



Republic of the Philippines
Department of Education
REGION III – CENTRAL LUZON
SCHOOLS DIVISION OFFICE - SCIENCE CITY OF MUÑOZ

February 01, 2023

DIVISION MEMORANDUM

No. 54, s. 2023

To: Assistant Schools Division Superintendent
Chief ES-CID
Education Program Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

**INSTITUTIONALIZATION OF CLASSROOM-BASED AND SCHOOL-BASED
READING INTERVENTION STRATEGIES**

1. The Schools Division Office of Science City of Muñoz puts premium on the learning recovery of the Kindergarten to Grade 12 students across all learning areas.
2. This Office highlights the importance of reading because it is a basic skill that every learner must learn before they can learn other learning areas or disciplines.
3. Likewise, the significance of teachers as the source of learning and/or as facilitators of learning plays a great role in educating the youth of this nation.
4. Moreover, commitment to doing one's task is very crucial. Thus, teachers and school heads shall strengthen their commitment toward educating the learners by reflecting on their practices, whether they contribute to the learners' development or not.
5. In addition, this Office firmly believes that the youth are the nation's hope, as Dr. Jose P. Rizal said, because the kind of youth a country has today shows the future that a country holds.
6. Based on the upper mentioned, this post directs all school heads and teachers to conduct and implement the following reading intervention strategies as ways of bridging the learning gaps especially in reading and towards the improvement of learners' literacy.

For Teachers

- a. All classrooms must have a reading corner containing the educational reading materials such dictionary, story books, novels, compilations of poems, nursery rhymes, and songs, and other teacher-made reading materials.



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- b. All classroom materials like boards, books, book shelves, chairs, tables, door, windows, electric fan, television, and others must have labels for learners' familiarization of those words.
- c. All schools shall revive their reading centers with complete fixtures such as books and bookshelves, tables and chairs, seat-upon like new rags, carpets, throw pillows, and others.
- d. All classrooms must have A Word A Day, and A Sentence A Day boards in English and in Filipino. In A Word A Day, the definition of the word and the part of speech it belongs to must be posted, then its use in a sentence. This will be facilitated by the English teachers and Filipino teachers.
- e. The English and Filipino teachers must conduct a daily story reading in class before starting a lesson.
- f. All English and Filipino teachers must let the learners write their Daily Diary in English and in Filipino in a progressive manner (with at most 5 sentences for the first 2 months, at most 10 sentences for the next two months, and so on and so forth, or depends on the strategy of the teacher). The teachers must ensure to learners that their diaries will be kept confidential and only the teacher can read them for educational improvement purposes.
- g. All English and Filipino teachers must implement a Formal Theme Writing weekly, every Friday. Then, the teachers' feedback must be given to learners on the same day or every Monday.
- h. All English and Filipino teachers must practice daily Reading Aloud before, during, or after the lesson.
- i. In teaching beginning reading, teachers or advisers must utilize the Big Six Components of Reading (Oral language, Phonological Awareness, Phonics, Vocabulary, Fluency, and Comprehension).
- j. English and Filipino teachers shall prepare charts (Manila Paper) of word families, rhyming words, sets of phrases, sets of sentences, short stories, poems, nursery rhymes, and others to be utilized daily.
- k. All learners' tables and armchairs must have reading materials that they may read daily and must be changed by the teachers depending on the learners' level.

For School Heads

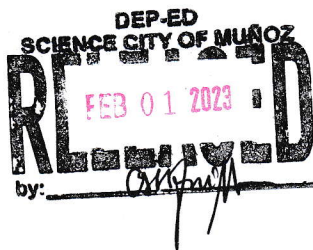
- a. All school heads and/ or head teachers shall conduct daily monitoring of teachers' implementation of the upper-mentioned intervention strategies to ensure that the provision of this issuance is observed.
- b. All school heads must be able to give relevant technical assistance to teachers in terms of reading. Thus, if there is a need for the school heads to study the science of reading which is the Big Six Components of Reading, they must do so for them to give the needed assistance to teachers.





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- c. During monitoring, the school heads shall take note of the issues and concerns met by the teachers during the teaching-learning process, especially in terms of teaching reading.
 - d. Religious and honest monitoring shall be held so that accurate data and reports can be gathered and addressed.
 - e. The school heads shall monitor classes from preliminary activities to assessment or evaluation part so that they can really see the situation in classes.
 - f. The school heads shall conduct weekly round-table discussions with teachers in terms of the progress of the reading intervention.
 - g. School heads shall support the teachers in terms of resources in preparing their reading materials through the school Maintenance and Other Operating Expenses (MOOE).
 - h. During School Learning Action Cell Sessions, topics on reading must be facilitated by the school head, master teacher, or any proficient and capable teacher.
 - i. School heads shall make the school a reading environment by strategizing such as labeling the school facilities, objects, and things, having “tambay-aralan” with rich reading materials, and others.
 - j. Schools, through the leadership of school heads, shall tap significant stakeholders who can help in realizing the mentioned intervention strategies.
7. All cluster leaders shall include in their monitoring the implementation of the above-mentioned intervention strategies using the enclosed monitoring tool.
8. Immediate and wide dissemination of this Memorandum is earnestly desired.




DANTE G. PARUNGAO, CESO V
Schools Division Superintendent





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Enclosure to Division Memorandum No. 14, s. 2023

Classroom-Based and School-Based Reading Intervention Strategies
 Monitoring Tool

School: _____
 Date of Monitoring: _____

Cluster: _____
 Time: _____

| A. Please respond to each statement with all honesty. | | | |
|---|----------------------|---|---------------------------------|
| Reading Intervention/ Strategies | Status | | Remarks (cite the milestone) |
| | On-going/ Present | To be started on (Specify the time) | |
| Classroom Reading Corner | | | |
| Labeling (of objects, things, facilities, etc.) | | | |
| Reading Centers | | | |
| Boards for A Word A day and A Sentence A Day | | | |
| Daily Story Reading in Class | | | |
| Daily Diary Writing | | | |
| Formal Theme Writing | | | |
| Daily Reading Aloud | | | |
| Utilization of the Big Six Components of Reading | | | |
| Reading materials on learners' tables and armchairs | | | |
| B. School Heads' Support | | | |
| Does the school head provide the materials for the development or preparation of reading materials? | YES | NO | Remarks (If YES, |
| | | | |
| Does the school head give technical assistance to teachers in terms of teaching reading? | | | |



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| | | | |
|--|--|--|--|
| Does the school head monitor classes? | | | |
| Does the school head list issues and concerns met by teachers in terms of reading? If YES, what are those? Write them below. | | | |
| Issues and concerns in reading | | | |
| Does the school head conduct weekly round-table discussion with the teachers? | | | |
| Does the school head include in the LAC Plan topics on teaching reading and development of reading materials? | | | |
| Does the school head make the school a reading environment? | | | |
| Does the school have a functional "tambay-aralan"? | | | |
| Does the school have stakeholders who support the program? If YES, specify their support. | | | |

Monitored by:

Conformed:

