



Republic of the Philippines
Department of Education
Region X
SCHOOLS DIVISION OF TANGUB CITY
November 11, 2024



DIVISION MEMORANDUM
NO. 376, S. 2024

2024 NATIONAL READING MONTH

To: Assistant Schools Division Superintendent
Chief Education Supervisors (CID & SGOD)
Education Program Supervisors
Public Schools District In-Charge (PSDICs)
Elementary and Secondary School Heads
Public and Private Schools

1. In support of the Department of Education's (DepEd) commitment to make the curriculum relevant to produce job-ready, active, and responsible citizens by strengthening literacy programs, this Office through the Curriculum Implementation Division (CID) shall spearhead the nationwide celebration of the 2024 National Reading Month this November with the theme "*PAGBASA: Pag-asa sa MATATAG na Kinabukasan*".
2. This year's Reading Month celebration urges all elementary and secondary public and private schools to actively participate in the suggested activities listed in the enclosure. Moreover, schools are encouraged to explore related activities beyond those listed and to organize programs that capacitate teachers as effective reading teachers.
3. This initiative aims to promote the love of reading among learners and enhance their full awareness and understanding of the role of reading and literacy in cultivating 21st century skills.
4. This month-long activity highlights the Search for Most Outstanding School Reading Coordinator, Best School Reading Center and Best School Reading Implementer.
5. Attached are the guidelines and mechanics of the said contest.
6. The PBAP shall culminate with a nationwide synchronized reading time on November 28, 2024, at 9:00 a.m., Philippine Standard Time (PST). November 27 was declared through Republic Act No. 10556 as Araw ng Pagbasa, a regular working holiday observed in all elementary and secondary schools in the country.



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Doc. Ref. Code	SDO-OSDS-F001	Rev	00
Effectivity	08.16.24	Page	Page 1 of 2



Republic of the Philippines
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Region X
SCHOOLS DIVISION OF TANGUB CITY

7. It is emphasized that the school activities during the celebration of PBAP must not disrupt the essential contact time between the teachers and learners as stipulated in DepEd Order No 9, s. 2005, Instituting Measures to Increase Engaged Time-On-Task and Ensuring Compliance Therewith.
8. This Office directs the immediate and wide dissemination of this Memorandum.

SHAMBAEH A. ABANTAS-USMAN, PhD, CESO VI
Schools Division Superintendent

NATIONAL READING MONTH

To be indicated in the Perpetual Index
under the following subjects:

CURRICULUM READING

SAU/CID/radj/cpc



Republic of the Philippines
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CRITERIA OF THE SEARCH FOR BEST SCHOOL READING IMPLEMENTER

1. Excellence in Reading Program Design and Implementation (30%)
 - **Structured, Evidence-Based Program:** The school must have a well-organized reading program based on proven literacy practices, including phonics, comprehension, vocabulary, and fluency.
 - **Inclusivity and Adaptability:** The program is designed to support all student reading levels, including struggling readers, advanced readers, and those with diverse learning needs.
 - **Creating a Reading Culture:** Fosters a positive school-wide reading culture with activities, reading challenges, or themed events that promote a love for reading.

2. Student Literacy Achievement and Growth (20%)
 - **Documented Reading Improvements:** Shows significant, measurable improvement in students' reading levels through standardized assessments, progress reports, or other reliable data.
 - **Equity in Achievement:** Demonstrates success in narrowing the achievement gap by ensuring all student to achieve progress in reading.
 - **Support for Teacher Development in Literacy Instruction**
 - **Student Engagement Initiatives:** Offers innovative programs like book clubs, read-a-thons, or author visits that motivate students to actively participate in reading outside the classroom.

3. Involvement of Families and Community in Literacy (20%)
 - **Family Literacy Programs:** Actively involves families by providing resources, workshops, or events to help parents support their child's reading journey at home.
 - **Community Partnerships:** Collaborates with libraries, local businesses, or organizations to provide additional reading resources or opportunities for students.

4. Impact and Sustainability of the Reading Program (30%)
 - **Long-Term Positive Impact:** The reading program shows sustained improvement in student reading outcomes over time, with a track record of lasting benefits.
 - **Model for Replication:** The program can serve as a model for other schools, showing successful, scalable strategies for effective reading implementation.



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CRITERIA AND MECHANICS OF THE SEARCH FOR BEST READING CENTER

1. Environment and Ambiance (20%)

- **Comfort:** The center provides comfortable seating and a welcoming atmosphere that encourages students to read.
- **Visual Appeal:** The space is attractively decorated with colorful posters, book covers, and student work that make it inviting.
- **Organization:** Books and materials are neatly organized, accessible, and easy for students to find by genre, reading level, or theme.

2. Variety of Reading Materials (15%)

- **Diverse Selection:** The reading center includes a variety of genres, themes, and formats (e.g., fiction, non-fiction, poetry, graphic novels).
- **Age-Appropriate Materials:** The center has books and materials suited to different age levels, reading abilities, and interests.
- **Cultural and Linguistic Representation:** Books represent diverse cultures, perspectives, and languages, fostering inclusivity.

3. Student Accessibility (20%)

- **Ease of Use:** The layout and setup make it easy for students to navigate independently.
- **Inclusivity for All Abilities:** Materials are available for various reading levels, including options for students with different learning needs, such as large-print books or audio books.
- **Space Utilization:** The center can accommodate multiple students comfortably without becoming overcrowded.

4. Management and Organization (15%)

- **Effective System for Book Checkout and Returns:** There is an efficient system for checking out and returning books to keep materials organized and available.
- **Clear Guidelines for Behavior and Usage:** Expectations for respectful behavior, noise levels, and responsible handling of materials are established and followed.
- **Consistent Maintenance:** The center is kept tidy and updated regularly, with damaged books replaced and new materials added as needed.

5. Impact on Reading Outcomes (30%)

- **Improvement in Reading Skills:** Evidence of students making progress in reading fluency, comprehension, and vocabulary can be observed.
- **Student Feedback and Interest:** Students express positive attitudes toward the reading center, and there's observable enthusiasm for reading.
- **Reading Frequency:** Students are motivated to use the center frequently, showing that it's a valued part of their routine.



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CRITERIA AND MECHANICS OF THE SEARCH FOR OUTSTANDING SCHOOL
READING COORDINATOR

1. Program Design and Implementation (30%)
 - Comprehensive Reading Program: Develops and implements a well-structured, evidence-based reading program that addresses key components of reading development—phonemic awareness, phonics, fluency, vocabulary, and comprehension.
 - Adaptability and Responsiveness: The program is flexible and adapts to the evolving needs of students, incorporating feedback and updates based on current research and student outcomes.
 - Long-Term Impact: The reading program shows a sustained positive impact on student literacy outcomes, demonstrating that improvements in reading achievement are not only substantial but lasting.
2. Student Engagement and Motivation (20%)
 - Creating a Reading Culture: Cultivates an environment where reading is valued, promoted, and celebrated throughout the school, making reading a central part of the school culture.
 - Encouraging a Love for Reading: Implements activities, challenges, and initiatives that motivate students to read more, such as reading competitions, book fairs, and reading-themed events.
3. Family and Community Involvement (20%)
 - Family Literacy Programs: Engages families by providing literacy workshops, materials, and resources to help parents support reading at home.
 - Community Partnerships: Partners with local organizations, such as libraries, businesses, and non-profits, to support literacy initiatives and create additional reading opportunities for students outside of school.
4. Use of Data for Continuous Improvement (30%)
 - Data-Driven Instruction: Regularly collects and analyzes data to monitor student progress, identify areas for improvement, and adjust instruction as needed.
 - Monitoring and Evaluation: Has a system in place to continuously evaluate the effectiveness of the reading program and implement enhancements based on outcomes and feedback.