Republic of the Philippines
Department of Education
REGION VIII
SCHOOLS DIVISION OF NORTHERN SAMAR

November 17, 2026

DIVISION MEMORANDUM
No. 486, s. 2026

OBSERVANCE OF THE NATIONAL READING MONTH

To: Assistant Schools Division Superintendents
Chief Education Supervisors
Education Program Supervisors
Public School District Supervisors
Principals-in-Charge
Elementary and Secondary School Principals/School Heads
All Others Concerned

1. The Department of Education Regional Office VIII issued Regional Memorandum No. 1504, s. 2026, dated November 9, 2026, entitled **Observance of the National Reading Month**.

2. In line with the foregoing, all concerned are hereby directed to comply with the provisions of the said issuance, ensuring that the conduct of related activities does not disrupt regular classroom instruction.

3. The attached Regional Memorandum shall serve as the reference for information, guidance, and compliance.

GAUDENCIO C. ALJIBE JR., PhD, CESO V
Schools Division Superintendent

DepEd Northern Samar
RELEASED
Sign: _____
Date: 18 NOV 2026

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Republic of the Philippines
Department of Education
REGION VIII - EASTERN VISAYAS

November 9, 2026

REGIONAL MEMORANDUM
No. 1506 s. 2026

OBSERVANCE OF THE NATIONAL READING MONTH

To: Schools Division Superintendents
All Others Concerned

1. In line with the Department's goal of improving foundational literacy, addressing learning gaps, and fostering a culture of reading, this Office, through the Curriculum and Learning Management Division (CLMD), shall spearhead the observance of **National Reading Month** with the theme, "**Reading Beyond Pages: Cultivating Knowledge, Character, and Citizenship,**" throughout the month of November.

2. In this regard, all public elementary and secondary schools are directed to conduct literacy-focused activities that promote lifelong reading habits, strengthen learners' comprehension, critical thinking, and communication skills, and support the implementation of the ARAL Program.

3. To ensure alignment with the Three-Term School Calendar, the observance of the Reading Month shall be designed in a manner that does not disrupt regular instruction. Schools may adopt any combination of the following activities:

ACTIVITY	DESCRIPTION	OFFICES
National Reading Month School-Level Kick-off Activity (November 16, 2026)	Schools allot a time for an advocacy drive on the importance of reading during the flag-raising ceremony.	Schools
Reading Ambassador	A famous or well-known person is invited to serve as a storyteller who will read aloud a chosen story while the audience read the text through printed copies every flag-raising ceremony. A Q&A activity may follow thereafter.	Schools
Classroom Reading Wall	Each classroom maintains a reading tracker where learners post book titles completed, favorite quotations, or reflections,	Schools
Reading Circle	A reading circle involves small, heterogeneous groups of students who come together to read and discuss a text. One main feature	Schools (All Key Stages)

	of this activity is the assignment of customizable but specific roles to each member of the reading circle (a summarizer, a questioner, a connector, a plot-identifier, a passage-finder, an adjective-collector, etc.) who shall share a his or her assigned information during discussion.	
Literature Cosplay	This activity may be adopted as part of the culminating activity. Students shall wear the costume of literary characters when they go to school. A copy of the book or a link to the reading material featuring the literary character shall be shared to all who wish to read the entire story and get to know the character better.	Schools and DepEd Offices
Reading Cinema	A classroom is transformed into a cinema setup with a wider or bigger "screen" supported by a sound system. Here a teacher basically does animated storytelling with the help of giant-sized illustrations or projected images that also contain the reading texts as well as sound effects from stories. Well-placed spotlights may also be used to bring focus to certain acts and gestures that may complement the illustrations. Teachers may take turns to act as storytellers at certain times or they may deliver the activity as a group. Others serve as operators of the audiovisual system to ensure that the presentation is in synch with the flow of the story. Tarpaulins and posters of the "movie" (story) may be placed outside the reading cinema to announce screening schedules and invite groups of students to watch next.	Schools (Key Stage 1)
Read and Watch	Students are tasked to read a book, a short story, or a novel. When this is done, they get to watch a movie adaptation of the story they have read either in class or as an assignment. A session or class will then follow to discuss both versions.	Schools (Key Stages 3-4)

Reading Camp	Depending on the availability of resources and safety considerations, the schools may set up tents in an ideal, safe, clean environment like a school oval, plaza, garden, gym, or a big hall. Here, tents will be set up to serve as a place where students visit on their free time, vacant period, or after class and stop by to read books that have been placed inside by themes or categories. The tent should be comfortable and might feature a rug, pillows, or stuff toys that will allow learners to relax while reading. A variation of the activity may also be done by setting up camps on a Friday night where identified struggling readers can spend the night in the camp with teachers, reading stories and enjoying a discussion of the story over a bonfire. However, necessary safety measures and permission must be secured from parents and the authorities before this is done.	Schools (Key Stages 2-4)
The Book Exchange	Each week students and teachers should read a book and exchange it with another to promote love of reading among all ages.	Schools and DepEd Offices
Reading Progress	This is a free tool built into Microsoft Teams designed to support and track reading fluency of students. The tool works when students with DepEd-provided Microsoft accounts record their reading on camera and submit it to the teacher who devised and uploaded the passage. The tool automatically measures reading miscues such as mispronunciations, omissions, self-correction, insertions, and repetitions which can help both the learners and teachers about what to do with the reading performance.	Schools (Key Stages 2-4)
Share a Book, Shape a Future Drive	Schools, learning centers, and DepEd offices shall have a designated box for book donation	Share a Book, Shape a Future Drive

Reading Camp	Depending on the availability of resources and safety considerations, the schools may set up tents in an ideal, safe, clean environment like a school oval, plaza, garden, gym, or a big hall. Here, tents will be set up to serve as a place where students visit on their free time, vacant period, or after class and stop by to read books that have been placed inside by themes or categories. The tent should be comfortable and might feature a rug, pillows, or stuff toys that will allow learners to relax while reading. A variation of the activity may also be done by setting up camps on a Friday night where identified struggling readers can spend the night in the camp with teachers, reading stories and enjoying a discussion of the story over a bonfire. However, necessary safety measures and permission must be secured from parents and the authorities before this is done.	Schools (Key Stages 2-4)
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Share a Book, Shape a Future Drive	Schools, learning centers, and DepEd offices shall have a designated box for book donation	Schools and DepEd Offices

	that will last until December 4, 2026. Donated books shall be given to select learners.	
House of Imagery	Students or contestants are given a story or a reading text. The students shall then make a poster about the story depending on the tasks that will be given. In the end, all outputs shall be displayed in a designated area of the school and shall be shown as part of an exhibit.	Schools (All Key Stages)
eAcademy Reading Program	eAcademy partner schools use a free software and a free student app to access interactive eBooks, thematic stories, vocabulary activities, songs, and educational games that support English and reading instruction. The materials can be integrated in the classroom lessons in various ways and can also be used to support ARAL sessions.	eAcademy Partner Schools
Reading Influencer	Learners, teachers, DepEd personnel create1-minute book talks, book recommendation videos, or reading advocacy reels.	Schools and DepEd Offices

4. Considering the availability of other reading strategies, the schools are given the leeway to choose, modify, or add their own activities which they think are more applicable in their setting.

5. As part of monitoring and provision of technical assistance on the implementation of various reading programs such as ARAL and eAcademy programs, a team from the CLMD shall conduct a field visit on November 25-26, 2026 in the Divisions of Leyte and Tacloban City.

6. Expenses that may be incurred in the conduct of the aforementioned activities as well as monitoring, may be charged against local funds of the concerned schools and offices, subject to the applicable accounting and auditing rules and regulations.

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

SALUSTIANO T. JIMENEZ JD, EdD, CESO III
Regional Director

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Enclosures: None
Reference: None
To be indicated in the Perpetual Index under the following subjects:
ARAL EACADEMY PROGRAM READING

CLMD-DME