



END-OF-SCHOOL-YEAR

Reading Program

READING

- **is a foundational skill that serves as a gateway to all other learning areas.**

It is the cornerstone of a child's academic success, influencing their ability to understand and engage with the curriculum, participate effectively in classroom activities, and foster a lifelong love for learning.



COVID-19 Impact on Reading Skills

- The effect of the pandemic on reading skills was particularly **pronounced among second and third-graders**, with their reading fluency now **approximately 30 percent behind** what would be expected in a typical year.



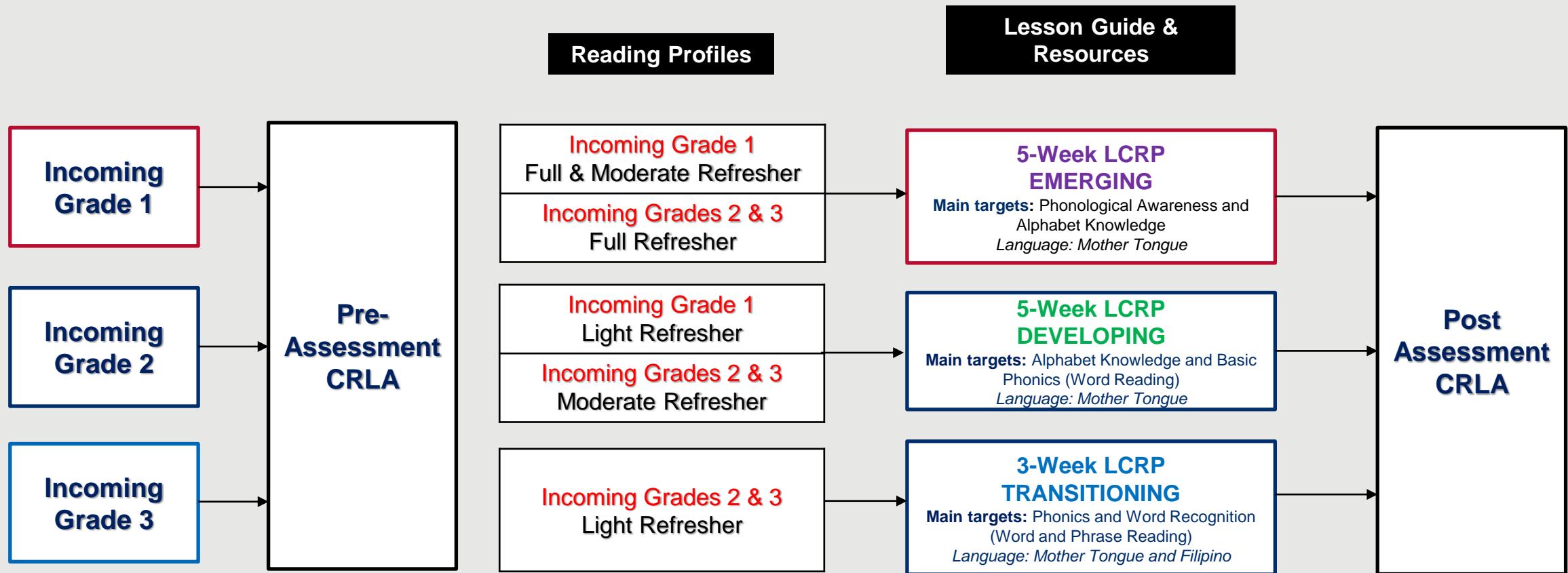
DepEd initiates the *End -of-School-Year Reading Program*

The initiative arises from a critical need to address the educational challenges brought about by the COVID-19 pandemic, which caused significant disruptions in the learning journey of Filipino students, particularly those transitioning from Grades 1 to 3 (Bernadas, 2022).

A. What is the **aim** of the EoSY Reading Program?

To facilitate a platform that will help bridge the gap in reading, ensuring that learners are equipped with the necessary foundational reading skills commensurate with their grade level.

Reading Program Process Flow



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For SY 2023-2024



B. What Curriculum will be used?

Emerging

By the end of 5-weeks, learners have mastered competencies and skill sets of **Alphabet Knowledge (AK) and Phonological Awareness (PA)** which will prepare learners in beginning reading.

Developing

By the end of 5-weeks, learners have mastered competencies and skill sets of **Alphabet Knowledge (AK) and Phonics Instruction (PI) leading to Word Recognition (WR)**.

Transitioning

By the end of 3-weeks, learners have mastered more complex literacy competencies and skills focused on **Word Reading (WR) and Phrase Reading (PR) to improve reading fluency**.

Sample:

By the end of 5-weeks, learners have mastered competencies and skill sets of Alphabet Knowledge (AK) and Phonological Awareness (PA) which will prepare learners in beginning reading.

WEEK	SESSION	LEARNING COMPETENCIES	LEARNING OBJECTIVES
WEEK 1	Session 1	<p>MT1PA-Ib-i-2.1 Tell whether a given pair of words rhyme.</p> <p>MT1PA-Ie-i-5.1 Isolate and pronounce the beginning and ending sounds of given words.</p> <p>MT1 PWR-lb-i-1.1 Give the name and sound of each letter</p> <p>MT1PWR-lb-i-2.1 Identify upper- and lower-case letters</p> <p>MT1VCD-Ia-i-1.1 Use vocabulary referring to: - People (Self, Family, Friends) - Animals - Objects - Musical Instruments - Environment</p> <p>MT1 VCD-lb-i-2.1 Give meanings of words through: (a) realia, (b) picture clues, (c) actions, or (d) gestures</p>	<p>Tell whether a given pair of words (that starts with the target letter) rhyme.</p> <p>(Note: Introduce the first letter to be taught in the MT based on the orthography of the language.)</p> <p>Identify the form and name of letter <u>letter 1</u></p> <p>Produce the sound of letter <u>letter 1</u></p> <p>Give the name of the pictures that begin with <u>/letter 1/</u></p> <p>Produce the beginning sound of the words that begin with <u>/letter 1/</u></p> <p>Identify pictures that begin with <u>/letter 1/</u> like: _____, _____,</p> <p>Identify words that begin with <u>/letter 1/</u></p> <p>Match uppercase with lowercase letter <u>letter 1</u></p> <p>Give the meaning of the words that begin with <u>letter 1</u></p>

C. What else will be used by the teachers?

Lesson Guide

- serve as a reference for the teachers in planning the appropriate lesson content and targeted skills that address learners' needs.
- ✓ 19 language groups have lesson maps, and these are divided into three clusters based on the Reading Program Curriculum.
- ✓ The lesson maps are named as Emerging Lesson Map (LM1), Developing Lesson Map (LM2), and Transitioning Lesson Map (LM3).
- ✓ Each lesson map presents the distinct sequence of alphabet based on the orthography of the specified 19 languages.
- ✓ Literacy domains that need to be mastered by the specified group of learners were also identified accordingly based on the learners' reading profiles.

Note: Schools may use these lesson maps as guides in addition to the existing lesson maps used by them.

Sample:



LANGUAGE GROUP: IBANAG

LESSON GUIDE 1: EMERGING (MOTHER TONGUE)

WEEK	Session	Competencies MELCs/K to 12 CGs	LEARNING OBJECTIVES	TEACHING-LEARNING ACTIVITIES	LEARNING RESOURCES
1	1	MT1PA-Ib-i-2.1 Tell whether a given pair of words rhyme. MT1PA-Ie-i-5.1 Isolate and pronounce the beginning and ending sounds of given words. MT1 PWR-lb-i-1.1 Give the name and sound of each letter MT1PWR-lb-i-2.1 Identify upper- and lower-case letters MT1VCD-Ia-i-1.1 Use vocabulary referring to: - People (Self, Family, Friends) - Animals - Objects - Musical Instruments - Environment MT1 VCD-lb-i-2.1 Give meanings of words through: (a) realia, (b) picture clues, (c) actions, or (d) gestures	Tell whether a given pair of words starts with the letter Aa rhyme. Identify the form and name of letter Aa . Produce the sound of /a/. Give the name of the pictures that begin with letter Aa . Produce the beginning sound of the words that begin with /a/. Identify pictures that begin with letter Aa like: afi, alapa, apa, addan, avocado. Identify words that begin with letter Aa . Match uppercase with lowercase letter Aa . Give the meaning of the words that begin with letter Aa .	Pictures that begin with letter Aa Letter Card (Aa) Activity Sheets Puzzle Letter Aa Activity Sheets Game Writing Activity Sheets	Bridging Primer LM pp 1-3 Bridging Primer TG pp1-2

D. What's the Class Size and Time Allotment?

- ✓ Class size : **1:25**
- ✓ Session per Day: **90 minutes**
- ✓ No. of Days per Week: **3 days**
(Tuesdays, Wednesdays, and Thursdays)

Note: Mondays and Fridays will be allotted for the teachers' planning and preparation of materials as well as the review or evaluation of the learners' progress and performance.

E. How can schools organize classes?

Option 1: One teacher handles one class with different reading profiles

GRADE LEVEL	CLASSES	READING PROFILE	ASSIGNED TEACHER
1	Class 1	Full Refresher	Teacher A
		Moderate Refresher	
		Light Refresher	

Option 2: One teacher handles one class with the same reading profile

GRADE LEVEL	READING PROFILE	ASSIGNED TEACHER
1	Full Refresher	Teacher A
	Moderate Refresher	Teacher B
	Light Refresher	Teacher C

Option 3: One teacher handles one class with different grade levels and different reading profiles

GRADE LEVEL	READING PROFILE	ASSIGNED TEACHER
1/2/3	Full Refresher	Teacher A
	Moderate Refresher	
	Light Refresher	

Option 4: One teacher handles one class with the same reading profiles but different grade levels

GRADE LEVEL	READING PROFILE	ASSIGNED TEACHER
1/2/3	Full Refresher	Teacher A
	Moderate Refresher	Teacher B
	Light Refresher	Teacher C

Suggested Class Schedule

SUGGESTED TIME ALLOTMENT	SUGGESTED ACTIVITY	DESCRIPTION
30 minutes	Introduction	The teacher reads a story and discusses with the learners the elements and details of the story. Teacher poses motive and motivation questions that will spark learners' interest to genuinely love reading. Pre-, during, and post-reading activities are elaborated in this section.
60 minutes	Group Activities	From the story, the teacher derives appropriate and targeted activities that vary according to ability groups. Typically, these activities evolve around Oral Language Activity and accomplishing Worksheets 1 and 2. This will engage the teacher and the learners in a meaningful and active use of the language. Other learners will simultaneously work on worksheets independently at certain periods of the session while the teacher moves to every ability group to facilitate oral language activity.
	Fun Activity	Learners will be engaged into fun and interactive activities such as playing games, solving puzzles, molding clay, or crafting art works that are related to the target skill/s. These activities are intended to develop visual discrimination, brain processing, following directions, vocabulary enhancement, and other skills.
90 minutes	Total No. of Minutes	

F. What Delivery Models may be considered?

Model 1: Applicable for Options 1, 3 & 4

- This model is best utilized by schools with multiple reading profiles in a class and multigrade categorization.

Suggested Time Duration	Target Activity done by each Reading Profile for every suggested time duration		
	Learners who need Full Refresher	Learners who need Moderate Refresher	Learners who need Light Refresher
30 minutes	Introduction		
15 minutes	Oral Language Activity	Worksheet 1	Worksheet 1
15 minutes	Worksheet 1	Worksheet 2	Oral Language Activity
15 minutes	Worksheet 2	Oral Language Activity	Worksheet 2
15 minutes	Fun Activity	Fun Activity	Fun Activity
90 minutes	Total No. of Minutes		

Model 2: Applicable for Option 1

- This model is time-efficient, and the teacher can immediately give feedback to learners' performance and progress.

Suggested Time Duration	Target Activity done during the suggested time duration
30 minutes	Introduction
15 minutes	Oral Language Activity
15 minutes	Worksheet 1
15 minutes	Worksheet 2
15 minutes	Fun Activity
90 minutes	Total Number of Minutes

G. What Resources Will be Given to Teachers and Learners?

✓ **Resources for the Learners**

Activity Sheets - learners are expected to accomplish a **maximum of five activity sheets in each session**. The activity sheets are tailored according to learners' reading levels based on their reading profiles.

✓ **Resources for the Teachers**

Curriculum - specifies the target competencies and skill sets in early literacy domains. This will be the basis of reading intervention given to the reading ability of the learners regardless of their grade level.

Lesson Guides - contains the scope and sequence and specific objectives of the topic related to literacy domains.

Note: Schools may utilize other reading lessons that are available in their schools but must ensure that targeted competencies found in the lesson maps of the end-of-school –year reading program are achieved.

Allocation for EoSY Reading Program

EoSY Reading Program includes the following:

Curriculum

Emerging	3 days per week for 5 weeks = 15 days
Developing	3 days per week for 5 weeks = 15 days
Transitioning	3 days per week for 3 weeks = 9 days

Each EoSY Reading teacher shall be given printed copies of the curriculum (64 pages).

There are **Lesson Guide** across languages that will be distributed to the teachers. These will be stored in 8-GB USB.

Activity Sheets for Learners

On the average, there are **13 days** to implement the NLC Reading.

Each learner shall be given **5 activity sheets per day**.

On the average, a learner has **65 activity sheets**.

Costing Parameters

- For Grade 1 – *P 2.00 per sheet*, not back-to-back, colored printing (65 activity sheets per learner)
- For Grades 2 and 3 – *P 0.60 per sheet*, not back-to-back, black and white printing (65 activity sheets per learner)
- Curriculum – *P 0.60 per sheet*, not-back-to-back, black and white printing (63 pages per teacher)
- Curriculum – *P 2.00 for cover page* colored printing (1 per teacher)
- 8-GB USB for Lesson Maps – *P 300.00 per USB* (1 per teacher)

Reminders:

- All assessment results must be immediately encoded in the CRLA Digital Dashboards by the respective teachers. The results shall be used for monitoring and evaluation of the Program.
- Learners are **NOT** graded in this program. Assessments in the EoSY Reading Program are given to check the mastery of learners in preparation for reading instruction in the coming school year.
- The collection of activity sheets shall also be another basis for assessment. Portfolios shall serve as evidence of learners' progress in the duration of the EoSY Reading Program, which shall also be proof of feedback to parents.

Reminders:

- The regional and division offices shall ensure efficient and effective implementation of the EoSY Reading Program. Processes, strategies, and standards of this EoSY Reading Program are monitored by the responsible bureaus and offices to gather feedback on the implementation of this program.
- Data collected from the results encoded in the CRLA Dashboard shall be thoroughly analyzed and utilized for benchmarking in the succeeding implementation and sustainability of programs related to reading intervention.



THANK YOU!