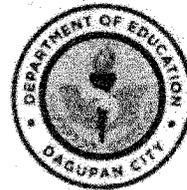




Republic of the Philippines  
DEPARTMENT OF EDUCATION  
Region I  
SCHOOLS DIVISION OFFICE  
DAGUPAN CITY



Division Memorandum No. 217 series 2019

To: Assistant Schools Division Superintendent  
Chief, Curriculum and Instruction Division (CID)  
Education Program Supervisors  
Public School District Supervisors  
School Heads, Public Elementary and Secondary Schools  
Public Elementary and Secondary School Teachers  
All Others Concerned

From: Office of the Schools Division Superintendent

Subject: **Project IRL (Improved Reading Level of Learners)**  
ZERO NON-READERS SY 2019-2020

Date: April 26, 2019

RELEASED  
DEFED  
DATE: 6-27-19  
BY: [Signature]  
M 4117

1. Due to the significant number of learners classified as non-readers identified in schools based on the result of PHIL-IRI SY 2018-2019, this office announces the launching of **Project IRL (Improved Reading Level of Learners)** this June.

2. Project IRL is a division initiative that features activities such as daily oral reading drills and dictation exercises in **all subject areas** and one-hour daily remedial reading sessions after class including Adopt A Learner scheme to improve the reading level of learners classified as non-readers.

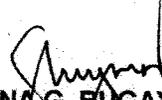
*Studies show that when kids read out loud multiple times (while receiving guidance and feedback from their teachers), their reading achievement rise steeply. Likewise, dictation has many benefits to both learners and their teachers. If done daily, dictation exercises will improve learners' ability to distinguish sounds in continuous speech as well as improving their spelling and their recognition of grammatically correct sentences and their production of them.*

3. Project IRL shall be implemented in all elementary and secondary schools in the division with the following objectives:

- Ensure learners' mastery in word recognition and reading comprehension
- Provide measurable increase in reading speed, attention span and comprehension
- Improve the reading skills by one or two levels by the end of the school year
- Reduce the number of non-readers
- Promote culture of reading in the school, division office and community
- Encourage collaboration among all school officials (school heads and teachers), division officials (EPSs and PSDSs) and community.

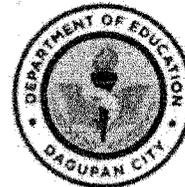
4. To ensure successful implementation of the project, please see attached document.

5. Wide dissemination and compliance to this Memorandum is desired.

  
DR. LORNA G. EUGAYONG, CESO VI  
Schools Division Superintendent



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**Project IRL (Improved Reading Level of Learners)**

**GUIDELINES**

1. ALL schools shall launch the project. The school heads and teachers shall inform the parents/community and other stakeholders of Project IRL as soon as possible.
2. Conduct of the following assessment shall be done in May or June. Parents must be immediately informed of their children's reading levels.

The complete results shall be submitted to the concerned Education Program Supervisors.

- \*Alphabet Name/Sound Recognition (Grades 2-3) English and Filipino
- \*PHIL-IRI Pretest (Grades 4-7) English
- \*PHIL-IRI Pretest (Grades 3-7) Filipino

The school heads, Public School District Supervisors (PSDSs) and Education Program Supervisors (EPSs) of Math, Science, Aral Pan, ESP, Filipino, MAPEH, TLE shall be given **list of non-readers**.

Advisers of grades 2-3, English teachers of Grades 4-7 and Filipino teachers of Grades 3-7 shall conduct the reading tests and profiling (age, family background, economic status etc.) of non-readers. ALL subject teachers must be given the list of non-readers and their profiles to fully understand the non-readers and their predicament.

Each teacher in the school must adopt a non-reader. The teacher will be responsible in monitoring the progress of the child including regular conference with the parents and house visitation.

3. Daily oral reading drills and dictation exercises in ALL subject areas shall be conducted from July to March.

ALL subject teachers (English, Math, Science, Aral Pan, ESP, Filipino, MAPEH, TLE) are expected to conduct daily oral reading drills and dictation exercises during their subject areas using the words/phrases/sentences in their lesson/topic of the day.

The school heads shall check the DLL of ALL teachers and non-readers' portfolios. They must also observe classes of ALL subject areas to validate the inclusion of daily oral reading drills and dictation exercises.

The EPSs – English and Filipino shall check the DLL of English and Filipino teachers to verify the inclusion of the said activities during visitation of schools. The EPSs -English and Filipino shall also check the portfolios of the non-readers to validate the dictation exercises. Other EPSs (Math, Science, Aral Pan, ESP, Filipino, MAPEH, TLE) shall do the same.

Learners classified as non-readers shall be called out every day to read aloud words/phrases/sentences in the lesson/topic of the subject area. ALL subject teachers must have a record of the names of non-readers who were called out during oral reading drills including the dates of the drills.

School heads shall check the record of the reading drills of other subject area teachers. The EPSs – English and Filipino shall check the said record of English and Filipino teachers. Other EPSs shall do the same.

Aside from the EPSs English and Filipino, other EPSs and PSDs shall conduct unannounced monthly reading test to all elementary and secondary schools.

4. One-hour daily remedial reading session after class shall be conducted by ALL subject teachers.



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ALL subject teachers must be assigned to conduct remedial reading session after class. English teachers may conduct the remedial class every Monday while Science teachers may teach remedial reading every Tuesday and so on and so forth with the other subjects.

Topics/Activities for Remedial Reading Class

- Alphabet names and sounds using flash cards and phonics videos
- CVC list using Fuller Worksheets and/ or similar activity sheets
- Sample Passages in the PHIL-IRI Manual
- Film viewing
- Educational/Interactive Games

5. The teacher and his/her adopted non-reader shall schedule a one-hour one on one weekly storytelling session, film viewing and educational games. Record of the session must be included in the portfolio of the learner.
6. The Progress Test of the following assessments shall be conducted in October. Results shall be submitted to the concerned EPSs. Parents must be informed. School heads, PSDs and other EPSs shall have a copy of the list of non-readers at this point.

\*Alphabet Name/Sound Recognition (Grades 2-3) English and Filipino

\*PHIL-IRI Progress Test (Grades 4-6) English

\*PHIL-IRI Progress Test (Grades 4-6) Filipino

7. Reader's Theatre

In June, ALL school heads shall assign an English teacher to create Readers' Theater composed of ALL learners' classified as non-readers during the Pretest (May/June).

*Reader's Theater is reading a script adapted from literature. The audience picturing the action from hearing the script being read aloud. It requires no sets, costumes, props, or memorized lines.*

8. The post test of the following assessments shall be conducted in February. Results shall be submitted to the concerned EPSs. Parents must be informed. School heads, PSDs and other EPSs shall have a copy of the list of non-readers at this point.

\*Alphabet Name/Sound Recognition (Grades 2-3) English and Filipino

\*PHIL-IRI Progress Test (Grades 4-6) English

\*PHIL-IRI Progress Test (Grades 4-6) Filipino

9. By January/February 2020, learners classified as non-readers in June 2019 shall perform to show their improved reading levels thru Reader's Theater.

The school heads shall schedule a special day in January/February to celebrate the success (improved reading level) of the learners. EPSs in English and Filipino including PSDs and other EPSs shall be invited to witness the celebration.

10. School with Zero Non-Readers (Grades 2-6)

A Plaque of Recognition shall be awarded to the school/s with zero non-readers during Brigada Eskwela SY 2020-2021 (May 2020).

11. If possible, the school may provide food (snacks and/or lunch) for the non-readers during their reading classes. Aside from the library, a conducive, well-structured reading clinic may also be established in the schools with provision of AV materials, LMs, IMs, supplies and reference materials and others.