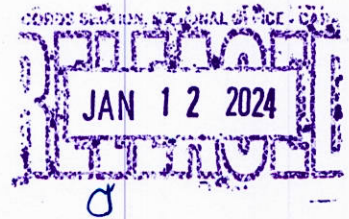




Republic of the Philippines
Department of Education
CARAGA REGION



January 11, 2024

REGIONAL MEMORANDUM
No. 0030, s. 2024

To: SCHOOLS DIVISION SUPERINTENDENTS
This Region

MONITORING ON THE IMPLEMENTATION OF DROP EVERYTHING AND READ
(DEAR) DAY

1. The field is hereby informed on the implementation of Catch-Up Fridays. This is in line with the implementation of the National Reading Program as an integral Component of the National Learning Recovery Program (NLRP).
2. All public elementary and secondary schools shall implement the **Drop Everything and Read (DEAR) Day on January 12, 2024**, to commence the Catch-Up Fridays, and shall continue to be implemented on January 19 and 26, 2024. The said initiative aims to provide learners with the opportunity to engage in independent silent reading of their preferred material of the students.
3. All schools in the region shall participate in the regionwide synchronized reading on January 12, 2023, at exactly 8:00am Philippine Standard Time to 8:30 AM.
4. Students are encouraged to bring their preferred reading materials, including books, e-books, magazines, or any literature that aligns with their interests and reading proficiency. School libraries will remain open during DEAR sessions, providing additional resources for those who may not have their preferred reading material.
5. Teachers will actively participate by also engaging in silent reading during DEAR sessions to set an example and emphasize the importance of reading. Teachers may offer guidance on book selection and help students discover new genres or authors.
6. Teachers will provide additional support, guidance, and assistance to help struggling readers navigate challenging texts. Instructional readers, who may need some guidance but can read independently, will be encouraged to read with their peers during DEAR sessions. Proficient readers, who can read independently with ease, will have the flexibility to choose whether they want to read alone or collaborate with their peers during DEAR sessions.
7. All schools may opt to have fulfilled activities such as Readers' Theater, Verse Choir, Jazz chants, and other interactive post-reading activities. Facilitating teachers are given the freedom to choose and adapt reading activities that best suit the needs and interests of their students. The emphasis is on creating an engaging and positive reading experience, with the flexibility to tailor activities to the unique preferences, learning styles, and dynamics of each classroom. Teachers are

encouraged to consider student input, reflect on the effectiveness of activities, and promote literacy skills such as comprehension and critical thinking. The goal is to foster a diverse and inclusive reading culture that inspires a lifelong love for learning.

8. School heads will monitor the implementation of DEAR through regular checks and feedback from both teachers and students.

9. To ensure the proper implementation of the Catch-Up Fridays specifically the implementation of DEAR Day, the members of the RFTAT headed by the Regional Director shall monitor the implementation of Catch-Up Fridays.

10. SDOs shall assigned schools for Regional Monitoring Team members to monitor. Refer to the attached enclosure for more details.

11. Attached herewith are the said Joint Advisory, Monitoring Tool, Proposed Post Reading Activities, and List of Regional Monitoring Team for reference.

12. Immediate dissemination of and compliance with this Memorandum is desired.

MARIA INES C. ASUNCION
Director III
Officer In-charge
Office of the Regional Director

Enclosures: as stated

Reference: Joint Memorandum dated January 09, 2024

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

ACTIVITIES
CLM/gsa
1/11/2024

CATCH-UP FRIDAYS

DEAR

List of RFTAT Members

Division	Regional Monitors
Agusan del Norte	Flordelisa R. Dalin
Agusan del Sur	Alejandro Macadatar
Bayugan City	Marygold Silao
Bislig City	Virginia Seña
Butuan	RD Maria Ines C. Asuncion, Fe Alegado, Gladys S. Asis
Cabadbaran	Marlyne Villareal
Dinagat	Bernard Abellana
Siargao	Division Monitoring Team
Surigao City	Bernabe Linog
Surigao del Norte	Kevin Hope Salvana
Surigao del Sur	Elan Elpidang
Tandag	Elena Capangpangan

Proposed Reading Log Template:

Personal Information:

Name: _____ Grade/Section: _____
School: _____ Date Started the DEAR: _____
Challenge Period: ____ [Specify the duration of the schedule, e.g., Daily, Weekly,]

Log Entries:

Date:	Title of the Book	Author	Reflection/ Comments	Additional Notes:
MM/DD/YYYY	Book Title 1	Author 1	Reflections on the book, key takeaways, personal insights	Additional comments, recommendations, or notes related to your reading experience.

Completion Summary:

Total Number of Books Read: _____ [Enter the total number of books completed]
Favorite Book from the DEAR: _____ [Specify if there was a standout favorite]

Closing Reflection: Reflect on the overall experience of the reading challenge, the impact on personal growth, and any plans for future reading goals.

Proposed activities for Post Reading:

Drop Everything and Read (DEAR) Post-Reading Activity Instructions:
Verse Choir, Jazz Chants, and Reader's Theater

1. Objective:
 - The primary goal is to enhance the understanding and appreciation of the reading material through engaging post-reading activities.
2. Flexibility in Choice:
 - Teachers have the freedom to choose between Verse Choir, Jazz Chants, or Reader's Theater based on the nature of the reading material and the preferences of the students.
3. Post-Reading Reflection:
 - Before diving into the post-reading activity, students take a few minutes to individually reflect on the key themes, characters, or emotions elicited by the reading material.
4. Group Formation:
 - Divide the class into small groups based on class dynamics, ensuring a mix of personalities and strengths within each group.
5. Verse Choir Mechanics:
 - Assign each group a section of a poem or verse from the reading material.
 - Groups collaborate to interpret and practice their assigned section, paying attention to tone, rhythm, and expression.
 - The entire class then performs the complete poem or verse as a harmonious Verse Choir.
6. Jazz Chants Mechanics:
 - Select a rhythmic passage or dialogue from the reading material.
 - Model a jazz chant for the students, emphasizing rhythm, stress, and intonation.
 - Groups practice the jazz chant, focusing on maintaining the rhythmic pattern and adding creative elements.
 - Each group performs their jazz chant for the class, infusing it with their unique style.
7. Reader's Theater Mechanics:
 - Choose a scene or excerpt from the reading material involving dialogue among characters.
 - Assign roles to students within each group, allowing them to take on characters and bring the scene to life.
 - Groups rehearse their scenes, focusing on characterization, expression, and clear delivery.
 - Each group performs their reader's theater scene for the class, adding dramatic elements to captivate the audience.
8. Reflective Discussion:
 - Conclude the activity with a reflective class discussion where students share their insights, favorite moments, and newfound understanding of the reading material.
9. Rotation and Variation:
 - Rotate the choice of post-reading activities periodically to provide variety and cater to different learning preferences.
10. Encouragement and Positive Feedback:
 - Encourage a supportive atmosphere where students applaud and provide positive feedback to their peers after each performance.

General Considerations:

- Encourage creativity in interpretation while ensuring fidelity to the text.
- Allow time for groups to rehearse and collaborate, fostering teamwork and communication skills.
- Provide constructive feedback after each presentation, highlighting strengths and suggesting improvements.
- Rotate roles within groups for different post-reading activities to ensure varied participation.
- Consider recording or documenting the performances for reflection and assessment purposes.

B. Other Activities:**1. Literary Charades:**

- Objective: To promote teamwork and creativity while reinforcing literary concepts.
- Mechanics:
 - Divide students into small groups. Each group is given a set of literary terms, characters, or book titles to act out without speaking.
 - The other groups try to guess the correct term, character, or title within a time limit. Rotate roles and continue until each group has had a chance to perform.

2. Literary Scavenger Hunt:

- Objective: To enhance familiarity with different genres, authors, and literary terms.
- Mechanics:
 - Create a list of literary items, such as specific book titles, genres, or author names. Each group is given the list and a set amount of time to locate examples in the school library or classroom.
 - Groups earn points for each successfully found item.
 - Reconvene and discuss the discoveries, allowing groups to share interesting findings.

3. Story Chain Writing:

- Objective: To foster collaborative storytelling and creativity.
- Mechanics:
 - Begin with a sentence or a paragraph of a story. Each group adds a sentence or paragraph to continue the story.
 - Rotate papers among groups, allowing them to build on each other's contributions. After a set time, each group reads their collaborative story aloud.

4. Bookish Trivia Challenge:

- Objective: To test knowledge of literature in a fun and competitive setting.
- Mechanics:
 - Prepare a set of literary trivia questions ranging in difficulty. Groups compete to answer questions within a time limit.
 - Assign point values based on the difficulty of each question. The group with the highest total points at the end wins.

5. Book Talk Guidelines Template:

Title: _____
Author: _____ Genre: _____
(Specify the genre or category of the book.)

Brief Summary: (Provide a concise summary of the book. Highlight key plot points without giving away major spoilers.)

Encouraging Personal Insights:

A. Personal Insights: (Share personal insights gained from reading the book. Discuss how the book impacted you emotionally or intellectually.)

B. Favorite Quotes: (Optionally, share any favorite quotes from the book. Highlight passages that resonated with you.)

C. Reasons for Recommendation: (Explain why you recommend the book to others. Mention specific aspects that make it worth reading.)

General Tips:

1. **Time Limit:**
 - Keep your Book Talk within a specified time limit.
 - Ensure everyone has an opportunity to share.
2. **Engage the Audience:**
 - Encourage questions or comments from the audience.
 - Foster a collaborative discussion during and after the Book Talk.
3. **Diversity:**
 - Aim for diversity in book selections.
 - Consider recommending books from various genres and authors.



Republic of the Philippines
Department of Education
 CARAGA REGION

Enclosure No. 2 of RM No. 0070, s. 2024

CATCH-UP FRIDAYS
SCHOOL MONITORING TOOL FOR DEAR

Directions: Accomplish this 3-part monitoring tool to gather both quantitative and qualitative data on the implementation of Catch-up Fridays for January 12, 19, and 26, 2024. All data gathered must be encoded by the monitors (regional and division monitoring team members) on a Google Sheet to be provided by the Curriculum and Learning Management Division for automatic data analysis. All findings must be communicated and conformed by the School Head.

I. School Profile

School: _____ School ID: _____
 District: _____ School Head: _____
 Division: _____ Date: January 12, 2024

II. Activities Conducted

Specific School Activities	Suggested MOVs	Check one		Remarks
		Observed	Not Observed	
School Head conducted soft launching of Catch-up Fridays through "DEAR"	Pictures (virtual or actual observation)/ attendance sheet/ activity completion report			
Teacher supervises the uninterrupted silent reading	Pictures (virtual or actual observation)			
Teachers directly assist struggling readers in book selection and reading	Pictures (virtual or actual observation)			
Teacher supervises the distribution and completion of learners' Reading Logs	Accomplished reading logs (scanned for virtual monitoring)			

Note: Parameters may change after the conduct of the National Orientation on the Implementation of Catch-up Fridays

III. Documented Strategies

Instruction: Write the details of the documented and unique strategies implemented by the school (including community support to school) for the DEAR to improve participation, reading skills, etc.

Monitored by:

Conformed by:

 RFTAT/DFTAT Name and Signature

 School Head's Name and Signature



Republic of the Philippines
Department of Education
OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND TEACHING
AND UNDERSECRETARY FOR OPERATIONS

JOINT ADVISORY
January 9, 2024

In line with the implementation of the National Reading Program as an integral component of the National Learning Recovery Program (NLRP), the Department of Education, through the Curriculum and Teaching (CT) Strand, shall implement **Catch-up Fridays**. This initiative is designed to strengthen foundational, social, and other relevant skills necessary to actualize the intent of the basic education curriculum by focusing on the development of the learners' reading, critical thinking, analytical, and writing skills.

In view of the foregoing, all public elementary and secondary schools shall implement the **Drop Everything and Read (DEAR) Day** on **January 12, 2024** to commence Catch-Up Fridays. DEAR shall provide learners with the opportunity to engage in independent silent reading of their preferred material. Teachers are entrusted with the responsibility of ensuring that learners actively engage in the reading session, allowing no interruptions during the reading session nor giving of quizzes, as DEAR intends to develop independent silent reading among learners.

DEAR shall continue to be implemented on **January 19 and 26, 2024**. Simultaneously, on these dates, schools shall organize orientation sessions for teachers and other key stakeholders regarding the implementation of Catch-Up Fridays. School heads shall prepare orientation schedules while ensuring that the conduct of DEAR in all classes is not compromised. Therefore, on January 19, while one group of teachers attend the orientation, the other group shall serve as reading facilitators in the DEAR session in the classrooms, and this arrangement shall be reversed on January 26.

For more information, please contact the Office of the Undersecretary for Curriculum and Teaching, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at ouct@deped.gov.ph.

Immediate dissemination of this Advisory is desired.


ATTY. REVSEE A. ESCOBEDO
Undersecretary for Operations


GINA O. GONONG
Undersecretary for Curriculum and Teaching