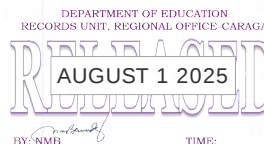




Republic of the Philippines
Department of Education
CARAGA REGION



AUGUST 1 2025

REGIONAL MEMORANDUM

No. 0784, s. 2025

To: Schools Division Superintendents
All Others Concerned

**IMPLEMENTATION OF SUPREME ELEMENTARY LEARNER GOVERNMENT AS
LITERACY CHAMPIONS: A PEER-READING FRAMEWORK FOR
CARAGA ELEMENTARY SCHOOLS**

1. In line with the Department of Education's thrust to promote functional literacy, enhance reading proficiency, and foster learner leadership, this Office through the Curriculum and Learning Management Division (CLMD) hereby directs the implementation of the "Supreme Elementary Learner Government as Literacy Champions: A Peer-Reading Framework for Caraga Elementary Schools" beginning School Year 2025-2026.
2. This initiative responds to address the low reading comprehension among elementary learners in the region. The framework capitalizes on peer-assisted learning strategies through the active involvement of trained SELG members as Peer Tutors, providing structured support to struggling readers during school breaks and designated reading periods.
3. The program has the following objectives:
 - a. improve the reading fluency and comprehension of struggling readers by at least 25% within the academic year;
 - b. develop leadership, communication, and mentoring skills among SELG members; and
 - c. institutionalize a school-wide peer-reading culture anchored in student leadership and evidence-based literacy practices.
4. This program shall be implemented in all public elementary schools with Grades 4 to 6. SELG officers and members shall serve as peer tutors under the supervision of the SELG Adviser and Language Teachers. Identified frustration-level and instructional-level readers shall be the target beneficiaries.
5. The progress of implementation shall be monitored monthly using prescribed tools (e.g., Phil-IRI posttests, attendance logs, peer evaluation forms). Division and Regional Offices shall consolidate and report data quarterly. Outcomes shall inform future literacy planning and scale-up of peer-led reading programs.
6. School heads are encouraged to mobilize resources from the MOOE, Brigada Pagbasa partners, and the Parents-Teachers Association (PTA) and other sources to support printing of materials, training sessions, and recognition activities.



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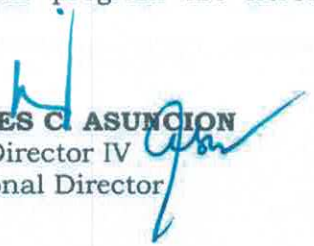
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7. Attached here to is the detailed Implementation Plan for reference.

8. Wide dissemination and strict implementation of this program are hereby enjoined.


MARIA INES C. ASUNCION
Director IV
Regional Director

Encls.: As stated

Reference: None

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

READING EDUCATION
STUDENTS
SCHOOLS

CLMD/gsa
28/07/2025



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SUPREME ELEMENTARY LEARNER GOVERNMENT AS LITERACY CHAMPIONS: A PEER-READING FRAMEWORK FOR CARAGA ELEMENTARY SCHOOLS

I. Introduction

Reading proficiency is a fundamental skill that significantly influences a student's academic performance and lifelong learning. Recognizing the need to support struggling readers, this concept paper proposes the implementation of a peer-reading initiative facilitated by the Supreme Elementary Learner Government (SELG) during school breaks. This initiative aligns with the Department of Education's (DepEd) mandate on SELG's role in fostering leadership and service among pupils while addressing literacy gaps in schools. The EDCOM 2 report highlights significant challenges in reading comprehension among elementary pupils in the Philippines, emphasizing the need for effective interventions.

Research indicates that reading comprehension among elementary pupils is generally low, with studies showing Grade 4 pupils scoring poorly before interventions (Tabanera & Barrios, 2024). A systematic review identified factors contributing to low literacy, including lack of reading materials, teacher incompetence, and insufficient parental involvement (Jr., 2023). Early identification of reading difficulties is crucial, as many children may have undetected severe reading problems (Tamayo & Musico, 2024). Addressing these issues early can lead to better educational outcomes.

Peer reading between elementary pupils serves as an effective strategy for enhancing reading skills for both tutors and tutees. This collaborative learning approach fosters a supportive environment where students can engage in shared reading experiences, leading to significant improvements in reading proficiency and comprehension. Tutees often show marked progress in reading fluency and comprehension. For instance, a study indicated that peer tutoring led to a significant increase in reading comprehension scores across various age groups and tutoring formats (Ribosa & Duran, 2024). The interactive nature of peer reading encourages active participation, which can enhance motivation and interest in reading among young learners (Atamosa & Dioso, 2024). Tutors reinforce their own reading skills by teaching others, which can lead to a deeper understanding of the material. This reciprocal learning process has been shown to enhance both tutors' and tutees' reading abilities (Parker et al., 2023). Engaging in peer tutoring helps tutors develop essential communication and interpersonal skills, fostering a positive learning environment that benefits all participants (Parker et al., 2023).

This concept paper introduces a novel approach to literacy intervention in the Philippine context by uniquely positioning the Supreme Elementary Learner Government as active agents. While peer-reading programs have been implemented in various settings globally, the integration of the SELG's organizational structure with dedicated time during school breaks represents an innovative, cost-effective, and potentially scalable model that addresses multiple challenges simultaneously. Unlike conventional reading interventions that rely heavily on teacher resources, this initiative harnesses the untapped potential of student leadership while alleviating the burden on overworked educators. By formalizing the role of SELG

in academic support, this framework not only responds to the critical literacy challenges identified in the EDCOM 2 report but also reimagines student governance as an integral component of the educational support system in Philippine elementary schools. This approach aligns with DepEd's thrust toward student-centered learning while creating sustainable literacy solutions that can function within existing school structures.

II. Objectives

This intervention aims to establish a sustainable peer-reading program facilitated by the Supreme Elementary Learner Government (SELG) that contributes to the improvement of reading proficiency among struggling elementary readers while fostering leadership skills among student volunteers. Specifically, it aims to:

- identify and categorize struggling readers in elementary through systematic assessment of Phil-IRI results;
- design and implement a comprehensive training-orientation program for SELG members in Grades 4-6 on effective peer-reading strategies;
- establish a structured daily peer-reading schedule during school breaks that maximizes learning opportunities;
- develop appropriate monitoring and evaluation tools to track the reading progress of participating pupils;
- create a recognition system that motivates and sustains SELG members' commitment to the program;
- improve reading fluency and comprehension scores of struggling readers by at least 25% within one academic year;
- strengthen leadership, communication, and mentoring skills among SELG tutors through guided practice; and
- foster a school-wide culture that values reading excellence and peer support.

III. Conceptual Framework

Peer-reading exercises, facilitated by the Supreme Elementary Learner Government members enrolled in Grades 4 to 6, emphasize collaborative learning and reciprocal teaching to enhance reading skills among struggling students—a two-pronged approach. This framework integrates several key learning theories and evidence-based practices that support literacy development through social interaction. Research consistently demonstrates that structured peer interactions can significantly improve reading outcomes when properly implemented (Topping et al., 2017).

This initiative is firmly grounded in **Vygotsky's Social Development Theory**, which posits that social interaction is fundamental to cognitive development (Vygotsky, 1978). According to this theory, learning occurs within the **Zone of Proximal Development (ZPD)**, where pupils can accomplish more with guidance from more capable peers than they could independently (Eun, 2019). This theoretical underpinning supports the structure of peer-reading programs where more proficient readers scaffold learning experiences for struggling readers. **Bandura's Social Learning Theory** further reinforces this framework by highlighting how pupils learn through observation, imitation, and modeling (Bandura, 1977; Schunk, 2020). Within peer-reading contexts, struggling readers observe effective reading strategies demonstrated by their more skilled peers, gradually internalizing these approaches through guided practice (Pekiaj, 2021).



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Peer tutoring, as evidenced by research, significantly improves reading comprehension through structured interactions where students engage in repeated reading and joint construction of meaning (Ribosa & Duran, 2024). A meta-analysis by Leung (2019) found that peer-mediated interventions consistently produced moderate to large effects on reading fluency and comprehension across elementary grade levels.

The framework incorporates specific evidence-based strategies including:

1. **Reciprocal Teaching:** This approach involves students taking turns leading dialogues about text passages, implementing four comprehension strategies: questioning, clarifying, summarizing, and predicting (Palincsar & Brown, 1984; Oczkus, 2018). Studies demonstrate that reciprocal teaching improves reading comprehension by 0.32 to 0.88 standard deviations compared to traditional instruction (Spörer et al., 2009).
2. **Paired Reading:** This technique involves simultaneous reading followed by independent reading with support, which has been shown to improve fluency, word recognition, and comprehension (Topping, 2017). Research by Dufrene et al. (2020) found that paired reading interventions led to significant improvements in oral reading fluency among elementary students.
3. **Dialogic Feedback:** The framework incorporates dialogic feedback, allowing peers to provide constructive criticism, which enhances learning outcomes (Er et al., 2021). This approach encourages students to engage in meaningful conversations about texts, promoting deeper comprehension and critical thinking (Alexander, 2020; Reznitskaya & Gregory, 2013).

IV. Process Flow

Based on the theoretical and conceptual underpinnings, a process flow in Figure 1 is made to represent the overall process or operation of the project. The detailed activities and their objectives, suggested timeline, human and logistical resource requirements, target recipients, and outputs are listed in the implementation plan.

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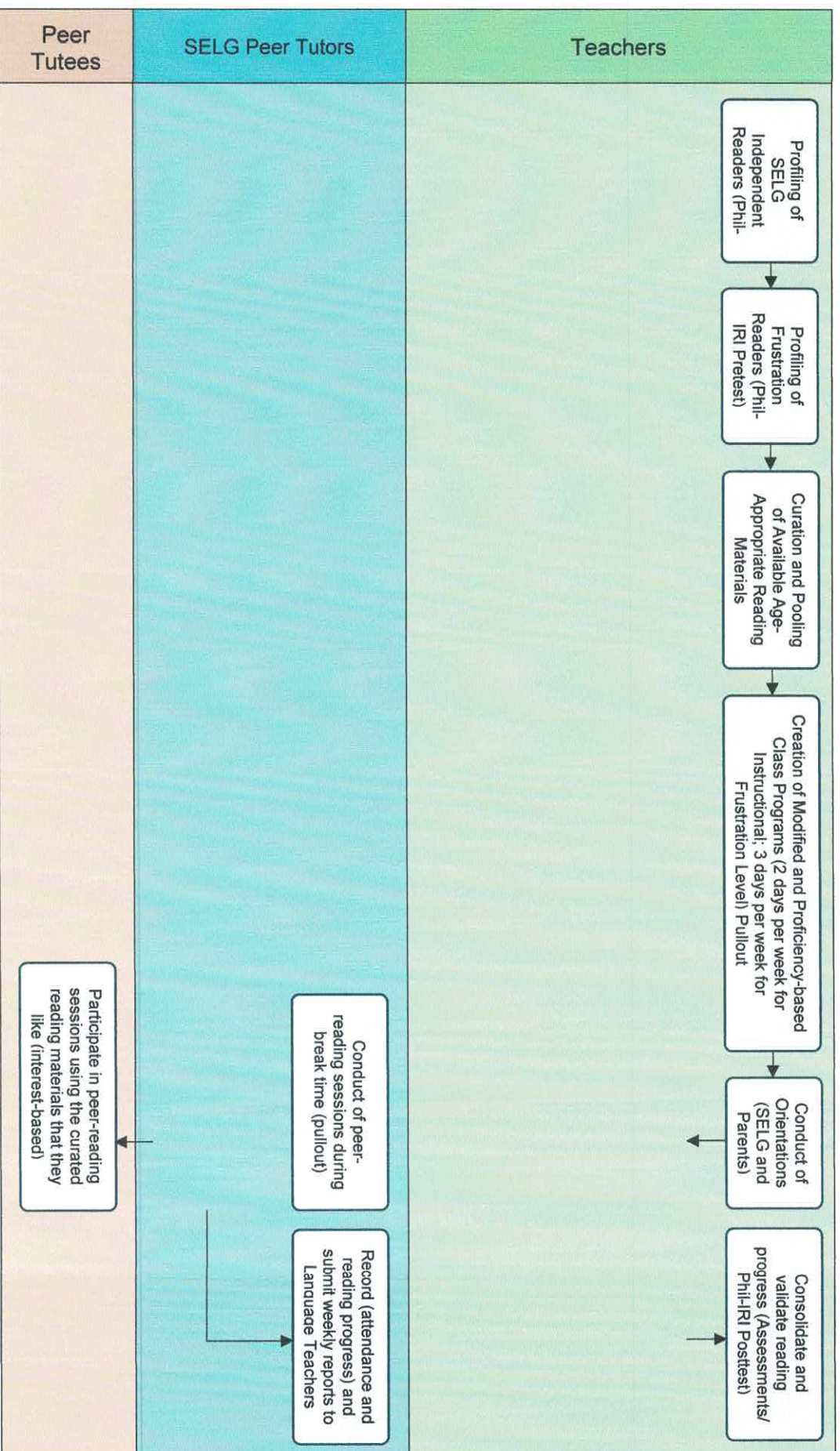


Figure 1. Process Flow

V. Implementation Plan

The 6-step implementation plan is designed to consider both the ease of program implementation and output generation which are directly linked to the progress monitoring plan found in the next section. The implementation is carried out by the school head, language teachers, SELG adviser, and SELG members. A pre-implementation meeting should be done to communicate both implementation and progress monitoring plans.

Objectives	Activities	Timeline	Responsible Person	Resources Needed	Target Recipients	Outputs
Identify struggling readers	Gather Phil-IRI assessment results from language teachers	Week 1	Language Teachers, Classroom Presidents or Mayors	Phil-IRI results	Identified non-readers and frustration-level readers	List of students who need reading intervention
Train/orient SELG peer tutors	Conduct orientation-training sessions on peer reading strategies	Week 2	SELG Adviser, Language Teachers	Training materials, handouts	SELG Members (Grades 4-6)	Trained SELG peer tutors
Conduct peer-reading sessions	Assign SELG tutors to struggling readers and implement daily reading sessions during break time	Week 3 onwards	SELG Officers and Members	Big books, storybooks, reading materials	Identified struggling readers	Improved reading engagement
Monitor progress	Maintain attendance and performance checklists	Weekly	SELG Officers, Language Teachers	Monitoring tools, checklists	SELG peer tutors and recipients	Documented progress reports
Evaluate reading improvement	Conduct reading fluency and comprehension assessments	Monthly	Language Teachers	Assessment tools	Identified struggling readers	Improvement in Phil-IRI scores
Recognize and incentivize SELG tutors	Provide points, certificates, or recognition for tutors based on their recipients' improvement	Quarterly	School Head, SELG Adviser	Certificates, awards	SELG Members	Motivated and engaged SELG members

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During peer-reading sessions (step 3 of the implementation plan), Grades 4-6 SELG Reading Scouts can support peers who need reading practice and interventions through simple yet effective reading activities.

- **Paired Reading.** The knowledgeable pupil reads a passage first (modeling fluency), then the struggling reader follows. They can read together or take turns sentence by sentence.
- **Echo Reading.** The mentor reads a sentence or paragraph aloud, and the peer repeats it. This helps with pronunciation, intonation, and confidence.
- **Choral Reading.** Both pupils read aloud together at the same pace. This encourages fluency without pressure.
- **Word Hunt.** The mentor selects a passage and asks the peer to find specific words (sight words, new vocabulary, or words with specific phonics patterns). They can highlight or list them down.
- **Question and Predict.** Before reading, the mentor asks, What do you think this story is about? After reading, they discuss what happened and why.
- **Word Builder Challenge.** Pick new or difficult words from a passage. Have the peer spell, use, or find rhyming words for them.
- **Summarize and Retell.** After reading, the peer retells the story in their own words. The mentor can guide with who, what, where, when, why, and how questions.
- **Fluency Chart.** The mentor tracks how many words the peer reads correctly per minute. They work together to improve speed and accuracy over time.

VI. Progress Monitoring Plan

The progress monitoring plan encompasses various aspects of monitoring that shall be done both inside and outside the school. It also allows oversight monitoring to be done by Public Schools District Supervisors and Education Program Supervisors. Though the frequency of monitoring is outlined, implementers have the freedom to contextualize both implementation and monitoring plans to respond to their school contexts.

Monitoring Aspect	Monitoring Tools	Frequency	Responsible Persons	Data Collection Method	Analysis Method	Reporting Mechanism
Reading Ability	Phil-IRI assessment tools	Start and end of term	Language teachers	Standardized Phil-IRI assessment protocol	Comparison with baseline scores	Term-end comprehensive reports
Peer Attendance	Attendance logs	Daily	SELG Reading Scouts	Sign-in sheets during sessions	Percentage calculation of attendance rate	Weekly attendance summary

Tutor Performance	Peer reading observation forms	Monthly for every SELG Reading Scout	SELG adviser, Language teachers	Direct observation using standardized rubric	Qualitative feedback and quantitative scoring	Individual tutor feedback sessions
Peer-reading Session Quality	Session evaluation forms	Monthly (may be done during tutor performance monitoring)	SELG adviser, Language teachers	Brief post-session surveys	Thematic analysis of feedback	Monthly quality assurance reports
Materials Utilization	Resource utilization logs	Daily	SELG Reading Scouts	Tracking of reading materials usage	Analysis of most/least utilized resources	Monthly resource utilization reports
Parental Involvement	Home reading logs, parent feedback forms	Monthly	Class advisers	Parent surveys, home reading documentation	Mixed methods analysis of quantitative and qualitative data	Quarterly parental involvement summaries to be submitted during Homeroom PTA Meetings
Program Implementation Review and Fidelity	Implementation checklists	Monthly	School Head (or with PSDS and EPS)	Program audit using prescribed checklist	Gap analysis between planned and actual implementation	Quarterly implementation review

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Annex A: Guidelines for Classroom-Level Implementation of the SELG as Literacy Champions Program

To ensure effective and unified execution of the Supreme Elementary Learner Government (SELG) as Literacy Champions: A Peer-Reading Framework for Philippine Elementary Schools, the following guidelines shall govern classroom-level operations. These mechanisms are aligned with the broader goal of strengthening foundational literacy, fostering learner leadership, and cultivating a reading culture within the school.

1. Classroom-Based Implementation and Leadership

The implementation of the peer-reading program shall be carried out within the classroom setting, with the SELG officers serving as the primary implementers. These classroom leaders, under the supervision of the class adviser, shall be responsible for organizing, facilitating, and sustaining peer-reading sessions in coordination with identified struggling readers.

By utilizing the SELG structure, the program promotes participatory governance, learner empowerment, and peer-driven academic support.

2. Parental Consent and Engagement

Parental approval is essential to promote transparency, build trust, and ensure learner safety and accountability.

All pupils who will take part in the program—either as peer tutors or as tutees—must secure written parental consent through a standardized form to be distributed by the class adviser.

The consent form shall detail the learners' roles, time allotment, and general safeguards observed during reading sessions.

Parents and guardians shall be encouraged to participate in supporting their child's reading journey at home through home reading reinforcement activities, and optional monitoring tools (e.g., reading logs) shall be made available.

3. Supreme Elementary Learner Government (SELG) as Literacy Governance in the Classroom

Each classroom shall institutionalize the Literacy Governance to streamline leadership roles and ensure consistency in reading support activities.

The Class Adviser shall act as the SELG Literacy Facilitator, guiding officers in planning and managing reading schedules, monitoring, and documentation.

Designated SELG Officers (Grades 4 to 6) shall serve as Reading Champions or Peer Tutors, and shall be matched with struggling readers based on Phil-IRI or teacher referrals.

SELG roles shall include preparing materials, facilitating peer sessions, maintaining attendance, submitting progress reports, and practicing positive peer mentoring.



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4. Simultaneous Classroom Implementation

To maintain program cohesion and visibility, the reading sessions shall follow a synchronized schedule across classrooms.

Peer-reading sessions shall be conducted simultaneously during a common period across grade levels (e.g., during 15–20-minute breaks or designated reading intervention time).

Class advisers, in coordination with the school reading coordinator, shall determine the most suitable schedule that minimizes class disruption while ensuring maximum impact.

Consistency in schedule fosters a unified school-wide reading culture and allows coordinated monitoring and support.

5. Classroom Disclosure Agreement

To ensure accountability and clarity of expectations, each participating classroom shall craft and implement a Disclosure Agreement.

This agreement shall outline the roles, expectations, and behavioral norms for SELG Reading Champions and tutees.

It shall emphasize respect, inclusivity, confidentiality, collaboration, and academic honesty.

The class adviser shall facilitate the discussion and signing of the agreement during the program launch to ensure pupil understanding and commitment.

6. Quality Assurance of Reading Materials

Classroom teachers play a critical role in ensuring that learners engage with appropriate, relevant, and meaningful reading resources.

All reading materials used in the sessions must undergo teacher review to confirm alignment with learners' reading levels and interests.

Materials may include big books, leveled storybooks, reading passages, printed selections, or approved digital content.

Teachers are encouraged to collaborate with the Learning Resource Coordinator or utilize school reading resource banks and DepEd-recommended materials to support reading diversity and engagement.

Annex B: Parental Consent Form Template

Parental Consent Form

Participation in SELG-Led Peer Reading Program

Dear Parent/Guardian,

Our school is implementing the **Supreme Elementary Learner Government (SELG) as Literacy Champions: A Peer-Reading Framework**, a classroom-based literacy initiative that empowers selected learners to serve as peer tutors or tutees. The program aims to enhance reading proficiency through structured peer-reading sessions.

We request your consent for your child to participate in this program, either as a **peer tutor (Reading Champion)** or as a **tutee (struggling reader)**.

Key Details:

- **Schedule:** Daily/Weekly during school breaks or designated reading time
- **Location:** Inside the classroom or designated reading area
- **Supervision:** Class adviser and trained SELG Officers
- **Activities:** Guided reading, paired reading, echo reading, comprehension tasks

Please complete the section below and return this form to the class adviser.

☐ I give permission for my child to participate in the SELG Peer Reading Program.

☐ I do not give permission for my child to participate.

Name of Learner: _____

Grade and Section: _____

Role in Program: ☐ Peer Tutor ☐ Tutee ☐ To be determined by teacher

Name of Parent/Guardian: _____

Signature: _____

Date: _____

Contact Number: _____

Annex C: Classroom Disclosure Agreement Template

Classroom Disclosure Agreement

SELG as Literacy Champions Peer Reading Initiative

We, the learners and class officers of **Grade** _____ – **Section** _____, agree to actively and responsibly participate in the SELG Peer Reading Program by performing our assigned roles with integrity, respect, and commitment to learning.

As **SELG Reading Champions (Peer Tutors)**, we commit to:

- Treat our peers with patience, kindness, and confidentiality.
- Facilitate peer reading with diligence, clarity, and fairness.
- Submit accurate records of attendance and reading logs.

As **Tutees**, we commit to:

- Attend sessions regularly and on time.
- Participate actively and respectfully.
- Work cooperatively with our peer tutors.

As **Class Adviser**, I will:

- Monitor all peer-reading sessions.
- Ensure the appropriateness of materials.
- Support and guide both tutors and tutees.

We affirm our understanding and acceptance of our responsibilities in this program and aim to contribute to a safe, productive, and literacy-focused learning environment.

Signed this ____ **day of** _____, **2025.**

Peer Tutors:

1. _____
2. _____
3. _____

Tutees:

1. _____
2. _____
3. _____

Class Adviser: _____

SELG President: _____

School Head (Witness): _____



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Annex D: Peer Reading Monitoring Checklist (Weekly)

[illegible]

✓ To be submitted weekly by SELG officers to the class adviser.