



Republic of the Philippines  
**Department of Education**  
REGION III  
SCHOOLS DIVISION OF ANGELES CITY



January 30, 2020

**DIVISION**      **MEMORANDUM**  
No. **45**        **S 2020**

To :            Assistant Schools Division Superintendent  
                  Chiefs, SGOD and CID  
                  Education Program Supervisors  
                  Public Schools District Supervisors  
                  All School Heads of Public Elementary and Integrated Schools  
                  All Others Concerned

**RESPONDING TO HAMON: BAWAT BATA BUMABASA (SDO Angeles City's Initiative)**

1. As our way of accepting the challenge of making every learner a proficient reader, SDO Angeles City reminds all school heads, reading teachers and reading advocates on the salient points of DepEd Memorandum No. 173, s. 2019.

1.1 All schools are strongly encouraged to intensify their advocacy for reading and pledge their commitment to make every learner a reader at his/her grade level.

1.1.1. Each public elementary and secondary school head is enjoined to come up with a unique reading program/advocacy that will satisfy the objectives of 3 Bs (Bawat Bata Bumabasa) as stipulated in the DepEd Memorandum. Project proposals (indicating phases of implementation) are to be submitted on or before February 7, 2020 to the Curriculum Implementation Division for review, with the CID chief eventually recommending them for approval to the OIC-SDS.

1.2. Topics for School In-Service Training or Learning Action Cells may include strategies on how to become effective reading teachers and how to conduct effective remedial reading instruction.

1.3. To develop the vocabulary of our learners, language teachers (Filipino and English) may present "Word for the Day" complete with pronunciation, part of speech, definition and sample use in a sentence. The chosen "Word for the Day" should be within the level of the learners.

1.4. Fluency, which is one element of reading, demands that the text be at the readers' independent reading level.



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- 1.5. Language teachers need to focus on the development of reading comprehension skills among their learners: noting details, arranging events in chronological order, identifying cause and effects making inferences, drawing conclusions, etc.
  - 1.6. Each school must have a profile of their learners based on NAT results, Quarterly Exam results and Phil-IRI results.
  - 1.7. School heads are required to designate reading coordinators who will be in-charge of the reading center/clinic to be established in every school. All language teachers and all other teachers who are willing to be tapped for their school initiative on reading literacy programs will serve as the reading teachers who will conduct intensive reading instruction and interventions to struggling readers and non-readers.
2. Immediate and wide dissemination of this Memorandum is enjoined.

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