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Region III
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Division Memorandum

No. 198, s. 2018

TO: PSDSs/Elementary, Junior and Senior High School Heads
English/ Filipino and MTB-MLE Teachers

FROM: The Office of the Schools Division Superintendent

SUBJECT: **ESTABLISHMENT AND IMPLEMENTATION OF AN EFFECTIVE BALANCED READING PROGRAM FOR OUR K-12 LEARNERS**

DATE: May 17, 2018

1. Relative to Division Memorandum No. 152, s. 2017 entitled "Seminar-Workshop on Establishing an Effective Balanced Reading Program for K-12 Learners" held on May 24-26, 2017 at Citybelt, Dolores, City of San Fernando, this Office directs all schools to create a Balanced Reading Program that will help address the problem on reading within the division.
2. The implementation of the Reading Program aims to:
 - a. address the problems on the poor reading comprehension skills of K to 12 learners;
 - b. decrease the number of learners with reading disabilities and provide interventions to address their problems; and
 - c. provide K-12 learners opportunity to maximize classroom learning which can only be achieved through an effective reading habit.
3. Per agreement of the participants, EPSs in English and Filipino, and Resource Speakers who are experts in reading, each language teacher (English/ Filipino/ MTB-MLE) shall create a **Whole Classroom Reading Action Plan and a Balanced Reading Program** appropriate to the type of learners in his/her class. The said reading plan/program shall be implemented beginning SY 2018-2019 in all schools within the division. Below are the types of reading programs which can be implemented depending on the learners' context:
 - a. **Beginning Reading Program**
 - b. **Developmental Reading Program**
 - c. **Content Area Reading Program**
 - d. **Remedial Reading Program**
 - e. **Enrichment Reading Program**
4. All districts which have not conducted the Echo Training as a preparatory activity in the establishment of the Balanced Reading Program shall plan for its conduct for the remaining days this summer. Meanwhile, junior and senior high school teachers are expected to conduct LAC sessions among language teachers within their stations to orient teachers on the matter.
5. All school heads must provide support in the creation and implementation of the Reading Plan/ Reading Program to ensure that every aspect of the implementation shall be given attention. Public Schools District Supervisors are also requested to help out in the checking and approving of the Reading Plan/Program before furnishing the EPS-I concerned with the final copy of it.
6. Monitoring and Evaluation of the Program shall be done all year round to ensure the effectiveness of implementation. A division-made Monitoring Tool shall be used by the EPSs-I and EPSs-II in Language, with assistance from the Public Schools District Supervisors in the monitoring and evaluation of the program.

7. Attached are samples of Reading Action Plan and Balanced Reading Program which reading teachers can adopt in planning for their reading program.
8. Wide dissemination of this Memorandum to all concerned is earnestly desired.

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Schools Division Superintendent