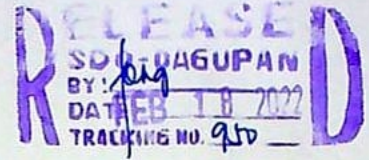




Republic of the Philippines
Department of Education
REGION I

SCHOOLS DIVISION OFFICE DAGUPAN CITY



Office of the Schools Division Superintendent

Division Memorandum

No. 52 s. 2022

To: Assistant Schools Division Superintendent
Chief Education Supervisor, CID
Chief Education Supervisor, SGOD
Education Program Supervisors
Public School District Supervisors
Elementary and Secondary School Heads
Elementary and Secondary School Teachers
All Others Concerned

From: **The Office of the Schools Division Superintendent**

Date: February 18, 2022

Subject: **INITIAL POLICY GUIDELINES ON THE IMPLEMENTATION OF READING FIRST FOR REGION ONE PROGRAM**

1. This office announces the dissemination and strict compliance of the INITIAL POLICY GUIDELINES ON THE IMPLEMENTATION OF READING FIRST FOR REGION ONE PROGRAM as stipulated in the Regional Memorandum No. 1477.
2. This policy aims to establish a system for the development and implementation of school-based reading programs to promulgate guidelines on the deployment, transfer, and induction of reading teachers, and to set criteria for the selection of best reading program implementers.
3. All schools are enjoined to conduct school-based orientation on these policy guidelines. Please see attached documents for reference.
4. Thank you for your usual support and cooperation.

[Handwritten signature]
AGUEDO C. FERNANDEZ, CESO IV
Schools Division Superintendent

** Initial copies were sent to SAs CG by EPS Agued*

Address: DepEd SDO, Burgos St., Dagupan City
Telephone No.: (075)615-2645/615-2641
Website: depeddagupan.com
Email Address: dagupan.city@deped.gov.ph



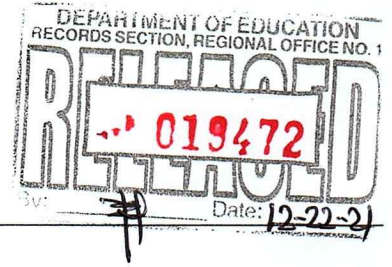
Management System
ISO 9001:2015



www.tuv.com
ID 5108550037



Republic of the Philippines
Department of Education
Region I



Office of the Regional Director

DEC 22 2021

REGIONAL ORDER
No. 1477, s. 2021

**INITIAL POLICY GUIDELINES ON THE IMPLEMENTATION OF READING
FIRST FOR REGION ONE PROGRAM**

To: Schools Division Superintendents

1. The Department of Education Regional Office 1 issues the enclosed **Initial Policy Guidelines on the Implementation of Reading First for Region One Program**.
2. This Policy aims to establish a system for the development and implementation of school-based reading programs, to promulgate guidelines on the deployment, transfer, and induction of reading teachers, and to set criteria for the selection of best reading program implementers.
3. All Regional Orders and/or Memoranda which are inconsistent with these guidelines are hereby repealed or modified accordingly.
4. This Order shall take effect immediately upon its issuance.
5. Immediate dissemination of and strict compliance with this Order is directed.


TOLENTINO G. AQUINO
Director IV

Encl: As stated
Reference: None
To be indicated in the Perpetual Index
under the following subjects:

POLICY GUIDELINES
READING PROGRAM
TEACHER TRANSFER

CLMD/jps/jdd/RO_ReadingFirstforRegionOnePolicy
PPRD/satm/RO_ReadingFirstforRegionOnePolicy
November 29, 2021



DepEd RO1



Documan 8

C L M D 2 1 1 0 3 0

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



Flores St., Catbangen, City of San Fernando, La Union
(072) 607-8137 / 682-2324
region1@deped.gov.ph | www.depedro1.com





Republic of the Philippines
Department of Education
Region I

Curriculum and Learning Management Division

**INITIAL POLICY GUIDELINES ON THE IMPLEMENTATION OF *READING FIRST*
FOR REGION ONE PROGRAM**

I. GENERAL PROVISIONS

Section 1: Policy Statement

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).

Global literacy underpins the UNESCO's 2030 Sustainability Goals, acknowledging the fact that **ideals** like gender equality, sustainable infrastructure or eradication of poverty and hunger **are not possible without literate population**. Necessarily, it should be pointed out that high literacy rates correlate with various aspects -- from better access to economic opportunity, better nutrition and environmental sustainability (UNESCO, 2018), plus other things that decidedly benefit mankind.

It should be worth noting that the DepEd "strongly encouraged" all elementary and secondary public schools to intensify their reading advocacy through DepEd Memorandum 173 series of 2019 which urged schools to respond to *Hamon: Bawat Bata Bumabasa* or the so-called 3Bs Initiative.

Corollary to this, it was Secretary Briones herself who stated: "To make every learner a proficient reader, schools across the country are tasked to help learners develop their reading skills."

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



Flores St., Catbangan, City of San Fernando, La Union
(072) 607-8137 / 682-2324
region1@deped.gov.ph | Website: www.depedro1.com



Consequently, 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.

Furthermore, to prepare all pre-service teachers to be a reading teacher, they must first master the tenets of literacy instruction. Reading assessment results show that learners from the same grade level have varied reading levels. In this case, the use of a single method may not be effective. Also, the teachers must be aware of the theoretical foundations of reading in order to design lessons suited to the various needs of learners. This process of designing a lesson considering all the fundamentals of reading is best done by a graduate of a teacher education program. Moreover, the teacher must be able to integrate literacy instruction in other content areas.

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 the Philippines, the ability to read and write is of topmost priority; hence, any effort to promote literacy initiated by the government, organizations, or even private individuals is imperative and inevitable.

As Ocampo (2014) stressed in her speech during the National Literacy Conference and Awards: "It is through literacy that one is empowered to interact in his community and realizes his worth, what he can do and eventually make him do things that contribute in sustainable development of his society."

According to the 2018 Programme for International Student Assessment (PISA) conducted by the Organization for Economic Cooperation and Development (OECD) -- where reading was the main subject assessed among 15-year-old learners -- high school learners in the Philippines got lower scores in reading comprehension, mathematics and science than most of those surveyed in other nations. In fact, the country had an average reading score of 340, more than 200 points below China which ranked first as it received 555 points and more than 100 points less than the OECD average of 487 points.

Among 79 participating countries, the Philippines scored the lowest in reading comprehension in the PISA. Based on the findings, over 80 percent of Filipino learners around the age of fifteen did not reach the minimum level of proficiency in reading. It was also reported that boys' and girls' performances in reading both ranked lowest among PISA-participating countries.

Similarly, the Trend for International Mathematics and Science Study (TIMSS, 2019) also showed that the Philippines ranked lowest in 4th grade Mathematics and Science as it obtained the average scale scores of 297 and 249, respectively, compared to the highest rank scores obtained by Singapore.

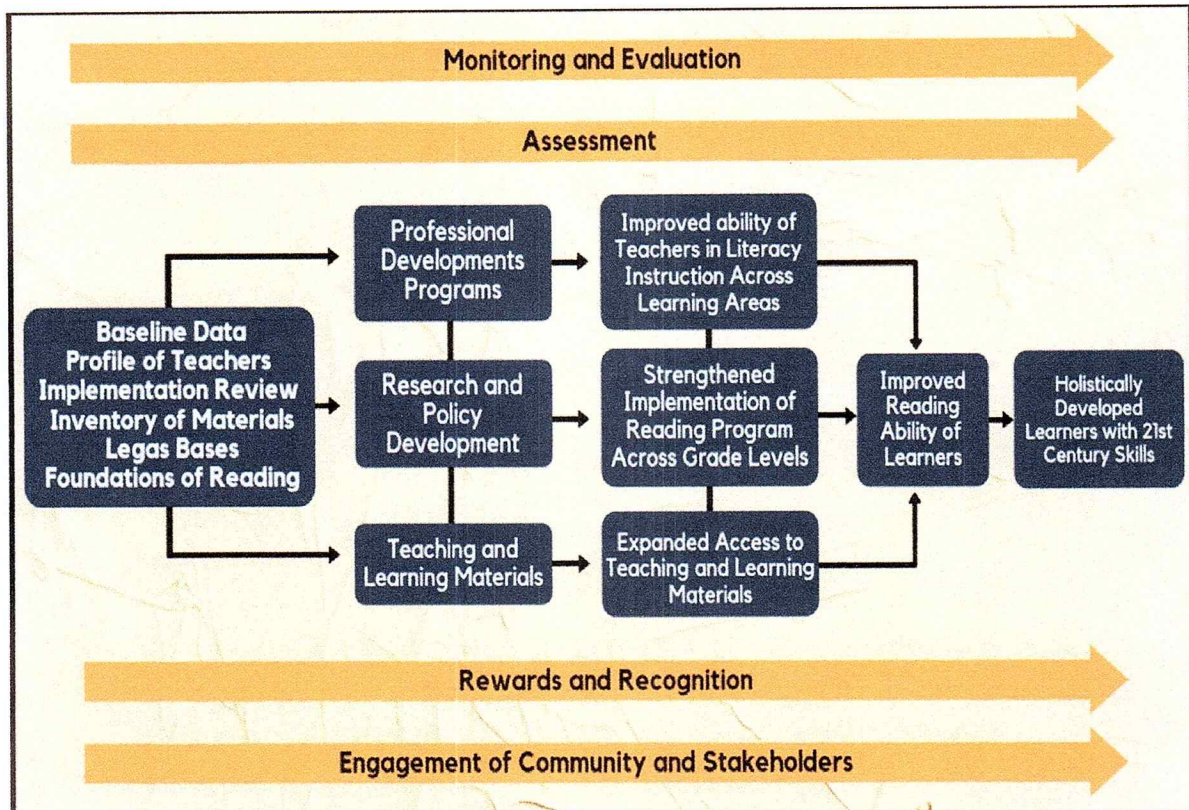
Intriguingly, the results of PISA and TIMSS conformed with the results of the National Achievement test which likewise showed that Filipino learners are lagging behind in Mathematics, English and Science and that this appears to be caused by gaps in learners' reading comprehension.

Thus, in support of Hamon: Bawat Bata Bumabasa (3Bs), the Department of Education Regional Office 1 launched its reading program dubbed as Reading First for Region One. 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.

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.

The figure on the next page 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.



Thus, the Department of Education Regional Office 1, in support of educational reforms and and Sulong Edukalidad, issues the Initial Guidelines on the Implementation of Reading First for Region One program.

Section 2: Definition of Terms

FLAT-The Functional Literacy Assessment Tool or FLAT is a tool used to measure the highest level of reading learners can perform comfortably.

Key stage - This refers to stages in the K to 12 Program reflecting distinct developmental milestones. Assessment of learning is critical at the end of each stage. These are Key stage 1 (Kindergarten to Grade 3); Key stage 2 (Grade 4 to Grade 6); Key stage 3 (Grade 7 to Grade 10); and Key stage 4 (Grades 11 and 12).

Learning Action Cell- This pertains to a group of teachers who engage in collaborative learning sessions to solve shared challenges encountered in the school facilitated by the school head or a designated LAC Leader. LACs will become the school-based communities of practice that are positive, caring, and safe spaces.

PPST -The Philippine Professional Standards for Teachers (PPST) is a public document that defines teacher quality in the Philippines. The standards describe the expectations of teachers' increasing levels of knowledge, practice and professional engagement.

Transfer- This refers to either the transfer of teaching assignment from one key stage to another or to the transfer of plantilla item from one school to another.

II. OPERATIONAL GUIDELINES

Section 3: Rules and Regulations

School-Based Reading Programs

1. Schools Division Offices shall lead in the creation and implementation of school-based reading programs which are responsive to *Hamon: Bawat Bata Bumabasa* and are aligned with the Reading First for Region One program.

2. To ensure a smooth and harmonious program implementation, the objectives of the school-based reading programs must be parallel to the objectives of the Reading First for Region One program. Generally, 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. 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

3. The school-based reading program shall be part of the School Improvement Plan 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 in light of the distance learning modalities.

5. Schools Division Offices shall provide an avenue for the schools to share their practices in reading education.

6. Schools shall organize Learning Action Cell (LAC) sessions to address concerns on reading ability of learners.

Recruitment of Teacher I in the Kindergarten and Elementary Levels

7. In consideration of the approved Joint DepEd and CHed Resolution No. 001, s. 2021 and Regional Development Council (RDC) Resolution No. 51, 2021 enjoining all teacher education institutions in Region 1 to integrate the teaching of beginning reading in the Teacher Education Curriculum, a Teacher I applicant in the kindergarten or elementary level shall, subject to provisions that will be issued in a separate Regional Order, be awarded additional points in his or her education if he or she took a course containing beginning reading competencies as evidenced by syllabus/course outline duly authenticated by the college or university.

8. Pending the issuance of a Regional Order on the hiring of Teacher I applicants, DepEd Order No. 7, s. 2015 (Hiring Guidelines for Teacher I Positions for School Year (SY) 2015-2016) shall be the basis for the hiring policies for Kindergarten, Elementary, and Junior High Levels while DepEd Order No. 3, s. 2016 for Senior High School teaching positions, from hereon until further notice.

Deployment and Qualifications of Beginning Reading Teachers

9. School heads shall conduct a profiling of teachers to obtain data on experience and specialization for decision making.

10. All Key Stage 1 Teachers must be trained on teaching beginning within their first year of teaching. All modules on literacy instruction developed by the Regional Office must be completed within 6 months from the date of first day of service of the Key Stage 1 Teachers. The provisions of DO 43, s. 2017 or the Teacher Induction Program, particularly its provisions on mentor-mentee scheme, shall be adopted.

11. School heads are discouraged to assign to Grades 1 to 3 newly-hired elementary teachers especially if they have no experience or background in handling classes in the specified grade levels.

12. Only teachers who meet the following qualifications may be assigned to Grades 1 to 3:

- a. Have more than a year of teaching experience in the elementary level (*public or private schools*);
- b. Have undergone professional development program/capacity building activity on the Mother Tongue-Based Multilingual Education (*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 the pre-service education (Effective SY 2022-2023, subject to BHRD provisions and a separate Regional Order).

13. In consideration of their experience, existing Grades 1–3 teachers who have been teaching in the said grade levels but do not meet the qualifications set by this policy shall be given a year to meet requirement *b* of Section II, Provision 7 of this policy.

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

15. In case an existing Grade 1/2/3 Teacher is set to retire, he/she shall mentor/coach a teacher from the same school as part of the school's succession and exit program. The School Head shall ensure that the teacher to be assigned to Grades 1 to 3 have met all the set requirements prior to deployment or reassignment to the said grade levels. Ergo, Grades 4 to 6 teachers shall also undergo professional development programs relative to reading instruction.

Integration of Reading Literacy Across Grade Levels

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

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

18. Schools shall conduct LAC sessions and/or In-Service Trainings on the integration of reading within and across learning areas in all grade levels. The report on the conduct of LAC shall be incorporated in the existing report/s submitted to the Schools Division Offices.

Reading Assessment

19. The administration of the Philippine Informal Reading Inventory (Phil-IRI) is temporarily postponed until further notice due to the current scenario where face-to-face interactions with learners are not possible due to the pandemic.

20. To assess the reading level of the Key Stage 1 and Key Stage 2 learners, schools, through the support of parents/guardians, shall administer the Functional Literacy Assessment Tool (FLAT) among Grades 1 through 6 pupils.

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

22. The results of the reading assessment shall be the basis of the schools, SDOs, and Regional Office 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 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. Instructional Supervisors-to come up with or contextualize policies to address the gaps in the implementation of reading programs.

23. The administration of FLAT shall comply with existing protocols set by the IATF and other authorized agencies in light of the state of national emergency due to the COVID 19 pandemic.

Material Development

24. Schools Division Offices, particularly schools, shall analyze reading assessment data and identify critical competencies in the teaching and learning of reading.

25. The Schools Division Offices and/or schools shall develop materials for teachers and learners to address reading gaps in accordance with the guidelines for developing learning resource materials set by the Department of Education.

26. Teachers shall check available resources through the DepEd Region 1 Learning Resource Information System. An inventory of existing materials shall be conducted before any material development shall be done.

27. Schools may develop a local Learning Resource Agenda aligned with the Regional Learning Resource Agenda and based on the results of the inventory.

Budgetary Allocation

28. The Regional Office, the Schools Division Offices, and schools/learning centers shall allot an annual budget for the implementation of the Reading First for Region One program. The funds shall be used for material development, capacity building activities, and/or research and policy development.

Establishment of Lead Schools in Reading Education

29. For the pilot implementation, Schools Division Offices shall identify Lead Schools.

30. The Lead Schools shall be provided with technical assistance in the development/adjustment, implementation, assessment, and evaluation of school-based reading programs in preparation for their role in supporting satellite schools.

31. After the pilot implementation, school clusters shall be established to be headed by Lead Schools. Lead schools shall then support the implementation of reading programs of the satellite schools.

30. Only regionally accredited Lead Schools shall be allowed to provide technical support to satellite schools and form school clusters. The provisions of School-Based Management shall be observed and considered. The Assessment Process and Guidelines shall be discussed in a separate memorandum.

Rewards and Recognition

31. 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.

32. 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.

33. 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.

Section 6: Separability Clause

If any provision of this Regional Order is declared invalid, any other provision is not affected and thereby shall remain in force and in effect.

Section 7: Repealing Clause

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

Section 8: References

- Boakye, N. (2017). *Exploring Students' Reading Profiles to Guide a Reading Intervention Programme*. *English Language Teaching*, Vol 10 (7). Canadian Center of Science and Education. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1144777.pdf>
- Congress of the Philippines. (2013). Republic Act No. 10533 (*Enhanced Basic Education Act of 2013*). Retrieved July 02, 2019, from <https://www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533/>
- Congress of the Philippines. (2012). Republic Act No. 10556 (*An Act Declaring Every 27th Day Of November As "Araw Ng Pagbasa", A Regular Working Holiday*). Retrieved July 02, 2019, from http://laws.chanrobles.com/republicacts/106_republicacts.php?id=10211
- Congress of the Philippines. (2012). Republic Act No. 7743 (*An Act Providing for the Establishment of Congressional, City and Municipal Libraries and Barangay Reading Centers Throughout the Philippines, Appropriating The Necessary Funds Therefor and for Other Purposes*) Retrieved July 02, 2019, from http://www.chanrobles.com/republicactno7743.htm#.XS1mX_ZuLVg
- Congress of the Philippines. (2001). Republic Act No. 9155 (*Governance of Basic Education Act of 2001*). Retrieved July 02, 2019, from <http://officialgazette.gov.ph/downloads/2001/08aug/20010811-RA-9155-GMA.pdf>
- Daly, Mitchell W. (2010). *Teacher Perspectives Concerning the Implementation of a Balanced Literacy Program in a Suburban K-2 School*. Education and Human Development Master's Theses. The College at Brockport: State University of New York Digital Commons @Brockport. Retrieved July 03, 2019, from https://digitalcommons.brockport.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1052&context=ehd_theses
- Department of Education (DepEd). (2018). *DepEd Memorandum No. 175, s. 2018 (2018 National Reading Month with the theme: Pagbasa: Susi sa Magandang Kinabukasan)*.
- DepEd Memorandum No. 173, s. 2010 (*Hamon: Bawat Bata Bumabasa*)
- DepEd Order No. 7, s. 2015 (*Hiring Guidelines for Teacher I Positions for School Year (SY) 2015-2016*)
- Retrieved July 02, 2019, from <https://www.deped.gov.ph/2018/11/09/november-9-2018-dm-175-s-2018-2018-national-reading-month/>
- Department of Education (DepEd). (2017). *National Achievement Test for Grade 6 and Grade 10 for School Year 2016-2017. Unpublished raw data.*

- Department of Education (DepEd). (2017). *Early Language, Literacy, and Numeracy Assessment (ELLNA) for School Year 2016-2017*. Unpublished raw data.
- Department of Education (DepEd). (2015). *DepEd Order No. 12, s. 2015 (Guidelines on the Early Language, Literacy, and Numeracy Program: Professional Development Component)*. Retrieved July 02, 2019, from <https://www.deped.gov.ph/2015/04/10/do-12-s-2015-guidelines-on-the-early-language-literacy-and-numeracy-program-professional-development-component/>
- Department of Education (DepEd). (2014). *Every Child A Reader Program (ECARP)*. Retrieved July 02, 2019, from <https://www.deped.gov.ph/2012/06/15/do-50-s-2012-guidelines-on-the-utilization-of-funds-for-the-every-child-a-reader-program-ecarp/>
- Department of Education (DepEd), USAID, & TESDA. (2011). *Whole School Reading Program Materials (EQuALLS2 Project)*. Pasig City
- Diamond, L. (2006). "Implementing and Sustaining an Effective Reading program" A Core Briefing Paper. The Consortium on Reading Excellence, Inc. Retrieved from https://www.shastacoe.org/uploaded/Dept/is/general/Teacher_Section/COREBriefingPaperK-8Reading.pdf
- Grellet, F. (1981). *Developing Reading Skills (A Practical Guide to Reading Comprehension Exercises)*. Cambridge University Press, Cambridge
- Hedgcock, J. S., & Ferris, D. R. (2009). *Teaching Readers of English (Students, Texts, and Contexts)*. Routledge, New York, USA
- Irvin, J. L., Meltzer, J., & Dukes, M. S. (2010). Chapter 5. *Develop and Implement a Schoolwide Literacy Action Plan. Taking Action on Adolescent Literacy*. Retrieved July 10, 2019, from <http://www.ascd.org/publications/books/107034/chapters/Develop-and-Implement-a-Schoolwide-Literacy-Action-Plan.aspx>
- Khiang Loh, Jason Kok. (2009). *Teacher Modeling: Its Impact on an Extensive Reading Program. Reading in a Foreign Language 21 (October): 93-118*, National Institute of Education, Nanyang Technological University: Singapore
- Ministry of Education. (2004). *Effective Literacy Strategies in Years 9 to 13 (A Guide for Teachers)*. Learning Media Limited: Wellington, New Zealand
- The "Big Six" components of reading. (2009). *Best Advice: Leading Learning Improvement. Department for Education and Child Development, Government of South Australia*. Retrieved August 7, 2019 from <file:///F:/Reading%20program/Big%206.pdf>
- WGBH Educational Foundation. (2002). *Essential Components of Literacy Development*. Retrieved August 8, 2019 from <https://www.learner.org/libraries/readingk2/front/components.html>