



Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OF PAMPANGA

September 11, 2023

DIVISION MEMORANDUM
No. **463**, s. 2023

DIVISION SCREENING FOR THE GAWAD TEODORA ALONSO 2023
(5th NATIONAL COMPETITION ON STORYBOOK WRITING)

To: Assistant Schools Division Superintendents
Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors
School Heads of Public Elementary and Secondary Schools
District LRMSD Coordinators
All Others Concerned

1. Pursuant to Regional Memorandum No. 453, s. 2023 titled, "*Regional Conduct of Gawad Teodora Alonso 2023 (5th National Competition on Storybook Writing)*," the Schools Division Office of Pampanga (SDO Pampanga), through the Learning Resources Management and Development Section (LRMDS), announces the conduct of the **Division Screening for the Gawad Teodora Alonso 2023 (5th National Competition on Storybook Writing)** in the following contest categories:

Categories	Qualifications	Medium/Basis	Deadline of Submission
Category 1: Storybooks for Young Readers, with three levels: Grades 4, 5, and 6	This category is open to all DepEd teaching and non-teaching personnel with permanent status and with no membership in any committee of the Competition.	Filipino, addressing one or a combination of the learning competency/ies for Grades 4, 5, and 6 from the MATATAG Curriculum	September 25, 2023
Category 2: Stories for Beginning Readers, with three levels: Grades 1, 2, and 3	This category is open to all full-time teachers in the private and non-DepEd schools teaching basic education with no teaching load at the college or undergraduate level, and with no membership in the Division or Regional	Filipino, addressing one or a combination of the learning competency/ies for Grades 1, 2, and 3 from the MATATAG Curriculum	September 25, 2023



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	Screening Committees.		
Category 3: Storybooks for Emergent Readers, dedicated for wordless storybooks for Kindergarten	This category is open to all DepEd teaching and non-teaching personnel with permanent status and with no membership in any committee of the Competition.	Filipino, addressing one or a combination of the learning competency/ies in Kindergarten from the MATATAG Curriculum	September 25, 2023
Category 4: Stories for Habit and Hobby Readers, with three levels: Grades 4, 5, and 6	This category is open to all permanent DepEd personnel of the Learning Resource Management Section (LRMS) with at least one year of experience in the official assignment.	Filipino, addressing one or a combination of the learning competency/ies in the Revised Curriculum for Grades 4, 5, and 6	Submission is through a pre-registration survey form to be filled out by interested and qualified participants bit.ly/GTA2023Category4Registration Registration with plot summary until September 22, 2023 Deadline for submission of final entries until October 13, 2023
Category 5: Stories for Young Readers, a new category intended to collect manuscripts for Key Stage 2 anchored on the DepEd MATATAG Agenda	This category is open to basic education leaders occupying third-level positions.	Filipino, addressing one or a combination of learning competency/ies in Key Stage 2 anchored on any component of the DepEd MATATAG Agenda	Submission is through a pre-registration survey form to be filled out by interested and qualified participants bit.ly/GTA2023Category5Registration Registration with plot summary until September 22, 2023 Deadline for submission of final entries until October 13, 2023



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<p>Category 6: Stories for Young Readers by Young Writers, a new category intended to involve the end-users themselves</p>	<p>This category is open to all learners from Grades 4 to 12 in any DepEd Basic Education School. Only the participants with consent from parents or legal guardian are allowed to participate.</p>	<p>Filipino, addressing one or a combination of learning competency/ies in the Revised Curriculum for Grades 4, 5, and 6</p>	<p>Submission is through a pre-registration survey form to be filled out by interested and qualified participants</p> <p>bit.ly/GTA2023Category6Registration</p> <p>Registration with plot summary until September 22, 2023</p> <p>Deadline for submission of final entries until October 13, 2023</p>
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- Public Schools District Supervisors (PSDSs), together with the District and Cluster LRMSD Coordinators are requested to plan and organize the District Level competition to search for the best outputs for the categories 1 to 3.
- For **Category 1**, this division shall adopt Option 1: Illustration by Illustrators chosen and managed by winning writers. Illustrators may illustrate up to two (2) entries, regardless of grade level. There shall only be one (1) illustrator per story. Only one (1) layout artist may be added as an auxiliary member of the development team.

The chosen illustrators and layout artists/graphic artists are DepEd teaching and non-teaching personnel with permanent status and with no membership in any committee of the Competition.

Each District and Cluster with entry/ies shall submit to the Division LRMSD a maximum of three storybooks, one for each grade level (Grades 4, 5, and 6).

For **Category 2**, interested participants may submit one (1) entry per grade level. Entries submitted for one (1) level may not be submitted in another grade level. Only one (1) writer is allowed in each story. There shall be no editor or auxiliary development team at this level of competition.

Each District and Cluster with entry/ies shall submit to the Division LRMSD a maximum of three manuscripts, one for each grade level (Grades 1, 2, and 3).

For **Category 3**, interested participants may submit only one (1) entry for this category. Only one (1) creator is allowed per storybook, serving as both the writer



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and illustrator of the same. There shall be no editor or auxiliary development team at this level of the Competition.

Each District and Cluster with entry/ies shall submit to the Division LRMDs the best wordless storybook for Kindergarten.

4. For the submission of entries to the Division LRMDs, only entries transmitted **on or before the above specified date** shall be accepted; official date and time stamp from the Records Unit shall be checked to validate compliance.
5. The Division TWC together with the Education Program Supervisor in Filipino, shall convene and select the best three (3) storybooks, manuscripts, and wordless storybooks per grade level.
6. The best three (3) winning storybooks in each grade level for Category 1, the best three (3) manuscripts for Category 2, and the best three (3) wordless storybooks for Category 3 shall be the official division entries to the regional level competition.
7. Certificate of Participation shall be given to all participating entries, while Certificate of Recognition shall be issued to the winners, compliant with the rules of the competition.
8. The learning competencies anchored on the MATATAG curriculum can be accessed at this link <https://tinyurl.com/yc4x35kt>.
9. Enclosed is the Regional Memorandum No. 453, s. 2023 which stipulates General Guidelines and Standards on the Gawad Teodora Alonso 2023 (5th National Competition on Storybook Writing).
10. Immediate dissemination of and strict compliance with this Memorandum is earnestly desired.

ROMEO M. ALIP PhD, CESO V
Schools Division Superintendent

[Signature]

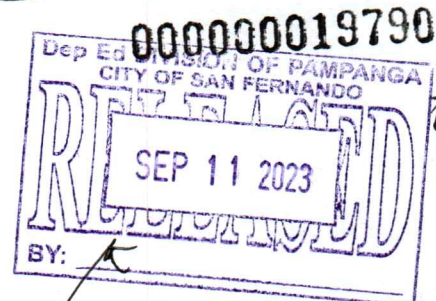
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Encl.: As stated

Reference: Regional Memorandum No. 453, s. 2023
DepEd Memorandum No. 078, s. 2022

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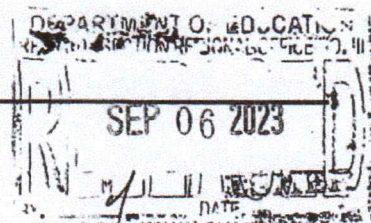


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
REGIONAL MEMORANDUM

No. 453, s. 2023

**REGIONAL CONDUCT OF THE GAWAD TEODORA ALONSO 2023
(5th NATIONAL COMPETITION ON STORYBOOK WRITING)**

To: Schools Division Superintendents
Division Learning Resource Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education, through the Bureau of Learning Resources, announces the Regional Conduct of the Gawad Teodora Alonso 2023 (5th National Competition on Storybook Writing).
2. The Draft Guidelines and Mechanics, required documents, and essential standards are enclosed.
3. For more information, please contact Dr. Ma. Editha R. Caparas, Education Program Supervisor, Learning Resource Management Section through email at maeditha.caparas@deped.gov.ph.
4. Immediate dissemination of this Memorandum is desired.


MAY B. ECLAR, PhD, CESO III
Regional Director

Encl.: As stated
Reference: DM 90, s.2022
To be indicated in the Perpetual Index
under the following subjects:

Curriculum Learners Schools

clmd4
September 5, 2023



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Enclosure to Regional Memorandum No. _____, s. 2023

**GENERAL GUIDELINES AND STANDARDS OF THE GAWAD TEODORA ALONSO
2023 (5TH NATIONAL COMPETITION ON STORYBOOK WRITING)**

I. RATIONALE

After the successful harvest of the 4th National Competition on Storybook Writing (NCSW), with a total of 53 storybooks and 29 manuscripts, from a total official submission of 407 stories screened from thousands of entries nationwide, the Department of Education (DepEd), through the Bureau of Learning Resources (BLR), is launching the 5th edition of the NCSW, redesigned as **Gawad Teodora Alonso (GTA) 2023**.

The GTA 2023 is a harvesting program that supports reading programs in the different governance levels of the Department. With the launching of the National Reading Program (NRP), the contents to be harvested can be utilized in all capacities to fit the different components of Reading, Numeracy, and Science, Technology, Engineering, and Mathematics (STEM) and other such related curricular and co-curricular programs in Key Stages 1 and 2 of the Basic Education Curriculum. Stories to be submitted in GTA 2023 are expected to be anchored on the different learning areas of the revised curriculum of Kindergarten to Grade 10. In support of the DepEd's MATATAG Agenda, the GTA 2023 also includes categories dedicated to the lasting effect of the components of this initiative.

The First Volume of the National Competition on Storybook Writing (NCSW), comprising the first in 2017, second in 2018, and third in 2019 editions, was able to collect 492 storybooks addressing the learning competencies of Kindergarten to Grade 3 levels. Finalized storybooks were made available through the DepEd Learning Resources Portal (lrmds.deped.gov.ph) and were transformed into storytelling videos, audiobooks, animations, and multimedia for various programs promoting the love of reading.

As the next step, the Second Volume of the NCSW, which is now called the GTA 2023, aims to address the need for engaging stories appropriate for visual readers through wordless storybooks for Kindergarten; stories for beginning readers of Grades 1, 2, and 3; and illustrated storybooks for intermediate and hobby readers of Grades 4, 5, and 6.



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II. OBJECTIVES

The Gawad Teodora Alonso aims to:

1. appreciate the role of stories and illustrated storybooks as a tool in the development of reading and of learning curricular content standards;
2. harvest original stories that demonstrate learning competencies of the K to 12 basic education curriculum;
3. recognize the skills and talents of classroom teachers, non-teaching personnel, education leaders, and learners in the production of storybooks for basic education; and
4. contribute to the treasury of content materials for utilization as reading resources and transformation to engaging media.

III. STANDARDS AND SPECIFICATIONS

1. All works submitted in the Competition shall be unpublished and have not been entered in other competitions.
 2. All entries shall not reflect the names of the author, illustrator, layout artist, school, or any other identifiers.
 3. Stories must be original. Adaptation and unique retelling of local stories may be done with respect, and sensibility, and with consideration of indigenous and local traditions.
 4. Artworks and texts produced through artificial intelligence (AI) or similar system-generated concepts shall **not** be used in any part of the entries. This provision does not underscore the features of AI, however the novelty of this art concept needs further discussions in the art community and may be explored in future editions.
 5. Internet images and stock photos, as well as all other non-original art pieces, shall **not** be used.
 6. Stories must be written in Filipino. The choice of the Filipino language is limited to logistical considerations (e.g., judging), and shall **not** reflect any bias toward the said language. Furthermore, all harvested stories will be subjected to post-competition activities, which include, among others, the literary translation of stories and rendering to diglot or bilingual versions of these stories.
 7. Stories must be based on one or a combination of learning competencies in any learning area/s of the enhanced basic education curriculum.
 8. Stories shall contain the themes and motifs of tradition, culture, environment, art, and a basic understanding of local concepts. This set of themes and motifs supports the official tagline of #KuwentoNgBayanKo.
-



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9. Stories and illustrations shall adhere to the provisions of the DepEd Social Content Guidelines (see Mechanics and Templates).
10. There shall be **no** accompanying processing questions and supplementary activities in the story.
11. For styling and orthographic purposes, it is recommended to follow the latest version of the Ortograpiyang Pambansa published by the Komisyon sa Wikang Filipino. For other styling concerns not addressed by the said publication, it is recommended to follow the Chicago Manual of Style 17th Edition.
12. The following are the specifications for manuscript submission:
 - 12.1 The number of words for Grades 1, 2, and 3 must not exceed 2,000.
 - 12.2 The number of words for Grades 4, 5, and 6 must not exceed 5,000.
 - 12.3 All entries must be typed in a word processing service (e.g., MS Word) using any other serif typefaces in single space, size 12.
 - 12.4 There shall be no identification on submitted entries, other than the title and the story itself.
 - 12.5 Learning competencies covered shall be placed at the last part of the manuscript, written in italics, flushed right.
13. The following are the specifications for illustration and design:
 - 13.1 Page extent shall be any of the following: **20, 28, 36, or 44 pages**. The breakdown of the page extent follows 4 cover pages (front cover, inside front cover, inside back cover, back cover) and a varying number of pages divisible by 8.
 - 13.2 The Front Cover Page shall reflect the following information:
 - ✓ Title of the storybook, styled in headline case
 - ✓ Cover art
 - ✓ Provision for the logo of the Department of Education (upper right) and the Gawad Teodora Alonso golden seal (lower right)
 - 13.3 Front and Back matters include the following:
 - ✓ Provision for copyright page (inside front cover), which shall be left blank
 - ✓ Title page, containing stripped down version of the Cover Page and the list of learning competencies covered
 - ✓ Provision for author and illustration boxes (inside back cover), which shall be left blank



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- 13.4 The presentation of the story shall be by panel, utilizing either the whole-page style or the two-page-spread style.
- ✓ Option 1: For each panel sequence (two-page spread), text may be placed on one page and the illustration on the adjacent page to facilitate picture-aided reading.
 - ✓ Option 2: For each panel sequence (two-page spread), text and illustration may be placed together to facilitate a visually comprehensible story reading.
 - ✓ Option 3: For each panel (whole page), text and illustrations may be placed together to facilitate a visually comprehensible story reading.
- 13.5 All stories must start on a verso (left) page after the Title Page.
- 13.6 The Back Cover Page shall contain a short synopsis and/or a teaser to the story. The synopsis shall introduce the plot of the story without giving away the whole storyline.
14. The following are the specifications for wordless storybooks:
- 14.1 Page extent shall be any of the following: **20 or 28 pages**. The breakdown of the page extent follows 4 cover pages (front cover, inside front cover, inside back cover, back cover) and a varying number of pages divisible by 8.
 - 14.2 Only one (1) word is allowed for a wordless storybook, including in the count any label, symbol, grapheme, or fancy fonts placed in conspicuous spaces, items, and objects, and any other text necessary for the development of the story.
 - 14.3 The Back Cover Page shall contain a synopsis or a teaser of the story in illustration, with no text.
 - 14.4 All other standards and specifications in the Illustration (Item 13 of these Guidelines) shall be followed in the preparation of wordless storybooks.

IV. MECHANICS AND QUALIFICATIONS

1. Writing and illustration of stories shall be done **outside** of office hours.
2. There will be six categories in the Gawad Teodora Alonso 2023. Each category has its own set of mechanics, qualifications, and templates (See attached Mechanics and Templates for each category).
3. Category 1 is Storybooks for Young Readers, with three levels: Grades 4, 5, and 6.
4. Category 2 is Stories for Beginning Readers, with three



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- levels: Grades 1, 2, and 3.
5. Category 3 is Storybooks for Emergent Readers, dedicated for wordless storybooks for Kindergarten.
 6. Category 4 is Stories for Habit and Hobby Readers, with three levels: Grades 4, 5, and 6.
 7. Category 5 is Stories for Young Readers, a new category intended to collect manuscripts for Key Stage 2 anchored on the DepEd MATATAG Agenda. This is a non-competitive category for education leaders.
 8. Category 6 is Stories for Young Readers by Young Writers, a new category intended to involve the end-users themselves. This contest collects experiences of the learners in the form of children's short stories.

V. HONORARY AND SPECIAL AWARDS

1. Gawad Teodora Alonso
 - 1.1 The Gawad Teodora Alonso is awarded to three-time winning writers of the Second Volume in Category 1, the main category of the Competition. Teodora Alonso, the namesake of the award, was the mother and first teacher of Jose Rizal, inculcating in him values and learning through reading stories from the Bible and children's books.
 - 1.2 Winning writers of the Top 5 entries in Category 1, regardless of ranking, shall be given one point per winning storybook.
 - 1.3 The point system is cumulative across the Second Volume. The 4th National Competition on Storybook Writing, conducted in 2022, is the reckoning edition of the point system.
 - 1.4 Former winners of the Gawad Teodora Alonso are no longer eligible for this honorary award.
 - 1.5 Only the writers of the winning storybooks are eligible for the Gawad Teodora Alonso.
2. Gawad Fernando Amorsolo
 - 2.1 The Gawad Fernando Amorsolo is awarded to the three-time winning illustrators of the Second Volume in Categories 1 and 3. Fernando Amorsolo, the namesake of the award, was the first Filipino to be conferred as a National Artist of the Philippines for his significant contributions to the development of visual arts in the country.
 - 2.2 Winning illustrators of the Top 5 storybooks in Categories 1 and 3, regardless of ranking, shall be given one point per winning storybook.
 - 2.3 The point system is cumulative across the Second



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Volume.

- 2.4 Illustrators who also serve as writers of the winning storybooks will only be credited for their work as illustrators.
3. Readers' Choice
- 3.1 Readers' Choice Award will be given to one title per grade level in Categories 1 and 3.
- 3.2 The mechanics of this special award will be determined by the host region, in coordination with the National Technical Working Committee and as approved by the National Management Committee;
- 3.3 The writers and illustrators of the winning storybooks in this special category will not gain points for the Honorary Awards.

VI. TIMELINE OF ACTIVITIES

1. The following is the recommended timeline of activities:

	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6
	Storybooks for Young Readers	Stories for Beginning Readers	Storybooks for Emergent Readers	Stories for Habit and Hobby Readers	Stories for Young Readers	Stories for Young Readers by Young Writers
Judging at the Division Level	October 2 to 4, 2023	October 2 to 4, 2023	October 2 to 4, 2023			
Deadline of Submission to the Regional TWC	October 12, 2023	October 12, 2023	October 12, 2023			
Judging at the Regional Level	October 16-18, 2023	October 16-18, 2023	October 16 to 18, 2023			
Deadline of Submission	October 23, 2023	Registration with plot summary until September 22, 2023				



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ion to National TWC		Submission of final entries until October 13, 202
Judging at the National Level	October 30 to 31, 2023	
Awarding Ceremonies and Reading Exhibit	November 22 to 24, 2023	

2. The Regional TWC must convene all respective Division TWCs to prepare a local calendar of activities for their Competition.
3. Deadline of submission to the National TWC, set on **October 23, 2023**, and all other activities from thereon may not be subjected to rescheduling by the Regional and Division TWCs.

V. LOGISTICS

1. A logistical support to the Regional TWC amounting to P120, 000 shall be downloaded by the Bureau of Learning Resources to cover expenses incurred during the various activities related to the Competition, subject to usual accounting and auditing rules and regulations.
2. Additional budget for preparatory and related activities may be augmented by available local funds of the Regional Office and/ or the Schools Division Office subject to usual accounting and auditing rules of the government.
3. The National Recognition Rites and Reading Exhibit will be conducted after the Judging at the National Level to recognize the winning writers and illustrators of storybooks.
4. Winners of the Competition will be invited through a formal invitation letter addressed to their respective Regional Offices.
5. Winners will receive Certificates and Plaques of Recognition. Tokens and other incentives will be given subject to existing rules and regulations.

VI. COPYRIGHT

1. Copyright of the submitted entries shall be with the Department of Education. However, the final copy of these storybooks **may** be shared to the writers (for the text) and



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- illustrators (for the design) upon authorization by DepEd.
2. Utilization of the work in any manner, including, but not limited to physical and digital reproduction, derivation, and performance shall reflect attribution to the writer and/ or illustrator and the Department of Education.

VII. INCENTIVES

1. Cash prizes and other incentives for recognized stories are reflected on the attached Mechanics and Templates for each Category.
2. Such incentives are subject to the approved mechanics and accounting and auditing rules and regulations of the government.



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Date of Receipt:
Received by:

GAWAD TEODORA ALONSO 2023
5th National Competition on Storybook Writing

Category 3: Storybooks for Emergent Readers
OFFICIAL ENTRY FORM

I. PERSONAL INFORMATION

By filling out this form, you are hereby authorizing the Department of Education through the Bureau of Learning Resources to collect information as follows, guided by the Data Privacy Act of 2012. This process is required to operate and manage the conduct of the Gawad Teodora Alonso 2023 (5th National Competition on Storybook Writing).

NAME: _____
Age and Date of Birth: _____ Gender: _____ Civil Status: _____

II. CONTACT DETAILS

Mobile Number: _____
Landline (if applicable): _____
Address: _____
Email: _____

STORY SUBMITTED
Title _____

Name of School/Office: _____
Address of School/Office: _____
District and Division: _____
Position and/or Assigned Grade Level: _____
Designation (if applicable): _____

Name of Immediate Head: _____
Contact Number of School or Immediate Head: _____
Designation of Immediate Head: _____

III. ASSIGNMENT OF RIGHTS

I solemnly swear in my honor that the stories submitted are my original creations and are not copied and plagiarized from any existing learning and reading resources in any government, non-government, private, or commercial entities. I am fully aware of the consequences and penalties that may be imposed upon me should this material be proven plagiarized, copied, imitated, or infringing the copyright of existing authors under existing laws, rules, and regulations. I, therefore, affix my signature and that of my immediate head to attest to the accuracy and truthfulness of this Entry Form.

I declare that I have read and have accepted the rules of this competition. I hereby grant the Department of Education exclusive right to exercise copyright and other intellectual property rights, including storage, derivation, and distribution, provided that I be perpetually listed as the main creator of the Work, subject to concurrent rights upon authorization by DepEd.

Signed this ____ day of _____, 2023.

Printed Name and Signature of Writer
Date Signed: _____

Printed Name and Signature of Immediate Head
Date Signed: _____

Gawad Teodora Alonso 2023
5th National Competition on Storybook Writing

**MECHANICS AND QUALIFICATIONS FOR CATEGORY 4
STORIES FOR HABIT AND HOBBY READERS**

I. Description

This category is aimed at the production of stories for children addressing one or a combination of competencies in the Revised Curriculum for Grades 4, 5, and 6.

II. Qualifications

This category is open to all permanent DepEd personnel of the Learning Resource Management Section (LRMS) with at least one year of experience in the official assignment.

III. Mechanics

1. The National TWC shall create a pre-registration survey form to be filled out by interested and qualified participants.
2. The code generated through pre-registration shall be the only information to be used in the submission of entries. All other identifying marks shall be subject to disqualification of the entry submitted.
3. Interested participants may submit one entry per grade level.
4. Entries submitted for one level may not be submitted for another grade level.
5. Only one writer is allowed in each story. There shall be no editor or auxiliary development team in this category.
6. All submissions shall be through an online survey form (e.g., Google Form), to be announced by the Bureau of Learning Resources.
7. Members of the National TWC shall serve as members of the National SC but are only limited to conformance with competition mechanics, technical standards, the substantiality of learning competencies reflected and addressed, and overall literary value.
8. The National SC shall select the best five stories per grade level.
9. Only one story is considered the Best Children's Story per grade level, with all other four as ReadEx Picks.

IV. Prizes

The following are the cash prizes for Category 4:

	Writer
Best Story	P15,000
ReadEx Picks	P10,000

Gawad Teodora Alonso 2023
(5th National Competition on Storybook Writing)

**MECHANICS AND QUALIFICATIONS FOR CATEGORY 5
STORIES FOR YOUNG READERS**

I. Description

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

II. Qualifications

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

III. Mechanics

1. Interested participants may submit one entry for the category.
2. Only one writer is allowed in each story. There shall be **no** editor or auxiliary development team in this category.
3. All submissions shall be through an online survey form (e.g., Google Form), to be announced by the Bureau of Learning Resources.
4. The National Screening Committee (SC), composed of decorated children's book writers and literary experts and academics, shall determine an indefinite number of stories to be included in the final list.
5. All stories included in the final list shall be part of a special edition of the *Kaban ng mga Kuwento Ng Bayan Ko*, a series of children's story compilations.

Gawad Teodora Alonso 2023
(5th National Competition on Storybook Writing)

**MECHANICS AND QUALIFICATIONS FOR CATEGORY 6
STORIES FOR YOUNG READERS BY YOUNG WRITERS**

I. Description

This category is aimed at the production of stories for children addressing one or a combination of competencies in the Revised Curriculum for Grades 4, 5, and 6.

II. Qualifications

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

III. Mechanics

1. The National TWC shall create a pre-registration survey form to be filled out by interested and qualified participants.
2. The code generated through pre-registration shall be the only information to be used in the submission of entries. All other identifying marks shall be subject to disqualification of the entry submitted.
3. Interested participants may submit one entry per grade level.
4. Entries submitted for one level may not be submitted for another grade level.
5. Only one writer is allowed in each story. There shall be no editor or auxiliary development team in this category.
6. All submissions shall be through an online survey form (e.g., Google Form), to be announced by the BLR.
7. Members of the National TWC shall serve as members of the National SC but are only limited to conformance with competition mechanics, technical standards, the substantiality of learning competencies reflected and addressed, and overall literary value.
8. The National SC shall select the best five stories. An option to include runners-up may be considered, depending on the volume of submissions.

IV. Coaching

1. A writing coach is required in this category. Only one permanent teacher or non-teaching personnel within the same school as the learner's is permitted.
2. Coaching shall be limited to assistance to technicalities in the participation to the Gawad Teodora Alonso 2023 (e.g., filling out registration forms and entry forms, submission to the secretariat, and compliance to competition rules.)
3. Actions that contribute to the enhancement of the story, such as editing, revising, and directing, are not allowed. The full honor and ownership of the story shall be with the participating learner.

Gawad Teodora Alonso 2023
(5th National Competition on Storybook Writing)

CRITERIA FOR JUDGING

MANUSCRIPT SCREENING

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

MANUSCRIPT ILLUSTRATION AND WORDLESS STORYBOOK

Criteria	Factors	Percentage
Appropriateness of the Illustration	Purpose, intent, message	40%
Media/mode of Presentation	Use of appropriate media for the story	15%
Technique and Skill	Expertise, consistency, etc.	25%
Viewer Reception/Overall Design and Artistic Composition	Use of elements and principles of art	20%

STORYBOOK PACKAGE

Criteria	Factors	Percentage
Text	Concept/Premise Storytelling Style Plot and Pacing Characterization and/or Dialog Development of the Theme Development of Learning Competency Presentation Standards	50%
Art	Appropriateness of the Illustration Media/Mode of Presentation Technique and Skill Viewer Reception/Overall Design and Artistic Composition	50%

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GUIDELINES ON THE TREATMENT OF SOCIAL CONTENT

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

The Philippine Nation and Society

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

To achieve its purpose, the learning resources must:

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

Citizenship and Social Responsibility

Learning resources should reinforce one's belongingness and being a citizen of the Philippines, vested with rights, privileges, and duties/ responsibilities. As Filipino

citizens, the learners must be aware of their duties and responsibilities to be able to contribute to the achievement of national development. These shall:

1. Encourage participative and responsible citizenship.
2. Promote in learners, respect, and a positive attitude towards persons with disability by highlighting their potential and capabilities, not their limitations.
3. Foster attitudes of inclusivity, acceptance, understanding, and appreciation for diverse cultures, sectors, and groups in society.
4. Depict contributions of individuals and ethnic groups in the country, religious, and sectoral groups that promote the common good of the community and the larger society.
5. Avoid the depiction of physical, sexual, verbal, and mental abuse of adults and children as well as violent sports and entertainment.
6. Respect for Ownership (in relation to Intellectual Property Rights)
7. Uphold the confidentiality and privacy of all data and information as required under the Data Privacy Act of 2012 (Republic Act No. 10173).
8. Avoid commercialization, endorsements and accreditation of goods and services

Individuals and Social Identity

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

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

To promote individual and social identity, learning resources should:

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

Social Institutions

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

Family

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

Religious / Faith Groups

3. Use religious references, symbols, celebrations, and language free of biases.
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.
6. Show workers of various professions and public servants and their contribution to the development or growth of their communities or of the country.

Commercial Entities

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

Gender

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

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

Media, Technology, and Communication

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

The K to 12 Curriculum promotes the development of information and media literacy skills among 21st-century learners.

Therefore, the learning resources provided must be learning opportunities that leads them to:

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

Health, Nutrition, and Wellness

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

Therefore, K to 12 learning resources must be developed to:

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

Environment

The Earth is not simply a warehouse of resources to serve human needs but also an integrated, interdependent functioning system upon which all life forms depend for survival. Failure of one sub-system will affect other sub-systems, the ecology, and

other systems and would eventually threaten the subsistence of human beings and communities. It is necessary for everyone especially the learners to treat the natural environment with love and respect through learning resources that aim to:

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

Safety and Security

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

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

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COMMITTEES OF THE PROGRAM

	Management Committee	Technical Working Committee	Screening Committee
Terms of Reference	<ul style="list-style-type: none"> • Oversees the conduct of activities • Approves plans, calendar of activities, and other components of the Competition as recommended by the Secretariat • Resolves issues and concerns on the conduct of the Competition 	<ul style="list-style-type: none"> • Plans out programs, projects, and activities, and their calendar of implementation • Spearheads the conduct of the series of activities approved by the Management Committee • Upholds the integrity of the Competition by maintaining the confidentiality of records and exercising fairness in the treatment of entries and submissions 	<ul style="list-style-type: none"> • Selects the best manuscripts and/or storybooks submitted • Upholds the integrity of the Competition by maintaining the confidentiality of the judging process and results
Composition - National	Bureau of Learning Resources Atty. Ariz Delson Acay D. Cawilan, <i>Director IV</i> Edward C. Jimenez, <i>Director III</i> Besy C. Agamata, <i>Chief Education Program Specialist</i>	<ul style="list-style-type: none"> • BLR specialists • BCD specialists • BLD specialists • Recipients of Gawad Teodora Alonso as end-user representatives Chairperson: Jejomar C. Alda Co-chairperson: Marietta C. Publico Head, Category 1: Sharon B. Buti Head, Category 2: Meriam Lepasana Head, Category 3: Jason O. Villena Head, Special Categories: Ryan T. Lactaotao	Storybook experts and academicians; published and celebrated authors and illustrators; book collectors and enthusiasts IMPORTANT: All members of the Division and Regional Screening Committees shall not be invited as members of the National Screening Committee. Screening Committee for Categories 4 and 5 includes members of the National TWC
Composition - Regional	<ul style="list-style-type: none"> • RD • ARD • CLMD Chief 	<ul style="list-style-type: none"> • LRMS 	Required members: <ul style="list-style-type: none"> • Author and/or illustrator of storybook • Teacher of Key Stage 1 (for Manuscript and Wordless Categories) and Key Stage 2 (for Storybook Category) from a non-winning division • Reading specialist/s • Learning area specialist/s Optional members: (1) Non-DepEd academician specializing in reading (2) Enthusiast or collector of storybooks

<p>Composition - Division</p>	<ul style="list-style-type: none"> • SDS • ASDS • CID Chief 	<ul style="list-style-type: none"> • LRMS 	<p>Required members:</p> <ul style="list-style-type: none"> • Teacher of Key Stage 1 (for Manuscript and Wordless Categories) and Key Stage 2 (for Storybook Category) from a non-participating school or district • Reading specialist/s • Learning area specialist/s <p>Optional members:</p> <ul style="list-style-type: none"> • Author and/or illustrator of storybook • Non-DepEd academician specializing in reading enthusiast or collector of story books
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