



Republic of the Philippines
Department of Education
Region XII
Schools Division Office of Tacurong City

February 15, 2023

DIVISION MEMORANDUM

CID No. 21 s. 2023

**IMPLEMENTING GUIDELINES ON SCHOOLS DIVISION OF TACURONG CITY
ON ENHANCED READING PROGRAM (EnRep) IMPLEMENTATION**

**To: Cluster Heads
Elementary and Secondary School Administrators
Public Schools**

1. The City Schools of Division – Curriculum Implementation Division (CID) hereby provide to the field the Implementing Guidelines on Schools Division of Tacurong City on Enhanced Reading Program (EnRep) Implementation to address reading gaps in the different key stages for implementation.
2. Attached is the copy of the implementing guidelines. All elementary and secondary schools are hereby advised to implement. It is a MUST for schools to include in their School Improvement Plan (SIP), Annual Implementation Plan (AIP), and School Based Management (SBM) practices aligned to DepEd's goals and objectives.
3. Education Program Supervisors in-charge shall fully monitor the implementation of this implementing guidelines in schools and provide the appropriate technical assistance for its sustainability.
4. 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.



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5. Immediate and widest dissemination of this Memorandum to all concerned is desired.

MIGUEL P. FILLALAN JR., CESO VI
Schools Division Superintendent

Encl.: As stated

Reference: Deped Order No. 70 s, 2011

Allotment: None

To be indicated in the PERPETUAL INDEX under the subject
FUNDS GUIDELINES PROGRAMS READING



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**IMPLEMENTING GUIDELINES ON SCHOOLS DIVISION OF TACURONG CITY ON
ENHANCED READING PROGRAM (EnRep) IMPLEMENTATION**

I. RATIONALE

1. The Schools Division Office of Tacurong City's Reading Literacy Program has initially advocated reading –based enhancement campaigns to address gaps, with the former Project RAPHAEL (Reading Advocacy Program to Hone and Enrich Learning) which reinforced new mechanisms which are appropriate to combat the challenges faced by the learners in acquiring reading skills development. Project RAPHAEL was further refurbished and named "CSDT EnReP" (Enhanced Reading Program) to deal with the quandaries of reading skills deficiencies and reinforce previously employed strategies.
2. EnReP aims to make every child an independent and critical thinker reader who will eventually turn into a productive and functional citizen.
3. EnReP shall be founded on its conceptual framework. Reading interventions will be provided while considering the four critical influences which are knowledge, language, metacognition, and fluency.

II. SCOPE OF THE POLICY

This policy establishes the reading intervention process in the implementation of Enhanced Reading Program (EnRep) to be utilized by all public elementary and secondary schools in the Schools Division of Tacurong City.

III. DEFINITION OF TERMS

For the purpose of this policy, the operational definition of the following terms are as follows:

Alphabet Knowledge – ability to recognize, name, and sound out all the upper and lower case letters of the alphabet

Book and Print Orientation – refers to knowing and being acquainted with books and how print works

Comprehension - understanding what one reads or listens to

Basic Domains of Literacy – refers to Phonological Awareness, Book and Print Orientation, Alphabet Knowledge, Word Recognition, and Handwriting

Fluency – the ability to read with speed, accuracy, and prosody

Interventions – a set of activities designed to address learners' specific reading difficulties

Handwriting – the ability to form letters through manuscript and cursive styles

Non-readers- learners in grades 3 to 12 whose Word Recognition and Reading Comprehension is Frustration at any grade level passage in the Phil-IRI. Specifically, non-readers are those learners who cannot identify the letter names and letter sounds, learners who cannot recognize words, and learners who have no reading comprehension.

Phil-IRI (Philippine Informal Reading Inventory) – this consists of a set of contextualized graded passages administered to individual learners in order to determine their reading performance, and thus help teacherstailor instruction to fit their needs and abilities.

Phonological Awareness – the ability to notice, think about and work with the individual sounds in spoken words

Reading level- the level at which a learner can read and comprehend the level text or graded package; given a particular levelled text, a learner may fall under any of the following reading levels:

a. Independent Reading Level –the level at which readers function on their own with almost perfect oral reading and excellent comprehension (Flippo, 2014)

b. Instructional Reading Level – the level at which readers profit the most from teacher directed instruction in reading (Flippo, 2014)

c. Frustration Reading Level –The level at which readers find reading materials so difficult that they cannot successfully respond to them. (Flippo, 2014)

Slow readers- learners in grades 3 to 12 whose Word Recognition is at Independent or Instructional Level and whose Reading Comprehension is Frustration in the Phil-IRI text three levels below their current grade.

Word Recognition – the ability to recognize or decode words

Reading Assessment – an instrument used to describe a learner's performance in reading

IV. POLICY STATEMENT

The Schools Division of Tacurong City hereby establishes the reading intervention process to inform school administrators and teachers on the implementation, monitoring, evaluation, and reporting of the different reading activities for the improvement of the reading skills of learners.

V. PROCEDURES

A. Pre-Reading Assessment: Identifying the Least Mastered Domains of Literacy and Reading Levels of Learners

1. Every grade level will identify the reading levels of learners based on the result of reading assessments which will be given in June – July or at the beginning of the schoolyear.

For Kindergarten, they will be assessed using the Philippine Early Childhood Development (ECD) Tool.

For Grades I-III learners, they will be utilizing the Division Contextualized Reading Assessment Tool anchored on the seven basic domains of literacy. However, Grade III learners will also undergo Group Screening Test (GST) in Filipino.

For Grades IV-VI learners, they will be assessed using two (2) sets of reading tests: the standardized Phil-IRI Test, and the validated Division Contextualized Assessment Tool (which will be given to the identified non-readers and slow readers based on Phil-IRI Pre-Test)

Just like in Grade III, the Grades IV-VI learners will undergo GST in Filipino, and even GST in English. Only those who were identified to be performing below level of expectation (those who got a raw score below 14 in the GST) will undergo further assessment through the individually administered Phil-IRI graded passages.

2. The Class Adviser will accomplish the Reading Assessment Tools appropriate to their grade level.

GRADE LEVEL	ASSESSMENT TOOL TO BE ACCOMPLISHED
Kinder	Early Child Development Tool
Grade I	Division Contextualized Reading Assessment Tool
Grade II	Division Contextualized Reading Assessment Tool
Grade III	Phil-IRI Class Reading Profile (Filipino) Division Contextualized Reading Assessment Tool
Grade IV	Phil-IRI Class Reading Profile (Filipino and English) Division Contextualized Reading Assessment Tool
Grade V	Phil-IRI Class Reading Profile (Filipino and English) Division Contextualized Reading Assessment Tool
Grade VI	Phil-IRI Class Reading Profile (Filipino and English)

	English) Division Contextualized Reading Assessment Tool
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3. Based on the result of assessment, the teacher will identify the least mastered basic domains of literacy for Kindergarten to Grade II, while for Grades III to VI, the teacher will identify the non-readers and slow readers.

B. Choosing Approaches, Strategies, and Interventions

4. After the learners have been assessed at the beginning of the schoolyear, reading interventions should be done immediately by the teacher. Among the division contextualized approaches, strategies, and interventions which are being advocated in the division and being recommended for use are the following:

APPROACHES, STRATEGIES, AND INTERVENTIONS	BRIEF DESCRIPTION
a. Marungko Approach using Filipino and Hiligaynon Language	This approach is being applied to the non-readers and beginning readers to equip them with the necessary reading skills to improve their achievement in reading.
b. Fuller Approach	This approach is being applied to slow readers in order to master the names and shapes of the letters of the alphabet. The fuller is a combination of the alphabet, phonics, and whole methods of teaching word recognition.
c. Explicit Teaching	This strategy emphasizes the importance of modelling the reading lessons first before allowing the learners mimic reading, then gradually teaching them to read independently.

d. Differentiated Instruction	This strategy provides the learners the opportunity to learn based on their interests, strengths, pace of learning, etc. in order to master the 14 domains of literacy.
f. ICT-Aided Instruction	This method of instruction upgrades learning reading since materials to be used for instruction are digitized with the aid of multimedia equipment such as any or combinations of the following: radio, television, computer, and internet-assisted instruction.
i. Remedial Reading Instruction	This is a specialized reading instruction adjusted to the needs of learners who are left behind during regular class. This is conducted by the teacher during the allotted time for remediation and this could be done face to face /tutorial type or by small group.
j. Daily Reading Class	This is a 40 to 60-minute reading activity to be conducted daily as part of the class program (see sample Class Program).
k. Others	These are other approaches, strategies, interventions, and initiatives which are found to be applicable and effective to a certain school.

C. Understanding the Implementation of the Reading Program Implementation

1. For better understanding of the reading program implementation, the teacher shall follow the process flow below:

Diagram 1: Reading Implementation Process Flow

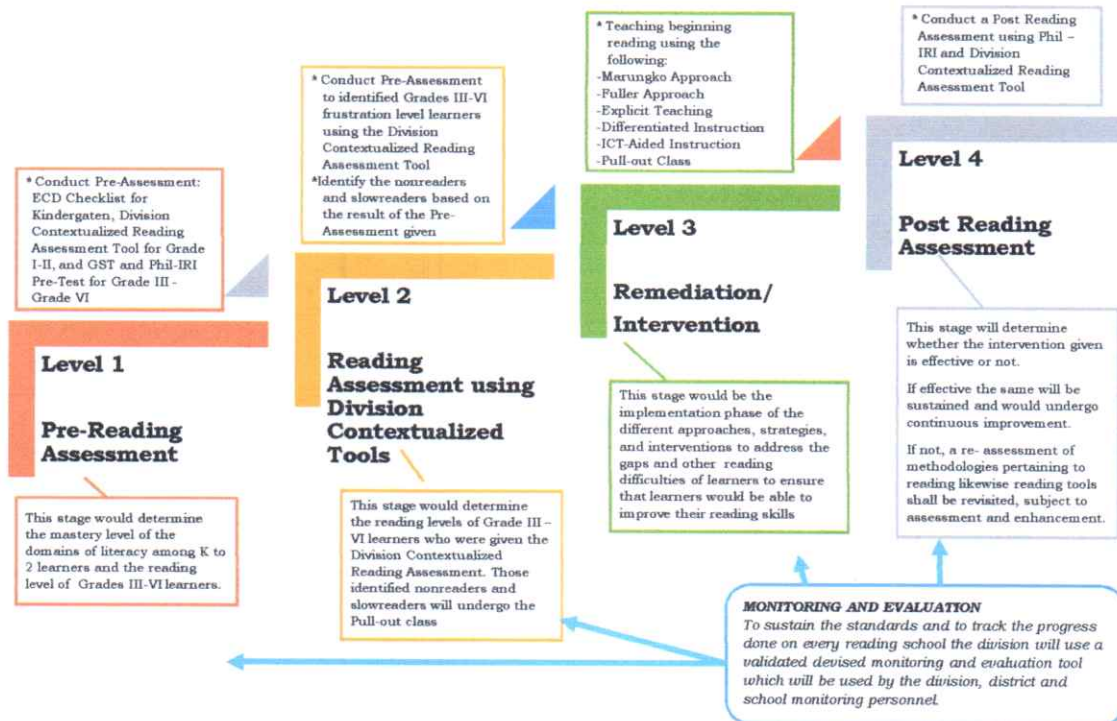


Diagram 1: Reading Implementation Process Flow

D. Conduct of Quarterly and Post Reading Assessment

5. Every end of the quarter, reading progress of learners will be tracked by the teacher using a Reading Progress Chart (see sample of Reading Progress Chart per grade level). This means that the teacher will continue doing interventions until the desired outcome is achieved.

6. The school will conduct a Post Reading Assessment in January to February of the school year using the Phil-IRI Post Test (Grade III-Filipino and Grades IV-VI- English and Filipino), and the Division Contextualized Assessment Tool (for the identified non-readers and slow readers).
7. Based on the result of the Post Reading Assessments, the teacher will identify again those that improved in their reading level and those that still need remediation. Those needing further remediation will continue to receive intervention activities, and they will be subjected to enroll to Summer Reading Camp.

E. Conduct of Monitoring and Evaluation on Program Implementation

8. The division will conduct monitoring and evaluation using a standardized M & E Tool, to determine the effectiveness of program implementation which will serve as basis for further enhancement of methodologies, processes, etc.

VI. OPERATIONAL GUIDELINES

A. Rules and Regulations:

1. The School shall lead in the creation and implementation of school-based reading program which are responsive to Hamon: Bawat Bata , Bumabasa and anchored with CSDT Enhanced Reading Program (EnRep) of the Division.
2. To ensure a smooth and harmonious program implementation, the objectives of the schools -based reading program must be parallel to the objectives of the CSDT Enhanced Reading Program, aims to contribute to DepEd's goal of developing holistic learners with 21st Century Skills by improving the reading ability of learners across key stages.

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

Key stage 2: Provide learners avenues for further enhancement of literacy and numeracy skills as preparation for the academic demands of high school.

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.

3. The school- based reading program shall be Part of the School Improvement Plan (SIP) and School-Based Management (SBM) and shall therefore be allotted funds from the MOOE.
4. Necessary adjustments shall be made in terms of the implementation of reading programs.
5. All schools shall be given avenue to share their practices in reading education.
6. Schools shall organize Learning Action Cell (LAC) sessions to address concerns on reading ability of learners and teachers' professional development in teaching reading.

B. Deployment and Qualifications of Beginning Reading Teachers

7. School heads shall conduct profiling of reading teachers to obtain data on experience and specialization for decision making.
8. All key Stage 1 Teachers must be trained on teaching beginning reading within their first year of teaching. All modules on literacy instruction (ELLN) developed by the Central Office must be completed within six (6) months from the date of first day of service of the Key Stage 1 Teachers. The provisions on mentor-mentee scheme, shall be adopted.
9. School heads are discouraged to assign Grade 1 to Grade 3 newly-hired elementary teachers especially if they have no experience or background in handling reading classes in the specified grade levels.
10. Only teachers who meet the following qualifications may be assigned to Grade 1-3:
 - a. Have more than a year of teaching experience in the elementary level (public and private schools);

b. have undergone professional development program/capacity building activity on the Early Language Literacy and Numeracy (ELLN),(Reading Literacy module) and Mother Tongue-Based Multilingual Education(MTB-MLE) (If newly-hired, teachers shall be given a year to undergo professional development program and six (6) months to complete the LAC Modules on Reading Literacy; and

c. have background or units in beginning reading obtained from pre-service education or units in beginning reading obtained from the pre-service education.

11. In consideration of their experiences, existing Grades 1-3 teachers who have been teaching in the said grade levels but did not meet the qualifications set by this policy shall be given a year to meet requirement b of section 10_____

12. School Heads and Instructional Supervisors shall ensure that Key Stage 1 teachers are afforded technical assistance in the delivery of their reading lessons.

13. In case an existing Grade 1-3 Teachers is set to retire, he/she shall mentor/coach a teacher from the same school's succession and exit program. The School Head shall ensure that the teacher to be assigned to Grades 1-3 have meet all the requirements prior to deployment or reassignment to the said grade levels. Grade 4 to 6 teachers shall also undergo professional development programs and other related instructions.

C. Integration of Reading Literacy Across Grade Levels

14. Reading literacy shall be integrated within and across learning areas in all grade levels.

15. School Heads and Instructional Supervisors shall conduct monitoring on the integration of reading literacy within and across learning areas.

16. Schools shall conduct LAC sessions and/or In-Service -Trainings on the integration of reading within and across learning areas in the existing report/s submitted to the Schools Division Office.

D. Reading Assessment

17. The administration of the Philippine Informal Reading Inventory (Phil-IRI), The PHIL-IRI Filipino was administered to Grade 3 pupils while Grade 4 to 6 pupils in PHIL- IRI English. The MTB-MLE coordinator/ Master Teachers / the subject teacher in Filipino and English /class adviser who has had a training in ELLN conducted the revalidation.

18. To assess the reading level of all frustration pupils, schools should use the contextualized Marungko Assessment tool to address the least mastered domains of literacy.

19. The assessment shall be done at the beginning of school year and at the end of school year.

20. The results of the reading assessment shall be the bases of the schools and SDO in adjusting/ formulating reading intervention programs. Specifically, the results of assessment shall be utilized by:

- a. The teachers to design appropriate intervention programs if necessary, develop relevant instructional materials, and to conduct action researches to identify and address the reading gaps;
- b. The School Heads to review the implementation of School -Based Reading Program and make necessary modifications and/or improvements;
- c. Reading Supervisors to come up with or contextualize policies to address the gaps in the implementation of reading programs.

VII. MATERIALS DEVELOPMENT

21. SDO Tacurong and Schools shall analyze reading assessment data and identify critical competencies in the teaching and learning of reading.

22. The SDO Tacurong and Schools shall develop materials appropriate to the needs of teachers and to address learners reading gaps in accordance with the guidelines for developing learning resource materials set by the Department of Education.

23. Teachers shall check available resources through the DepEd Learning Resource Portal. An inventory of existing materials shall be conducted before any material development shall be done.

24. Schools may develop an additional local Learning Resources based on the inventory needs and must undergo LR quality assurance.

VIII. BUDGETARY ALLOCATION

25. The SDO Tacurong and schools/learning centers shall allot an annual budget for the implementation of the Reading Program. The funds shall be used for material development, capacity building activities, and policy development.

IX. REWARDS AND RECOGNITION

26. Schools and teachers with effective reading instruction and program implementation will be given recognition which will serve as motivation for the personnel to perform well. The recognition will be aligned with the assessment and monitoring strategies of the reading program. It will have four levels with increasing level of achievements. Any school which qualifies to the criteria will be recognized.

27. The levels of award will also be used as the achievements of teachers, school heads and others who contributed in the reading program implementation. Schools that will not receive awards will be the focus of monitoring and evaluation for technical assistance and other forms of support.

28. Schools that meet all reading standards in each grade level shall be awarded with the SEAL OF EXCELLENCE IN READING. The award shall be given to schools whose learners from each grade level master the reading competencies expected based on the result of the reading assessment. On the other hand, clusters will be awarded as CENTER OF EXCELLENCE IN READING if at least 90% of their schools awarded with the Seal of Excellence in Reading.

X. SEPARABILITY CLAUSE

29. If any of this Division Memorandum is declared invalid, any provision is not affected and shall remain enforce and in effect.

XI. REPEALING CLAUSE

30. All issuances which are inconsistent with these policy guidelines are hereby rescinded or modified.

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Department of Education. Ever Child A Reader Program (ECARP) Bureau of Elementary Education Flagship Program

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