



Republic of the Philippines  
**Department of Education**  
 Region VIII  
**SCHOOLS DIVISION OF TACLOBAN CITY**

February 6, 2025

**Division Memorandum**

No. 132 s. 2025

**STRENGTHENING THE LITERACY INTERVENTION ACTIVITIES IN GRADES 1, 2 AND 3 CLASSES**

To: Chief, Curriculum Implementation Division  
 Education Program Supervisors  
 Public Schools District Supervisors  
 Public Elementary and Secondary School Heads  
 All Concerned

1. In support of the Department of Education's learning recovery agenda as per DepEd Order 13, s. 2023 (Adoption of the National Recovery Plan) through the National Reading Program (NRP) and in consonance to DepEd RO 8 Project K3FELT, likewise, to intensify the implementation of the Project PROWESS, the Schools Division of Tacloban City, enjoins the schools to strengthen the initiatives on literacy interventions especially in Key Stage 1.

2. The following consolidated CRLA Mid-Year results reveal that there are learners who still belong to **Low Emerging** and **High Emerging Levels**. Hence, rigorous and focused interventions should be executed.

GRADE/ SUBJECT	Sex	Number of Learners Enrolled	Number of Learners Assessed	READING PROFILE				
				Low Emerging Reader	High Emerging Reader	Developing Reader	Transitioning Reader	Reading At Grade Level
Grade 1	Male	2139	2138	583	278	344	489	445
	Female	1870	1873	386	255	280	461	490
	<b>Total</b>	<b>4009</b>	<b>4011</b>	<b>969</b>	<b>533</b>	<b>624</b>	<b>950</b>	<b>935</b>
Grade 2 Mother Tongue	Male	2175	2172	335	73	334	984	448
	Female	2020	2019	208	57	282	954	516
	<b>Total</b>	<b>4195</b>	<b>4191</b>	<b>543</b>	<b>130</b>	<b>616</b>	<b>1938</b>	<b>964</b>
Grade 2 Filipino	Male	2175	2172	344	79	335	1022	393
	Female	2020	2019	216	75	287	991	449
	<b>Total</b>	<b>4195</b>	<b>4191</b>	<b>560</b>	<b>154</b>	<b>622</b>	<b>2013</b>	<b>842</b>
Grade 3 Mother Tongue	Male	2269	2269	226	58	167	1009	808
	Female	2242	2239	123	46	128	922	1020
	<b>Total</b>	<b>4511</b>	<b>4508</b>	<b>349</b>	<b>104</b>	<b>295</b>	<b>1931</b>	<b>1828</b>
Grade 3 Filipino	Male	2271	2270	242	61	205	1161	601
	Female	2241	2238	130	50	152	1104	802







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	<b>Total</b>	<b>4512</b>	<b>4508</b>	<b>372</b>	<b>111</b>	<b>357</b>	<b>2265</b>	<b>1403</b>
Grade 3 English	Male	2271	2270	192	181	326	971	601
	Female	2241	2238	108	130	276	1020	702
	<b>Total</b>	<b>4512</b>	<b>4508</b>	<b>300</b>	<b>311</b>	<b>602</b>	<b>1991</b>	<b>1303</b>

3. All Key Stage 1 teachers are advised to intensify the conduct of the reading intervention activities this February and March 2025 to ensure that there will be a significant decrease, if not, zero out the low and high emerging readers.

4. The utilization of the instructional delivery mechanism of Project PROWESS is underscored especially in the beginning reading remediation for Mother Tongue, Filipino and English.

5. The school heads are directed to closely monitor the classes and give ample time to conduct random reading assessments, as well as to provide the necessary technical assistance and support to the teachers.

6. Likewise, the Education Program Supervisors and the Public School District Supervisors are encouraged to give more focus in the supervision on literacy, ensuring that the interventions in schools are being carried out consistently. District Consolidated Literacy Data is enclosed as reference for monitoring. (See Appendices 1-6)

7. A Monitoring Tool is prescribed to monitor the conduct of the reading intervention activities. (See Enclosure 1)

8. All schools should submit a Progress Monitoring Report in Grades 1 to 3 on the following dates:

- February 21, 2025
- March 7, 2025

9. The link where to submit the reports will be provided to the Official Group Chat of the Grades 1, 2 and 3 teachers and the School Heads.

10. This Progress Monitoring Report will likewise ensure the preparedness of the schools in an in-person reading assessment that will be conducted by the Regional Office in a schedule that will be announced through an official communication.

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

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**SHERLITA A. PALMA, EdD. CESO VI**  
 OIC - Schools Division Superintendent *SP*

Enclosure: As stated  
 References: As stated  
 To be indicated in the perpetual index:  
 ASSESSMENT



BEGINNING READING INSTRUCTION CURRICULUM NATIONAL READING PROGRAM

RELEASED  
 FEB 20 2025