



Republic of the Philippines
Department of Education
Schools Division of Benguet

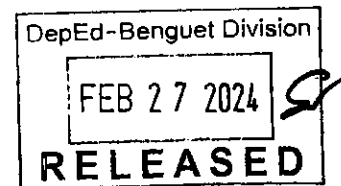
26 Feb 2024

DIVISION MEMORANDUM

No. 63, s. 2024

CONDUCT OF THE 2024 DIVISION READ-A-THON

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



1. Read-a-thon as reading activity provides opportunities for learners from elementary and secondary to showcase their skills and talents in the different disciplines. It seeks to provide an avenue in assessing learner's artistic abilities, language, critical analysis, and deep reasoning among others

2. The Department of Education (DepEd) has been motivating and urging schools and learning institutions to conduct a month-long reading program to revive the youth's interest in the printed word and rekindle the students love for books. Among them a Read-a-Thon, "Drop Everything and Read (Dear)" and remedial reading classes for elementary and secondary learners.

3. It is for this purpose that the Schools Division Office of Benguet through the Curriculum Implementation Division will conduct the Read-A-Thon on **March 23, 2024**, at Buyagan Elementary School to select participants who will be joining the Regional Festival of Talents in Read-a-thon this year. It will showcase three events which are the **Story Retelling, Oral Reading Interpretation, and Readers Theater** for Grades 3 and 6 (Elementary) and **Story Retelling, Oral Reading Interpretation, Oral Composition and Presentation** for Grades 10 and 11. It will be participated by elementary and secondary learners from the 14 districts of the Division of Benguet.

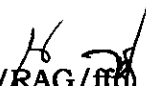
4. Readers Theater for elementary shall be recorded and be uploaded to this drive: <https://drive.google.com/drive/folders/13ludajvFUfGsDd1O7862JwM9XEae sdS> on or before March 20, 2024. Use ERD3(DISTRICT) for Grade 3 and ERD6(DISTRICT) for Grade 6



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5. Working committee chairs and members are assigned to ensure the successful conduct of the Read-a-thon. (See Enclosure No. 1 for the complete list.)
6. Participants (Coaches/School Paper Advisers) during the Read-a-thon shall be entitled for one-day service credit since the activity shall be conducted Saturday.
7. Travel and other incidental expenses incurred shall be charged to school MOOE or other available local funds as may be appropriate, subject to the usual government auditing rules and procedures.
8. For inquiries or clarifications, please contact CID Chief Rizalyn A. Guznian through rizalyn.guznian@deped.gov.ph, Education Program Supervisor for English Francis F. Peckley through francis.peckley@deped.gov.ph.
9. Immediate dissemination of and compliance with this Memorandum is directed.


SALLY L. BANAKEN-ULLALIM CESO V
School Division Superintendent


CID/RAG/ff

GRADE 3		GRADE 4	
Retelling	Oral Reading Interpretation	Retelling	Oral Reading Interpretation
Donaville Bistid- Chairman		Constancia Jane Abodiles-Chairman	
Joan Palpeg		Gregoria Lipa-od	
Clariza Tad-o		Benjamin Sacla	
GRADE 10		GRADE 11	
Retelling	Oral Interpretation	Oral Interpretation	Oral Reading Interpretation
Esther Rizaldo-Chairman		Shirley Comila-Chairman	
Aida Pe		Claire Felipe	
Narcing Sukil-ap		Regina Sarmiento	
		GRADE 11	
		Oral Composition and Presentation	
		Delia Bandao -Chairman	
		Agnes Malinias	
		Francis F. Peckley	

Implementing Guidelines on Read-A-Thon

Category GRADE 3	Mode of Delivery	No. of Learner Participant	No. Of Teacher Coach	Time Allotment
Story Retelling	In-person	1	1	5 minutes
Oral Reading Interpretation	In-person	1	1	5 minutes
Readers Theater	Recorded	4	1	5 minutes

Category GRADE 6	Mode of Delivery	No. of Learner Participant	No. Of Teacher Coach	Time Allotment
Story Retelling	In-person	1	1	5 minutes
Oral Reading Interpretation	In-person	1	1	5 minutes
Readers Theater	Recorded	4	1	5 minutes

Category GRADE 10 AND 11	Mode of Delivery	No. of Learner Participant	No. Of Teacher Coach	Time Allotment
Story Retelling	In-person	1	1	5 minutes
Oral Reading Interpretation	In-person	1	1	5 minutes
Oral Composition and Presentation	In-person	1	1	7 minutes

(A Showcase of English Language Skills Exhibition)

COMPONENT	READ-A-THON	
KEY STAGE	Key Stages 1,2,and 3	
EVENT TITLE	Story Retelling English	
NO. OF PARTICIPANTS	1 Grade three (3) learner-participant per district 1 Grade six (6) learner-participant per district 1 Grade ten (10) learner-participant per district 1 Grade six (11) learner-participant per district	
TIME ALLOTMENT	5 minutes	
PERFORMANCE STANDARD	The learner fluently expresses ideas in various speaking tasks and uses speaking skills and strategies appropriately to communicate ideas in varied theme-based tasks.	
21 ST CENTURY SKILL/S	Communication, Creativity, and Critical Thinking	
CREATIVE INDUSTRIES DOMAIN	Performing Arts Domain	
DESCRIPTION	Story Retelling (English) is an RFOT event category of Read-A-Thon that determines how well learner-participants have comprehended a specific story read by retelling it using their own words and expressions.	
CRITERIA FOR PRESENTATION	Criteria	Percentage
	Mastery of the Story <ul style="list-style-type: none"> • Retell accurately the significant details and elements of the story read. • Communicate the story in a sequential order 	50%
	Voice Projection <ul style="list-style-type: none"> • Retell the story creatively with correct use of language and loudly enough for the audience to hear. • Observe proper stress, intonation, and juncture 	30%

Stage Presence	
<ul style="list-style-type: none"> • Show confidence and appropriate posture/ projection, facial expressions, and gestures. • Perform within the allotted time 	20%
Total	100%

EVENT RULES AND MECHANICS

A. Story Retelling (English) event is open to all Grade three (3) learners who are officially enrolled in public schools. Each district shall register one (1) learner-participant and one (1) teacher-coach.

B. A printed copy of a story in English, pen, and paper shall be provided to the participants by the Division Technical Working Group (DTWG) during the event. These shall be retrieved from them before their actual performance.

C. Teacher-coaches and parents shall be allowed to assist their participants and provide their snacks (30) minutes prior to the start of the event. Afterwards, participants shall enter the holding area.

D. Drawing of lots by the participants for their number identifier shall be done thirty (30) minutes before the event proper.

E. At the event venue, participants shall be given twenty-five (25) minutes to silently read the given story. They may use pen and paper to organize their thoughts. Then, they shall retell the story read using their own words which shall not exceed (5) minutes.

F. Participants shall not be allowed to read the story again during their performance.

G. Colored flags shall be raised by the DTWG to cue the participants during the event proper. Green flag shall be raised to inform the participants on the 'start of their allotted time,' yellow flag to signal the remaining '30 seconds,' and red flag to signal that their time is up.' When the red flag is raised, the participants are expected to stop their performance.

H. Using cellphone or any gadget and/or bringing reference materials/ handouts, copy of any story, costumes, props, musical instrument/ accompaniment are not allowed inside the exhibition venue.

I. Plain white t-shirt and maong pants shall be worn by participants during the event.

(A Showcase of English Language Skills Exhibition)

COMPONENT	READ-A-THON
KEY STAGE	Key Stages 1,2, and 3
EVENT TITLE	Oral Reading Interpretation English
NO. OF PARTICIPANT/ S	1 Grade three (3) learner-participant per district 1 Grade six (6) learner-participant per district 1 Grade ten (10) learner-participant per district 1 Grade six (11) learner-participant per district

TIME ALLOTMENT	5 minutes											
PERFORMANCE STANDARD	The learner accurately, fluently, and creatively reads aloud liter texts.											
21ST CENTURY SKILL/S	Communication, Creativity, and Critical Thinking											
CREATIVE INDUSTRIES DOMAIN	Performing Arts Domain											
DESCRIPTION	Oral Reading Interpretation (English) is an NFOT event category of Read-A-Thon that allows learner-participants to demonstrate their interpretive skills and ability to communicate using effective verbal and non-verbal cues in reading a story aloud to an audience.											
CRITERIA FOR PRESENTATION	<table border="1"> <thead> <tr> <th>Criteria</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td> Oral Interpretation <ul style="list-style-type: none"> • Read aloud accurately the message/ theme, emotions, mood, character, and all other elements of the story. • Establish creative and dramatic impact throughout the presentation. </td> <td>50%</td> </tr> <tr> <td> Voice Projection <ul style="list-style-type: none"> • Speak clearly, distinctly, and with appropriate and varied pauses, pitch, and tone modulation. • Recite loudly enough for the audience to hear </td> <td>30%</td> </tr> <tr> <td> Stage Presence <ul style="list-style-type: none"> • Show confidence and appropriate posture/ projection, facial expressions, and gestures. • Perform within the allotted time </td> <td>20%</td> </tr> <tr> <td>Total</td> <td>100%</td> </tr> </tbody> </table>		Criteria	Percentage	Oral Interpretation <ul style="list-style-type: none"> • Read aloud accurately the message/ theme, emotions, mood, character, and all other elements of the story. • Establish creative and dramatic impact throughout the presentation. 	50%	Voice Projection <ul style="list-style-type: none"> • Speak clearly, distinctly, and with appropriate and varied pauses, pitch, and tone modulation. • Recite loudly enough for the audience to hear 	30%	Stage Presence <ul style="list-style-type: none"> • Show confidence and appropriate posture/ projection, facial expressions, and gestures. • Perform within the allotted time 	20%	Total	100%
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	Stage Presence <ul style="list-style-type: none"> • Show confidence and appropriate posture/ projection, facial expressions, and gestures. • Perform within the allotted time 	20%										
Total	100%											
EVENT RULES AND MECHANICS												
<p>A. Oral Reading Interpretation (English) event is open to all Grade six (6) learners who are officially enrolled in public schools. This shall be done under exhibition category. Each region shall register one (1) learner participant and one (1) teacher-coach.</p>												

- B. printed copy of a story in English shall be provided to the participants by the National Technical Working Group (NTWG) during the event. This shall be retrieved from them before their actual performance.
- C. Teacher-coaches and parents shall be allowed to assist their participants and provide their snacks (30) minutes prior to the start of the event. Afterwards, participants shall enter the holding area.
- D. Drawing of lots by the participants for their number identifier shall be done thirty (30) minutes before the event proper.
- E. At the event venue, participants shall be given fifteen (15) minutes to study the story. Then, they shall read aloud the story creatively and dramatically which shall not exceed (5) minutes.
- F. Colored flags shall be raised by the NTWG to cue the participants during the event proper. Green nag shall be raised to inform the participants on the 'start of their allotted time,' yellow nag to signal the remaining '30 seconds,' and red nag to signal that their time is up.' When the red flag is raised, the participants are expected to stop their performance.
- G. Using cellphone or any gadget and/or bringing reference materials/ handouts, copy of any story, costumes, props, musical instrument/ accompaniment are not allowed inside the event venue.
- H. Plain white t-shirt and maong pants shall be worn by participants during the event.



(A Showcase of English Language Skills Exhibition)



COMPONENT	READ-A-THON
KEY STAGE	Key Stage Three 3 : Grade Ten 10 and Grade 11
EVENT TITLE	Oratorical Composition and Presentation English
NO. OF PARTICIPANT S	1 Grade ten (10) and 1 Grade 11 learner-participant per district
TIME ALLOTMENT	7 minutes
PERFORMANCE STANDARD	The learner composes a short but powerful persuasive speech using a variety of persuasive techniques and devices and delivers it using effective verbal and non-verbal strategies.
21ST CENTURY SKILL/ S	Communication, Creativity, and Critical Thinking
CREATIVE INDUSTRIES DOMAIN	Performing Arts Domain
DESCRIPTION	Oratorical Composition and Presentation (English) is a DFOT event category of Read-A-Thon that allows learner participants to write a short speech based on a given topic or theme and deliver it in a formal and dignified manner before an audience.

CRITERIA FOR PRESENTATION

Criteria	Percentage
Oral Interpretation Compose a short, logical, and coherent speech relevant to the given topic or theme Deliver the speech in a formal, dignified, engaging, and persuasive manner. Use words that represent own thoughts, feelings, and expressions	50%
Voice Projection <ul style="list-style-type: none">• Speak clearly, distinctly, and with appropriate and varied pauses, pitch, and tone modulation.• Recite loudly enough for the audience to hear	30%
Stage Presence <ul style="list-style-type: none">• Show confidence and appropriate posture/ projection, facial expressions, and gestures.• Perform within the allotted time	20%
Total	100%

EVENT RULES AND MECHANICS

- A. Oratorical Composition and Presentation (English) event is for Grade ten (10) and Grade 11 learners who are officially enrolled in public schools. Each shall register one (1) learner-participant and one (1) teacher-coach.
- B. Pen and paper shall be provided to the participants by the Division Technical Working Group (DTWG) during the event. This shall be retrieved from them after their actual performance.
- C. Participants are not allowed to bring a copy of any speech, costumes, props, musical instrument/ accompaniment in the event.
- D. Teacher-coaches and parents shall be allowed to assist their participants and provide their snacks (30) minutes prior to the start of the event. Afterwards, participants shall enter the holding area.
- E. The drawing of lots by the participants for their number identifier shall be done thirty (30) minutes before the event proper.
- F. At the event venue, participants shall be simultaneously provided with the topic or theme for their speech. They shall be given fifty (50) minutes to write on a piece of paper their short speech based on the given topic or theme. Afterwards, the DTWG shall collect the written speeches from the participants. Participants shall not be allowed to rewrite or revise their speech after it has been collected.

- G. To provide participants with sufficient time to prepare, they shall receive their speech from the NTWG five (5) minutes before their turn for speech delivery.
- H. Participants shall be called to deliver their speech which shall not exceed (5) minutes.
- I. Colored flags shall be raised by the NTWG to cue the participants during the event proper. Green nag shall be raised to inform the participants on the 'start of their allotted time,' yellow nag to signal the remaining '30 seconds,' and red nag to signal that their 'time is up.' When the red flag is raised, the participants are expected to stop their performance.
- J. Using cellphone or any gadget and/or bringing reference materials/handouts, copy of any story, costumes, props, musical instrument/ accompaniment are not allowed inside the event venue.
- K. A plain white t-shirt and maong pants shall be worn by participants during the event.

Readers Theatre Mechanics and Criteria

Mechanics

1. Each group must contain only 4 participants.
2. The piece to be performed and be recorded for the Readers Theater must be the **"THE BOY WITHOUT A NAME"** for Grade 6, and **THE VERY HUNGRY CATERPILLAR** for Grade 3.
3. Participants must use long white folder as props for the competition.
4. Participants can wear head props for the competition.

Criteria

1. Staging: -----	20%
Effective use of stage, Blocking , Movement	
2. Physical Delivery-----	30%
Posture, Stage Presence Gestures, Eye contact distracting mannerisms	
3. Vocal Delivery-----	30%
Volume, Pitch Vocal Variety Pronunciation, Articulation Diction, Timing Pauses	
4. Over- All Effectiveness-----	20%
Delivery Poise Organization of thought Group Appearance Group Energy and Interaction	
Total points -----	100%



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THE BOY WITHOUT A NAME (*Readers Theater Piece for Grade 6*)

- Narrator 1: Once upon a time, long, long, long ago, in a country far from here, there lived a boy who had no name.
- Narrator 2: It is very strange to have no name, and you might ask...
- One of the Participants: Why didn't he have a name?
- Narrator 3: Well, it was like this.
- Narrator 1: On the day he was born, his parents were just about to choose a name for him...
- Narrator 2: when a very wise man came to the house.
- The Wise Man (to the parents): This is a very, very important boy, and I am going to give him something marvelous one day, but I will have to give him his name first. So please don't give him a name yet.
- The Parents: All right, but when will he get a name?
- The Wise Man: I cannot say now, but remember, he is a very important boy and you must be careful not to give him a name.
- Narrator 3: So the parents called him "Benaam"...
- Narrator 1: which means "Nameless" in the language of that country.
- Narrator 2: For he was a boy without a name.
- Narrator 3: One day Nameless went to see his friend who lived in the next house.
- Nameless (to his friend Anwar): Everybody has a name, and I would like to have one, too. Do you have a name you can give me?
- Anwar: I only have one name. It is Anwar. That's my name, and I need it. If I gave it to you, what would I do for a name? Besides, what would you give me if I did give you my name? You haven't got anything.
- Nameless: I've got a dream I don't want. I could give you that.
- Anwar: But how can we find out how to get a name and how to pass on a dream from one person to another?
- Nameless: I know, let's go and ask the wise man!
- Narrator 1: Now, the wise man knew everything, and fortunately he didn't live very far away.
- Narrator 2: So Nameless and Anwar went to his house and they knocked on the door.
- Narrator 3: As soon as he saw them, the wise man said...
- Script – Page 2
- The Wise Man: Come in, Nameless and Anwar...
- Narrator 3: even though he had never seen them before.
- Nameless and Anwar (in unison): How did you know who we were?
- The Wise Man: I know many things. And, besides, I was expecting you. Sit down here, and I'll see what I have in my magic boxes.
- (Nameless and Anwar sit down on the cushions beside the wise man.)
- The Wise Man (picking up the small box of "names"): This is a magic box, and it's absolutely full of all kinds of names. You just see.
- Narrator 1: And when he opened the lid of the box, the boys could hear all the



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names in it.

All Other Participants: (in unison, whisper the names written on the pieces of paper in the box...have each participant pick a different name to whisper.)

Narrator 2: There were all kinds of names.

All of the Narrators: Names, names, names.

Narrator 3: Names saying themselves...

Narrator 1: names saying other names.

Narrator 2: Names saying names from all the countries of the world.

Narrator 3: And the wise man picked a name out of the box and handed it to

Nameless...

Narrator 1: and the name jumped onto his hand...

Narrator 2: ran up his arm and sprang onto his shoulder...

Narrator 3: and then it went into his ear...

Narrator 1: and right into his head.

All of the Narrators: And suddenly he knew that he had a name!

Nameless – now known as Husni: Hooray! Hooray! I've got a name. I am Husni!

Narrator 2: Husni was his name.

Anwar: But I want the dream that Husni promised me!

The Wise Man: Patience, my boy!

(Pick up the box of "dreams that people don't want" and open it)

This is a box of dreams that people don't want. You just stroke your head to take the dream out of it, Husni, and then put the dream into this box.

Narrator 3: And Husni did so, and, sure enough, when he stroked his head he found that the dream came into his hand...

Script – Page 3

Narrator 1: and when he put his hand down near the box, the dream popped into the box.

(Husni holds the picture that the class made of the dream he didn't want and puts it in the box.)

The Wise Man (picking up the box of "wonderful dreams" and opening it): This box is full of wonderful dreams!

Narrator 2: And the two boys could see all sorts of marvelous dreams inside.

All of the Narrators: Wonderful, wonderful dreams!

All Other Participants: (pick out of the box the images of dreams that they created.)

The Wise Man: I am going to give you one dream each. Pick a dream.

Narrator 3 (as the boys pick a dream out of the box): And the dreams, as soon as they caught hold of them...

Narrator 1: ran up their arms, onto their shoulders, into their ears...

Narrator 2: and right into their heads...

Narrator 3: just as Husni's name had done. And after that...

All of the Narrators: forever and ever, Husni had a name...

All of the cast: and the two boys, Husni and Anwar, always had wonderful dreams.

THE END



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The Very Hungry Caterpillar (*Readers Theater for Grade 3*)
by Eric Carle

Roles: Reader 1, Reader 2, Reader 3, Reader 4 Reader 5

Reader 1 In the light of the moon a little egg lay on a leaf.

Reader 2 One Sunday morning the warm sun cam up...

Reader 3 and POP, out of the egg came a tiny, very hungry caterpillar.

Reader 1 He started looking for some food.

Reader 2 On Monday he ate through one apple. But he was still hungry.

Reader 4 On Tuesday he ate through two pears, but he was still hungry.

Reader 5 On Wednesday he ate through three plums, but he was still hungry.

Reader 3 On Thursday he ate through four strawberries, but he was still hungry.

Reader 5 On Friday he ate through five oranges, but he was still hungry.

Readers Theatre Scripts

Family Tutoring 603

Reader 1 On Saturday he ate through one piece of chocolate cake,

Reader 3 One ice-cream cone,

Reader 4 One pickle,

Reader 2 One slice of Swiss cheese,

Reader 5 One slice of salami,

Reader 3 One lollipop,

Reader 4 One piece of cherry pie,

Reader 5 One sausage,

Reader 1 One cupcake,

Reader 4 And one slice of watermelon.

Reader 5 That night he had a stomach ache!

Reader 6 The next day was Sunday again.

Reader 2 The caterpillar ate through one nice leaf, and after that he felt better.

Readers Theatre Scripts

Family Tutoring 604

Reader 5 Now he wasn't hungry anymore--and he wasn't a little caterpillar anymore.

Reader 3 He was a big fat caterpillar.



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Reader 1 He built a small house,
Reader 2 Called a cocoon,
Reader 1 Around himself.
Reader 3 He stayed inside for more than two weeks.
Reader 5 Then he nibbled a hole in the cocoon, pushed
his way out and...
Reader 4 He became a beautiful butterfly!



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