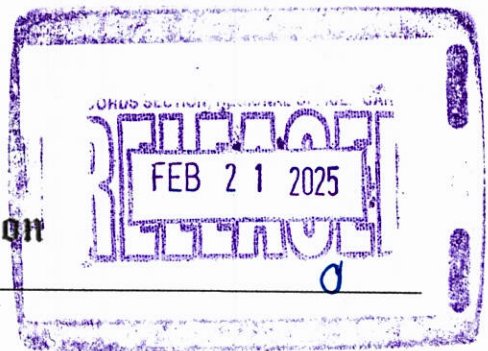




Republic of the Philippines
Department of Education
CARAGA REGION



REGIONAL MEMORANDUM

No. **0179**, s. 2025

To: Schools Division Superintendents
School Heads of Select Public and Private Schools
All Others Concerned

**IMPLEMENTATION OF READING DEVELOPMENT INITIATIVE IN SELECT PUBLIC
AND PRIVATE JUNIOR HIGH SCHOOLS**

1. To enhance learners' reading literacy and critical thinking skills, a two-week intensive Reading Development Initiative will be implemented in select public and private schools across the region from February 24 to March 7, 2025.
2. This initiative aims to improve learners' proficiency in essential reading skills by addressing learning gaps and reinforcing advanced comprehension strategies. Utilizing the *Reading Snapshot* materials as supplementary resources, the activity ensures targeted skill development and the effective application of reading comprehension techniques.
3. The following are the select public and private schools to implement the reading development initiative:

List of schools to implement Reading Development Initiative	
Division	School
Agusan del Norte	San Vicente National High School
	Our Lady of Carmen Academy of Caraga, Inc,
Agusan del Sur	Agusan del Sur National High School
Cabadbaran City	Northern Mindanao Colleges, Inc.
Siargao	Socorro National High School
Surigao del Sur	Cresencio S. Lago National High School
Tandag City	Tandag National Science High School

4. A daily one-hour reading activity will be conducted, with the Education Program Supervisor (EPS) in English leading the initiative. The EPS shall coordinate the schedule, assign personnel, and ensure the smooth execution of the activity.
5. Reading and English teachers of the selected schools will facilitate the sessions, using structured materials designed to enhance students' reading comprehension and critical thinking skills.

6. The Schools Division Office or the participating schools shall be responsible for printing and distributing the reading materials, utilizing funds from the Program Support Fund for Improved Learning Outcomes or NASBE Funds to ensure adequate resources for effective implementation.

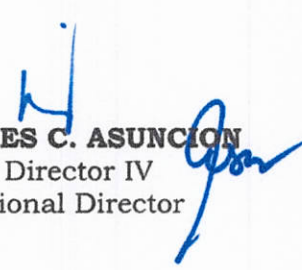
7. The reading materials can also be accessed online via <https://tinyurl.com/Reading-Snapshot>.

8. The Education Program Supervisor in English shall oversee the overall implementation, provide technical assistance, and ensure compliance with the intervention guidelines. EPSs are required to submit intervention schedules and regularly provide feedback on the program's progress, including reports on student engagement, challenges encountered, and recommendations for improvement.

9. Attached are the detailed guidelines and monitoring template for reference.

10. For inquiries and additional information, please contact Gladys S. Asis, Education Program Supervisor in English, Curriculum and Learning Management Division at gladys.asis@deped.gov.ph.

11. Immediate dissemination of and compliance with this Memorandum is directed.


MARIA INES C. ASUNCION
Director IV
Regional Director

Encl.: As Stated

Reference: None

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

CURRICULUM INSTRUCTIONAL MATERIALS LEARNING AREA, ENGLISH

CLMD/gsa
02/18/25



Republic of the Philippines
Department of Education
CARAGA REGION

Enclosure No. 1 to Regional Memorandum 079 s., 2025

Reading Development Initiative Implementation Guidelines

I. Introduction

To ensure the effective implementation of the Reading Development Initiative, clear guidelines have been established to standardize procedures across participating schools. This initiative aims to enhance learners' reading literacy and critical thinking skills through a structured, two-week intensive reading development initiative from February 24 to March 7, 2025.

It focuses on addressing learning gaps, reinforcing comprehension strategies, and strengthening essential reading competencies using the *Reading Snapshot* materials. The following guidelines outline the key responsibilities, procedures, and assessment measures to ensure consistency, efficiency, and meaningful learning outcomes for all participants.

1. Conduct of Pretest

1.1. A 1-hour Pretest will be administered on Friday, February 21, 2025, to assess the learners' current reading proficiency.

1.2. The Schools Division Office (SDO) or the participating schools will be responsible for printing and distributing the pretest materials.

1.3. Reading/ English Teachers shall facilitate the administration of the test and collect the results for analysis.

2. Grouping of Students

2.1. Based on pretest results, learners shall be grouped according to their grade levels and reading profiles to ensure targeted intervention.

2.2. Each group shall consist of 2 to 3 students, with one assigned teacher facilitating their learning sessions.

2.3. The grouping must be finalized within two days after the pretest to allow timely preparation of intervention materials.

3. Selection of Skills for Intervention

3.1. Teachers shall analyze the pretest results and identify specific skills from the Reading Snapshot materials that address students' weaknesses.

3.2. The intervention will focus on critical reading comprehension skills, such as decoding words, making inferences, summarizing, evaluating sources, and problem-solving.

4. Preparation of Learning Materials

4.1. Once the learner groupings are finalized, the SDO/ participating schools shall print the necessary materials based on the number of students in each category.

4.2. All learners are required to answer all sets (A, B, and C) to ensure well-rounded skill development.

5. Conduct of Intervention Sessions

5.1. Assigned Teachers shall facilitate daily intervention sessions following the scheduled one -hour period.

5.2. The activity will include guided reading, discussion of skills, and techniques for answering questions.

5.3. Teachers must encourage active participation and engagement, ensuring students understand not just the correct answers but also the reasoning and strategies behind them.

6. Checking and Discussion of Answers

6.1. Teachers shall check learners' work and provide immediate feedback.

6.2. Each session must include a detailed discussion of the answers, emphasizing why a particular choice is correct and introducing strategies to improve reading comprehension.

7. Post-Test Administration

7.1. A Post-Test will be conducted on Friday, March 7, 2025, to measure learners' progress after the intervention.

7.2. The SDO or the participating schools will provide and print the post-test materials.

7.3. Teachers must analyze and compare pretest and post-test results to assess the effectiveness of the program.

8. Implementation Schedule

To ensure structured and consistent intervention, the following schedule of activities shall be followed:

Schedule of Implementation		
Day	Week 1-Activity	Week 2 Activity
Monday	RS 1-2	RS 11-12
Tuesday	RS 3-4	RS 13-14
Wednesday	RS 5-6	RS 15
Thursday	RS 7-8	Wrap-up session of the 15 RSs/ reading comprehension skills
Friday	RS 9-10	Post Test

9. Monitoring and Reporting

9.1. The Education Program Supervisor (EPS) in English shall oversee the implementation of the intervention and provide necessary technical assistance.

9.2. Teachers are required to document student progress and submit weekly feedback on the challenges encountered and best practices observed.

9.3. Schools shall submit a final report summarizing student improvements and overall program effectiveness at the end of the intervention period.

III. Intervention Implementation

Date	Scheduled Reading Snapshot Skill	Observed Challenges	Intervention Strategies Applied	Learner Progress (Improving, Needs Support, Struggling)
	RS1_Unlock unfamiliar words - Decoding words/Using context clues/Interpreting idioms or figurative language			
	RS2_Sequencing			
	RS3_Locating important facts - Skimming/scanning/noting details			
	RS4_Identifying main ideas and supporting details			
	RS5_Summarizing			
	RS6_Relating background knowledge			
	RS7_Distinguishing between fact and opinion			
	RS8_Determining the author's purpose			
	RS9_Comparing and contrasting			
	RS10_Paraphrasing			
	RS11_Making inferences			
	RS13_Making generalizations			
	RS14_Drawing conclusions			
	RS15_Problem Solving			

IV. Observations and Feedback

- Strengths Observed:

- Areas for Improvement:

- Challenges Encountered:

- Support Needed:



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V. Post-Test Results (March 7, 2025)

Learner's Name	Pretest Score	Post-Test Score	Progress Achieved (Improved, No Change, Declined)
1-42			

VI. Remarks and Recommendations

Prepared by:

EPS English

Noted: _____
CID Chief

Approved:

Schools Division Superintendent