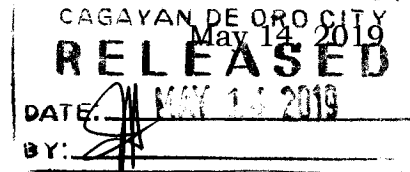




Republic of the Philippines
Department of Education
Region X
CAGAYAN DE ORO CITY DIVISION
Fr. William F. Masterson, S.J. Avenue,
Brgy. Upper Balulang, Cagayan de Oro City, 9000 Philippines





Division Memorandum
No. 356 s. 2019



**GUIDELINES FOR REGIONAL LAUNCHING AND IMPLEMENTATION OF THE
PROJECT CARE FOR NORMIN READERS (PROJECT CNR)**

To: Education Program Supervisors
Public Schools District Supervisors
Elementary and Secondary School Heads
Public Schools
This Division

1. Relative to **Regional Memorandum 243, s. 2019**, entitled **"IMPLEMENTATION OF PROJECT CNR (ROX READING PROGRAM)"**, the field is hereby informed of the regional launching of the said project during the Regional Assembly of Supervisors in May. The schedule and venue shall be announced in a separate memorandum.
2. Further, the field is hereby directed to start with the pre-implementation phase of the project. The school shall identify the potential reading teacher who has a background in teaching *beginning and remedial reading*. Master Teachers are advised to handle reading sessions. The reading teacher shall be entitled to service credits if teaching load, including the designation as reading teacher, *is beyond six (6) hours*. Other benefits that the teacher will be entitled to are found in the attached Regional Memorandum.
3. All expenses relative to the implementation of the project shall be charged to school MOOE, subject to the usual accounting and auditing rules and procedures.
4. Compliance, immediate and widest dissemination of this Memorandum are desired.


JONATHAN S. DELA PEÑA, Ph.D., CESO V
Schools Division Superintendent 

Encl: As stated
Reference: R.M. No. 243, s. 2019

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

PROJECT CNR
READING PROFICIENCY
REGIONAL LAUNCHING



April 15, 2019

MAY 08 2019

REGIONAL MEMORANDUM

No. 243, s. 2019

RELEASED

IMPLEMENTATION OF PROJECT CNR (ROX READING PROGRAM)

To: **Schools Division Superintendents**
This Region

1. In response to the issues on reading proficiencies of learners in the entire country, this Office, through the Curriculum and Learning Management Division (CLMD), will launch the **Project Care for NorMin Readers (Project CNR)**, a region-wide Reading Program, which is aimed at making every elementary and high school learner an independent reader in Mother Tongue, Filipino, and English.
2. The regional launching will be done during the Regional Assembly of Supervisors in May. The schedule and venue shall be announced in a separate communication. Even before the regional launching, all Schools Division Offices (SDOs) are advised to start with the pre-implementation phase of the project.
3. Project CNR employs a “pull out” scheme where learners identified for the project shall report to the reading session during the agreed schedule for an intensive instruction or session under a trained reading teacher.
4. The school shall identify the potential reading teacher who has a background in teaching *beginning* and *remedial reading*. Master Teachers are advised to handle reading sessions. The reading teacher shall be entitled to service credits if teaching load, including the designation as reading teacher, is beyond six (6) hours. Other benefits that the teacher will be entitled to are found in the attached guidelines.
5. Enclosed are the project rationale and guidelines for implementation.
6. All expenses relative to the implementation of the project shall be charged to school MOOE, subject to the usual accounting and auditing rules and procedures.
7. For dissemination.

DR. ARTURO B. BAYOCOT, CESO V
 Regional Director

Encl.: As stated
 To be indicated in the Perpetual Index
 under the following subjects:

ECARP READING PROGRAM LEARNERS
 CLMD/radj



The LEARNER: The heart of DepEd Region X.



IMPLEMENTATION GUIDELINES OF PROJECT CNR

RATIONALE

Despite several reading initiatives made by the schools, the results of the Phil IRI consistently show a recurring high percentage of readers at the frustration level and a low percentage of independent readers. These results imply that many of the elementary pupils and some secondary students were at risk in their reading performance for a variety of reasons, such as learning disabilities, inefficient study habits, health problems, and lack of support, among other interferences.

The results of the National Achievement Test (NAT) continue to show pupil/student achievement level much lower than the threshold of 70 percent.

GOAL

The goal of the *NorMin Reading Program* is to make every elementary and high school learner an independent reader in the Mother Tongue, Filipino, and English.

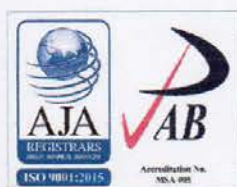
DESCRIPTION

Project CNR is a highly effective, short-term intervention of one-to-one tutoring for low-achieving pupils/students and for struggling readers to be on a par with proficient readers. This *reading* initiative employs a “pull out” scheme. Struggling readers, as diagnosed through Phil-IRI, shall report to the reading clinic during the agreed schedule for an intensive instruction/session under a trained *reading* teacher.

A class of 20 learners, as maximum, is organized. More classes may be organized depending on the number of struggling readers and the capacity of the schools to conduct *reading* sessions.

HOW IS A “PULL OUT” SCHEME DONE?

Individual pupils receive a half-hour to one-hour lesson each school day for 12 to 20 weeks or more from a specially trained *reading* teacher. During the pupils'/students' common schedule, *reading* sessions are done at the *reading* clinic without sacrificing their schedules in other learning areas.





FEEDING/REWARD/INCENTIVE COMPONENT

The school, through its MOOE, supports the provision of free hot lunches/snacks for all the learners in the *beginning/remedial* sessions to ascertain that the learners are full and conditioned for the *reading* activities. If the learner has made a remarkable achievement in *reading*, the school is encouraged to give rewards in any form.

As soon as a learner in the *reading* session becomes proficient as recommended by the *reading* teacher, the learner will no longer be required to report to his/her *reading* sessions.

For schools with more than one *reading* session, all assigned *reading* teachers shall follow the agreed schedule.

METHODOLOGY

Based on the Phil IRI pretest results, the school will identify the list of learners under the following *reading* programs:

a. Beginning Reading

The *Beginning Reading Program* for the first three grades involves the following:

- a. re-reading of a familiar book,
- b. book and print orientation,
- c. independent reading of a text at the child's level,
- d. teaching of letter knowledge,
- e. sounds of the alphabet,
- f. Phonemic awareness,
- g. beginning reading,
- h. composing and writing a sentence, and
- i. phonics and decoding skills.

b. Remedial Reading

The goal of the *Remedial Reading Program* is to dramatically reduce the number of students who have extreme difficulty in learning to read and write. The *Remedial Reading Program* is a highly effective short-term intervention of tutoring *struggling readers* in both individualized and small-group settings.

c. Developmental Reading

The *Developmental Reading Program* provides students with reading experiences and related activities that enhance their critical thinking





abilities and assist them in developing and applying higher level reading strategies. It eventually develops the learners' genuine love for reading.

What is Developmental Reading (DR)?

- The DR program provides students with opportunities to strengthen their skills in reading comprehension, grammar, writing, and critical thinking.
- This program helps students develop a repertoire of strategies and skills in reading, studying, critical thinking, and strategic learning. Its primary purpose is to improve their overall appreciation for and attitude toward reading and promote lifelong learning.

A. PRE IMPLEMENTATION

1. Advocacy

The school prepares an Advocacy Plan to inform the community of the Project CNR, a regional initiative to address reading disabilities of learners. Collaboration among the major stakeholders in the community, local government officials, divisional/school officials, teachers and parents is primordial; thus, everyone should be involved.

Suggested activities:

- | | |
|--|------------------------------------|
| Parents' Forum | Brigada Eskwela |
| Recorda | TV/Radio/SocialMedia Announcements |
| Start-of-the-Year Conference | |
| Barangay Assembly/Council Meeting | |
| Brochures/Flyers/Tarpaulins/Newsletters/Streamers/etc. | |
| Others | |

2. Identification of Teacher/s to handle the *Reading Sessions*

A. The school shall identify potential *reading* teacher/s according to the following:

1. Background in teaching *beginning* and *remedial reading*
2. Master Teachers are advised to handle a *reading* session.

B. The *reading* teacher will be entitled to the following benefits:

1. One *reading* session is equal to one-hour teaching load;
2. Recommendation for continuous trainings related to *reading* implementation and materials production in national/regional/divisional levels;
3. School support for instructional materials production to be charged to MOOE;
4. Service credits if teaching load, including the assignment as *reading* teacher, is beyond six hours





3. Training of Teachers, SHs, PSDSs, EPSvrs on Teaching Reading and Selection of Appropriate Reading Materials

Reading teachers, school administrators, PSDSs, and EPSvrs will be given training on the following:

- a) Content and effective teaching of *beginning, remedial, and developmental reading*;
- b) Selection of appropriate *reading materials*;
- c) Reading assessment and reading difficulties; and
- d) Bridging process from MTB-MLE to Filipino/English

4. Preparation of Appropriate Reading Materials.

- A. Harvesting/inventory of supplementary *reading materials*
 1. Gathering of available supplementary *reading materials* lead by LRMDS in charge
 2. Categorization of available *reading materials* according to appropriateness of *reading levels*, in coordination with divisional/district/school *reading coordinators* and librarians
- B. Reproduction of online/offline/printed *reading materials*

5. Plotting of Reading “Pull Out” Scheme in the Class Program

To ensure effective implementation of the Project CNR, a one-hour *reading session* should be included in the class program.

6. Launching of Project Care for NorMin Readers (CNR)

The *Project CNR* shall be launched in the Divisions/Districts/Schools with the presence of local officials, District supervisors, stakeholders, and some DepEd officials.

Suggestion: Launching may be done during Brigada Eskwela.

7. Establishment/Enhancement of Reading Clinics (Storylandia, Reading Nooks, Reading Corners, Reading Hubs, Classroom Library, Reading Gazebo)

B. DURING IMPLEMENTATION

1. Administration of Reading Assessment

Using the Early Grade Reading Assessment Tool (EGRA) and the PHIL IRI Assessment Tools, teachers assess the *reading skills* of children and identify factors affecting reading difficulties. The results will provide *reading teachers* with information on the learners' *reading problems*.





2. Implementation of the “Pull Out” Scheme

Under a trained *reading* teacher, learners with *reading* difficulties will report to the *Reading Clinic* during the agreed schedule for an intensive *reading* session.

3. Learning Action Cell (LAC) on Project CNR

Topics during LAC Sessions within the first 12 to 20 weeks of the school year shall include the Developmentally Appropriate Practices on Early Language Literacy and Numeracy (DAP-ELLN), Early Language Literacy and Numeracy (ELLN), and Pedagogical Retooling in Mathematics, Languages, and Science (PRIMALS).

4. Progress M&E and Feedback

Divisional *Reading* Coordinators shall convene online/face-to-face/ give feedback on a monthly basis beginning August of the school year. Validation of the learners’ *reading* progress based on the report submitted shall be conducted by the Region/Division.

C. POST IMPLEMENTATION

1. Monitoring and Evaluation

Regular monitoring and evaluation of the program implementation shall be conducted using the M&E Template. (Please see Appendix A). This will be done at least once a week by EPSs, PSDSs, *reading* coordinators, and school heads to document effective practices and prove program impact.

The SDOs may create a *Project CNR Monitoring Team*, with members who were trained and capacitated by the divisional *reading* program coordinator. They shall conduct debriefing during the monitoring activity and extend technical assistance to the school heads and teachers and/or the school in general.

The monitoring and evaluation to be conducted in random schools in all divisions shall be part of the research on the effectiveness of the project and utilization of data.

2. Conduct of Reading Celebrations

All SDOs shall conduct a *Reading Festival* during the National Reading Month in November.





3. Summer Reading Congress-cum-Awarding of Winners in the Search for Best Reading Clinic/Search for Best School Reading Implementer

The Region shall conduct a Summer Reading Congress to discuss and formulate suggestions to further sustain the program and to share and shop for the best practices in the program implementation. Awarding of the following shall also be conducted:

1. Best *Reading Clinic*
2. Outstanding *Reading Teacher*
3. Best *School Reading Implementer*

* Every division shall endorse one awardee for elementary and one for secondary per category.

4. Conduct of Annual Summer Reading Camp

This will follow the usual practice of school-based activity and granting of service credits for teachers.

REFERENCES

DO 18 s. 2017 – Guidelines on the Utilization of the 2017 Every Child A Reader Program Funds for the Early Language, Literacy, and Numeracy Program: Professional Development

DO 12, s. 2015 – Guidelines on Language, Literacy, and Numeracy Program: Professional Development Component

DO 80, s. 2011 – Guidelines on the Implementation of Breakfast Feeding Program

DO 45, s. 2002 - Reading Literacy Program in the Elementary Schools



MONITORING TOOL: PROJECT CNR

Name of the Reading Teacher: _____ School: _____ Division: _____

Reading Session: _____ Reading Clinic Time: _____ No. of Students: _____ Actual No.: _____ (During monitoring)

Directions: Put a tick mark on the observations made and write you comment or suggestions at the appropriate column.

Indicators on quality assurance	Appropriateness of reading materials to the Readers			Varied types of reading materials			Source of Reading Materials			Comment/s/Suggestion/s
	Appropriate	Not so appropriate	Inappropriate	At least 3 types of rdg. materials	At least 5 types of rdg. materials	At least more than 5 types of rdg. materials	Sch. Library	Library Hub	External	
Mechanism designed to ensure that quality standards are observed in implementing the Project CNR										
1. Reading Materials										
2. Diagnostic Tools	PHIL -IRI		Measuring Reading Speed & Comprehension Level (For Higher Secondary level)		Gathering Tools on Helping Normin Readers/Testing Device					

	Total No. on Phil-IRI Pre Test	Total No. on Frustration Level	No. of Readers Tested	Total No. on Frustration level	Observational Checklist For Identifying Possible Causes Of Reading Failure	Personal Inventory	Talking & Listening To Students	Incomplete Sentence	Teachers Daily Dozen Checklist		
3. Readers	Reader's Interest			Reader's Behavior			Reader's Purpose				
	Highly Interested	Interested	Not interested	Very Cooperative	Not so cooperative	Uncooperative	Majority reads for information	Majority reads for entertainment			
4. Reading Environment	Environment			Classroom Library			Cleanliness				
	Print Rich	Child-Friendly	Not conducive	Well-established	Not so established	Unestablished	Very Clean	Not so clean	Untidy		

**8. Technical
Assistance
Needed**

--	--

Monitored by:

Name & Signature of School Head/EPS/PSDS

Date Monitored