



Republic of the Philippines
Department of Education
REGION III – CENTRAL LUZON
SCHOOLS DIVISION OFFICE OF NUEVA ECIJA

DEP-ED SDO N.E.
RELEASED
JUN 23 2021

RECORDS SECTION

22 June 2021

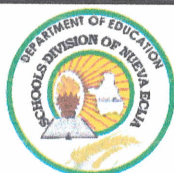
DIVISION MEMORANDUM

No. 164, s. 2021

**GENERAL AND TECHNICAL SPECIFICATIONS OF LOCALLY DEVELOPED
LEARNING RESOURCES**

To: Assistant Schools Division Superintendents
Chiefs, CID and SGOD
Education Program Supervisors
Public Schools District Supervisors
Elementary and Secondary School Heads
All Others Concerned

1. This Office, through the Curriculum Implementation Division (CID), Learning Resource Management and Development Section (LRMDS), issues these General and Technical Specifications of Locally Developed Learning Resources.
2. It aims to provide extensive technical basis for assessing, adapting, developing and producing quality localized learning resource materials. This also encourages the production and development of locally produced teaching-learning materials to cater to the particular needs of learners.
3. Enclosed are the following:
 - a. Enclosure No.1 - General and Technical Specifications of Storybooks and Big Books
 - b. Enclosure No.2 - General and Technical Specifications of Self-Learning Kits (SLKs)
 - c. Enclosure No.3 - General and Technical Specifications of ADM Learning Resources/Self-Learning Modules
 - d. Enclosure No.4 - Technical Specifications of Division Initiated ADM Learning Resources/SLMs
 - e. Enclosure No.5 - General and Technical Specifications of Learning Activity Sheets
 - f. Enclosure No.6 - General and Technical Specifications of Workbooks
 - g. Enclosure No.7 - General and Technical Specifications of Strategic Intervention Materials (SIMs)
 - h. Enclosure No.8 - Certification Form
 - i. Enclosure No.9 - Disclaimer Form
 - j. Enclosure No.10 - Metadata Form
 - k. Enclosure No.11 - Profile of Writer, Illustrator, and Layout Artist
 - l. Enclosure No.12 - Model Release Form
 - m. Enclosure No.13 - Inventory of Third-Party Contents
 - n. Enclosure No.14 - Proforma Communications Seeking Permission to Copy
4. Digital copies of the abovementioned specifications can also be accessed via this link <http://bit.ly/SpecificationsOfLRs>.



Address: Brgy. Rizal, Santa Rosa, Nueva Ecija 3101
Telephone No.: (044) 940 3121
Email: nueva.ecija@deped.gov.ph
Facebook Page: DepEd SDO Nueva Ecija
Webpage: www.deped-ne.net.ph



DE 50500742
QM15

5. For queries or clarifications, you may contact Learning Resource Management and Development Section through this email address **lrmds.nuevaecija@deped.gov.ph**.
6. Immediate dissemination of this memorandum is earnestly desired.


JESSIE D. FERRER, CESO V
Schools Division Superintendent 


Encl.: As stated

References: ADM Learning Resource Standards
DM No.133, s.2017

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

LEARNING RESOURCES
LRMDS

DM 2021 General Technical Specifications of LRs
2 - 3/ COC 06-22-2021

A. GENERAL SPECIFICATIONS OF STORYBOOKS AND BIG BOOKS

I. Content

1. Story

1. The story has a catchy title.
2. The story focuses on one main theme.
3. The story arouses the interest of the child.
4. The story length is appropriate to the age group, type, and content of the material.

2. Socio-cultural sensitivity

1. The material is free from ideological, cultural, religious, racial, and gender biases and prejudices.
2. The material is related to one's own cultural experiences or those of other cultures.
3. The material promotes appreciation of positive customs and culture (e.g., special days or occasions, cultural activities or celebrations, etc.)
4. The material provides awareness of one's own country or of other countries.

3. Developmental aspect

The story considers the developmental needs of children such as:

1. Strengthens security in relationship with family members
2. Strengthens self-concept, helps one to appreciate his / her own worth
3. Meets the need for achievement
4. Meets the need for security and safety (freedom from fear, anxiety, and feeling of guilt)
5. Meets the need for experience and adventure
6. Meets the need to belong to a group
7. Meets the need for desirable values and traits

4. Plot / Story Line

1. The plot is clear and simple.
2. The plot is made up of familiar objects, themes, actions.
3. The plot stimulates critical thinking.
4. The plot has logical flow that allows the child to anticipate the outcome of events.
5. The plot allows the child to connect with the emotion/s conveyed.
6. The story ends with a positive or satisfying mood.

5. Characters

1. The main character/s is a / are model/s of virtues.
2. Each character's personality is interesting and clear.
3. The supporting character/s enhance/s the dynamics of the story.

6. Visuals

1. The visuals illustrate and clarify the story.
2. The images are easily recognizable.
3. The images are appropriate to the reader's age and life situations.
4. The images are artistically appealing (i.e., not frightening).

7. Language

1. Vocabulary used is adapted to the child's experiences and understanding.
2. Language used plays on words (i.e., nonsense syllables, lots of repetition).
3. Direct and indirect quotations are interestingly combined.
4. Sentences are clear, short, and simple.
5. Sentence constructions are consistent and appropriate

8. Grammar

1. Sentences are grammatically correct and contain no typographical errors.

II. Format and Technical Aspects

1. Prints

1. Size of letters is appropriate to the intended user.
2. Font style is easy to read.
3. Spaces between letters and words facilitate easy reading.

2. Book Design and Layout

1. Layout is appropriate to the child.
2. Cover is attractive and pleasing to look at.
3. Text and visuals are properly placed.
4. Text and visuals are consistent.

3. Paper and Binding

1. Paper used is of good quality (i.e., can withstand wear and tear, will not strain the eyes, etc.).
2. Binding is durable and can withstand frequent use.
3. Size is appropriate and relatively easy to handle.
4. Weight is relatively light.
5. Printing is of good quality (i.e., no broken letters, no typographical errors, even density, correct alignment, properly placed screen registrations, no misprints)

TECHNICAL SPECIFICATIONS OF STORYBOOKS AND BIG BOOKS

Page Design and Lay out

Page 1 : Cover Page

Page 2 : Copyright Page

Page 3 : Learning Competencies

Page 4 : Introduction

Page 5 : Title Page

Page 6 onwards : story panels/sequence

(For 36-page storybook)

Page 32-34 : 10 Multiple Choice with 4 choices (a,b,c,d)

Page 35 : Pictures and Background of the Author, Illustrator, Layout Artist

Page 36 : Back Cover Page

Digital File Management

.doc and .pdf

1. Page Set up

Color Mode: CMYK full color

Image/Illustration Resolution: 300 dpi or higher

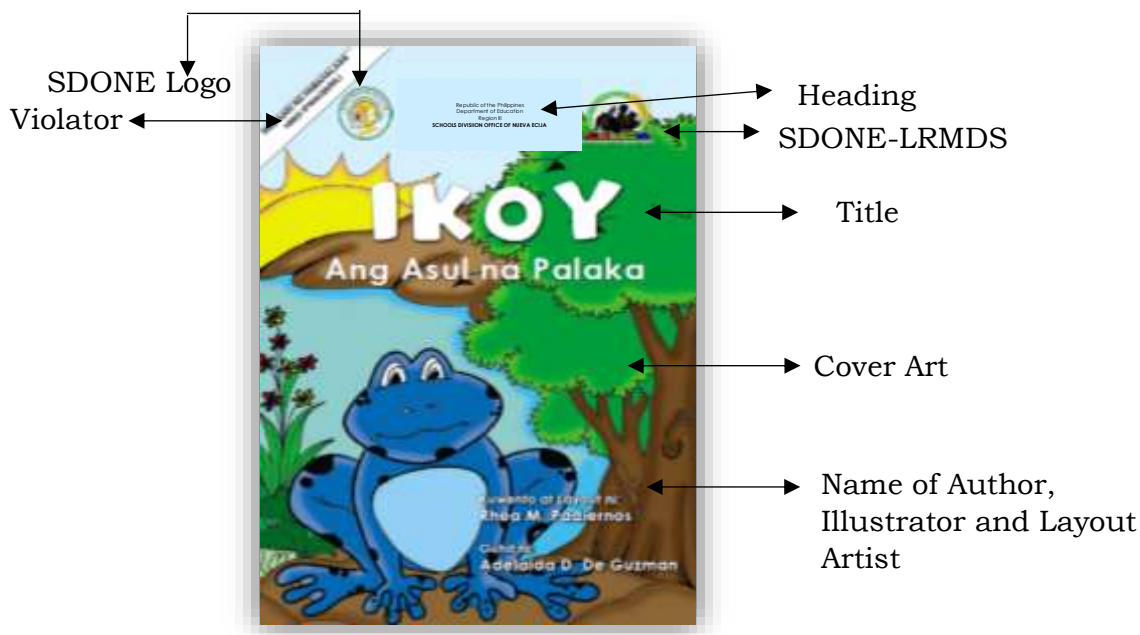
Language: Filipino

Grade Level	Paper Size	Orientation	Design	Margin/Page Numbers	Ideal Number of pages
Kindergarten to Grade 3	8.27" x 11.69" (A4)	Portrait	Two-page spread	No required margin No page number	12, 20, 28, 36, 44 (Divisible by 8, plus 4 cover page allocations)
Grade 4 to 6	8.27" x 11.69" (A4)	Portrait	Two-page spread	No required margin No page number	12, 20, 28, 36, 44 (Divisible by 8, plus 4 cover page allocations)

2. Front Outside Cover

Entry	Font Type	Font Size	Other Details
Violator: <ul style="list-style-type: none"> • PAG-AARI NG PAMAHALAAN • HINDI IPINAGBIBILI 	Arial, boldface Arial, boldface	8 pt 11 pt	Position: rotated at the top left-hand corner Box Size: 3" x 0.5 Box Border: 2pt Line Spacing: 1.0 Text Position: Centered
Heading <ul style="list-style-type: none"> • Republic of the Philippines • Department of Education • Region III • SCHOOLS DIVISION OF NUEVA ECIJA (All Capital letters) 	Century Gothic, Regular Century Gothic, boldface	12 pt	Position: Top Center
SDONE Logo	NA	NA	Position: Top Left Size: 0.75"
SDONE LRMSD Logo	NA	NA	Position: Top Right Size: 0.75"
Title Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6	Freelance (discretion of the Writer, Illustrator & Layout artist)	Freelance (discretion of the Writer, Illustrator & Layout artist)	Position: aligned at the center top part of the cover below the Heading. <i>Set in title case capitalization (First letter of first word and succeeding content words are capitalized; others set in lower case).</i> Cover text: Title Case Format: First letter (Capital) Ex: Ikoy, Ang Asul na Palaka
Cover art/photo	Freelance (discretion of the Writer, Illustrator & Layout artist)		Full spread
Name of Author, Illustrator, and Layout Artist <ul style="list-style-type: none"> • Kuwento ni: • Guhit ni: • Layout: First Name, Middle Initial, Last Name	Century Gothic, regular Century Gothic (boldface)	10 pt 12 pt	Position: bottom right or left hand corner

Sample:



3. Copyright Page

Entry	Font Type	Font Size	Other Details
Title, Copyright Year	Arial	11 pt	Flushed Left
Copyright Notice			Line Spacing: 1.0"
Name of Copyright Holders			
Development Team			Border: rectangle, solid black with 1.5 pt weight
Printer's Company Name, Address, and Contact Details			

4. Learning Competencies

Entry	Font Type	Font Size	Other Details
Learning Competencies and Code	Times New Roman Italicized	11 pt	Position: bottom right Right Page Flushed right

Sample:

Ikoy, Ang Asul na Palaka
Unang Edisyon, 2016

Isinasaad sa **Batas Republika 6293, Seksiyon 176** na: Hindi maaaring magkaroon ng karapatang-sipi sa anomang akda ang Pamahalaan ng Pilipinas. Gayunpaman, kailangan muna ang pahintulot ng ahensiya o tanggapan ng pamahalaan na naghanda ng akda kung ito ay pagkakakitaan. Kabilang sa mga maaaring gawin ng nasabing ahensiya o tanggapan ay ang pagtakda ng kaukulang bayad.

Ang mga akda (kuwento, seleksiyon, tula, awit, larawan, ngalan ng produkto o brand name, tatak o trademark, palabas sa telebisyon, pelikula, atbp.) na ginamit sa aklat na ito ay nagtataglay ng karapatang-ari ng mga iyon. Pinagsumikapang matunton ang mga ito upang makuha ang pahintulot sa paggamit ng materyales. Hindi inaangkin ng mga tagapaglathala at mga may-akda ang karapatang-arang iyon. Ang anomang gamit maliban sa aklat na ito ay kinakailangan ng pahintulot mula sa mga orihinal na may-akda ng mga ito.

Walang ano mang parte ng materyales na ito ang maaaring kopyahin o ilimbag sa ano mang paraan nang walang pahintulot sa Kagawaran.

Inilathala ng Kagawaran ng Edukasyon - Pampaaralang Pansangay ng Nueva Ecija
Pansangay na Tagapamanihala ng mga Paaralan: Jessie D. Ferrer, CESO V
Katuwang na Tagapamanihala ng mga Paaralan: Mina Gracia L. Acosta, PhD, CESO VI
Ronilo E. Hilario

Bumuo sa Pagsusulat ng Aklat	
Manunulat:	Rhea M. Padiernos
Tagaguhit:	Adelaida D. De Guzman
Tagalapat:	Rgea M. Padiernos
Tagapamahala:	Jayne M. Garcia, EdD Beverly T. Mangulabnan, PhD

Inilimbag sa Pilipinas ng Kagawaran ng Edukasyon – Rehiyon III – Pampaaralang Pansangay ng Nueva Ecija

Office Address: Brgy. Rizal, Santa Rosa, Nueva Ecija, 3101
Telefax: (044) 940-3121
E-mail Address: nueva.ecija@deped.gov.ph

Ikoy, Ang Asul na Palaka
Unang Edisyon, 2016

Mga Kawalang sa Pagsusulat ng Aklat
Manunulat: Rhea M. Padiernos
Tagaguhit: Adelaida D. De Guzman
Tagalapat: Rgea M. Padiernos
Tagapamahala: Jayne M. Garcia, EdD
Beverly T. Mangulabnan, PhD

Background Color:
White

Background:
Illustrations

Title & Grade
Level

Learning
Competencies
and Code

Ikoy, Ang Asul na Palaka
Unang Edisyon, 2016

Isinasaad sa **Batas Republika 8293, Seksiyon 176** na: Hindi maaaring magkaroon ng karapatang-sipi sa anomang akda ang Pamahalaan ng Pilipinas. Gayunpaman, kailangan muna ang pahintulot ng ahensiya o tanggapan ng pamahalaan na naghanda ng akda kung ito ay pagkakakitaan. Kabilang sa mga maaaring gawin ng nasabing ahensiya o tanggapan ay ang pagtakda ng kaukulang bayad.

Ang mga akda (kuwento, seleksiyon, tula, awit, larawan, ngalan ng produkto o brand name, tatak o trademark, palabas sa telebisyon, pelikula, atbp.) na ginamit sa aklat na ito ay nagtataglay ng karapatang-ari ng mga iyon. Pinagsumikapang matunton ang mga ito upang makuha ang pahintulot sa paggamit ng materyales. Hindi inaangkin ng mga tagapaglathala at mga may-akda ang karapatang-arang iyon. Ang anomang gamit maliban sa aklat na ito ay kinakailangan ng pahintulot mula sa mga orihinal na may-akda ng mga ito.

Walang ano mang parte ng materyales na ito ang maaaring kopyahin o ilimbag sa ano mang paraan nang walang pahintulot sa Kagawaran.

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Manunulat:	Rhea M. Padiernos
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Inilimbag sa Pilipinas ng Kagawaran ng Edukasyon – Rehiyon III – Pampaaralang Pansangay ng Nueva Ecija

Office Address: Brgy. Rizal, Santa Rosa, Nueva Ecija, 3101
Telefax: (044) 940-3121
E-mail Address: nueva.ecija@deped.gov.ph

5. Introduction

- brief explanation or summary of the book
- (Font Size and Font Type depends on Grade Levels)

6. Title Page

Entry	Font Type	Font Size	Other Details
Title			Position: aligned at the center top part of the cover below the Heading. <i>Set in title case capitalization (First letter of first word and succeeding content words are capitalized; others set in lower case).</i>
Kindergarten	Alfabeto	32 pt	Cover text: Title Case Capitalization Format: First letter (Capital) Ex: Ikoy, Ang Asul na Palaka
Grade 1	Alfabeto	30 pt	
Grade 2	Alfabeto	28 pt	
Grade 3	Alfabeto	26 pt	
Grade 4	Alfabeto	24 pt	
Grade 5	Garamond	20 pt	
Grade 6	Garamond (boldface)	18 pt	
Background Color: White			
Lathalain ng	Alfabeto (boldface)	16	Position: bottom center before the SDONE LRMSD logo
SDO-NE LRMSD Logo	NA	NA	Position: bottom center Size: 1”

Sample:

← Introduction

← Background Color: White

← Title Page

← Title

← Photo

← Background Color: White

← SDO-NE LRMSD Logo

7. Body Text Specifications

Grade Level	Font Type	Font Size	Required number of words per page	Art-to-Text
Kinder	Alfabeto (body text: flushed left/ragged right)	30-32	20 words per page	Left hand page – Illustration (<i>Full-spread</i>) Right hand page – Text (<i>Background – White</i>)
Grade 1	Alfabeto (body text: flushed left/ragged right)	28-30	36 words per page	Left hand page – Illustration (<i>Full-spread</i>) Right hand page – Text (<i>Background – White</i>)
Grade 2	Alfabeto (body text: flushed left/ragged right)	26-28	64 words per page	Left hand page – Illustration (<i>Full-spread</i>) Right hand page – Text (<i>Background – White</i>)
Grade 3	Alfabeto (body text: flushed left/ragged right)	24-26	100 words per page	Left hand page – Illustration (<i>Full-spread</i>) Right hand page – Text (<i>Background – White</i>)
Grade 4	Alfabeto (body text: flushed left/ragged right)	24	100 words per page	Left hand page – Illustration (<i>Full-spread</i>) Right hand page – Text (<i>Background – White</i>)
Grade 5	Garamond (body text: Justified)	20	150 words per page	Left hand page – Illustration (<i>Full-spread</i>) Right hand page – Text (<i>Background – White</i>)
Grade 6	Garamond (body text: Justified)	18	150 words per page	Left hand page – Illustration (<i>Full-spread</i>) Right hand page – Text (<i>Background – White</i>)

Sample:



Ayaw siyang kasama ng mga ibon,
isda at alimango.
"Ikoy ang Palakang Wirdo," ang
laging tukso sa kanya.
Malungkot at laging nag-iisa ang
asul na palaka.

8. Multiple Choice Activity

Entry	Font Type	Font Size
Multiple Choice Questions with 4 choices (a,b,c,d) (5 items for K-Grade 3) (10 items for Grade 4-6)	Alfabeto (K-4) Garamond (5-6) (Body Text: flushed left) – K-3 (Body Text: Justified) – 5-6	16
Background Color: White	NA	NA
Pages: 2-3	NA	NA

9. Pictures and Background of the Author, Illustrator, Layout Artist

Entry	Font Type	Font Size	Other Details
Photo	NA	NA	Position: Left Size: 1.8 x 1.4
Name of Author, Illustrator and Layout Artist	Alfabeto (boldface)	12 pt	Position: beside the photo
Background Information about the Author, Illustrator and Layout Artist (Course, District, School at present)	Alfabeto (Body text: Justified)	11 pt	Background Info and photo must be placed on the right-hand page.

Sample:

Ang may Akda



RHEA MANALILI PADIERNOS

Isa siyang guro sa Paaralang Elementarya ng San Francisco sa Bgry. San Francisco, Sto. Domingo, Nueva Ecija. Paboritong libangan ng may akda ang sumulat ng mga kwento at mga tula. Likas na masayahin at positibo sa buhay. Mahilig siyang magbasa ng mga aklat tungkol sa mga hayop at manood ng mga *animated films* na pambata. Pangarap niyang maging mahusay na manunulat at ang makapaglakbay sa iba't ibang lugar sa mundo.

Itinanghal na Grand Winner sa kauna-unahang National Competition on Storybook Writing For Kindergarten - Grade 3 (Grade 3 Category)

Gumuhit:

ADELAIDA DUQUE DE GUZMAN.

Tubong Quezon, Nueva Ecija. Nagtapos sa Wesleyan University of the Philippines, Cabanatuan City sa kursong Bachelor in Elementary Education taong 2004. Kumukuha ng M.A. sa Early Childhood Education (ECE) sa College of Immaculate Conception. Nagturo ng walong taon sa pribadong paaralan ng Saint Christopher Montessori School of Sta. Rosa at sa kasalukuyan ay nagtuturo sa pampublikong paaralan bilang Kindergarten Teacher sa Sto. Rosario Elementary School sa bayan ng Sto. Domingo. Likas ang angking husay at galing sa pagguhit at pagkwekwento. Pinarangalan bilang District Outstanding Kindergarten Teacher noong 2016, Division Demo Teacher sa Nueva Ecija at naging Regional Demoer sa parehong taon. Siya rin ang hinirang na District Best Illustrator ng 2017.

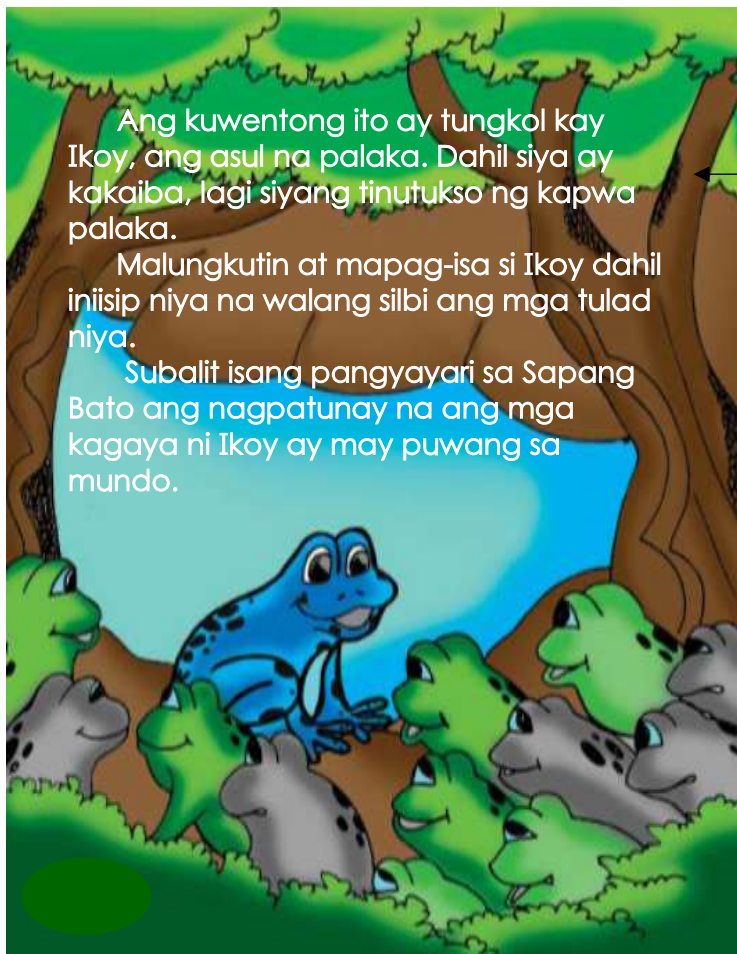
Background information

Photo



10. Back Cover Page

Entry	Font Type	Font Size	Other Details
Synopsis	Alfabeto Flushed Left Font Color: Black/White, boldface)	Kinder: 30-32 Grade 1: 28-30 Grade 2: 26-28 Grade 3: 24-26 Grade 4: 24 Grade 5: 22 Grade 6: 20	50 words (maximum) The word "Synopsis" will not be placed
Background: Illustration Background of Text: Transparent			



Back Cover Page

B. GENERAL SPECIFICATIONS OF SELF-LEARNING KITS

I. Content

1. Content is suitable to the student's level of development.
2. Material contributes to the achievement of specific objectives of the subject area and grade/year level for which it is intended.
3. Material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem solving, etc.
4. Material is free of ideological, cultural, religious, racial, and gender biases and prejudices.
5. Material enhances the development of desirable values and traits such as:
 - a) Pride in being a Filipino
 - b) Spiritual and emotional
 - c) Cognitive
 - d) Love for country
 - e) Helpfulness/Teamwork/Cooperation
 - f) Unity
 - g) Desire to learn new things
 - h) Honesty and trustworthiness
 - i) Ability to know right from wrong
 - j) Respect
 - k) Gross motor
 - l) Productive Work
 - m) Independence and initiative
 - n) Love for oneself, family and community
6. Material has the potential to arouse interest of target reader.
7. Adequate warning/symbols are provided in topics and activities where safety and health are of concern.

II. Format

A. Text

1. Size of letters is appropriate to the intended user
2. Spaces between letters and words facilitate reading
3. Font is easy to read
4. Printing is of good quality

B. Illustrations

1. Simple and easily recognizable
2. Clarify and supplement the text
3. Properly labelled or captioned (if applicable)
4. Realistic / appropriate colors
5. Attractive and appealing
6. Culturally relevant

C. Design and Layout

1. Attractive and pleasing to look at
2. Simple (i.e. does not distract the attention of the reader)
3. Adequate illustration in relation to text
4. Harmonious blending of elements (e.g. illustrations and text)

D. Paper and Binding

1. Paper used contributes to easy reading
2. Durable binding to withstand frequent use

E. Size and Weight of Resources

1. Easy to handle
2. Relatively light

III. Presentation and Organization

1. Presentation is engaging, interesting, and understandable
2. There is logical and smooth flow of ideas
3. Vocabulary level is adapted to target reader's likely experience and level of understanding
4. Length of sentences is suited to the comprehension level of the target reader
5. Sentences and paragraph structures are varied and interesting to the target reader

IV. Accuracy and Up-To-Datedness of Information

Note down observations about the information contained in the material, citing specific pages where the following errors are found:

1. Conceptual errors
2. Factual errors
3. Grammatical errors
4. Computational errors
5. Obsolete information
6. Typographical and other minor errors (e.g. inappropriate or unclear illustrations, missing, labels, wrong captions, etc.)

TECHNICAL SPECIFICATIONS OF SELF-LEARNING KITS

Page Design and Lay out

Page 1: Front Cover

Page 2: Foreword

Page 3: Objectives and Learning Competency

Part I. What Happened (*Pre-Test*)

Page 4 – 6 :

Part II. What to Learn? (*Discussion*)

Part III. What have you learned? (*Post-Test*)

Page 7: Activity 1

Page 8: Activity 2

Page 9: Activity 3

Page 10 Activity 4

Page 11: Acknowledgement

Page 12: Back Cover Page

Digital File Management





.pub and .pdf

1. Page Set up

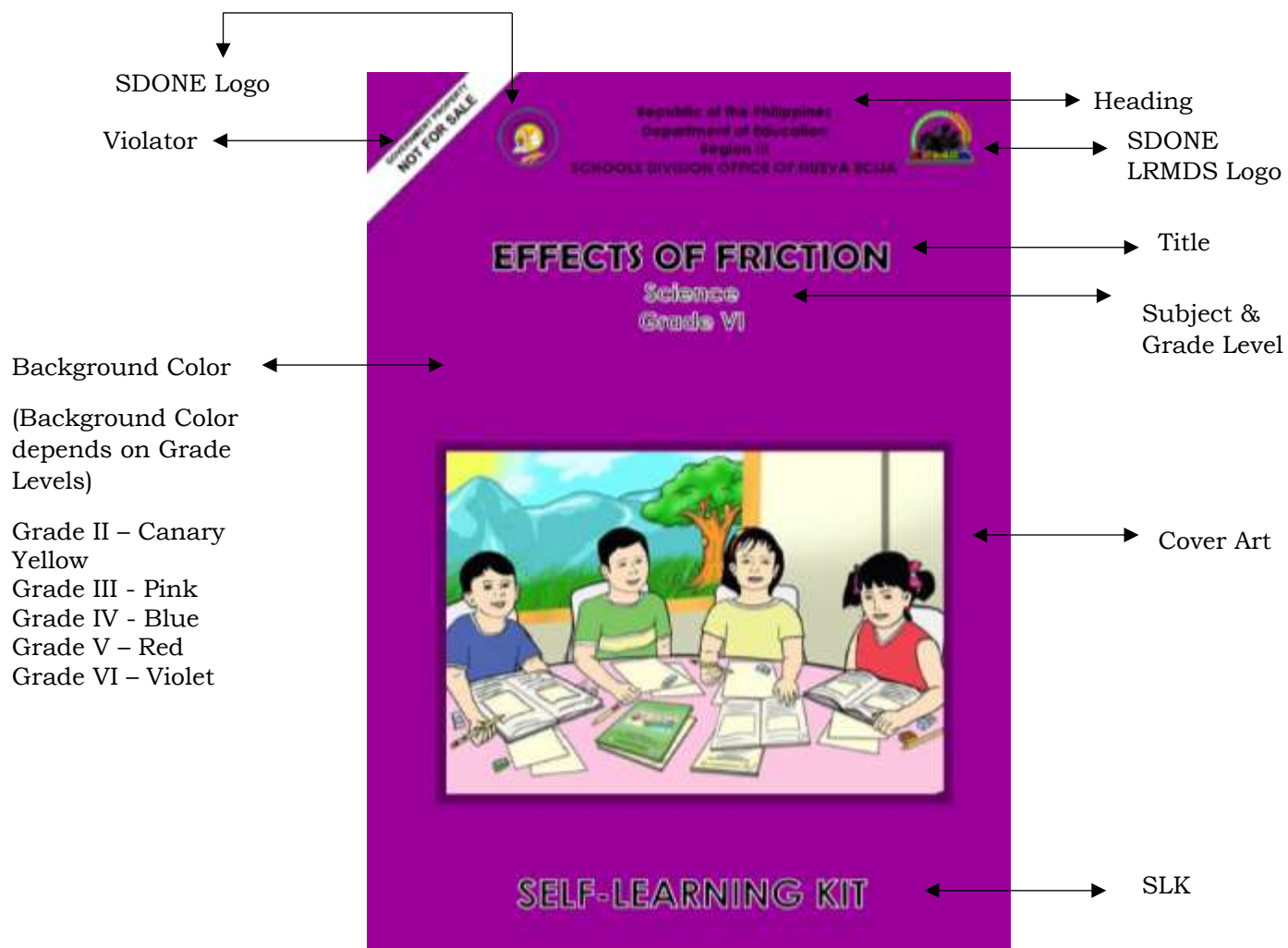
Paper Size	Orientation	Design	Page Numbers	Ideal Number of pages
8.27" x 11.69" (A4)	Portrait	Two-page spread	Left hand – bottom left Right hand – bottom right	12

2. Front Outside Cover

Entry	Font Type	Font Size	Other Details
Violator:	Arial, boldface	8 pt	Position: rotated at the top left-hand corner Box Size: 3" x 0.5

<ul style="list-style-type: none"> • PAG-AARI NG PAMAHALAAN / GOVERNMENT PROPERTY • HINDI IPINAGBIBILI / NOT FOR SALE 	Arial, boldface	11 pt	Box Border: 2pt Line Spacing: 1.0 Text Position: Centered
Heading <ul style="list-style-type: none"> • Republic of the Philippines • Department of Education • Region III • SCHOOLS DIVISION OF NUEVA ECIJA (All Capital letters) 	Century Gothic, boldface	16 pt	Position: Top Center
SDONE Logo	NA	NA	Position: Top Left Size: 0.75” - 1”
SDONE LRMSD Logo	NA	NA	Position: Top Right Size: 0.75” - 1”
Title Use Word Art Style: 	Berlin Sans FB Demi, Capitalized, boldface	30-36 pt	Case: Upper Case
Subject Use Word Art Style: 	Century Gothic, boldface	22 pt	Format: First letter (Capital) Succeeding Letters (lowercase)
Grade Level – Use Roman Numbers Use Word Art Style: 	Century Gothic, boldface	22 pt	Format: First letter (Capital) Succeeding Letters (lowercase)
Cover art/photo	Use the prescribed Cover Art for SLK (see sample on page 13)		Position: Center of the Cover Page Size: 4.6 x 6.42 Box Border: 8 pt
English - SELF LEARNING KIT Filipino - SARILING LINANGANG KIT Use Word Art Style: 	Century Gothic, boldface	36 pt	Position : Bottom Center Case: Upper Case
Background Color: Grade II – Canary Yellow Grade III - Pink Grade IV - Blue Grade V – Red Grade VI – Violet			

Sample:



3. Foreword

Entry	Font Type	Font Size	Other Details
PAUNANG SALITA – Filipino	Century Gothic	16 pt	NA
FOREWORD – English	(Arial for “?”)		
Background Color: White	Title: boldface, Capitalized, Centered Body: Regular, Justified		
Page Number	Century Gothic, boldface	16 pt	Left hand – bottom left Right hand – bottom right

4. Objectives

Entry	Font Type	Font Size	Other Details
LAYUNIN – Filipino OBJECTIVES – English Background Color: White	Century Gothic (Arial for “?”) Title: boldface, Capitalized, flushed left Body: Regular, Justified	16 pt	NA

5. Learning Competency

Entry	Font Type	Font Size	Other Details
PAMANTAYAN SA PAGKATUTO – Filipino LEARNING COMPETENCY – English	Century Gothic (Arial for “?”) Title: boldface, Capitalized, flushed left Body: Regular, Justified	16 pt	NA

6. What Happened?

Entry	Font Type	Font Size	Other Details
I. ANO ANG NANGYARI? – Filipino I. WHAT HAPPENED? – English	Century Gothic (Arial for “?”) Title: boldface, Capitalized, flushed left Body: Regular, Justified	16 pt	NA
Panuto/Directions	Century Gothic Title: boldface, Capitalized, flushed left Body: Regular, Justified	16 pt	NA

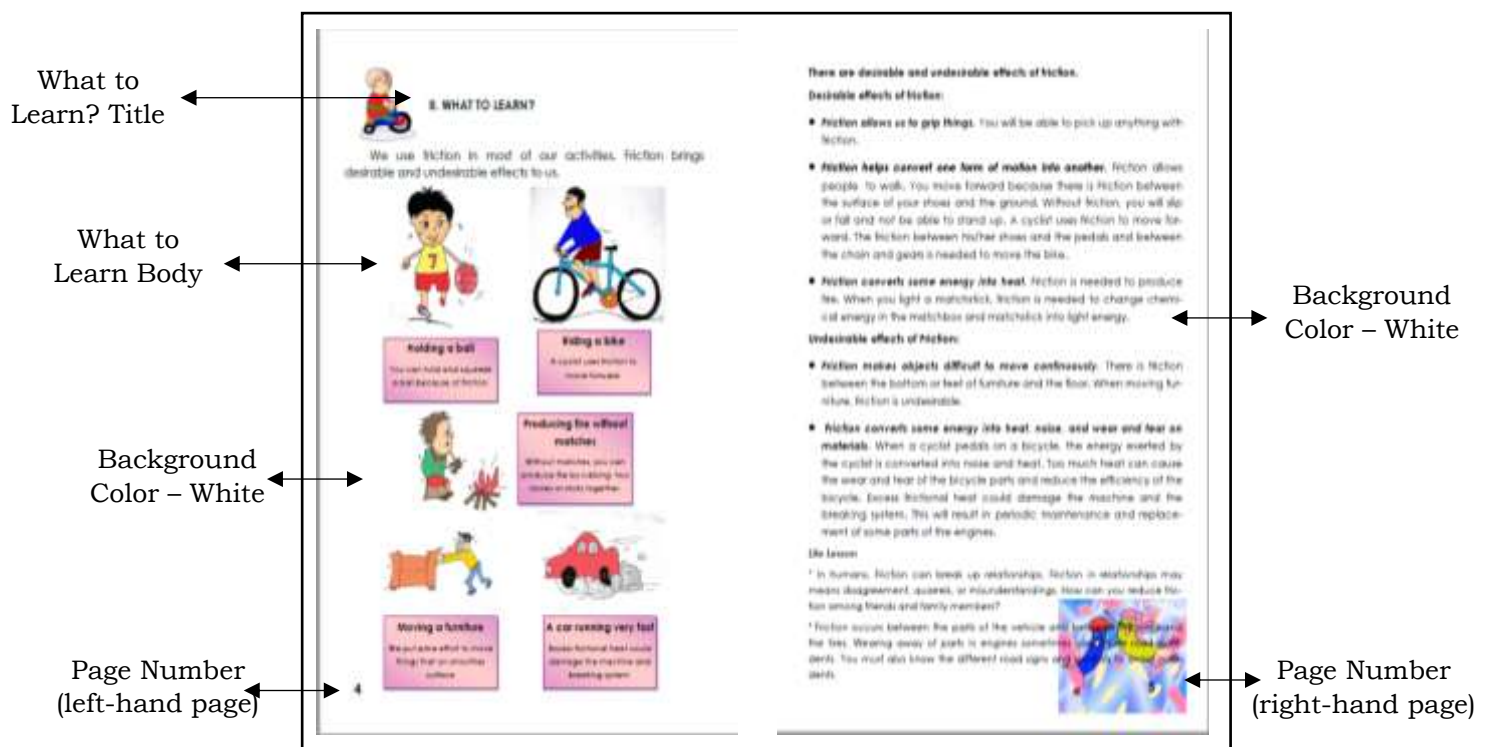
Sample:

The diagram illustrates a two-page spread of a lesson plan. On the left page, the title 'FOREWORD' is centered at the top. Below it, there are two paragraphs of text. The first paragraph discusses friction as a force that acts in an opposite direction to movement. The second paragraph mentions that the lesson presentations are enriched with eye-catching pictures and illustrations. At the bottom left of the page is the page number '2'. On the right page, the section 'OBJECTIVES' lists four points: 1. Infer how friction and gravity affect movements of different objects; 2. Demonstrate understanding of friction as they affect the movement of an object; 3. Create advertisement that will demonstrate road safety; and 4. Appreciate the importance of advertisements about road safety. Below this is the 'LEARNING COMPETENCY' section, which states 'Infer how friction and gravity affect movements of different objects. (SAFE-3a-c-1)'. The main section is 'I. WHAT HAPPENED?' with a 'Direction' to draw a smiley face if it is a desirable effect of friction and a sad face if it is an undesirable effect. It lists eight items: 1. Friction enables movement; 2. Friction wears away surfaces in contact; 3. Friction enables everyday activities such as walking and writing; 4. Friction can waste a lot of energy as objects try to overcome the force of friction; 5. Friction converts some energy into heat; 6. Friction allows us to grip things; 7. Friction makes objects difficult to move continuously; and 8. Friction opposes motion. A small cartoon character is at the bottom right of the page, and the page number '3' is at the bottom right. Arrows from labels on the left point to the foreword title, foreword body, background color, and page number. Arrows from labels on the right point to the objectives, learning competency, I. What Happened?, background color, and page number.

7. What to Learn?

Entry	Font Type	Font Size	Other Details
II. ANO ANG DAPAT MALAMAN? – Filipino	Century Gothic	16 pt	NA
II. WHAT TO LEARN? – English	(Arial for “?”) Title: boldface, Capitalized, flushed left Body: Regular, Justified		

Sample:



8. What Have You Learned?

Entry	Font Type	Font Size	Other Details
III. ANO ANG NATUTUNAN? – Filipino	Century Gothic	16 pt	NA
III. WHAT HAVE YOU LEARNED? – English	(Arial for “?”) Title: boldface, Capitalized, flushed left Body: Regular, Justified		

9. Activity No. 1 – Activity No. 4

Entry	Font Type	Font Size	Other Details
GAWAIN BILANG 1 – Filipino	Century Gothic	16 pt	NA
ACTIVITY NO. 1 – English	(Arial for “?”) Title: boldface, Capitalized, flushed left Body: Regular, Justified		
Panuto/Directions	Century Gothic	16 pt	NA
	Title: boldface, Capitalized, flushed left Body: Regular, Justified		


Sample:

What Have You Learned?
Title

Body

Background Color - White


Page Number (left-hand page)



III. WHAT HAVE YOU LEARNED?


Direction: Check (✓) the appropriate box that corresponds with the effects of friction. Copy and write your answers on your notebook.

Effects of Friction	Desirable	Undesirable
1. You are holding a ball while playing basketball.		
2. Excess frictional heat damages the machine.		
3. Arranging and pushing furniture of home.		
4. Walking on a wet floor.		
5. Using the car break when approaching a stoplight.		
6. Lighting a matchstick.		
7. Sliding on a polished slide.		
8. Moving a box across a carpet.		
9. Rubbing your hands together to create warmth.		
10. Wearing away the sole of our shoes.		



Activity # 1

Direction: Identify and name the effects of friction and write them in their proper column. Write your answer on your notebook.



Effects of Friction	
Desirable	Undesirable

Activity No. 1

Background Color - White

Page Number (right-hand page)


Additional Sample:



Activity # 2

Direction: Find 10 words that are desirable and undesirable effects of friction which may be printed forward, backward, horizontally, vertically, or diagonally. Write your answers on your notebook.

W A L K A G B M J U P M K L P N A G H
 D W B H M G T O J M A L R N J G P T M Z N
 G R O P M N R A J L H N O B H M R J T J Q
 W I I S L O W D O W N H E A T M B T Y I P F E
 R T T B H N M E J O P I N Z B G A V C F P K Z
 B E B K L N A W E A R A N D T E A R G L P B
 A N J H M F N C H J O Y P O N I I Y T V N M
 A H J U B V I D U Y Q P A K F C B P G N H J
 E O O P N A R S L F R I C T I O N F J T Y A S F
 M L C V N E R E T E B N V L P H F M G L A O
 D D Q Y U R N T O S M N B K L A N S L I D E
 K L N N A G S L I D E A P W H G H A R H I J



Activity # 2

Direction: Read the following statements carefully. Identify if it is True or False. Write your answers on your notebook.

- _____ 1. Friction is never useful.
- _____ 2. Too much friction can cause parts to wear out.
- _____ 3. You use friction when you strike and light a match.
- _____ 4. It takes more force to slide than to roll a heavy object.
- _____ 5. Friction can be useful and harmful.
- _____ 6. Friction prevents movement.
- _____ 7. Friction can waste a lot of energy as objects try and overcome the force of friction.
- _____ 8. Friction enables us to slow down or stop a vehicle.
- _____ 9. Friction is never harmful.
- _____ 10. Some surfaces are so smooth that they have no friction.



10. Acknowledgment (The word “Acknowledgment” will not be placed)

Entry	Font Type	Font Size	Other Details
SCHOOLS DIVISION OFFICE OF NUEVA ECIJA	Century Gothic, boldface, (All Capital letters)	14 pt	Centered
NAME	Century Gothic, boldface, (All Capital letters)	14 pt	Centered
Designation	Century Gothic, regular	14 pt	Centered

Sample:

Activity No. 4 Title

Body

Background Color - White

Page Number (left-hand page)

10

Acknowledgment

Background Color - White

Page Number (right-hand page)

11. Back Cover Page

Entry	Font Type	Font Size	Other Details
Synopsis Body	Century Gothic, Boldface, justified	16 pt	(The word "Synopsis" will not be placed)
Cover Art Transparency = 50%	NA	NA	Position: Center of the Back Page Size: 4.6 x 6.42 Box Border: 8 pt
SDONE Logo - 1.25"	NA	NA	NA
SDONE LRMDs Logo - 1"	NA	NA	NA
Address	Century Gothic, regular	10 pt	NA

Sample:

Synopsis
Body

Background Color
(depends on Grade levels)

Cover Art
Set Transparency to 50%

SDONE Logo,
LRMDS Logo,
Address

You might not realize, but friction is a vital portion of your everyday life. Even when you are standing up or walking, the force of friction has an effect on you. However, there are desirable and undesirable effects of friction.

Find out for yourself why friction is good and bad at the same time.

This lesson is anchored to K12 Basic Education Curriculum Guide for Science VI.

Curriculum Implementation Division (CID)
Learning Resource Management and Development Center (LRMDC)
Department of Education
Schools Division Office - Nueva Ecija

C. GENERAL SPECIFICATIONS OF ADM LEARNING RESOURCES

I. Structure and Sequence

1. LR is easy to understand.
2. Lessons shall be arranged from simple to complex.
3. Visuals and graphic organizers shall be available to facilitate better understanding of the lesson.
4. Size of the letters and sentences shall be appropriate to the target learners.
5. Presentation shall be engaging and interesting.
6. Kindergarten materials shall
 - 6.1. be engaging; activity-based and challenging;
 - 6.2. be multi-sensorial (i.e. individuals learn better if they are taught using more than one sense (modality). The senses usually employed in **multisensory learning** are visual, auditory, kinesthetic, and tactile – VAKT (i.e. seeing, hearing, doing, and touching);
 - 6.3. align with the theme of the curriculum;
 - 6.4. enhance the development of the different domains;
 - 6.5. visuals shall be in true color.
7. Materials for Kindergarten to Grade 3 shall consider I Do-We Do- You Do procedure with the help of a learning facilitator.

II. Content

1. ADM LR shall follow K to 12 Curriculum/Teacher's Guide/ Teacher's Manual/Learner's Material/ Textbook issued by the Department.
2. The learning competency shall be sub-tasked if it is necessary.
3. Content shall use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and integrative.
4. Content shall be logically arranged from simple to complex.
5. It shall consider learner's context, situations, individual needs and capabilities.
6. 6. It shall provide activities that promote the development of higher cognitive skills such as:
 - Critical thinking
 - Creative thinking
 - Decision making
7. It shall be written in real-life context, interactive to arouse and sustain interest and motivation of a learner.
8. It shall provide activities that develop:
 - Basic Science processes
 - Observing
 - Asking questions
 - Measuring
 - Classifying
 - Inferring
 - Finding patterns
 - Predicting
 - Communicating
 - Integrated skills
 - Formulating hypothesis
 - Fair testing
 - Identifying variables
 - Controlling variables
 - Collecting and organizing data
 - Interpreting data
 - Making conclusions

9. Content shall adhere to the Social Content Guidelines.
10. Content shall develop core values such as:
 - Maka-Diyos
 - Makatao
 - Makabansa
 - Makakalikasan
11. Content shall provide activities to unlock difficult and/or new concepts, activate prior knowledge to discover and learn new lessons.
12. Content and activities shall be learner-centered and shall promote 21st century skills.
13. Content and activities shall be congruent to the learning competency.
14. Sufficient examples, activities and easy to understand directions are provided to facilitate independent learning.
15. Content shall be learner-centered, inclusive and developmentally appropriate.
16. Content shall be in smaller unit, self-instructional and self-paced
17. Caution, warning, reminders shall be provided to ensure safety of the learner while doing activities.
18. Content shall provide strategies and activities to self-monitor progress such as criterion referenced tests.
19. Content shall be flexible and friendly.
20. Content shall provide a balanced use of literature and informational text or fictional to nonfictional text (2009 NAEP Reading Framework):
 - 20.1 K to 5 – 50:50
 - 20.2 Grades 6 to 12 – 55:70
 - 20.3 Informational texts for grades K-5 are defined as “biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics
 - 20.4 For grades 6-12, an informational text includes “subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience”
21. Linkages between and among past and present lessons shall be evident to make lessons easy to understand.
22. Sufficient repetition through examples, illustrations, questions and summaries shall be provided to enhance understanding of concepts.
23. Content, language and the materials shall be appropriate to the reading level of the learners.
24. The difficulty of the material shall match the ability of the learners.
25. The materials shall fit the objectives.

III. Elements of ADM Learning Resource

The following shall be the elements of an ADM module:

Front Matter

1. Front Outside Cover Page

- It contains:
 - Resource Title (Learning Area, Quarter Number, Module Number, Lesson Title)
 - Violator
 - DepEd identifier (DepEd Logo)
 - Grade level identifier
 - Cover Art

2. Copyright Page

- Located at the front inside cover
- Contains:
 - Title
 - Copyright
 - Publisher
 - Development team

3. Title Page

- It contains:
 - Resource Title (Learning Area, Quarter Number, Module Number, Lesson Title)
 - DepEd identifier (DepEd Logo)

4. Introductory Message

- It contains instructions for the learner and for the facilitator on how to use the module
- For the Learner:
 - It uses the learner's language and must be conversational in nature.
 - It gives an overview of the content of the module.
 - It defines and explains the standard symbols (icons) used to represent some parts of the module.
- For the Facilitator:
 - It gives instruction to the facilitator (teacher, parents, adult) on how to use the material.
 - It uses language appropriate to an adult.

Body (Inside Page)

5. Introduction

- It contains learning objectives to be developed in a material.
- It introduces the topic/content of the module briefly.
- It uses the learner's language and must be conversational.

6. Pre-assessment

- This is given to check what the learner knows about the lesson to take.
- This shall contain instruction in whether to proceed or skip the module:
 - 100% correct – skip the module
 - 50% to 99% correct – proceed with the module
- Test item-range shall be as follows:
 - Key Stage 1 : 5 items
 - Key Stage 2 : 10 items
 - Key Stage 3 : 15 items
 - Key Stage 4 : 15 items

7. Lesson Proper

- **Review**
 - Connects the current lesson with the previous lesson by going over concepts that were learned previously
- **Activity**
 - Introduces the new lesson through a story, a poem, song, situation or an activity.
- **Discussion of the activity**
 - Questions that will help the learner discover and understand the concept.
 - Questions shall be asked in a logical manner that lead to formative assessment.

- **Mini-lesson**
- A brief discussion of the lesson
- **Enrichment Activity**
- Guided/Controlled Practice
- Guided/Controlled Assessment
- Independent Practice
- Independent Assessment

8. Generalization

- • A question, fill in the blank sentence/paragraph to process what the learner learned from the lesson.

9. Application

- An activity that shall transfer the skills/knowledge gained or learned into real-life concerns/situations.

10. Post Assessment

- This evaluates the learner's level of mastery in achieving the learning objectives.
- The task given shall validate the concepts and provide more opportunities to deepen the
- learning.
- Test item-range shall be as follows:
Key Stage 1 : 5 items
Key Stage 2 : 10 items
Key Stage 3 : 15 items
Key Stage 4 : 15 items

11. Additional Activity

- An activity in any form that can increase the strength of the response and tends to induce repetitions of actions/learning.

Back Matter

12. Answer Key

- It contains answers to all the activities in the material.
- It shall be written upside down.

13. Reference

- It includes all third party materials or sources in developing the material.
- It follows Chicago Manual of Style.

14. Back Outside Cover

- Feedback Box
- Address
- Contact number
- Office of the management team

The elements of the body shall be specifically designed and labeled to suit the grade level of the learners.

Kindergarten

Element	Label in the Module (English)	Label in the Module (Filipino)
Introduction Learning Objectives	What I Need to Know	Alamin
Pretest	What I Know	Subukin
Lesson Proper		
Activity 1	What's New	Tuklasin
Discussion of Activity 1	What is It	Suriin
Enrichment Activities Activity 1 Assessment 1 Activity 2 Assessment 2 Activity 3 Assessment 3	What's More	Pagyamanin
Generalization	What I have learned	Isaisip
Application	What I can do	Isagawa

Grades 1 to 3

Element	Label in the Module (English)	Label in the Module (Filipino)
Introduction Learning Objectives	What I Need to Know	Alamin
Pretest	What I Know	Subukin
Lesson Proper		
Review	What's In	Balikan
Activity 1	What's New	Tuklasin
Discussion of Activity 1	What is It	Suriin
Enrichment Activities Guided Activity 1 Assessment 1 Guided Activity 2 Assessment 2 Independent Activity 1 Assessment 1 Independent Activity 2 Assessment 2	What's More	Pagyamanin
Generalization	What I have learned	Isaisip
Application	What I can do	Isagawa
Assessment	Assessment	Tayahin
Additional Activities	Additional Activities	Karagdagang Gawain
Answer Key	Answer Key	Susi sa Pagwawasto

Grades 4 to 12

Element	Label in the Module (English)	Label in the Module (Filipino)
Introduction/ Learning Objectives	What I Need to Know	Alamin
Pretest	What I Know	Subukin
Lesson Proper		
Review	What's In	Balikan
Activity 1	What's New	Tuklasin
Discussion of Activity 1	What is It	Suriin
Enrichment Activities Independent Activity 1 Independent Assessment 1 Independent Activity 2 Independent Assessment 2 Independent Activity 3 Independent Assessment 3	What's More	Pagyamanin
Generalization	What I Have Learned	Isaisip
Application	What I can do	Isagawa
Assessment	Assessment	Tayahin
Additional Activities	Additional Activities	Karagdagang Gawain
Answer Key	Answer Key	Susi sa Pagwawasto

IV. Language

1. Material shall use everyday language of the learner.
2. It shall use appropriate language and vocabulary.
3. The length of the sentences, paragraphs shall be age-appropriate.
4. The language to be used for the mother manuscript shall be:
 - 4.1. K to 3 - All learning areas except English is Filipino
 - 4.2. Grades 4 to 12
 - 4.2.1. Filipino, EsP – Filipino
 - 4.2.2. English, Science and Math – English
 - 4.2.3. MAPEH, EPP-TLE
 - 4.2.3.1. Grades 4 to 5 – Filipino
 - 4.2.3.2. Grades 6 to 12 – English
 - 4.2.4. Araling Panlipunan
 - 4.2.4.1. Grades 4 to 10 – Filipino

V. Illustrations

1. Illustrations shall adhere to the Social Content Guidelines.
2. Filipino characters (if applicable) shall be the subject of illustration.
3. People, animals, places, and objects shall be appropriate to the age, grade level and context of the learners.
4. Illustrations shall clarify and/or enhance concepts.
5. Illustrations and visuals shall be gender and culture sensitive.
6. Cover art shall be original and simple.
7. Cover art shall be appropriate to the age, grade level and culture of the learners.
8. Cover art shall have elements such as colors, artwork and title.
9. Title written in the cover art shall convey the theme of the book and must be interesting to the learner.
10. Cover art shall bear the official DepEd and ADM logo.

TECHNICAL SPECIFICATIONS OF ADM LEARNING RESOURCES

I. Page Design and Lay out

1. Page Set up

Grade Level	Paper Size	Orientation	Margin	Format	Ideal Number of Pages (Body)
Kindergarten	8.27" x 11.69" (A4)	landscape	Top: 1" Bottom: 1" Inside: 1" Outside: 1"	Mirror Margins	4 pages
Grades 1 to 2	8.27" x 11.69" (A4)	portrait	Top: 1" Bottom: 1" Inside: 1" Outside: 1"		4 pages
Grades 3 to 6					8 pages
Grades 7 to 12					16 pages

**Number of pages from Title Page to References shall be divisible by 8 or 16.*

2. Cover Page

2.1. Front Outside Cover

- Background color of ADM modules shall be white.
- Color of the Grade Level Identifier for ADM modules shall be as follows:












Learning Area	Color	C	M	Y	K
English	light blue 	70	15	0	0
Filipino	dark blue 	100	85	35	25
Science	orange 	0	75	100	0
Mathematics	green 	80	5	85	0
Araling Panlipunan	red 	0	100	100	0
Edukasyon sa Pagpapakatao	brown 	40	65	90	35
Music and Arts	canary yellow 	5	0	90	0
Physical Education and Health	canary yellow 	5	0	90	0
Mother Tongue-Based Multilingual Education	white 	0	0	0	0
Edukasyong Pantahanan at Pangkabuhayan/Technology and Livelihood Education	violet 	70	70	0	0
Kindergarten	pink 	0	70	0	0
Senior High School	black 	75	68	67	90

Figure 1.

- Black or white shall be used as the color of the text inside the Grade Level Identifier depending on the background color applied in the box.

Grade Level Identifiers

English



Filipino



Science



Math



Aral. Pan



EsP



MAPEH



MTB-MLE



Kinder



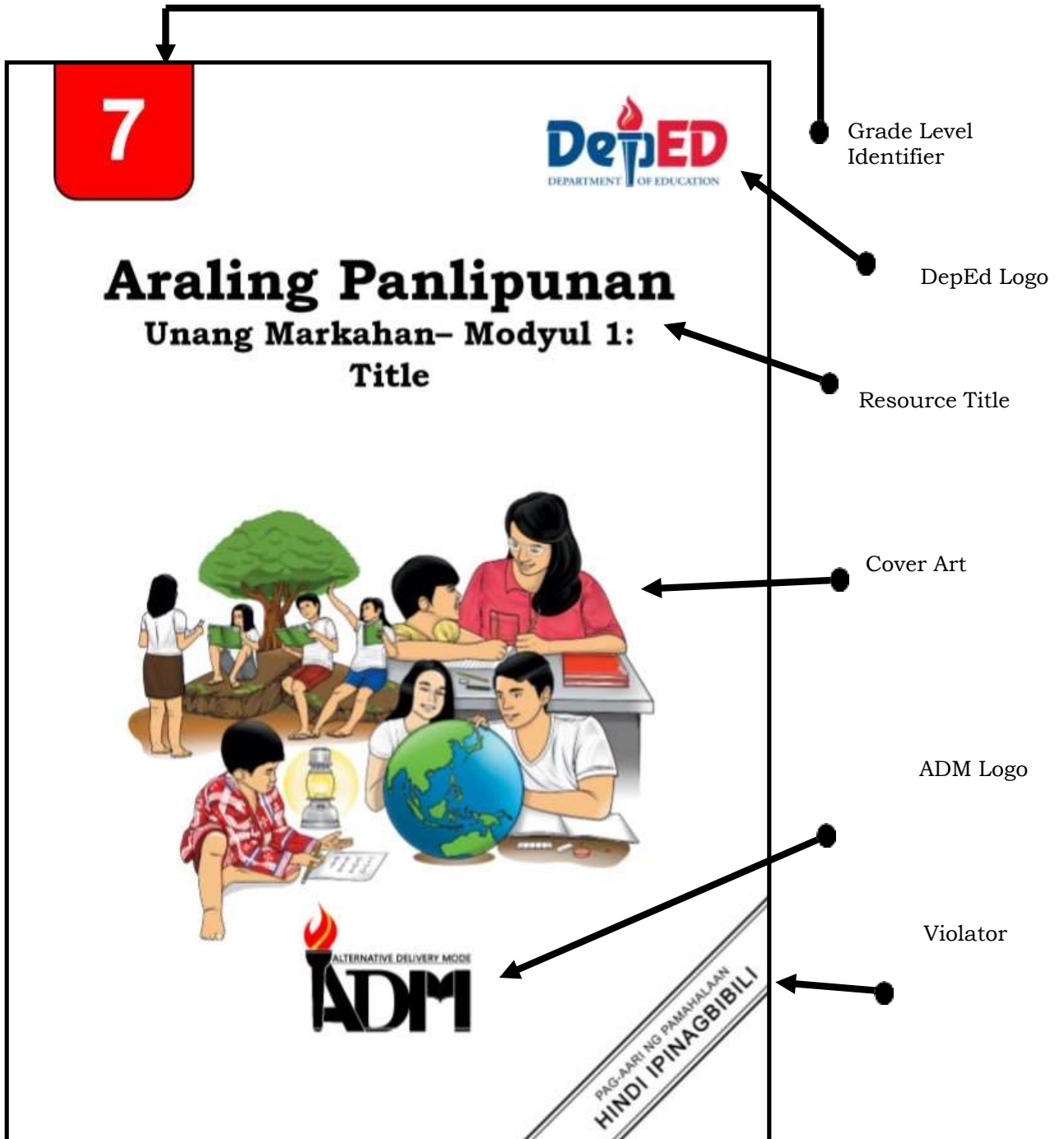
SHS

Senior High School

2.2. Front Outside Cover

Entry	Font Type	Font Size	Other Details
Grade Level identifier for K to 10: <ul style="list-style-type: none"> ▪ K for Kindergarten ▪ Hindu Arabic Number for 1-10 	Arial, bold face	70 pt	Position: top left-hand corner Box Size: 1.5" x 1.5" with rounded corners Box Border: 2 pt Background color: Varies depending on learning area (Refer to Figure 1.) Font Color: Black or White depending on the background color used in the box
Grade Level identifier for Senior High School	Arial, bold face	16 pt	Position: top left-hand corner Box Size: 3" x 0.5" with rounded corners Background color: Black Font color: White
Learning Area / Subject K to 3 Grades 4 to 12	Alfabeto Bookman Old Style (boldface)	35 to 45 pt	Position: aligned at the center top part of the cover below the Grade level identifier
Quarter Number and Module Number K to 3 Grades 4 to 12	Alfabeto Bookman Old Style (boldface)	26 to 30 pt	Position: centered
Title K to 3 Grades 4 to 12	Alfabeto Bookman Old Style (boldface)	26 pt	Position: centered
Violator: <ul style="list-style-type: none"> ▪ Government Property (English Version) ▪ Pag-aaring Pamahalaan (Filipino Version) ▪ NOT FOR SALE / HINDI IPINAGBIBILI 	Arial Arial	8 pt 11 pt	Position: rotated -30 degrees at the bottom right-hand corner Box Size: 5" x 0.75" Box Border: 2 pt top and bottom
Cover art/photo	Use the prescribed ADM Cover Art (see Sample on page 29)		Position: Center of the cover page
Resource Identifier: ADM logo	NA	NA	Position: after the cover art
DepEd Identifier: DepEd Logo	NA	NA	Position: top right-hand corner

Sample:



3. Copyright Page

Entry	Font Type	Font Size	Other Details
Resource Title, Copyright Year		11 to 12 pt bold	Flush left
Copyright Notice			
Name of Copyright Holders			
<p>Development Team</p> <p>Writer: Content Editor: Language Editor: Reviewer: Illustrator: Layout Artist: Layout Evaluator:</p> <p>Management Team: Jayne M. Garcia, EdD EPS – Learning Area Beverly T. Mangulabnan, PhD Eleanor A. Manibog, PhD</p>	Arial	11 pt	<p>Border: rectangle, solid black with 1.5 pt weight</p> <p>Names of the development team shall follow the format First Name+Middle Initial.+Last Name with no designation or title(i.e. Juan M. dela Cruz).</p>
<p><u>Printed in the Philippines by Department of Education – Region III – Schools Division Office of Nueva Ecija</u></p> <p>Office Address: Brgy. Rizal, Santa Rosa, Nueva Ecija, 3101 Telefax: (044) 940-3121 E-mail Address: nueva.ecija@deped.gov.ph</p>			Flushed left

Sample

English – Grade 5
Alternative Delivery Mode
Quarter 2 – Module 5: Images and Ideas that Influence Viewers
First Edition, 2021

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

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Development Team of the Module

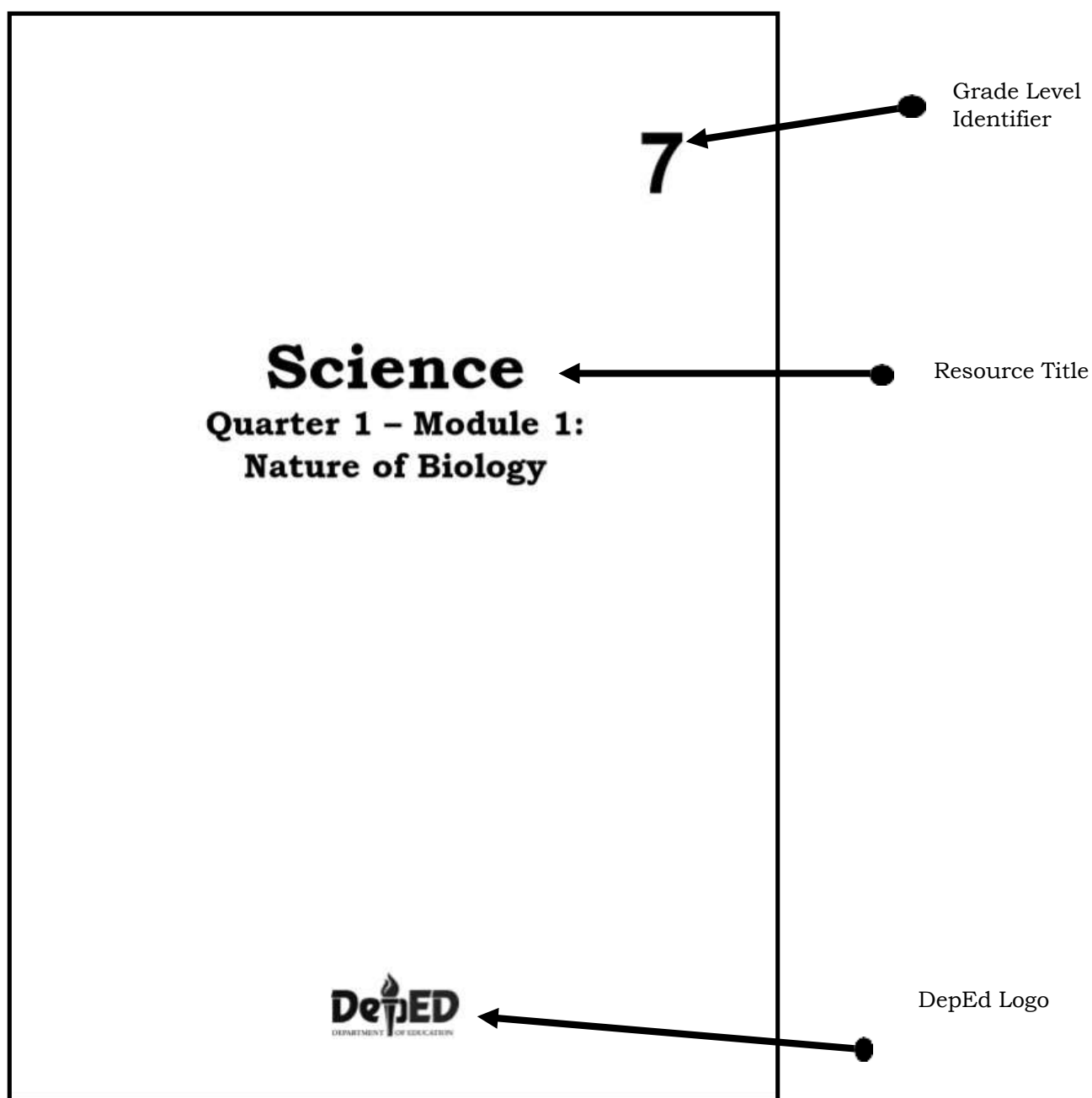
Writer:	Name
Content Editor:	Name
Language Editor:	Name
Reviewer:	Name
Illustrator:	Name
Layout Artist:	Name
Layout Evaluator:	Name
Management Team:	
	Jayne M. Garcia, EdD
	EPS – Learning Area
	Beverly T. Mangulabnan, PhD
	Eleanor A. Manibog, PhD

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Telefax: (044) 940-3121
E-mail Address: nueva.ecija@deped.gov.ph

4. Title Page

Entry	Font Type	Font Size	Other Details
Grade Level identifier (Hindu Arabic Number)	font type and size are the same with the styles used in the cover page.		Upper right corner (same as cover page)
Learning Area, Quarter No. and Module No. Title			Vertical alignment: Center
DepEd Identifier: DepEd Logo	NA	NA	Position: Bottom center Color: Black



5. Body Text Specifications

5.1. Typography

Grade Level	Recommended Font-Family	Font Size (Body Text)	Art-to-Text Ratio
K to Grade 1	Alfabeto (body text flushed left/ragged right to avoid hyphenations)	Text 16 pt Heads 20 to 30 pt Sub Heads 16 to 18 pt	65% : 35%
Grade 2		Text 16 pt Heads 20 to 30 pt Sub Heads 16 to 18 pt	60% : 40%
Grade 3		Text 14 pt Heads 18 to 28 pt Sub Heads 14 to 16 pt	50% : 50%
Grade 4	Bookman Old Style <i>(body text Justified)</i>	Text 14 pt Heads 18 to 28 pt Sub Heads 14 to 16 pt	40% : 60%
Grades 5 to 12	Bookman Old Style <i>(body text Justified)</i>	Text 11 to 12 pt Heads 15 to 24 pt Sub Heads 11 to 13 pt	30% : 70%

Paunang Salita

Ang Self-Learning Module o SLM na ito ay maingat na inihanda para sa ating mag-aaral sa kanilang pag-aaral sa tahanan. Binubuo ito ng iba't ibang bahagi na gagabay sa kanila upang maunawaan ang bawat aralin at malinang ang mga kasanayang itinakda ng kurikulum.

Ang modyul na ito ay may inilaang Gabay sa Guro/Tagapagdaloy na naglalaman ng mga paalala, pantulong o estratehiyang magagamit ng mga magulang o kung sinumang gagabay at tutulong sa pag-aaral ng mga mag-aaral sa kani-kanilang tahanan.

Ito ay may kalakip na paunang pagsusulit upang masukat ang nalalaman ng mag-aaral na may kinalaman sa inihandang aralin. Ito ang magsasabi kung kailangan niya ng ibayong tulong mula sa tagapagdaloy o sa guro. Mayroon ding pagsusulit sa bawat pagtatapos ng aralin upang masukat naman ang natutuhan. May susi ng pagwawasto upang makita kung tama o mali ang mga sagot sa bawat gawain at pagsusulit. Inaasahan namin na magiging matapat ang bawat isa sa paggamit nito.

Pinapaalalahanan din ang mga mag-aaral na ingatan ang SLM na ito upang magamit pa ng ibang mangangailangan. Huwag susulatan o mamarkahan ang anumang bahagi ng modyul. Gumamit lamang ng hiwalay na papel sa pagsagot sa mga pagsasanay.

Hinihikayat ang mga mag-aaral na makipag-ugnayan agad sa kanilang guro kung sila ay makararanas ng suliranin sa pag-unawa sa mga aralin at paggamit ng SLM na ito.

Sa pamamagitan ng modyul na ito at sa tulong ng ating mga tagapagdaloy, umaasa kami na matututo ang ating mag-aaral kahit wala sila sa paaralan.

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.



Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.











Thank you.












Icons for Grades 1 to 6

Modules in Filipino	
	Alamin
	Subukin
	Balikan
	Tuklasin
	Suriin
	Pagyamanin
	Isaisip
	Isagawa
	Tayahin
	Karagdagang Gawain
	Susi sa Pagwawasto

Modules in English	
	What I Need to Know
	What I Know
	What's In
	What's New
	What is It
	What's More
	What I Have Learned
	What I Can Do
	Assessment
	Additional Activities
	Answer Key

Icons for Grades 7 to 12

Modules in Filipino	
	Alamin
	Subukin
	Balikan
	Tuklasin
	Suriin
	Pagyamanin
	Isaisip
	Isagawa
	Tayahin
	Karagdagang Gawain
	Susi sa Pagwawasto

Modules in English	
	What I Need to Know
	What I Know
	What's In
	What's New
	What is It
	What's More
	What I Have Learned
	What I Can Do
	Assessment
	Additional Activities
	Answer Key

5.2. Other Specifications of the Body Text

- 5.2.1. Leading space shall be at 1.15 pts.
- 5.2.2. Spaces between subtitles and paragraphs shall be two (2) points.
- 5.2.3. Pages shall be complete and properly sequenced.
- 5.2.4. There shall be no overprinting / double printing.
- 5.2.5. Beginning page for JHS and SHS shall be consistent on the right or left-hand page.
- 5.2.6. Answer key shall be before the References page and shall be written upside-down in font size 9.

5.2.7. Body text

- K to 3 shall be flushed to the left; ragged right
- Grades 4 to 12 – justified

5.2.8. Page number shall be centered at the bottom of the page.

5.2.9. Citations for graphics and visuals shall be on the same page.

5.2.10. There shall be no just one word or half a word on paragraph endings.

5.2.11. Inside pages shall be in Arabic numerals.

5.2.12. Pages shall not end with hyphenated word or awkward page turn.

5.2.13. Pages shall be of the same length.

5.2.14. The last page of the manuscript shall occupy at least half of the text area.

5.2.15. There shall be at least two (2) lines of the text below a text head at the foot of the page.

B. Illustrations

1. Illustrations shall face toward the page gutter.
2. Illustrations shall not be divided into two (2) pages or placed in between the gutter of the learning resource.
3. Scanned illustration shall be saved in JPEG, PNG or TIF.
4. Illustrations shall use line-art in single color (preferably black) and there shall be no shading effect other than hatching, cross hatching and stipple shading.
5. Illustrations shall be near to the actual size of the requirement of the writer.
6. Enlarging and resizing a raster illustration shall not be more than once.
7. A right balance between filled and empty space, and the proportion of illustration to text shall be created. Please refer to Art-to-Text Ratio on Table 14, Typography of ADM Modules, page 35.
8. Cropping in the joints like neck, shoulder, knee and elbow shall be avoided.
9. Illustrations and visuals shall be attractive and appealing.
10. Illustrations and visuals shall sustain consistency of style, color, size and angle throughout the manuscript.
11. Illustrations shall be correct, original, realistic, simple, clear and recognizable.
12. Illustrations and visuals shall be properly labelled and captioned.
13. Illustrations shall have appropriate and complete details such as color.
14. For K to 3, illustrations of people, animals, places and objects shall be complete.
15. Illustrations and visuals shall be original. Permit to use copyrighted illustrations and visuals shall be secured before using it.
16. Illustrations shall not be a modification of an illustration from other source.
17. The use of photocopied, scanned published illustrations, screen captured illustrations are prohibited.
18. Flatbed scanner shall be used for manually drawn illustration.
19. Manually drawn-illustration shall be scanned in 300 to 600 dpi in actual size to capture all the details of the illustration and to produce quality scan.
20. Illustrations shall be framed only when necessary. Thinner lines shall be used for the frame than that of the illustrations.
21. Local pictures and artworks shall be validated and approved by the ethnic community.
22. Texts that are superimposed in the illustration shall be spelled out.
23. Callouts shall be used to emphasize important parts of the illustration.
24. Brief, consistent, and relevant file name shall be used to save similar artwork files in one manuscript.
25. Digital illustration shall be saved in PSD layered file, SVG, JPEG, PNG or TIF.

C. Digital File Management

1. ADM Module shall be encoded using Microsoft Word (at least version 97-2003).
2. There shall be one digital file per module or learning competency.
3. Each module file shall be named following this format:

learning area with grade level_quarter number_module number_lesson title_version number

Example: science8_q1_mod1_natureofbiology_v1

4. The draft manuscript ready for external review shall be version 1 of the module.
5. Ready to print module shall be stored as doc and pdf files.

Back Outside Cover Page

Entry	Font Type	Font Size	Other Details
Feedback Note	Arial	12-pt	Position: at the bottom centerpart of the back cover Box size: 5.67" x 2.12" with rounded corners Box Border: 1.5 pt Background Color: White Font Color: Black
Logo & Name of Donor (In case funds for printing are donated by an NGO or LGU)			Position: Bottom left part of the back cover below the feedback note

Sample:

For inquiries or feedback, please write or call:

Department of Education – Region III, Schools Division Office of Nueva Ecija

Brgy. Rizal, Sta. Rosa, Nueva Ecija

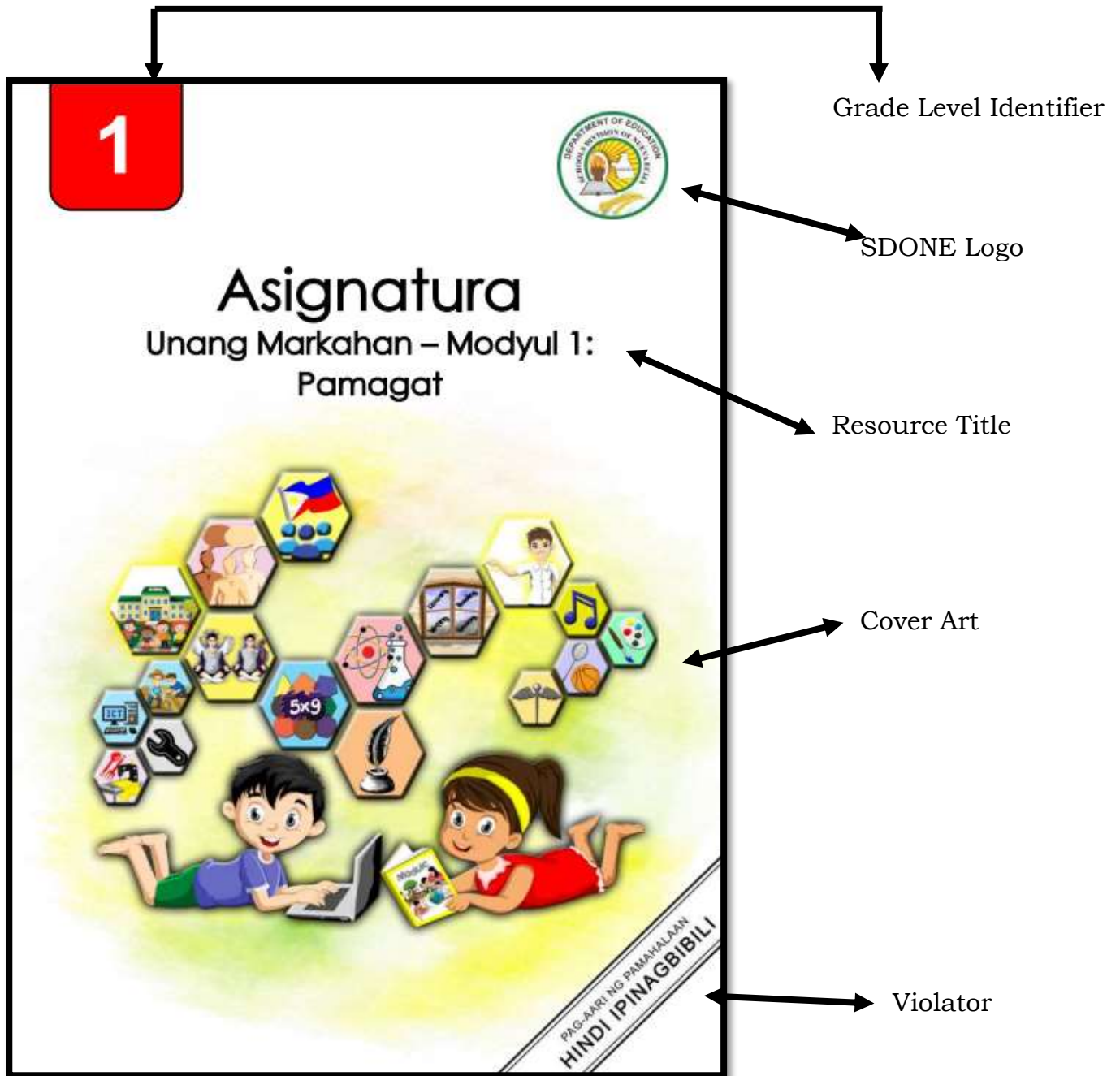
Telefax: (044) 940-3121

Email Address: nueva.ecija@deped.gov.ph

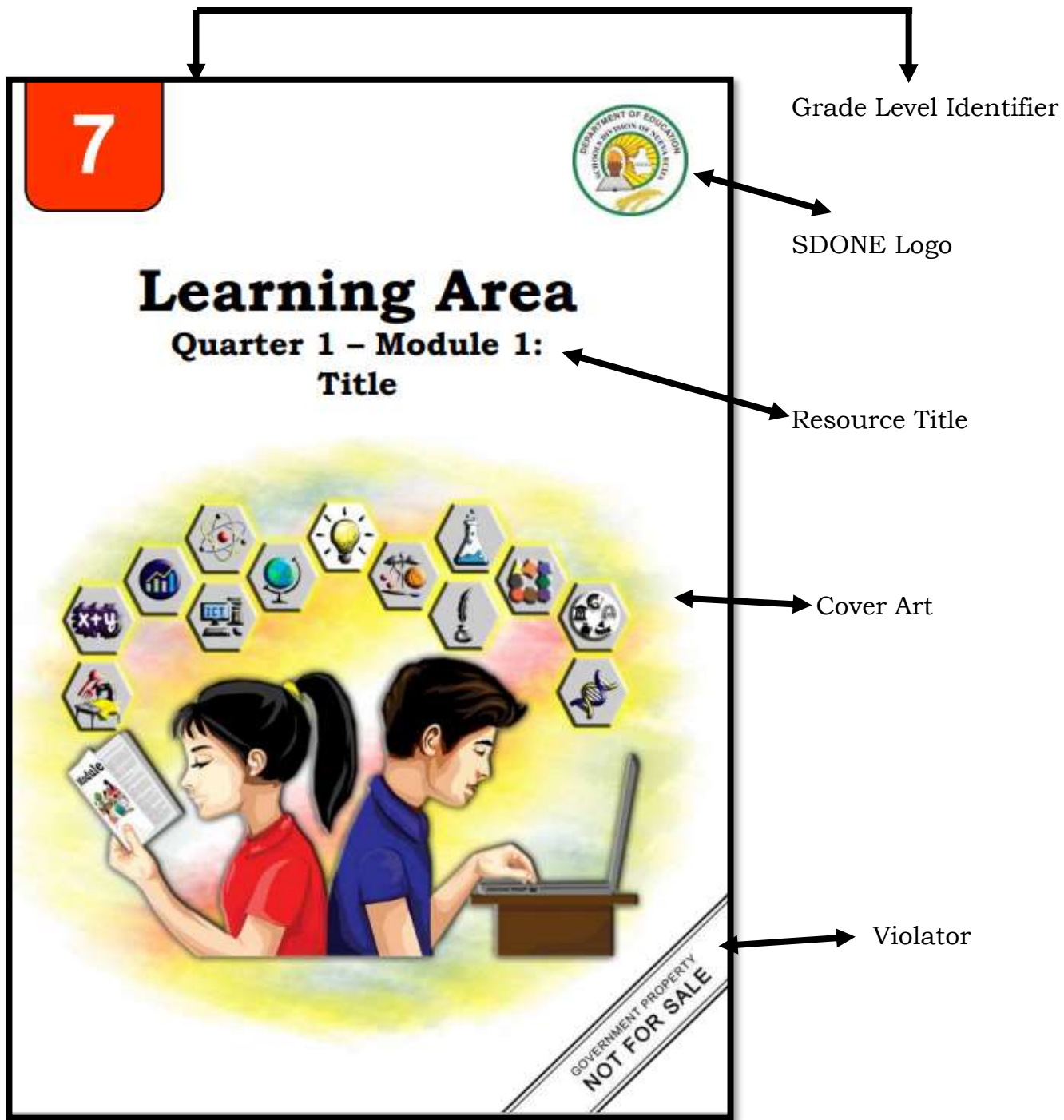
**D. TECHNICAL SPECIFICATIONS OF ADM LEARNING RESOURCES
(Division Initiated ADM Learning Resources/Self-Learning Modules)**

Front Outside Cover

Front Outside Cover for Grades 1 – 6



Front Outside Cover for Grades 7 to 12



Grade Level Identifiers

English



Filipino



Science



Math



Aral. Pan



EsP



MAPEH



MTB-MLE



TLE



Kinder



SHS



Sample:

**MAPEH (Music) – Grade 6
Alternative Delivery Mode
Quarter 2 – Module 1: Melodies
First Edition, 2021**

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education, SDO Nueva Ecija
Schools Division Superintendent: Jessie D. Ferrer, CESO V
Assistant Schools Division Superintendents: Mina Gracia L. Acosta, PhD, CESO VI
Ronilo E. Hilario

Development Team

Writer:	Name
Content Editor:	Name
Language Editor:	Name
Reviewer:	Name
Illustrator:	Name
Layout Artist:	Name
Layout Evaluator:	Name
Cover Designer:	Mark G. Asuncion
Management Team:	
	Jayne M. Garcia, EdD
	EPS – Learning Area
	Beverly T. Mangulabnan, PhD
	Eleanor A. Manibog, PhD

Printed in the Philippines by Department of Education – Region III – Schools Division Office of Nueva Ecija












Office Address: Brgy. Rizal, Sta. Rosa, Nueva Ecija
Telefax: (044) 940-3121
E-mail Address: nueva.ecija@deped.gov.ph












Icons for Grades 1 to 6

Modules in Filipino	
	Alamin
	Subukin
	Balikan
	Tuklasin
	Suriin
	Pagyamanin
	Isaisip
	Isagawa
	Tayahin
	Karagdagang Gawain
	Susi sa Pagwawasto

Modules in English	
	What I Need to Know
	What I Know
	What's In
	What's New
	What is It
	What's More
	What I Have Learned
	What I Can Do
	Assessment
	Additional Activities
	Answer Key

Icons for Grades 7 to 12

Modules in Filipino	
	Alamin
	Subukin
	Balikan
	Tuklasin
	Suriin
	Pagyamanin
	Isaisip
	Isagawa
	Tayahin
	Karagdagang Gawain
	Susi sa Pagwawasto

Modules in English	
	What I Need to Know
	What I Know
	What's In
	What's New
	What is It
	What's More
	What I Have Learned
	What I Can Do
	Assessment
	Additional Activities
	Answer Key

References

Use *Chicago Manual of Style*

Book:

Surname, First Name. Year. *Title*. Place: Publisher.

Examples:

Juan, Dela Cruz, and Reyes Maria. 2020. *English Language Essentials*. Greid City: ABC Publishing House.

Dimagiba, Lorie. 2017. *Exploring Science*. Kordo City: XYZ Printing Firm.

Website:

Surname, First Name. Year. *Title* . URL. Date Accessed

Miran, Rudy. 2015. "*Math for Mind*". https://www.learnmath.com/safd?B_wfeg=jjhdaw2asv+Sawggbsa. July 01, 2020

Back Outside Cover Page

Entry	Font Type	Font Size	Other Details
Feedback Note	Arial	12-pt	Position: at the bottom centerpart of the back cover Box size: 5.67" x 2.12" with rounded corners Box Border: 1.5 pt Background Color: White Font Color: Black
Logo & Name of Donor (In case funds for printing are donated by an NGO or LGU)			Position: Bottom left part of the back cover below the feedback note

Sample:

For inquiries or feedback, please write or call:

Department of Education – Region III, Schools Division Office of Nueva Ecija

Brgy. Rizal, Sta. Rosa, Nueva Ecija

Telefax: (044) 940-3121

Email Address: nueva.ecija@deped.gov.ph

E. GENERAL AND TECHNICAL SPECIFICATIONS OF LEARNING ACTIVITY SHEETS (LAS)

Learning Activity Sheet (LAS) is a teacher-developed material used to reinforce the teaching-learning process and intends to help a learner/student become proficient. It is locally made by teachers to meet the specific learning resources needed.

Elements of Learning Activity Sheets *(Suggested)*

- I. Paunang Bahagi / Preliminaries**
Mga Gawaing Pampagkatuto/Learning Activity Sheet
Asignatura /Learning Area
Unang Markahan, Ika-1 na Linggo / Quarter 1, Week 1
Pangalan/Name: _____ Petsa/Date: _____
Baitang at Pangkat/Grade Level and Section: _____
Pamagat/Title

- II. Kasanayang Pampagkatuto / Learning Competency**
- III. Layunin / Objective**
- IV. Panimula / Key Concepts**
- V. Mga Gawain / Activities**
(3 to 5 activities)
Rubrik sa pagpupuntos /Rubrics

- VI. Pangwakas/Pampinid na Gawain / Reflection**
Haimbawa:
Pagpapahalagang Pangkaisipan: Paano nakatutulong ang pag-aaral ng panitikan sa internasyonal na pakikipag-ugnayan?
- VII. Mga Sanggunian / References**
- VIII. Susi sa Pagwawasto / Answer Key**

- IX. Inihanda ni / Prepared by**
(Name, Position, School, District)

TECHNICAL SPECIFICATIONS OF LEARNING ACTIVITY SHEETS (LAS)

1. Page Set up

Paper Size	Orientation	Margin	Paper Quality	Color
8.27" x 11.69" (A4)	Portrait	1 inch all sides	70 GSM or higher	CMYK Full Cover

2. Cover Page

2.1. Front Outside Cover

- Background color of Learning Activity Sheets shall be white.
- Color of the Grade Level Identifier for Learning Activity Sheets shall be as follows:






Learning Area	Color	C	M	Y	K
English	light blue 	70	15	0	0
Filipino	dark blue 	100	85	35	25
Science	orange 	0	75	100	0
Mathematics	green 	80	5	85	0
Araling Panlipunan	red 	0	100	100	0
Edukasyon sa Pagpapakatao	brown 	40	65	90	35
Music and Arts	canary yellow 	5	0	90	0
Physical Education and Health	canary yellow 	5	0	90	0
Mother Tongue-Based Multilingual Education	white 	0	0	0	0
Edukasyong Pantahanan at Pangkabuhayan/Technology and Livelihood Education	violet 	70	70	0	0
Kindergarten	pink 	0	70	0	0
Senior High School	black 	75	68	67	90

Figure 2.

- Black or white shall be used as the color of the text inside the Grade Level Identifier depending on the background color applied in the box.

2.2. Front Outside Cover Page

Entry	Font Type	Font Size	Other Details
Violator: <ul style="list-style-type: none"> • PAG-AARI NG PAMAHALAAN / GOVERNMENT PROPERTY • HINDI IPINAGBIBILI / NOT FOR SALE 	Arial, boldface Arial, boldface	8 pt 11 pt	Position: rotated at the top left-hand corner Box Size: 3" x 0.5 Box Border: 2pt Line Spacing: 1.0 Text Position: Centered
Heading <ul style="list-style-type: none"> • Republic of the Philippines • Department of Education • Region III • SCHOOLS DIVISION OF NUEVA ECIJA (boldface) 	Century Gothic, boldface	16 pt	Position: Top Center
SDONE Logo	NA	NA	Position: Top Left Size: 0.75" – 1"
SDONE LRMDs Logo	NA	NA	Position: Top Right Size: 0.75" – 1"

Grade Level Identifier for K to 12: K for Kindergarten Hindu Arabic for 1-12	Arial, boldface	40 pt	Position: top right-hand corner Box Size: 1" x 1" with rounded corners Box Border: 2 pt Background color: Varies depending on learning area (Refer to Figure 2) Font Color: Black or White depending on the background color used in the box
Learning Area/Subject K to 3 Grades 4 to 12	Alfabeto Bookman Old Style	35 to 45 pt	Position: aligned at the center top part of the cover below the Heading
Quarter Number and Week Number K to 3 Grades 4 to 12	Alfabeto Bookman Old Style (boldface)	35 to 45 pt	Position: centered
Title K to 3 Grades 4 to 12	Alfabeto Bookman Old Style (boldface)	26 pt	Position: centered
Code K to 3 Grades 4 to 12	Alfabeto Bookman Old Style (boldface)	20 pt	Position: centered
Cover art/photo	Freelance discretion of the Development Team (Writer, Illustrator & Layout Artist)		Position: Center of the cover page
Resource Identifier: LEARNING ACTIVITY SHEET	Century Gothic, boldface	30 pt	Position: after the cover art Centered

Grade Level Identifiers

English



Filipino



Science



Math



Aral. Pan



EsP



MAPEH



MTB-MLE



TLE



Kinder





SHS



Sample:

PAGMAMAY-ARI NG PAMALAAN
HINDI IPINAG BIBILJ

4

 Republic of the Philippines
Department of Education
Region III

SCHOOLS DIVISION OFFICE OF NUEVA ECija

Mathematics

Quarter # - Week #:

Title

Code

Cover Art

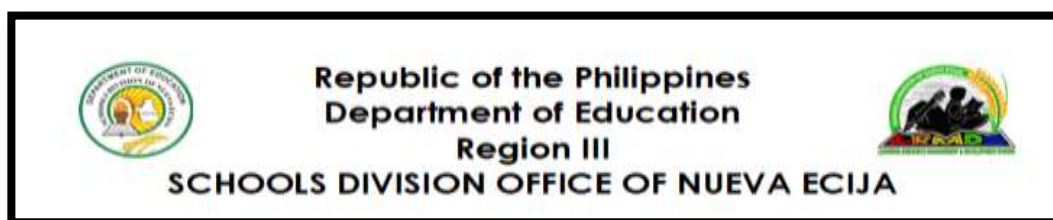
LEARNING ACTIVITY SHEET

3. Body Text Specifications

3.1. Heading

Entry	Font Type	Font Size	Other Details
Heading <ul style="list-style-type: none"> • Republic of the Philippines • Department of Education • Region III • SCHOOLS DIVISION OF NUEVA ECIJA (boldface) 	Century Gothic, boldface	16 pt	Position: Top Center
SDONE Logo	NA	NA	Position: Top Left Size: 0.75” – 1”
SDONE LRMSD Logo	NA	NA	Position: Top Right Size: 0.75” – 1”

Sample:



3.2. Font Type, Font Size, Illustrations

Grade Level	Recommended Font-Family	Font Size (Body Text)	Art-to-Text Ratio
K to Grade 1	Alfabeto (body text flushed left/ragged right to avoid hyphenations)	Text 16 pt Heads 20 to 30 pt Sub Heads 16 to 18 pt	65% : 35%
Grade 2		Text 16 pt Heads 20 to 30 pt Sub Heads 16 to 18 pt	60% : 40%
Grade 3		Text 14 pt Heads 18 to 28 pt Sub Heads 14 to 16 pt	50% : 50%
Grade 4	Bookman Old Style <i>(body text Justified)</i>	Text 14 pt Heads 18 to 28 pt Sub Heads 14 to 16 pt	40% : 60%
Grades 5 to 12	Bookman Old Style <i>(body text Justified)</i>	Text 11 to 12 pt Heads 15 to 24 pt Sub Heads 11 to 13 pt	30% : 70%

F. GENERAL SPECIFICATIONS OF WORKBOOKS

Elements of Workbooks

1. Front Outside Cover Page
2. Copyright Page
3. Preface
4. Acknowledgment
5. Table of Contents
6. Background Information
7. Lesson Plan
8. Lesson Number with at least 3 Activities per Lesson
9. Summary
10. References
11. Answer Key (must be written upside down)
12. Back Outside Cover Page

TECHNICAL SPECIFICATIONS OF WORKBOOKS











1. Page Set up

Paper Size	Orientation	Margin	Paper Quality	Color
8.27" x 11.69" (A4)	Portrait	1 inch all sides	70 GSM or higher	CMYK Full Color

2. Cover Page

2.1. Front Outside Cover

- Background Color of Grade Level Identifier shall be White.
- Background color of Workbooks Per Learning Area shall be as follows:

Learning Area	Background Color	C	M	Y	K
English	light blue 	70	15	0	0
Filipino	dark blue 	100	85	35	25
Science	orange 	0	75	100	0
Mathematics	green 	80	5	85	0
Araling Panlipunan	red 	0	100	100	0
Edukasyon sa Pagpapakatao	brown 	40	65	90	35
Music and Arts	canary yellow 	5	0	90	0
Physical Education and Health	canary yellow 	5	0	90	0
Mother Tongue-Based Multilingual Education	white 	0	0	0	0
Edukasyong Pantahanan at Pangkabuhayan/Technology and Livelihood Education	violet 	70	70	0	0



Kindergarten	pink 	0	70	0	0
Senior High School	black 	75	68	67	90

Figure 2.

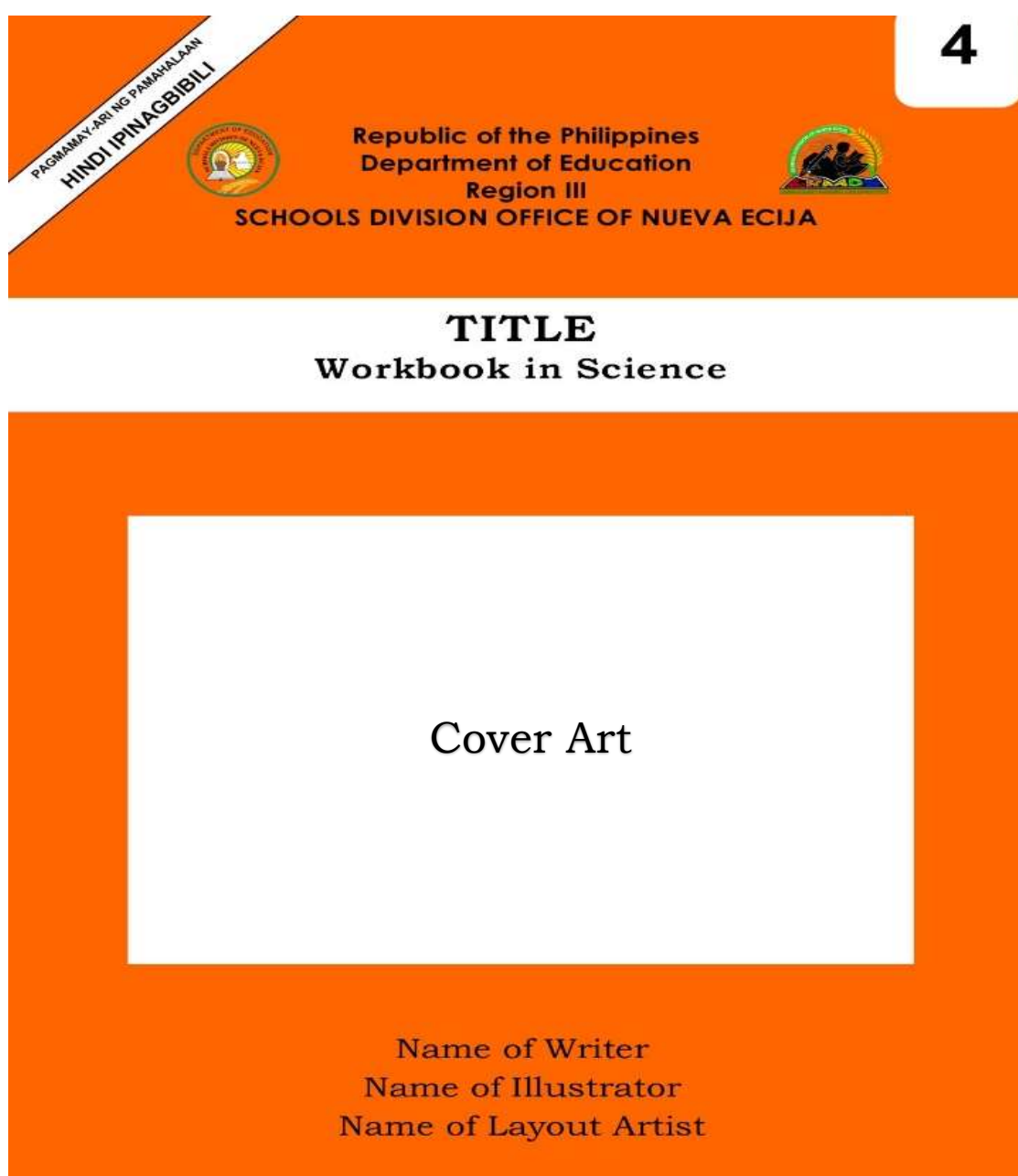
- Black or white shall be used as the color of the text inside the Grade Level Identifier depending on the background color applied in the box.

2.2. Front Outside Cover Page

Entry	Font Type	Font Size	Other Details
Violator: <ul style="list-style-type: none"> • PAG-AARI NG PAMAHALAAN / GOVERNMENT PROPERTY • HINDI IPINAGBIBILI / NOT FOR SALE 	Arial, boldface Arial, boldface	8 pt 11 pt	Position: rotated at the top left-hand corner Box Size: 3" x 0.5 Box Border: 2pt Line Spacing: 1.0 Text Position: Centered
Heading <ul style="list-style-type: none"> • Republic of the Philippines • Department of Education • Region III • SCHOOLS DIVISION OF NUEVA ECIJA (All Capital letters) 	Century Gothic, boldface	16 pt	Position: Top Center
SDONE Logo	NA	NA	Position: Top Left Size: 0.75" – 1"
SDONE LRMSD Logo	NA	NA	Position: Top Right Size: 0.75" – 1"
Grade Level Identifier for K to 12: K for Kindergarten Hindu Arabic for 1-12	Arial, boldface	40 pt	Position: top right-hand corner Box Size: 1" x 1" with rounded corners Box Border: 2 pt Background color: Varies depending on learning area (Refer to Figure 2) Font Color: Black or White depending on the background color used in the box
TITLE (All Capital Letters) K to 3 Grades 4 to 12	Alfabeto Bookman Old Style (boldface)	28 to 30 pt	Position: centered
Workbook in Science (Subject) K to 3 Grades 4 to 12	Alfabeto Bookman Old Style (boldface)	26 pt	Position: centered

Cover art/photo	Freelance discretion of the Development Team (Writer, Illustrator & layout Artist)		Position: Center of the Cover Page Size: 4.6 x 6.42 Box Border: 8 pt
Name of Writer Name of Illustrator Name of Layout Artist K to 3 Grades 4 to 12	Alfabeto Bookman Old Style (boldface)	14 pt	Position: bottom

Sample:



Sample Copyright Page

**Science – Grade 4
Workbook
Title
First Edition, 2021**

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this workbook are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education, SDO Nueva Ecija
Schools Division Superintendent: Jessie D. Ferrer, CESO V
Assistant Schools Division Superintendents: Mina Gracia L. Acosta, PhD, CESO VI
Ronilo E. Hilario

Development Team

Writer: Name

Content Editor: Name

Language Editor: Name

Reviewer: Name

Illustrator: Name

Layout Artist: Name

Layout Evaluator: Name

Management Team:

Jayne M. Garcia, EdD
EPS – Learning Area
Beverly T. Mangulabnan, PhD
Eleanor A. Manibog, PhD

Printed in the Philippines by Department of Education – Region III – Schools Division Office of Nueva Ecija

Office Address: Brgy. Rizal, Sta. Rosa, Nueva Ecija
Telefax: (044) 940-3121
E-mail Address: nueva.ecija@deped.gov.ph

3. Font Style, Font Size, Illustration

Grade Level	Recommended Font-Family	Font Size (Body Text)	Art-to-Text Ratio
K to Grade 1	Alfabeto (body text flushed left/ragged right to avoid hyphenations)	Text 16 pt Heads 20 to 30 pt Sub Heads 16 to 18 pt	65% : 35%
Grade 2		Text 16 pt Heads 20 to 30 pt Sub Heads 16 to 18 pt	60% : 40%
Grade 3		Text 14 pt Heads 18 to 28 pt Sub Heads 14 to 16 pt	50% : 50%
Grade 4	Bookman Old Style <i>(body text Justified)</i>	Text 14 pt Heads 18 to 28 pt Sub Heads 14 to 16 pt	40% : 60%
Grades 5 to 12	Bookman Old Style <i>(body text Justified)</i>	Text 11 to 12 pt Heads 15 to 24 pt Sub Heads 11 to 13 pt	30% : 70%

4. Acknowledgment (The word “Acknowledgment” will not be placed)

Entry	Font Type	Font Size	Other Details
Schools Division Office of Nueva Ecija	Century Gothic, boldface, Capitalized	14 pt	Centered
Name	Century Gothic, boldface, Capitalized	14 pt	Centered
Designation	Century Gothic, regular	14 pt	Centered

Sample:

SCHOOLS DIVISION OFFICE OF NUEVA ECIJA

JESSIE D. FERRER, CESO V

Schools Division Superintendent

MINA GRACIA L. ACOSTA, PhD, CESO VI

Assistant Schools Division Superintendent

RONILO E. HILARIO

Assistant Schools Division Superintendent

JAYNE M. GARCIA, EdD

Chief, Curriculum Implementation Division

BEVERLY T. MANGULABNAN, PhD

Education Program Supervisor - LRMDS

NAME

Education Program Supervisor - Learning Area

NAME

Writer

NAME

Illustrator

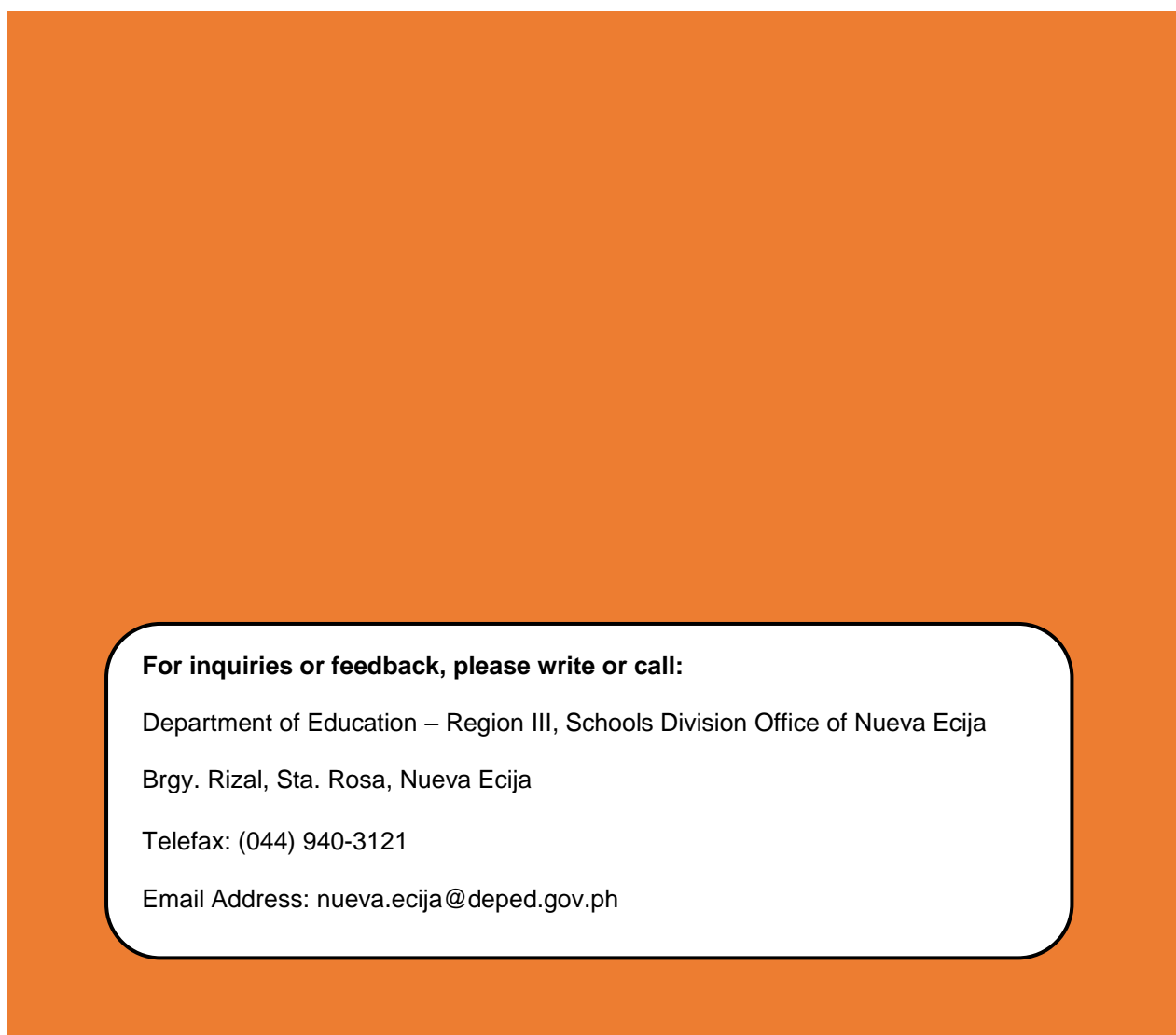
NAME

Layout Artist

Back Outside Cover Page

Entry	Font Type	Font Size	Other Details
Feedback Note	Arial	12-pt	Position: at the bottom centerpart of the back cover Box size: 5.67" x 2.12" with rounded corners Box Border: 1.5 pt Background Color: White Font Color: Black
Logo & Name of Donor (In case funds for printing are donated by an NGO or LGU)			Position: Bottom left part of the back cover below the feedback note

Sample:



G. GENERAL SPECIFICATIONS OF STRATEGIC INTERVENTION MATERIALS (SIMs)

Strategic Intervention Material (SIM) is a teaching aid introduced into the teaching method which meant to re-teach the concepts and skills (least mastered).

It is a material given to students to help them master competency – based skills which they were not able to develop during a regular classroom teaching. It consists of both learning strategies (for students) and content enhancement (for teachers).

Elements of SIM

Page Design and Layout

1. Front Outside Cover Page
2. Guide Card
3. Activity Card
4. Assessment Card
5. Enrichment Card
6. Reference and Answer Card
7. Acknowledgment
8. Back Outside Cover Page

➤ **Guide Card**

- gives an overview of the lesson;
- presents the focus skills;
- engages the learners' interest, and
- leads the learners toward the performance tasks

➤ **Activity Card**

- defines the task that the learner should undertake in order to develop a skill as it is competency-oriented.
- provides enough practice for the learner so that he can perform the skill automatically.
- translates the focus skills into at least 3 activities
- Activities should:
 - be organized (properly sequenced)
 - have clear directions
 - provide examples
 - be completed in pairs, in small groups, or independently
 - leads to discoveries
 - challenging
 - be localized and contextualized.
- provides transition statements that recognize students' accomplishments.
- provides questions that:
 - guide the development of concepts/focus skill.
 - elicit the message or meaning that a student can take away from an activity/experience.
 - elicit an explanation, not one-word answers.
 - establish the relationship between the topic/lesson and what students already know or are familiar to them.
 - develop the skills in the three domains.

➤ **Assessment Card**

- helps the learner measure his/her level of mastery upon completion of the task(s).
- provides exercises, drills or activities that allow students to:
 - assess their understanding of what they have learned and correct errors when appropriate.
 - monitor their learning and use feedback about their progress.
- formulated in standard test formats to give students practice in test-taking techniques
 - gives clear directions
 - provides answer key

Key Checkpoints:

- ensure alignment of activities with the task/objectives;
- keep the activities short and simple;
- provide a variety of activities to cater to the diverse learning styles
- provide a number of activities (at least three per task) so that the learner can have enough practice in developing the skill.

➤ **Enrichment Card**

- provides opportunity to apply learned concept into a new context.
- provides activities that reinforce the content of the lesson
- provides opportunities for students to:
 - apply what they have learned to other subject areas or in new contexts.
 - work independently or in groups to explore answers to their own questions.

➤ **Reference Card**

- provides additional content to the coverage in the textbook.
- Provides list of resources that the learner may refer to for further reading.

TECHNICAL SPECIFICATIONS OF STRATEGIC INTERVENTION MATERIALS (SIMs)

Page Design and Layout

- **Paper Size** – A4 size (preferably, 200 GSM)
- **Orientation** – Portrait
- **File Format** – MS Word or Publisher
- **Margin:**
 - **Front Page** – ½ inch (all sides)
 - **Content** – Left margin – 1 inch
½ inch (top, bottom, right)
- **Number of words** – No limit number of words per page
- **Number of Pages** – minimum of 16
– maximum of 28

Digital File Management

.doc and .pdf

1. Front Outside Cover Page

Entry	Font Type	Font Size	Other Details
Violator: <ul style="list-style-type: none"> • PAG-AARI NG PAMAHALAAN • HINDI IPINAGBIBILI 	Arial, boldface Arial, boldface	8 pt 11 pt	Position: rotated at the top left-hand corner Box Size: 3" x 0.5 Box Border: 2pt Line Spacing: 1.0 Text Position: Centered
Heading <ul style="list-style-type: none"> • Republic of the Philippines • Department of Education • Region III • SCHOOLS DIVISION OF NUEVA ECIJA (All Capital Letters) 	Century Gothic, boldface,	12 pt	Position: Top Center
SDONE Logo	NA	NA	Position: Top Left Size: 0.75"
SDONE LRMSD Logo	NA	NA	Position: Top Right Size: 0.75"
Resource Identifier: STRATEGIC INTERVENTION MATERIAL	Century Gothic (boldface) (Capitalized)	26 pt	Position: after the Heading
Title Kindergarten to Grade 12	Freelance (discretion of the Writer, Illustrator & Layout artist)	Freelance (discretion of the Writer, Illustrator & Layout artist)	Position: aligned at the center top part of the cover below the Heading.
Cover art/photo	Freelance discretion of the Development Team (Writer, Illustrator & layout Artist)		Full spread
Name of Author, Illustrator, and Layout Artist First Name, Middle Initial, Last Name	Century Gothic (boldface)	14 pt	Position: bottom right or left hand corner

- ❖ **Guide Card**
- ❖ **Activity Card**
- ❖ **Assessment Card**
- ❖ **Enrichment Card**
- ❖ **Reference and Answer Card**

2. Font Style and Font Size

- **Titles and subtitles** – free-lance (discretion of the author)
- **Content**, which includes directions, examples, and discussions:
 - **Font Style: Century Gothic**, use **Arial** for “?”
 - **Font Size: 14 or 16**

3. Acknowledgment (The word “Acknowledgment” will not be placed)

Entry	Font Type	Font Size	Other Details
SCHOOLS DIVISION OFFICE OF NUEVA ECIJA	Century Gothic, boldface, Capitalized	14 pt	Centered
NAME	Century Gothic, boldface, Capitalized	14 pt	Centered
Designation	Century Gothic, regular	14 pt	Centered

Sample:

SCHOOLS DIVISION OFFICE OF NUEVA ECIJA
JESSIE D. FERRER, CESO V Schools Division Superintendent
MINA GRACIA L. ACOSTA, PhD, CESO VI Assistant Schools Division Superintendent
RONILO E. HILARIO Assistant Schools Division Superintendent
JAYNE M. GARCIA, EdD Chief, Curriculum Implementation Division
BEVERLY T. MANGULABNAN, PhD Education Program Supervisor - LRMS
NAME Education Program Supervisor - Learning Area
NAME Writer
NAME Illustrator
NAME Layout Artist

Back Outside Cover Page

Entry	Font Type	Font Size	Other Details
Feedback Note	Arial	12-pt	Position: at the bottom center part of the back cover Box size: 5.67" x 2.12" with rounded corners Box Border: 1.5 pt Background Color: White Font Color: Black
Background Color	discretion of the Development Team (Writer, Illustrator & layout Artist)		Full spread
Logo & Name of Donor (In case funds for printing are donated by an NGO or LGU)			Position: Bottom left part of the back cover below the feedback note

Sample:

For inquiries or feedback, please write or call:

Department of Education – Region III, Schools Division Office of Nueva Ecija

Brgy. Rizal, Sta. Rosa, Nueva Ecija

Telefax: (044) 940-3121

Email Address: nueva.ecija@deped.gov.ph

SOCIAL CONTENT GUIDELINES

Social content refers to themes or topics for which the DepEd prescribes certain guidelines whenever they 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 cover social content must avoid stereotypes and should help develop in learners desirable values such 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 socio-emotional, 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. Show 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 well-being 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.



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Department of Education
REGION III
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CERTIFICATION

To Whom It May Concern;

This is to certify that I/We recommend the approval of this _____ (*Type of Learning Resource*) entitled “ _____ ” (*Title of LR*) of _____ (*Name of Writer, Illustrator, Layout Artist*), _____ (*Position*) of _____ (*Name of School*), _____ (*Annex*), a Supplementary Learning Resource for possible use in public schools.

I/We further certify that this evaluation report and recommendation are our own and have been made without any undue influence from others.

Name of Principal

District LR Coordinator

Name of PSDS



Address: Brgy. Rizal, Santa Rosa, Nueva Ecija 3101
Telephone No.: (044) 940 3121
Email: nueva.ecija@deped.gov.ph
Facebook Page: DepEd SDO Nueva Ecija
Webpage: <https://site.google.com/deped.gov.ph/depednuevaecija/>



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METADATA

General	Technical	Educational	Rights	Comments
General				
Title				
Language				
Keywords				
Description				
Cataloguer				
File Name				
Primary Media				
Primary Storage				
Resource Location				
External Resource Identifier				
Publication Date				
Date Created				
Date Modified				
General	Technical	Educational	Rights	Comments
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General	Technical	Educational	Rights	Comments
Educational				
Material Type				
Education Type				
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Content/Topic				
Content Standards				
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Objectives				
Intended Users				
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Profile of Learning Resource Development Team

Type of SLRs (SLK/SIM/Storybooks): _____

Title: _____

Subject: _____ Grade Level: _____

Learning Competency Code/s: _____

Profile of Writer

Name of Writer	
Designation	
District	
School Name	
Contact Number	
E-mail address	
Name of School Head	
Name of District/School LR Coordinator	
Name of PSDS	

Profile of Illustrator

Name of Illustrator	
Designation	
District	
School Name	
Contact Number	
E-mail address	
Name of School Head	
Name of District/School LR Coordinator	
Name of PSDS	

Profile of Layout Artist

Name of Layout artist	
Designation	
District	
School Name	
Contact Number	
E-mail address	
Name of School Head	
Name of District/School LR Coordinator	
Name of PSDS	



Address: Brgy. Rizal, Santa Rosa, Nueva Ecija 3101

Telephone No.: (044) 940 3121

Email: nueva.ecija@deped.gov.ph

Facebook Page: DepEd SDO Nueva Ecija

Webpage: <https://sites.google.com/deped.gov.ph/depednuevaecija/>



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Address	
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*If the Model is under 18 years of age, a parent or legal guardian must also sign.

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