

Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON V - BICOL
TANGGAPANG PANSANGAY NG CATANDUANES

28 October 2024

DIVISION MEMORANDUM

No. 525, s. 2024

DIVISION LAUNCHING OF READING MONTH

To: Assistant Schools Division Superintendent
Division Chiefs (CID and SGOD)
Elementary and Secondary School Heads
All Others Concerned

1. Pursuant to Department of Education (DepEd) Order Number 5, Series of 2024, the Schools Division of Catanduanes through the Curriculum Implementation Division (CID), will conduct Division Launching of Reading Month on November 11, 2024, 1:00 PM at the Provincial Capitol Dome.
2. The activity aims to:
 - a. Foster a culture of reading and enhance skills among learners in Key Stage 1 and 2.
 - b. Strengthen partnerships with local government unit to ensure availability of supplementary reading resource materials.
3. The activity will highlight distribution of supplementary reading materials to all elementary schools and sharing of capstone project in reading.
4. Participants to the launching activity are the following:
 - a. CID and SGOD Chief
 - b. Education Program Supervisors
 - c. Public Schools District Supervisors
 - d. All School Heads in the Elementary level
 - e. PLGU Key Officials
5. Travel expenses of the participants are chargeable against local fund/school MOOE subject to the usual accounting and auditing rules and regulations.
6. Meanwhile, since the "Araw ng Pagbasa" as stipulated in the Calendar of Activities for School Year 2024, falls on November 27, 2024, in time for the In-Service Training for Teachers (INSET), all school heads in the elementary and secondary are advised to provide learners with home reading materials and activities with corresponding outputs to be checked by the teachers when classes resume on November 5, 2024.
7. For the school celebration of Reading Day on November 20, 2024, classroom-based activity shall be conducted in all schools in the elementary and secondary through integration of reading performances in all subjects. No classes shall be disrupted in adherence to DepEd Order Number 9, Series of 2005, Instituting Measures to Increase Engaged Time-On-Task and Ensuring Compliance Therewith.




San Roque Vinal, Catanduanes
052-811601
info@catanduanes.gov.ph
www.catanduanes.gov.ph
Dr. Ed Reyes - Region V, Catanduanes



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8. Enclosed in this Memorandum are suggested classroom-based activities that may be employed by the teachers.
9. A narrative report on the conduct of Reading Day shall be submitted to the Curriculum Implementation Division through Ma. Gina M. Templonuevo, Education Program Supervisor in Filipino or through email address gina.templonuevo@deped.gov.ph.
10. Immediate dissemination of and compliance with this Memorandum is desired.


CECILE C. FERRO
Assistant Schools Division Superintendent
Officer- In -Charge
Office of the Schools Division Superintendent



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Enclosure to Division Memorandum No. 575, s. 2024

Suggested Classroom-Based Activities for All Learning Areas During the School Reading Day

- 1. Choral Reading**
In this activity, the teacher and the students read aloud together, minimizing the anxiety that comes with solo reading. Choral reading in a much-loved way to get the whole class reading along while also helping less-confident readers learn to recognize frequently used words in a more relaxed and community-based way.
- 2. Peer Assisted Learning Strategies**
Peer-assisted learning strategies is a peer tutoring activity in which students are divided into pairs, with each pair alternating between the tutor and the tutee. This exercise allows students to practice reading with their peers and improve their literacy, decoding, and comprehension skills
- 3. Teacher Read- Aloud**
When teachers read aloud with students following along their own books, books, they emphasize intentional pauses, expressive reading, and word pronunciation. This activity allows students to develop their fluency and comprehension skills directly. Playing audiobooks in the classroom or at home also achieve similar results.
- 4. Summarizing**
As a quick comprehension check, ask learners to write a brief paragraph summary of what they have just read, immediately after they have completed the reading task. Writing summaries help them to break down large concepts, focus on the most important details and retain what they read. If a whole paragraph is too much for some students, getting a simple who, what, when, where, why and how explanation is an equally effective tactic.
- 5. Exposing to Different Discourse Patterns**
Most academic reading is in the form of narrative discourse, and it is what most students are familiar and comfortable with. To help expose them to different types of text and diversify their skills, introduce alternative patterns in the form of an article or a personal letter. These are comprehension abilities they will need to have and will support their ability to read and understand narrative writing as well.
- 6. Using graphic organizers**
Graphic organizers help show concepts or relationships visually. There are variety of graphic organizers students can use to visualize concepts in texts like maps, charts, webs, or graphs. In narrative text, story maps are a great way to teach students story grammar. With expository texts, KWL charts, tree diagrams, tables, and flowcharts help organize ideas.



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7. Retelling

Teacher and students can think of retelling as the narrative version of summarizing. Having students retell a story in their own words forces them to analyze the content, decide what is important, and share that information with others orally, in writing, or through another means of expression.

8. Asking Questions

After students learn to how to answer certain types of questions, they can start asking their own. Rather than waiting for the teacher to ask guiding comprehension questions, students can ask themselves if they can find key details or the main idea of the passage. When students advance to asking questions, it also provides opportunities for students to talk together about what they read and check each other's comprehension.

As students practice creating their own questions, have them think like journalists. Pair them in twos to interview each other about the topic. Add a writing component to encourage them to record their interviews with one another.

9. Determining Key Details

To understand a text, students should be able to determine what is truly important in a story instead of what is just interesting. For example, in a fiction story, plot points that lead to the conflict are important. The author might also describe in detail what the characters are wearing, but if their outfits do not have anything to do with the plot, their clothes are not key details. Similarly, in expository, or non-fiction texts, students should be able to separate facts from opinions and know how the different categories of information relate to the main idea of the text.

10. Making Inferences

Authors do not always explicitly state everything they want reader to know in the text. We must read between the lines to understand what they mean and make connections. During and after reading, students can make inferences about things the author does not say outright. To do this, they must have the right background knowledge to understand the text and recognize clues in what is written.

To help students practice learning how to make inferences, try playing word association in class. Word associations encourage students to think about what they know and draw conclusions about words that they may describe or characterize a person, place or thing.

References:

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<https://pcc.sandiego.edu/how-to-teach-reading-in-the-classroom-10-strategies/>



San Roque Vias, Catanduanes
Tel. 052 - 8114661
Email: deped@deped.gov.ph
www.deped.gov.ph
@deped15yo - Region V, Catanduanes