



Republic of the Philippines  
**Department of Education**  
REGION X - NORTHERN MINDANAO  
DIVISION OF MALAYBALAY CITY

DM-2024-02-059  
DEPED MALAYBALAY CITY DIVISION

**RELEASED**

DATE: Time: 10:20  
By: FEB 06 2024

Division Memorandum  
No. 059, s. 2023

**To: Assistant Schools Division Superintendent  
Chief, CID and SGOD  
School Heads  
All Others Concerned  
This Division**

**From: ✓ CHERRY MAE L. LIMBACO-REYES**  
Schools Division Superintendent

**Date:** February 5, 2024

**Subject: CALL FOR K-6 ENGLISH STORIES**

1. In support of the National Reading Program, the Division LRMS enjoin teaching and non-teaching personnel to submit English story **manuscripts for Grades 1-6** on or before March 5, 2024 and **wordless storybook for kindergarten** on or before April 5, 2024.
2. This activity aims to:
  - 2.1. Appreciate the role of stories and illustrated storybooks as a tool in the development of reading;
  - 2.2. Harvest original stories that demonstrate learning competencies of the K-12 basic education curriculum;
  - 2.3. Recognize the skills and talents of classroom teachers and non-teaching personnel in the production of storybooks for basic education;
  - 2.4. Contribute to the Library Hub for utilization of reading materials
3. Grades 1-6 storybooks and kindergarten wordless storybooks





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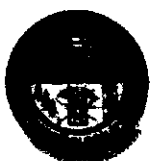
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must be in conformance with the standards and specifications set by the Bureau of Learning Resources (see enclosure no. 1). Moreover, writers shall submit the manuscript following the template (see enclosure no. 2). Only approved manuscripts shall proceed to the illustration and book design phases (for Grades 1-6 only)

4. The manuscripts and wordless storybooks shall be submitted to Purisima J. Yap, EPS-LRMDS

5. Should there be queries, contact the EPS in LRMDS at 09364882591.

TO BE POSTED ON THE WEBSITE



Address: Sayre Hi-way, Purok 6, Casisang, Malaybalay City  
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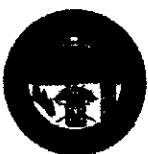
**STANDARDS AND SPECIFICATIONS**

1. All works submitted must be unpublished and must undergo quality assurance at the school level.
2. Stories must be original. Artificial Intelligence (AI)-generated stories are **not** allowed. Adaptation of local stories may be done with respect to sensibility, and with consideration of indigenous and local traditions.
3. Artworks and texts produced through artificial intelligence (AI) or similar system-generated concepts shall **not** be used in any part of the entries. This provision does not underscore the features of AI, however the novelty of this art concept needs further discussions in the art community and may be explored in future editions.
4. Internet images and stock photos, as well as all other non-original art pieces, shall **not** be used.
5. Stories must be written in English.
6. Stories must be based on one or a combination of MELCs in any learning area.
7. Stories shall contain the themes and motif of tradition, culture, and art, and a basic understanding of local concepts.
8. Stories and illustrations shall adhere to the provisions of the DepEd Social Content Guidelines (see enclosure no. 3).
9. There shall be no accompanying processing questions and supplementary activities in the story.
10. To style LR written in English:

Basic Style Concern – use DepEd Manual of Style and Chicago Manual of Style (latest edition)

Grammar and Style Concern – use Elements of Style (latest edition) by Strunk and White

Spelling – follow American English Spelling with the latest Merriam Webster's



Level	Type	Total no. of words (Note: no prescribed no. of words per page)	Total no. of pages	Font style	Font size	Presentation of the story (by panel)	Front cover page contents	Front matter pages contents	End page of the story	Back cover page contents
<b>Kindergarten</b>	Wordless (only illustrations)	Only one word is allowed for the whole book	20 or 28	Century gothic or its similar (Title: free style)	Free style	Whole-page style or two-page spread style: <b>Option 1:</b> Each panel sequence (two-page spread), text may be placed on one page to facilitate picture-aided reading.	*Title of the storybook, style in headline case  *Cover art	*Inside front cover for copyright page (to be provided)  *Title page-	Page 17 or 19 (for a 20-page story) Page 25 or 27 (for a 28-page story)	Synopsis /teaser but illustration only, no texts
<b>Grades 1-3</b>	Illustrated with texts	Maximum of 2,000 words	28 or 36	Century Gothic or its similar (question mark should be Arial) (Title: free style)	Minimum is 14	<b>Option 2:</b> For each panel sequence (two-page spread, text and illustration may be placed together to facilitate a visually comprehensible story reading	*Division Seal and TWINKLE R logo (to be provided)  *Name of Writers (1 or 2) and illustrator	g stripped down version of the cover page and the list of learning competencies covered (Note: stories must start on the verso (left) page (page 4)	Page 25 or 27 (for a 28-page story) Page a 33 or 35 (for a 36-page story)	Synopsis /teaser with text and illustration
<b>Grades 4-6</b>	Illustrated with texts	Maximum of 5,000 words	36 or 44	Any font style under serif family	Minimum is 12	<b>Option 3:</b> For each panel (whole page), text and illustrations may be placed together to facilitate a visually comprehensible story reading		Page 33 or 35 (for a 36-page story) Page 41 or 43 (for a 44-page story)		



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**MANUSCRIPT TEMPLATE**

“ TITLE “

Written by:

School:

**DIVISION OF MALAYBALAY CITY**

PAGE (Total number of pages: 20/28/36/44, according to the level)	TEXT ( TOTAL # OF WORDS )	VISUAL NARRATIVE Description of illustrations according to the text per panel (What you want for an illustrator to draw)
1	<b>FRONT COVE PAGE</b>	<b>Title of the story and description of cover page design</b>
2	<b>COPYRIGHT PAGE (leave as blank)</b>	
3	<b>TITLE PAGE</b>	
4	<b>STORY STARTS (texts)</b>	
5 (sample of whole-page spread)	texts	
6-7 (sample of two-page spread)	texts	
8	texts	
Note: whole-page and two-page spread can be mixed)	texts	
	texts	
	texts	
	texts	
	texts	
17/25/33/41	<b>End of the story but has an option to end it on page 19/27/35/43</b>	
18/26/34/42	<b>Blank page if the story ends on 17/25/33/41</b>	
19/27/35/43	<b>End of the story or background of the author and illustrator</b>	
20/28/36/44	<b>BACK COVER PAGE for synopsis/teaser</b>	

**NOTE: Total number of pages (including front and back covers) should be divisible by 8 plus 4. Example: 20 or 28 pages (Kinder), 28 or 36 pages (Grades 1-3), and 36 or 44 pages (Grades 4-6).**



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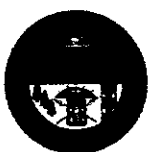
**GUIDELINES ON THE TREATMENT OF SOCIAL CONTENT**

In pursuit of quality learning resources 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 learning resources 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. Learning resources 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 learning resources 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.
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.





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### **Citizenship and Social Responsibility**

Learning resources 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 participation 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.
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).
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 makes 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, learning resources 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.



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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, religious groups.

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*

2. Use religious references, symbols, celebrations, and language free of biases.
3. 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*

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



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*Commercial Entities*

7. Avoid using commercial brand names and corporate logos
8. Avoid incorporating any form of commercial solicitation and advertising

**Gender**

Gender-sensitive learning resources 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, learning resources 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.
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 the lives of everyone. A high percentage of learners are already embracing the world of media and communication technology. Hence, appropriate digital or non-print learning resources are needed for effective and efficient use. The K to 12 Curriculum promotes the development of information and media literacy skills among 21<sup>st</sup> century learners. Therefore, the learning resources provided must be learning opportunities that leads 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.
4. depict responsible, safe, and secure use of Information and Communications Technology (ICT).
5. Promote positive and desirable attitudes towards ICT and its use.





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### **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 learning resources 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 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 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.
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 learning resources 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.



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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 which cause risk and/ or injury to health or the environment.
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 learning resources. 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 the safety and security of all. 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 learning resources:

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 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.
7. Endorse safety programs, procedures, and services to prevent accidents and injuries.

