



Republic of the Philippines  
Department of Education  
Region XII  
**CITY SCHOOLS DIVISION OF TACURONG**  
City of Tacurong



**DIVISION MEMORANDUM**

No. 104, s. 2018

**TO: Chiefs, Curriculum Implementation and  
School Governance Operations Divisions  
Education Program Supervisors  
Division Personnel  
Cluster Heads  
Elementary and Secondary School Administrators  
This Division**

**FROM: LEONARDO M. BALALA, CESE**  
Schools Division Superintendent

**SUBJECT: DIVISION STORYBOOKWRITING CONTEST**

**DATE: August 28, 2018**

1. Relative to the Department of Education Memorandum No. 125, s.2018 entitled **2<sup>nd</sup> National Competition on Storybook Writing**, this Office announces the conduct of the Division Storybook Writing Contest.
2. The competition aims to;
  - select and award the best storybook originally developed by teachers;
  - recognize the skills and competencies of teachers in writing and illustrating stories for children; and
  - collect storybooks for uploading in the Learning Resource Portal for use of the teachers and learners.
3. The competition is open to all public and permanent teachers of the Division, including Alternative Learning System mobile teachers and Senior High School teachers. Each participant is entitled to submit one (1) entry per grade level.
4. Stories must be based on at least one (1) learning competency in the K to 3 Key stage of the K to 12 Curriculum. Only the manuscript of the story will be adjudged by the Division Screening Committee accompanied by a dummy lay-out of the story.
5. Deadline of submission is on or before September 5, 2018, attention: **Ninfa C. Ortizo, EPS (LRMDS)**.
6. Contest mechanics is provided in the enclosure with guidelines, documents and requirements.
7. Widest dissemination of this Memorandum is enjoined.

Reference:

DepEd Memo No. 125, s. 2018

Enclosure: as stated

LRMDS

STORYBOOK WRITING

ENCLOSURE NO. 1

Department of Education  
BUREAU OF LEARNING RESOURCES

National Competition on Storybook Writing  
2018

**GUIDELINES FOR  
THE 2<sup>ND</sup> NATIONAL COMPETITION ON STORYBOOK WRITING**

**I. Background**

Reading stories plays a vital role in the growth and development of learners. It helps learners develop and hone their knowledge, attitudes, values and skills, as well as enhances reading confidence level. Stories are useful sources of information and allow the learners to be imaginative and to explore new ideas.

After the successful 1<sup>st</sup> National Competition on Storybook Writing in 2017 where 136 storybooks were collected, the Bureau of Learning Resources initiated the 2<sup>nd</sup> Competition on Storybook Writing to gather more original stories from teachers in the field. Such collection of storybooks in various genres aligned with the K to 12 competencies and appropriate for K to 3 key stage that develop comprehension, imagination, speaking, listening, writing, and social skills, self-image, and empathy of the learners, will be part of the Learning Resource Portal, and will be printed and delivered to DepEd libraries nationwide.

**II. Objectives**

The Competition aims to:

- a. select and award the best storybooks originally developed by DepEd teachers for K to 3 grade levels;
- b. recognize the skills and competencies of DepEd teachers in writing and illustrating stories for children; and
- c. collect storybooks for uploading on the LR Portal and for printing and delivery nationwide.

**III. Mechanics of the Competition**

- 3.1 The Competition is open to all DepEd teachers with permanent status, including Alternative Learning System mobile teachers and Senior High School teachers.
- 3.2 Any entry found to have been copied or plagiarized shall be automatically disqualified. In cases where such was only proven after the awarding, the winning entry shall be revoked and the award list shall be adjusted to include the runners-up.
- 3.3 **The stories shall be written in Filipino.** Any local or foreign word or concept used in the story shall be set in regular font style.
- 3.4 Stories and illustrations shall not violate any provisions in the DepEd Social Content Guidelines (Enclosure 9).
- 3.5 Only one (1) writer will be recognized as the author of the story.

3.6 The Competition is divided into three levels: Division, Regional, and National, each with its own contest mechanics.

**3.6.1 Division Level (Screening of Manuscripts)**

- a. The Schools Division Office through the Learning Resource Management and Development System shall serve as the Division Secretariat.
- b. The Division Level (Screening of Manuscripts) shall be opened to all teachers within the schools division.
- c. There shall be no editor or auxiliary development team for this level of the Competition.
- d. Each participant is entitled to submit one (1) entry per grade level.
- e. The entries must not have any identifying mark that is not directly relevant to the development of the story.
- f. Stories submitted in one particular level may not be submitted to another grade level.
- g. Stories must be based on at least one (1) learning competency in the K to 3 key stage of the K to 12 Curriculum.
- h. Stories shall be developmentally appropriate for the grade level of the story.
- i. Submission of entries must be accompanied by duly accomplished Entry Form (Enclosure 2).
- j. An accompanying dummy layout of the story is required. Please refer to the Pagination Guide (Enclosure 4). The layout shall include illustration guides.
- k. The following is the Technical Guidelines of the Division Level (Screening of Manuscripts).

Contest Format	Short story for children
File format	Word file, 8.5x11" double space or 8.3x11.7"
Typeface and size	Times New Roman/Calibri/Garamond/Arial Size 12
Number of Words	Kinder: 8 to 20 words per page Grade 1: 16 to 36 words per page Grade 2: 36 to 64 words per page Grade 3: 64 to 100 words per page

Note: The number of words will depend on the number of pages on the dummy layout. Please refer to Pagination Guide (Enclosure 4).

- l. The Division Secretariat has the autonomy to conduct activities relevant to the Competition (i.e. campaign drive, submission of entries, conduct of district-level screening, and awarding of winners).
- m. The Division Secretariat shall create the Division Screening Committee, which shall be composed of at least five (5) technical staff or officers of the SDO, headed by the Schools Divisions Superintendent, and at least one (1) judge teaching K to 3 from a non-participating school/s. An external judge (non-DepEd academician or storybook writer and illustrator) is also recommended to join the Division Screening Committee.
- n. The Criteria for Judging in the Division Level (Screening of Manuscripts) is herewith as Enclosure 5.
- o. The best three (3) stories per grade level adjudged by the Division Screening Committee shall be transmitted to the Regional Office for the next level of the Competition.
- p. The tabulation of winners using the Competition Report (Enclosure 6) shall be submitted to the Regional Secretariat.

- d. Interested participants shall submit the Entry Form (Enclosure 3) for Illustrators and Book Designers to the Regional Secretariat within the timeline.
- e. Only one (1) participant shall serve as both the Illustrator and the Book Designer of the chosen storybook.
- f. The Regional Secretariat shall transmit the selected winning stories together with the pagination guides only to the participants with Entry Form.
- g. Participants shall select up to two (2) stories to illustrate and design.
- h. Participants may be given the contact details of the story writers for clarification and coordination regarding the artistic composition and other creative inputs.
- i. The illustrations shall not violate any provision in the Social Content Guidelines (Enclosure 9).
- j. Writers of the stories may also join the Contest as Illustrators and Book Designers.
- k. The accompanying dummy layout and book design may be modified. However, the number of words per page shall remain the same.
- l. The following is the Technical Guidelines of the Contest.

Contest Format	Storybook illustration and book design
File format	Editable desktop publishing software copy AND a protected data file copy
Color Mode	CMYK full color
Medium	No specific medium is required; contestants may utilize the standard and novel media
Image resolution	300 DPI or higher on A4 actual size

#### Text Regulations

	Kindergarten	Grade 1	Grade 2	Grade 3
Font Size	30 – 32	28 – 30	26 – 28	24 – 26
Typeface	Sans-serif fonts (e.g. Arial, Century Gothic, Calibri, Tahoma, Verdana)			
Number of Lines per Page	4 to 5	4 to 6	6 to 8	8 to 10
Number of Words per Line	2 to 4	4 to 6	6 to 8	8 to 10
Placement	Anywhere that facilitates proper reading; may utilize per page or per spread			
Margins/Gutters	No required gutter and margins			
Page Number Placement	No required page number assignment; if there is, mirror pagination shall be observed			

- l. The Regional Secretariat shall create the Regional Screening Committee, which shall be composed of at least five (5) technical staff or officers of the RO, headed by the Regional Director and at least one (1) judge teaching K to 3 from a non-winning division or schools district. An external judge (non-DepEd academician or storybook writer and illustrator) is also recommended to join the Regional Screening Committee.
- m. The tabulation of winners using the Competition Report (Enclosure 8) shall be submitted to the National Secretariat.

Department of Education  
**BUREAU OF LEARNING RESOURCES**  
 National Competition on Storybook Writing  
**2018**

Date of Receipt: _____
Received by: _____

**Official Entry Form for Writers**  
**PERSONAL INFORMATION AND ASSIGNMENT OF RIGHTS**

WRITER'S NAME: _____ Age and Date of Birth: _____ Gender: _____ Civil Status: _____ Place of Birth: _____	2x2 picture taken in 2018
---	------------------------------

Contact Information

Mobile Number: \_\_\_\_\_  
 Landline (if applicable): \_\_\_\_\_ Fax No.: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Email: \_\_\_\_\_

Name of School: \_\_\_\_\_  
 Address of School: \_\_\_\_\_  
 District (for elementary) and Division: \_\_\_\_\_  
 Position and Assigned Grade Level: \_\_\_\_\_  
 Designation (if applicable): \_\_\_\_\_

Name of Principal: \_\_\_\_\_  
 Contact Number of School or the Principal: \_\_\_\_\_

STORIES SUBMITTED	
Title	Grade Level
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

I solemnly swear on my honor that this storybook is my original creation and not an imitation from any existing learning resources in any government, non-government, private and commercial institution. I am fully aware of the consequences and penalties that may be imposed upon should this material be proven plagiarized, copied or imitated, under the existing laws, rules and regulations. I therefore affix my signature and that of my immediate supervisor to attest to the accuracy and truthfulness of this entry form.

I declare that I have read and have accepted the rules of this Competition. I hereby grant the Department of Education the exclusive right to exercise copyright and other intellectual property rights, including storage, derivation, and distribution, provided that I be listed as the main author of the Work.

Signed this \_\_\_\_ day of \_\_\_\_\_, 2018.

\_\_\_\_\_  
 Printed Name and Signature of Writer

\_\_\_\_\_  
 Printed Name and Signature of Immediate Head

Department of Education  
BUREAU OF LEARNING RESOURCES

National Competition on Storybook Writing  
2018

**PAGINATION GUIDE**

Pursuant to the mechanics of the National Competition on Storybook Writing, the following Pagination Guide shall be observed:

1. The total number of pages should be any of the following: **20, 26, 30, or 36 pages**.
2. Four pages (first two and last two pages) are assigned as cover pages.
3. Endpapers may be designed in spread with the Inside Front and Inside Back covers, respectively.
4. Copyright Page shall be placed at the back of the front Endpaper (Page 4).
5. Title Page follows the Copyright Page, and should be placed on the right page (recto page).
6. The presentation of the story should be by panel (illustration and text), utilizing either the whole page or two-page spread.
  - Option 1:* For each panel sequence (two-page spread), text may be placed on one page and illustration on the adjacent page to facilitate picture-aided reading.
  - Option 2:* For each panel sequence (two-page spread), text and illustrations may be placed together to create a visually comprehensible story reading.
  - Option 3:* For each panel (whole page), text and illustrations may be placed together to facilitate visual comprehensible story reading.
7. The list of learning competencies covered and the accompanying processing questions and activities shall be placed after the story.
8. A short information about the writer shall be placed on a box below the Inside Back Cover. This is applicable only *after* the Contest on Book Designing and Illustration.
9. The Back Cover shall contain a short synopsis and a teaser to the story. The synopsis should introduce the plot of the story without giving away the whole storyline.
10. Following the guidelines, an example of a 36-page story has the following pagination:

Page	Content
1	Cover
2	Inside Front Cover
3	Endpaper (may be decorated and may contain the main character)
4	Copyright Page
5	Title Page
6 to 30	Story panels / sequences
31	List of learning competencies and processing questions
32	Activities for the development of learning competencies
33	Additional Activities
34	End Paper (may be decorated and may contain the main character)
35	Inside Back Cover (should contain the author identification)
36	Cover Page (should contain the synopsis and teaser to the story)

Department of Education  
BUREAU OF LEARNING RESOURCES

National Competition on Storybook Writing  
2018

**CRITERIA FOR JUDGING**

Prior to judging, the Screening Committees shall weed out the entries that do not comply with the following:

1. Social Content Guidelines (Enclosure 9)
2. Plagiarism Check
3. Kto12 Learning Competencies
4. Accuracy of Facts and Concepts

**Screening of Manuscripts (Division and Regional Levels)**

Criteria	Factors	Percentage
Concept	Originality, creativity	10%
Storytelling Style	Artistic presentation, use of literary device (idioms, figures of speech, etc.), appropriate tone of the story	30%
Plot and Pacing	Story progression (three-act, framing, etc.), Unpredictability, conflict presentation and resolution	10%
Characterization and/or Dialog	Utilization of character, effective use of dialog (as needed)	10%
Development of the Theme	Clarity of the theme	10%
Development of Learning Competency	Effective presentation and treatment of competency, appropriateness to grade level	20%
Presentation Standards	Spelling, punctuation, grammar, usage, orthographic compliance, styling	10%

Department of Education  
BUREAU OF LEARNING RESOURCES

National Competition on Storybook Writing  
2018

**SOCIAL CONTENT GUIDELINES**

*Social content* refers to themes or topics for which the DepEd prescribes certain guidelines when these themes or topics are included or referred to in lessons in the learning resources. Among the themes or topics are those on the Filipino Learner and Teacher, The Filipino Nation and Philippine Society, Citizenship and Social Responsibility, Individuals and Social Identities, Social Institutions, Gender, Media, Technology, and Communication, Health and Safety, and Environment.

Learning resources that follow these guidelines avoid stereotypes and help develop in learners such desirable values as nationalism, justice, moral uprightness, inclusivity, understanding, and compassion among others. Through the concrete expression of such values, the DepEd's core values are realized.

The following guidelines on social content are recommended for integration in learning resources:

**The Filipino Learner**

1. Portray the learners as multi-faceted with physical, intellectual, and psychoemotional, spiritual and socio-cultural traits.
2. Highlight the dignity of learners and communicate respect for their rights.
3. Uphold the learners' unique values and principles that shape their way of thinking and dealing with others.
4. Mirror the diversity of learners' lived experiences, settings, and contexts.
5. Depict learners as capable of constructing and reflecting on their own experiences and the experiences of others.
6. Portray learners as active seekers of knowledge who rely on multiple sources of information and are able to think critically about that knowledge.
7. Depict learners as having 21st century skills (information, media, and technology skills, learning and innovation skills, communication skills, life and career skills) who actively develop, take advantage of, and put such skills to good use.
8. Nurture learners' curiosity and creativity so they will develop into life-long learners.

**The Filipino Nation and Philippine Society**

1. Depict national symbols and institutions in contexts that promote respect for their meanings.
2. Foster a sense of justice and obedience to and respect for the Constitution and the law.
3. Maximize the use of illustrations and photographs depicting the diversity of Philippine setting and environments (e.g., local communities, local objects, flora and fauna endemic to the Philippines).
4. Highlight the diversity of Philippine cultural communities, including indigenous cultural communities (ICCs).



Department of Education  
BUREAU OF LEARNING RESOURCES

National Competition on Storybook Writing  
2018

**CRITERIA FOR JUDGING**

Prior to judging, the Screening Committees shall weed out the entries that do not comply with the following:

1. Social Content Guidelines (Enclosure 9)
2. Plagiarism Check
3. Kto12 Learning Competencies
4. Accuracy of Facts and Concepts

**Screening of Manuscripts (Division and Regional Levels)**

Criteria	Factors	Percentage
Concept	Originality, creativity	10%
Storytelling Style	Artistic presentation, use of literary device (idioms, figures of speech, etc.), appropriate tone of the story	30%
Plot and Pacing	Story progression (three-act, framing, etc.), Unpredictability, conflict presentation and resolution	10%
Characterization and/or Dialog	Utilization of character, effective use of dialog (as needed)	10%
Development of the Theme	Clarity of the theme	10%
Development of Learning Competency	Effective presentation and treatment of competency, appropriateness to grade level	20%
Presentation Standards	Spelling, punctuation, grammar, usage, orthographic compliance, styling	10%

Department of Education  
BUREAU OF LEARNING RESOURCES

National Competition on Storybook Writing  
2018

**SOCIAL CONTENT GUIDELINES**

*Social content* refers to themes or topics for which the DepEd prescribes certain guidelines when these themes or topics are included or referred to in lessons in the learning resources. Among the themes or topics are those on the Filipino Learner and Teacher, The Filipino Nation and Philippine Society, Citizenship and Social Responsibility, Individuals and Social Identities, Social Institutions, Gender, Media, Technology, and Communication, Health and Safety, and Environment.

Learning resources that follow these guidelines avoid stereotypes and help develop in learners such desirable values as nationalism, justice, moral uprightness, inclusivity, understanding, and compassion among others. Through the concrete expression of such values, the DepEd's core values are realized.

The following guidelines on social content are recommended for integration in learning resources:

**The Filipino Learner**

1. Portray the learners as multi-faceted with physical, intellectual, and psychoemotional, spiritual and socio-cultural traits.
2. Highlight the dignity of learners and communicate respect for their rights.
3. Uphold the learners' unique values and principles that shape their way of thinking and dealing with others.
4. Mirror the diversity of learners' lived experiences, settings, and contexts.
5. Depict learners as capable of constructing and reflecting on their own experiences and the experiences of others.
6. Portray learners as active seekers of knowledge who rely on multiple sources of information and are able to think critically about that knowledge.
7. Depict learners as having 21st century skills (information, media, and technology skills, learning and innovation skills, communication skills, life and career skills) who actively develop, take advantage of, and put such skills to good use.
8. Nurture learners' curiosity and creativity so they will develop into life-long learners.

**The Filipino Nation and Philippine Society**

1. Depict national symbols and institutions in contexts that promote respect for their meanings.
2. Foster a sense of justice and obedience to and respect for the Constitution and the law.
3. Maximize the use of illustrations and photographs depicting the diversity of Philippine setting and environments (e.g., local communities, local objects, flora and fauna endemic to the Philippines).
4. Highlight the diversity of Philippine cultural communities, including indigenous cultural communities (ICCs).

5. Depict expression of Philippine cultures– technologies, inventions, games, dances, songs, literature, dress, food, festivals, celebrations, practices, customs, and others – guided by protocols for culture sensitivity such as DO 51, s. 2014 (Guidelines on the Conduct of Activities and Use of Materials Involving Aspects of Indigenous Peoples Culture).
6. Show community settings that feature a mix of rural, sub-urban, and urban situations without stereotyping any of them.
7. Refrain from giving importance and attention to popularized fads, transitory personages and events, and untested theories or views.
8. Include foreign products, practices, and values only as needed and appropriate to the competencies being covered. When included, these foreign products must be featured in ways that do not prejudice Philippine products, practices, and values.

### **Citizenship and Social Responsibility**

1. Encourage participative and responsible citizenship (e.g., depicting individual initiative rather than overdependence on organized government, dole-outs, or foreign aid).
2. Promote respect for the rights of children, elderly, persons with disability (PWDs), Indigenous Cultural Community (ICCs)/Indigenous Peoples (IPs), pregnant women, workers, and other vulnerable sectors of the society.
3. Promote the observance of high ethical standards and codes of behavior in all aspects of the society.
4. Foster attitudes of inclusivity, acceptance, understanding, and appreciation for diverse cultures, sectors, and groups in society.
5. Depict contributions of individuals and ethnic, cultural, and religious groups that promote the common good of the community and the larger society.
6. Feature role models who come from different places, historical periods, sociocultural contexts, genders, abilities, and ages. They must be of exceptional and acknowledged accomplishment or virtue regardless of their ethnic, cultural, or political origin or affiliation.
7. Depict a person's or a group's accomplishments and virtues accurately and avoid sensationalizing or unduly extolling them.
8. Avoid the depiction of physical, sexual, verbal, and mental abuse of adults and children as well as violent sports and entertainment.
9. Avoid featuring or including situations and materials that encourage or rationalize crime, violence, and the maligning of people.

### **Individuals and Social Identities**

1. Depict the diversity of individuals and their circumstances in society and promote sensitivity to and respect for the dignity and equal treatment of all. These may include PWD learners and their learning circumstances and learners in varied cultural and religious contexts among others.
2. Avoid views or opinions that highlight stereotypes and encourage cultural, moral, and social insensitivities against particular social classes, gender groups, political affiliations, cultural or religious groups.
3. Avoid inaccurate, unnecessary, or inappropriate portrayal of or reference to the physical appearance, cultural customs, social classes, symbols, observances, festivals, dress, names, or language of any ethnic group or nationality.

4. Avoid sexist language, bias, prejudice, and stereotyping of various genders in the depiction of behaviors, home and family roles, professions, occupations, and contributions to society.

### **Social Institutions**

#### *Family*

1. Show respect for different family patterns (e.g., nuclear, extended, with a single parent, or with two parents, etc.).
2. Promote responsible parenthood.

#### *Religious / Faith groups*

3. Use religious references, symbols, celebrations, and language (in the text, illustrations, or photographs) free of bias and only when it is appropriate in relation to the subject matter.
4. Ensure that any reference to a religious group is appropriate, accurate, and authentic in relation to the setting and/or period of history in which they are presented.

#### *Work institutions*

5. Present and promote a balanced and just relationship between workers and managers in the depiction of their roles and responsibilities.
6. Shows workers of various professions that contribute positively to the development or growth of their communities or of the country.
7. Present public servants such as police officers, soldiers, and government officials as responsible, accountable, trustworthy, and working for the common good of the community.

#### *Commercial entities*

8. Avoid mentioning commercial brand names and corporate logos in text or showing them in illustrations or photographs. Instead, writers may invent or fabricate a brand in order to fulfill the purpose of the lesson without promoting real-life brand names and products.
9. Avoid incorporating any form of commercial solicitation and advertising like promotional materials, chain letters, and pyramid schemes.

### **Gender**

1. Avoid differentiating, either explicitly or implicitly between the capability of males and females to contribute to the political, economic, or social well-being of Philippine society of the world.
2. Maintain balance in the treatment of gender roles, occupations, and contributions in both text and non-text material.
3. Depict gender and sexuality as an aspect of one's personhood in positive ways.
4. Portray gender and sexual diversity in a respectful manner using a rights-based approach.

### **Media, Technology, and Communication**

1. Portray ethical media practices.
2. Demonstrate the importance of using different forms of media as a means for communication and expression of ideas.
3. Highlight technological innovations as products of human ingenuity and as part of human development.
4. Depict responsible, safe, and secure use of information and communications technology (ICT).

5. Promote positive and healthy attitudes towards ICT and its use.

### **Health and Safety**

1. Promote the physical and mental well-being of children and adults while applying gender sensitivity with regard to health concerns.
2. Promote proper nutrition and avoid featuring junk food and their enjoyment.
3. Promote healthy and safety standards and precautions.
4. Promote disaster-risk management and preparedness.
5. Discourage the habitual use of tobacco and alcohol and the use of narcotics, restricted drugs, and other addictive substances.

### **Environment**

1. Portray a lifestyle that contributes toward reducing the impact of climate change.
2. Portray efforts to conserve and care for the country's natural resources and protect the wellbeing of the environment.
3. Promote personal and community involvement in environmental management for sustainable development.
4. Encourage humane treatment of and respect for all life forms.