Republic of the Philippines
Department of Education
REGION VI – WESTERN VISAYAS
SCHOOLS DIVISION OF AKLAN

26 November 2026

DIVISION MEMORANDUM No. 755, s. 2026

2026 PAMBANSANG BUWAN AT ARAW NG PAGBASA (PBAP) AND BASA KASADYA PROGRAM YEAR 5

To: **Assistant Schools Division Superintendent**
Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors
Principals/Head Teacher in-charge of the District
Senior/Education Program Specialists
Heads of Public/Private Elementary, Secondary and Integrated Schools
Teachers Concerned

1. In reference to DepEd Order No. 009, s. 2026, titled *Three-Term School Calendar and Activities*, this Office, through the Curriculum Implementation Division – Instructional Management Section (CID-IMS), shall spearhead the division-wide celebration of the **Pambansang Buwan at Araw ng Pagbasa (PBAP)** throughout November 2026.

2. This month-long celebration aims to strengthen the culture of reading among learners and teachers and highlight the value and importance of language, reading, and literacy in realizing individual aspirations and shaping a literate and empowered nation.

3. This year's celebration shall highlight the Division's banner reading initiative, the **Basa Kasadya Program**, now on its fifth year of implementation, with a particular focus on the **Champs Reading Corner Program**. The celebration shall showcase the Champs Reading Corners and other reading initiatives implemented at the division, district, and school levels to foster a love for reading and improve learners' reading proficiency and performance. These initiatives shall be aligned with the priorities of the ARAL Reading Program, pursuant to Republic Act No. 12028, otherwise known as the *Academic Recovery and Accessible Learning (ARAL) Program Act*, and the Department's 5-Point Reform Agenda. Schools are expected to have conducted their kick-off activities during the first or second week of November and are enjoined to hold their culminating activities on **November 27, 2026**.

4. The suggested activities enumerated in Enclosure No. 1, including the preparation of the Champs Reading Corner and the advocacy tarpaulin design provided in Enclosure No. 2, have already been disseminated in advance through the official group chats.

5. As part of this year's celebration, the Division shall conduct the **Search for the Best Champs Reading Corner for Key Stage 1 Classrooms**, pursuant to Regional Memorandum No. 714, s. 2026. The mechanics and other pertinent details of the search have been previously disseminated through the group chats of the Language/Reading and Literacy, Filipino, and English Learning Area District Coordinators, as well as the Public Schools District Supervisors (PSDSs) and Public/Private School Coordinators (PIDs).

6. The search shall be conducted at the school and district levels. The first-place winner in each school shall qualify for the district-level competition. Subsequently, the district shall declare

one (1) top-performing Champs Reading Corner as its official entry to the division. The declared district winner shall automatically be recognized as the Division Winner. The deadline for the submission of district winners shall be on **December 18, 2026**. The awarding ceremony shall be held during the Management Committee Meeting in January 2027. The evaluation rubric and judging form are attached as Enclosure No. 3.

7. The results of the **2025 Virtual Story Contest** are provided in Enclosure No. 4 of this Memorandum. The awarding of winners shall be conducted during the Division Culminating Activity on **December 19, 2026**.

8. All schools shall submit their **Narrative/Accomplishment Reports** online on or before **December 18, 2026**. The District Coordinators shall ensure that a hard copy of the consolidated report is retained at the District Office for reference and documentation. The designated online submission drive and prescribed file-naming format shall be communicated through the official group chat.

9. All schools are reminded to strictly observe existing policies governing the participation of learners and teachers in curricular and extracurricular activities, particularly DepEd Order No. 9, s. 2005, and DepEd Order No. 34, s. 2022. These shall be observed to ensure that regular classes are not compromised and that the implementation of learning recovery measures is sustained and given due priority.

10. All expenses incurred in connection with the conduct of the Reading Month Celebration shall be charged against the School Maintenance and Other Operating Expenses (MOOE) and/or other local funds, subject to the availability of funds and the usual accounting and auditing rules and regulations.

11. Immediate dissemination of and strict compliance with the provisions of this Memorandum are hereby enjoined.

FOR THE SCHOOLS DIVISION SUPERINTENDENT:

MARY CHERRY LYNN M. TABERNILLA, EdD, CESE
Education Program Supervisor
In-charge of the Division

Enclosure: As stated
Reference: DO No. 9, 2026
To be indicated in the Perpetual Index
under the following subjects:

ACTIVITIES CELEBRATION CURRICULUM READING MONTH

MST/KDL

Enclosure No. 1 to Division Memorandum No. 755, s. 2026

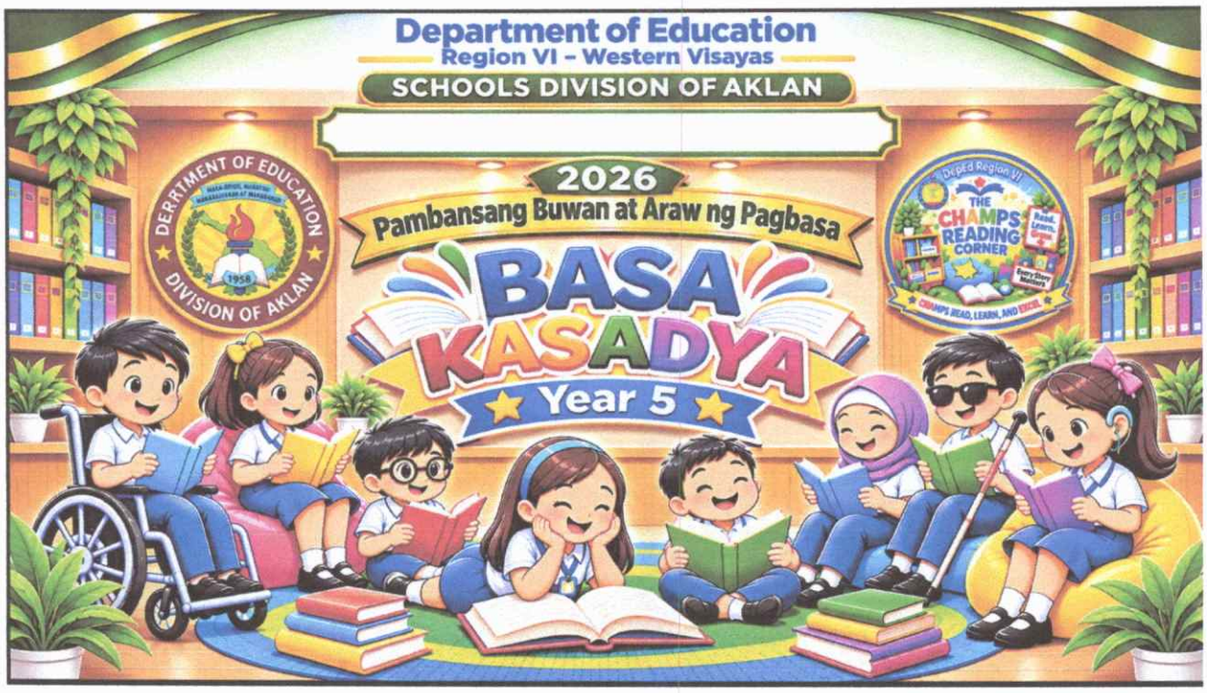
Suggested Activities for the 2026 Pambansang Buwan at Araw ng Pagbasa and Basa Kasadya Program Year 5

Kick-off Activities. All Division Office personnel, School heads and teachers are directed to be Mystery Readers of a children's Filipino storybook during the school's flag-raising ceremony. Stakeholders may also be invited.
Share a Book Drive. All schools and DepEd Offices are encouraged to put designated boxes for storybook donations in conspicuous places. Learners who do not have much access to storybooks will be given donated books.
Book Buddy. Encouraging higher grade elementary learners to read aloud to a partner from a lower grade level will help them develop their reading confidence. During buddy-reading sessions, partners set up a time to visit each other's classroom. Have the older learner choose books that they believe their younger peers will enjoy.
Reading Pantry. Set up an accessible reading pantry for all learners with a variety of reading materials for all learners. Each learner will receive a Reading Challenge Log to write the title and author of the books they have read, along with their reflection in each reading episode.
Book Talk. A daily 10-minute Drop Everything and Read (DEAR) episode shall be given to learners to share with their classmates about a book that they have read.
Read-A-Thon. Include 10 to 15-minute segments into English /Filipino class periods where volunteer learners either retell stories, offer oral reading interpretations of texts written by Filipino authors, and oration. Assess performance using rubrics centered on storytelling/oratorical accuracy, organization, expression, and other relevant criteria. May also, refer to the contest for Festival of talents -Read-a-Thon competition.
Poster Making. Incorporate into arts classes an activity where students craft posters either championing the benefits of reading or promoting a storybook they have recently enjoyed.
Araw ng Pagbasa Challenge. On November 27, 2026, all learners, teachers, and school officials will do the nationwide synchronized reading at exactly 9:00 am Philippine Standard Time (PST).
Dugtungang Pagbasa. Carefully selected stories will be told through continuous narration by learners form different in a classroom or grade levels
Book picnic. Pack a basket full of your favorite foods and drinks and head to a park for a book picnic. Find a shady spot to relax and enjoy reading in the great outdoors.
Author Visits and Workshops. Invite local authors or illustrators to speak at

your school or library. They can share insights into their creative process, read excerpts from their books, and engage with the audience through Q & A sessions.
Book Discussions. Organize book club sessions where students can discuss their favorite books or assigned reading materials.
Literary Scavenger Hunt. Create a scavenger hunt with clues about famous books, authors, or literary landmarks.
Reading Challenges. Launch a reading challenge where students set personal reading goals and track their progress throughout Book Week.
Escape Room Challenges. Participants should solve challenges to escape /get out of the room.
The Debate Decathlon. Prepare a series of debate prompts that challenge participants to think from different perspectives
Bookworm Olympics. Create a series of mini-games related to books and reading.
Basa Kasadya Pamilya: Each family is challenge to read at least once a week. Each family is expected to post pictures of this activity through pictures, video clips, and posters about the story they have read.
Blackout Day: Challenge your stuents to go one whole day without any electronic entertainment. List down titels of books and stories read for that day.
Araw ng Pabasa, Araw ng Pag-asa: Promoting reading and literacy by perpetuating heritage and Filipino values through stories of eminent Filipinos. A day of learning, stories, and hope.
Help a reader. Be a volunteer: Schools and learning centers shall invite parents and other community volunteers to help the non-readers and others learners with reading difficulties by adopting a child and help him succeed in reading.
Reading Camp. This activity aims to highlight the pupils' talents in communication arts through competitions.
Five Words A Week (FWAW)/A Paragraph A Day (APAD)/Library Hour A Week. In this activity, the pupils are encourage to learn and master on word a day, five days a week, and to read aloud one or two paragraphs a day before classes starts to develop oral communication.
Champs Reading Corner Program. The **CHAMPS Reading Corner** of DepEd Region VI – Western Visayas is a child-friendly mini-library established in Kindergarten to Grade 3 classrooms that provides accessible leveled readers, storybooks, and supplementary learning materials. It aims to strengthen learners' foundational reading skills, improve reading comprehension, develop a love for reading, and promote a sustainable culture of literacy through engaging and inclusive reading activities.
Pantining na Gawain/Culmination Activity. A very simple program to showcase the whole month activities. Gives appreciation and recognition to learners, school personnel, and volunteers. Making a commitment for the next year implementation. Post conference. Reflection. Making Reports.

Enclosure No. 2 to Division Memorandum No. 755, s. 2026

Suggested Tarpaulin Design for Basa Kasadya Program Year 5



Republic of the Philippines
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REGION VI – WESTERN VISAYAS
SCHOOLS DIVISION OF AKLAN

Enclosure No. 3 to Division Memorandum No. 755, s. 2026

DEPARTMENT OF EDUCATION — REGION VI (WESTERN VISAYAS)
SCHOOLS DIVISION OF AKLAN

CHAMPS READING CORNER PROGRAM

OFFICIAL CLASSROOM EVALUATION & JUDGING FORM (KEY STAGE 1: K TO GRADE 3)

School Name: _____ **Division / District:** _____

School ID: _____ **Grade & Section:** _____

Classroom Teacher: _____ **Date of Evaluation:** _____

Evaluator Name: _____ **FINAL SCORE / RATING:** _____ / 100 PTS

EVALUATION CATEGORY & TECHNICAL INDICATORS	MAX	SCORE	REMARKS & FINDINGS
CATEGORY 1: PHYSICAL SETUP, SAFETY & AMBIANCE (MAXIMUM 25 POINTS)			
A. Space Allocation & Spatial Zoning • Minimum floor space of 6 × 9 sq. ft. set up in an L-shape or designated classroom corner. • Unobstructed emergency exits & traffic flow; clear separation from noisy classroom zones.	**10 pts**	[ ]	
B. Safety, Health & Hygiene Standards • Anti-bacterial, non-slip floor mats/carpet; bookshelves & heavy fixtures securely wall-anchored. • Smooth, rounded, non-toxic furniture surfaces that are easy to sanitize and child-safe.	**8 pts**	[ ]	

Enclosure No. 3 to Division Memorandum No. 755, s. 2026

C. Lighting & Acoustic Ambiance • 300–500 lux illumination via natural light or warm-white LED; sound-absorbing soft furnishings. • Well-ventilated, comfortable, and inviting reading atmosphere.	**7 pts**	[ ]	
CATEGORY 2: FURNITURE, SHELVING & ERGONOMICS (MAXIMUM 20 POINTS)			
A. Age-Appropriate Seating Variety • Ergonomic child-sized seating for Key Stage 1 (washable bean bags, cushions, padded benches). • Promotes posture support and comfortable independent/group reading.	**10 pts**	[ ]	
B. Storage, Display & Accessibility • Low open shelving (≤ 1.2 m / 4 ft height) for easy child reach; front-facing display racks. • Dedicated Big Book easels and picture-labeled bins allowing independent student browsing.	**10 pts**	[ ]	
CATEGORY 3: READING RESOURCES & LEVELING SYSTEM (MAXIMUM 25 POINTS)			
A. Resource Diversity & Material Quality • Rich selection of storybooks, picture books, and decodable readers in Filipino and English. • Includes indigenized local stories, pop-up/tactile books, and Big Books in durable condition.	**13 pts**	[ ]	
B. Leveling System & Systematic Organization • Books systematically organized by Lexile level or color-coded leveling system. • Aligned with DepEd Key Stage 1 literacy stages (Emergent, Beginning, Transitional).	**12 pts**	[ ]	
CATEGORY 4: THEME, DECOR & INTERACTIVE FEATURES (MAXIMUM 15 POINTS)			
A. Visual Theme & Creative Decor • Child-friendly theme (Nature, Ocean, Garden, Cultural Motifs) inspiring reading curiosity. • High-quality teacher-made and student-contributed literary decorations without visual clutter.	**7 pts**	[ ]	
B. Interactive Literacy Stations & Features • Functional Interactive Word Wall, Tree of Knowledge, or Vocabulary Board. • Listening station with headphones/audiobooks, storytelling props, or puppet theatre.	**8 pts**	[ ]	
CATEGORY 5: PROGRAM UTILIZATION & RECORD-KEEPING (MAXIMUM 15 POINTS)			
A. Learner Engagement & Functional Use • Regular daily use during remediation, ARAL program, and free reading sessions. • Active student engagement in guided, peer, and independent reading with proper book care.	**8 pts**	[ ]	
B. Monitoring Logs, Records & Home Reflection • Maintained Book Circulation Log and daily Reading Corner Usage Logbook. • Updated student Reading Passports/Logs and home reading reflection reports.	**7 pts**	[ ]	

Enclosure No. 3 to Division Memorandum No. 755 s. 2026

TOTAL OVERALL EVALUATION SCORE:	100	[ ]	FINAL RATING

PERFORMANCE RATING SCALE & DESCRIPTIVE CLASSIFICATION

Outstanding (90 – 100 pts) Full technical compliance, superior safety anchoring, exemplary resource leveling & active daily student use.	**Very Satisfactory (75 – 89 pts)** Meets core layout, ergonomics, and resource rules with minor gaps in interactive features or logs.	**Satisfactory (50 – 74 pts)** Functional reading corner, but lacks specific technical standards (e.g. lighting, shelf height, leveling).	**Needs Improvement (< 50 pts)** Non-compliant with minimum spatial dimensions, safety anchoring, resource count, or monitoring records.

EVALUATOR QUALITATIVE COMMENTS, STRENGTHS & RECOMMENDATIONS

Strengths & Notable Best Practices:

Areas for Compliance & Technical Improvement:

Evaluated by:

_____
Signature Over Printed Name of Evaluator

Position / Designation: _____

Conformed:

_____
Classroom Teacher / School Head Signature

Date Acknowledged: _____

Enclosure No. 4 to Division Memorandum No. 755, s. 2026

Official Results of the 2025 Virtual Storytelling Contest							
Rank	**Name**	**Position**	**School**	**District**	**School Head**	**District Reading and Literacy/ Language/ Filipino Coordinator**	**PSDS/PID/ HTID**
Key Stage 1 Akeanon							
Key Stage 2 Filipino							
Key Stage 3 Filipino							
Key Stage 2 English							
Key Stage 3 English							

DEPARTMENT OF EDUCATION — REGION VI (WESTERN VISAYAS)

SCHOOLS DIVISION OF AKLAN

CHAMPS READING CORNER PROGRAM (KEY STAGE 1)

Comprehensive Analytical Evaluation Rubric Matrix

School Name:	Division / District:	School ID:	Grade & Section:
_____	_____	_____	_____
Classroom Teacher:	**Evaluator Name:**	**Date of Evaluation:**	**FINAL SCORE:**
_____	_____	_____	_____ / 100 PTS

Instructions: Evaluate the **classroom** champs reading corner across the 5 core implementation categories. Assign points based on the specific performance level indicators described below. Total possible score is 100 points.

Criterion & Weight	Level 4: Exemplary (100% Pts)	Level 3: Proficient (80–90% Pts)	Level 2: Developing (60–70% Pts)	Level 1: Needs Improvement (<60% Pts)
CATEGORY 1: PHYSICAL SETUP, SAFETY & AMBIANCE (MAXIMUM 25 POINTS)				
Spatial Zoning & Floor Area (10 Points)	10 Meets minimum 6 × 9 sq. ft. floor area in L-shape or corner layout; clearly demarcated from noisy classroom zones with zero obstruction to emergency exit routes.	8 Meets minimum 6 × 9 sq. ft. corner space requirement; spatial layout allows smooth student traffic flow and unblocked emergency exit access.	6 Floor space is slightly below 6 × 9 sq. ft. minimum or layout partially encroaches on emergency egress or high-traffic pathways.	2 Non-compliant floor dimensions (<6 × 9 sq. ft.); layout directly obstructs emergency exit routes or lacks defined spatial zoning.
Safety, Health & Hygiene (8 Points)	8 Covered with anti-bacterial, non-slip floor mats or carpets; all bookshelves and heavy fixtures are securely wall-anchored (seismic safety compliance); surfaces are smooth and easy to sanitize.	6 Floor mats are non-slip and clean; main bookshelves are wall-anchored; furniture surfaces have smooth edges safe for Key Stage 1 children.	4 Floor covering lacks anti-bacterial properties; shelving is stable but lacks permanent wall anchors to prevent tipping hazards.	0 Missing floor padding or uses slippery mats; loose, unanchored heavy shelving units posing severe tipping hazards to young learners.
Lighting & Acoustic Ambiance (7 Points)	7 Lighting measures optimal 300–500 lux via natural light or warm-white LED (3000K–4000K); soft curtains, rugs, and cushions dampen classroom noise effectively.	5 Well-lit reading space meeting visual comfort standards with warm-white light; includes basic soft furnishings for acoustic dampening.	3 Adequate illumination, but relies on harsh overhead fluorescent lighting; minimal acoustic dampening elements present.	1 Dim or poorly illuminated reading area (<300 lux); noisy atmosphere with no acoustic dampening curtains or soft floor rugs.
CATEGORY 2: FURNITURE, SHELVING & ERGONOMICS (MAXIMUM 20 POINTS)				

Criterion & Weight	Level 4: Exemplary (100% Pts)	Level 3: Proficient (80–90% Pts)	Level 2: Developing (60–70% Pts)	Level 1: Needs Improvement (<60% Pts)
Age-Appropriate Seating Variety (10 Points)	10 Diverse, child-sized ergonomic seating tailored for ages 5–9 (washable bean bags, padded benches with built-in storage, themed alphabet/nature floor cushions).	8 Sized appropriately for Key Stage 1 learners with at least two seating options (e.g., floor cushions and low padded benches).	6 Seating is child-sized but limited to standard wooden classroom chairs or unpadded benches; lacks flexible floor seating.	4 Adult-sized chairs or insufficient seating options; uncomfortable for floor-based early grade reading and group storytelling.
Storage, Display & Accessibility (10 Points)	10 Low open shelving (≤1.2 meters / 4 ft height); features front-facing cover displays, picture-labeled tiered bins, and a dedicated Big Book easel.	8 Shelving height is within 1.2 m cap; features picture/icon labeled storage bins and accessible book placement for independent selection.	6 Shelving height is reachable, but lacks front-facing cover displays or visual picture labels for non-readers and emergent readers.	7 Shelves exceed 1.2 m height cap (top shelves unreachable for Kindergarteners); books stacked tightly without labeled storage bins or Big Book display.
CATEGORY 3: READING RESOURCES & LEVELING SYSTEM (MAXIMUM 25 POINTS)				
Resource Diversity & Material Quality (13 Points)	13 Extensive collection of picture-heavy storybooks in both Filipino and English, indigenized local tales, pop-up/tactile books, decodable readers, and Big Books in pristine condition.	10 Good variety of leveled storybooks and decodable readers in both English and Filipino; includes several indigenized local context titles.	7 Adequate book quantity, but heavily favors one language or lacks interactive/tactile books for Kindergarten and Grade 1 learners.	4 Severely limited book selection; worn, damaged, or age-inappropriate reading materials; lacking Key Stage 1 core titles.
Leveling & Systematic Organization (12 Points)	12 Books are systematically sorted by Lexile level or color-coded bands directly aligned with DepEd Key Stage 1 literacy stages (Emergent, Beginning, Transitional).	9.5 Clear color-coded or icon-labeled leveling system allowing learners to independently self-select reading materials matching their reading level.	7 Books are grouped by general category (e.g., English vs. Filipino storybooks) but lack systematic reading level color-coding.	4.5 Unorganized book collection; no color-coding, Lexile level labels, or systematic reading stage organization present.
CATEGORY 4: THEME, DECOR & INTERACTIVE FEATURES (MAXIMUM 15 POINTS)				
Visual Theme & Creative Decor (7 Points)	7 Cohesive, engaging nature-inspired theme (Forest, Underwater, Garden) or local cultural motif that stimulates imagination without visual clutter.	5 Clear, child-friendly decorative theme creating an inviting, cozy reading sanctuary for young learners.	3 Basic wall decorations present, but lacks a unified visual theme or appears visually cluttered with unrelated charts.	1 Plain wall space with no inviting decor, literary displays, or thematic elements to stimulate reading interest.
Interactive Literacy Features (8 Points)	8 Features a highly active Word Wall / Tree of Knowledge AND a functional Audio Listening Station equipped with headphones/audiobooks or story-recording space.	6 Contains an interactive Word Wall or Vocabulary board and storytelling props (hand puppets, felt boards, or character masks).	4 Word Wall exists but is static with minimal student interaction; lacks audio listening equipment or storytelling props.	0 Lacks interactive literacy walls, listening devices, puppet stations, or enrichment features.

Criterion & Weight	Level 4: Exemplary (100% Pts)	Level 3: Proficient (80–90% Pts)	Level 2: Developing (60–70% Pts)	Level 1: Needs Improvement (<60% Pts)
CATEGORY 5: PROGRAM UTILIZATION & RECORD-KEEPING (MAXIMUM 15 POINTS)				
Learner Engagement & Functional Use (8 Points)	8 Fully integrated into daily literacy instruction, peer-assisted reading, independent reading time, and mandatory ARAL program remediation hours with high student engagement.	4 Used regularly during guided reading instruction and designated daily free reading periods; students demonstrate proper book handling.	2 Occasional student access; functions primarily as a passive library corner rather than an active daily learning hub.	1 Rare or restricted student access; not integrated into daily classroom reading activities or literacy remediation.
Monitoring Logs & Reflection Reports (7 Points)	7 Meticulously maintained Book Circulation Logs, daily Usage Logbooks, learner Reading Passports, and updated home reading reflection reports.	5 Maintained book checkout records, daily reading corner logbooks, and active student reading progress tracking.	3 Basic book checkout list present, but home reflection reports or daily usage logbooks are incomplete or irregularly updated.	0 No book circulation logs, student reading passports, or home reflection records maintained.

PERFORMANCE RATING SCALE & DESCRIPTIVE CLASSIFICATION

Outstanding (90–100 Pts)	Very Satisfactory (75–89 Pts)	Satisfactory (50–74 Pts)	Needs Improvement (<50 Pts)
Exemplary implementation meeting all regional technical specs, safety standards, resource leveling, and high daily learner engagement.	High-quality setup meeting core structural and resource requirements with minor gaps in interactive features or monitoring logs.	Functional reading corner, but fails to meet specific technical standards (e.g. lighting lux levels, shelf height caps, or Lexile color-coding).	Non-compliant with physical safety, minimum floor dimensions, shelf height limits, or systematic book organization rules.

EVALUATOR SIGN-OFF & CONFORME ACKNOWLEDGMENT

Evaluated By:

_____

Signature Over Printed Name of Evaluator

Position / Designation: _____

Conformed:

_____

Classroom Teacher

Date Acknowledged: _____

Republic of the Philippines
Department of Education
REGION VI-WESTERN VISAYAS

JUL 15 2026

REGIONAL MEMORANDUM
No. 714 , s. 2026

GUIDELINES ON THE IMPLEMENTATION OF THE CHAMPS READING CORNER PROGRAM

To: Schools Division Superintendents
All Others Concerned

1. Pursuant to Republic Act No. 12028 otherwise known as the Academic Recovery and Accessible Learning (ARAL) Program Act and in support of the Department's Five-Point Reform Agenda, this Office, through the Curriculum and Learning Management Division (CLMD), will establish and implement the Champs Reading Corner Program for Key Stage 1 Classrooms starting this School Year 2026-2027.

2. The program aims to address learning loss, improve the literacy skills among the Key Stage 1 learners, and ensure their grade level readiness through a space purposely intended for reading and learning.

3. As part of the preparatory activities for its implementation, this Office hereby issues the Guidelines on the Implementation of the Champs Reading Corner Program as well as the design and technical specifications of the bookshelf to be used as the standard storage facility for the learning resources.

4. The Schools Division Offices are requested to immediately start the construction of the bookshelves and acquire the appropriate learning resources for the Kindergarten and Grades 1 to 3 learners.

5. The expenses incurred relative to the program implementation may be charged against MOOE and other available funds subject to existing government accounting and auditing rules and regulations.

6. Further queries may be addressed to the CLMD through the email address region6.clmd@deped.gov.ph.

7. Immediate dissemination of and compliance with this Memorandum are desired.

CRISTITO A. ECO, CESO III
Regional Director

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

CURRICULUM
LEARNERS
LIBRARY
LITERACY
LEARNING RESOURCES
READING EDUCATION

RCP/CLMD-RM- Regional Guidelines for the Reading Nook Program
213/July 8, 2026

Address: Duran Street, Iloilo City, 5000
Telephone Nos: (033) 337-0149; 336-2816
Email Address: region6@deped.gov.ph
Website: region6.deped.gov.ph

Certificate No. PHP QMS
24 93 0184

REGION VI GUIDELINES ON THE ESTABLISHMENT AND UTILIZATION OF CHAMPS READING CORNER FOR KEY STAGE 1 (KINDERGARTEN TO GRADE 3)

I. Project Overview

The Champs Reading Corner Project aims to create dedicated, child-friendly spaces in schools that encourage reading, literacy development, and love for books. These nooks will serve as accessible mini-libraries, fostering independent and guided reading among learners.

To ensure consistency, quality, and sustainability across all schools in the region, this Regional Guidelines provides policies, standards, and procedures in the establishment and utilization of Champs Reading Corner. Through resource management, monitoring, and evaluation, this initiative aims to contribute meaningfully to the strengthening of the culture of reading in schools and to the cultivation of a strong and enduring reading habit among young learners.

The Champs Reading Corner is aligned with Secretary Juan Edgardo "Sonny" M. Angara's 5-Point Reform Agenda and appropriate interventions to strengthen literacy development within the country.

II. Objectives

The Champs Reading Corner Program aims to:

1. Promote literacy by providing accessible reading materials in a welcoming environment.
2. Support, implement, and participate in school-based interventions that promote early-grade reading proficiency.
3. Support curriculum delivery through supplementary reading resources both print and ICT enabled resources.
4. Encourage lifelong learning by cultivating reading habits among learners.
5. Strengthen partnerships with parents, LGUs, and stakeholders in resource mobilization.
6. Contribute to the realization of Secretary Juan Edgardo "Sonny" M. Angara's 5-Point Reform Agenda, particularly in strengthening foundational learning skills.

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Website: region6.deped.gov.ph
Certificate No. PHP QMS 24 93 0184

Core Program Components

The Champs Reading Corner shall have the following components:

- Child-friendly seating arrangement that encourages independent and group reading.
- Adequate lighting and ventilation to ensure comfort and safety.
- Inclusive design that accommodates learners with diverse needs.
- Availability of leveled books in Filipino and English, including local stories and culturally relevant materials both in print and ICT enabled resources.
- Display of physical reading materials and digital that stimulate curiosity and imagination.

Program Function

The Champs Reading Corner serves as:

- A child-centered reading environment that promotes literacy development.
- A venue for guided and independent reading activities.
- A support mechanism for enhancing comprehension and fluency.
- A tool for fostering a love for reading among Kindergarten to Grade 3 learners.

Implementation Scheme

The Champs Reading Corner shall be implemented through:

- School-based planning and resource mobilization.
- Integration with existing literacy programs and interventions.
- Monitoring and evaluation by school heads and teachers.
- Collaboration with parents, stakeholders, and community partners.

SCOPE AND COVERAGE

The Champs Reading Corner Program shall cover Kindergarten to Grade 3 learners. It emphasizes continuous exposure to developmentally appropriate reading materials and activities that strengthen foundational literacy skills. The program is designed to ensure that learners develop reading proficiency, comprehension, and a lifelong love for reading.

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Governance and Quality Assurance

The program requires systematic monitoring, reporting, and feedback mechanisms at the school, division, and regional levels to ensure proper implementation, continuous improvement, and long-term sustainability.

Coverage:

a. Geographic Coverage The program covers all Schools Division Offices (SDOs) and public schools under DepEd RO VI offering Kindergarten to Grade 3 classes.

b. Learning Resource Coverage Each participating classroom shall be provided with a standard Reading Nook package containing leveled books and storybooks appropriate to the grade level.

c. Stakeholder Coverage

- Primary Users: Learners and classroom teachers
- Implementers: School heads, school reading coordinators, class advisers, and RO/SDO LRMS units
- Supporters: Parents, community stakeholders, NGOs, and partner institutions.

d. Boundaries of Coverage The program covers classroom-based reading spaces, reading materials, instructional integration, and monitoring and reporting mechanisms. It does not cover major classroom renovations, non-reading instructional materials, or grade levels outside Kindergarten to Grade 3.

Definition of Terms

For purposes of this Guidelines the following terms are defined as follows:

- **ARAL Law** – A national policy that supports interventions to strengthen foundational skills, particularly reading. The Reading Nook Program is aligned with the law's mandate to enhance early-grade literacy development.

- **Independent Reading** – A classroom or home-based activity in which learners read self-selected books on their own, supporting self-paced exploration and fostering autonomy in developing reading habits.
- **Leveled Books** – Reading materials classified according to difficulty and developmental appropriateness, provided in both Filipino and English, to ensure that learners can access texts suited to their current reading level.
- **Literacy Performance** – The learner's overall level of proficiency in foundational reading skills, as measured through school-based, division, regional, or national literacy assessments.
- **Peer-Assisted Reading** – A reading strategy in which learners read together or support one another through paired or group reading activities to improve engagement, comprehension, and collaborative learning.

PROGRAM FRAMEWORK AND GOVERNANCE STRUCTURE

Program Framework of the Reading Nook

The Champs Reading Corner Program is a classroom-embedded literacy support system designed to integrate structured access to age-appropriate reading materials into daily teaching for kindergarten to Grade 3 learners. It is a permanent instructional and enrichment facility that supports foundational reading skills through regular, meaningful, and guided reading experiences.

The Champs Reading Corner functions as a mini-library and literacy activity hub, promoting independent and guided reading, storytelling, and peer-assisted reading.

The program operates on five core principles:

a. **Accessibility** – Reading materials are placed within immediate reach of learners to remove barriers to reading.

b. **Integration** – The Champs Reading Corner is embedded in daily classroom routines and aligned with English and Filipino instruction.

c. **Differentiation** – Reading materials matched to learners' reading abilities and developmental needs.

d. **Learner Ownership and Responsibility** – Learners take part in selecting, using, and caring for books.

e. **Continuity of Reading** – Reading practice continues beyond the classroom and during instructional disruptions.

Operationally, the Champs Reading Corner Program follows a continuous cycle of establishment, utilization, monitoring, evaluation, and improvement to ensure functionality and responsiveness to learner needs.

GOVERNANCE AND MANAGEMENT STRUCTURE

Effective implementation requires a multi-level governance and management system ensuring policy coherence, operational consistency, and quality assurance across regions. Clear roles and responsibilities are assigned at regional, division, school, and classroom levels to support accountability, sustainability, and continuous improvement.

Regional Office (RO) and Schools Division Office (SDO) Roles and Responsibilities

The Regional Office (RO) and Schools Division Office (SDO) shall:

a. Provide appropriate functional divisions to lead and manage the implementation of Champs Reading Corner program and strategic guidance.

b. Develop contextualized policy guidelines.

c. Implement and evaluate region-wide Champs Reading Corner framework, standards, and quality assurance.

d. Conduct regional monitoring and reporting to inform policy refinement, program improvement, and reporting for early grade literacy.

SDO LRMS Education Program Supervisor (EPS)

The SDO LRMS EPS shall:

a. Lead and organize the establishment of Champs Reading Corner.

b. Supervise site preparation and organization, ensuring the establishment of Champs Reading Corner in schools and classrooms.

c. Ensure quality and technical compliance of learning resources, particularly in the procurement, production, and replacement of books, shelves, and other learner-centered resources necessary for an engaging reading environment.

d. Conduct regular monitoring and evaluation of the implementation, utilization, maintenance, and sustainability of Champs Reading Corner to ensure accessibility.

e. Collaborate with SDO offices, school heads, supply officers, and other stakeholders in identifying resource gaps, determining replenishment needs, and ensuring equitable allocation and distribution of Champs Reading Corner resources to schools.

f. Provide technical assistance and capacity building. Deliver technical assistance, orientation, and capability-building activities for school personnel and Reading Coordinators on effective Champs Reading Corner management.

g. Prepare monitoring reports and recommend program enhancements. Consolidate monitoring findings, utilization data, and recommendations.

Schools Division Office (SDO) Education Program Supervisors

a. Monitor Program Implementation. Conduct regular monitoring and evaluation of the Champs Reading Corner, ensuring fidelity and utilization through classroom instruction, stand-alone sessions, and library corners in accordance with regional guidelines and standards.

b. Assess Utilization of Reading Resources. Evaluate the effective utilization of literacy resources books, leveled reading books, and other approved reading materials during classroom instruction, stand-alone reading sessions, during ARAL hour, and other approved reading activities.

c. Facilitate Intervention and Enhancement Measures. Analyze reading assessment results and recommend intervention and enrichment activities, and resource enhancement initiatives aimed at improving the reading performance of RO VI learners in English and Filipino.

d. Literacy Aid Performance Monitoring. Utilize existing reading assessment tools and assessment results, and other approved reading assessment tools to monitor learners' reading performance and comprehension levels.

e. Prepare Monitoring Reports and Recommendations. Consolidate monitoring findings and submit periodic reports to the CLMD-ENS to recommend policy enhancement, program improvement and evidence-based decision making.

f. Recommend Intervention and Enhancement Measures. Analyze reading assessment results and recommend intervention and enrichment activities, and resource enhancement initiatives aimed at improving the reading performance of Region VI learners in English and Filipino.

SDO Supply Officer and School Property Custodian

a. Monitor Delivery and Distribution of Reading Resources.

b. Supervise and monitor the receipt, delivery, transfer, and distribution of Reading Champs Corner materials, including bookshelves, leveled-reading books, and other related structures, ensuring completeness and accuracy based on approved allocation lists and delivery documents.

Inventory and Property Records. Ensure Reading Champs Corner equipment and government property records are properly documented in accordance with COA, DepEd, and government property disposal procedures.

Evaluation and Validation. Conduct periodic evaluation and validation of Reading Champs Corner implementation to ensure its functionality, visual appeal, and physical condition.

Monitoring and Program Implementers. Collaborate and coordinate with IRMPS personnel and other concerned offices in monitoring Champs Reading Corner implementation, including inventory-related concerns, and submit required reports to the Reading Coordinator/focal person.

Mandatory Reports. Submit mandatory reports as required, including updates on shortages, damages, and other inventory-related concerns.

Proper Disposal and Condemnation Procedures. Facilitate proper disposal and condemnation of Reading Champs Corner resources, following COA, DepEd, and government property disposal procedures.

SDO and School Librarians

a. **Management of Champs Reading Corner Resources.** Ensure the accessibility, arrangement, circulation, and proper maintenance of Reading Nook resources.
b. **Technical Assistance on Library and Literacy Resource Management.** Deliver technical assistance, mentoring, and guidance to Reading Coordinators and teacher-advisors on proper reading space management, handling, and utilization of Champs Reading Corner resources.
c. **Reports and Support Literacy Initiatives.** Consolidate monitoring reports and literacy initiatives in support of the implementation of the program.

School Head

The School Head shall be the overall implementer and accountable officer of the Champs Reading Corner Program at the school level and shall ensure the proper establishment, utilization, and maintenance of Champs Reading corner-powered classrooms. Designate a **School Reading Coordinator or focal person** (e.g., lead teacher, master teacher, English/Filipino chair) to manage day-to-day coordination of the Champs Reading Corner Program. Integrate the Reading Nook Program into the school's **Annual Implementation Plan (AIP)** and other relevant school plan.

Provide instructional leadership and administrative support to the implementation of the Champs Reading Corner Program at the school.

a. Mobilize the school community to support the implementation of the program.

b. Provide technical and instructional support to classroom teachers in the effective implementation of the Champs Reading Corner Program.

c. Conduct school-level review meetings and implementation planning sessions to assess the school-level utilization and monitoring reports for usage patterns, monitoring, and areas for improvement.

d. Submit consolidated school-level reports and feedback to the Schools Division Office (SDO).

Classroom Teacher

The Classroom Teacher shall serve as the primary implementer of the Champs Reading Corner Program at the classroom level and shall integrate the Champs Reading Corner into daily literacy instruction and activities.

a. Manage the day-to-day operation of the Champs Reading Corner, including book circulation, learner guidance, and record-keeping.

b. Guide learners in the proper selection, use, and care of reading materials.

c. Implement the home reading and reflection activities and document learner participation, logs, records, and reports.

d. Maintain required logs, records, and reports and submit these to the School Reading Coordinator as scheduled.

e. Use observations and reading data to inform instruction, interventions, and learner support strategies.

Learners

Learners shall:

a. Actively participate in classroom and home reading activities using the Champs Reading Corner.

b. Follow established rules on the proper handling and use of books and materials.

c. Develop the habit of regular reading and responsible book care.

d. Participate in reflection, sharing, and enrichment activities related to their reading.

Technical Specifications for the School Champs Reading Corner

This technical specification guide is designed to align with the Department of Education's (DepEd) goals of fostering early literacy, specifically supporting programs like the Revised K to 10 Curriculum and the ongoing regional initiative – Project Dunong.

The Champs Reading Corner is envisioned as a sanctuary for Key Stage 1 learners—a space that transitions them from formal desk learning to an imaginative, comfortable world of stories.

1. Structure and Floor Plan

- **Dimensions:** A minimum of **6 by 9 square feet** within the classroom or a designated school hub, ensuring it does not obstruct emergency exits.
- **Zoning:** Use a "corner" or "L-shape" configuration to create a sense of enclosure and security for young children.
- **Flooring:** Must be leveled and covered with **anti-bacterial, non-slip floor mats** or low-pile carpets. This allows for "floor-based" learning activities common in Key Stage 1.

2. Fixtures and Comfortable Seating

- **Ergonomics:** All seating must be sized for children aged 5–9 years.
- **Variety:**
  - **Bean Bags/Floor Cushions:** Washable, heavy-duty fabric covers.
  - **Low Benches:** Padded benches with integrated storage underneath.
  - **Reading Rugs:** Themed rugs (e.g., alphabet or nature themes) to define the space.

3. Lighting and Ambiance

- **Luminance:** Minimum of **300 to 500 lux** to prevent eye strain.
- **Source:** Maximize natural light through windows. Supplement with **warm-white LED fixtures** (3000K–4000K) to create a cozy, inviting atmosphere rather than a sterile clinical one.
- **Noise Control:** Soft furnishings (curtains, rugs) should be used to

dampen ambient classroom noise.

4. Furniture and Book Storage

- **Low-Level Shelving:** Heights should not exceed **1.2 meters** so Kindergarteners can reach the top shelf safely.
- **Book Holders/Browsers:**
  - **Front-Facing Displays:** Essential for Key Stage 1. Research shows children are more likely to pick up a book when they see the cover rather than the spine.
  - **Tiered Bins:** Labeled with icons/pictures for non-readers to identify genres.
- **Big Book Stands:** A dedicated sturdy easel or oversized slot for "Big Books" used during shared reading sessions.

5. Book Organization (Curated for KS1)

Books should be organized by the **Lexile level** or **color-coded leveling** consistent with DepEd literacy assessments:

- **Storybooks:** Picture-heavy, culturally relevant (Contextualized/Indigenized).
- **Leveled Readers:** Sorted from "Emergent" to "Transitional" readers.
- **Interactive Books:** Pop-ups, tactile "touch-and-feel" books for Kindergarten.

6. Decor, Themes, and Interactive Elements

- **Theme:** Nature-inspired (Forest, Underwater, or Garden) or local cultural motifs to stimulate imagination.
- **Interactive Wall:** A **Word Wall** or "Tree of Knowledge" where students can stick to new words they have learned.
- **Audio Station:** A small corner with headphones for "listening to stories," catering to various learning modalities.

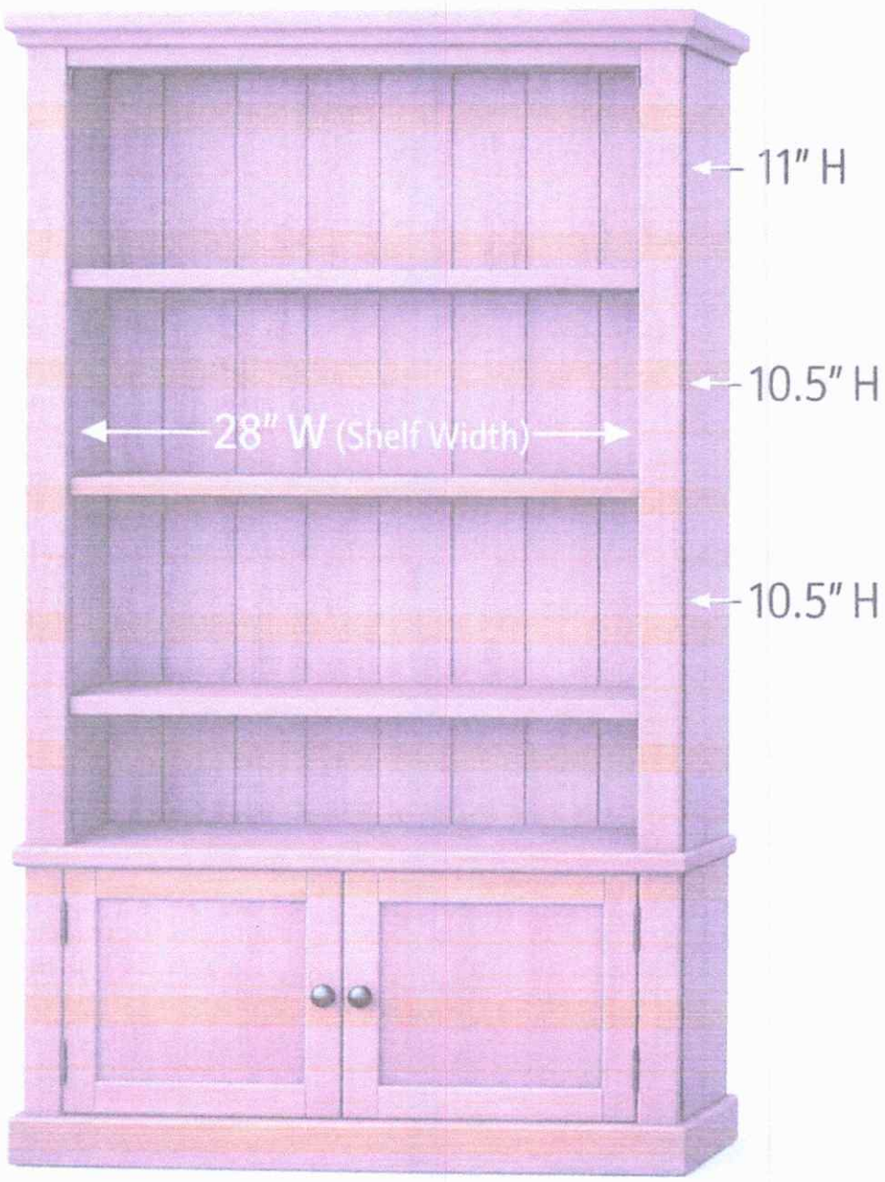
Practical Considerations & Policy Anchors

- **Maintenance:** Use water-resistant and easy-to-clean fabrics to maintain hygiene standards.
- **Safety:** All shelves must be **wall-anchored** to prevent tipping (Seismic safety compliance).

- **Policy Alignment:**
  - **DO 44, s. 2015:** Guidelines on the Utilization of Learning Resources.
  - **DO 010, s. 2023:** MATATAG Curriculum implementation focusing on foundational literacy.
  - **RA 9155:** Governance of Basic Education Act (ensuring conducive learning environments).

Republic of the Philippines
Department of Education
REGION VI-WESTERN VISAYAS

Three-Tier Reading Nook Bookshelf



Address: Duran Street, Iloilo City, 5000
Telephone Nos: (033) 337-0149; 336-2816
Email Address: region6@deped.gov.ph
Website: region6.deped.gov.ph

Certificate No. PHP QMS
24 93 0184

BOOKSHELF FOR THE CHAMPS READING CORNER

Standard freestanding bookshelf for a Champs Reading Corner with labeled dimensional measurements. The design shows a practical, classic wooden shelf with five tiers and a lower cabinet for storage.

These are the dimensions as a baseline reference when building or purchasing:

Baseline Dimensions

- **Top shelf**: 11 inches high
- **Middle shelf**: 10.5 inches high
- **Bottom shelf**: 10.5 inches high
- **Shelf width**: 28 inches
- **Cabinet section**: enclosed with two doors, height not specified but sits below the bottom shelf.

Address: Duran Street, Iloilo City, 5000
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Republic of the Philippines
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Bookshelf with Key Stage 1 Books



Address: Duran Street, Iloilo City, 5000
Telephone Nos: (033) 337-0149; 336-2816
Email Address: region6@deped.gov.ph
Website: region6.deped.gov.ph

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