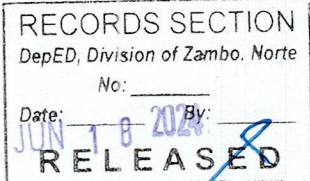




Republic of the Philippines
Department of Education
Region IX

SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE

Office of the Schools Division Superintendent



June 7, 2024

Division Memorandum
No. 318, s. 2024

**ITERATION OF DIVISION MEMORANDUM NO. 338 S. 2022 TITLED:
IMPLEMENTATION OF THE SCHOOL READING REMEDIATION/
INTERVENTION PLAN**

**TO: All the Public Schools District Supervisors
Elementary & Secondary Schools Heads
Reading Coordinators
All Other Subject Area Teachers**

1. In line with the DepEd's MATATAG agenda which is to make the curriculum relevant to produce competent, job-ready, active and responsible citizens, the National Reading and Mathematics Programs are recently introduced titled, Pagbasa at Pagkuwenta: Pag-asa (P3) which seek to create a sustainable approach to enhancing learners' knowledge, skills and attitudes.

As a start of the school year, all the elementary and secondary schools are reminded that the S.Y. 2024-2025 Division Diagnostic Reading Test (DDRT) of all the schools in the entire division for all the grade 2 to Senior High School learners is to be conducted in August 2024.

2. Relative to this and based on the Diagnostic Reading Test results, to be uploaded in these links: depedzn.net/link/schoolLevelconsol, depedzn.net/link/districtLevelconsol and depedzn.net/link/ZNconsolPhiliriEng after a thorough process in the computation of the results, all the struggling readers are expected to be grouped together so that they will be provided with the appropriate intervention to address each of their specific demand which is now the implementation of the School Reading REMEDIATION/ INTERVENTION PLAN (SRRIP). The main objective of this intervention is to identify the Grade 2 to SHS learners' reading levels as Non-Reader, Struggling / Frustration, Instructional or Independent with the aid of the Phil-IRI tool. This intervention will focus on the struggling readers. These learners maybe grouped not by grade level, but it depends on the class size. If there are only few in grade 2, struggling readers in grade 3 or grade 4 can be added to the grade 2 struggling ones.



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3. Each district through the District Head is expected to consolidate the data direct to the identified link previously mentioned for the elementary level, while all the secondary school heads are expected to upload their data direct to the same link. Forms 1, 2 & 3 are to be accomplished during the diagnostic reading test to be retained in the school. All these reports are due for uploading on or before the second week of October, 2024.
4. The SRRIP consists of suggested activities not only for the struggling readers. There are also activities provided for the instructional and independent readers. For the struggling readers, they are given 2 months healing time from August 2024 right after knowing the final results of the diagnostic test up to the last week of September 2024. If after 2 months, some learners have improvement in reading, then transfer them to the instructional or independent group of readers.
5. After 2 months healing time from (August to October 2024), the DOOR will start off in assessing the struggling readers performance using the electronic tools (DOOR e-tool); refer to Division memorandum No. ____)
6. The following are the suggested competencies for phonological awareness which are applicable from K to 3. Besides, these competencies are applicable in teaching phonics from K to 3, since all we have to develop in this level is the listening skill.

Competencies	Phonological Awareness	Phonics
1. Isolate sound in a word	✓	
2. Manipulate letters in a word	✓	✓
3. Manipulate syllables in a word	✓	✓
4. Segment sounds in a word	✓	

7. The four competencies are the CORE and must be given emphasis through the application of the suggested activities in the SCHOOL READING REMEDIATION AND INTERVENTION PLAN which are recursive in terms of application in the class until the learners from Grade 2 to SHS Non and Struggling Readers will develop the Genuine Love for Reading (GLR). In addition, time allotment for reading remediation is expected to be reflected in the class. However, for the instructional and independent readers, the suggested activities may be introduced for enrichment purposes. (Refer to the enclosure for the enumerated activities).
8. For information, guidance and widest dissemination.

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