBA</li> <li>◆ Showcase of the best performers during the school-based implementation.</li> </ul> <p>Note: During culmination, encourage teachers and learners to wear <b>Pinoy/International Book Character Costume</b>.</p>



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## FLUIDITY OF IMPLEMENTATION

### LITERACY ACTIVITIES:

#### 1. Sack Race Reading

- Form groups with 10 members.
- Hop to a finish line while inside a sack.
- They will read 3-5 sentences before hopping and another reading at the finish line.
- Winners can be identified based on the least time consumed.

#### 2. Creative Rhymes Presentation

- Oral presentation of nursery rhymes for oral language competence.
- There will be 10-15 participants.
- Criteria:
  1. Intonations Patterns -20%
  2. Correct pronunciation and clarity of diction-20%
  3. Fluency- 30%
  4. Intelligibility of Speech-speech must be understandable, there is a distinct crisp of articulation and clarity of expression/actions-30%

#### 3. Literacy Scavenger Hunt

##### Participant Guidelines

- **Teams:** Participants should work in small teams (2-4 people is ideal) to foster collaboration and teamwork.
- **Safety and Boundaries:** Participants must stay within the designated area (e.g., classroom, library, specific outdoor area). Unsafe or off-limits areas should be clearly defined and avoided.
- **Fair Play:** Teams must work independently and not copy answers or follow other teams. All team members should be involved in solving the clues.
- **Handling Items:** If the hunt involves physical objects, participants should handle them with care. If objects aren't meant to be collected, participants may be asked to take a photo as proof of finding the item.
- **Time Limit:** A specific time limit will be set for the hunt. All teams must return to the starting point by the deadline. Late returns may incur penalties.
- **Asking for Help:** Clear rules should be established about asking for help. Organizers may provide a "hint board" or allow limited help from an adult volunteer, possibly in exchange for a mini-task.
- **Recording Answers:** Each team or individual needs a designated answer sheet or method (like a camera for photos) to record their findings or answers to the literacy-based challenges.



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### Organizer Guidelines

- **Define Purpose:** Clearly outline the literacy skills the hunt will focus on (e.g., phonics, vocabulary, comprehension, identifying literary elements).
- **Create Engaging Clues:** Develop clues that are challenging but solvable for the target age group. Use riddles, visuals, or codes, ensuring they are tied to the literacy theme.
- **Set Clear Rules:** Explain all rules clearly before the hunt begins and ask for any questions to avoid confusion.
- **Ensure Supervision:** Ensure adequate adult supervision, especially if the hunt is outdoors or in a large area with younger children.
- **Monitor Progress:** Circulate during the hunt to monitor students, provide support if teams are stuck, and ensure rules are being followed.
- **Plan for the End:** Establish a clear end point and a method for judging results. Decide on criteria for winning (e.g., first to finish, most correct answers) and have prizes ready for the winners and participation giveaways for all.
- **Debrief:** After the hunt, gather participants to review answers, discuss what they learned, and highlight creative approaches.

### 4. Spelling Bee

#### Mechanics:

1. The competition must have one 10 participants per class, by grade level.
2. There will be three levels for this contest namely the easy, average, and difficult rounds. Each level has 5 words to be spelled correctly. In case of a tie after the difficult round, the contestants will proceed to the clincher round to determine the winner for the place that they will be competing for.
3. The contestants have 10 seconds to answer each word in the easy round, 20 seconds for the average round, and 30 seconds for the difficult round. In the event that contestants would reach the clincher round, the contestant to write the correct spelling will get a point and will be determined the winner for the place that they will be competing for.
4. Contestants must write the word after the "go" signal. A contestant who has started writing without the "go" signal will be disqualified to answer for that specific turn until the next word is given.
5. Erasures are strictly not allowed. An answer with erasure will be



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automatically considered WRONG.

6. All is qualified for easy, average and difficult rounds. Only those who need to break a tie will proceed to the clincher round.
7. The quiz master will read the part of speech of the word, meaning, and word to be spelled twice before the “go” signal will be given.
8. For every correct spelling, the contestant will be given 1 point for all the rounds.
9. A contestant who has the highest point at the end of the difficult round will be determined CHAMPION.

## 6. Character Charades

One player acting out a word or phrase without speaking while their team tries to guess it. The actor uses only gestures, and no talking or making noises is allowed. Teams can use standard signals to indicate the number of words, syllables, and the general category of the clue.

- **Acting:** The player acts out the word or phrase using only body movements and gestures, conveying the meaning silently.
- **No talking:** The actor cannot speak, make sounds, or mouth words.
- **No pointing:** The actor cannot point to objects in the room to represent the word, though they can point to people for other game-related purposes like indicating who got a clue right.
- **Time limit:** Often, a time limit is set for each turn to add urgency.
- **Guessing:** Other team members guess the word or phrase. The first person to guess it correctly wins a point for their team.

### Common gestures and signals

- **Number of words:** Hold up a number of fingers to indicate the total number of words in the phrase.
- **Number of syllables:** After indicating the number of words, hold up the number of fingers on your wrist to show the number of syllables in the word you are acting out.
- **Specific word:** To show which word you are acting out, hold up a number of fingers corresponding to its position in the phrase (e.g., one finger for the first word).
- **Category:**
- **Book:** Unfold your hands in front of you like opening a book.
- **Movie/Film:** Pretend to operate an old-fashioned movie camera.
- **TV show:** Form a rectangle with your fingers to represent a screen.
- **Song:** Pretend to be singing.



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- **Sounds like:** Cup your earlobe.
- **"Got it!"**: A player can touch their nose or put their hands together to indicate someone has guessed the word correctly.
- **"Getting warmer"**: Gesturing hands moving closer together can mean the guess is getting closer to the correct answer.

#### Variations and rules

- **Breaking down clues:** For difficult clues, you can act out each word individually after indicating the total number of words.
- **Team play:** Teams alternate turns, with one member acting out a clue for their team to guess.
- **Scoring:** Points are awarded for each correct guess within the time limit.

### 7. Reader's Theater

Readers' theater involves performing a script aloud without memorization, focusing on expressive reading and vocal variety to create imagery for the audience. Key guidelines include reading clearly and loudly, varying voice and expression, using simple, non-distracting gestures, and maintaining eye contact with the audience. Performers hold their scripts and typically do not use props, elaborate costumes, or extensive blocking, though some variations permit simple props or costumes.

#### Performance guidelines

- **Vocal delivery:** Speak clearly and loudly, project your voice, and articulate words correctly. Vary your tone, pitch, and pace to convey emotion and character.
- **Physical presence:** Stand erect with feet slightly apart, holding your script properly. Use simple, facial expressions and gestures to help tell the story, but avoid distracting movements or blocking.
- **Audience engagement:** Look at the audience often to connect with them and ensure they can follow the story.
- **Unity:** When multiple readers share a part, they must speak as one to maintain a consistent voice and interpretation.

#### Script and staging guidelines

- **No memorization:** Readers perform from a script they hold, eliminating the need to memorize lines.
- **No props:** The focus is on the voices, so props are typically not used.
- **Minimal costumes:** If costumes are used, they should be simple and non-distracting, as the emphasis is on the reading itself.
- **Sound effects:** Mechanical or instrumental sound effects are often not allowed, but performers can create vocal sound effects.



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- **Script preparation:** Scripts are often adapted by deleting non-essential words to make them more suitable for performance, but new words should not be added.

### 8. Literary Bingo

Literary Bingo guidelines vary depending on whether the game is a traditional "caller/card marker" style or a "reading challenge" style where participants mark squares by completing reading tasks. The core rules are generally flexible and can be adapted by the host.

#### Common Guidelines (Caller/Card Marker Style)

This style is used for testing knowledge of literary terms, devices, or specific book details.

- **Objective:** To be the first person to cover a predetermined pattern (e.g., a horizontal, vertical, or diagonal line; four corners; or a full card/blackout) on your card.
- **Materials:** Each player needs a unique bingo card filled with literary terms, character names, or book titles, and a set of markers (chips, daubers, etc.). A designated "caller" needs a master list of all possible items, cut into individual slips and placed in a bowl or hat.
- **Gameplay:**
  1. The caller randomly selects an item (e.g., a literary device definition or a book description) and announces it to the players.
  2. Players check their cards for the corresponding term, name, or title and cover the square with a marker if they have it.
  3. The caller continues announcing items one at a time until a player wins.
- **Winning:** The first player to achieve the required pattern shouts "BINGO!" to stop the game. The caller or a staff member then verifies the winning card against the list of called items. If correct, the player wins the round.

#### Common Guidelines (Reading Challenge Style)

This style encourages reading by providing a grid of reading-related prompts or categories (e.g., "read a book with a blue cover," "read a non-fiction book").

- **Objective:** To complete reading challenges that form a winning pattern on the bingo card.
- **Materials:** Each participant receives a bingo card with various reading prompts.
- **Gameplay:**



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1. Participants select a square and read a book that fits the category description.
2. As each prompt is completed, the player marks off the square, often by writing the book's title and author in the space.
3. **Key Rule Variations:** The organizer sets specific rules, such as whether one book can count for multiple squares or if a book can only be used once per card. The organizer also specifies the time frame for the challenge and the winning patterns.
- **Winning:** Once a participant achieves the specified pattern (e.g., a single line, an 'X', or a blackout), they submit their card to the organizers for a chance to win a prize.

### 9. Book Themed Pictionary

A book-themed Pictionary game follows the standard Pictionary rules, with the key variation being that all the words or phrases to be drawn are related to books (e.g., book titles, characters, or authors).

#### Setup

1. **Players and Teams:** Divide players into two or more teams. Teams of 4-6 people work well.
2. **Materials:** Each team needs paper and a pen or a large whiteboard and marker for drawing. You also need a timer (typically one minute per round) and a method for keeping score.
3. **Word List:** Prepare a list of book-themed clues. Write each clue on a separate slip of paper and place them in a bowl or hat. Clues can include:
  1. Book titles (e.g., *Moby Dick*)
  2. Famous book characters (e.g., Harry Potter, Captain Ahab)
  3. Authors' names
  4. Book-related concepts (e.g., "plot twist", "best-seller")

#### Gameplay

1. **Turn Rotation:** Teams take turns, and a different "drawer" (picturist) from the current team is selected for each round.
2. **Drawing the Clue:** The drawer selects a slip of paper and, without showing it to their teammates, attempts to draw the clue on their paper or whiteboard.
3. **Strict Rules:** The drawer **cannot** use any of the following:
  1. Letters or numbers
  2. Spoken words or sounds



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3. Gestures or sign language (beyond pointing at the drawing)
4. **Guessing and Timing:** As soon as the drawer begins drawing, a one-minute timer starts. Their teammates shout out guesses. The drawer continues drawing until their team guesses correctly or the time runs out.
5. **Scoring and Next Turn:**
  1. If the team guesses correctly within the time limit, they score a point (or roll a die and move on a board if using one). They can continue their turn with a new drawer and clue.
  2. If the team does not guess correctly, their turn ends, and the next team takes its turn.

### Winning the Game

The game continues until one team reaches a predetermined point total (e.g., 10 points) or completes a game board, and that team is declared the winner.

## 10. Book Sprint

Book sprint guidelines focus on a structured, intensive, collaborative writing process led by a facilitator, involving 5 to 15 experts who produce a book in about five days. Key elements include defining goals, structuring the content, dividing writing tasks, and publishing the final product, often freely distributed. The process emphasizes short timelines, a defined outcome, collaboration, and a facilitator to guide the team.

### Core principles

- **Facilitated process:** A facilitator guides the group through a structured plan to keep the sprint on track.
- **Defined outcome:** The sprint has a clear, achievable goal, such as creating a complete book.
- **Short timeline:** The process is time-boxed, typically lasting around five days, to ensure rapid output.
- **Expert collaboration:** A small group of experts (5-15 people) works together in the same space to develop the content, with little to no content prepared beforehand.
- **Focus on collaboration:** The process is collaborative rather than competitive.

### Key phases and activities

1. **Preparation and kickoff:**
  - Secure a team of 5-15 subject matter experts.
  - Set a clear goal and ensure commitment from participants.



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- Arrange a suitable venue with space for group work and smaller breakout areas.

- The facilitator sets the context and explains the sprint process.

#### 2. Content and structure:

- Brainstorm the book's topic and create an overview of the content.
- Organize ideas into themes and map them into sections, chapters, and subchapters.

#### 3. Writing and editing:

- Authors work individually or in pairs on specific sections.
- Periodically, authors review and rewrite each other's work to ensure consistency and quality.

#### 4. Finalization and publication:

- Reorganize, summarize, or edit the content as needed.
- The book is published online or in e-book formats, often available freely.

#### Tips for a successful sprint

- **Bring the team together:** Align everyone around common goals from the start.
- **Choose a decider:** A designated person can help speed up decision-making.
- **Prepare the space:** A collaborative workspace with areas for both plenary and small-group sessions is essential.
- **Encourage writing:** Authors should do the actual writing, either alone or in pairs, with regular mutual review.
- **Follow the facilitator:** Trust the process and the facilitator's guidance to maintain momentum.

#### 11. Triathlon

The Reading Triathlon Challenge: Students can track their reading progress through a "triathlon" of three stages: "jogging" (reading one genre or type of book, e.g., fiction), "cycling" (reading another genre, e.g., non-fiction), and "running" (reading a third genre, e.g., poetry or graphic novels).

Distance Reading: Assign reading "distances" to different book lengths (e.g., a certain number of pages equals a certain distance in a race). Students log their progress on a chart that visually represents a triathlon course.

Olympic Reading: Tie the challenge into the Olympics, using official triathlon distances and information to add a real-world context. Triathlon-themed reading activities incorporate the sport's three disciplines (jogging, cycling, running) to promote literacy and engagement.

These activities can be used in educational settings to build vocabulary, improve comprehension, and encourage creative writing.



## 12. Reading Relay

Reading relay guidelines involve dividing students into teams, setting up stations with reading passages and questions, and having them race to read and answer questions about the text. Each team member typically takes a turn, with one person reading and the next answering the questions to complete the relay. The winning team is often the one that finishes correctly in the shortest amount of time.

### How to run a reading relay

- **Form teams:** Divide the class into teams of 4-5 students.
- **Set up stations:** Create a reading station for each team with a passage and comprehension questions.
- **Start the race:** Each team begins at a designated starting line.
- **Read and relay:** The first student reads the passage, then runs back to tag the next teammate.
- **Answer questions:** The second teammate goes to the station to answer the questions based on the passage.
- **Complete the relay:** A team must answer all questions correctly to complete the relay.
- **Keep track of time and score:** Use a timer to track the time and/or assign points for correct answers.

### Variations and tips

- **Vary difficulty:** Adjust the difficulty by using different types of passages or questions (e.g., cloze passages, vocabulary words, or complex questions) depending on the students' reading levels.
- **Add bonus rounds:** For extra points, include bonus rounds with additional passages or challenges.
- **Encourage different styles:** Encourage students to read passages aloud in funny voices or other styles to add to the fun.
- **Adapt roles:** If a student cannot run, they can be assigned a permanent role, such as "secretary" to write the answers, while other team members rotate through the other roles, notes The Comprehensible Classroom.

## 13. Balance Beam Race

The term "balance beam race in reading" appears to refer to an **educational activity or game designed to improve literacy skills through physical balance exercises**, not a specific, widely-known event or race.

The general concept involves combining physical movement, specifically balancing, with reading-related tasks to enhance learning and engagement.

### Activity Description



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In an educational setting, the activity might involve:

- **Creating a "balance beam"** using tape on the floor or a low piece of wood to ensure safety.
- **Setting up "reading stations"** or placing words/questions at different points along or near the beam.
- **Having children balance** while moving along the beam to retrieve information, read a word, or answer a question.
- **Adding a "race" or team element** where groups compete to finish first, encouraging quick movement and recall, while still requiring balance and coordination.

#### **Educational Benefits**

The combination of balance activities and reading is supported by the idea that balance and spatial orientation (vestibular system) can contribute to reading eye movements and overall brain function, making the learning experience more integrated and effective.

#### **13. Creative Rhymes Presentation**

1. Choose at least 5 rhymes.
2. Create a group with 10-15 participants.
3. They will present the rhymes in a creative way.

#### **14. Karaoke/Musical Reading**

To use karaoke for reading, prepare lyrics beforehand, then read along with the music while following the scrolling text. For a more gradual approach, first read lyrics on paper, then sing with a lead singer or in a small group, which can build confidence and improve fluency. The practice helps with pronunciation, rhythm, and recognizing words, especially for reluctant readers.

##### **Before you start**

- **Select appropriate songs:** Choose songs with clear lyrics, such as simple children's songs or songs with a manageable vocabulary, to avoid being overwhelmed.
- **Preview the lyrics:** Provide a printed copy of the lyrics for students to read beforehand. This helps them become familiar with the words and phrases before seeing the scrolling text.
- **Familiarize with the story:** If reading a storybook-style song, discuss the cover and have students predict what it's about. Read the lyrics aloud to them, pointing out words and how illustrations relate to the text.

##### **During the activity**

- **Read along:** Have students read the lyrics as they scroll on the screen while listening to the music. For a quieter approach, use headphones.



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and play the song without the music, or turn off the music to use the text for silent reading practice.

- **Sing along:** Sing along with the music. This helps with rhythm and fluency, and the fun, playful nature can make reading less intimidating.
- **Practice with a leader:** For reluctant readers, start with a leader (teacher or another student) who sings the lines first. Students can then follow along.

#### Key guidelines

- **Start with a manageable task:** Begin with simple songs and gradually move to more complex ones as reading fluency improves.
- **Focus on the fun:** Remember that the goal is to make reading enjoyable, so maintain a fun and low-pressure environment.
- **Emphasize repetition:** Repeat songs to help build familiarity and confidence.
- **Focus on comprehension:** After singing, discuss the lyrics and the story to ensure students understand the meaning. Ask them to recall new lyrics or identify how they were changed

### 15. Lola Basyang Chamber Storytelling

Focus on performing a classic Mga Kuwento ni Lola Basyang story through voice and expression, using a combination of storytelling techniques like those in the general art of storytelling. The main guidelines are to bring the tales of Severino Reyes to life, using your voice, expression, and imagination to captivate the audience.

While specific rules for the 2025 contest would be in the official posters, general guidelines for chamber storytelling include engaging the listeners, using actions and gestures, and having a clear narrative structure with a beginning, middle, and end.

#### General storytelling and contest guidelines

- **Embrace the Lola Basyang style:** Tell a story from the Mga Kuwento ni Lola Basyang series by Severino Reyes.
- **Focus on voice and expression:** Use your voice, facial expressions, and gestures to bring the characters and story to life.
- **Engage the audience:** Create an interactive and dynamic experience that breaks down barriers and makes listeners feel a direct connection to the story.
- **Create a clear narrative:** Ensure your story has a clear beginning, middle, and end, guiding the listener through the narrative.
- **Incorporate actions:** Use physical movement and gestures to enhance the storytelling, beyond just spoken words.



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- **Use appropriate language:** Depending on the audience, you may need to define difficult words to ensure the story is understood.

**15. Spoken Poetry** is word-based performance art.

1. It is a piece of writing meant to be delivered to an audience.
2. The oral delivery is centered on its rhythm, intonation, rhyme scheme, content and execution.
3. The theme of the spoken poetry is the National Reading Month 2025 theme.
4. Each contestant is given 3-5 minutes to deliver their piece.
5. The spoken word poetry piece must be an original composition.
6. Category 1 (English), Category 2 (Filipino) are the languages allowed for presentation.

**CRITERIA:**

Content -40%

- The content of the spoken piece is relevant and related to the theme.
- The piece has a powerful and meaningful message to the audience.

Oral Delivery- 25%

- The spoken piece was delivered from the heart.
- Facial expression, hand and body gestures emphasized the different elements of the performance.
- Audience's attention and interest were captured and sustained throughout the duration of the piece.
- Pronunciation and intonation are clear and understood well by the audience.
- Words are pronounced distinctly and correctly. Does not stutter nor stammer.

Choice of Words-15%

Relevance to the theme- 15%

Ethics- 5%

**Prepared:**

**IRYHN E. PETALCORIN**

Public School District Supervisor  
Reading & Literacy Education Focal



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DAVAO REGION

October 29, 2025

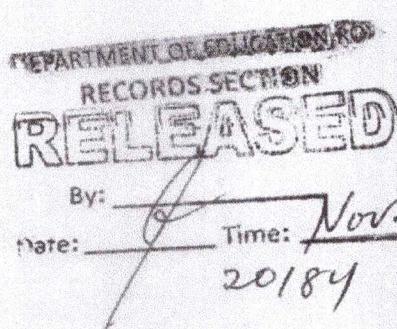
REGIONAL MEMORANDUM  
CLMD-2025-637

2025 PAMBANSANG BUWAN AT ARAW NG PAGBASA

To: Schools Division Superintendents

1. Pursuant to DepEd Memorandum No. 244, s. 2011, re: **Declaring November as National Reading Month of Every Year**, this Office through the Curriculum and Learning Management Division (CLMD) will support the 2025 Pambansang Buwan at Araw ng Pagbasa from November 1-30, 2025.
2. The month-long celebration aims to promote love for reading among learners and full awareness and understanding on the role of reading and literacy in cultivating critical thinking among learners.
3. This Office advises the schools and learning centers to conduct the suggested activities (see attached) for elementary and secondary learners preferably be held inside the classroom as part of the instructional time to avoid disruption of classes under DepEd Order No. 9, s. 2005.
4. To strengthen this activity, the School Governance and Operations Division (SGOD) through the guidance of the Education Support Services Division (ESSD) must ensure a mechanism in the establishment of Brigada Pagbasa community nook/pantry. A school-level kick-off shall be held on November 10, 2025.
5. Narrative reports, pictorials, and videos of the activities done during this celebration will be submitted through a repository drive to be given to the Division Reading Program Focal Persons not later than December 13, 2025.
6. Immediate dissemination of this Memorandum is directed.

Encl.: As stated  
RO12/aca



ALLAN G. FARNAZO  
Director IV



Republic of the Philippines  
**Department of Education**  
DAVAO REGION

**2025 Pambansang Buwan at Araw ng Pagbasa**  
**November 1-30, 2025**

**Theme: Basa Onse: Bawat Bata Bumabasa**  
**Matrix of Activities**

Date	Activities	Regional Office XI	Division Offices	Schools/Learning Centers
November 10, 2025	<b>Kick-Off of the 2025 Pambansang Buwan at Araw ng Pagbasa</b>	-RD/ARD/Chiefs of the Functional Divisions will serve as Reading Ambassadors during Flag Raising Ceremony	-SDSs to serve as Reading Ambassadors during Flag Raising Ceremony	-School Heads to serve as Reading Ambassadors during Flag Raising Ceremony -Teachers to serve as Reading Ambassadors in the classroom
Week 1: November 10-14, 2025	<b>Share a Book</b>	-Personnel bring their books and share them through peer reading -The books will be displayed in the Office's Reading Pantry and will be given to the identified learners as beneficiaries	-Personnel bring their books and share them through peer reading -The books will be displayed in the Office's Reading Pantry and will be given to the identified learners as beneficiaries	Learners read books and do home reading report
Week 2: November 17-21, 2025	<b>Reading Skills Showcase Part I</b>	-At 3:30pm, personnel in each Functional Division will showcase their talents in: a) Story Retelling b) Readers' Theater	-At 3:30pm, personnel in each Functional Division will showcase their talents in: a) Story Retelling b) Readers' Theater	Teachers will conduct classroom activities showcasing learners' talents and skills in: a) Story Retelling b) Oral Reading Interpretation c) Readers' Theater d) Draw and Tell



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Date	Activities	Regional Office XI	Division Offices	Schools/Learning Centers
Week 3: November 24-28, 2025	<b>Reading Skills Showcase Part II and Games</b>	-At 3:30pm, personnel in each Functional Division will showcase their talents and skills in: a) Alphabetization b) Scrabble c) Word Puzzle	-At 3:30pm, personnel in each Functional Division will showcase their talents and skills in: a) Rap b) Scrabble c) Word Puzzle	Teachers will conduct classroom activities showcasing learners' talents and skills in: a) Jazz Chant b) Rap c) Tiktok d) Scrabble e) Word Puzzle

Prepared by:

**ANALIZA C. ALMAZAN**  
 Education Program Supervisor

NOTED:

**MARY JEANNE B. ALDEGUER, EdD**  
 Chief, CLMD



Republic of the Philippines  
**Department of Education**  
DepEd Complex, Meralco Avenue, Pasig City



DepEd MEMORANDUM  
No. 244, s. 2011

OCT 25 2011

**DECLARING NOVEMBER AS NATIONAL READING MONTH OF EVERY YEAR  
AND NOVEMBER 25, 2011 AS THE NATIONWIDE ARAW NG PAGBASA**

To : Bureau Directors  
Regional Directors  
Schools Division/City Superintendents  
Heads, Public Elementary Schools  
All Others Concerned

1. In support of the Ten-Point Basic Education Agenda of the Aquino Administration and the institutionalization of the "*Every Child a Reader*" Program (ECARP), the Department of Education (DepED) is initiating programs that would:

- a. promote reading and literacy among the pupils and students;
- b. motivate our youth to learn from the lives and works of eminent Filipinos;
- c. uphold one's own heritage and values; and
- d. make reading a shared physical experience, specifically among the youth, thereby increasing its relevance amidst the growing reliance on the internet and inclination to on-line activities.

In this light, DepEd declares the month of November of every year as **National Reading Month**. To celebrate this, schools and learning centers are enjoined to hold the following activities:

- a. **Read-A-Thon.** This activity seeks to foster a reading culture among pupils. It aims to determine the most outstanding individual and team readers among elementary pupils in public schools;
- b. **Drop Everything and Read (DEAR).** This is a fifteen to twenty (15-20) minute daily activity devoted to reading books or any materials available in the school;
- c. **Big Brother/Big Sister / Kaklase Ko, Sagot Ko / Shared Reading.** In this activity, older students or independent readers mentor pupils who are at the *frustration reading level* or non-reading level;
- d. **Pull-Out Remedial Class / Reading Assistance Program/ Remediation Classes / Intensified Remedial Reading.** Remedial lessons are given to children in the *frustration reading level* by teachers or class advisers;
- e. **Five Words A Week (FWAW)/A Paragraph A Day (APAD)/Library Hour A Week.** In this activity, the pupils are encouraged to learn and master one word a day, five days a week, and to read aloud one or two paragraphs a day before classes starts to develop oral communication; and



f. **Reading Camp.** This activity aims to highlight the pupils' talents in communication arts through competitions.

DepED officials (regional, division and school levels) are directed to lead a nationwide synchronized reading program conducted every first Monday of November from 9:00 to 10:00 in the morning.

2. For SY 2011-2012, the National Reading Month shall culminate in the Nationwide **Araw ng Pagbasa** (National Reading Day) on November 25, 2011. This will coincide with the week of the celebration of the birth anniversary of the late Senator Benigno "Ninoy" S. Aquino on November 27, 2011 and commemoration of the 20<sup>th</sup> year of the Signing of R.A. 7165 by Former President Corazon C. Aquino, creating the Literary Coordinating Council on November 25, 1991. This activity was initiated in 2008 by the Office of Representative Jorge "Bolet" Banal, 3<sup>rd</sup> District of Quezon City, Metro Manila.

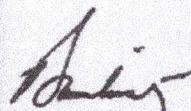
To encourage elementary pupils and secondary students from both public and private schools to participate in Araw ng Pagbasa, teachers may organize activities such as:

- a. storytelling sessions;
- b. reading list preparation;
- c. readers' training and a readership development program; and
- d. ilove2read declamation contest using Ninoy's famous speeches ([www.ilove2read.org](http://www.ilove2read.org)).

School officials are urged to conduct reading and literacy activities in honor of former Senator Benigno "Ninoy" S. Aquino and other Filipino heroes.

4. Schools are recommended to partner with non-governmental organizations (NGOs) and the private sector to foster cooperation within the community and optimize the success of these activities.

5. Immediate dissemination of this Memorandum is desired.



BR. ARMIN A. LUISTRO FSC  
Secretary 

Reference: DepEd Memorandum No.: 371, s. 2010

To be indicated in the Perpetual Index  
under the following subjects:

CELEBRATIONS & FESTIVALS  
Learning Area, READING  
PROGRAMS  
PUPILS  
SCHOOLS

R:ADA/MPPD/DM/Declaring November as National Reading Month  
09/23/2011