



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
SCHOOLS DIVISION OF BATANGAS

03 February 2025

DIVISION MEMORANDUM

No. 071, s. 2025

**DEVELOPMENT AND SUBMISSION OF
CHILDREN'S STORY MANUSCRIPTS**

- To: Assistant Schools Division Superintendents
Chief- Curriculum Implementation Division (CID)
Chief- School Governance and Operations Division (SGOD)
Education Program Supervisors
Public Schools District Supervisors
Elementary/Secondary School Heads
All Others Concerned
1. Relative to Gawad Teodora Alonso, which is an annual competition for storybook writing, SDO Batangas announces the commencement of the development of stories for children.
 2. The activity aims to
 - a. appreciate the role of stories in the development of reading and learning curricular content standards;
 - b. harvest original stories that demonstrate learning competencies
 - c. recognize the skills and talents of teaching and nonteaching personnel, education leaders, and learners
 - d. contribute to the treasury of materials for utilization as reading resources.
 3. Relative to the conduct of this activity, there will be an online orientation of all Public Schools District Supervisors and DLRC on February 11, 2024 9:00 onwards via google meet.
 4. The official guidelines and mechanics, timeline of activities and social content guidelines are attached.
 5. Expenses incurred relevant to the conduct of this activity shall be charged against Division/ School MOOE/ canteen/ local funds subject to usual accounting and auditing rules and regulations.
 6. For any query and other related concerns please get in touch with the Learning Resource Management Section at telephone number 722 – 1840 loc. 216.
 7. Immediate dissemination and compliance with this Memorandum are desired.


MARITES A. IBANEZ, CESO V
Schools Division Superintendent

RAM/MEMO- DEVELOPMENT AND SUBMISSION OF CHILDREN'S STORY MANUSCRIPTS/R2-140515/02/03/2025



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Enclosure No. 1

GENERAL GUIDELINES AND STANDARDS

I. RATIONALE

The SDO Batangas is committed to resolving basic education challenges by promoting the love of reading as a foundation for national literacy. This is manifested through the commitment of CID to advancing the reading level of Batangas learners by implementing and monitoring the reading program of every school.

II. OBJECTIVES

The activity aims to

- a. appreciate the role of stories in the development of reading and learning curricular content standards;
- b. harvest original stories that demonstrate learning competencies;
- c. recognize the skills and talents of teaching and nonteaching personnel, education leaders, and learners;
- d. contribute to the treasury of materials for utilization as reading resources.

III. STANDARDS AND SPECIFICATIONS

1. All works submitted shall be unpublished and have not been entered into any competition
2. Stories must be original. Adaptation and unique retelling of local stories may be done with respect and sensibility and with consideration of indigenous and local traditions.
3. Stories must be written in Filipino.
4. Stories must be based on one or a combination of learning competencies in any learning area.
5. Stories shall contain the themes and motifs of tradition, culture, environment, art, and a basic understanding of local concepts.
6. There shall be NO accompanying processing questions and supplementary activities in the story.



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7. The following are the specifications for manuscript submission:

7.1 The number of words for Grades 1,2 and 3 must not exceed 2000;

7.2 The number of words for Grades 4, 5, and 6 must not exceed 5,000;

7.3. All entries must be typed in word processing using any serif typeface in single space, size 12;

7.4. Learning competencies shall be placed on the last part of the manuscript, written in italics, flushed right.

IV. MECHANICS AND QUALIFICATIONS

1. Writing shall be done **OUTSIDE** of office hours.
2. There will be 6 categories. Each category has its own set of mechanics and qualifications.
3. Category 1 – Story for Young Readers, with three levels, Grades 4,5 and 6.
4. Category 2 – Storybook for Emergent Readers, dedicated to a wordless storybook for kindergarten.
5. Category 3- Stories for Beginning Readers, with three levels: Grades 1,2, and 3.
6. Category 4- Storytelling sessions (to be conducted after the judging of all storybook entries)
7. Category 5 – Stories for Habit and Hobby Readers, a story intended for Key Stage 2 anchored to the curriculum. Agenda: Literacy, Values Education, Peace Education, and Health Education. This is a non-competitive category for education leaders and interested non-DepEd civil servants.
8. Category 6 – Stories for Young Readers by Young Writers- intended to involve the learners. It collects the experiences of the learners in the form of children’s short stories.



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VI. TIMELINE OF THE ACTIVITY

Activities	Persons Involved	Time frame	Expected Output
Orientation/ announcement	PSDS, DLRCs, School Heads, concerned teaching/non- teaching personnel	February 3- 15, 2025	List of interested personnel/ Attendance Narrative report od orientation
Development of Stories	Teacher writers DLRCs	February 16- April 15, 2025	Manuscript
School and Sub Office Screening of manuscript	DLRCs, PSDSs, LREs	April 17-21, 2025	List of manuscripts Hard copy of the manuscript
Submission of Hard copy to SDO LRMS	DLRCs	April 24-25, 2025	Transmittal The hard copy of the manuscript
Division Screening of Manuscript (first time)	EPS LRMS, PDO, Librarian	April 26 – 31, 2025	Shortlisted stories
Technical assistance to the writers	EPS LRMS, PDO, Librarian, DLRCs, TA provider	June 4, 2025	Enhanced Manuscript
Revision of the manuscripts	Writers	June 7- 19, 2025	Revised manuscript
Quality Assurance of the manuscripts	DLRCs, LREs	June 21-30, 2025	Quality Assured manuscripts
Submission of hard copy of manuscripts	DLRCs, EPS- LRMS, PDO, Librarian	July 1-2, 2025	Transmittal, hard copy of the manuscripts
Division Screening of Manuscript (2 nd time) Technical Assistance to writers	DLRCs, EPS- LRMS, PDO, Librarian	July 5- 30, 2025	Attendance to TA Revised manuscript
Submission of the final copy of the manuscript with the required documents	DLRCs, EPS- LRMS, PDO, Librarian	August 2- 6, 2025	The final copy of the manuscript Other required documents



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Annex A: MECHANICS AND QUALIFICATIONS FOR CATEGORY 1

STORYBOOK FOR YOUNG READERS

I. Description

This category is aimed at the production of storybook packages addressing one or combination of the learning competencies for Grades 4,5, and 6.

II. Qualifications

1. All DepEd teaching and non-teaching personnel with permanent status and with no membership in any committee of the competition.
2. Full time teachers in private and non- DepEd schools teaching basic education, with no teaching load at the college or undergraduate level.

III. Mechanics

1. Interested participants may submit **ONE** entry per grade level.
2. Entry submitted for one level may not be entered in another grade level.
3. Only **ONE** writer is allowed in each story.
4. Non- winning entries may be subjected to quality assurance for possible uploading to the local LRMS portal.
5. Certificate of Recognition shall be issued by the Division TWC to the winners, while Certificate of Participation shall be given to all writers of participating entries.
6. Only the **top 2 stories** (manuscript only) will be submitted to SDO Batangas LRMS office.



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ANNEX B: MECHANICS AND QUALIFICATIONS FOR CATEGORY 2

STORYBOOK FOR EMERGENT READERS (WORDLESS)

I. Description

This category is aimed at the production of **wordless** storybooks as a Kindergarten learning experience, addressing one or combination of learning competencies for Kindergarten.

II. Qualifications

1. All DepEd teaching and non-teaching personnel with permanent status and with no membership in any committee of the competition.
2. Full time teachers in private and non- DepEd schools teaching basic education, with no teaching load at the college or undergraduate level.

III. Mechanics

1. Interested participants may submit **ONE** entry per grade level.
2. Entry submitted for one level may not be entered in another grade level.
3. Only **ONE** creator is allowed in each story.
4. Non- winning entries may be subjected to quality assurance for possible uploading to the local LRMS portal.
5. Certificate of Recognition shall be issued by the Division TWC to the winners, while Certificate of Participation shall be given to all writers of participating entries.
6. Only the **top 2 wordless storybook** will be submitted to SDO Batangas LRMS office.



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ANNEX C: MECAHNICS AND QUALIFICATIONS FOR CATEGORY 3

STORIES FOR BEGINNING READERS

IV. Description

This category is aimed at the production of stories for children addressing one or combination of learning competencies for Grades 1,2, and 3.

V. Qualifications

This category is open to all regular teaching and non-teaching personnel of DepED and its attached agencies, except for those who have entered in other categories.

VI. Mechanics

1. Interested participants may submit **ONE** entry per grade level.
2. Entry submitted for one level may not be entered in another grade level.
3. Only **ONE** writer is allowed in each story.
4. Non- winning entries may be subjected to quality assurance for possible uploading to the local LRMS portal.
5. Certificate of Recognition shall be issued by the Division TWC to the winners, while Certificate of Participation shall be given to all writers of participating entries.
6. Only the **top 2 story (manuscript only)** will be submitted to SDO Batangas LRMS office.



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ANNEX D: MECHANICS AND QUALIFICATIONS FOR CATEGORY 4

STORYTELLING SESSIONS

I. Description

This category is aimed at the production of storytelling videos as supplementary resources for basic literacy. There are two subcategories of the category:

RECORDED STORYTELLING AND LIVE STORYTELLING.

II. Qualifications and Mechanics for Recorded Storytelling

1. Storytellers and multimedia creators shall be teaching or non-teaching personnel of DepEd. An option to include learners as storytellers or actors/participants may only be considered with permission from their legal guardians.
2. The material to be used shall be **ORIGINAL** story intended for the competition. This includes any entry submitted in other categories of the competition.
3. Stories must address any of the following thematic agenda:
 - a. Inclusive education and Gender and Development
 - b. Environment And Disaster and Risk Management
 - c. Family and Mental Health
4. The story shall address one or a combination of learning competencies for Kinder to Grade 3.
5. The entry must be 5-10 minutes only, including preliminaries and credits.
6. The storytelling video shall be in the form of a recorded storytelling session, animation, acting and reenactment, and other novel forms of multimedia.
7. All sounds and images shall be original or registered as free-to-use with no copyright restrictions
8. Entries shall be uploaded to a file-hosting service (e.g. Google Drive, One Drive) accessible to sdobatangas.lrmds@deped.gov.ph.

III. Mechanics for Live Storytelling

- a. This subcategory is open to storytellers who are **official invitee** of the Storybook Recognition Rites and Reading exhibit. This includes the winners and nominees.



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ANNEX E: MECHANICS AND QUALIFICATIONS FOR CATEGORY 5

STORIES FOR YOUNG READERS

I. Description

This **non-competitive** category is aimed at the collection of engaging stories for young readers aged 9-12, intended for compilation, transformation to multimedia, or other creative purposes. Stories created for this category shall be anchored on any component of the DepEd MATATAG Agenda.

II. Qualifications

This category is open to basic **education leaders occupying third level** position, in active support to the initiatives of a healthy reading community and of the components of DepEd MATATAG Agenda.

III. Mechanics

1. Interested participants may submit one entry for the category.
2. Only one writer is allowed in each story.
3. Stories shall cover the following themes:
 - a. peace education
 - b. values education
 - c. health education
4. All submissions shall be through online survey form.



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Annex F: MECHANICS AND QUALIFICATIONS FOR CATEGORY 6

STORIES FOR YOUNG READERS BY YOUNG WRITERS

I. Description

This category is aimed at producing stories for children written by children based on their own learning experiences and perspectives. The short stories are anchored on the four core values of *Maka-Diyos, Maka-tao, Makakalikasan, and Makabansa*.

II. Qualifications

This category is open to all learners from Grades 4 to 12 in any DepEd basic education schools are allowed to participate. Only the participants with consent from parents or legal guardians are allowed to participate.

III. Mechanics

1. Interested participants may submit one entry for each of the DepEd core values: *Maka-Diyos, Maka-tao, Makakalikasan, and Makabansa*.
2. Stories shall be appropriate for readers aged 7 to 12 years old. development team in this category.
3. Only one writer is allowed in each story.
4. The Sub Offices shall select the **best three stories** to be submitted to SDO LRMS Office.

I. Coaching

1. A writing coach is required in this category. Only one permanent teacher or non-teaching personnel within the same school as the learner is permitted.
2. Coaching shall be limited to assistance to technicalities in the participation (e.g., filling out registration forms and entry forms, submission to the secretariat, and compliance with competition rules.)
3. Actions that enhance the story, such as editing, revising, and directing of the story are not allowed. The participating learner shall have full honor and ownership of the story.





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Annex G: CRITERIA FOR JUDGING

A. MANUSCRIPT SCREENING

Criteria	Factors	Percentage
Concept	Originality and local flavor	20%
Storytelling Style - Plot and Pacing - Characterization - Dialog	Artistic presentation, use of the literary device (idioms, figures of speech, etc.), appropriate tone of the story, story progression (three-act, framing, etc.), unpredictability, conflict presentation and resolution, utilization of character, effective use of dialog (as needed)	40%
Development of the Theme and Learning Competency	Clarity of the theme, effective presentation, and treatment of competency, appropriateness to grade level	25%
Presentation Standards	Spelling, punctuation, grammar, usage, orthographic compliance, styling	15%

B. RECORDED STORYTELLING VIDEO

Criteria	Factors	Percentage
Story	Concept, message, style, plot and pacing, characterization, dialog, presentation and development of theme and agenda, script and dialog	35 %
Performance	Narration style, facial expression, body language, vocal quality, audience engagement	35%
Multimedia Quality	Video quality, audio quality, editing and post production, appropriateness of sound and graphics	30%



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GUIDELINES ON THE TREATMENT OF SOCIAL CONTENT

In pursuit of quality learning resources (LRs) that communicate and are reflective of the core values of the Department, the Bureau of Learning Resources has formulated the following standards and guidelines organized according to key themes that develop in learners, national consciousness, ecological and social justice and responsibility, inclusiveness, and lifelong learning among others:

The Philippine Nation and Society

Quality LRs should ensure the cultivation, enrichment, and dynamic evolution of the country's cultures that subsequently strengthen national consciousness among learners and fortify their historical and moral fiber of being true Filipinos. LRs should promote among learners the idea that being Filipino is a shared national identity that gives a sense of belongingness and a source of knowledge and pride even as we are citizens of the world.

To achieve its purpose, the LRs must:

1. Depict national symbols and institutions in contexts that promote **respect** for their meanings;
2. Foster a sense of justice and obedience to and respect for the Constitution and the law;
3. Maximize the use of illustrations and photographs depicting the diversity of Philippine settings and environments (e.g., local communities, local objects, flora, and fauna endemic to the Philippines);
4. Highlight the diversity of Philippine cultural communities, including Indigenous Cultural Communities (ICCs);
5. Depict expression of Philippine cultures – technologies, inventions, games, dances, songs, literature, dress, food, festivals, celebrations, practices, customs, and others;
6. Show community settings that feature a mix of rural, sub-urban, and urban situations without stereotyping any of them;
7. Refrain from giving importance and attention to popularized fads, transitory personages and events, and untested theories or views; and
8. Include foreign products, practices, and values only as needed and appropriate to the competencies being covered. When included, these foreign products must be featured in ways that do not prejudice Philippine products, practices, and values.

Citizenship and Social Responsibility

The LRs should reinforce one's belongingness and being a citizen of the Philippines, vested with rights, privileges, and duties/ responsibilities. As Filipino citizens, the learners must be aware of their duties and responsibilities to be able to contribute to the achievement of national development. These shall:

1. Encourage participative and responsible citizenship;
2. Promote in learners respect and a positive attitude towards persons with disability by highlighting their potential and capabilities, not their limitations;
3. Foster attitudes of inclusivity, acceptance, understanding, and appreciation for diverse cultures, sectors, and groups in society;



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4. Depict contributions of individuals and ethnic groups in the country, religious, and sectoral groups that promote the common good of the community and the larger society;
5. Avoid the depiction of physical, sexual, verbal, and mental abuse of adults and children, as well as violent sports and entertainment;
6. Respect for Ownership (in relation to Intellectual Property Rights);
7. Uphold the confidentiality and privacy of all data and information as required under the Data Privacy Act of 2012 (Republic Act No. 10173); and
8. Avoid commercialization, endorsements, and accreditation of goods and services

Individuals and Social Identity

Individual identity refers to the particular qualities, attributes, principles, and/or beliefs that make a person or group different from others. This may include aspects of our life that an individual has no control over, such as where we grew up or the color of our skin, as well as choices made in life, such as how time is managed and what we believe in.

On the other hand, social identity can provide people with a sense of valuing one's belonging to a certain group and a framework for socializing, which can influence one's behavior. Social identity also refers to how we identify ourselves in relation to others according to what we have in common.

To promote individual and social identity, LR should:

1. Depict the ethnic, physical, mental, religious, cultural, and socio-economic diversity of individuals and their circumstances in society and promote sensitivity to and respect for the dignity and equal treatment of all;
2. Involve all races and ethnicities, religions, economic classes, sexual orientations, and gender identities, including lesbian, gay, bisexual, and transgender, queer, intersex, asexual (LGBTQIA) in all social activities, events, and gatherings;
3. Avoid views or opinions that highlight stereotypes and encourage cultural, moral, and social insensitivities against particular social classes, gender groups, sexual preferences, ethnicities, regions of origin, levels of ability, political affiliations, cultural, and religious groups; and
4. Avoid bias, prejudice, and stereotyping of various genders in the depiction of behaviors, home and family roles, professions, occupations, and contributions to society.

Social Institutions

The family, religious/faith groups, work institutions, and commercial entities are social institutions that provide structures and mechanisms of order and cooperation that govern the behaviors of their members. It is composed of systems of behavioral and relationship patterns that are densely interwoven and enduring and function across an entire society. They order and structure the behavior of individuals and groups by means of their normative character. Learning resources orient learners to be active members of social institutions when these:

Family

1. Show respect for different family patterns (nuclear, extended, with a single parent, or with two parents, etc.).
2. Promote responsible parenthood

Religious / Faith Groups

1. Use religious references, symbols, celebrations, and language free of biases.
2. Ensure that any reference to a religious group is appropriate, accurate, and authentic in relation to the setting and/or period of history in which they are presented.

Work Institutions



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1. Present and promote a balanced and just relationship between workers and managers.
2. Show workers of various professions and public servants and their contribution to the development or growth of their communities or of the country.

Commercial Entities

1. Avoid using commercial brand names and corporate logos.
2. Avoid incorporating any form of commercial solicitation and advertising.

Gender

Gender-sensitive LRs also consider the political, economic, social, and cultural factors underlying gender-based discrimination and the socialization of men and women into certain opportunities. To this end, LRs should:

1. Refrain from differentiating, either explicitly or implicitly, the capability of males and females;
2. Depict gender and sexuality as an aspect of one's personhood in positive ways and maintain equal treatment of gender roles regardless of age, ethnic background, economic status, special needs, religious affiliations, sexual preference, occupations, and contributions; and
3. Avoid sexist language; use gender-free or gender-fair language.

Media, Technology, and Communication

Recent decades have seen major strides in the development of media and communication technologies. The advent of the World Wide Web has had major impacts on everyone's lives. A high percentage of learners are already embracing the world of media and communication technology. Hence, appropriate digital or non-print LRs are needed for effective and efficient use.

The MATATAG Curriculum promotes the development of information and media literacy skills among 21st-century learners.

Therefore, the LRs provided must be learning opportunities that lead them to:

1. Portray Ethical Media Practice;
2. Demonstrate the importance of using different forms of media as a means of communication and expression of ideas;
3. Highlight technological innovations as products of human ingenuity; and
4. Depict responsible, safe, and secure use of Information and Communications Technology (ICT).
5. Promote positive and desirable attitudes towards ICT and its use.

Health, Nutrition, and Wellness

This theme focuses on the various aspects of health, nutrition, and wellness that would make learning resources responsive to the holistic development of an individual's emotional, mental, moral, physical, social, and spiritual dimensions to achieve a quality life.

Therefore, K to 12 LRs must be developed to:

1. Promote and support personal health habits, physical fitness activities, and practices;
2. Promote proper nutrition through healthy diets and positive eating behaviors that provide a healthy eating environment for children and adolescents;
3. Discourage the use of tobacco, e-cigarettes, vape, alcohol, restricted drugs (e.g. narcotics), and other addictive substances;
4. Emphasize health concerns during puberty and adolescence with a focus on personal health and the development of self-management skills in coping with life's changes;
5. Promote the development and adoption of health programs in preventing and controlling diseases and disorders; and



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6. Encourage application of consumer knowledge and skills in the effective evaluation, selection, and use of health information, products, and services.

Environment

The Earth is not simply a warehouse of resources to serve human needs but also an integrated, interdependent functioning system upon which all life forms depend for survival. Failure of one sub-system will affect other sub-systems, the ecology, and other systems and would eventually threaten the subsistence of human beings and communities. It is necessary for everyone, especially the learners, to treat the natural environment with love and respect through LR's that aim to:

1. Portray lifestyles that contribute towards reducing the impact of climate change through proper segregation and waste management;
2. Portray efforts to conserve and care for the country's natural resources and protect the well-being of the environment;
3. Advocate for the sustainability of aquatic life and resources;
4. Promote lifestyles/ practices that advocate proper land resource management to effectively safeguard the environment and protect the rights of affected communities, including IPs;
5. Portray efforts that regulate, restrict, or prohibit the importation, manufacture, processing, sale, distribution, use, and disposal of chemical substances and mixtures that cause risk and/ or injury to health or the environment; and
6. Present practices on humane treatment of and respect for all life forms.

Safety and Security

Promoting safety and security consciousness is important in crafting LR's. This makes learners aware of the need to secure all elements that, given conditions, may be at risk, such as humans, animals, and the environment, and to reduce the personal level of risk to hazards or disasters. Rather than being mere recipients of assistance, everyone must be taught to take a proactive role in managing various risks, hazards or disasters to ensure their safety and security. Likewise, the learning materials must then share information that would engage learners to prepare for situations of emergency. These can be cultivated among learners if LR's:

1. Promote disaster-risk management and preparedness before, during, and after a disaster;
2. Promote awareness of hazards and risks that may occur in school and other places;
3. Inculcate values such as concern and care for all in times of emergencies or hazards;
4. Instill the right attitude and appropriate action, such as protection or self-defense, in facing any life-threatening situations;
5. Encourage the use of locally available and affordable resources that could be maximized to the greatest advantage in times of disasters;
6. Show the importance of collaborating and getting information from authorized sources; and
7. Endorse safety programs, procedures, and services to prevent accidents and injuries.