



Republic of the Philippines  
**Department of Education**


04 OCT 2016

DepEd ORDER  
No. **64**, s. 2016

**GUIDELINES ON THE UTILIZATION OF THE 2015 AND 2016 FINANCIAL  
SUPPORT FOR MULTIGRADE SCHOOLS**

To: Undersecretaries  
Assistant Secretaries  
Bureau and Service Directors  
Regional Secretary, ARMM  
Regional Directors  
Schools Division Superintendents  
Public Elementary School Heads  
All Others Concerned

1. One of the continuing initiatives of the Department of Education (DepEd), along its thrust of increasing access to quality elementary education, is strengthening the implementation of the Multigrade Program in Philippine Education (MPPE) to address pressing concerns and issues on the provision of customized teaching and learning materials for multigrade classes and professional development of teachers.
2. In support to DepEd's plans to effectively implement the multigrade program, the enclosed **Guidelines on the Utilization of the 2015 and 2016 Financial Support for Multigrade Schools**, stipulates procedures on funds release, utilization, reporting, and liquidation.
3. For inquiries, all concerned schools divisions may contact the Bureau of Learning Delivery-Teaching and Learning Division (BLD-TLD), Department of Education (DepEd) Central Office, DepEd Complex, Meralco Avenue, Pasig City at telephone nos. (02) 687-2948; (02) 638-4799 or through email at [bld.tld@deped.gov.ph](mailto:bld.tld@deped.gov.ph).
4. Immediate dissemination of and strict compliance with this Order is directed.

  
**ATTY. ALBERTO T. MUYOT**  
Undersecretary  
Officer-in-Charge

Encl.: As stated

Reference: DepEd Order No. 30, s. 2014

To be indicated in the Perpetual Index under the following subjects:

ALLOCATION	PROGRAMS
CLASSES	SCHOOLS
FUNDS	TEACHERS
POLICY	

## **GUIDELINES ON THE UTILIZATION OF THE 2015 AND 2016 FINANCIAL SUPPORT FOR MULTIGRADE SCHOOLS**

### **I. Rationale**

1. The Education Act of 1982 declares that the educational system shall make maximum contribution to the attainment of national development goals; that among others the State promotes and maintains equality of access to education; that the State recognizes education as an instrument for the development of the cultural communities of the nation; that the educational system reach out to serve educationally deprived communities to enrich their participation in the community and national life, and to unify all Filipinos into a free and just nation. This was reiterated in the 1987 Constitution which guarantees the right to education of every Filipino. Such right to education is further emphasized in the Republic Act 9155 or the *Governance of Basic Education Act of 2001* in which, the education governance and decision-making are decentralized, thereby allowing education leaders and managers to deliver demand-driven services on the ground including multigrade schools.

2. Consistent with its mandate to improve access to quality elementary education particularly in the far-flung, isolated and poor communities, the DepEd through the Bureau of Elementary Education (BEE) launched **the Multigrade Program in Philippine Education (MPPE)** in 1993. The Department's first initiative for MPPE was to improve the conditions of the MG education in the country through training programs, curriculum development and development of appropriate learning materials.

3. Anchored on the Basic Education Act of 2013, Republic Act (RA) No. 10533, the DepEd is strengthening the implementation of Multigrade Program in Philippine Education (MPPE) through clearly defined standards, mechanisms and processes in the organization of multigrade classes, adoption of multigrade teaching as well as content of the curriculum, mode of instruction, provision of education resources, administration of assessment, development of pupils and teachers, incentives and benefits of teachers, creation of appropriate learning environment, and monitoring and supervision of schools.

4. In view of the above, this Order aims to establish Guidelines on the Utilization of the 2015 and 2016 Financial Support for Multigrade Schools which will be used in the professional development of multigrade teachers and procurement of teaching and learning materials to help improve pupils learning in multigrade schools.

### **II. Scope of the Policy**

5. This DepEd Order provides Guidelines on the Utilization of the 2015 and 2016 Financial Support for Multigrade Schools. It covers procedures on the release, utilization, liquidation of said funds, and reporting of accomplishments by specific activity.

### III. Definition of Terms

6. For purposes of this Order, the following terms are defined as follows:

a. **Budget of Work** (BOW) is a resource material for teaching multigrade classes that contains K to 12 basic education curriculum competencies, skills, and objectives; topics for specific skills and competencies; and teaching strategies, activities, and time allotment arranged into columns for easy reference and notation. It will serve as teacher's reference in preparing daily and/or weekly lesson plans.

b. **Leveled Readers** are books appropriate to the age and grade level of learners which are used to build vocabulary, develop decoding strategies and word recognition skills, learn the structure of narrative or expository texts, develop fluency, and foster love for reading.

### IV. Policy Statement

7. The DepEd hereby establishes Guidelines on the Utilization of the 2015 and 2016 Financial Support for Multigrade Schools that cover procedures on its release, utilization, liquidation, and reporting of accomplishments by specific activity.

### V. Procedures

#### a. Release and Utilization

8. A total of *one hundred forty-two million seven hundred eighty thousand pesos* (P142,780,000.00) is allocated for each fiscal years 2015 and 2016 under the General Appropriation Act (GAA). The regional breakdown of allotment is found in **Annex 1**. The Regional Office shall issue the Sub-Allotment Release Order (Sub-ARO) to recipient Schools Division Offices (SDOs).

9. The sub-allotment released shall be used for the printing and production of teaching and learning materials especially developed for multigrade classes. It shall likewise be used to orient and train teachers on the effective utilization of the said provided materials.

10. The following are eligible activities to implement using the downloaded support funds for multigrade schools under the FY 2015 and 2016:

- a. Printing and Distribution of Budget of Work (BOW) for Multigrade Teaching in all learning areas and grading periods
- b. Printing and Distribution of Leveled Readers for Grades 1, 2, and 3 developed by DepEd and Basa Pilipinas
- c. Orientation-Training Workshop of Multigrade Teachers on the Utilization of BOW and Leveled Readers

11. The complete list of Leveled Readers with descriptions and technical specification are found in **Annexes 2a and 2b**.

12. The total estimated costs including contingencies for the above-mentioned activities and the suggested list of Leveled Readers to be printed for specific region are found in **Annex 3**. Since Leveled Readers were contextualized in different

languages, each division may only print said materials according to the language/s commonly used in the division.

13. The BLD-TLD shall provide the digital copy of each set of materials to every recipient SDO. Each SDO shall in turn reproduce and facilitate the distribution of printed materials to recipient multigrade schools. The delivery of the materials from the division to school shall be charged to the MOOE of each recipient school.

14. The Leveled Readers are also uploaded to the Learning Resources (LR) portal and can be accessed via <http://lrmds.deped.gov.ph>.

15. In case the funding is insufficient to print all materials to cover needed copies for all MG classes in the division, priority should be given to schools with pure multigrade classes or the SDO may charge the outstanding reproduction cost to the MOOE of the division.

### **b. Orientation-Training**

16. Upon printing and distribution of the materials to multigrade classes, an orientation-training workshop of multigrade teachers shall be conducted by the division through the district-based LAC session. The objective of the workshop is to familiarize teachers with the contents and features of the materials provided and orient them on how to use such materials effectively in the multigrade classroom.

17. The SDO shall prepare the schedule of orientation-training workshop activities. Clustering of teachers by district is encouraged to effectively manage the activity. The allotted amount for the activity should be maximized to include other topics essential to multigrade teaching such as lesson planning and formative assessment.

18. A teacher's guide on how to use the BOW shall be provided to teachers by the BLD-TLD. The guide may be used by the facilitator during the conduct of the orientation-training workshop.

### **c. Reporting**

19. Each SDO is accountable for the disbursement and liquidation of funds based on the eligible activities set forth in these guidelines subject to the usual accounting and auditing rules and regulations.

20. Each SDO must submit the accomplishment report on the utilization of funds to the RO on or before December 15, 2016 following the format found in **Annexes 4a, 4b, 4c, & 4d**. The report shall be accompanied by the narrative report of which format can be found in **Annex 5**.

21. The RO shall consolidate the accomplishment reports submitted by SDOs using the format found in **Annex 5**, and then submit them to the BLD-TLD, 4<sup>th</sup> Floor, Bonifacio Bldg., DepEd Complex, Meralco Avenue, Pasig City on or before December 15, 2016.

## **VI. Monitoring and Evaluation**

22. To ensure proper implementation of activities and utilization of funds, monitoring and evaluation shall be conducted by the BLD-TLD Education Program Specialists in coordination with the Regional Education Program Supervisors.

## **VII. References**

23. This Order is formulated on the basis of the provisions stipulated in the following issuances:

- a. DepEd Order No. 30, s. 2014, "*Fiscal Year (FY) 2014 Guidelines on the Utilization of the Financial Support for Multigrade Schools*"
- b. DepEd Order No. 52, s. 2012, "*Guidelines on the Utilization of the Financial Support for Multigrade Schools*"

## **VIII. List of Annexes**

- a. Regional breakdown of allotment (**Annex 1**)
- b. List of leveled readers with description (**Annex 2a**)
- c. Technical specifications of leveled readers (**Annex 2b**)
- d. Estimated costs of activities and the suggested list of leveled readers to be printed for specific region (**Annex 3**)
- e. Physical accomplishment report (**Annexes 4a, 4b, 4c, and 4d**)
- f. Narrative accomplishment report (**Annex 5**)

## **IX. Effectivity**

24. This Order shall take effect immediately upon its approval.

**Department of Education**  
**FY 2015 and 2016 Support to Multigrade Education**  
**Regional Breakdown of Allotment**

Region	Division	Financial Estimates/ Allocation for FY 2015	Financial Estimates/ Allocation for FY 2016	Total	Physical Target (per MG Class)
<b>I</b>		<b>7,260,000.00</b>	<b>7,260,000.00</b>	<b>14,520,000.00</b>	
	1 Alaminos City	89,375.00	89,375.00	178,750.00	13
	2 Ilocos Norte	1,966,250.00	1,966,250.00	3,932,500.00	286
	3 Ilocos Sur	1,595,000.00	1,595,000.00	3,190,000.00	232
	4 Candon City	41,250.00	41,250.00	82,500.00	6
	5 La Union	955,625.00	955,625.00	1,911,250.00	139
	6 Pangasinan I, Lingayen	948,750.00	948,750.00	1,897,500.00	138
	7 Pangasinan II, Binalonan	1,595,000.00	1,595,000.00	3,190,000.00	232
	8 Urdaneta City	68,750.00	68,750.00	137,500.00	10
					<b>1,056</b>
<b>CAR</b>		<b>9,075,000.00</b>	<b>9,075,000.00</b>	<b>18,150,000.00</b>	
	1 Abra	1,368,125.00	1,368,125.00	2,736,250.00	199
	2 Apayao	1,168,750.00	1,168,750.00	2,337,500.00	170
	3 Benguet	2,076,250.00	2,076,250.00	4,152,500.00	302
	4 Ifugao	1,388,750.00	1,388,750.00	2,777,500.00	202
	5 Kalinga	1,663,750.00	1,663,750.00	3,327,500.00	242
	6 Mt. Prov.	1,409,375.00	1,409,375.00	2,818,750.00	205
					<b>1,320</b>
<b>II</b>		<b>9,075,000.00</b>	<b>9,075,000.00</b>	<b>18,150,000.00</b>	
	1 Batanes	192,500.00	192,500.00	385,000.00	28
	2 Cagayan	2,502,500.00	2,502,500.00	5,005,000.00	364
	3 Cauayan City	288,750.00	288,750.00	577,500.00	42
	4 Isabela	2,626,250.00	2,626,250.00	5,252,500.00	382
	5 Nueva Vizcaya	1,732,500.00	1,732,500.00	3,465,000.00	252
	6 Quirino	1,732,500.00	1,732,500.00	3,465,000.00	252
					<b>1,320</b>
<b>III</b>		<b>4,565,000.00</b>	<b>4,565,000.00</b>	<b>9,130,000.00</b>	
	1 Aurora	550,000.00	550,000.00	1,100,000.00	80
	2 Bataan	185,625.00	185,625.00	371,250.00	27
	3 Bulacan	288,750.00	288,750.00	577,500.00	42
	4 Malolos City	34,375.00	34,375.00	68,750.00	5
	5 San Jose City	103,125.00	103,125.00	206,250.00	15
	6 Gapan City	55,000.00	55,000.00	110,000.00	8
	7 Munoz Science City	110,000.00	110,000.00	220,000.00	16
	8 Nueva Ecija	433,125.00	433,125.00	866,250.00	63
	9 Pampanga	240,625.00	240,625.00	481,250.00	35
	10 Tarlac	1,890,625.00	1,890,625.00	3,781,250.00	275
	11 Zambales	673,750.00	673,750.00	1,347,500.00	98
					<b>664</b>
<b>IV-A</b>		<b>7,260,000.00</b>	<b>7,260,000.00</b>	<b>14,520,000.00</b>	
	1 Batangas	996,875.00	996,875.00	1,993,750.00	145
	2 Batangas City	48,125.00	48,125.00	96,250.00	7
	3 Calamba City	151,250.00	151,250.00	302,500.00	22
	4 Cavite	632,500.00	632,500.00	1,265,000.00	92
	5 Laguna	1,292,500.00	1,292,500.00	2,585,000.00	188
	6 Quezon	3,368,750.00	3,368,750.00	6,737,500.00	490
	7 Rizal	770,000.00	770,000.00	1,540,000.00	112
					<b>1,056</b>
<b>IV-B</b>		<b>9,075,000.00</b>	<b>9,075,000.00</b>	<b>18,150,000.00</b>	
	1 Calapan City	116,875.00	116,875.00	233,750.00	17
	2 Marinduque	605,000.00	605,000.00	1,210,000.00	88
	3 Occidental Mindoro	1,684,375.00	1,684,375.00	3,368,750.00	245
	4 Oriental Mindoro	1,498,750.00	1,498,750.00	2,997,500.00	218
	5 Palawan	3,863,750.00	3,863,750.00	7,727,500.00	562
	6 Puerto Princesa City	357,500.00	357,500.00	715,000.00	52
7 Romblon	948,750.00	948,750.00	1,897,500.00	138	
					<b>1,320</b>

Region	Division	Financial Estimates/ Allocation for FY 2015	Financial Estimates/ Allocation for FY 2016	Total	Physical Target (per MG Class)
V		<b>11,343,750.00</b>	<b>11,343,750.00</b>	<b>22,687,500.00</b>	
	1 Albay	1,395,625.00	1,395,625.00	2,791,250.00	203
	2 Camarines Norte	1,993,750.00	1,993,750.00	3,987,500.00	290
	3 Camarines Sur	2,681,250.00	2,681,250.00	5,362,500.00	390
	4 Catanduanes	1,375,000.00	1,375,000.00	2,750,000.00	200
	5 Masbate	1,760,000.00	1,760,000.00	3,520,000.00	256
	6 Sorsogon	1,925,000.00	1,925,000.00	3,850,000.00	280
	7 Sorsogon City	144,375.00	144,375.00	288,750.00	21
	8 Iriga City	68,750.00	68,750.00	137,500.00	10
					<b>1,650</b>
VI		<b>9,075,000.00</b>	<b>9,075,000.00</b>	<b>18,150,000.00</b>	
	1 Aklan	1,361,250.00	1,361,250.00	2,722,500.00	198
	2 Antique	2,578,125.00	2,578,125.00	5,156,250.00	375
	3 Capiz	1,223,750.00	1,223,750.00	2,447,500.00	178
	4 Kabankalan City	55,000.00	55,000.00	110,000.00	8
	5 La Carlota City	41,250.00	41,250.00	82,500.00	6
	6 Guimaras	343,750.00	343,750.00	687,500.00	50
	7 Iloilo	1,993,750.00	1,993,750.00	3,987,500.00	290
	8 Negros Occ.	1,478,125.00	1,478,125.00	2,956,250.00	215
					<b>1,320</b>
VII		<b>11,343,750.00</b>	<b>11,343,750.00</b>	<b>22,687,500.00</b>	
	1 Bais City	55,000.00	55,000.00	110,000.00	8
	2 Bayawan City	27,500.00	27,500.00	55,000.00	4
	3 Bohol	4,228,125.00	4,228,125.00	8,456,250.00	615
	4 Carcar City	27,500.00	27,500.00	55,000.00	4
	5 Cebu	3,135,000.00	3,135,000.00	6,270,000.00	456
	6 Danao City	41,250.00	41,250.00	82,500.00	6
	7 Guihulngan City	68,750.00	68,750.00	137,500.00	10
	8 Negros Oriental	3,176,250.00	3,176,250.00	6,352,500.00	462
	9 Siquijor	295,625.00	295,625.00	591,250.00	43
	10 Talisay City	27,500.00	27,500.00	55,000.00	4
	11 Tanjay City	178,750.00	178,750.00	357,500.00	26
	12 Toledo City	82,500.00	82,500.00	165,000.00	12
					<b>1,650</b>
VIII		<b>18,480,000.00</b>	<b>18,480,000.00</b>	<b>36,960,000.00</b>	
	1 Biliran	660,000.00	660,000.00	1,320,000.00	96
	2 Baybay City	735,625.00	735,625.00	1,471,250.00	107
	3 Borongan City	495,000.00	495,000.00	990,000.00	72
	4 Calbayog City	859,375.00	859,375.00	1,718,750.00	125
	5 Catbalogan City	639,375.00	639,375.00	1,278,750.00	93
	6 Eastern Samar	3,128,125.00	3,128,125.00	6,256,250.00	455
	7 Leyte	5,170,000.00	5,170,000.00	10,340,000.00	752
	8 Maasin City	302,500.00	302,500.00	605,000.00	44
	9 Northern Samar	1,375,000.00	1,375,000.00	2,750,000.00	200
	10 Ormoc City	495,000.00	495,000.00	990,000.00	72
	11 Samar	3,162,500.00	3,162,500.00	6,325,000.00	460
	12 Southern Leyte	1,457,500.00	1,457,500.00	2,915,000.00	212
					<b>2,688</b>
IX		<b>9,075,000.00</b>	<b>9,075,000.00</b>	<b>18,150,000.00</b>	
	1 Dipolog City	68,750.00	68,750.00	137,500.00	10
	2 Dapitan City	96,250.00	96,250.00	192,500.00	14
	3 Isabela City	171,875.00	171,875.00	343,750.00	25
	4 Pagadian City	213,125.00	213,125.00	426,250.00	31
	5 Zamboanga del Norte	2,440,625.00	2,440,625.00	4,881,250.00	355
	6 Zamboanga del Sur	3,815,625.00	3,815,625.00	7,631,250.00	555
	7 Zamboanga City	825,000.00	825,000.00	1,650,000.00	120
	8 Zamboanga Sibugay	1,443,750.00	1,443,750.00	2,887,500.00	210
					<b>1,320</b>
X		<b>9,075,000.00</b>	<b>9,075,000.00</b>	<b>18,150,000.00</b>	
	1 Bukidnon	1,773,750.00	1,773,750.00	3,547,500.00	258
	2 Cagayan de Oro City	220,000.00	220,000.00	440,000.00	32
	3 Camiguin	226,875.00	226,875.00	453,750.00	33
	4 Gingoog City	646,250.00	646,250.00	1,292,500.00	94
	5 Iligan City	288,750.00	288,750.00	577,500.00	42

Region	Division	Financial Estimates/ Allocation for FY 2015	Financial Estimates/ Allocation for FY 2016	Total	Physical Target (per MG Class)
	6 Lanao del Norte	1,113,750.00	1,113,750.00	2,227,500.00	162
	7 Malaybalay City	467,500.00	467,500.00	935,000.00	68
	8 Misamis Occidental	1,670,625.00	1,670,625.00	3,341,250.00	243
	9 Misamis Oriental	1,567,500.00	1,567,500.00	3,135,000.00	228
	10 Oroquieta City	288,750.00	288,750.00	577,500.00	42
	11 Ozamis City	233,750.00	233,750.00	467,500.00	34
	12 Tangub City	426,250.00	426,250.00	852,500.00	62
	13 Valencia City	151,250.00	151,250.00	302,500.00	22
					<b>1,320</b>
<b>XI</b>		<b>6,297,500.00</b>	<b>6,297,500.00</b>	<b>12,595,000.00</b>	
	1 Compostela Valley	1,512,500.00	1,512,500.00	3,025,000.00	220
	2 Davao City	1,375,000.00	1,375,000.00	2,750,000.00	200
	3 Davao del Norte	632,500.00	632,500.00	1,265,000.00	92
	4 Davao del Sur	1,168,750.00	1,168,750.00	2,337,500.00	170
	5 Davao Oriental	962,500.00	962,500.00	1,925,000.00	140
	6 Digos City	41,250.00	41,250.00	82,500.00	6
	7 IGACOS	137,500.00	137,500.00	275,000.00	20
	8 Mati City	288,750.00	288,750.00	577,500.00	42
	9 Panabo City	165,000.00	165,000.00	330,000.00	24
	10 Tagum City	13,750.00	13,750.00	27,500.00	2
					<b>916</b>
<b>XII</b>		<b>6,352,500.00</b>	<b>6,352,500.00</b>	<b>12,705,000.00</b>	
	Cotabato City	41,250.00	41,250.00	82,500.00	6
	General Santos City	130,625.00	130,625.00	261,250.00	19
	Kidapawan City	61,875.00	61,875.00	123,750.00	9
	Koronadal City	130,625.00	130,625.00	261,250.00	19
	North Cotabato	1,952,500.00	1,952,500.00	3,905,000.00	284
	Sarangani	1,395,625.00	1,395,625.00	2,791,250.00	203
	South Cotabato	1,299,375.00	1,299,375.00	2,598,750.00	189
	Sultan Kudarat	1,292,500.00	1,292,500.00	2,585,000.00	188
	Tacurong City	48,125.00	48,125.00	96,250.00	7
					<b>924</b>
<b>Caraga</b>		<b>9,075,000.00</b>	<b>9,075,000.00</b>	<b>18,150,000.00</b>	
	1 Agusan del Norte	776,875.00	776,875.00	1,553,750.00	113
	2 Agusan del Sur	1,306,250.00	1,306,250.00	2,612,500.00	190
	3 Bayugan City	481,250.00	481,250.00	962,500.00	70
	4 Bislig City	371,250.00	371,250.00	742,500.00	54
	5 Butuan City	646,250.00	646,250.00	1,292,500.00	94
	6 Dinagat Island	550,000.00	550,000.00	1,100,000.00	80
	7 Siargao	1,306,250.00	1,306,250.00	2,612,500.00	190
	8 Surigao City	680,625.00	680,625.00	1,361,250.00	99
	9 Surigao del Norte	1,031,250.00	1,031,250.00	2,062,500.00	150
	10 Surigao del Sur	1,925,000.00	1,925,000.00	3,850,000.00	280
					<b>1,320</b>
<b>ARMM</b>		<b>6,352,500.00</b>	<b>6,352,500.00</b>	<b>12,705,000.00</b>	
	1 Basilan	900,625.00	900,625.00	1,801,250.00	131
	2 Lamitan City	206,250.00	206,250.00	412,500.00	30
	3 Lanao del Sur - IIB	563,750.00	563,750.00	1,127,500.00	82
	4 Maguindanao I	914,375.00	914,375.00	1,828,750.00	133
	5 Shariff Kabunsuan	831,875.00	831,875.00	1,663,750.00	121
	6 Sulu I	701,250.00	701,250.00	1,402,500.00	102
	7 Sulu II	866,250.00	866,250.00	1,732,500.00	126
	8 Maguindanao II	433,125.00	433,125.00	866,250.00	63
	9 Tawi-Tawi	935,000.00	935,000.00	1,870,000.00	136
					<b>924</b>
<b>Grand Total</b>		<b>142,780,000.00</b>	<b>142,780,000.00</b>	<b>285,560,000.00</b>	<b>20,768</b>



## DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

**Leveled Readers** are books that pupils read. They are used to build vocabulary, develop decoding strategies and word recognition skills, learn the structure of narrative or expository texts, develop fluency, and foster love of reading. Below are the synopses of texts/stories in this Leveled Reader.

**Relatively Easy or 1-Dot-Leveled Readers (LRs)** are books written for struggling readers to help them build vocabulary, develop decoding strategies and word recognition skills, learn the structure of narrative or expository texts, develop fluency, and foster love of reading. 1 Dot LR's have lower word count, more high frequency words, shorter and simpler sentences, and easy to comprehend language. Below are the synopses of texts/stories in this Leveled Reader.

**Relatively Challenging or 2-Dots-Leveled Readers (LRs)** are books written for intermediate to advance beginning readers. They are used to help build vocabulary, vocabulary, develop decoding strategies and word recognition skills, learn the structure of narrative or expository texts, develop fluency, and foster love of reading. 2 Dots LR's have higher word count, more low frequency words, long and more complex sentence, and more sophisticated language (i.e. use of figures of speech). Below are the synopses of texts/stories in this Leveled Reader.

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
1	Grade 1	Ageskuelaakon! (I Go to School!)   Naimas Dagiti Prutas (Delicious Fruits)		Ilokano	<b>Ageskuelaakon!</b> : It's Carlo's first day in school. He is ready to attend class. <b>Naimas Dagiti Prutas</b> : This text features the different kinds of delicious fruits in the Philippines.	24
2	Grade 1	Ditoy Taltalon (At the Farm)   Ti Pamiliak (My Family)		Ilokano	<b>Ditoy Taltalon</b> : Life in the province is beautiful, especially during mornings. This text portrays the life in the province through the author's interaction with people and animals. <b>Ti Pamiliak</b> : This text allows readers to learn about the members of the family.	24
3	Grade 1	Kitaen Dakami (Look at Us)   Sadino ti Ayan ti Tarsier? (Where's the Tarsier?)		Ilokano	<b>Kitaen Dakami</b> : The repetitive lines in the story will practice easy recall among pupils. Read on and go through what the author is doing. <b>Sadino ti Ayan ti Tarsier?</b> : Discover what the tarsier is up to. The text narrates where tarsiers go.	20
4	Grade 1	Nasustansia kadi ti Haluhalo? (Is Haluhalo Nutritious?   Ti Datdatlag a Karton ni Nona (Nona's Magical Box)		Ilokano	<b>Nasustansia kadi ti Haluhalo?</b> : Explore what makes up the haluhalo. What do you think makes this food healthy? <b>Ti-Datdatlag a Karton ni Nona</b> : Nona has a magic box. Discover what makes the box magical.	20
5	Grade 1	Malong (Malong)   Aldo, ti Superhero (Aldo, the Superhero)		Ilokano	<b>Malong</b> : This text features the different ways of using malong. <b>Aldo, ti Superhero</b> : Aldo wants to become a superhero. Every day, he exercises and he also makes sure to help others.	20
6	Grade 1	Siak ken ti Bantay (The Mountain and I)   Ti Ullaw (The Kite)		Ilokano	<b>Siak ken ti Bantay</b> : Makiling is named after a famous mountain. In the story, she realizes personal characteristics that are similar to her namesake. <b>Ti Ullaw</b> : Nilo likes playing with his kite. One day, his kite gets stuck on the post. When he tries to retrieve it, he is dissuaded by his mother and he learns about safety and electricity.	20

# DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
7	Grade 1	Ti Mapukpukaw a Sipa . (The Missing Sipa)   Aldo, ti Superhero ti Nakaparsuaan . (Aldo, Nature's Superhero)	Relatively Easy (One-dot)	Ilokano	<b>Ti Mapukpukaw a Sipa:</b> Carmen and her grandfather enjoy playing sipa together. One time, Carmen kicked the sipa too high, resulting in a funny situation. <b>Aldo, ti Superhero ti Nakaparsuaan:</b> Aldo wants to become a superhero that saves the environment. He takes care of his surroundings through various activities.	28
8	Grade 1	Ti Mapukpukaw a Sipa : (The Missing Sipa)   Aldo, ti Superhero ti Nakaparsuaan : (Aldo, Nature's Superhero)	Relatively Challenging (Two-dots)	Ilokano	<b>Ti Mapukpukaw a Sipa:</b> Carmen and her grandfather enjoy playing sipa together. One time, Carmen kicked the sipa too high, resulting in a funny situation. <b>Aldo, ti Superhero ti Nakaparsuaan:</b> Aldo wants to become a superhero that saves the environment. He takes care of his surroundings through various activities.	28
9	Grade 1	Agmulatayo iti Balatong . (Let's Plant Mung Beans)   Ti Lamok . (Mosquito)	Relatively Easy (One-dot)	Ilokano	<b>Agmulatayo iti Balatong:</b> This text features the steps in planting mungo, the benefits of eating it, and the different recipes that are done with mungo. <b>Ti Lamok:</b> This text features the growth cycle of mosquitoes, the illnesses that might be contracted from mosquitoes, and preventive measures on avoiding these insects.	28
10	Grade 1	Agmulatayo iti Balatong : (Let's Plant Mung Beans)  Ti Lamok : (Mosquito)	Relatively Challenging (Two-dots)	Ilokano	<b>Agmulatayo iti Balatong:</b> This text features the steps in planting mungo, the benefits of eating it, and the different recipes that are done with mungo. <b>Ti Lamok:</b> This text features the growth cycle of mosquitoes, the illnesses that might be contracted from mosquitoes, and preventive measures on avoiding these insects.	28
11	Grade 1	Nag-eskuyla na Ko! (I Go to School!)   Lami nga mga Prutas (Delicious Fruits)		Sinugbuanong Binisaya	<b>Nag-eskuyla na Ko!:</b> It's Carlo's first day in school. He is ready to attend class. <b>Lami nga mga Prutas:</b> This text features the different kinds of delicious fruits in the Philippines.	24
12	Grade 1	Sa Bukid (At the Farm)   Ang Akong Pamilya (My Family)		Sinugbuanong Binisaya	<b>Sa Bukid:</b> Life in the province is beautiful, especially during mornings. This text portrays the life in the province through the author's interaction with people and animals. <b>Ang Akong Pamilya:</b> This text allows readers to learn about the members of the family.	24
13	Grade 1	Tan-awa Kami! (Look at Us!)   Hain ang Tarsier? (Where's the Tarsier?)		Sinugbuanong Binisaya	<b>Tan-awa Kami:</b> The repetitive lines in the story will practice easy recall among students. Read on and go through what the author is doing. <b>Hain ang Tarsier?:</b> Discover what the tarsier is up to. The text narrates where tarsiers go.	20

Note: No. of pages includes booklet cover

# DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
14	Grade 1	Sustansiyado ba ang Haluhalo? (Is Haluhalo Nutritious?)   Ang Kahibulongang Kahon ni Nona (Nona's Magical Box)		Sinugbuanong Binisaya	<b>Sustansiyado ba ang Haluhalo?:</b> Explore what makes up the haluhalo. What do you think makes this food healthy? <b>Ang Kahibulongang Kahon ni Nona:</b> Nona has a magic box. Discover what makes the box magical.	20
15	Grade 1	Ang Bungtod ug Ako (The Mountain and I)   Ang Tabanog (The Kite)		Sinugbuanong Binisaya	<b>Ang Bungtod ug Ako:</b> Makiling is named after a famous mountain. In the story, she realizes personal characteristics that are similar to her namesake. <b>Ang Tabanog:</b> Nilo likes playing with his kite. One day, his kite gets stuck on the post. When he tries to retrieve it, he is dissuaded by his mother and he learns about safety and electricity.	20
16	Grade 1	Malong (Malong)   Aldo, ang Superhero (Aldo, the Superhero)		Sinugbuanong Binisaya	<b>Malong:</b> This text features the different ways of using malong. <b>Aldo, ang Superhero:</b> Aldo wants to become a superhero. Every day, he exercises and he also makes sure to help others.	20
17	Grade 1	Ang Nawagtang nga Sipa . (The Missing Sipa)   Aldo, Superhero sa Kalikopan . (Aldo, Nature's Superhero)	Relatively Easy (One-dot)	Sinugbuanong Binisaya	<b>Ang Nawagtang nga Sipa:</b> Carmen and her grandfather enjoy playing sipa together. One time, Carmen kicked the sipa too high, resulting in a funny situation. <b>Aldo, Superhero sa Kalikopan:</b> Aldo wants to become a superhero that saves the environment. He takes care of his surroundings through various activities.	28
18	Grade 1	Ang Nawagtang nga Sipa : (The Missing Sipa)   Aldo, Superhero sa Kalikopan : (Aldo's Nature's Superhero)	Relatively Challenging (Two-dots)	Sinugbuanong Binisaya	<b>Ang Nawagtang nga Sipa:</b> Carmen and her grandfather enjoy playing sipa together. One time, Carmen kicked the sipa too high, resulting in a funny situation. <b>Aldo, Superhero sa Kalikopan:</b> Aldo wants to become a superhero that saves the environment. He takes care of his surroundings through various activities.	28
19	Grade 1	Magtanom Ta og Munggos . (Let's Plant Mung Beans)   Ang Lamok . (Mosquito)	Relatively Easy (One-dot)	Sinugbuanong Binisaya	<b>Magtanom Ta og Munggos:</b> This text features the steps in planting mungo, the benefits of eating it, and the different recipes that are done with mungo. <b>Ang Lamok:</b> This text features the growth cycle of mosquitoes, the illnesses that might be contracted from mosquitoes, and preventive measures on avoiding these insects.	28
20	Grade 1	Magtanom Ta og Munggos : (Let's Plant Mung Beans)   Ang Lamok : (Mosquito)	Relatively Challenging (Two-dots)	Sinugbuanong Binisaya	<b>Magtanom Ta og Munggos:</b> This text features the steps in planting mungo, the benefits of eating it, and the different recipes that are done with mungo. <b>Ang Lamok:</b> This text features the growth cycle of mosquitoes, the illnesses that might be contracted from mosquitoes, and preventive measures on avoiding these insects.	28
21	Grade 2	Animal Band   The Bird Flies		English	<b>Animal Band:</b> A band of animals play music together. Learn which musical instrument belongs to which animal.	20

Note: No. of pages includes booklet cover

# DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
					<b>The Bird Flies:</b> The bird enjoys flying to different places. This story narrates the places the bird visits.	
22	Grade 2	Fruits and Trees   Today is Moving Day		English	<b>Fruits and Trees:</b> This text features common fruits in the Philippines and the trees they belong to. <b>Today is Moving Day:</b> In this story, fathers, mothers, grandparents, and children come to help. They demonstrate a long-standing tradition in the Philippines.	20
23	Grade 2	Do your Chores .   Making a Fire .	Relatively Easy (One-dot)	English	<b>Do your Chores:</b> Max arrives home and asks permission to play. His mother reminds him to finish various house chores before playing. Find out what are Max's chores. Do you think he will be able to play? <b>Making a Fire:</b> Carol wants to help cook dinner. Her mother asks her to finish a series of tasks before letting her cook. The story also features discussion on energy.	24
24	Grade 2	Do your Chores :   Making a Fire :	Relatively Challenging (Two-dots)	English	<b>Do your Chores:</b> Max arrives home and asks permission to play. His mother reminds him to finish various house chores before playing. Find out what are Max's chores. Do you think he will be able to play? <b>Making a Fire:</b> Carol wants to help cook dinner. Her mother asks her to finish a series of tasks before letting her cook. The story also features discussion on energy.	24
25	Grade 2	The End of the World .   Animals Here, Animals There .	Relatively Easy (One-dot)	English	<b>The End of the World:</b> Rooster wants to learn more about the world. He leaves his home, jumps over the fence, and goes on an adventure. <b>Animals Here, Animals There:</b> Learn about the different animals and their characteristics.	28
26	Grade 2	The End of the World :   Animals Here, Animals There :	Relatively Challenging (Two-dots)	English	<b>The End of the World:</b> Rooster wants to learn more about the world. He leaves his home, jumps over the fence, and goes on an adventure. <b>Animals Here, Animals There:</b> Learn about the different animals and their characteristics.	28
27	Grade 2	Taguan   Ang Alaga Kong si Mong		Filipino	<b>Taguan:</b> This story demonstrates why it's fun to play hide-and-seek under the moonlight. Will the "it" find her hiding playmates? <b>Ang Alaga Kong si Mong:</b> Mong is a turtle. It has incredible characteristics. What do you think makes Mong incredible?	24
28	Grade 2	Sina Estella at Lisa   Isang Linggo sa Klase ni Ginang Reyes		Filipino	<b>Sina Estella at Lisa:</b> Estella and Lisa are not just cousins, they are also close friends. Estella and Lisa enjoy doing various activities together. <b>Isang Linggo sa Klase ni Ginang Reyes:</b> Mrs. Reyes promises to give her class a surprise if all of them come to school early. All the pupils are excited for the surprise.	24

# DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
29	Grade 2	Nagsimula sa Parisukat!   Si Roko, ang Matakaw na Aso		Filipino	<b>Nagsimula sa Parisukat!:</b> A pupil draws an animal with the help of their teacher, Ms. Rosa. The pupil successfully draws the animal by starting with a rectangle. <b>Si Roko, ang Matakaw na Aso:</b> Roko is a greedy dog. He wants the food all to himself. Find out what happens when Roko encounters another dog with food.	20
30	Grade 2	Bagyo!   Ang Bagong Kapitbahay		Filipino	<b>Bagyo!:</b> A typhoon strikes in the community. Discover how the community members prepare for the typhoon. Will they survive this ordeal? <b>Ang Bagong Kapitbahay:</b> Pipo befriends the new neighbor, Mr. Cruz. As Pipo learns more about Mr. Cruz, he becomes pleasantly surprised.	20
31	Grade 2	Pista ng Pahiyas   Sorpresa Kay Lola		Filipino	<b>Pista ng Pahiyas:</b> The Pahiyas Festival is celebrated in Lucban, Quezon every May. This text narrates how the people celebrate Pahiyas festival. <b>Sorpresa Kay Lola:</b> Tope wants to surprise his Lola. He needs to think of a gift that could be mailed to the province.	20
32	Grade 2	Ang Meryenda   Ang Hangin at ang Saranggola		Filipino	<b>Ang Meryenda:</b> Lola Tinay's grandchildren want to eat merienda. Before revealing their food, Lola Tinay asks the kids to help her cook. <b>Ang Hangin at ang Saranggola:</b> Kiko helps the fisher folk in his community by flying his kite every morning. This activity helps fisher folk know when is a good time to sail and fish.	24
33	Grade 2	Ang Pagong at ang Kuneho .   Bangui Wind Farm ng Ilocos .	Relatively Easy (One-dot)	Filipino	<b>Ang Pagong at ang Kuneho:</b> The tortoise and the hare compete for a race. The nail-biting story reveals a surprise ending. <b>Bangui Wind Farm ng Ilocos:</b> Ben and his older brother, Mike, talk about the Bangui Wind Farm. The story shares the benefits of wind turbine.	28
34	Grade 2	Ang Pagong at ang Kuneho :   Bangui Wind Farm ng Ilocos :	Relatively Challenging (Two-dots)	Filipino	<b>Ang Pagong at ang Kuneho:</b> The tortoise and the hare compete for a race. The nail-biting story reveals a surprise ending. <b>Bangui Wind Farm ng Ilocos:</b> Ben and his older brother, Mike, talk about the Bangui Wind Farm. The story shares the benefits of wind turbine.	28
35	Grade 2	Isang Kakaibang Araw .   Alamin ang mga Anyong-Tubig sa Pilipinas! .	Relatively Easy (One-dot)	Filipino	<b>Isang Kakaibang Araw:</b> One Saturday, a child accompanies her father while driving a jeep. She encounters an interesting passenger along the way. <b>Alamin ang mga Anyong-Tubig sa Pilipinas!:</b> The Philippines has different bodies of water. Discover the different water forms located in various parts of the Philippines.	28
36	Grade 2	Isang Kakaibang Araw :   Alamin ang mga Anyong-Tubig sa Pilipinas! :	Relatively Challenging (Two-dots)	Filipino	<b>Isang Kakaibang Araw:</b> One Saturday, a child accompanies her father while driving a jeep. She encounters an interesting passenger along the way. <b>Alamin ang mga Anyong-Tubig sa Pilipinas!:</b> The Philippines has different bodies of water. Discover the different water forms located in various parts of	28

Note: No. of pages includes booklet cover

# DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
					the Philippines.	
37	Grade 2	Agtawenakon iti Pito! (I'm Seven Years Old!)   Ni Lolang (Grandmother)		Ilokano	<b>Agtawenakon:</b> In this story, the girl celebrates her seventh birthday. She describes what makes her birthday fun and special. <b>Ni Lolang:</b> Whenever there are no classes, Lola Minda allows her grandson to sell goods in her sari-sari store. In the process, the boy learns about math, guarding the store, and so much more.	24
38	Grade 2	Inkiwar (Biko)   Paria (Bitter Gourd)		Ilokano	<b>Inkiwar:</b> This text features the delicacy, biko, and the enjoyment that comes from eating it with loved ones. <b>Paria:</b> Bitter gourd is featured in this text. Read on to find out the characteristics of bitter gourd.	24
39	Grade 2	Pito na Ko ka Tuig! (I'm Seven Years Old)   Si Lola Minda (Grandmother Minda)		Sinugbuanong Binisaya	<b>Pito na Ko ka Tuig:</b> In this story, the girl celebrates her seventh birthday. She describes what makes her birthday fun and special. <b>Si Lola Minda:</b> Whenever there are no classes, Lola Minda allows her grandson to sell goods in her sari-sari store. In the process, the boy learns about math, guarding the store, and so much more.	24
40	Grade 2	Biko   Paliya		Sinugbuanong Binisaya	<b>Biko:</b> This text features the delicacy, biko, and the enjoyment that comes from eating it with loved ones. <b>Paliya:</b> Bitter gourd is featured in this text. Read on to find out the characteristics of bitter gourd.	24
41	Grade 3	Mr. Particular		English	<b>Mr. Particular:</b> Mr. Particular is a particular man and he likes things a certain shape, weight, and temperature. Parts of the story also feature a like-minded neighbor, Miss Picky, who is picky about how she does things. Read on to discover the characters' interesting characteristics.	28
42	Grade 3	Town of Makinang		English	<b>Town of Makinang:</b> Jinky goes back to her hometown and discovers that things are no longer the way it was before. She enlists the help of the mayor and together, they devise a way to clean the Town of Makinang.	28
43	Grade 3	Mrs. Post's Science Class		English	<b>Mrs. Post's Science Class:</b> Mrs. Post discusses the concept of solid, liquid, and gas in her class. Students bring out examples and describe each item. Read on to understand what makes these items solid, liquid, and gas.	28
44	Grade 3	Problems at the Restaurant		English	<b>Problems at the Restaurant:</b> Mr. and Mrs. Champ manage a restaurant. They encounter many problems such as missing food and misplaced items. How will they recover from the mishaps?	40
45	Grade 3	The Five Sisters	Relatively Easy (One-dot)	English	<b>The Five Sisters:</b> The five sisters Earie, Nosie, Lippie, Touchie, and Illie explore their home and their neighborhood with Aunt Pilar and Uncle Mario. Read on to find out the exciting things and places around them.	28

# DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
46	Grade 3	The Five Sisters :	Relatively Challenging (Two-dots)	English	<b>The Five Sisters:</b> The five sisters Earie, Nosie, Lippie, Touchie, and Illie explore their home and their neighborhood with Aunt Pilar and Uncle Mario. Read on to find out the exciting things and places around them.	28
47	Grade 3	Loro Gets Stuck .	Relatively Easy (One-dot)	English	<b>Loro Gets Stuck:</b> Loro, the beautiful fish, gets stuck in the rope. Fellow sea creatures Sap Sap, Biya, Tahong, Gaby, Tambakol, and Pugita try to help Loro. How will he escape?	28
48	Grade 3	Loro Gets Stuck :	Relatively Challenging (Two-dots)	English	<b>Loro Gets Stuck:</b> Loro, the beautiful fish, gets stuck in the rope. Fellow sea creatures Sap Sap, Biya, Tahong, Gaby, Tambakol, and Pugita try to help Loro. How will he escape?	28
49	Grade 3	Neighbors .	Relatively Easy (One-dot)	English	<b>Neighbors:</b> In the village of Kipong, the "Best Garden Contest" is held every April. Jack and Jake are competitive neighbors who both want to win. Who will win the coveted prize?	28
50	Grade 3	Neighbors :	Relatively Challenging (Two-dots)	English	<b>Neighbors:</b> In the village of Kipong, the "Best Garden Contest" is held every April. Jack and Jake are competitive neighbors who both want to win. Who will win the coveted prize?	28
51	Grade 3	Let's Learn About Ecosystems .	Relatively Easy (One-dot)	English	<b>Let's Learn About Ecosystems:</b> Mr. Day's class discuss the ecosystem. The discussion is divided into three groups, with each group focusing on one topic – watershed, mangrove, and forest. Learn about the different ecosystems and the proper way to conduct research thru this story.	40
52	Grade 3	Let's Learn About Ecosystems :	Relatively Challenging (Two-dots)	English	<b>Let's Learn About Ecosystems:</b> Mr. Day's class discuss the ecosystem. The discussion is divided into three groups, with each group focusing on one topic – watershed, mangrove, and forest. Learn about the different ecosystems and the proper way to conduct research thru this story.	40
53	Grade 3	The Scavenger Hunt .	Relatively Easy (One-dot)	English	<b>The Scavenger Hunt:</b> Jean, Lee, and Steve are siblings who enjoy doing puzzles together. The eldest sibling, Steve, prepares puzzles for his two younger siblings to solve. One day, all three embark on a short quest to complete another mystery.	28
54	Grade 3	The Scavenger Hunt :	Relatively Challenging (Two-dots)	English	<b>The Scavenger Hunt:</b> Jean, Lee, and Steve are siblings who enjoy doing puzzles together. The eldest sibling, Steve, prepares puzzles for his two younger siblings to solve. One day, all three embark on a short quest to complete another mystery.	28
55	Grade 3	The Magic Show .	Relatively Easy (One-dot)	English	<b>The Magic Show:</b> Paul and Claire watch a magic show and study the tricks of the trade. Using the ideas they've learned, they then showcase it to class. Can you guess the magic tricks they'll perform?	28
56	Grade 3	The Magic Show :	Relatively Challenging	English	<b>The Magic Show:</b> Paul and Claire watch a magic show and study the tricks of the trade. Using the ideas they've learned, they then showcase it to class. Can	28

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# DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

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	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
			(Two-dots)		you guess the magic tricks they'll perform?	
57	Grade 3	Para, the Brave and Beautiful .	Relatively Easy (One-dot)	English	<b>Para, the Brave and Beautiful:</b> Para is a beautiful bird that performs for school children. After her performance in Manila, she is accidentally separated from her caretakers, Dr. and Mrs. Reggie. Para starts to fly solo and embarks on an adventure around Manila. Will she find her way back home?	28
58	Grade 3	Para, the Brave and Beautiful :	Relatively Challenging (Two-dots)	English	<b>Para, the Brave and Beautiful:</b> Para is a beautiful bird that performs for school children. After her performance in Manila, she is accidentally separated from her caretakers, Dr. and Mrs. Reggie. Para starts to fly solo and embarks on an adventure around Manila. Will she find her way back home?	28
59	Grade 3	Great Inventors, Inspiring Inventions .	Relatively Easy (One-dot)	English	<b>Great Inventors, Inspiring Inventions:</b> This is an informational text that features the history of videophone, solar cookers, and wind turbines. It also highlights the works of Filipino inventors Gregorio Zara and Fernando Paras Jr.	40
60	Grade 3	Great Inventors, Inspiring Inventions :	Relatively Challenging (Two-dots)	English	<b>Great Inventors, Inspiring Inventions:</b> This is an informational text that features the history of videophone, solar cookers, and wind turbines. It also highlights the works of Filipino inventors Gregorio Zara and Fernando Paras Jr.	40
61	Grade 3	Benjie's Long Trip .	Relatively Easy (One-dot)	English	<b>Benjie's Long Trip:</b> One day, the rain was so hard that the leaf Benjie was sitting on was carried away from the pond. Little did Benjie know that this will be the start of a great adventure. Join Benjie as he meets new friends and explore exciting places.	28
62	Grade 3	Benjie's Long Trip :	Relatively Challenging (Two-dots)	English	<b>Benjie's Long Trip:</b> One day, the rain was so hard that the leaf Benjie was sitting on was carried away from the pond. Little did Benjie know that this will be the start of a great adventure. Join Benjie as he meets new friends and explore exciting places.	28
63	Grade 3	Bounty in Our Hands .	Relatively Easy (One-dot)	English	<b>Bounty in Our Hands:</b> Dulnuwan, a father, works in the fields every day. His wife, Bugan, and children, Ali and Dina, also help him out. Read on to find out the process of planting rice and the impact of weather on the crops. The story also features a discussion on El Niño and La Niña.	28
64	Grade 3	Bounty in Our Hands :	Relatively Challenging (Two-dots)	English	<b>Bounty in Our Hands:</b> Dulnuwan, a father, works in the fields every day. His wife, Bugan, and children, Ali and Dina, also help him out. Read on to find out the process of planting rice and the impact of weather on the crops. The story also features a discussion on El Niño and La Niña.	28
65	Grade 3	The Biggest Storm .	Relatively Easy (One-dot)	English	<b>The Biggest Storm:</b> The Biggest Storm is an expository/informational text about typhoon Yolanda. It also contains information on what to do before, during, and after a typhoon.	28
66	Grade 3	The Biggest Storm :	Relatively Challenging	English	<b>The Biggest Storm:</b> The Biggest Storm is an expository/informational text about typhoon Yolanda. It also contains information on what to do before,	28

Note: No. of pages includes booklet cover



# DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
			(Two-dots)		during, and after a typhoon.	
67	Grade 3	Wonders in the Sky .	Relatively Easy (One-dot)	English	<b>Wonders in the Sky:</b> This story features a lovely relationship between Cecile and her grandmother. Through the explanation of her grandmother, Cecile understands the sun rotation, the concept of blue moon, the stars, legends, and other stories about the universe.	40
68	Grade 3	Wonders in the Sky :	Relatively Challenging (Two-dots)	English	<b>Wonders in the Sky:</b> This story features a lovely relationship between Cecile and her grandmother. Through the explanation of her grandmother, Cecile understands the sun rotation, the concept of blue moon, the stars, legends, and other stories about the universe.	40
69	Grade 3	Maligayang Pagdating sa Baguio!   Punta Tayo sa Argao!		Filipino	<b>Maligayang Pagdating sa Baguio!:</b> Nona tours his cousin, Gabriel, around Baguio city. Together they explore all the things that Baguio has to offer through a wandering magical box.  Punta Tayo sa Argao!: Through a magical box, Nona and Gabriel are transported to Gabriel's hometown, Argao, Cebu. Gabriel shows his cousin all the beautiful and historical spots that Argao is known for.	28
70	Grade 3	Kuwento ng Magkapatid na Daga: Si Kiko at si Tomas   Kuwento ng Magkapatid na Daga: Pakikipagsapalaran sa Siyudad		Filipino	<b>Kuwento ng Magkapatid na Daga: Si Kiko at si Tomas:</b> Kiko lives in the province while Tomas lives in the city. Even though they live apart, the brothers remain close. Tomas visits his brother and learns more about the rural life.  <b>Kuwento ng Magkapatid na Daga: Pakikipagsapalaran sa Siyudad:</b> It's Kiko's turn to visit his brother, Tomas. This is Kiko's first time to travel to the city. He gets to learn more about his brother and the city life in this story.	28
71	Grade 3	Si Maya sa Himpapawid   Si Maya sa Davao		Filipino	<b>Si Maya sa Himpapawid:</b> It's Maya's first time to ride the airplane. She's terrified. Discover how Maya will get over this ordeal and enjoy the ride. This story also features the Philippine topography, including its diverse land and water forms.  Si Maya sa Davao: Maya meets a new friend, Jun-Jun. Together, they explore the wonderful places, food, and culture in Davao.	28

Note: No. of pages includes booklet cover

# DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
72	Grade 3	Ang Pagyanig   Anong Nangyari kay Greg?   Ang Matapang sa Gitna ng Bagyo		Filipino	<p><b>Ang Pagyanig:</b> Pauline, Ram, and Miko play together when their classmate Greg suddenly joins them. While the four are arguing, the ground starts to shake and the trees abruptly sway. What will they do now? Learn what to do before, during, and after an earthquake.</p> <p>Anong Nangyari kay Greg?: Their classmate Greg is absent at school. His house caught fire yesterday. Pauline, Ram, Miko, and their classmates help Greg. Learn what to do before, during, and after a fire hits.</p> <p>Ang Matapang sa Gitna ng Bagyo: A strong typhoon ravages Pauline, Ram, Miko, and Greg's community. They take refuge in their school. While there, the four students meet a lost young girl. Learn what to do before, during, and after a typhoon.</p>	40
73	Grade 3	Si Chico   Si Hasmin .	Relatively Easy (One-dot)	Filipino	<p><b>Si Chico:</b> Chico is the eldest in the family. His father is an Overseas Filipino Worker while his mother is beset with illness. Chico steps up and takes care of his loved ones.</p> <p><b>Si Hasmin:</b> Hasmin is a young girl who saves the entire community from fire destruction. Discover how she does this during the Santacruzán parade.</p>	28
74	Grade 3	Si Chico   Si Hasmin :	Relatively Challenging (Two-dots)	Filipino	<p><b>Si Chico:</b> Chico is the eldest in the family. His father is an Overseas Filipino Worker while his mother is beset with illness. Chico steps up and takes care of his loved ones.</p> <p><b>Si Hasmin:</b> Hasmin is a young girl who saves the entire community from fire destruction. Discover how she does this during the Santacruzán parade.</p>	28
75	Grade 3	Kabang: Asong Bayani   Kahanga-hangang mga Lumba-lumba .	Relatively Easy (One-dot)	Filipino	<p><b>Kabang: Asong Bayani:</b> Kabang is a real life dog who saved a child from being run over in Zamboanga City. Learn about its historical deeds through Aldo and his family.</p> <p><b>Kahanga-hangang mga Lumba-lumba:</b> In Palawan, a dolphin saves a fisherman from drowning. This real life account inspires Aldo and his friends, Tope and Carol, to come up with their own superheroes.</p>	28
76	Grade 3	Kabang: Asong Bayani   Kahanga-hangang mga Lumba-lumba :	Relatively Challenging (Two-dots)	Filipino	<p><b>Kabang: Asong Bayani:</b> Kabang is a real life dog who saved a child from being run over in Zamboanga City. Learn about its historical deeds through Aldo and his family.</p> <p><b>Kahanga-hangang mga Lumba-lumba:</b> In Palawan, a dolphin saves a fisherman from drowning. This real life account inspires Aldo and his friends, Tope and Carol, to come up with their own superheroes.</p>	28

Note: No. of pages includes booklet cover

# DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
77	Grade 3	Ang Idolo ni Beatrice   Ang mga Bayaning Babae ng Bansa .	Relatively Easy (One-dot)	Filipino	<p><b>Ang Idolo ni Beatrice:</b> Ang Idolo ni Beatrice chronicles Beatrice's experience in running for class officer and learning about the life of Apolinario Mabini. The story of Mabini and experience of Beatrice simultaneously unfolds through parallel illustration and narration. Learn about Mabini's lives through the narration of Beatrice mother, Bb. Cabiles, and Beatrice herself.</p> <p>Ang mga Bayaning Babae ng Bansa: Beatrice and her classmates learn about the females heroes in the Philippines. They discover the great lives of Melchora Aquino, Patrocinio Gamboa, and Trinidad Tecson.</p>	28
78	Grade 3	Ang Idolo ni Beatrice   Ang mga Bayaning Babae ng Bansa :	Relatively Challenging (Two-dots)	Filipino	<p><b>Ang Idolo ni Beatrice:</b> Ang Idolo ni Beatrice chronicles Beatrice's experience in running for class officer and learning about the life of Apolinario Mabini. The story of Mabini and experience of Beatrice simultaneously unfolds through parallel illustration and narration. Learn about Mabini's lives through the narration of Beatrice mother, Bb. Cabiles, and Beatrice herself.</p> <p>Ang mga Bayaning Babae ng Bansa: Beatrice and her classmates learn about the females heroes in the Philippines. They discover the great lives of Melchora Aquino, Patrocinio Gamboa, and Trinidad Tecson.</p>	28
79	Grade 3	Misteryo sa Villa Soledad .	Relatively Easy (One-dot)	Filipino	<p><b>Misteryo sa Villa Soledad:</b> Cousins Nona and Gabriel go on an adventure in Vigan, Ilocos Sur. From the streets of ancient Calle Crisologo to the mysterious disappearance of historical items in their aunt's mansion, Nona and Gabriel find themselves in the thick of action. Nona and Gabriel intend to solve the puzzle and find the thief.</p>	40
80	Grade 3	Misteryo sa Villa Soledad :	Relatively Challenging (Two-dots)	Filipino	<p><b>Misteryo sa Villa Soledad:</b> Cousins Nona and Gabriel go on an adventure in Vigan, Ilocos Sur. From the streets of ancient Calle Crisologo to the mysterious disappearance of historical items in their aunt's mansion, Nona and Gabriel find themselves in the thick of action. Nona and Gabriel intend to solve the puzzle and find the thief.</p>	40
81	Grade 3	Si Maria Makiling .	Relatively Easy (One-dot)	Filipino	<p><b>Si Maria Makiling:</b> This leveled reader is a retelling of one of the most popular legends in Philippine Mythology, Maria Makiling. The fairy/goddess/forest nymph is associated with a mountain located in Laguna, Philippines.</p>	28
82	Grade 3	Si Maria Makiling :	Relatively Challenging (Two-dots)	Filipino	<p><b>Si Maria Makiling:</b> This leveled reader is a retelling of one of the most popular legends in Philippine Mythology, Maria Makiling. The fairy/goddess/forest nymph is associated with a mountain located in Laguna, Philippines.</p>	28

## DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
83	Grade 3	Ang Dula .	Relatively Easy (One-dot)	Filipino	<b>Ang Dula:</b> Ang Dula is about the process of mounting a play. Mr. Dotusme guides the class as they select lead performers, rehearse the songs, prepare the stage, the props, and the costume for the performance. The story features classic folk songs and a discussion on the artistic approach of Fernando Amorsolo, Victorio Edades, and Carlos Francisco.	28
84	Grade 3	Ang Dula :	Relatively Challenging (Two-dots)	Filipino	<b>Ang Dula:</b> Ang Dula is about the process of mounting a play. Mr. Dotusme guides the class as they select lead performers, rehearse the songs, prepare the stage, the props, and the costume for the performance. The story features classic folk songs and a discussion on the artistic approach of Fernando Amorsolo, Victorio Edades, and Carlos Francisco.	28
85	Grade 3	Ang Pamamasyal ni Korina .	Relatively Easy (One-dot)	Filipino	<b>Ang Pamamasyal ni Korina:</b> Ang Pamamasyal ni Korina follows the adventures of a little girl as she discovers the places in Region IV-B. Learn more about the people, food, products, historical spots, and culture in Marinduque and Romblon.	28
86	Grade 3	Ang Pamamasyal ni Korina :	Relatively Challenging (Two-dots)	Filipino	<b>Ang Pamamasyal ni Korina:</b> Ang Pamamasyal ni Korina follows the adventures of a little girl as she discovers the places in Region IV-B. Learn more about the people, food, products, historical spots, and culture in Marinduque and Romblon.	28
87	Grade 3	Sina Bong, Buboy, at ang mga Katutubong Pangkat .	Relatively Easy (One-dot)	Filipino	<b>Sina Bong, Buboy, at ang mga Katutubong Pangkat:</b> This story is about the squabbling twin, Bong and Buboy. The only thing that calms them is their Lola Hermie's stories, which feature heroic tales of adventure and Philippine epics.	40
88	Grade 3	Sina Bong, Buboy, at ang mga Katutubong Pangkat :	Relatively Challenging (Two-dots)	Filipino	<b>Sina Bong, Buboy, at ang mga Katutubong Pangkat:</b> This story is about the squabbling twin, Bong and Buboy. The only thing that calms them is their Lola Hermie's stories, which feature heroic tales of adventure and Philippine epics.	40
89	Grade 3	Ang mga Pambansang Produkto .	Relatively Easy (One-dot)	Filipino	<b>Ang mga Pambansang Produkto:</b> Ang mga Pambansang Produkto features a discussion on popular Philippine products. This informational text is set in comics format, and readers will learn about all things related to mangoes and coconuts.	28
90	Grade 3	Ang mga Pambansang Produkto :	Relatively Challenging (Two-dots)	Filipino	<b>Ang mga Pambansang Produkto:</b> Ang mga Pambansang Produkto features a discussion on popular Philippine products. This informational text is set in comics format, and readers will learn about all things related to mangoes and coconuts.	28
91	Grade 3	Sina Niña at Nonoy .	Relatively Easy (One-dot)	Filipino	<b>Sina Niña at Nonoy:</b> Discover the skills and talents of siblings Niña and Nonoy. The story is situated in the wonderful region of Ilocos, where the region's festival, products, and culture are the focus.	28

Note: No. of pages includes booklet cover

# DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
92	Grade 3	Sina Nina at Nonoy :	Relatively Challenging (Two-dots)	Filipino	<b>Sina Niña at Nonoy:</b> Discover the skills and talents of siblings Niña and Nonoy. The story is situated in the wonderful region of Ilocos, where the region's festival, products, and culture are the focus.	28
93	Grade 3	Mga Bayani sa Komunidad .	Relatively Easy (One-dot)	Filipino	<b>Mga Bayani sa Komunidad:</b> Budding reporters Alan and Erika feature community heroes in their school paper. Learn about the everyday activities of farmers and fisher folks, as well as the agriculture and fishing industries in the Philippines.	28
94	Grade 3	Mga Bayani sa Komunidad :	Relatively Challenging (Two-dots)	Filipino	<b>Mga Bayani sa Komunidad:</b> Budding reporters Alan and Erika feature community heroes in their school paper. Learn about the everyday activities of farmers and fisher folk, as well as the agriculture and fishing industries in the Philippines.	28
95	Grade 3	Sa Kalye Sarado .	Relatively Easy (One-dot)	Filipino	<b>Sa Kalye Sarado:</b> This story follows the journey of newfound friends Lou and Amir as they look for Lou's missing kitten. While they search their neighborhood, the children learn more about each other and the other children in their street. The last two chapters of the story feature a discussion on the rights of the child.	40
96	Grade 3	Sa Kalye Sarado :	Relatively Challenging (Two-dots)	Filipino	<b>Sa Kalye Sarado:</b> This story follows the journey of newfound friends Lou and Amir as they look for Lou's missing kitten. While they search their neighborhood, the children learn more about each other and the other children in their street. The last two chapters of the story feature a discussion on the rights of the child.	40

Note: No. of pages includes booklet cover

## LOT 2. Leveled Readers Specifications

	RFQ Requirements
<b>Color</b>	Cover: Outside covers: full colors with UV coating; Blue - Pantone 280, Red - Pantone 200
	Inside covers: 1 color
	Inside pages: 1 color; print on both sides
<b>Bleeds</b>	Cover: Allow 0.25 inches on all sides
	Inside: Full Bleed
<b>Binding</b>	Saddle Stitching
<b>Paper</b>	Cover: Foldcote (bleach board solid white)
	Coated one (1) side
	Caliper # 12
	Basis weight: not less than 230 gsm.
	Thickness: not less than 290 microns
	Interior: Coated paper two (2) sides, matte
	Basis weight: not less than 230 gsm
	Opacity: not more than 70%
Brightness: not less than 80 %	
<b>Trim size</b>	9 (length) x 6 (width) inches
<b>Number of pages</b>	28 pages for two stories or 40 pages for three stories, including cover
<b>Artwork and Illustrations</b>	The cover will contain one illustration and 24 or 34 pages will contain grey scale illustrations. EDC will provide the selected offeror with the illustrations electronically in .jpeg format. The cover will contain branding specific to the Basa Pilipinas program, including the Philippines Department of Education Logo and the USAID Logo. The electronic versions of the logos will be provided to the offeror in .jpeg format.
<b>Packing</b>	The Leveled Readers shall be packed based on the attached allocation / packaging list per Recipient and placed in unused corrugated cartons and sealed to withstand rough handling.
	Each carton label shall contain the intended allocation wrapped and sealed in: A 3-mil thick polyethylene plain plastic bag (machine-sealed) or shrink-packed using gauge 75 Polyolefin Film (POF) for adequate protection against moisture and water damage.
	For loose sets, Leveled Readers shall be: wrapped in brown kraft paper with thickness of at least: 1. Wrapped in: Brown craft paper with a thickness of at least 0.25 mm and basis weight of 125 gsm and 2. Wrapped and sealed in: a 3-mil thick polyethylene plain plastic bag (machine-sealed) or shrink-packed plastic using gauge 75 Polyolefin Film (POF). 3. Package must be secured by: 50.8 mm packaging tape or better.
	The carton materials shall have these specifications:

<b>Packing</b>	1. Corrugation : B, C, or E (double wall) flute
	2. Burst strength: 14.09 kgs/cm <sup>2</sup> or 200.4 psi or 1409 kPa with + 2% tolerance
	3. Joint: Taped with 50.8 mm wide packaging tapes with fiber or better.
	For cartons with overlap joints: The overlap joints shall be fixed by high grade glue and its outside joint shall be reinforced by a 50.8 mm packaging tape or better. Tin/staple wires shall not be used to reinforce the joints.
	Cartons shall be reinforced with: At least 12.7 mm. wide plastic strap with tin or other appropriate seal. The Supplier may introduce better carton reinforcement, e.g., shrink packing with provision for convenient handling, subject to approval of the Purchaser.
	Cartons top, bottom, and flap sealing: 50.8 mm packaging tape or better. The materials to be used in the manufacture of corrugated boxes shall be kraft liner board.
	Each carton/kraft paper shall be properly labeled to indicate the following: Title, Number of Goods in a carton, Purchaser's Name and Address, Supplier's Name, USAID Logo (to be supplied by EDC in .jpeg format), Destination, Volume, and Gross Weight
<b>Proof</b>	Sample – composite to resolution , high-resolution for cover; Proofs must be delivered electronically to _____
<b>Review of Proof</b>	5 business days
<b>Sample</b>	A sample of what the selected offeror will print, including the paper selection, must be provided to _____ prior to printing the full quantity. Sample must be delivered to _____
<b>Review of Sample by _____</b>	5 business days
<b>Changes</b>	The selected vendor (s) must include eight (8) hours of edits

## Annex 3

**ESTIMATED COSTING ON THE PRINTING AND REPRODUCTION OF MATERIALS  
AND ORIENTATION TRAINING WORKSHOP FOR MULTIGRADE TEACHERS**

Region/s	Training		Budget of Work		BASA Pilipinas Leveled Readers				Contingency	Total per class		
						English	Filipino	Ilokano			Sinugbuanong Binisaya	
ARMM, CARAGA, IX, XI, XII	Php 800.00/ pax per day	Php 7200.00	Php 1515.00			Php 1317.00	Php 1467.00	Php 444.00	Php 444.00	Php 1363.00	Php 13750.00	
	B&L, Transpo, Food		Estimated # of Pages	1380	Estimated # of Pages	984	1084	288	288			
			Estimated Cost per page	Php 0.50	Estimated Cost per page	Php 0.50	Php 0.50	Php 0.50	Php 0.50	Php 0.50		
	9 Days		Estimated # of Copies to be binded	33	Estimated # of Copies to be binded	33	37	12	12			
			Binding Estimated Cost	Php 25.00	Binding Estimated Cost	Php 25.00	Php 25.00	Php 25.00	Php 25.00	Php 25.00		
I, II, III, CAR	Php 800.00/ pax per day	Php 8000.00	Php 1515.00			Php 1317.00	Php 1467.00	Php 444.00		Php 1007.00	Php 13750.00	
	B&L, Transpo, Food		Estimated # of Pages	1380	Estimated # of Pages	984	1084	288				
			Estimated Cost per page	Php 0.50	Estimated Cost per page	Php 0.50	Php 0.50	Php 0.50				
	10 Days		Estimated # of Copies to be binded	33	Estimated # of Copies to be binded	33	37	12				
			Binding Estimated Cost	Php 25.00	Binding Estimated Cost	Php 25.00	Php 25.00	Php 25.00				
VII, VIII, X	Php 800.00/ pax per day	Php 8000.00	Php 1515.00			Php 1317.00	Php 1467.00		Php 444.00	Php 1007.00	Php 13750.00	
	B&L, Transpo, Food		Estimated # of Pages	1380	Estimated # of Pages	984	1084		288			
			Estimated Cost per page	Php 0.50	Estimated Cost per page	Php 0.50	Php 0.50		Php 0.50			
	10 Days		Estimated # of Copies to be binded	33	Estimated # of Copies to be binded	33	37		12			
			Binding Estimated Cost	Php 25.00	Binding Estimated Cost	Php 25.00	Php 25.00		Php 25.00			
VI, IV-A, IV-B, V	Php 800.00/ pax per day	Php 8000.00	Php 1515.00			Php 1317.00	Php 1467.00			Php 1451.00	Php 13750.00	
	B&L, Transpo, Food		Estimated # of Pages	1380	Estimated # of Pages	984	1084					
			Estimated Cost per page	Php 0.50	Estimated Cost per page	Php 0.50	Php 0.50					
	10 Days		Estimated # of Copies to be binded	33	Estimated # of Copies to be binded	33	37					
			Binding Estimated Cost	Php 25.00	Binding Estimated Cost	Php 25.00	Php 25.00					



**FY 2015 AND 2016 PHYSICAL ACCOMPLISHMENTS  
for the Quarter Ending \_\_\_\_\_**

Part 1  
 Region: \_\_\_\_\_  
 Region ID (EBEIS) : \_\_\_\_\_  
 UACS Code : \_\_\_\_\_

Division Name and Components	Division ID (EBEIS)	UACS Code	Performance Indicator	Physical								Variance	Remarks
				Target				Accomplishment					
				Month 1	Month 2	Month 3	Total	Month 1	Month 2	Month 3	Total		
1	2	3	4	5	6	7	8=5+6+7	9	10	11	(12=9+10+11)	(13=8-12)	14
Division 1 Reproduction of Materials Capability Building			No. of materials printed and distributed No. of teachers trained										
Division n Reproduction of Materials Capability Building			No. of materials printed and distributed No. of teachers trained										
<b>Total Region</b> Reproduction of Materials Capability Building			No. of materials printed and distributed No. of teachers trained										

Prepared by: \_\_\_\_\_ Date: \_\_\_\_\_

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_  
 Head of the Division

**INSTRUCTIONS**

- The Regional Physical Accomplishment Report shall be prepared by the Regional Office (RO) based on the physical accomplishment reports submitted by the divisions. Accordingly, the RO shall prepare a separate Accomplishment Report for every granted subsidy (i.e. A
- A. **Physical Accomplishment Report.** The Regional Office (RO) shall consolidate the division's actual quarterly physical accomplishments vis-a-vis quarterly targets.
  - B. Column 1 shall reflect the **Division Name and Components** consolidated from the recipient schools of every division.
  - C. Column 2 shall reflect the **Division ID** identified from the EBEIS.
  - D. Column 3 shall reflect the **UACS Code** of the divisions.
  - E. Column 4 shall specify the **performance indicators** for every given component per division.
  - F. Columns 5, 6, & 7 shall specify the corresponding **monthly physical targets** of each performance indicator for every given component per division.
  - G. Column 8 shall specify the **total physical target** of each performance indicator for every given component per division at the given quarter.
  - H. Columns 9, 10, & 11 shall specify the corresponding **monthly physical accomplishments** based on set targets of each performance indicator for every given component per division.
  - I. Column 12 shall specify the **total quarterly accomplishment** for each performance indicator of every given component per division and per quarter.
  - J. Column 13 shall reflect the **variance** or the difference between columns 8 and 12.
  - K. Column 14 shall reflect the **remarks** or reasons for not accomplishing the set targets for each component and other implementation issues encountered.

**FY 2015 AND 2016 FINANCIAL ACCOMPLISHMENTS**  
for the Quarter Ending \_\_\_\_\_

Part 2  
Region: \_\_\_\_\_  
Region ID (EBEIS) : \_\_\_\_\_  
UACS Code : \_\_\_\_\_

Division Name and Components	Division ID (EBEIS)	UACS Code (if applicable)	Performance Indicator	Financial								Variance	Remarks
				Target				Accomplishment					
				Month 1 Allocation	Month 2 Allocation	Month 3 Allocation	Total Allocation	Month 1 Amount Utilized	Month 2 Amount Utilized	Month 3 Amount Utilized	Total Amount Utilized		
1	2	3	4	15	16	17	(18=15+16+17)	19	20	21	(22=19+20+21)	(23=18-22)	24
Division 1 Reproduction of Materials Capability Building			No. of materials printed and distributed No. of teachers trained										
Division n Reproduction of Materials Capability Building			No. of materials printed and distributed No. of teachers trained										
<b>Total Region</b> Reproduction of Materials Capability Building			No. of materials printed and distributed No. of teachers trained										

Prepared by: \_\_\_\_\_ Date: \_\_\_\_\_

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_  
Head of the Division

**INSTRUCTIONS**

- The **Regional Financial Accomplishment Report** shall be prepared by the Regional Office (RO) based on the financial accomplishment reports submitted by the divisions. Accordingly, the RO shall prepare a separate Accomplishment Report for every granted A. **Financial Accomplishment Report**. The Regional Office (RO) shall consolidate the divisions actual quarterly utilization vis-a-vis quarterly allocation.
- B. Column 1 shall reflect the **Division Name and Components** consolidated from the recipient schools of every division.
- C. Column 2 shall reflect the **Division ID** identified from the EBEIS.
- D. Column 3 shall reflect the **UACS Code** of the divisions.
- E. Column 4 shall specify the **performance indicators** of every given component per division.
- F. Columns 15, 16 & 17 shall reflect the corresponding **monthly allocation** of each performance indicator for every given component per division.
- G. Column 18 shall reflect the **total allocation** for each performance indicator of every given component per division at the given quarter.
- H. Columns 19, 20, & 21 shall reflect the corresponding **monthly utilization** of each performance indicator for every given component per division.
- I. Column 22 shall reflect the **total quarterly utilization** of each performance indicator for every given component per division at the given quarter.
- J. Column 23 shall reflect the **variance** or the difference between columns 21 and 25.
- K. Column 24 shall reflect the **remarks** or reasons for not accomplishing the set targets for each component and other implementation issues encountered.

FY 2015 and 2016 PHYSICAL ACCOMPLISHMENTS  
for the Quarter Ending \_\_\_\_\_

Part 1

Division Name : \_\_\_\_\_  
 Division ID (EBEIS) : \_\_\_\_\_  
 UACS Code : \_\_\_\_\_  
 Funding Source : \_\_\_\_\_

School Name and Component	School ID (EBEIS)	UACS Code	Performance Indicator	Physical								Remarks		
				Target				Accomplishment					Variance	
				Month 1	Month 2	Month 3	Total	Month 1	Month 2	Month 3	Total			
1	2	3	4	5	6	7	8=5+6+7	9	10	11	(12=9+10+11)	(13=8-12)	14	
<b>Elementary Schools</b>														
<b>School 1</b>														
Reproduction of Materials			No. of materials printed and distributed											
Capacity Building			No. of teachers trained											
<b>School n</b>														
Reproduction of Materials			No. of materials printed and distributed											
Capacity Building			No. of teachers trained											
<b>Total Division</b>														
Reproduction of Materials			No. of materials printed and distributed											
Capacity Building			No. of teachers trained											

Prepared by: \_\_\_\_\_ Date: \_\_\_\_\_

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_

Head of the Division

INSTRUCTIONS

- The Division Physical Accomplishment Report shall be prepared by the Division Office (DO) based on the physical accomplishment reports submitted by the schools. Accordingly, the DO shall prepare a separate Accomplishment Report for every granted subsidy (i.e. A division with two funding sources will have two separate accomplishment reports.)*
- Prior to completing the Physical Accomplishment Report, the DO shall indicate the **Division Name, Division ID from the EBEIS, Unified Accounting Code Structure (UACS) Code and Funding Source** of the respective division.
- Physical Accomplishment Report.** The DO shall consolidate and reflect the school's actual quarterly physical accomplishments vis-a-vis the quarterly targets.
  - Column 2. The DO shall reflect the **School ID** of the recipient school.
  - Column 3. The DO shall reflect the **UACS code** of the schools.
  - Column 4. The DO shall specify the **performance indicators** for every given component per school.
  - Column 5, 6, & 7. The DO shall specify the corresponding **monthly physical target** of each performance indicator for every given component per school.
  - Column 8. The DO shall specify the **total physical target** of each performance indicator for every given component per school and quarter.
  - Columns 9, 10, & 11. The DO shall specify the corresponding **physical accomplishments** based on set targets of each performance indicator for every given component per school.
  - Column 12. The DO shall specify the **total accomplishment** of each performance indicator for every given component per school and quarter.
  - Column 13. The DO shall reflect the **variance** or the difference between columns 8 and 12.
  - Column 14 shall reflect the **remarks** or reasons for not accomplishing the set targets for each component and other implementation issues encountered.

FY 2015 AND 2016 FINANCIAL ACCOMPLISHMENTS  
for the Quarter Ending \_\_\_\_\_

Part 2

Division Name : \_\_\_\_\_  
 Division ID (EBEIS) : \_\_\_\_\_  
 UACS Code : \_\_\_\_\_  
 Funding Source : \_\_\_\_\_

School Name and Components	School ID (EBEIS)	UACS Code	Performance Indicator	Financial								Remarks		
				Target				Accomplishment					Variance	
				Month 1	Month 2	Month 3	Total	Month 1	Month 2	Month 3	Total			
1	2	3	4	15	16	17	(18=15+16+17)	19	20	21	(22=19+20+21)	(23=18-22)	24	
Elementary Schools														
School 1														
Reproduction of Materials			No. of materials printed and distributed											
Capability Building			No. of teachers trained											
School n														
Reproduction of Materials			No. of materials printed and distributed											
Capability Building			No. of teachers trained											
Total Division														
Reproduction of Materials			No. of materials printed and distributed											
Capability Building			No. of teachers trained											

Prepared by: \_\_\_\_\_ Date: \_\_\_\_\_

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_

Head of the Division \_\_\_\_\_

INSTRUCTIONS

- The **Division Financial Accomplishment Report** shall be prepared by the Division Office (DO) based on the financial accomplishment reports submitted by the schools. Accordingly, the DO shall prepare a separate Accomplishment Report for every granted subsidy (i.e. A division with two funding sources will have two separate accomplishment reports.)
- Prior to completing the Financial Accomplishment Report, the DO shall indicate the **Division Name, Division ID from the EBEIS, Unified Accounting Code Structure (UACS) Code and Funding Source** of the respective division.
- A. **Financial Accomplishment Report.** The Division Office (DO) shall consolidate and reflect the school's actual quarterly utilization vis-a-vis the budget allocation.
  - B. Column 2- The DO shall reflect the **School ID** of the recipient schools
  - C. Column 3- The DO shall reflect the **UACS code** of the schools.
  - D. Column 4. The DO shall specify the **performance indicators** for every given component per school.
  - E. Columns 15, 16 & 17. The DO shall specify the corresponding **monthly allocation** for each performance indicator of every given component per school.
  - F. Column 18. The DO shall specify the **total target allocation** of each performance indicator for every given component per school and quarter.
  - G. Columns 19, 20, & 21. The DO shall specify the corresponding **amount utilized** based on set targets of each performance indicator for every given component per school.
  - H. Column 22. The DO shall specify the **total amount utilized** of each performance indicator for every given component per school and quarter.
  - I. Column 23. The DO shall reflect the **variance** or the difference between columns 18 and 22.
  - J. Column 24 shall reflect the **remarks** or reasons for not accomplishing the set targets for each component and other implementation issues encountered.

*Annex 5*

**SUGGESTED OUTLINE FOR THE PREPARATION  
OF THE NARRATIVE ACCOMPLISHMENTS REPORT ON THE  
UTILIZATION OF FY 2015 AND 2016 SUPPORT FUNDS  
FOR MULTIGRADE SCHOOLS**

The narrative report should cover the following elements:

I. Introduction

II. Goal and objectives

III. Highlights of the report

Example:

- ✓ Training activity successes (factors, causes)
- ✓ Training activity failures (reasons)

IV. Lessons learned

V. Suggestions and recommendations

VI. Appendices

- Information that supplements the report including list of trained teachers, training program, cost details, etc.