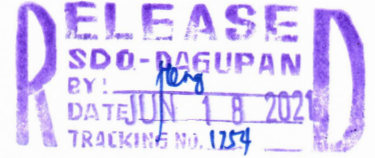




Republic of the Philippines
Department of Education
REGION I

SCHOOLS DIVISION OFFICE DAGUPAN CITY



Office of the Schools Division Superintendent

Division Memorandum

No. 160 s. 2021

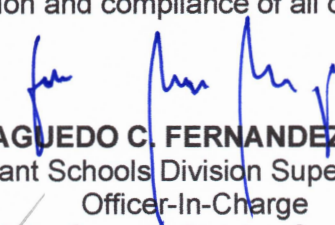
To: Assistant Schools Division Superintendent
Education Program Supervisors
Public School District Supervisors
Elementary School Heads
Secondary School Heads
All Others Concerned

From: THE OFFICE OF THE SCHOOLS DIVISION SUPERINTENDENT

Date: June 18, 2021

Subject: **READING FIRST FOR REGION ONE PROGRAM
DEPED REGION 1'S RESPONSE TO HAMON: BAWAT BATA BUMABASA**

1. This is in reference to Regional Memorandum No. 609, s. 2021 stating that through the Curriculum and Learning Management Division, a 4-year reading intervention program dubbed as **Reading First for Region One** shall be implemented.
2. The objective of the program is to contribute to DepEd's goal of developing holistic learners with 21st Century Skills by improving the reading ability of learners across key stages.
3. *All elementary and secondary schools are enjoined to align their program, projects and activities related to reading literacy with Reading First for Region One program.*
4. Enclosed is the program description of Reading First for Region One.
5. For widest dissemination and compliance of all concerned.


AGUEDO C. FERNANDEZ, CESO VI
Assistant Schools Division Superintendent
Officer-In-Charge
Office of the Schools Division Superintendent

Encl: As stated
Reference: RM No. 609 s. 2021
To be indicated in the Perpetual Index
under the following subjects:

LEARNERS
READING INTERVENTION
LITERACY

CID/abr/ DM_ReadingFirstforRegionOne
6/18/2021



Management System
ISO 9001:2015



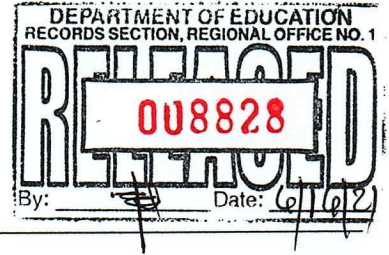
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Republic of the Philippines
Department of Education
 Region I



Office of the Regional Director

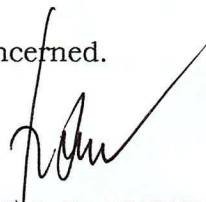

JUN 16 2021

REGIONAL MEMORANDUM
 No. 609, s. 2021

**READING FIRST FOR REGION ONE PROGRAM, DEPED REGION 1'S
 RESPONSE TO HAMON: BAWAT BATA BUMABASA**

To: Schools Division Superintendents

1. In response to DepEd Memorandum No. 173, s. 2020 entitled *Hamon: Bawat Bata Bumabasa*, the Department of Education Regional Office 1 through the Curriculum and Learning Management Division shall implement a 4-year reading intervention program dubbed as **Reading First for Region One**.
2. The program primarily 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
3. All Schools Division Offices are enjoined to align their programs, projects, and activities related to reading literacy with the *Reading First for Region One* program.
4. The program description of Reading First for Region One is enclosed for your ready refence.
5. For the information, guidance, and compliance of all concerned.


TOLENTINO G. AQUINO
 Director IV 

Encl.: As stated
 Reference: DepEd Memorandum No. 173, s. 2020
 To be included in the Perpetual Index
 Under the following subjects:

LEARNERS
 READING INTERVENTION
 LITERACY

CLMD/jps/azs/RM_ReadingFirstforRegionOne
 June 16, 2021

DepEd Region 1: Built on character; empowered by competence.



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READING FIRST FOR REGION ONE:

DepEd Region 1's Response to Hamon: Bawat Bata Bumabasa

I. RATIONALE

The State recognizes and supports endeavors that promote reading and literacy and acknowledges the importance of promoting reading as a shared activity among the youth, families, educators and the private sector, thereby emphasizing personal interaction and facilitating the exchange of ideas throughout the country.

The importance of literacy cannot be overemphasized. If learners fail to learn how to read, they will find it difficult to study other disciplines. Truly, the ability to read is the foundation of academic learning.

Literacy is a fundamental skill that unlocks learning and provides individuals with the means to pursue knowledge and enjoyment independently. Thus, literacy skills need to grow and mature over the course of a person's life, giving each individual the reading, writing and thinking skills needed for success in academic, workforce and personal situations (American Institute for Research, 2015).

However, the growing concern about the worsening handicap in reading of many learners, specifically in reading comprehension, posits one of the most pressing challenges in terms of communication in the country today. As reported by CNN Philippines 2020, the country stands above most of the world's nations when it comes to literacy as one of the key factors by which a country's overall competence is measured. There are more than one million pre-literates in the country and more than six million people are deemed illiterate (DepEd, 2020).

In DepEd Region 1, results of the Philippine Informal Reading Inventory (Phil-IRI) revealed a total of 7,296 identified non-readers in Filipino comprised of 4,502 males and 2,794 females from Grade 3 to Grade 6. Likewise, there were a total of 11,993 non-readers in English for Grade 4 to Grade 6 levels that included 7,739 males and 4,254 females. Based on the data, one can conclude that there is indeed a relatively high number of learners struggling to meet the learning standards of literacy.

The 2018 Phil-IRI Manual had only three categories for learners' levels of reading – independent, instructional and frustration level. Under the frustration level are learners who find reading materials so difficult that they cannot successfully respond to them. In other words these are learners who can only decode and can answer questions which are explicitly stated in the text. However, based from the data gathered, there were still learners who fell below this category. These are those who were unable to recognize and sound out letter-sound connections for single consonants, consonant blends, and others; thus, they were categorized as non-readers.

Results of monitoring and evaluation reveal that there are still learners from secondary schools who struggle to read. Therefore, the promise of high level of literacy in the region must be fulfilled by every teacher regardless of the grade level or learning area he or she is handling. It is a commitment of the DepEd RO1 that every teacher in its area of jurisdiction shall be a reading teacher.

It has been said time and again that for education to have meaning, it should possess quality. Indeed, quality education is achieved through the educators' countless efforts, sacrifices, thrusts, resourcefulness and determination. In support of Hamon: Bawat Bata Bumabasa (3Bs), the Department of Education Regional Office 1 is launching a program dubbed as Reading First for Region 1 which signifies that DepEd Region 1 puts premium on reading instruction to promote quality education.

II. PROGRAM OBJECTIVES

Anchored on the key principles of Hamon: Bawat Bata Bumabasa and Every Child A Reader Program (ECARP), this program has the following objectives:

General Objective:

The Reading First for Region 1 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

Specific Objectives:

In consideration of the design and framework of the K to 12 Basic Education Curriculum, the Reading First for Region 1 program has a distinctive objective for each Key Stage, to wit:

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

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

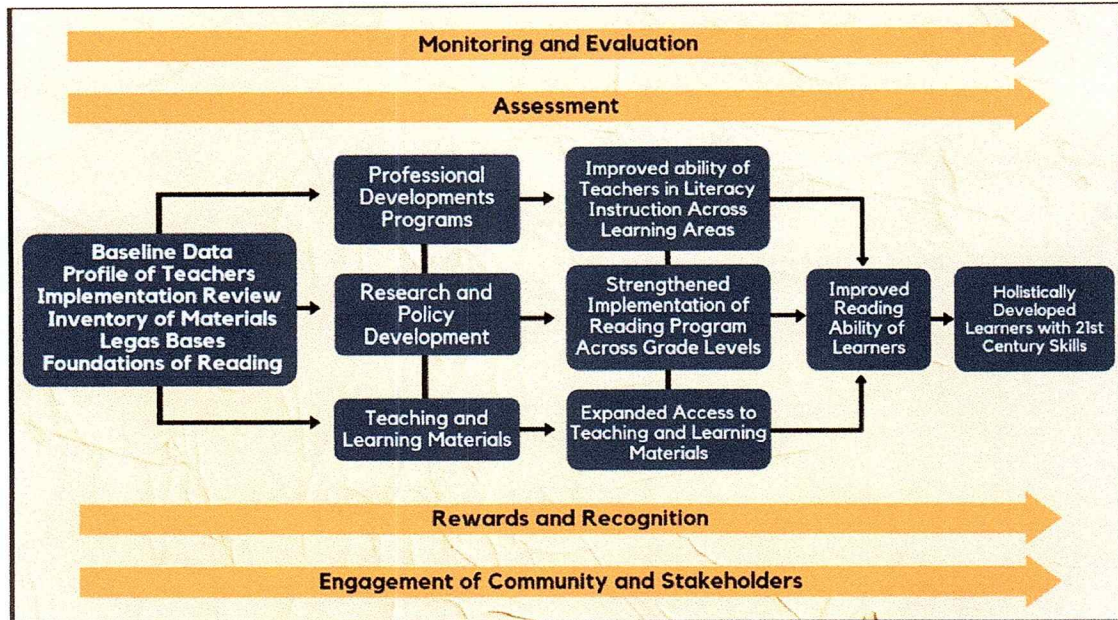
Key Stage 4: Develop ability of learners to apply reading skills to a wide range of materials and integrate information representing multiple and potentially conflicting perspectives, using multiple criteria and generating inferences across distant pieces of information to determine how the information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

To achieve the targets of this program, the following shall serve as the **enabling objectives:**

- a. Capacitate teachers across grade levels and learning areas to become effective reading teachers;
- b. Strengthen the implementation of reading intervention programs in the SDOs through research development and policy formulation;
- c. Bridge the gap in reading ability or proficiency of learners to meet the reading standards of their grade level;

- d. Expand access of teachers and learners to teaching and learning reading materials;
- e. Enhance skills of supervisors and school heads in giving technical assistance to reading teachers
- f. Recognize SDOs, schools and teachers with effective reading instruction and program implementation.

The figure below shows the implementation framework of Reading First for Region 1 program.



III. PROGRAM COMPONENTS

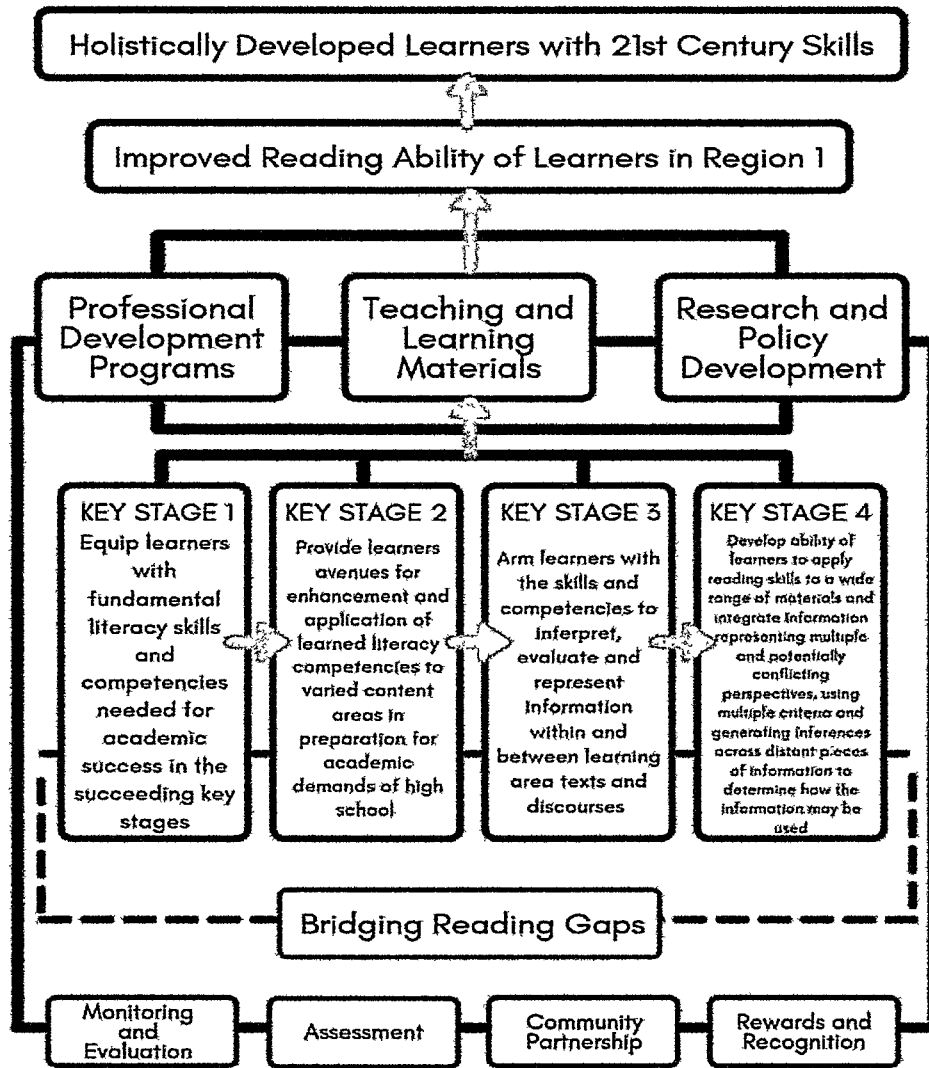
According to Diamond (2006), an effective reading program develops reading competence in all learners and is based on proven practices. Three components are critical to the design, implementation, and sustainability of powerful reading instruction: professional development that equips educators with a solid knowledge base; effective instructional tools that are aligned to the knowledge base; and school systems that support and nurture implementation.

In response to Hamon: Bawat Bata Bumabata, the Reading First in Region 1 program shall start with the profiling of teachers and learners which shall serve as baseline data for the development of all efforts that shall make every learner in Region 1 a reader. The indispensability of profiling learners is emphasized in a study conducted by Boakye (2017), which states that there have been a number of studies on reading interventions to improve learners' reading efficiency, yet the majority of these interventions are undertaken with the assumption that learners' reading challenges are obvious and generic in nature.

Assessment, on the other hand, is indispensable in the implementation of the program. The results of international, national, and local assessments shall provide the program implementers with empirical data to come up with informed decisions. Furthermore, the reading assessment tool shall be contextualized and simplified in consideration of distance learning modalities implemented by schools across Region 1.

The Reading First for Region 1 program is grounded on the needs of the learners for the development of subsequent interventions. The framework provides a succinct yet coherent system on how the program will work to achieve its goals in closing achievement gaps through a culture of reading.

Figure 1: Reading First for Region One Framework



The figure shows the framework of the Reading First in Region One. The program shall consider data on reading assessment, profile of teachers, results of implementation review, inventory of materials, and foundations of reading from which the directions of all other components of the program shall be drawn.

The inputs shall be analyzed, evaluated, and interpreted to (1) design and conduct relevant professional development programs on reading instruction and intervention, (2) formulate and issue policy guidelines on the recruitment, selection, placement, and induction of K to 3 reading teachers and other aspects relevant to literacy instruction (3) develop researches on reading to improve teaching practices,

and (4) develop grade level appropriate, contextualized and interesting reading materials for learners.

Capacity Building Activities

In line with the new professional standards for teachers, the Department of Education (DepEd), through the Teacher Education Council (TEC), issued DepEd Order No. 42, s. 2017 entitled National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST). PPST sets out clear expectations of teachers along well-defined career stages of professional development from beginning to distinguished practice.

PPST, which is built on NCBTS, complements the reform initiatives on teacher quality from pre-service education to in-service training. It articulates what constitutes teacher quality in the K to 12 Reform through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement.

PPST puts premium on the strategies of teachers in promoting literacy and numeracy under the Content Knowledge and Pedagogy Domain. Thus, teachers across grade levels are expected to at least use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills. The quality standard must already be possessed by teacher education graduates prior to entering the service.

The competencies of teachers, school heads, and instructional supervisors to implement effective reading instruction and remediation activities shall be outlined. These will serve as bases for the synergetic professional development activities of the key players in the reading program.

The ELLN courseware and existing pedagogical retooling programs shall provide inputs on the program implementation to teachers, school heads, and supervisors. Also, the teachers shall be trained on the theoretical foundations of reading in order to design lessons and materials suited to the various needs of learners towards teachers' improved ability in literacy instruction. Key personnel, including key teachers, from the SDOs will be trained first on literacy instruction and material development. Supervisors and school heads will undergo enhancement training on reading program development and implementation and provision of technical assistance to reading teachers.

The professional development programs shall be designed based on the results of reading assessment, program implementation review, and NEAP PDP Agenda. It is the aim of the program to standardize the training programs and provide guidelines for the development and implementation of appropriate intervention programs through Learning Action Cell (LAC) sessions in each governance level.

Policy and Research Development

The program shall carefully look into existing policies and guidelines on literacy instruction and analyze implementation gaps for policy development. Ergo, one major component of the program is policy review and development. The program shall focus on the qualifications of K to 3 reading teachers and induction program on literacy instruction for teachers across grade levels. Other aspects related to

reading instruction will also be reviewed. The development of reading policy shall strengthen the implementation of reading programs in schools across Region 1.

Once a policy is in place, schools shall have their guide in designing and implementing their reading program based on sound data. The policy will be formulated to ensure that a system is ready for each learning scenario in literacy instruction.

Reading First for Region 1 entails the development of basic and action researches on literacy instruction and program implementation for the continuous improvement of reading interventions. The program shall explore various strategies and practices proven to be effective in improving the reading ability of learners.

The researches shall be based on the inputs (refer to Figure 1) and shall be used for policy formulation. It is imperative that the Reading First in Region One program's implementation shall be based on empirical data for continuous improvement.

Teaching and Learning Materials

The program aims to expand access of teachers and learners to teaching resource materials on literacy instruction. The development of materials shall be based on needs analysis, foundations of reading, implementation review, and inventory of existing materials.

The learning materials intend to help teachers understand the nature of reading and how to teach it in the context of either face-to-face classroom interaction or distance learning modalities. The learners will be given access to materials carefully developed to improve their reading ability. To guide parents in teaching their children beginning reading and to help them perform their role in distance learning, a Parent's Manual on Literacy Instruction will also be fleshed out.

It has been drawn out that the reading conundrum also prevails in other key stages. The move to make learning materials on literacy instruction for Key Stage 1 is just the start of a huge program that aims to fulfill the ultimate goal of making each learner a reader.

DepEd R1 personnel, together with reading experts, shall sit together and finalize the competencies and topics to be included in both the printed and digital materials. The workshops will focus on the development of the needed instructional materials for each lesson and other reading intervention instructional resources in print and video formats, for teachers and learners. The Parent's Manual shall guide home tutors and parents in utilizing the materials.

It is important to note that learners may receive either printed or video/digital materials. If a learner has no device to play the instructional videos, he will be provided with printed materials. The Parent's Guide will give step-by-step procedure on how to utilize the materials in the absence of face-to-face interaction with a teacher.

The video materials, on the other hand, shall feature interactive activities that will ensure that learners shall move from one reading level to another. The

video will be based on current trends and established theories on reading instruction.

The teachers will also be given materials, both printed and digital, on literacy instruction. The materials will give teachers a comprehensive discussion on the teaching of reading.

The learners' resource materials shall be based on the Big 6 of Reading Education. A specific set of materials shall be given to learners based on their reading ability or level of proficiency.

M&E and Partnerships

The program shall be subject to monitoring and evaluation to ensure effectiveness. Data gathering on the status and feedback of its implementation using survey questionnaires shall be conducted. Monitoring and evaluation in the field offices and schools through report validation, classroom observations, and interviews shall be spearheaded by the Curriculum and Learning Management Division.

The schools, division offices, and the regional office shall engage communities and stakeholders in the attainment the goal of this program. Moreover, DepEd Region 1 shall forge partnership with Teacher Education Institutions for them to offer an elective subject on Literacy Instruction. The move aims to bridge the gap between pre-service and in-service teacher training programs.

Rewards and Recognition

Division offices, 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 & evaluation strategies of the reading program. It will have four levels with increasing level of achievements. Any division or school which qualifies to the criteria in the different levels will be recognized.

The levels of award will also be used as the achievement levels of the schools and divisions in the reading program implementation. Schools and divisions which will not receive awards will be the focus of monitoring and evaluation for technical assistance and other forms of support.

Schools that meet all reading standards in each grade level shall be awarded with the **SEAL OF EXCELLENCE IN READING EDUCATION**. The award shall be given to schools whose learners from each grade level meet the reading competencies expected of them based on reading assessment.

On the other hand, SDOs will be given the status of **CENTER OF EXCELLENCE IN READING EDUCATION** if at least 90% of their schools are awarded with Seal of Excellence in Reading Education.

Towards Improving Learners' Reading Proficiency

In line with Hamon: Bawat Bata Bumabasa, the entire program is geared towards achieving improved learners' reading proficiency where learners can read and comprehend independently at their grade level.

IV. Program Implementation

The program shall be implemented in three phases.

Phase 1 (Preparatory Phase):

- ◆ The program proposal shall be presented to the Regional Director for approval.
- ◆ The program will be launched on June 8, 2021.
- ◆ The TWG shall prepare Activity Request, Budget Estimates, and all other pertinent documents relevant to the program upon approval of the program proposal.

Phase 2 (Implementation Phase):

- Professional Development Programs

Relevant capacity-building activities for teachers, school heads, and instructional leaders shall be done in collaboration with the National Educators Academy of the Philippines (NEAP) starting April 2021.

NEAP as a training institution, shall design capacity building activities for program implementers in terms of both program management and program content.

It is important to note that the PDPs shall focus not only on the foundations of reading education but also on the processes involved in the implementation of the reading program. NEAP, in coordination with CLMD, shall identify and enhance the competencies of human resources involved in the program for its effective implementation.

Moreover, the CLMD shall identify essential competencies for the implementation of the program in each Key Stage. Each Key Stage requires a different set of capacity building activities since each stage has a distinct program objective.

- Research and Policy Development

The program implementation shall be guided by sound research data. The Regional Office in coordination with SDOs shall conduct a series of researches to evaluate and improve the implementation of the reading program. The researches shall focus on the following:

- a. Reading Proficiency of Learners across Key Stages
- b. Effective Teaching Reading Strategies in line with Distance Learning
- c. Profile of K to 3 Reading Teachers
- d. Effective Reading Assessment Tools and Strategies
- e. Effective Strategies in Bridging Reading Gaps

The profile of reading teachers shall be gathered through an online questionnaire. Focus group discussion with the field personnel shall also be conducted to review the implementation of reading intervention programs.

The policy on reading shall revolve around the following:

- a. Qualifications of K to 3 Reading Teachers
- b. Teacher Induction Program for Reading Teachers
- c. Deployment and Transfer of Reading Teachers
- d. Teaching of Reading Across Grade Levels
- e. Reading Assessment
- f. Reading Instruction
- g. Bridging Reading Gaps
- h. Support Mechanisms for the Reading Program

The policy review and development shall start in April 2021 and shall observe the provisions of DepEd Order No. 13, s. 2015 or the Establishment of a Policy Development Process at the Department of Education.

o Teaching and Learning Materials

For the sustainability of the program, teaching and learning reading materials as well as supplementary reading materials to support reading instruction shall be developed.

The development of materials shall be subject to LR policy guidelines. Before the development proper, a consultation workshop shall be conducted to determine the sessions per reading component to be covered by the materials.

The learning materials shall include the following:

- a. Learning Package for Teachers on Beginning Reading Instruction
- b. Learning Package for Teachers on Literacy Instruction across Grade Levels
- c. Learning Materials for K to 3 Learners
- d. Learning Materials for Learners across Grade Levels
- e. Guide for Parents on Literacy Instruction

Phase 3 (Monitoring and Evaluation Phase):

- o Component 1: Data gathering on the status and feedback of program implementation using survey questionnaires
- o Component 2: Monitoring and evaluation in the SDOs and schools through report validation, survey questionnaires, classroom observations, and interviews
- o Component 3: Analyzing, interpreting, and evaluating overall results of the post-test of the regional reading assessment and the national assessments for student learning

- Component 4: Giving of recognition to divisions, schools and teachers with effective reading instruction and program implementation
- Component 5: Planning for the program's next strategic directions

V. Implementation Arrangements

The **Curriculum and Learning Management Division (CLMD)** shall take the lead in the implementation of the program. Moreover, the CLMD shall coordinate with RO Functional Divisions and SDO key personnel for the effective execution of the program.

The **National Educators Academy of the Philippines Region 1** shall align the professional development programs for teachers with this reading program. NEAP R1 shall also set a 3-year Professional Development Agenda for school heads, and instructional leaders in the implementation of Reading First for Region 1.

The **Policy, Planning, and Research Division** shall encourage RO and field personnel to conduct researches in line with the implementation of this program. Likewise, the PPRD shall assist the CLMD in developing policies along the areas specified in this program proposal.

The **Quality Assurance Division** shall lead in the development of monitoring tools to ensure the effective implementation of the reading program. Likewise, QAD shall assist CLMD in developing a reading assessment tool which may be administered in the absence of face-to-face classroom instruction.

The **Education Support Services Division (ESSD)** shall continue to forge partnership with stakeholders to help the field personnel in implementing the program.

The **Field Technical Assistance Division (FTAD)** shall coordinate with Teacher Education Institutions through the RTEAC for the inclusion of reading literacy instruction in the BSEd and BEEd curricula to bridge the gap between pre-service teacher training and in-service teacher training.

The **Schools Division Offices (SDOs)** shall:

1. Assign a Focal Person for Reading First in Region 1;
2. Align reading interventions with Reading First for Region 1 data, researchers, and policy;
3. Design intervention programs to achieve the objective of each key stage based on assessment and other empirical data;
4. Develop localized and contextualized learning resource packages on reading instruction;
5. Assess reading level of learners through the developed reading assessment tool or other existing tools;
6. Ensure the inclusion of the provisions of Reading First in Region 1 program in the LAC sessions in the schools and districts;
7. Monitor and evaluate the implementation of Reading First in Region 1 in districts and/or schools.
8. Provide technical assistance to schools in reading instruction and program implementation

VI. Road Map

Component	Activities				FD Involved
	Year 1	Year 2	Year 3	Year 4	
Professional Development Program	Capacity Building for Teachers, School Heads, and Instructional Supervisors on Teaching Reading in Light of Distance Learning	Capacity Building for Teachers, School Heads, and Instructional Supervisors on Integrating Reading Instruction across Grade Levels	Capacity Building for Teachers, School Heads, and Instructional Supervisors on Effective Reading Assessment Tools and Strategies		CLMD, HRDD, QAD
		Capacity Building for Teachers, School Heads, and Instructional Supervisors on the Use of LRP on Literacy Instruction focused on Oral Language and Phonemic Awareness	Capacity Building for Teachers, School Heads, and Instructional Supervisors on the Use of LRP on Literacy Instruction focused on Alphabet Principle and Vocabulary Development	Capacity Building for Teachers, School Heads, and Instructional Supervisors on the Use of LRP on Literacy Instruction focused on Reading Fluency and Reading Comprehension	CLMD, HRDD, QAD
Teaching and Learning Materials	Development, Validation, Revision, and Finalization of Learning Package for Teachers focused on Oral Language and Phonemic Awareness	Development, Validation, Revision, and Finalization of Learning Package for Teachers focused on Alphabet Principle and Vocabulary Development	Development, Validation, Revision, and Finalization of Learning Package for Teachers focused on Reading Fluency and Reading Comprehension		CLMD
	Development, Validation, Revision, and Finalization of Learning Package for K to 3 Learners focused on Oral Language and Phonemic Awareness	Development, Validation, Revision, and Finalization of Learning Package for K to 3 Learners focused on Alphabet Principle and Vocabulary Development	Development, Validation, Revision, and Finalization of Learning Package for K to 3 Learners focused on Reading Fluency and Reading Comprehension	Development, Validation, Revision, and Finalization of Parent's Guidebook on the use of LRP on Literacy Instruction	CLMD

Component	Activities				FD Involved
	Year 1	Year 2	Year 3	Year 4	
	Inventory of Reading Materials	Distribution of LRP on Literacy Instruction (Package 1) for Teachers and Learners	Distribution of LRP on Literacy Instruction (Package 2) for Teachers and Learners	Distribution of LRP on Literacy Instruction (Package 3) for Teachers and Learners	CLMD
Research and Policy Development	Implementation Review of Reading Programs and Partnership with TEIs for the inclusion of Literacy Instruction in the BEEd and BSEd curricula	Development of First Draft of Reading Policy (Qualifications of Teachers, TIP for Reading Teachers, Deployment and Transfer of Teachers)	Development of Final Draft of Reading Policy (Reading Assessment and Reading Instruction)	Issuance of Comprehensive Regional Reading Policy	CLMD, PPRD, FTAD
	Development of Reading Assessment Tool and Profiling of Learners	Conduct of Research on Reading Proficiency of Learners across Key Stages			CLMD, PPRD
		Conduct of Research on Effective Reading Assessment Tools and Strategies			CLMD, PPRD
		Conduct of Research on Integration of Reading in Learning Areas across Grade Levels			CLMD, PPRD
	Profiling of Teachers				CLMD, PPRD