



DIVISION MEMORANDUM

No. 343, S. 2018

TO : Chief Education Supervisor - CID
 Education Program Supervisors
 Public Schools District Supervisors
 School LRMDS Coordinators
 Interested Competition Participants
 All Others Concerned

FROM : **FEDERICO P. MARTIN, Ed. D., CED. D., CESO V**
 Schools Division Superintendent

SUBJECT : **RESCHEDULING OF THE DEADLINE OF SUBMISSION OF MANUSCRIPTS FOR THE 2nd NATIONAL COMPETITION ON STORYBOOK WRITING**

DATE : **AUGUST 18, 2018**

1. In reference to DepEd Memo No. 125, s 2018 re: 2nd National Competition on Storybook Writing and Division Memo No. 321 S. 2018, the Department of Education, through the Bureau of Learning Resources, officially announces the 2nd National Competition on Storybook Writing
2. The Competition aims to; **(1) select and award the best storybooks** originally developed by DepEd Teachers for Kinder to Grade 3 learners. **(2) recognize the skills and competencies of DepEd Teachers** in writing and illustrating stories for children; and **(3) collect storybooks for Publishing on the Learning Resource Portal** and for printing and delivery nationwide.
3. In lieu of this, the deadline of submission of manuscripts will be moved to **August 31, 2018 (Friday)** to give ample time for collation and to ensure the availability of the members of the screening committee. All entries will still be submitted at the Division – LRMDS center to be part of the division official entry.
4. Interested participants are required to submit the following:
 - a) **Enclose No. 2 Page 7** –PERSONAL INFORMATION AND ASSIGNMENT OF RIGHTS FOR WRITERS
 - b) **Hardcopy** of the Manuscript (see attached sample)
 - c) **Softcopy** of the Official Manuscript with the following Technical Guidelines:

Contest Format	Short Story for Children
File Format	MS Word File, Short Bond Paper (8.5"x11") or A4 (8.3"x11.7"), Double Space
Typeface and Size	Times New Roman / Calibri / Garamond / Arial – Size 12
Number of Words	Kinder: 8 to 20 words per page Grade 1: 16 to 36 words per page Grade 2: 36 to 84 words per page Grade 3: 64 to 100 words per page

- d) Softcopies can be sent via email to the contact person stated in this memorandum. Otherwise, the softcopy can be submitted to the Baguio LRMDS Office via USB Flash Drive or CD to be received by the LRMDS Staff.
- e) The Hardcopy of the submitted manuscript must be packaged in a short brown envelope with a label containing the name, school and district of the participant.

5. For more information and inquiries, please contact Mr. Christopher David Oliva via the following contact details:

Facebook Chat / Messenger App

<https://www.facebook.com/chris.oliva.pdo>

Email

christopherdavid.oliva@deped.gov.ph

Landline

442-4326

For security purposes, please send a private message to Mr. Oliva via the Messenger App for his mobile number.

6. Immediate and wide dissemination of this Memorandum to all concerned is required.

Department of Education
 BUREAU OF LEARNING RESOURCES
 National Competition on Storybook Writing
 2018

Date of Receipt: _____
Received by: _____

**Official Entry Form for Writers
 PERSONAL INFORMATION AND ASSIGNMENT OF RIGHTS**

WRITER'S NAME: _____ Age and Date of Birth: _____ Gender: _____ Civil Status: _____ Place of Birth: _____	2x2 picture taken in 2018
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Contact Information

Mobile Number: _____
 Landline (if applicable): _____ Fax No.: _____
 Address: _____
 Email: _____

Name of School: _____
 Address of School: _____
 District (for elementary) and Division: _____
 Position and Assigned Grade Level: _____
 Designation (if applicable): _____

Name of Principal: _____
 Contact Number of School or the Principal: _____

STORIES SUBMITTED	
Title	Grade Level
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

I solemnly swear on my honor that this storybook is my original creation and not an imitation from any existing learning resources in any government, non-government, private and commercial institution. I am fully aware of the consequences and penalties that may be imposed upon should this material be proven plagiarized, copied or imitated, under the existing laws, rules and regulations. I therefore affix my signature and that of my immediate supervisor to attest to the accuracy and truthfulness of this entry form.

I declare that I have read and have accepted the rules of this Competition. I hereby grant the Department of Education the exclusive right to exercise copyright and other intellectual property rights, including storage, derivation, and distribution, provided that I be listed as the main author of the Work.

Signed this ____ day of _____, 2018.

 Printed Name and Signature of Writer

 Printed Name and Signature of Immediate Head

Department of Education
 BUREAU OF LEARNING RESOURCES

National Competition on Storybook Writing
 2018

PAGINATION GUIDE

Pursuant to the mechanics of the National Competition on Storybook Writing, the following Pagination Guide shall be observed:

1. The total number of pages should be any of the following: **20, 26, 30, or 36 pages.**
2. Four pages (first two and last two pages) are assigned as cover pages.
3. Endpapers may be designed in spread with the Inside Front and Inside Back covers, respectively.
4. Copyright Page shall be placed at the back of the front Endpaper (Page 4).
5. Title Page follows the Copyright Page, and should be placed on the right page (recto page).
6. The presentation of the story should be by panel (illustration and text), utilizing either the whole page or two-page spread.
 - Option 1:* For each panel sequence (two-page spread), text may be placed on one page and illustration on the adjacent page to facilitate picture-aided reading.
 - Option 2:* For each panel sequence (two-page spread), text and illustrations may be placed together to create a visually comprehensible story reading.
 - Option 3:* For each panel (whole page), text and illustrations may be placed together to facilitate visual comprehensible story reading.
7. The list of learning competencies covered and the accompanying processing questions and activities shall be placed after the story.
8. A short information about the writer shall be placed on a box below the Inside Back Cover. This is applicable only *after* the Contest on Book Designing and Illustration.
9. The Back Cover shall contain a short synopsis and a teaser to the story. The synopsis should introduce the plot of the story without giving away the whole storyline.
10. Following the guidelines, an example of a 36-page story has the following pagination:

Page	Content
1	Cover
2	Inside Front Cover
3	Endpaper (may be decorated and may contain the main character)
4	Copyright Page
5	Title Page
6 to 30	Story panels / sequences
31	List of learning competencies and processing questions
32	Activities for the development of learning competencies
33	Additional Activities
34	End Paper (may be decorated and may contain the main character)
35	Inside Back Cover (should contain the author identification)
36	Cover Page (should contain the synopsis and teaser to the story)

Department of Education
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National Competition on Storybook Writing
2018

CRITERIA FOR JUDGING

Prior to judging, the Screening Committees shall weed out the entries that do not comply with the following:

1. Social Content Guidelines (Enclosure 9)
2. Plagiarism Check
3. Kto12 Learning Competencies
4. Accuracy of Facts and Concepts

Screening of Manuscripts (Division and Regional Levels)

Criteria	Factors	Percentage
Concept	Originality, creativity	10%
Storytelling Style	Artistic presentation, use of literary device (idioms, figures of speech, etc.), appropriate tone of the story	30%
Plot and Pacing	Story progression (three-act, framing, etc.), Unpredictability, conflict presentation and resolution	10%
Characterization and/or Dialog	Utilization of character, effective use of dialog (as needed)	10%
Development of the Theme	Clarity of the theme	10%
Development of Learning Competency	Effective presentation and treatment of competency, appropriateness to grade level	20%
Presentation Standards	Spelling, punctuation, grammar, usage, orthographic compliance, styling	10%

Department of Education
BUREAU OF LEARNING RESOURCES

National Competition on Storybook Writing
2018

SOCIAL CONTENT GUIDELINES

Social content refers to themes or topics for which the DepEd prescribes certain guidelines when these themes or topics are included or referred to in lessons in the learning resources. Among the themes or topics are those on the Filipino Learner and Teacher, The Filipino Nation and Philippine Society, Citizenship and Social Responsibility, Individuals and Social Identities, Social Institutions, Gender, Media, Technology, and Communication, Health and Safety, and Environment.

Learning resources that follow these guidelines avoid stereotypes and help develop in learners such desirable values as nationalism, justice, moral uprightness, inclusivity, understanding, and compassion among others. Through the concrete expression of such values, the DepEd's core values are realized.

The following guidelines on social content are recommended for integration in learning resources:

The Filipino Learner

1. Portray the learners as multi-faceted with physical, intellectual, and psychoemotional, spiritual and socio-cultural traits.
2. Highlight the dignity of learners and communicate respect for their rights.
3. Uphold the learners' unique values and principles that shape their way of thinking and dealing with others.
4. Mirror the diversity of learners' lived experiences, settings, and contexts.
5. Depict learners as capable of constructing and reflecting on their own experiences and the experiences of others.
6. Portray learners as active seekers of knowledge who rely on multiple sources of information and are able to think critically about that knowledge.
7. Depict learners as having 21st century skills (information, media, and technology skills, learning and innovation skills, communication skills, life and career skills) who actively develop, take advantage of, and put such skills to good use.
8. Nurture learners' curiosity and creativity so they will develop into life-long learners.

The Filipino Nation and Philippine Society

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 setting 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 – guided by protocols for culture sensitivity such as DO 51, s. 2014 (Guidelines on the Conduct of Activities and Use of Materials Involving Aspects of Indigenous Peoples Culture).
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.

Citizenship and Social Responsibility

1. Encourage participative and responsible citizenship (e.g., depicting individual initiative rather than overdependence on organized government, dole-outs, or foreign aid).
2. Promote respect for the rights of children, elderly, persons with disability (PWDs), Indigenous Cultural Community (ICCs)/Indigenous Peoples (IPs), pregnant women, workers, and other vulnerable sectors of the society.
3. Promote the observance of high ethical standards and codes of behavior in all aspects of the society.
4. Foster attitudes of inclusivity, acceptance, understanding, and appreciation for diverse cultures, sectors, and groups in society.
5. Depict contributions of individuals and ethnic, cultural, and religious groups that promote the common good of the community and the larger society.
6. Feature role models who come from different places, historical periods, sociocultural contexts, genders, abilities, and ages. They must be of exceptional and acknowledged accomplishment or virtue regardless of their ethnic, cultural, or political origin or affiliation.
7. Depict a person's or a group's accomplishments and virtues accurately and avoid sensationalizing or unduly extolling them.
8. Avoid the depiction of physical, sexual, verbal, and mental abuse of adults and children as well as violent sports and entertainment.
9. Avoid featuring or including situations and materials that encourage or rationalize crime, violence, and the maligning of people.

Individuals and Social Identities

1. Depict the diversity of individuals and their circumstances in society and promote sensitivity to and respect for the dignity and equal treatment of all. These may include PWD learners and their learning circumstances and learners in varied cultural and religious contexts among others.
2. Avoid views or opinions that highlight stereotypes and encourage cultural, moral, and social insensitivities against particular social classes, gender groups, political affiliations, cultural or religious groups.
3. Avoid inaccurate, unnecessary, or inappropriate portrayal of or reference to the physical appearance, cultural customs, social classes, symbols, observances, festivals, dress, names, or language of any ethnic group or nationality.

4. Avoid sexist language, bias, prejudice, and stereotyping of various genders in the depiction of behaviors, home and family roles, professions, occupations, and contributions to society.

Social Institutions

Family

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

Religious / Faith groups

3. Use religious references, symbols, celebrations, and language (in the text, illustrations, or photographs) free of bias and only when it is appropriate in relation to the subject matter.
4. 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

5. Present and promote a balanced and just relationship between workers and managers in the depiction of their roles and responsibilities.
6. Shows workers of various professions that contribute positively to the development or growth of their communities or of the country.
7. Present public servants such as police officers, soldiers, and government officials as responsible, accountable, trustworthy, and working for the common good of the community.

Commercial entities

8. Avoid mentioning commercial brand names and corporate logos in text or showing them in illustrations or photographs. Instead, writers may invent or fabricate a brand in order to fulfill the purpose of the lesson without promoting real-life brand names and products.
9. Avoid incorporating any form of commercial solicitation and advertising like promotional materials, chain letters, and pyramid schemes.

Gender

1. Avoid differentiating, either explicitly or implicitly between the capability of males and females to contribute to the political, economic, or social well-being of Philippine society of the world.
2. Maintain balance in the treatment of gender roles, occupations, and contributions in both text and non-text material.
3. Depict gender and sexuality as an aspect of one's personhood in positive ways.
4. Portray gender and sexual diversity in a respectful manner using a rights-based approach.

Media, Technology, and Communication

1. Portray ethical media practices.
2. Demonstrate the importance of using different forms of media as a means for communication and expression of ideas.
3. Highlight technological innovations as products of human ingenuity and as part of human development.
4. Depict responsible, safe, and secure use of information and communications technology (ICT).

5. Promote positive and healthy attitudes towards ICT and its use.

Health and Safety

1. Promote the physical and mental well-being of children and adults while applying gender sensitivity with regard to health concerns.
2. Promote proper nutrition and avoid featuring junk food and their enjoyment.
3. Promote healthy and safety standards and precautions.
4. Promote disaster-risk management and preparedness.
5. Discourage the habitual use of tobacco and alcohol and the use of narcotics, restricted drugs, and other addictive substances.

Environment

1. Portray a lifestyle that contributes toward reducing the impact of climate change.
2. Portray efforts to conserve and care for the country's natural resources and protect the wellbeing of the environment.
3. Promote personal and community involvement in environmental management for sustainable development.
4. Encourage humane treatment of and respect for all life forms.

*****Halimbawang Manuscript*****

<Story Title>

Ikinuwento ni: <Writer Name>

Para sa <Grade Level> na Mag-aaral

<School Name>

<District>

Pandibisyong Pampaaralan ng Lungsod ng Baguio

Ang mabait, masipag, maalalahanin at mapagmahal na bata ay tumutulong nang kusa sa bahay, di lamang para sa sarili kundi pati sa mga magulang at mga kapatid.

Para sa aking sarili, ay inilalagay ko sa kanya-kanyang lalagyan ang lahat ng aking gamit sa paaralan, sa bahay at sa iba pa. Sa ganito, ay hindi ako maghahanap at mag-aaksaya ng panahon lalo na kung nagmamadali ako.

Hindi na rin ako makagagalan. Laging nasa lugar ang mga libro, notebook, lapis, pentelpen, pad paper, school bag, payong, sapatos, at lahat-lahat na. Walang kakalat-kalat.

Sa Kuya at Ate ay tumutulong din ako lalo na kung sila ay abalang-abala sa ibang gawain. Pagdating nila mula sa paaralan ay sasalubong na ako sa hagdan pa lamang, upang kunin ang kanilang gamit at ilalagay ko na sa kani-kanilang lalagyan. Kapag nagpuputol ng panggatong ang Kuya ko, ay iniaakyat ko na ang maliliit na piraso. Sa Ate naman, kapag nagwawalis, ay kukunin ko ang basahan at ako na ang magpupunas sa mga mesa at upuan.

Sabi ng Nanay na malaking tulong daw sa kanila ni Tatay kung ako, kaming magkakapatid, ay masunurin, masipag, magalang at malinis. Natutuwa daw sila at hindi raw nila nararamdaman ang pagod, at nagpapasalamat pa sa Panginoon.

***** Ang intension ng kwentong ay para magbigay halimbawa ng 'format' ng isang manuscript *****

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Source: <https://www.pinoyedition.com/maikling-kwento/matulunging-bata/>

SAMPLE STORYBOOK PROTOTYPE

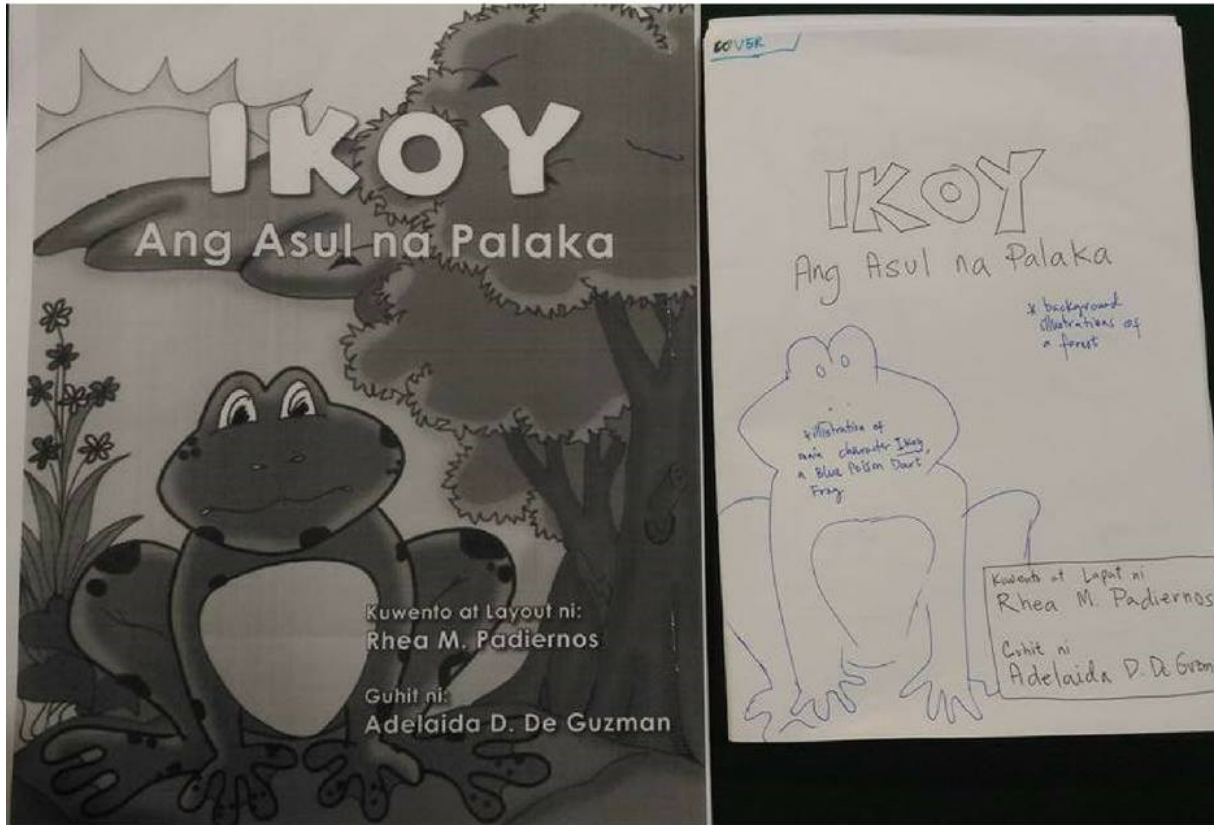
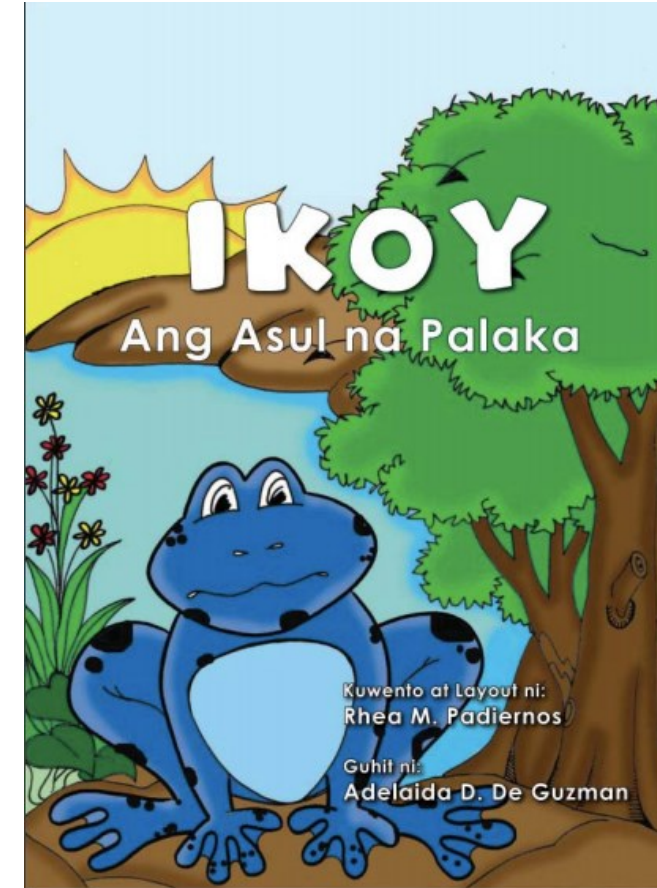


Photo on left shows the black-and-white illustration of "Iko, ang Asul na Palaka", based on the illustration guide provided (right photo).

In preparing the cover illustration guide, state the actual text of the title, as well as other texts.

To distinguish actual text from guide and suggestions, use markers or another color.

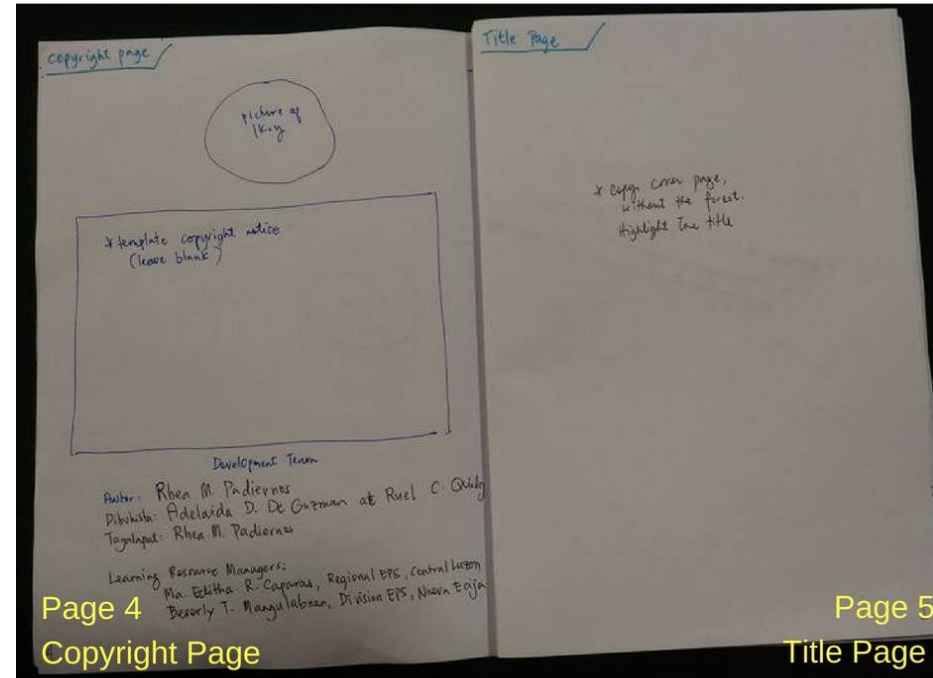
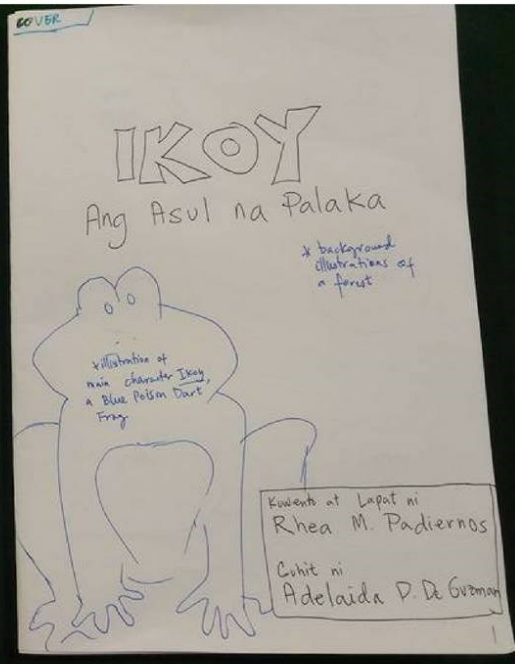
In this example, the illustration guide shows the suggestions in asterisks (*) and in color blue.



Here's an actual cover of the winning storybook for Grade 3 level.

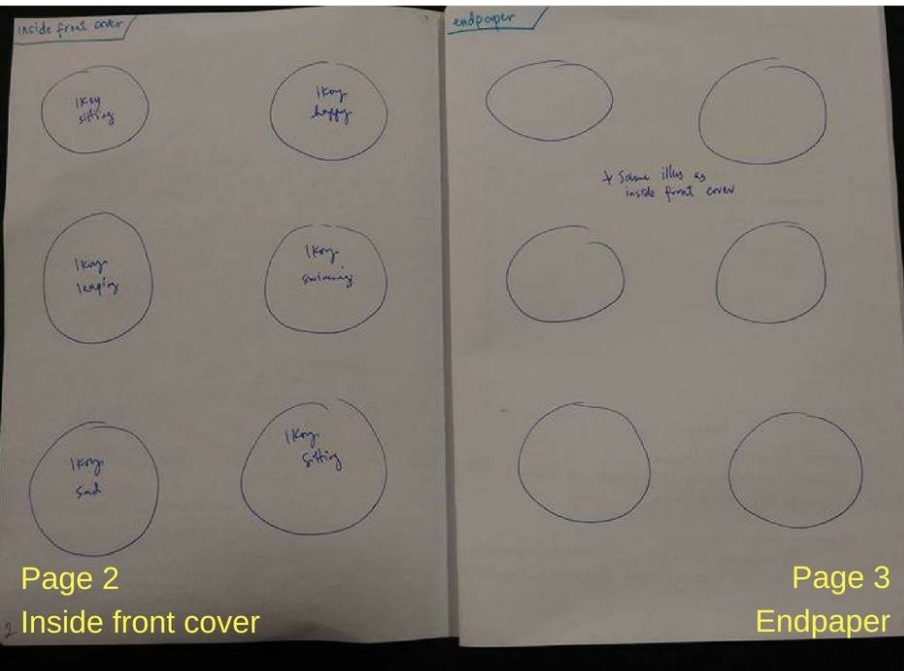
SAMPLE MANUSCRIPT

Cover Page



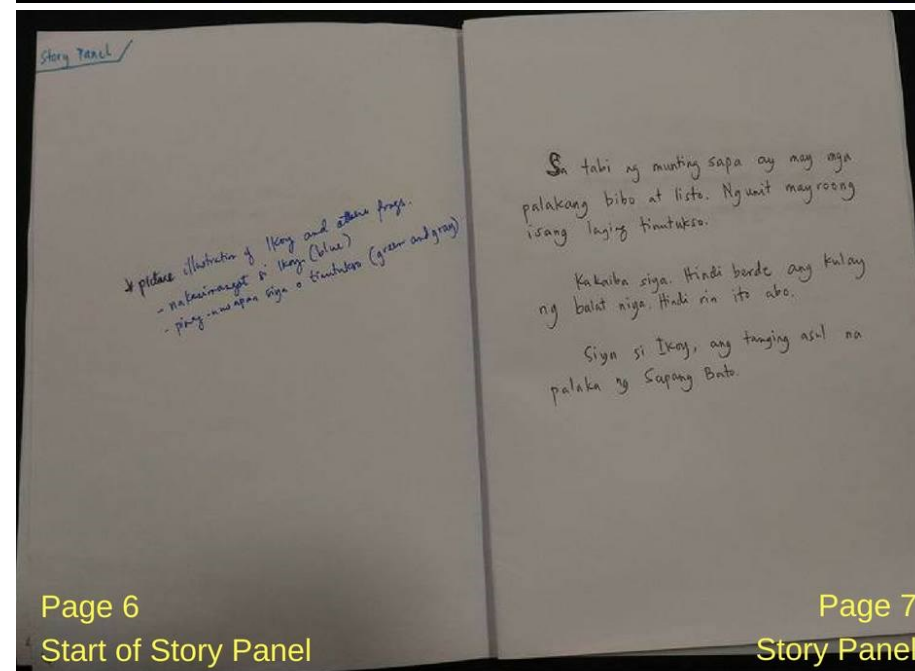
Page 4
Copyright Page

Page 5
Title Page



Page 2
Inside front cover

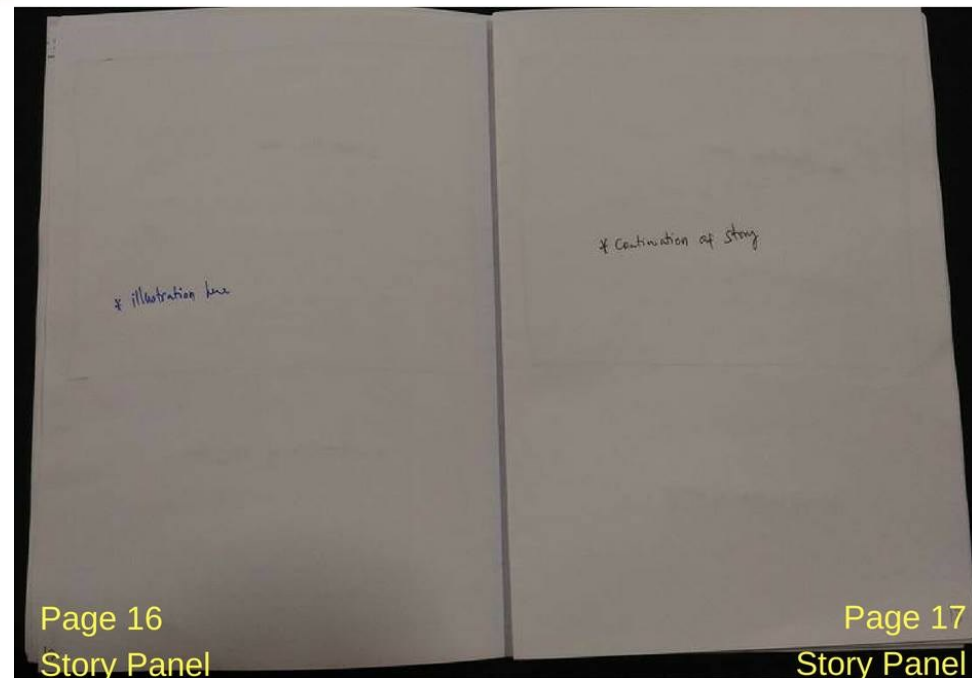
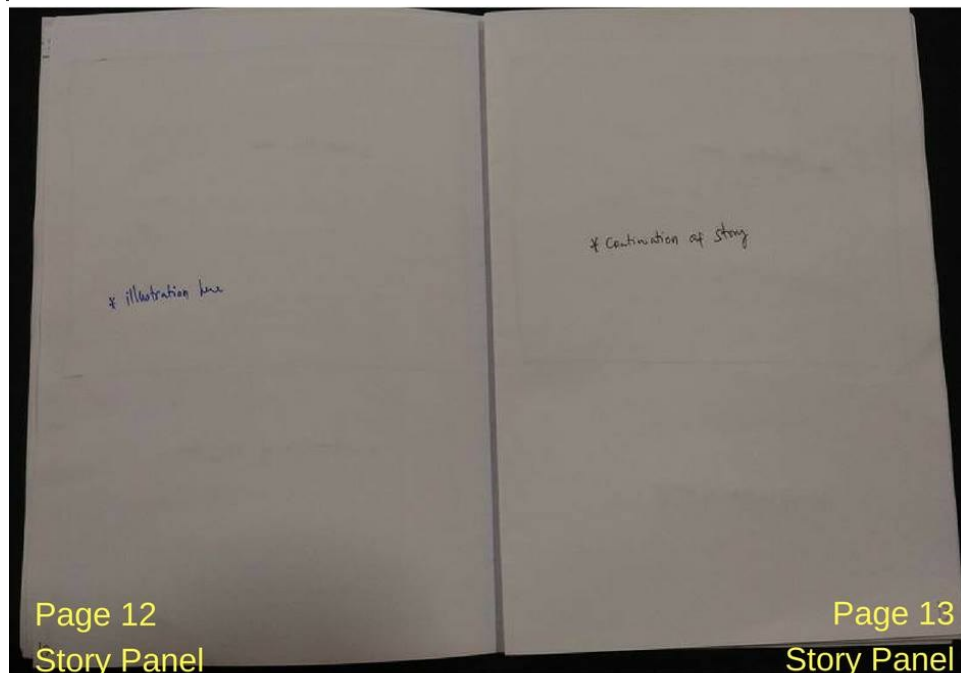
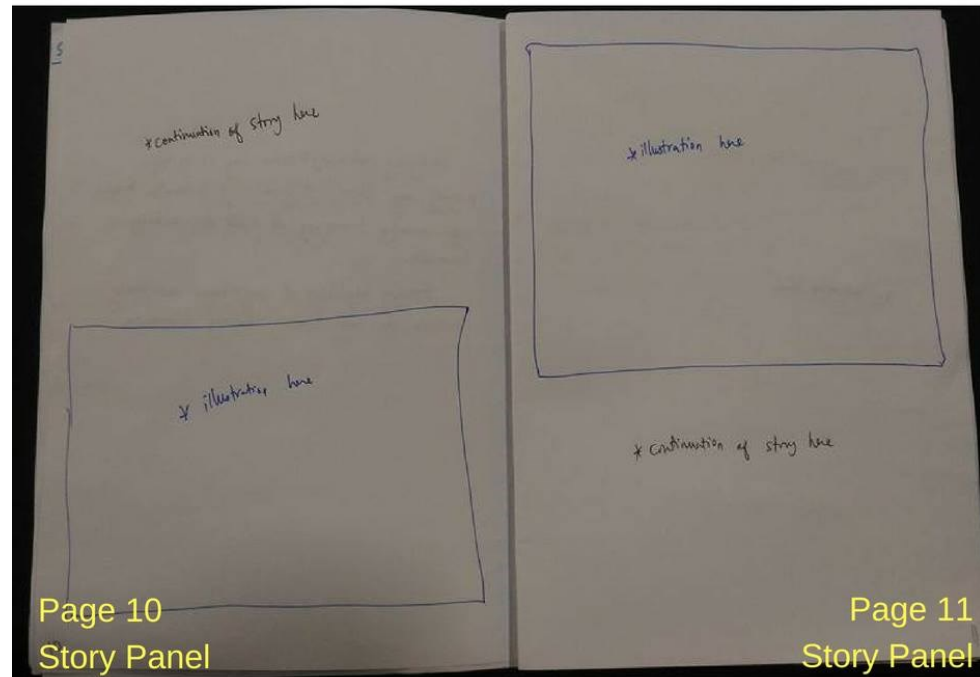
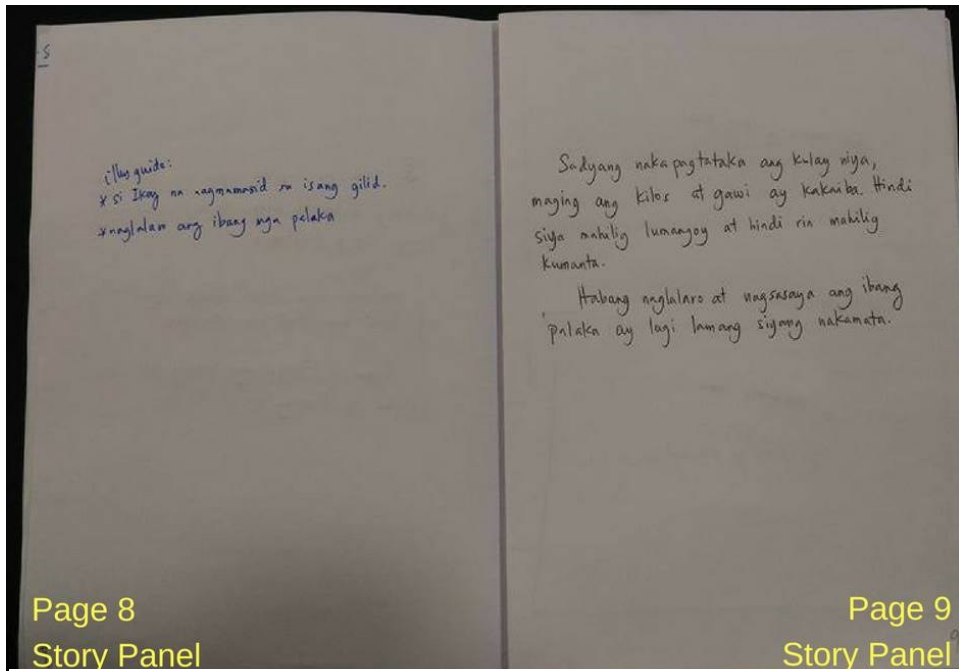
Page 3
Endpaper



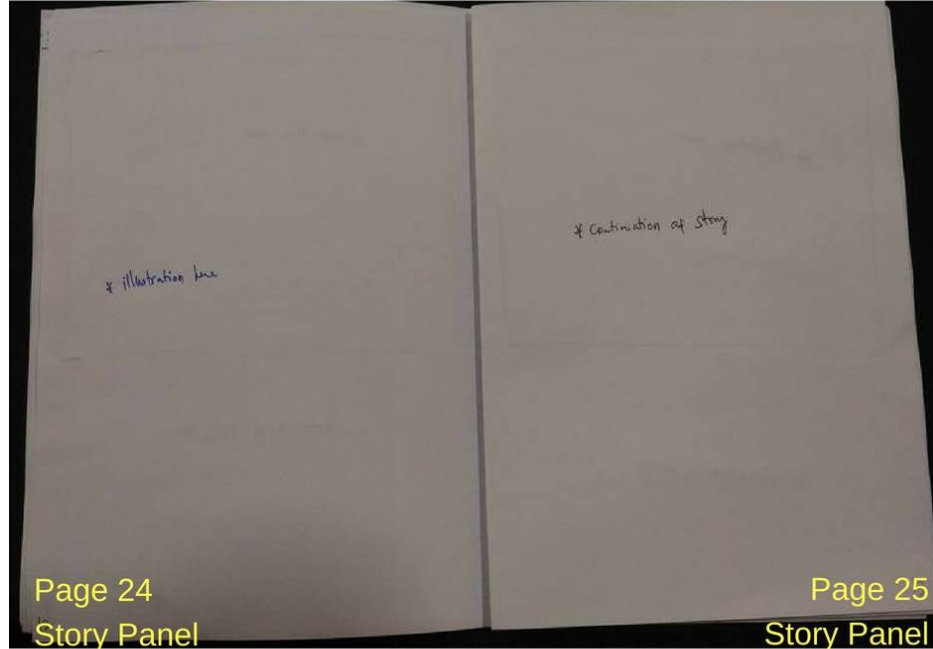
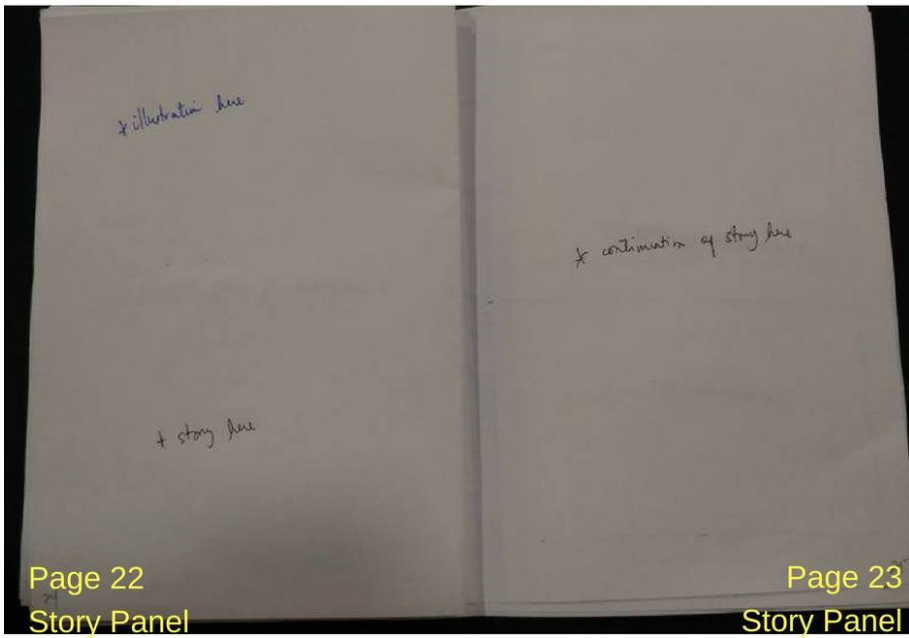
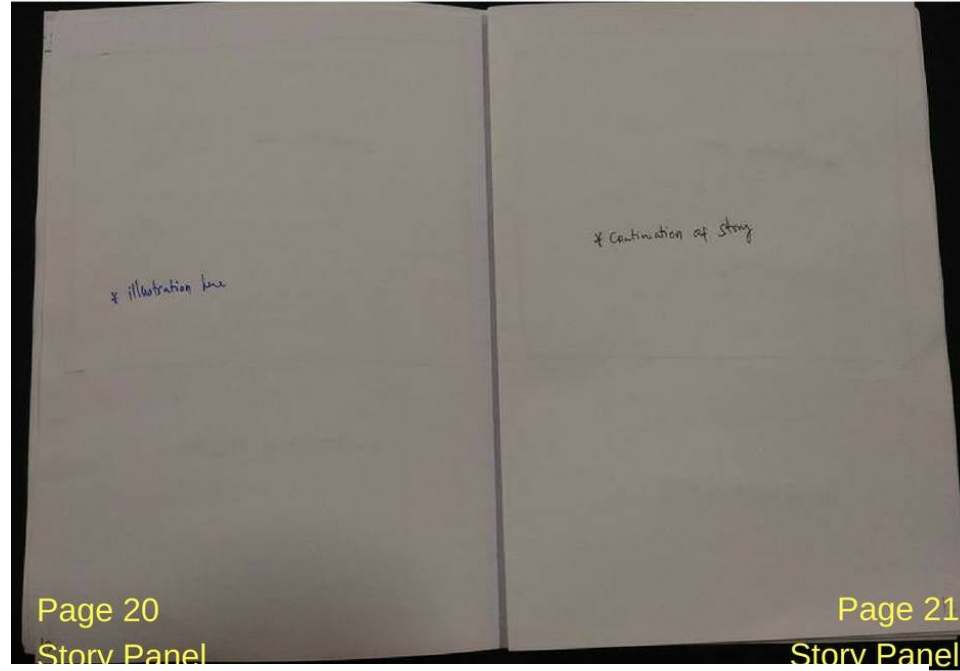
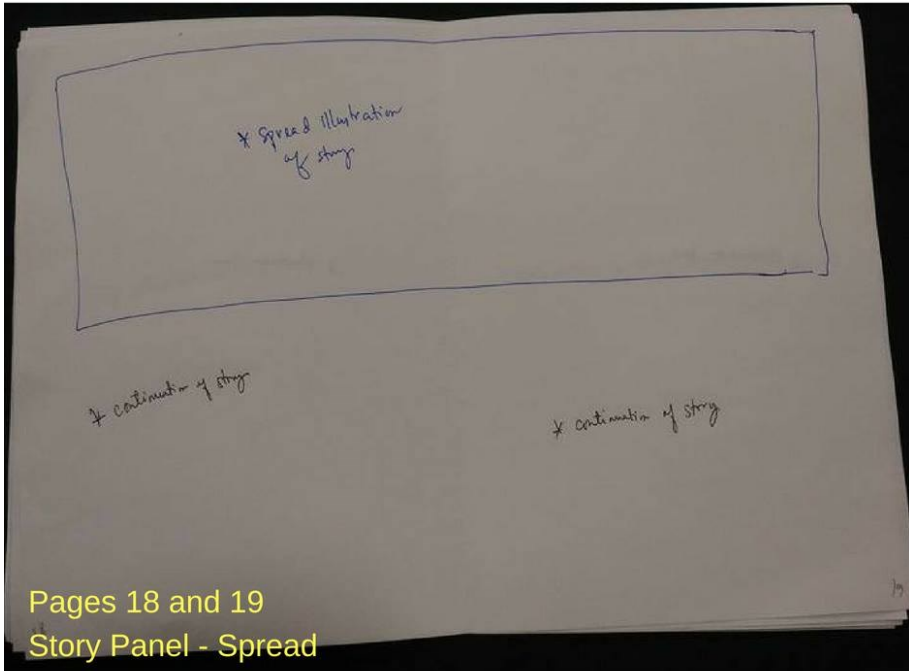
Page 6
Start of Story Panel

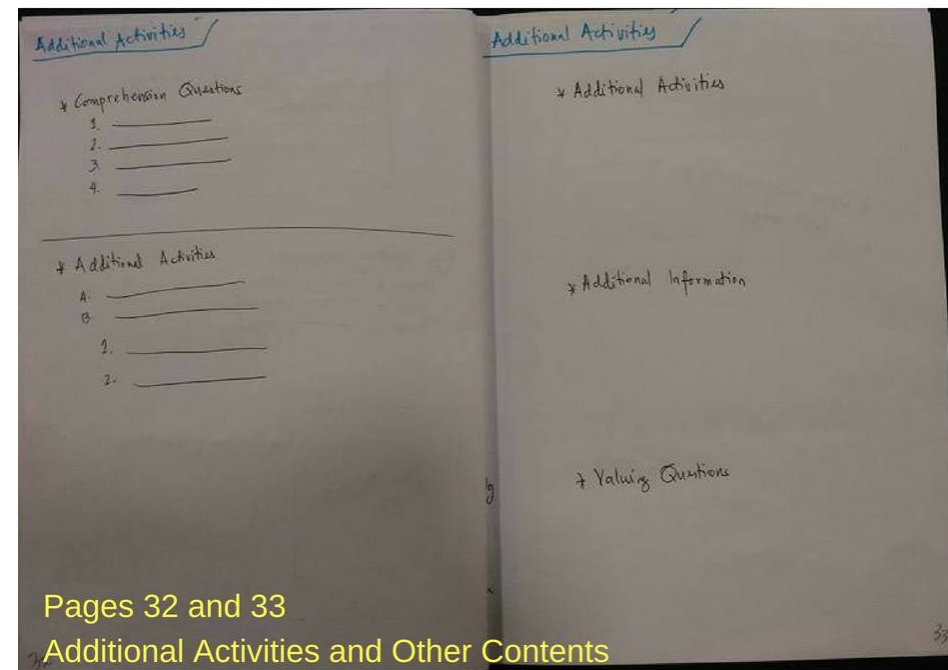
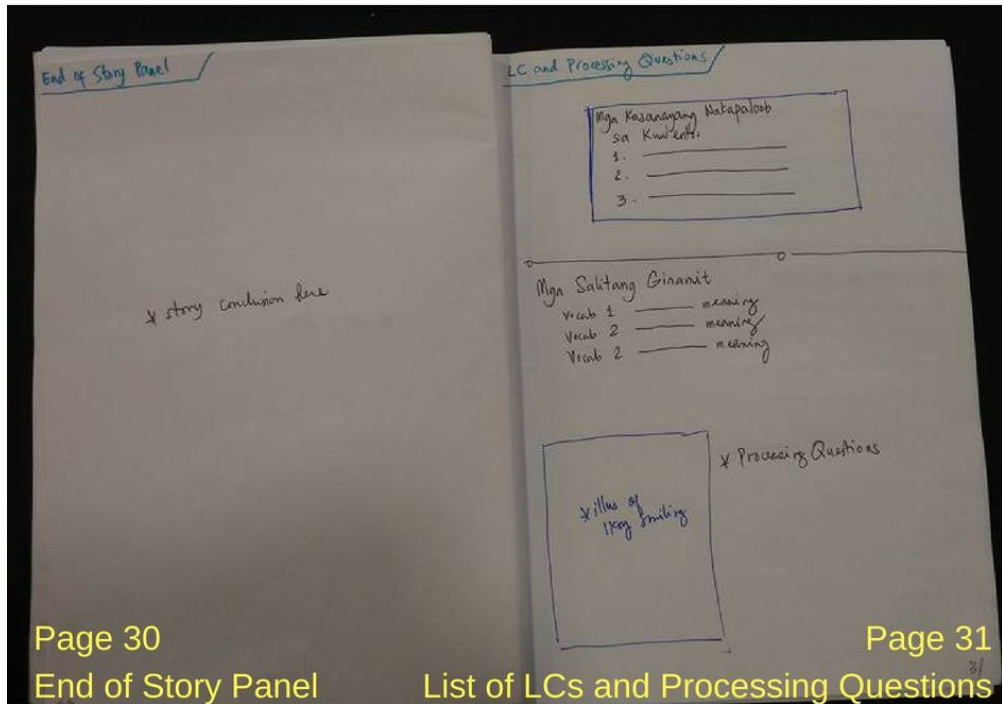
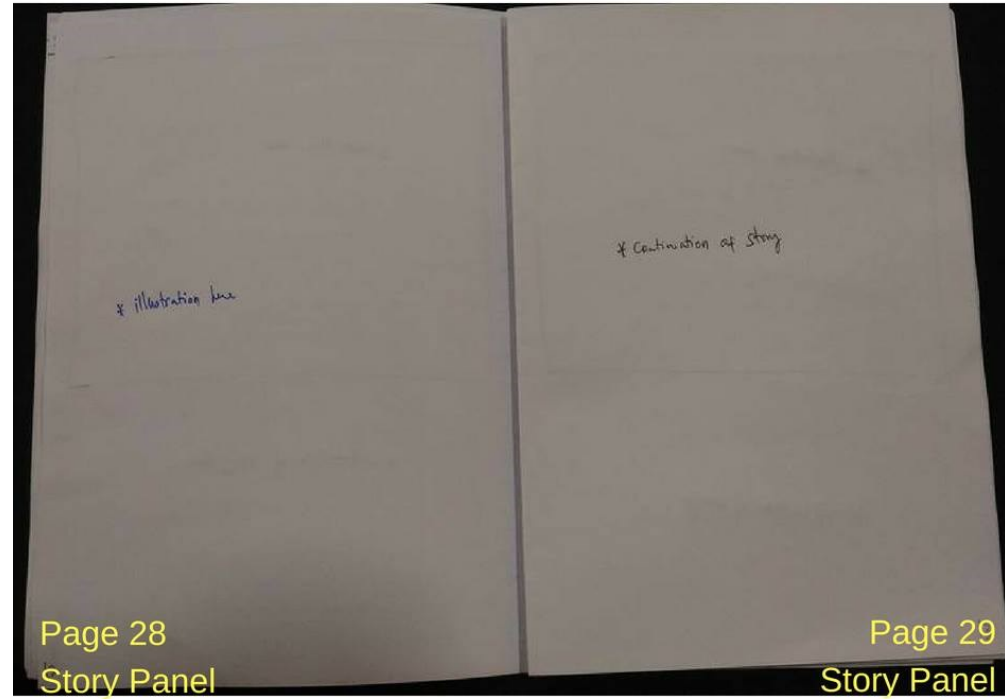
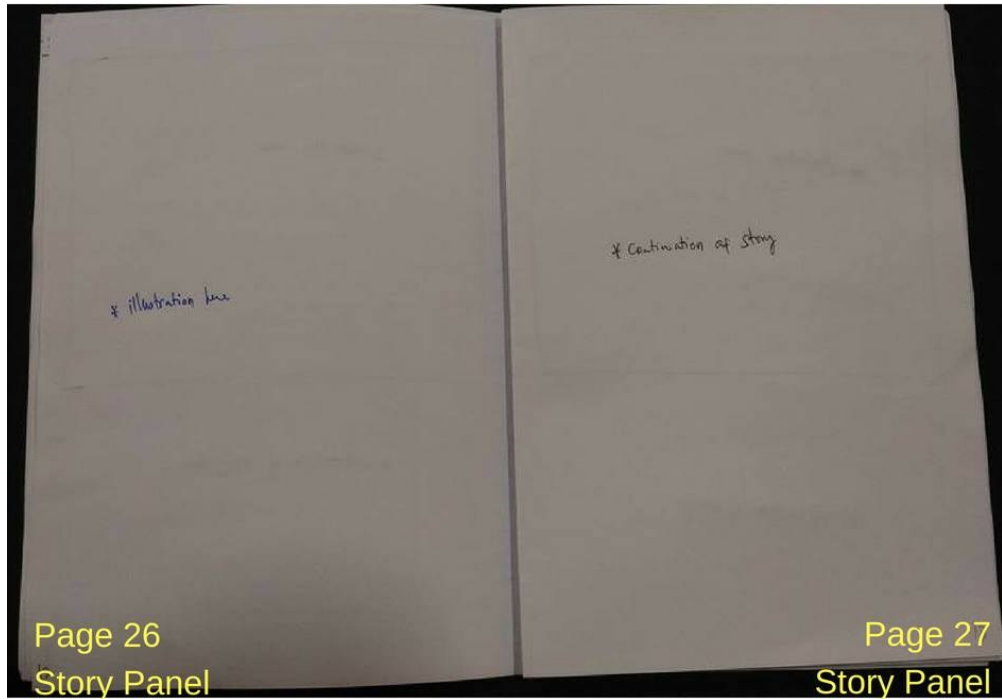
Page 7
Story Panel

SAMPLE MANUSCRIPT

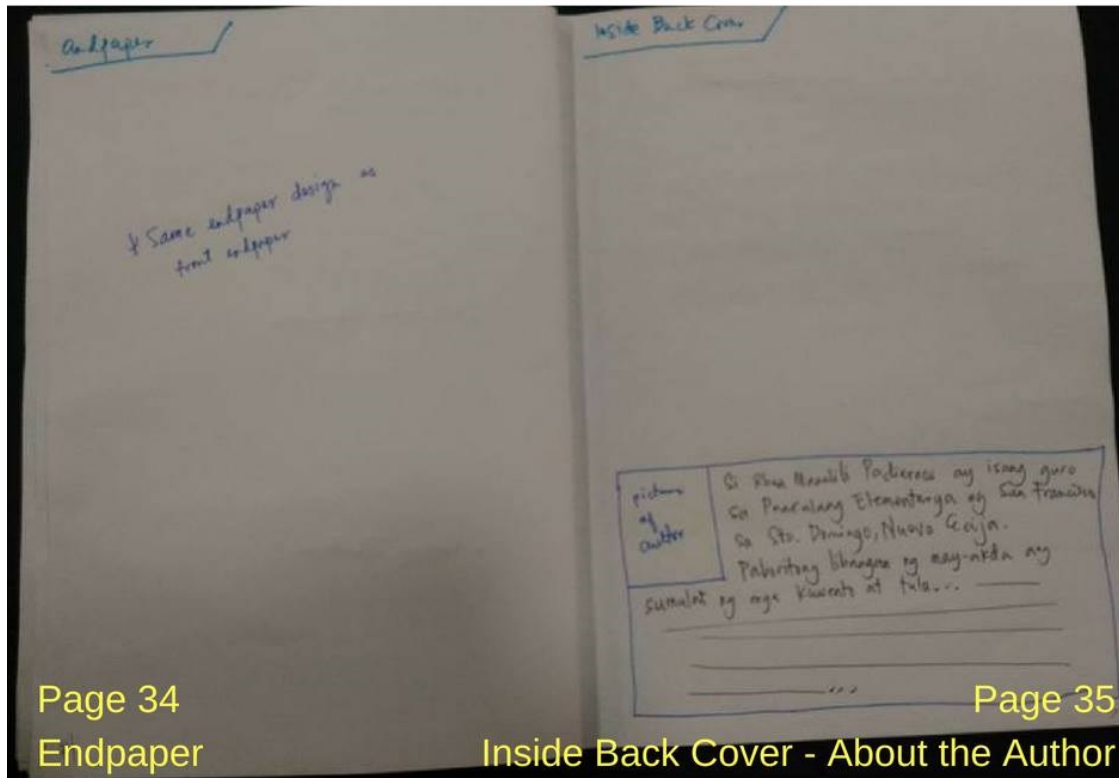


SAMPLE MANUSCRIPT



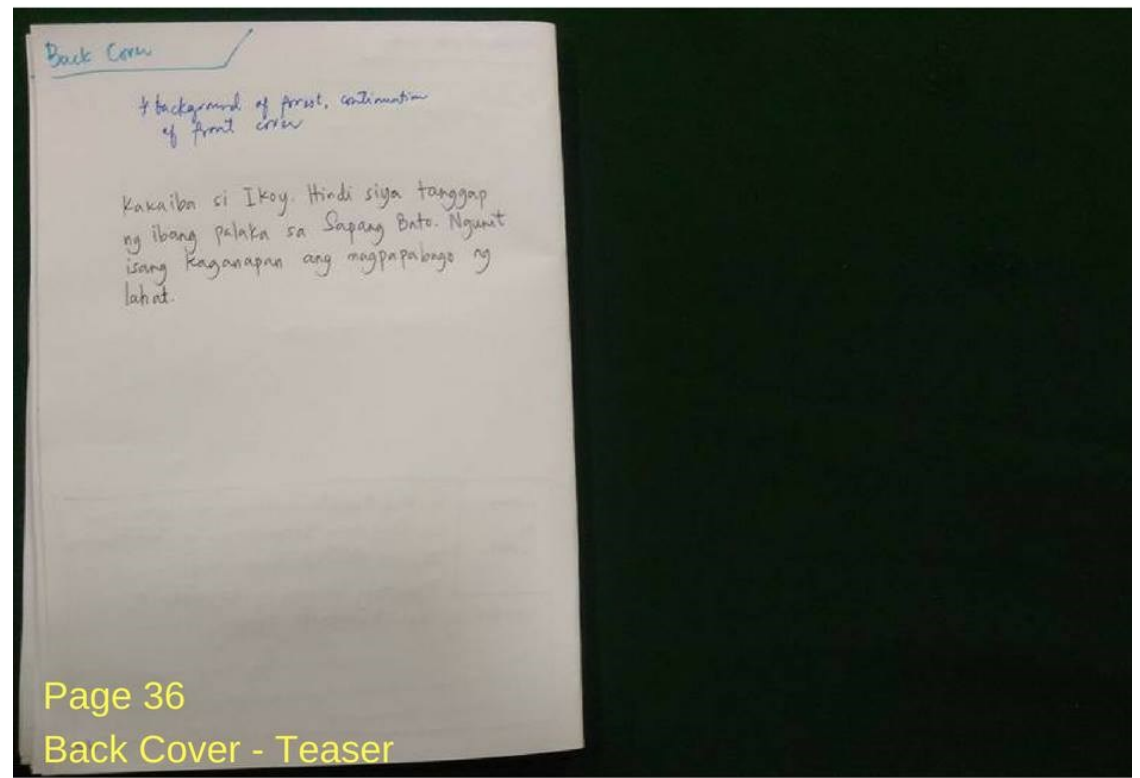


SAMPLE MANUSCRIPT



Page 34
Endpaper

Page 35
Inside Back Cover - About the Author



Page 36
Back Cover - Teaser

Page	Content
1	Cover
2	Inside Front Cover
3	Endpaper (may be decorated and may contain the main character)
4	Copyright Page
5	Title Page
6 to 30	Story panels / sequences
31	List of learning competencies and processing questions
32	Activities for the development of learning competencies
33	Additional Activities
34	End Paper (may be decorated and may contain the main character)
35	Inside Back Cover (should contain the author identification)
36	Cover Page (should contain the synopsis and teaser to the story)