



Republic of the Philippines
Department of Education
REGION III – CENTRAL LUZON
SCHOOLS DIVISION OF SCIENCE CITY OF MUÑOZ

01 August 2024

SCHOOLS DIVISION MEMORANDUM
No. 252, s. 2024

DISSEMINATION OF REGIONAL MEMORANDUM NO. 87, S. 2024
RE: IMPLEMENTATION GUIDELINES OF KAIBIGANG NAGBABASA,
KARUNUNGA'Y MATATAMASA: PEER TUTORING IN READING
IN SUPPORT OF THE MATATAG CURRICULUM

To: Assistant Schools Division Superintendent
Curriculum Implementation Division Chief
Education Program Supervisors
All Others Concerned

1. For the information and guidance of all concerned, this Office disseminates RM No. 87, s. 2024 titled Implementation Guidelines of Kaibigang Nagbabasa, Karununga'y Matatamasa: Peer Tutoring in Reading in Support of the MATATAG Curriculum (enclosed).
2. In line with the upper mentioned, there will be an online orientation on August 2, 2024 at 10:30 a.m. via MS Teams to be attended by the school heads of the recipient schools, to wit:
 - Cabisuculan Elementary School - Rowena D. Ordoñez
 - Mapangpang Elementary School - Charles A. Dizon
 - Muñoz Central School - Pepito D. De Guzman
 - Villa Isla Elementary School - Joven P. La Rosa Edd
3. The meeting link will be sent a day before the meeting.
4. For queries, please communicate with Dr. Larry B. Espiritu, CID Chief ES, through his messenger or cellphone number 09171869854.
5. Wide dissemination of this Memorandum is earnestly desired.


JOHANNA N. GERVACIO PhD, CESO V
Schools Division Superintendent

Encl: None
Reference: None
To be indicated in the Perpetual Index
Under the following subjects:

Peer Tutoring

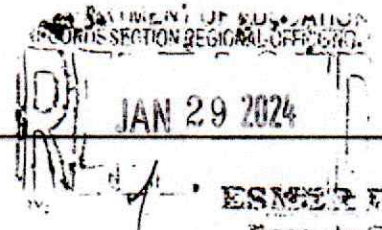
CID/AGM- Dissemination of RM 87, s. 2024
024/August 01, 2024



Address: Brgy. Rizal, Science City of Muñoz, 3119
Telephone No.: (044) 806 -2192; Email Address: munozone.science.city@deped.gov.ph



Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON



ESMER P. ...
Records Sec.


REGIONAL MEMORANDUM

No. 087, s. 2024

**IMPLEMENTATION GUIDELINES OF KAIBIGANG NAGBABASA, KARUNUNGA'Y
MATATAMASA: PEER TUTORING IN READING IN SUPPORT
OF THE MATATAG CURRICULUM**

To : Assistant Regional Director
Schools Division Superintendents
Regional Functional Division Chiefs
Curriculum Implementation Division Chiefs
Education Program Supervisors in English & Filipino
Public Schools District Supervisors
School Heads
All Others Concerned

1. Enshrined in the MATATAG Curriculum, strong literacy skills empower the learners to enhance their communication skills through reading and writing that will help them convey their ideas clearly and coherently, which are essential in both academic setting and real-life scenarios. In addition, learners that are literate are more capable of expressing themselves, sharing their viewpoints, and participating in thought-provoking conversations. It provides individuals with a voice so they can successfully express their ideas, convictions, and experiences. As an initiative in promoting reading and literacy in the elementary curriculum, this Office hereby issues **the Implementation Guidelines of the Peer Tutoring in Reading** in support of the abovementioned Curriculum.
2. The foremost objective of these guidelines is to provide guidance to school heads and teachers in the implementation of peer tutoring in reading at elementary level.
3. These implementation guidelines shall take effect immediately.
4. Immediate and wide dissemination of and compliance with this Memorandum are desired.


MAY B. ECLAR PhD, CESO III
Regional Director





Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

Encl.: As stated
References: Memorandum DM No. 173, s. 2019, RM No. 504, s.2022
To be indicated in the Perpetual Index
under the following subjects:

ELEMENTARY SCHOOLS LITERACY PEER TUTORING READING

CLMD1/Clmd10
January 17, 2024



Address: Matalino St. D.M. Government Center, Maimpis, City Fernando (P)



Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

**IMPLEMENTATION GUIDELINES OF KAIBIGANG NAGBABASA, KARUNUNGA'Y
MATATAMASA : A PEER TUTORING IN READING**

I. Rationale

The Department of Education (DepEd) is stepping up its campaign on reading proficiency with the launch of the Hamon: *Bawat Bata Bumabasa* (3Bs) project on November 25 at the Philippine International Convention Center (PICC), with the goal of closing the literacy gap among students. DepEd's 3Bs initiative encourages offices from central to division level and schools to intensify their reading advocacy in order to make every learner a reader at their grade level and equip teachers to become effective reading instructors, in light of previous national assessments showing that students still need to improve their literacy skills (DepEd Memorandum No. 173, s2019).

Anchored on a number of researches, the 3Bs initiative is grounded on the needs of the learners and will develop succeeding interventions for them to acquire reading and comprehension skills. The initiative also recommends six elements of reading (oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension) that learners must understand and be able to use in combination to learn how to read.

Adherent to Regional Memorandum no. 504, s. 2022, the Regional Diagnostic Assessment was conducted in all grade levels of all school divisions in Central Luzon. The results in English for Key Stage 1 show that 28.70 or 29% of Grade 2 learners and 26.08 or 26% of Grade 3 learners managed to attain the minimum proficiency level (MPL) in English. This shows that 71-74% did not achieve the MPL. This indicates that only 3 out of 10 Key Stage 1 learners got the minimum English proficiency level, leaving seven learners behind. Furthermore, the elementary learners achieved the lowest MPL across year levels.

As for the Group Screening Test (GST) in English for Grade IV learners, 54.35% obtained a score of 13 and below on the given reading comprehension test comprising 20 items. This means these five learners out of 10 will have to undergo the Individualized Phil-IRI Assessment due to their assessment results. This result may be for Grade IV learners but gives a glimpse of the performance of the lower year levels and the need to intensify the reading skills of the Key Stage 1 learners.

To make learning of reading become meaningful, exciting, and relevant in the lives of learners, peer learning strategies may be introduced in the classroom. One peer learning strategy is peer tutoring in reading. Gillies & Boyle (2010) documented



Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

the pedagogical practices and academic achievement of teachers who implemented cooperative learning strategy, like peer tutoring. Data culled from the interviews indicated positive experiences while implementing peer tutoring in reading. Other issues identified are the successful group work, social skills needed, and the assessment of learning as crucial part of identifying level of mastery of skills and competencies in reading.

In an effort to streamline the current K-12 curriculum, the DepEd recently unveiled the *MATATAG* Curriculum. This curriculum focuses more on the development of foundational skills like literacy, numeracy, and socioemotional skills for students in kindergarten through third grade. It also includes fewer competencies overall.

DepEd Regional Office III genuinely maintains the importance of literacy and reading in classroom, for it is the foundation of all other academic knowledge and skills necessary for learners to learn to read with comprehension which will open the door for knowledge acquisition, understanding, and critical thinking.

II. Definition of Terms

The following terms are defined contextually and operationally to provide clear interpretation and understanding of these implementation guidelines:

1. **Peer Tutoring**- an instructional strategy in which pupils who possess comparable knowledge or abilities assist and instruct one another. Students are paired up or put in groups to collaborate on educational tasks. With this method, a student (the tutor) who is more knowledgeable about a subject or topic helps a different student (the tutee) understand and become an expert in the content.

2. **Reading Tutor** - Grades 4, 5, and 6 learners, identified as Independent Readers based on Phil-IRI, help tutee better readers by offering them specialized instruction and direction. Young children and adults who struggle with reading comprehension, fluency, phonics, vocabulary, or other literacy-related skills can work with reading tutors.

3. **Reading Tutee** - Grades 2 and 3, identified as frustration readers based on Phil-IRI, who receives guidance, support, and instruction in reading from a reading tutor or peer tutor. The tutee is the learner who seeks assistance in improving their reading skills, comprehension, fluency, or any other aspect related to reading.

4. **MATATAG Curriculum** - MATATAG stands for, "Make the curriculum relevant to produce job-ready, Active and responsible citizens; Take steps to





Republic of the Philippines
Department of Education
 REGION III-CENTRAL LUZON

accelerate the delivery of basic education services and provision facilities; Take good care of learners by promoting learner well-being, inclusiveness learning, and positive learning environment; and, Give support for teachers to teach better.”

5. **School Reading Coordinator-** Teachers who are designated to lead the implementation of reading program in schools. Also, these teachers have attended trainings in reading and literacy either in division or regional level.

III. Scope

The implementation guidelines cover the Regional Office III and the 20 Schools Division Offices, including all public elementary schools in strengthening the peer tutoring in reading.

The implementation shall start immediately after the conduct of the Division Training of Trainers, which is targeted in February 2024 and shall end in 1st week of May 2024. The peer tutoring shall be conducted every Tuesday and Thursday of each week.

IV. Implementation Arrangements

A. Literacy Committee

To effectively implement the program, a literacy committee at the different governance level shall be created and shall have the following components:

Position/Designation	RO	SDO	School
Chairperson	ARD	ASDS	Principal
Vice Chairperson	CLMD Chief	CID Chief	Reading Coordinator
Members	EPS English EPS Filipino Regional Learner Formation Coordinator HRDD EPS QAD EPS FTAD EPS	EPS English EPS Filipino Division Learner Formation Coordinator Project Development Officer	Teacher Advisers

The Regional Office III shall lead the implementation through the conduct of the Regional Training of Trainers, continuous Monitoring and Evaluation, and provision of technical assistance.





Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

In support of the implementation of the peer tutoring, the following offices shall support the effective implementation of this activity:

1. The Curriculum and Learning and Management Division (CLMD) shall take the lead in the Regional Training of Trainers (RTOT) by selecting Resource Speakers who are experts in reading, literacy, and language teaching. The Education Program Supervisors in English and Filipino shall form a working committee for the regional training.

2. The Human Resource Management Division (HRDD) shall design the training matrix for the RTOT that will include the development of session guides on peer tutoring. Also, the HRDD shall design and implement Learning Action Cell materials for teachers to use.

3. The Finance Division shall provide funds, if available, in view of the conduct of RTOT.

4. The Policy, Planning, and Research Division (PPRD) shall initiate strategic initiatives and innovations relative to peer tutoring in reading.

5. The Quality Assurance Division (QAD) shall monitor and evaluate the implementation of the peer tutoring. Also, the QAD shall perform Program Implementation Review in all the SDOs. Also, QAD shall prepare the M & E Tool.

6. The Education Support Services Division (ESSD) shall initiate the forging of linkages and partnerships with non-government, local government units, and civic-oriented groups and organizations.

7. The Field and Technical Assistance Division (FTAD) shall assist CLMD and CID on any issues and concerns relative to the implementation of peer tutoring in reading. Also, the FTAD shall document the 'best Practices' in implementing the peer tutoring in all public elementary schools.

8. Schools Division Office shall perform the following tasks:

- a. Conduct Division of Training of Trainers composed of EPSs in English & Filipino;
- b. Monitor the implementation;
- c. Provide financial assistance, if funds are available;
- d. LRMS shall make an inventory of all available books, both in English and Filipino, to be distributed in schools; and



Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

e. Submit consolidated Issues, Concerns, and Challenges and Activity Report to regional office, attention to: CLMD.

9. School shall perform the following tasks:

- a. Conduct orientation of core group who will take sense of ownership of the activity;
- b. Identify Reading Tutors and Reading Tutees based on the recent results of the Phil IRI;
- c. Implement the activity based on the implementation guidelines.
- d. Enrich the process of the activity, if deemed necessary
- e. Submit Activity Report to SDO.
- d. Consolidate all gathered issues and concern;
- f. Apply the Whole-of-the-School Approach in the implementation of the activity;

B. Models of the Peer Tutoring in Reading

1. Cross-Age Tutoring- In this arrangement, more independent readers mentor less experienced ones. Reading Tutors coming from Grades 4, 5, and 6 can tutor English language learners in Grades 2 and 3. By teaching, the Reading Tutors are able to reinforce their own knowledge while also helping the younger ones.

2. Peer-led literature circles are cooperative reading groups where students gather to engage in student-driven, yet structured, discussion and analysis of literature. With this method, students assume different roles inside the literary circle, guiding conversations and using dialogue to further their comprehension of the text.

C. Phases of the Implementation

Phase	Activity	Persons Involved
a. Pre-Implementation	Identification of Reading Tutors on Peer Tutoring in Reading	Teachers in Grades 4, 5, & 6
	Identification of Reading Tutee	Teachers in Grades 2 & 3



Republic of the Philippines
Department of Education
 REGION III-CENTRAL LUZON

	<p>Orientation of Reading Tutors on how to conduct Peer Tutoring in Reading</p> <p>Orientation of Reading Tutees</p>	<p>School Principal</p> <p>Grade Level Coordinators in Grades 4, 5, & 6</p> <p>School Principal</p> <p>Grade Level Coordinators in Grades 2 & 3</p>
	<p>Planning Meeting of Teachers on selection of books and on the use of the reading log</p>	<p>School Principal</p> <p>School Reading Coordinator</p>
b. During Implementation	<p>Peer Tutoring in Reading</p> <p>Provision of Guidance to Reading Tutors</p> <p>Monitoring</p> <p>Culmination A short culminating activity shall be conducted with the parents of the reading tutees. Reading Tutors shall be given Certificate of Recognition Reading Tutees shall be awarded with a medal- I AM A READING CHAMPION.</p>	<p>Reading Tutors</p> <p>Grades 4, 5, & 6 Teachers</p> <p>School Principal Public School District Supervisor Division of EPSs in English and Filipino Regional EPSs in English & Filipino</p> <p>School Principal PSDS/Division EPSs in English & Filipino School Reading Coordinator Reading Tutors Reading Tutees Parents</p>
c. Post-Implementation	<p>Identification of issues and concerns</p>	<p>School Principal</p> <p>School Reading Coordinator</p>



Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

	Submission of Activity Report	Grades 4, 5, & 6 Teachers School Principal School Reading Coordinator Grades 4, 5, & 6 Teachers
--	-------------------------------	--

V. Monitoring and Evaluation

To ensure compliance with these implementation guidelines, the Regional Office, through the CLMD, FTAD, and QAD, in close collaboration with the SDOs shall conduct monitoring and evaluation. The findings of the M & E shall be analyzed in a roundtable discussion to improve the implementation of peer tutoring in reading.

References

Department of Education, DepEd Memorandum No. 173, s. 2019 Bawat Bata Bumabasa

Department of Education- Regional Office III, RM No. 504, s. Conduct of Regional Diagnostic Assessment



Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

As exemplified in the research of Brown-Chidney & Steege (2010), peer tutors are able to offer their classmates focused comments and individualized guidance. With the help of this tailored support, students can overcome any obstacles, misunderstandings, or problems they run into when reading, which improves comprehension. Learning is greatly aided by peer relationships. Peer tutoring allows students to benefit from a variety of approaches to reading comprehension, debate other points of view, and learn from one another, all of which can improve their comprehension skills.

Overall, all of these results point to the beneficial effects of peer tutoring on reading comprehension abilities. When designed and carried out appropriately, peer tutoring interventions provide students with beneficial chances to enhance their comprehension skills through group learning activities that are aimed at enhancing reading comprehension.

III. OBJECTIVES

The peer tutoring in reading aims to:

- a. offer a personalized support to address the specific needs of learners;
- b. foster a positive classroom climate conducive to learning through peer tutoring by sharing ideas, asking questions, and the like.
- c. instill a love for reading through active peer interaction in intensive and extensive reading.

IV. TARGET PARTICIPANTS

Select teachers

Key Stages 1 Learners- Struggling learners

Key Stage 2 Learners- Independent readers

V. MODEL OF THE PEER TUTORING

1. Cross-age Tutoring
2. Peer-led Literature Circle



Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

READING LOG OF THE PEER TUTORING IN READING

Name of Reading Tutee: _____

School: _____

Name of Reading Tutor: _____

Date & Time	Title of Book	Tutee's Signature	Parent's Signature



Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

I. TITLE: KAIBIGANG NAGBABASA, KARUNUNGA'Y MATATAMASA
(KNKM)
A Concept Paper on Peer Tutoring in Reading for Key Stages 1
& 2 Learners

II. PROPONENTS:

Ramil G. Ilustre, PhD
EPS English, CLMD

Marie Ann C. Ligsay, PhD
EPS Filipino, CLMD

Gino Jheps A. Pacquing, PhD
PDO IV, ESSD

Eugene S. Yango, EdD
EPS, HRDD

Charies N. Pena EdD
EPS, FTAD

II. RATIONALE:

Reading is the key to all content areas making the skill foundational and crucial across year levels. Although reading should be a skill that a learner should practice, the impact of guided reading and a reading program will have immense implications since not all learners have quality reading materials at home. The MATATAG Curriculum provides clear direction to **Take steps to accelerate delivery of basic education facilities and services.**

In a study conducted by Mirasol and Topacio (2021) among urban poor communities, parents acknowledged that reading is essential for the learners' social development and has to begin at home; however, their limited budget and access to reading materials contradict their belief about reading. This situation is not only limited to the urban poor communities in the locality but can also be seen in challenged areas all over the Philippines.

Given the learners' reading performance in Region III, a sustained and monitored intervention is deemed necessary to improve their reading proficiency. In alignment with the National Reading Program, a Regional Reading Program should be implemented based on the existing program implemented at the division level.





Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

This regional reading program intends to align and harmonize the current reading programs and evenly implement them across divisions.

With that, only 10 percent of the Grade 5 learners got the minimum proficiency level by the end of their primary education based on the results of the Southeast Asia Primary Learning Metric conducted in 2019 (SEAPLM, 2021). In addition, in the post-covid learning recovery, the World Bank estimated that the learning poverty in the Philippines is about 90.0 percent. This glaring figure shows that only 1 out of 10 Filipino learners do not experience learning poverty.

Adherent to Regional Memorandum no. 504, s. 2022, the Regional Diagnostic Assessment was conducted in all grade levels of all school divisions in Central Luzon. The results in English for Key Stage 1 show that 28.70 or 29% of Grade 2 learners and 26.08 or 26% of Grade 3 learners managed to attain the minimum proficiency level (MPL) in English. This shows that 71-74% did not achieve the MPL. This indicates that only 3 out of 10 Key Stage 1 learners got the minimum English proficiency level, leaving seven learners behind. Furthermore, the elementary learners achieved the lowest MPL across year levels.

As for the Group Screening Test (GST) in English for Grade IV learners, 54.35% obtained a score of 13 and below on the given reading comprehension test comprising 20 items. This means these five learners out of 10 will have to undergo the Individualized Phil-IRI Assessment due to their assessment results. This result may be for Grade IV learners but gives a glimpse of the performance of the lower year levels and the need to intensify the reading skills of the Key Stage 1 learners.

In order to make learning of reading become meaningful, exciting, and relevant in the lives of learners, peer learning strategies may be introduced in the classroom. One peer learning strategy is peer tutoring in reading. Gillies & Boyle (2010) documented the pedagogical practices and academic achievement of teachers who implemented cooperative learning strategy, like peer tutoring. Data culled from the interviews indicated positive experiences while implementing peer tutoring in reading. Other issues identified are the successful group work, social skills needed, and the assessment of learning as crucial part of identifying level of mastery of skills and competencies in reading.

Similarly, Lindo (2010) noted that reading comprehension skills of kids have improved as a result of peer tutoring initiatives. Peer tutoring participants frequently exhibit superior comprehension strategies, such as a greater capacity to summarize and analyze material, make inferences more skillfully, and comprehend text structures more clearly.



Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

As exemplified in the research of Brown-Chidney & Steege (2010), peer tutors are able to offer their classmates focused comments and individualized guidance. With the help of this tailored support, students can overcome any obstacles, misunderstandings, or problems they run into when reading, which improves comprehension. Learning is greatly aided by peer relationships. Peer tutoring allows students to benefit from a variety of approaches to reading comprehension, debate other points of view, and learn from one another, all of which can improve their comprehension skills.

Overall, all of these results point to the beneficial effects of peer tutoring on reading comprehension abilities. When designed and carried out appropriately, peer tutoring interventions provide students with beneficial chances to enhance their comprehension skills through group learning activities that are aimed at enhancing reading comprehension.

III. OBJECTIVES

The peer tutoring in reading aims to:

- a. offer a personalized support to address the specific needs of learners;
- b. foster a positive classroom climate conducive to learning through peer tutoring by sharing ideas, asking questions, and the like.
- c. instill a love for reading through active peer interaction in intensive and extensive reading.

IV. TARGET PARTICIPANTS

Select teachers

Key Stages 1 Learners- Struggling learners

Key Stage 2 Learners- Independent readers

V. MODEL OF THE PEER TUTORING

1. Cross-age Tutoring
2. Peer-led Literature Circle



Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

VI. PLAN FOR IMPLEMENTATION/ACTIVITIES

Phase	Activity	Persons Involved	Budget	Target Date
Pre-Implementation	Regional level a. Consultation Meeting	RD May B. Eclar CLMD Chief Regional EPSs in English and Filipino PDO IV, ESSD	None	January 9, 2024
	b. Regional Training of Trainers	RD May B. Eclar CLMD Chief Regional EPSs in English and Filipino PDO IV, ESSD EPS, HRDD EPS, QAD Division EPSs in English and Filipino	Php77,700.00	2 nd week of February 2024



Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

		PSDS School Head School Reading Coordinator		
		Regional TWG (5)		
	c. Purchase of Badge/Pins for Reading Tutor/Reading Tutee	EPS English	Php20,000.00	1 st week of February 2024
	Division level			
	a. Division Training of Trainers	CID Chief EPSs		3 rd week of February 2024
		Division EPSs English & Filipino		
		PSDS		
		School Heads		
		Reading Coordinators		
		1 Key Stage 1 Teacher		
		1 Key Stage 2 Teacher		
	b. Submission of Activity Report in the Regional Office	Division EPSs English & Filipino		4 th week of February 2024



Republic of the Philippines
Department of Education
 REGION III-CENTRAL LUZON

	<p>c. Monitoring and Evaluation</p> <p>School Level</p> <p>a. Orientation of Key Stage 1 & 2 Teachers</p> <p>b. Orientation of Independent Readers and Struggling learners</p> <p>c. Crafting of schedule and creation of core group</p>	<p>Technical Working Group (TWG)</p> <p>CID Learning Area EPSs</p> <p>School Head School Reading Coordinator</p> <p>School Reading Coordinator Teachers</p>		<p>March-April 2024</p> <p>1st week of March 2024</p> <p>Last week of May 2024</p>
During Implementation	<p>Regional Level</p> <p>a. Monitoring and Provision of Technical Assistance to SDOs and Schools</p> <p>b. Consolidation of issues and concern during the provision of technical assistance</p>	<p>Regional EPSs in English & Filipino</p> <p>Regional EPSs FTAD</p> <p>Regional EPSs QAD</p> <p>Regional EPSs</p>	None	<p>2nd week of March 2024 (till May 2024)</p> <p>Last week of May 2024</p> <p>Last week of</p>



Republic of the Philippines
Department of Education
 REGION III-CENTRAL LUZON

	<p>c. Consolidation of Progress Report</p> <p>Division level</p> <p>a. Monitoring and Provision of Technical Assistance to schools</p> <p>b. Consolidation of issues and concern during the provision of technical assistance</p> <p>School level</p> <p>a. Conduct of peer tutoring</p> <p>b. Monitoring</p>	<p>English & Filipino</p> <p>Regional EPSs FTAD</p> <p>Regional EPSs QAD</p> <p>CID Learning Area EPSs</p> <p>CID Learning Area EPSs</p> <p>School Head School Reading Coordinator Teachers</p> <p>School Principal</p>		<p>May 2024</p> <p>2nd week of March 2024 (till May 2024)</p> <p>Last week of May 2024</p> <p>2nd week of March 2024 (till May 2024)</p>
Post-Implementation	<p>Regional level</p> <p>a. Focus Group Discussion on issues, concerns, and challenges</p>	<p>Regional EPSs English & Filipino</p> <p>Regional EPSs FTAD</p> <p>Regional EPSs QAD</p>	None	<p>1st week of June 2024</p>



Republic of the Philippines
Department of Education
 REGION III-CENTRAL LUZON

	b.Improvement/Refinement of the Implementation Guidelines	Regional EPSs English & Filipino		2 nd week of June 2024
		Regional EPSs FTAD		
		Regional EPSs QAD		
	Division level a. Analysis of findings of the monitoring and provision of technical assistance	CID EPSs Learning Area EPSs		1 st week of June 2024
	b. Submission of Activity Completion Report to RO			
	School level a. Submission of Activity Completion Report	School Head School Reading Coordinator		1 st week of June 2024

VII. SCHEDULE OF THE PEER TUTORING IN READING

Months	Days	Number of Minutes
March, April, & May	Tuesday and Thursday	40-50 per session (Filipino/English Class)





Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

References:

- Ghaith, G. M., & Bouzeineddine, A. R. (2003). Relationship between reading attitudes, achievement, and learners' perceptions of their Jigsaw II cooperative learning experience. *Reading Psychology, 24*(2), 105–121.
- Gillies, R. M., & Boyle, M. (2010). Teachers' reflections on cooperative learning: Issues of implementation. *Teaching and Teacher Education, 26*(4), 933–940. <https://doi.org/10.1016/j.tate.2009.10.034>
- Lindo, E. J., Elleman, A.M. (2010) Social validity's presence in field-based reading intervention research. *Remedial and Special Education, 31* (6), 489-499.
- Brown-Chidsey, R., Steege, M. W. (2010). *Response to intervention: principles and strategies for effective practice 2nd edition*. New York: The Guilford Press.
- DepEd Regional Office III, RM No. 504, s. 2022. Regional Diagnostic Assessment