DIVISION MEMORANDUM
No. 443, s. 2016

TO:  
Chief – Curriculum Implementation
Public Schools District Supervisors
Elementary School Principals/School Heads
Elementary School Reading Coordinators

FROM: DEE D. SILVA, DPA, CESO VI
Schools Division Superintendent

SUBJECT: School Reading Program

DATE: August 16, 2016

1. As per agreed during the Consultative and Planning Conference of the School Reading Coordinators held last August 11, 2016, the schools must revive/establish their own Reading Program.

2. Attached in this memorandum are sample documents from the model school in Davao City Division in terms of the implementation of School Reading Program. Hence, each must come up with:
   a. Name of its School Reading Program
   b. Rationale
   c. Action Plan
   d. Reading Program Implementation Matrix

3. For your guidance and compliance.
PROGRAM TITLE: Reading Expands A Child’s Horizon

LOCATION: Doña Asuncion Hizon Elementary School
San Fernando St. Doña Asuncion Vill.
Davao City

FUND SOURCE: MOOE; Phoenix Foundation Inc.;
UIC, Union Bank, Petron Corp., PTA,
Brgy. Pampanga

TIME FRAME: June 2014 – March 2015

METHODOLOGY:
- Tulong – Aral Program
- DISTAR
- DEAR (Drop Everything and Read)
- Peer Teaching
- Phil – IRI
- PAIR
- Teaching Beginning Readers
- DIAMAR
- Read-A-Thon
- Four Pronged Approach
- SRea( School Readiness Assessment)
- ECAR (Every Child A Reader)

OBJECTIVES:
* Conduct monitoring session to teacher advisers on reading development.
* Create a diversified reading program;
* Develop every child’s love for reading;
* Assist pupils with difficulty in reading instruction;
* Provide various fun filled activities to increase child’s interest for reading
* Equip children with proper reading skills;
* Maximize the use of the school reading centre and library;
* Reduce non-readers in primary grades and help out slow readers in Grade IV, V and VI
Reading Expands A Child’s Horizon
(REACH)

DOÑA ASUNCION HIZON ELEMENTARY SCHOOL
READING PROGRAM

RATIONALE

Children may struggle with reading for a variety of reasons, including limited experience with books, speech and hearing problems, and poor phonemic awareness. (Lyon, G. R. (January/February 2000). “Most children with a reading disability have a problem that is based in their inability to recognize parts of the sound system of language (phonology) and then associate these with letter groups.” (Professor Jim Stevenson, School of Psychology). Reading is important because it develops the mind. The mind is a muscle. It needs exercise. Understanding the written word is one way the mind grows in its ability. The words-spoken and written are the building blocks of life. You are, right now, the result of words that you have heard or read and believed about yourself. What you become in the future will depend on the words you believe about yourself now. People, families, relationships, and even nations are built from words (according to Jonathan Kozol).

Reading Expands A Child’s Horizon is the Doña Asuncion Hizon Elementary School’s reading program which will help the pupils to enjoy reading. Reading books regularly stimulates children’s imagination, accelerates their emotional development and fosters natural curiosity. Children quickly learn to visualize the scenarios mentioned in the stories by reading the text alone. According to a recent research conducted by author Jim Trelease, regular reading of books “creates empathy toward other people, because literature values humanity and celebrates human spirit and potential, offering insight into different lifestyles while recognizing universality”. This program also encourages and helps the non-readers to engage into reading through directly helping them to develop all skills necessary for proficient reading. Using the different reading remediation tools that are prepared by the teachers, these will greatly trace the improvement of the pupil’s reading performance.

REACH is a balanced and complete school reading program. It provides opportunities for various types of readers to reach their potentials. This reading program caters to the needs of the learners in the four components, namely: Developmental Reading (Learning to Read), Functional Reading (Reading to Learn), Recreatory Reading (Reading for Fun), and Reading recovery or Remedial Reading.
To empower the pupils love for reading they are encourage to exercise it at home. In this aspect, the parents-teachers relationship must be strengthened to ensure an excellent result in molding a good and proficient reader. This would be possible through constant communication and homeroom meetings to explain this program, to guide and inform the parents of their great part in making this program a successful one. Trainings for the teachers in effective teaching reading, use of interesting remediation activities, relevant assessment and the utilization of the assessment results should be conducted.

There are also different activities performed and implemented in school like Read-a-thon, DEAR (Drop Everything and Read), and PAIR to eliminate the difficulties on reading.

This Reading Program will be of great help for teachers, parents, pupils, stakeholders, as well the principal to remove difficulties share the success stories of reading. Through this, the pupils will certainly develop the love for reading and will amaze the transformation of a non-reader to a reader.

Objectives:

- Distinguish letter sounds
- Identify the unit sound
- Develop concept of syllables and phonemes
- Distinguish vowel sounds
- Spell words with short and long vowel sounds
- Spell common words
- To able to talk about his own experiences
- Identify characters in the story
- Develop listening skills
- Decode words correctly
- To read words with affixes
- To able to read words with long & short vowel sounds
- To be able to note details
- Enhance the ability to remember and write words from a story read
- To be able to make story retelling & predictions
- To be able to express his own views about a picture/drawing
- Develop genuine love for reading
<table>
<thead>
<tr>
<th>Success Indicators</th>
<th>Time Frame</th>
<th>Personnel Involved</th>
<th>Activities</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>The reading level of all pupils has been identified.</td>
<td>Last week of June 2014 (Grade 2-6)</td>
<td>All Teachers</td>
<td>Informal Reading Inventory (pre-test)</td>
<td>1. Identify the reading level of all the pupils.</td>
</tr>
<tr>
<td>Identification in Grades 1-4 only have been established.</td>
<td>May-June 2014</td>
<td>Grade T Teachers</td>
<td>Reading Assessment Test</td>
<td>2. Assess the reading level of incoming Grade 1 pupils.</td>
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**Reading Plan**

Reading Expands A Child's Horizon

**Reading Program**

[Signature]

**Parental Participation and Support of the Action Plan**

Parental involvement is crucial in the success of the reading program. Parents are encouraged to participate actively in their child's reading development. This includes reading books together, creating a space for reading at home, and supporting their child's reading goals.

**Contact Information**

d.sancho@tigero.com
Toll-Free: 091-324-1223
Luna 97, Baguio City, Philippines

Please sign and return this form to acknowledge your understanding and commitment to the reading program.
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
<th>Personal Involved</th>
<th>Time Frame</th>
<th>Success Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading, Parents’ Assistance in December’s, pupils and school All teachers, parents and head</td>
<td>Conduct orientation/semi-annual</td>
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<tr>
<td>Reading PARI- Parents’ Assistance in December’s, pupils and school All teachers, parents and head</td>
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<tr>
<td>5. Promote independent reading in the classroom</td>
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<td></td>
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<tr>
<td>4. Improve teaching strategies in reading teaching</td>
<td>LACS Training. Teachers based on conduct school level.</td>
<td>All reading teachers</td>
<td>Year-Round</td>
<td></td>
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<tr>
<td>3. Identify the pupils at the right cluster teaching they belong.</td>
<td>Reading intervention Program (reading intervention) Clustering/polling of pupils.</td>
<td>All reading teachers</td>
<td>July 2014</td>
<td></td>
</tr>
<tr>
<td>2. Provide/put up reading corner in every classroom</td>
<td>Class reading remediation peer reading</td>
<td>Teachers and pupils</td>
<td>Year Round</td>
<td></td>
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<tr>
<td>1. Increase the number of reading teachers assisted by the school head. Teachers supervised and</td>
<td>Year Round</td>
<td>Teachers and pupils</td>
<td></td>
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<tr>
<td>Maximum use of classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Awareness and Phonological awareness and Phonological</td>
<td>Year Round</td>
<td>Head</td>
<td></td>
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G. Encourage literacy at home.
<table>
<thead>
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<th>Personnel Involved</th>
<th>Activities</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant increase in the acquisition of books</td>
<td>Year Round</td>
<td>Teachers, parents, pupils</td>
<td>Borrow from the Library Hub</td>
<td></td>
</tr>
<tr>
<td>LIBRARY Login</td>
<td>Year Round</td>
<td>Teachers and pupils</td>
<td>Practice Library and Reading Center</td>
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<td>Maximize the use of the library</td>
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<tr>
<td>G. Increase the acquisition of the books in the library</td>
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MISSION

of our country
producing readers and productive citizens
produce genuine love for reading to
empower teachers that accentuates
extend the reading program of the school
to be globally competitive.

its fullest extent and develop fluent readers
shall develop the pupils' reading potential to

Donna Asuncion Hizon Elementary School

VISION