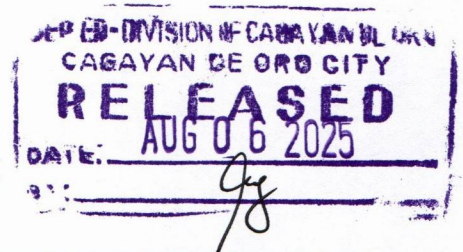




Republic of the Philippines
Department of Education
REGION X
DIVISION OF CAGAYAN DE ORO CITY



Office of the Schools Division Superintendent

04 Aug 2025

DIVISION MEMORANDUM
No. 647 s.2025

**IMPLEMENTING GUIDELINES FOR THE ACADEMIC RECOVERY AND
ACCESSIBLE LEARNING PROGRAM IN READING
FOR KEY STAGES 1 TO 3**

To: Assistant Schools Division Superintendent
Chiefs, CID & SGOD
Public Schools District Supervisors
Education Program Supervisors
Public Elementary and Secondary School Heads
All Teachers
This Division

1. Pursuant to DepEd Memorandum No. 64, s. 2025, titled "Implementing Guidelines for the Academic Recovery and Accessible Learning (ARAL) Program in Reading for Key Stage 1 to 3", this Office hereby directs all concerned to read, understand, and strictly adhere to the provisions outlined in the said Memorandum to ensure the efficient and effective implementation of the ARAL -Reading Program across all schools.
2. Enclosed is the Memorandum for reference and guidance.
3. In line with the Department's commitment to inclusive education, this Office upholds the Equal Opportunity Principle (EOP). As such, inclusive and fair treatment shall be afforded to all participants regardless of disability, sexual orientation, gender, age, religion, or ethnicity.
4. Immediate dissemination of this Memorandum and strict compliance is hereby enjoined.

ROY ANGELO E. GAZO
Schools Division Superintendent

Encl.: As stated
Reference: As stated
To be indicated in the Perpetual Index
under the following subjects:

ARAL PROGRAM READING

DM129-CID- PWT/ Implementing Guidelines for the Academic Recovery and Accessible Learning (ARAL) Program for Key Stage 1 to 3



Address: Fr. William F. Masterson Ave., Upper Balulang, Cagayan de Oro City
Telephone: (088) 855-0044, (088) 855-0047, (088) 328-2142
Email Address: cagayandeoro.city@deped.gov.ph
Website: <https://depedcdo.net/>

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Effectivity		Page	1 of 2



Republic of the Philippines
Department of Education

AUG 01 2025

DepEd MEMORANDUM
No. **064**, s. 2025

**IMPLEMENTING GUIDELINES FOR THE ACADEMIC RECOVERY AND ACCESSIBLE
LEARNING PROGRAM IN READING FOR KEY STAGES 1 TO 3**

To: Undersecretaries
Assistant Secretaries
Minister, Basic, Higher, and Technical Education, BARMM
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
Attached Agencies
All Others Concerned

1. The **Academic Recovery and Accessible Learning Program in Reading (ARAL-Reading)** aims to provide timely, responsive, and effective support to learners who fall below the expected reading proficiency levels, enabling them to catch up with the grade-level expectations set by the Department of Education (DepEd). This Memorandum operationalizes the implementation of the ARAL-Reading for key stages 1 to 3, in accordance with Republic Act (RA) No. 12028 (An Act Establishing an ARAL Program and Appropriating Funds Therefor), its Implementing Rules and Regulations, and DepEd Order (DO) No. 018, s. 2025 (Implementing Guidelines of the ARAL Program).

2. ARAL-Reading shall begin in the second quarter of school year (SY) 2025–2026. Schools that require more time to organize personnel and resources are directed to coordinate with the schools division office regarding the appropriate steps to take.

3. Specific guidelines for the implementation of ARAL-Reading per key stage are contained in the following enclosures of this Memorandum:

Enclosure No. 1: General Guidelines on the Implementation of the ARAL-Reading Program,

Enclosure No. 2: Implementing Guidelines for ARAL-Reading in Key Stage 1, and

Enclosure No. 3: Implementing Guidelines for ARAL-Reading in Key Stages 2 and 3.

4. For further inquiries, please contact the **Academic Recovery and Accessible Learning Program Secretariat**, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at aralprogram@deped.gov.ph.

5. Immediate dissemination of this Memorandum is desired.

By Authority of the Secretary:

ATTY. FATIMA LIPP D. PANONTONGAN
Undersecretary and Chief of Staff
Office of the Secretary and Procurement



Encls.:

As stated

Reference:

DepEd Order (No. 018, s. 2025)

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

BASIC EDUCATION
BUREAUS AND OFFICES
LEARNERS
PROGRAMS
PROJECTS
READING EDUCATION
SCHOOLS



**IMPLEMENTING GUIDELINES FOR THE ACADEMIC RECOVERY AND ACCESSIBLE
LEARNING PROGRAM IN READING FOR KEY STAGES 1 TO 3**

**(GENERAL GUIDELINES ON THE IMPLEMENTATION OF THE ARAL-READING
PROGRAM)**

1. These guidelines provide guidance on the implementation of ARAL-Reading for Key Stages 1 to 3.
2. Lessons learned from the implementation of the Bawat Bata Makababasa Program (BBMP) and the Literacy Remediation Program (LRP) [DO 10, s. 2025, 2025 Department of Education Summer Programs] shall be incorporated into ARAL-Reading.
3. ARAL-Reading addresses the urgent need to improve reading proficiency among Grades 1 to 10 learners by applying structured, learner-centered, and targeted instruction that is appropriate to a learner's reading ability rather than their age or grade level.

I. IMPLEMENTATION TIMELINE

4. ARAL-Reading (Program) shall be implemented in phases beginning School Year (SY) 2025-2026.
 - 4.1. For Grade 1, the Program shall start in the third quarter of SY 2025-2026, while for Grades 2 and 3, it shall start in the second quarter of SY 2025-2026.
 - 4.2. For Grades 4 to 10, the Program shall start in the second quarter of SY 2025-2026 or as soon as the school has met the readiness indicators for the Program, whichever is earlier.
5. Guidelines for the participation of learners under the Alternative Learning System (ALS) in ARAL-Reading shall be released in a separate issuance.

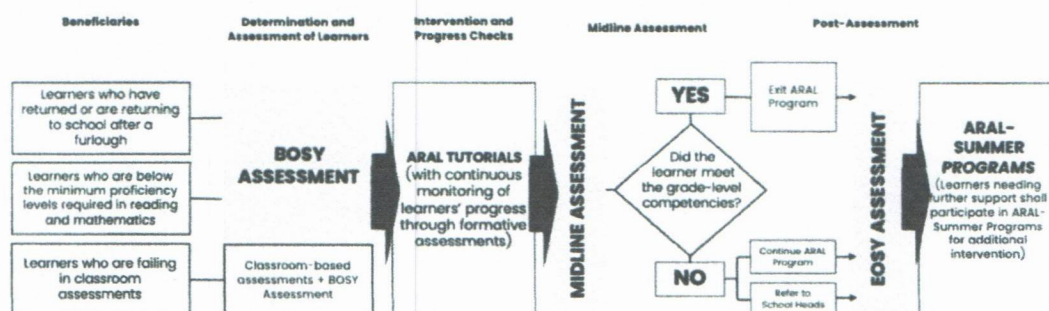
II. ALIGNMENT WITH OTHER PROGRAMS

5. ARAL-Reading may be effectively complemented by existing literacy intervention initiatives through shared use of assessment tools and teaching-learning materials, as well as coordinated implementation strategies.
6. Upon the approval of the Schools Division Office (SDO), schools may continue to implement existing intervention programs provided these programs demonstrate effectiveness and support the objectives of ARAL-Reading.

III. PROGRAM IMPLEMENTATION

7. For SY 2025–2026, ARAL-Reading shall prioritize Low and High Emerging learners in Key Stage 1 and learners in the Frustration level in Key Stages 2 and 3. However, schools with the needed personnel and other resources are encouraged to extend the program to Developing and Transitioning learners in Key Stage 1 and Instructional learners in Key Stages 2 and 3.
8. The ARAL Program Framework is shown in Figure 1:

Figure 1: ARAL Program Framework (DO 18, s. 2025)



9. The following activities shall be conducted in preparation for ARAL-Reading: Beginning of School Year (BOSY) assessments, ARAL School Readiness and Responsiveness Audit (ASRRA), profiling and grouping learners, recruiting, assigning, and training tutors, preparing teacher and class programs, orienting field implementers, tutors, parents, and learners, and vision and health-related screening.
10. Technical Working Groups (TWGs) shall be established at the regional and division levels to coordinate the implementation of ARAL-Reading in close coordination with the National TWG and Secretariat.

BOSY Assessment

11. BOSY assessments shall be administered to all learners within two (2) weeks up to one (1) month from the beginning of the school year.
12. The Comprehensive Rapid Literacy Assessment (CRLA) shall be administered in Grades 1 to 3, while the Philippine Informal Reading Inventory (Phil-IRI) shall be administered in Grades 4 to 10. The results, along with other available data on learners' reading levels, shall be used to identify those who will be included in ARAL-Reading.
13. Assessment may be done in phases, beginning with learners who demonstrate reading difficulties, to allow remediation measures to start right away.
14. Teachers shall administer the Multi-Factored Assessment Tool (MFAT) at the beginning of the school year to determine developmental conditions among learners, if any [DO 029, s. 2018, Policy on the Implementation of the Multi-Factored Assessment Tool]. Learners who manifest developmental or learning

challenges shall be referred to the school heads for necessary interventions (see Annex A, page 7 of this Enclosure).

Recruitment and Assignment of ARAL-Reading Tutors and Capacity-Building for Tutors and Field Implementers

15. The following may be engaged as ARAL-Reading tutors, as long as they meet the minimum qualifications stipulated in DO 18, s. 2025, Item 50:
 - 15.1. DepEd teachers, provided that they will not be the tutors of their learners;
 - 15.2. Pre-service teachers; and
 - 15.3. Other individuals who are qualified, experienced, competent, and of good character. Those with prior training in reading remediation or foundational literacy strategies are preferred.
16. ARAL-Reading tutors and field implementers shall be provided suitable training through the National Educators Academy of the Philippines (NEAP) [DO 18, s. 2025, Items 52, 53, and 54]. Please refer to the “Guidelines on the Budget Allocation and Fund Utilization for the Academic Recovery and Accessible Learning (ARAL) Program for SY 2025-2026” for further guidance on budget allocation and fund utilization for training activities.
17. The following shall also participate in the capacity-building activities: school heads, master teachers with expertise in literacy remediation, supervisors, and technical staff who will provide technical assistance to tutors.

Health Assessment of Learners

18. Schools shall ensure that vision screening and other health-related assessments are undertaken [DM No. 50, s. 2025, Learners’ Health Assessment and Screening for School Year 2025-2026].
19. DepEd shall establish partnerships that can facilitate vision screening, referrals, and corrective interventions.
20. Eyeglasses shall be provided to learners requiring corrective intervention upon the recommendation of optometrists and ophthalmologists.

ARAL School Readiness and Responsiveness Audit (ASRRA)

21. All schools are required to conduct an ARAL School Readiness and Responsiveness Audit (ASRRA) to ensure that they are fully prepared to implement ARAL-Reading [DM 56, s. 2025, Supplemental Guidelines on the Implementation of the ARAL School Readiness and Responsiveness Audit (ASRRA)].

22. The ASRRA covers five (5) key domains: (1) Learner Readiness; (2) Teacher Readiness; (3) School Environment Readiness; (4) Parent and Community Engagement Readiness; and (5) System Support and Governance Readiness. Conducting the ASRRA is essential to guarantee that schools are adequately supported in the implementation of ARAL-Reading.
23. Based on findings from the ASRRA, SDOs shall provide technical assistance to schools in the preparation for and continued implementation of ARAL-Reading.

IV. PROGRAM SUPPORT

24. Specific guidelines for ARAL-Reading per Key Stage are contained in the following enclosures:
 - 24.1. Enclosure 2: Implementing Guidelines for ARAL-Reading in Key Stage 1; and
 - 24.2. Enclosure 3: Implementing Guidelines for ARAL-Reading in Key Stages 2 and 3

Teaching and Learning Resources

25. Tutors and learners shall be provided with relevant materials. These materials shall be disseminated to schools and tutors prior to the start of the program. Please refer to the "Guidelines on the Budget Allocation and Fund Utilization for the Academic Recovery and Accessible Learning (ARAL) Program for SY 2025-2026" for guidance on budget allocation and fund utilization for teaching and learning resources.
26. Tutors may also utilize other materials that can support the development of learners' oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension, such as the following:
 - 26.1. Existing resources from the DepEd Learning Management System;
 - 26.2. Reading modules from the Early Language, Literacy, and Numeracy (ELLN) Program;
 - 26.3. Literacy Remediation Program (LRP) materials designed for Key Stage 1 learners;
 - 26.4. Instructional resources from the Revised K to 10 English Curriculum.
27. Schools are encouraged to set up dedicated reading areas in the classrooms to foster love for reading and promote independent and self-paced learning among the learners.

Conduct of Professional Development Activities

28. Schools shall take advantage of the Learning Action Cell (LAC) sessions to provide a platform for those involved in ARAL-Reading to reflect on the Program's implementation, share strategies and experiences, discuss challenges, and agree on necessary instructional adjustments.
29. Non-DepEd tutors are encouraged to participate in the LAC sessions and other professional development activities to ensure the effectiveness of teaching and learning processes.

Orientation of Parents, Guardians, and Learners

30. Prior to the start of ARAL-Reading, school heads shall organize orientation sessions for the learners' parents and guardians, as well as the learners themselves.
31. The orientation shall emphasize the goals of ARAL-Reading and the role of parents or guardians in supporting the learners.
32. The documentation of the orientation session for parents shall be submitted to the SDO by the School Head.
33. Schools shall provide continuous guidance to parents and guardians to help them support the learners and monitor their progress at home.

Partnership and Stakeholder Engagement

34. DepEd shall collaborate with Local Government Units (LGUs), the Department of Social Welfare and Development (DSWD), and other agencies to support the implementation of ARAL-Reading, particularly, in terms of engaging parents.

V. ROLES AND RESPONSIBILITIES

35. School Heads will lead the implementation of ARAL-Reading in close coordination with the Central Office ARAL TWG and Secretariat, as well as Regional and Division TWGs.

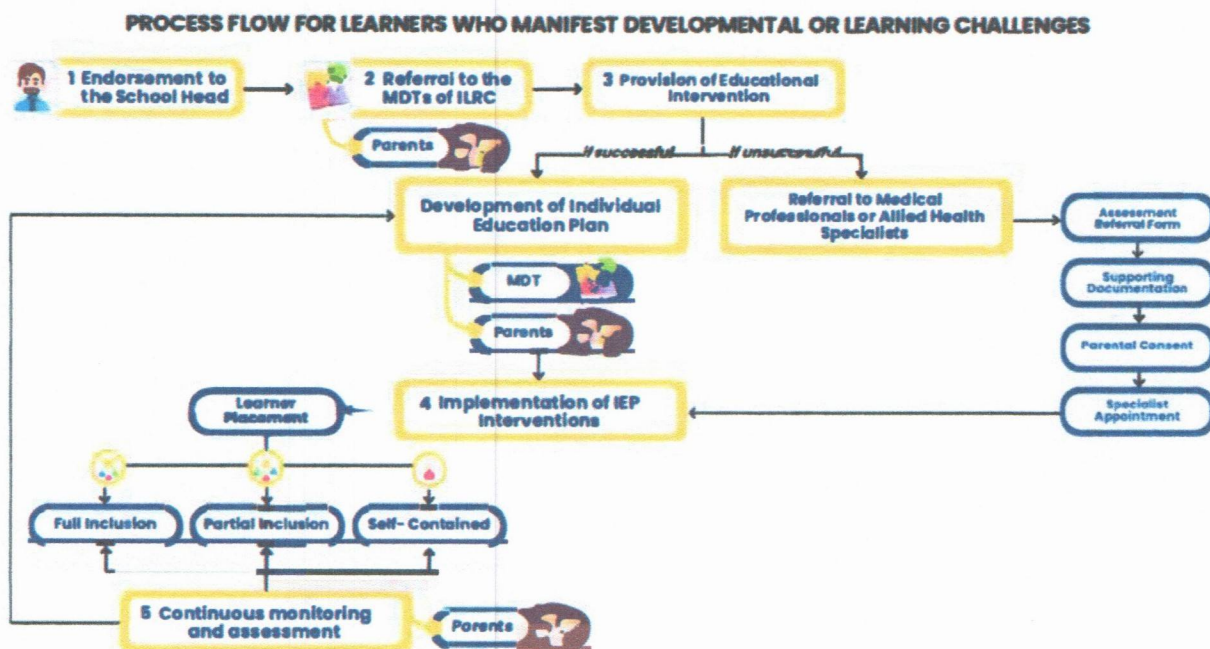
VI. MONITORING AND EVALUATION

36. The attendance of tutors and learners in the tutorial sessions shall be recorded daily at the school level.
37. Tutors and teachers shall jointly monitor the academic performance and socio-emotional needs of learners throughout their participation in ARAL-Reading.

38. A Monitoring and Evaluation System for ARAL-Reading shall be established. Guidelines will be released through a separate issuance.
39. An ARAL-Reading Dashboard shall be developed to help track learners' attendance and progress, as well as the outcomes of the Program. Guidelines shall be provided in a separate issuance.
40. Reflection sessions among tutors, classroom teachers, and reading coordinators shall be organized periodically to discuss successes and challenges encountered in the implementation of ARAL-Reading and recommend ways by which the Program can be strengthened.
41. After the EOSY assessment, School Heads are expected to submit the following reports to the SDO, for regional consolidation and national reporting within thirty (30) calendar days:
 - 41.1. Accomplishment report;
 - 41.2. Consolidated learner assessment data; and
 - 41.3. Insights and reflections from the LAC sessions.

ANNEX A

PROCESS FLOW FOR LEARNERS WHO MANIFEST DEVELOPMENTAL OR LEARNING CHALLENGES



1. Endorsement to the School Head of learner(s) who manifest developmental or learning challenges

- Based on assessment results or observed behavior and in collaboration with the learner's subject teacher and class adviser, ARAL Tutors shall identify learners who exhibit signs of developmental or learning challenges.
- A consolidated list of these learners must be submitted to the School Head for appropriate action.

2. Referral to the Multidisciplinary Team (MDT) of the Inclusive Learning Resource Center (ILRC)

- A learner who exhibits signs of developmental or learning challenges is referred to the Multidisciplinary Team (MDT) of the Inclusive Learning Resource Center (ILRC).
- The MDT, composed of professionals from various fields such as education, health, and allied health services, conducts an in-depth assessment of the learner's needs in close coordination with the child's parents or guardians. The MDT then designs appropriate interventions.
- Alternative support may be sought from local health units or partner institutions in situations where an ILRC is unavailable.

3. Provision of educational interventions

- a. The Special Needs Education (SNED) teacher immediately implements targeted support for the learner(s) concerned based on the intervention designed by the MDT.
- b. The MDT monitors a learner's response to the interventions through class observations, analysis of work outputs, and anecdotal evidence.
- c. A learner's progress is tracked through regular progress reports and conferences with the learner's teachers and parents or guardians.
 - i. An Individual Education Plan (IEP) is prepared for a learner who responds positively to the interventions. The IEP should guide modifications in teaching strategies, use of assistive tools, or the provision of additional support services.

A learner who does not respond positively to the interventions is recommended for specialized assessment. The following must be noted in these cases: Assessment Referral Form, comprehensive documentation, parental consent, and appointment with a specialist.



(IMPLEMENTING GUIDELINES FOR ARAL-READING IN KEY STAGE 1)

1. ARAL-Reading for Key Stage 1 shall apply to Grades 1 to 3 learners.

I. PROGRAM OBJECTIVES

2. ARAL-Reading for Key Stage 1 is centered on a structured, focused, and learner-centered reading remediation program designed to support learners. The program involves:
 - 2.1. Capacity-building activities for teachers, tutors, school heads, and instructional supervisors;
 - 2.2. Provision of appropriate teaching and learning materials for ARAL-Reading tutors and learners;
 - 2.3. Engagement of the learner's parents or guardians and the larger community;
 - 2.4. Close monitoring and evaluation processes; and
 - 2.5. Periodic reporting of school-level data to develop foundational reading skills and catch up with grade-level expectations.

II. DETERMINATION AND ASSESSMENT OF LEARNERS

Assessment Tools

3. The Comprehensive Rapid Literacy Assessment (CRLA) will be used to identify learners' reading proficiency levels.
 - 3.1. The language(s) of the CRLA to be used should be consistent with the provisions stipulated in DO 20, s. 2025 [Policy on the Medium of Instruction for Kindergarten to Grade 3 Effective School Year 2025-2026].

All CRLA materials can be accessed through https://bit.ly/CRLA_AdministrationMaterials.
 - 3.2. The CRLA shall be administered at the beginning of the school year (BOSY), in the middle of the school year (MOSY), and at the end of the school year (EOSY).
 - 3.3. The participation of Grades 2 and 3 learners in the ARAL-Reading Program shall be based on the BOSY results. The participation of Grade 1 learners in the ARAL-Reading Program shall be based on the MOSY results.

4. Learners identified as Low and High Emerging shall be asked to participate in ARAL-Reading, while Developing and Transitioning learners shall remain in the regular classes.
5. Table 1 below shows the description of each reading profile based on the CRLA tool.

Table 1. CRLA Profiles (Key Stage 1)

Reading Profile	Description
Emerging	Learners show limited phonological awareness and may only know a few letters, attempting to read by sounds or syllables without recognizing whole words. They need targeted instruction to build foundational skills and improve reading comprehension.
Developing	Learners have phonological awareness and can decode some words and phrases but require teacher guidance to enhance automaticity, fluency, and comprehension of simple texts.
Transitioning	Learners have more advanced reading skills from previous levels but need additional practice to improve accuracy and automaticity in reading.
Reading at Grade Level	Learners demonstrate strong letter knowledge, phonological awareness, and decoding skills. They can read various texts in L1 and L2 and are starting to read in L3.

Grouping of Learners

6. Based on the BOSY and MOSY results, learners shall be grouped by their grade and proficiency levels. Table 2 shall be the basis for the grouping of learners.

Table 2: Basis of Learner Grouping

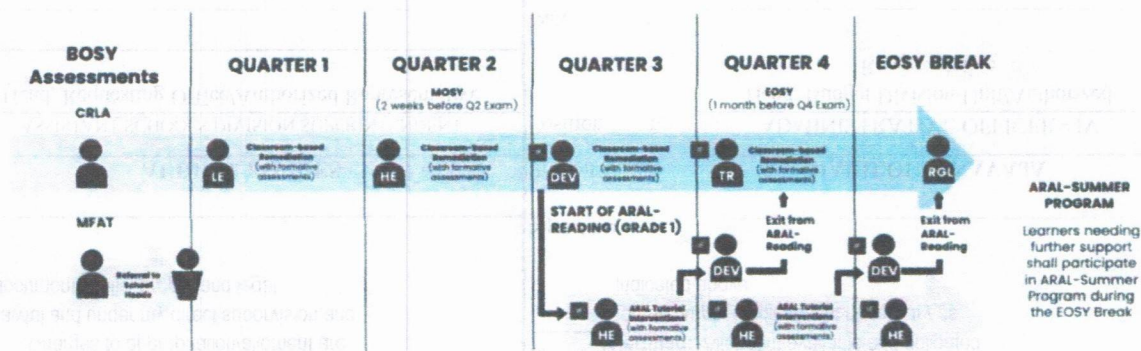
Grade Level	Basis for Grouping	Language of Instruction
Grade 1	Results of CRLA in Mother Tongue (MT) or Filipino	Tutorial sessions will be in MT pursuant to DO 20 s. 2025 for monolingual classes or Filipino for non-monolingual classes
Grade 2	Results of CRLA in Filipino	Tutorial sessions will be in Filipino; Medium of instruction will shift to English as soon as learners demonstrate readiness for English
Grade 3	Results of CRLA English	Tutorial sessions will be in English

7. The recommended class size for ARAL-Reading is a maximum of 15 learners per class.
8. The grouping of learners shall be finalized by the School Head and submitted to the SDO for recording and monitoring purposes.

III. ARAL-READING IMPLEMENTATION FOR KEY STAGE 1

9. Figure 1 shows the journey of Grade 1 learners in ARAL-Reading, while Figure 2 illustrates the journey of Grades 2 to 3 learners.

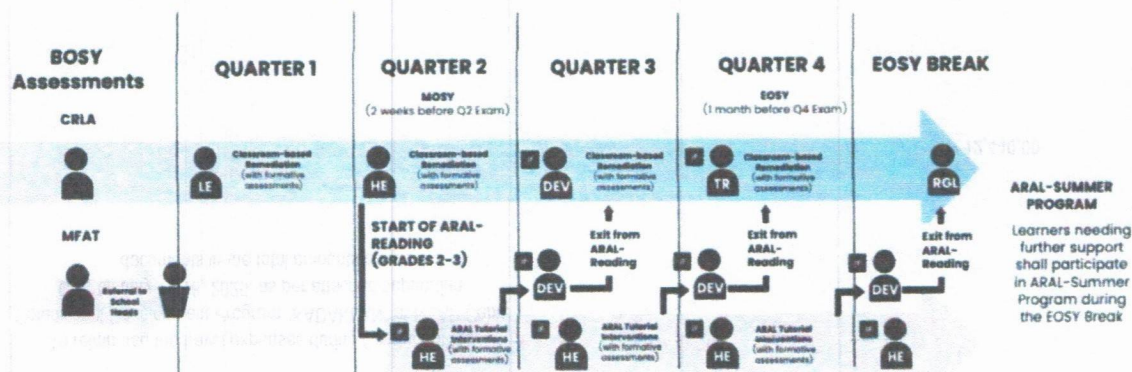
Figure 1. Journey of Grade 1 Learners in ARAL-Reading



LEGEND:

LE - Low Emerging; HE - High Emerging; DEV - Developing; TR - Transitioning; RGL - Reading at Grade Level

Figure 2. Journey of Grade 2-3 Learners in ARAL-Reading



LEGEND:

LE - Low Emerging; HE - High Emerging; DEV - Developing; TR - Transitioning; RGL - Reading at Grade Level

Curriculum, Teaching Materials, and Learning Resources

10. The ARAL-Reading curriculum for Key Stage 1 is designed to strengthen learners' foundational reading skills. Specific information may be found in Enclosure 2, Annex A, page 15.

11. Tutors and learners shall be provided with a set of teaching and learning resources, such as those indicated in Table 4.

**Table 4: Teacher and Learner Resources for ARAL-Reading
Key Stage 1**

	ARAL-Reading Materials for Key Stage 1
Learners	• Decodable Books • Leveled readers • Flashcards • Letter tiles • Activity Sheets/Workbook
Tutors	• Alphabet cards • Word - picture cards • Teacher's Guide
Note: Additional suggested materials are found in Enclosure 2, Annex D.	

12. Tutors may utilize existing quality-assured materials developed by the Region or Division.
13. School heads shall ensure the availability of suitable spaces for the ARAL-Reading sessions.
15. Procurement of additional materials or supplies not provided by the DepEd Central Office shall be done through available Maintenance and Other Operating Expenses (MOOE) funds, subject to existing budgeting and procurement rules.

Delivery Modes and Duration of Tutorial Sessions

20. ARAL-Reading sessions shall be conducted using any of the following delivery modes:
- 20.1. Face-to-face sessions;
 - 20.2. Online sessions; or
 - 20.3. Blended learning sessions.
21. When classes are suspended, schools shall automatically shift to Alternative Delivery Modes for Education in Emergencies (EiE-ADM) to ensure learning continuity as provided for by DO 22, s. 2024 [Revised Guidelines on Class and Work Suspension in Schools During Disasters and Emergencies].
22. Tutorial sessions may be conducted in any or a combination of the following schemes:

22.1. Pull-out - learners will be pulled out from their regular classes during class hours to attend ARAL-Reading sessions

22.2. Off-school hours - learners attend the ARAL-Reading sessions before or after class hours, during weekends, or at any other time within the school calendar.

22.3. Other strategies proposed by the schools, subject to the approval of the Schools Division Superintendents (SDS).

23. ARAL-Reading sessions shall not exceed one (1) hour during weekdays and preferably be conducted daily.

24. Schools implementing multiple class shifts and special curricular programs may conduct ARAL-Reading on weekends, with each session not exceeding two (2) hours.

Recommended Structure of the Tutorial Sessions

25. Table 5 provides the recommended structure for a typical ARAL-Reading session.

Table 5: Recommended Structure of the Tutorial Sessions

I. Motivation Activity	Preparation for the lesson through a short game, video, storytelling, or a question
II. Review	Revisit the previous lesson through a quick drill using flashcards, oral activity, or short games.
III. Discussion	Development of a new skill or concept using clear examples and interactive activities
IV. Practice	Application of a new skill through guided exercises, group work, or individual activities.
V. Assessment of Learning	Check-up on comprehension and mastery through a short quiz, engaging activity, or recitation
VI. Closing Activity	Summary of key takeaways to check if objectives are met and reinforce learning. This serves as an opportunity for learners to reflect on what they learned.

VII. Homework	Assignment of tasks to reinforce learning at home.
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Monitoring of Learners' Progress and Pathways

26. ARAL-Reading tutors shall work closely with the learners' classroom teachers to help learners catch up with grade-level competencies.
27. Formative tests and activities shall be conducted regularly to determine whether learners are progressing in the acquisition of necessary competencies. The MOSY CRLA shall be administered two (2) weeks before the second quarter examination, and the results shall be recorded and uploaded to the CRLA dashboard.
28. Low and High Emerging Grade 2 and 3 learners based on the MOSY CRLA shall continue with ARAL-Reading, while the Developing and Transitioning learners shall exit the Program. Classroom-based remediation shall be provided to Developing and Transitioning learners in Grades 2 and 3 until they are grade-level ready.
29. Learners who do not show improvement through ARAL-Reading will be referred to the school heads for extended intervention or specialized support [DO 18, s. 2025, Item 46]. See Annex A, page 7 of this Enclosure for the process flow.
30. Decisions on the pathways of learners shall be collaboratively made by the tutors, classroom teachers, parents or guardians, and other education professionals to ensure that they receive appropriate support.

End-of-School-Year (EOSY) Assessment

31. The EOSY CRLA shall be administered one (1) month before the fourth quarter examination to determine learners' progress. Learners needing further support shall be recommended to participate in the ARAL-Summer Programs.

ANNEX A**ARAL-READING KEY STAGE 1 CURRICULUM**

ARAL-Reading for Key Stage 1 supports Low and High Emerging learners through a phonics-based curriculum that builds reading skills in a structured manner. This involves explicit, multi-sensory instruction in phonological awareness, phonics, and word structure. As learners demonstrate improvement, instruction shifts to building fluency and comprehension. The program also includes provisions for the learners' socio-emotional development.

Lesson Sequence

Week	1	2	3	4	5	6	7	8
English	SEL and pre-reading activities	Week 1 skills m, a, t	Week 2 letters e, s, i, l	Week 1-3 letters p, f, h, n	Week 1-4 letters o, b, r	Week 1-5 letters u, d, g, c	Week 1-6 letters w, k, j, x	Week 1-7 letters v, y, z, q q, v, x, z
Filipino	SEL and pre-reading activities	Week 1 skills m, s, a	Week 2 letters i, o, b	Week 1-3 letters e, u	Week 1-4 letters p, r, d, h, w	Week 1-5 letters t, n, k, l, w, y	Week 1-6 letters g, ñ, ng	Week 1-7 letters c, f, j, ñ, q, v, x, z

The lesson sequence for remedial sessions progresses from simple to complex, designed to reduce cognitive load for learners. The DepEd Grade 1 Primers provide guidance for the ARAL-Reading sessions where the Mother Tongue is used as the language of instruction pursuant to DO 20, s. 2025.

ANNEX B**Reading Sub-Skills for ARAL-Reading Basic**

Literacy Components	Grade 1	Grades 2-3
Oral Language	Using polite greetings and leave-taking expressions	Expressing ideas in clear, complete sentences
	Describing personal experiences using complete and connected sentences	Explaining opinions and preferences with supporting reasons
	Responding to simple questions with relevant answers	Using transitional words to retell events or recount experiences
	Participating in shared reading and group discussions	Engaging in collaborative conversations by asking follow-up questions
Phonological Awareness	Recognizing rhyming words in songs and poems	Blending and segmenting phonemes in longer, unfamiliar words
	Clapping or tapping syllables given spoken words	Recognizing and manipulating sounds in multisyllabic words
	Identifying the first sound (onset) in familiar words	Identifying common sound patterns such as consonant blends and digraphs
	Blending onset and rime to form single-syllable words (e.g., /c/ + 'at' = cat)	
Phonics	Identifying uppercase and lowercase letters of the alphabet	Decoding unfamiliar multisyllabic words with regular patterns
	Producing the corresponding sounds for consonants and short vowels	Recognizing and reading irregularly spelled high-frequency words
	Reading consonant-vowel-consonant (CVC) words with accuracy	Reading and understanding words with common prefixes and suffixes
	Recognizing and reading basic sight words (e.g., I, am, is, the, to)	Spelling and reading word families and patterns
Fluency	Reading short decodable texts aloud with appropriate pacing	Reading connected texts with appropriate intonation and phrasing
	Tracking print from left to right and top to bottom while reading	Adjusting rate and expression to match purpose and punctuation

	Pausing at punctuation marks when reading aloud	Using self-correction strategies when encountering difficult words
Vocabulary	Using familiar words to name people, objects, and actions	Determining the meaning of unfamiliar words using context clues
	Understanding new words through illustrations, actions, or realia	Understanding and using synonyms, antonyms, and homonyms
	Categorizing words based on similarities (e.g., animals, colors, things at home)	Grouping and categorizing words by themes or topics
		Using newly learned vocabulary orally and in writing
Comprehension	Recalling story events in the correct sequence using visual cues or story maps	Identifying the main idea and supporting details in informational and literary texts
	Describing characters and settings using details from given text	Describing characters, settings, and events using specific details from given text
	Answering literal questions (who, what, where, when) after listening to or reading a text	Making predictions and drawing conclusions based on evidence in the text
	Predicting what happens next in a story based on illustrations or patterns	Answering inferential questions using text clues and background knowledge
	Drawing connections between personal experiences and events in a given text	Summarizing a story or informational text in logical order
	Identifying the beginning, middle, and ending of a story	Comparing and contrasting characters, events, or ideas across texts
		Connecting themes or messages of texts to personal experiences

ANNEX C

**Comprehensive Rapid Literacy Assessment (CRLA)
Reading Profile by Grade Level**

CRLA Reading Profile	Description		
	Grade 1	Grade 2	Grade 3
Low Emerging	Learners know only a few letters and their sounds and have very little to moderate evidence of phonological awareness when doing rhyming tasks. They can barely blend letter sounds together and struggle to read even simple syllables and words.	Learners know most of the letters and their sounds but in reading Grade 2 or Grade 1 - level words, learners are reading letter sounds in isolation or are reading by syllable with very low automaticity .	Learners know most of the letters and their sounds but in reading Grade 3 or lower - level words, learners are reading letter sounds in isolation or are reading by syllable with very low automaticity .
High Emerging	Learners know 80% or more of the letters and have firm phonological awareness. Learners struggle to decode words at the current grade level and cannot respond to comprehension questions.	Learners can decode 80% or more of Grade 1 level words and struggle to decode words at Grade 2 level and need to improve fluency to read a full Grade 2 level passage and recall details from a passage.	Learners can decode 80% or more of the given Grade 2-level words . Learners struggle to decode words at the Grade 3 level and need to improve their ability to recall details from a recently read passage.
Developing	Learners can decode Grade 1 level words and phrases but require a lot of guidance from teachers to increase automaticity, accuracy, and speed. They can read portions of a Grade 1 level passage but not within a given time and can answer literal level questions only .	Learners can decode words and phrases at Grade 1 and 2 levels , but they require a lot of guidance from teachers to increase automaticity, accuracy, and speed. They struggle to read a Grade 2 passage at the expected speed. They can answer some low-level comprehension questions from a Grade 2 level passage.	Learners can decode words and phrases at Grades 2 and 3 levels , but they require a lot of guidance from teachers and practice to increase automaticity, accuracy, fluency, and reading comprehension of sentences and passages at the current grade level.
Transitioning	Learners have mastered Grade 1 phonics patterns . They can decode and read Grade 1-level words, phrases, sentences, and passages with expected accuracy but still need to improve on speed. Learners need to master fluency and strengthen reading comprehension.	Learners can decode and read simple Grade 2-level words, phrases, sentences, and passages with expected accuracy but still need practice to improve their speed. Learners need to master fluency and enhance their reading comprehension of Grade 2-level passages.	Learners can decode and read simple Grade 3-level words, phrases, sentences, and passages with expected accuracy but still need practice to improve their speed. Learners need to master fluency and strengthen their reading comprehension of Grade 3-level passages.
Reading at Grade Level	Learners have a firm grasp of letter knowledge and	Learners possess strong decoding skills for texts at a	Learners possess strong decoding skills for Grade

		phonological awareness, and possess strong decoding skills for Grade 1- level text. Learners can benefit from reading texts from a variety of themes and styles in L1. They can read passages and respond to most comprehension questions.	Grade 2 level. Learners can benefit from reading texts from a variety of themes and styles. They can read passages at Grade 2 level and respond to most comprehension questions.	3-level text. Learners can benefit from reading texts from a variety of themes and styles. They can read passages at a Grade 3 level and respond to most comprehension questions.
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ANNEX D**Sample Materials for Key Stage 1 ARAL-Reading**

The success of reading remediation depends greatly on the use of well-chosen and purposeful learning materials. The following are important to note:

- **Multisensory:** Materials should engage multiple senses to address the diverse needs of learners.
- **Differentiated:** Materials should be available for various levels to meet the individual needs of learners.
- **Engaging and Age-Appropriate:** Materials should be colorful, appealing, and interesting to learners.
- **Durable:** Materials should withstand repeated use.
- **Organized Storage:** There should be a storage place for all materials to ensure smooth transitions between activities.

The following are highly suggested teaching-learning materials:

Material	Activity
Decoding and Phonics	
Alphabet Cards (Picture and Letter) <i>For letter recognition (uppercase and lowercase), initial sound identification, and matching.</i> Variations: Large wall charts, individual flashcards, magnetic letters	• letter sound drills • matching games • find the letter activities.
Phoneme/Grapheme Flashcards • Individual sounds (phonemes - m, a, t, ng, ñ, etc.) • Consonant blends (bl, str, etc.) • Digraphs (sh, ch, th, ng) • Vowel teams (ai, ee, oo, etc.) • R-controlled vowels (ar, or, er)	• quick drills • "sound-out" games • building words
Letter Cards <i>Hands-on manipulation for building words, segmenting sounds, and understanding letter order</i> Variation: Magnetic letters with board	• "make a word" challenges • changing one letter to make a new word (e.g., cat to hat) • spelling practice
Word Family Charts/Cards <i>To teach common rhyming patterns and build automaticity (-at, -en, -op, etc.) - For English</i>	• generating words within a family • sorting activities • reading fluency drills
Picture- Keyword Cards <i>Visual aids that connect a letter or letter</i>	• sounding out,

combination to a picture (e.g., "apple" for 'a', "mais" for 'm'). Beginning letters are often printed in a different color for emphasis.

reinforcing letter-sound connections

Decodable Books

Specifically designed materials with controlled vocabulary that only uses the phonics skills already learned; follows English (Phonics) and Filipino (Marungko) sequences.

- guided reading
- independent reading
- reading with a partner

Other suggested teaching-learning materials may be found in the Teaching Guide.

ANNEX E

Sample Session Plans
Low Emerging Class, Filipino
60-minutes ARAL-Reading Session

	SESSION 1	SESSION 2	SESSION 3
Objectives / Layunin	- Makilala at matukoy ang titik Mm - Mabigkas ang tunog ng titik Mm - Maisulat nang maayos ang malaki at maliit na titik Mm - Makapagbigay ng mga salita na nagsisimula sa titik Mm - Makalahok sa masaya at interaktibong gawain upang mapalalim ang kaalaman sa titik Mm	- Makilala at matukoy ang titik Ss - Mabigkas ang tunog ng titik Ss - Maisulat nang maayos ang malaki at maliit na titik Ss - Makapagbigay ng mga salita na nagsisimula sa titik Ss - Makalahok sa masaya at interaktibong gawain upang mapalalim ang kaalaman sa titik Ss	- Makilala at matukoy ang titik Aa - Mabigkas ang tunog ng titik Aa - Maisulat nang maayos ang malaki at maliit na titik Aa - Makapagbigay ng mga salita na nagsisimula sa tunog ng /a/ - Makalahok sa masaya at interaktibong gawain upang mapalalim ang kaalaman sa titik Aa
Materials / Mga Gamit	- Puzzle: jigsaw puzzle (hidden image: <i>manga, mais</i>) - Story book - Mm picture-letter card	- Story book - Ss picture-letter cards	- Story book - Aa picture-letter cards
Opening / Motivation Activity 10 min	- Puzzle: Pagtukoy ng imahe - Bubuwain ng mga mag-aaral ang puzzle (mata, mais) nang sama-sama. Kapag nabuo na ang imahe, itatanong ang unang titik nito.	- Prutas Song (Tune: Fruit Salad) - Pagkatapos awitin ang Prutas Song, tatanungin ng guro ang mga mag-aaral kung ano-ano ang paborito nilang prutas. Gagamitin ang 'saging' na panimula sa talakayan.	- Spot it!: - Magpapakita ang guro ng isang malaking larawan kung saan may mga nakatagong larawan ng mga salita na nagsisimula sa /a/ tulad ng ahas, aso, apoy, apat, ate. Hahanapin ng mga mag-aaral ang mga ito sa loob ng 30 segundo.
Review / Pagbabalik-aral 5 min	- Song: Alphabet Song - Focus sound: /m/	- Review: /m/ - Focus sound: /s/	- Review: /m/, /s/ - Focus sound: /a/
Discussion / Pagtalakay 10 min	- Song (Tune of "The Wheels on the Bus") - Ano ang tunog ng titik Mm, titik Mm, ano ang tunog ng titik Mm, /m/, /m/, /m/	- Song (Tune of "The Wheels on the Bus") - Ano ang tunog ng titik Mm, titik Mm, ano ang tunog ng titik Ss /s/, /s/, /s/	- Song (Tune of "The Wheels on the Bus") - Ano ang tunog ng titik Mm, titik Mm, ano ang tunog ng titik Aa, /a/, /a/, /a/
Practice / Pagsasanay 10 min	- Pagsusulat ng Mm: - E.g. air writing, palm writing, desk writing, buddy writing, etc. - Activity: Pass the Ball - - Ipapasa ang bola sa	- Pagsusulat ng Ss: - E.g. air writing, palm writing, desk writing, buddy writing, etc. - Activity: Mga Salita na Nagsisimula sa	- Pagsusulat ng Aa: - E.g. air writing, palm writing, desk writing, buddy writing, etc. - Activity: Mga Salita na Nagsisimula sa /a/ - Gamit ang picture-word cards,

	kaibigan. Kapag nasalo ang bola, ang mag-aaral ay magbibigay ng isang salita na nagsisimula sa /m/	/s/ Gamit ang picture-word cards, ipapakita ng guro ang larawan ng mga salita na nagsisimula sa /s/: sabon, sili, sapatos, susi, at singsing Activity: Makinig at Ituro Magbibigay ang guro ng tatlong salita, dalawa na nagsisimula sa /s/ at isang hindi. Kailangan tukuyin ng mga mag-aaral ang salita na hindi nagsisimula sa /s/	ipapakita ng guro ang larawan ng mga salita na nagsisimula sa /a/: aso, apa, abokado, apat, ahas Activity: Makinig at Igalaw Magbibigay ang guro ng tatlong salita, dalawa na nagsisimula sa /a/ at isang hindi. Tatalon ang mga mag-aaral kapag ang salita ay nagsisimula sa /a/ at uupo kapag hindi nagsisimula sa /a/
Assessment of Learning / Pagsukat ng natutunan 10 min	Story: "Mila at Kanyang Mga Mata" Babasahin ng guro ang maikling kuwento. Matapos ay tutukuyin ng mga mag-aaral ang mga salita na nagsisimula sa tunog na /m/. Maari nilang iguhit ang mga salita at isulat ang salita kung kakayanin. Maari din nilang dagdagan ng mga sarili nilang salita na nagsisimula sa /m/ Sound Booklet - Maaring itago ang mga iginuhit ng mga mag-aaral at isama ito sa isang booklet.	Story: "Susi ni Sam" Babasahin ng guro ang maikling kuwento. Matapos ay tutukuyin ng mga mag-aaral ang mga salita na nagsisimula sa tunog na /s/. Maari nilang iguhit ang mga salita at isulat ang salita kung kakayanin. Sound Booklet: Isama ang iginuhit na sa booklet na binubuo.	Story: "Ang Aso at Ang Apoy" Babasahin ng guro ang maikling kuwento. Matapos ay tutukuyin ng mga mag-aaral ang mga salita na nagsisimula sa tunog na /a/. Maari nilang iguhit ang mga salita at isulat ang salita kung kakayanin. Sound Booklet: sama ang iginuhit na sa booklet na binubuo.
Closing / Paglalagom 5 min	Paglalaragom: Bigyan ng pagkakataon ang mga mag-aaral na tukuyin ang kanilang naramdaman sa mga pagsasanay sa klase. Maaaring itanong ang mga sumusunod: 1. Ano ang mga natutunan natin ngayon? 2. Ano ang pinakamasayang bahagi ng ating klase ngayon? Bakit? 3. Saan ka nahirapan? Saan ka nadalian? 4. Ano ang makakatulong upang mas gumaling tayong bumasa? Maari din maghanda ang guro ng "feedback" or "emotions check-in" para madaling maibahagi ng mga mag-aaral ang kanilang karanasan.		
Homework/ Gawang-bahay	Pagtukoy sa Titik M sa Kapaligiran Maghahanap ng tatlong bagay sa kapaligiran na nagsisimula sa tunog na /m/. Iguguhit ang mga ito sa papel or kwaderno.	Pagtukoy sa Titik S sa Kapaligiran Maghahanap ng tatlong bagay sa kapaligiran na nagsisimula sa tunog na /s/. Iguguhit ang mga ito sa papel or kwaderno.	Pagtukoy sa Titik A sa Kapaligiran Maghahanap ng tatlong bagay sa kapaligiran na nagsisimula sa tunog na /a/. Iguguhit ang mga ito sa papel or kwaderno.



(IMPLEMENTING GUIDELINES FOR ARAL-READING IN KEY STAGES 2 AND 3)

1. These guidelines provide guidance on the implementation of ARAL-Reading for Key Stages 2 and 3.
 2. ARAL-Reading in Key Stages 2 and 3 shall cover Grades 4 to 10 learners, including those returning or re-enrolling, who meet any of the following criteria:
 - 2.1. demonstrate reading proficiency below the minimum standard, as determined by the Philippine Informal Reading Inventory (Phil-IRI) results;
 - 2.2. struggling readers based on formative or summative assessments as identified by English or Filipino subject teachers; or
 - 2.3. reading two or more grade levels below expected levels based on the Individualized Reading Assessment (IRA) results.
- Note: Educational Service Contracting (ESC) learners from private schools may be accommodated in ARAL-Reading upon request, subject to the availability of slots [RA 12028].
3. ARAL-Reading for Key Stages 2 and 3 shall start in the second quarter of the school year or as soon as the school has met the readiness indicators for the Program, immediately after the BOSY assessments.

I. PROGRAM OBJECTIVES

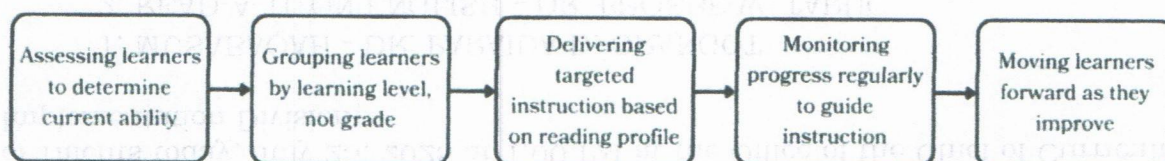
4. The overall goal of ARAL-Reading for Key Stages 2 and 3 is to help learners achieve grade-level reading proficiency in English and Filipino. The program involves:
 - 4.1. Capacity-building activities for teachers, tutors, school heads, and instructional supervisors;
 - 4.2. Provision of appropriate teaching and learning materials for ARAL-Reading tutors and learners;
 - 4.3. Engagement of the learner's parents or guardians and the larger community;
 - 4.4. Close monitoring and evaluation processes; and
 - 4.5. Periodic reporting of school-level data to develop foundational reading skills and catch up with grade-level expectations.

II. PROGRAM COMPONENTS

5. To address the varied needs of Grades 4 to 10 learners in terms of reading levels, two components for ARAL-Reading are available:

- 5.1. **ARAL-Reading Basic** supports learners in Grades 4 to 10 who demonstrate significant gaps in foundational literacy skills, such as phonological awareness, alphabet knowledge, decoding, and basic fluency. Instruction in ARAL-Reading Basic for these learners needs to be explicit, intensive, and multisensory.
- 5.2. **ARAL-Reading Plus** is designed for learners in Grades 4 to 10 who are able to decode text but continue to struggle with fluency, vocabulary, and comprehension. These learners often read at frustration or low instructional levels. Instruction in ARAL-Reading Plus builds on learners' decoding abilities through purposeful interaction with texts.
6. Both **ARAL-Reading Basic** and **ARAL-Reading Plus** are underpinned by reading sub-skills stipulated in the Revised K to 10 English Curriculum [Enclosure 3, Annex A].
7. Teaching-learning strategies in ARAL-Reading for Key Stages 2 and 3 are grounded on the Teaching at the Right Level (TaRL)¹ approach to ensure that instruction is aligned with each learner's actual reading ability rather than grade level. Five interrelated core practices are drawn from the TaRL approach:

Figure 1. ARAL-Reading Guidelines Based on Teaching at the Right Level (TaRL)



III. DETERMINATION AND ASSESSMENT OF LEARNERS

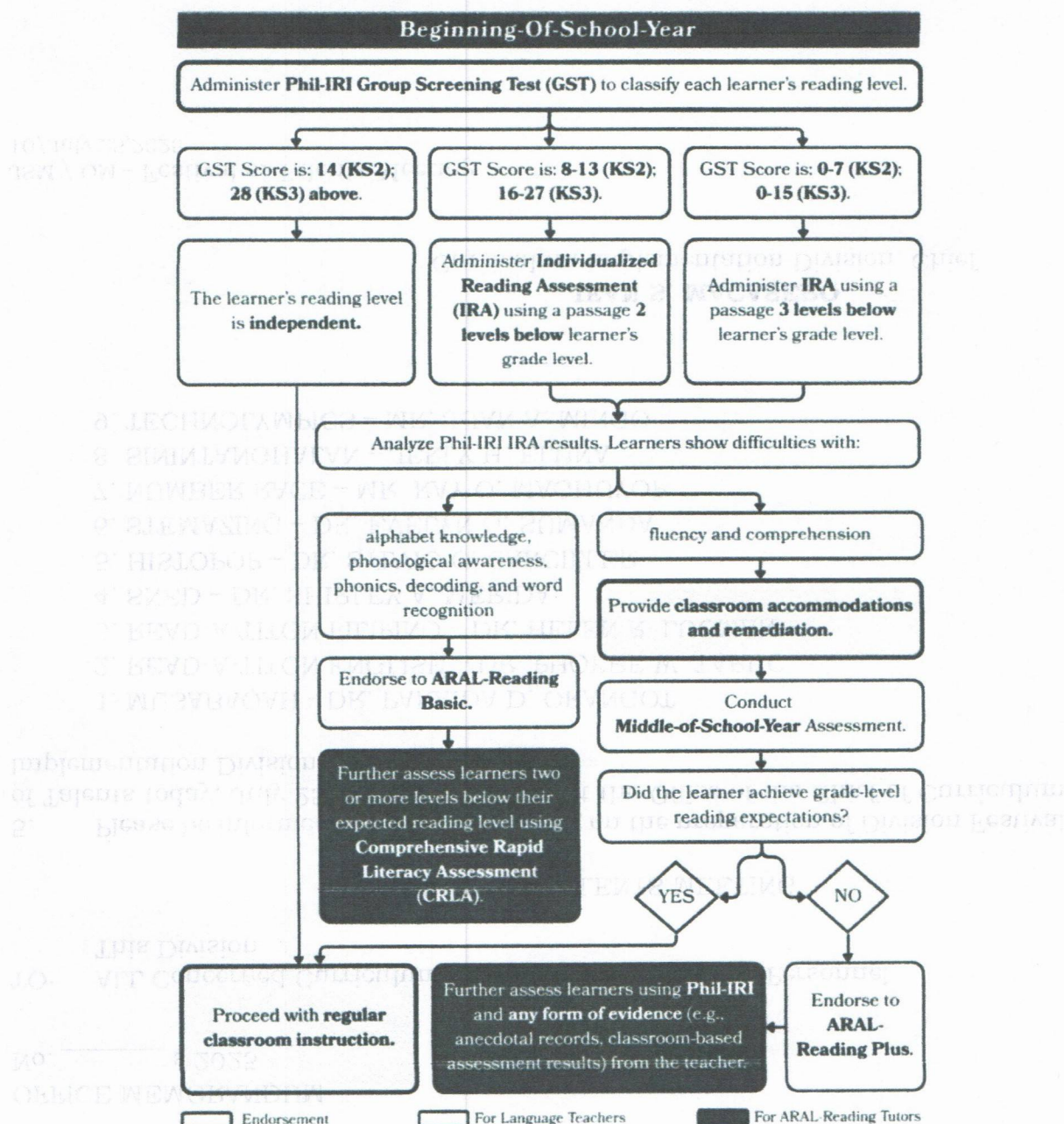
Assessment Tools

8. At the beginning of the school year, all learners in Grades 4 to 10 shall undergo the Philippine Informal Reading Inventory (Phil-IRI), composed of two (2) parts: (1) the Group Screening Test (GST); and (2) the Individualized Reading Assessment (IRA). The GST serves as a quick screener to identify learners who may need additional support, while the IRA provides a deeper understanding of each learner's reading fluency and comprehension skills.
9. Figure 2 illustrates the process of learner identification and referral flow using Phil-IRI and CRLA.
 - 9.1. Learners who score 14 and 28 or higher in the Phil-IRI English GST, for Key Stages 2 and 3, respectively, are considered reading independently. These learners continue with regular classroom instruction, including accommodations and differentiated tasks.

¹ **Teaching at the Right Level (TaRL)** is an instructional approach that organizes instruction around learners' actual learning levels rather than on their grade level. It involves assessing learners, grouping them by level, providing targeted instruction, monitoring progress regularly, and adjusting placement accordingly to accelerate foundational learning outcomes.

- 9.2. Learners who score 13 and 27 or below in the Phil-IRI English GST, for Key Stages 2 and 3, respectively, shall proceed to take the IRA. Learners whose IRA results are two or more grade levels below their current grade level will be directed to ARAL-Reading Basic.

Figure 2. Learner Identification and Referral Flow Using Phil-IRI and CRLA



10. Learners referred to ARAL-Reading Basic may be further assessed using the Comprehensive Rapid Literacy Assessment (CRLA), if necessary [Enclosure 2, Section II, item 3 and 3.1].

11. The CRLA results will serve as the basis for the development of the learner's Individualized Reading Intervention Plan (IRIP) to ensure targeted instructional interventions. See Table 1 for details.

Table 1. Phil-IRI Profiles (Key Stages 2 and 3)

Phil-IRI Profile	Description	Program Implication
Frustration Level	Low fluency and comprehension; struggles with grade-level texts	Refer to ARAL-Reading Basic for foundational intervention, or ARAL-Reading Plus for fluency and comprehension intervention
Instructional Level	Slightly below grade level; requires guided support	Referral to ARAL-Reading will be based on the teacher's recommendation
Independent Level	Adequate fluency and comprehension	Not eligible for ARAL-Reading

12. Table 2 describes the CRLA reading profiles and sample instructional focus for learners who will be referred to ARAL-Reading Basic.

Table 2. CRLA Reading Profile for Instructional Targeting

CRLA Profile	Learner Abilities	Instructional Focus
Low Emerging	Limited print awareness, phonological awareness, decoding	Letter-sound correspondence, rhyming, phoneme blending
High Emerging	Beginning to decode, limited fluency	Phonics patterns, decoding simple words, sight word development
Developing Reader	Reads with emerging fluency; limited comprehension	Fluency drills, vocabulary enrichment, literal and inferential comprehension
Transitioning Reader	Approaching grade level; some comprehension strategies	Advanced comprehension, textual response, vocabulary in context
Reading At Grade Level	Benchmarks in fluency and comprehension	May exit ARAL or transition to enrichment

13. Learners who were not initially referred to ARAL-Reading after BOSY assessments but continue to exhibit difficulties in reading fluency and comprehension despite interventions may be endorsed to ARAL-Reading Plus following the MOSY assessment.

14. Learners who continue to struggle despite ARAL-Reading interventions shall be referred for necessary screening [DO 29, s. 2018; DM 50, s. 2025].

Grouping of Learners

15. Grouping of learners in ARAL-Reading for Key Stages 2 and 3 shall be based on their reading proficiency profiles rather than grade level. For example, a Grade 6 learner who struggles with decoding, phonological awareness, and basic oral fluency may be more appropriately grouped with Low Emerging Grade 4 learners. Instruction shall focus on foundational skills using age-appropriate materials, suitable for older learners' cognitive and emotional maturity.
16. Table 3 provides guidance for grouping learners in ARAL-Reading Basic. Annex B: Reading Sub-Skills for Key Stage 1 of Enclosure 2 shall serve as a reference for ARAL-Reading Basic learners.

Table 3. Guidelines for Grouping Learners in ARAL-Reading Basic

Principle	Description
Shared Reading Profile	Learners in each group should demonstrate similar patterns of strengths and gaps based on CRLA results and sub-skills found in Enclosure 2, Annex B.
Use of Enclosure 2 Annex B	Tutors shall use the sub-skill checklist to verify that learners share comparable instructional needs.
Small Group Size	Groups should consist of ten (10) learners or lower to enable targeted instruction, individualized feedback, and interaction with peers.
Dynamic Grouping	Weekly formative assessments and IRIP reviews should allow movement across groups as learners progress.
Age-Appropriate Materials	While reading content may be at Key Stage 1 level, texts and activities shall reflect learners' age, interests, and lived experiences to maintain engagement.

17. For ARAL-Reading Plus learners, grouping shall be based on their ability to engage with grade-level English content (reading stories, informational texts, and academic tasks that require interpretation, synthesis, and inference). The primary goal is to bridge the gap between basic decoding ability and full comprehension and fluency (comprehension depth, vocabulary use, and stamina in processing academic texts).

18. Table 4 provides guidance for grouping learners in ARAL-Reading Plus.

Table 4. Guidelines for Grouping Learners in ARAL-Reading Plus

Principle	Description
Instructional Zone Grouping	Learners at similar instructional levels (e.g., frustration vs. near-independent) are grouped together to ensure materials are neither too easy nor too difficult.
Focus on Meaning-Making	Groupings should reflect shared comprehension challenges (e.g., inferencing, summarizing, identifying main ideas).
Regular Progress Checks	Adjustments in groupings should be guided by observed fluency and comprehension levels.
Strategic Use of Age-Respectful Texts	Texts should contain high-interest topics suitable for the learners' ages, even if written at a lower readability level.
Data-Informed Regrouping	Documented observations and updated IRIPs must be reviewed to move learners forward or adjust instructional focus.

19. Grouping in ARAL-Reading Plus shall also take into account the learners' socio-emotional development.

IV. ARAL-READING IMPLEMENTATION FOR KEY STAGES 2 AND 3

Curriculum, Teaching Materials, and Learning Resources

20. In ARAL-Reading for Key Stage 2, the Reading learning competencies shall be derived from the Grades 4 to 6 English curriculum to strengthen learners' foundational and grade-level reading skills.
21. The following annexes serve as a reference for reading sub-skills and learning competencies, as appropriate, per Key Stage.
- 21.1. Key Stage 1, ARAL-Reading Basic: Enclosure 2, Annex B (Page 16)
- 21.2. Key Stage 2, ARAL-Reading Plus: Enclosure 3, Annex A (Page 35)
- 21.3. Key Stage 3, ARAL-Reading Plus: Enclosure 3, Annex B (Page 36)
22. Tutors are reminded to design reading activities that support not just cognitive growth but also learners' socio-emotional and motivational development. Affirmations, personal reflections, or self-assessment tools can foster learner confidence and a sense of progress.

23. Translanguaging² may be advantageous as a scaffold, especially in linguistically diverse settings. Strategic use of Filipino or the learner's home language can help clarify meaning, explain instructions, or build vocabulary.

Delivery Modes and Duration of Tutorial Sessions

24. ARAL-Reading sessions shall be conducted using any of the following delivery modes:
- 24.1. Face-to-face sessions;
 - 24.2. Online sessions; or
 - 24.3. Blended learning sessions.
25. When classes are suspended, schools shall automatically shift to Alternative Delivery Modes for Education in Emergencies (EiE-ADM) to ensure learning continuity as provided for by DO 22, s. 2024 [Revised Guidelines on Class and Work Suspension in Schools During Disasters and Emergencies].
26. Tutorial sessions may be conducted in any or a combination of the following schemes:
- 26.1. Pull-out - learners will be pulled out from their regular classes during class hours to attend ARAL-Reading sessions
 - 26.2. Off-school hours - learners attend the ARAL-Reading sessions before or after class hours, during weekends, or at any other time within the school calendar.
 - 26.3. Other strategies proposed by the schools, subject to the approval of the Schools Division Superintendents (SDS).
27. ARAL-Reading sessions shall not exceed one (1) hour during weekdays and preferably be conducted daily.
28. Schools implementing multiple class shifts and special curricular programs may conduct ARAL-Reading on weekends, with each session not exceeding two (2) hours.

Recommended Structure of the Tutorial Sessions

29. Instruction shall be carefully tailored to address the specific needs of each group of learners. The development of an Individualized Reading Intervention Plan (IRIP) for every learner may be helpful. The IRIP serves as a guide that includes weekly instructional targets, suggested activities, and appropriate materials and strategies based on each learner's reading profile.

²**Translanguaging** refers to an instructional approach that allows learners to use their home language alongside Filipino or English during the tutorial class to facilitate understanding, build vocabulary, and develop comprehension skills.

An IRIP Checklist is provided in Annex C, page 38.

30. Instruction shall be structured, multisensory, and engaging, using a combination of printed materials, visual aids, manipulatives (e.g., word tiles, letter cards), and audio resources. Tutors are encouraged to incorporate local literature and culturally relevant stories in the lessons.
31. Table 5 provides the recommended structure for a typical ARAL-Reading session for Key Stages 2 and 3. This may be modified based on the context of the group of learners.

Table 5. Sample 30-Minute ARAL-Reading Session Structure

Time Allotment	Segment	Description
5 minutes	Warm-up	Oral language activity, vocabulary recall, or sight word flashcards
15 minutes	Core Instruction	Guided reading or explicit skill instruction based on the IRIP
7 minutes	Practice and Feedback	Paired reading, fluency drills, or comprehension tasks
3 minutes	Reflection and Wrap-up	Learner self-check, exit ticket, or confidence circle

32. The following weekly cycle is recommended for ARAL-Reading Key Stages 2 and 3:

Table 6. Weekly Cycle for ARAL-Reading Implementation

Step	Action	Description
1	Administer Formative Assessments	Conduct reading fluency checks, decoding tasks, comprehension questions, or other appropriate tools based on learner profile.
2	Analyze Learner Performance	Review assessment results to determine if SMART objectives were met, partially met, or unmet.
3	Update the IRIP	Revise the Individualized Reading Intervention Plan to adjust learning targets, strategies, and group placement if needed.
4	Implement Targeted Instruction	Deliver sessions aligned with the updated IRIP, ensuring instruction matches the learner's current reading level.
5	Track and Document Changes	Record learner progress, changes in groupings, and shifts in reading profiles.

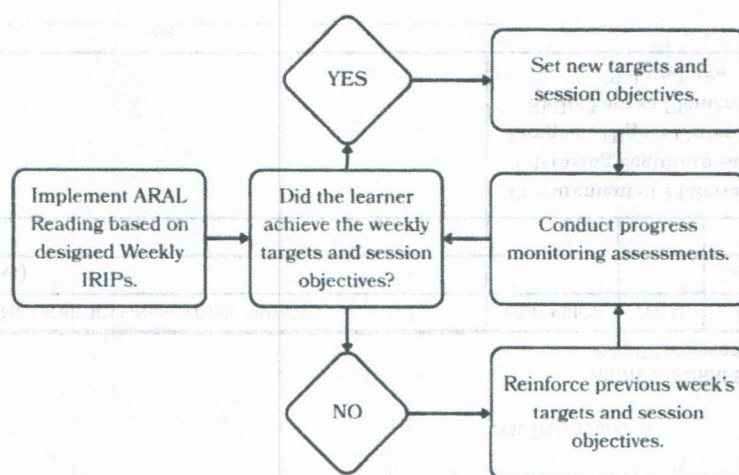
Monitoring of Learners' Progress and Pathways

33. ARAL-Reading tutors shall work closely with the learners' classroom teachers to help learners catch up with grade-level competencies.

34. Tutors shall conduct weekly formative assessments, observe the learners closely, and update the Individualized Reading Intervention Plans (IRIP), teaching strategies, and group placement accordingly. All assessments shall be carried out in a supportive environment that fosters learner confidence and reduces anxiety.

35. Figure 3 indicates the weekly implementation flow for ARAL-Reading for Key Stages 2 and 3:

Figure 3. ARAL-Reading Weekly Implementation Flow



36. Tutors shall conduct a summative assessment at the end of each quarter. This should cover fluency, decoding, comprehension, vocabulary, and use of reading strategies. Results are compared with the learner's initial data to measure growth. Tutors shall also consider qualitative indicators like participation in class, confidence level, and engagement with texts for a fuller picture of the learner's progress.

37. Below are possible pathways for ARAL-Reading Key Stages 2 and 3 learners:

37.1. **Exit from ARAL-Reading.** The learner can participate in grade-level reading tasks without additional support.

37.2. **Exit from ARAL-Reading with Classroom Support.** The learner is approaching grade-level expectations and may no longer require daily sessions. Instead, targeted support can be integrated into the regular class.

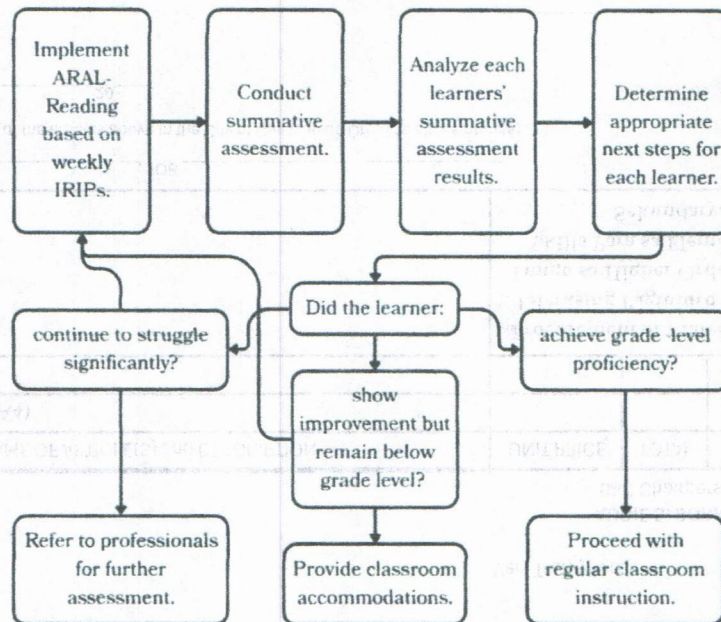
37.3. **Exit from ARAL-Reading Basic.** The learner can independently demonstrate proficiency in foundational reading skills and readiness for grade-level decoding and fluency tasks.

37.4. **Exit from ARAL-Reading Plus.** The learner can sustain grade-level fluency, apply comprehension strategies independently, and consistently perform at the instructional or independent reading level.

37.5. **Remain in ARAL-Reading** - The learner has made notable progress but still demonstrates significant gaps in fluency or comprehension.

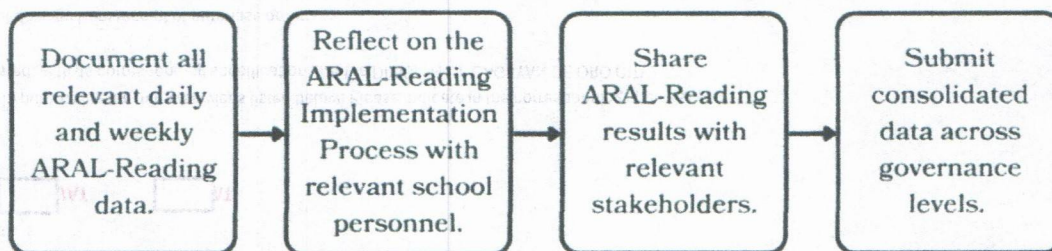
38. Figure 7 illustrates learners' pathways in ARAL-Reading for Key Stages 2 and 3.

Figure 7. Learners' Pathways in ARAL-Reading Key Stages 2 and 3



39. Tutors shall document all decisions made and provide clear evidence of readiness through assessment results and IRIP tracking. See Figure 8 for the flow of post-intervention recommendations.

Figure 8. ARAL-Reading Post-implementation Process Flow



40. Decisions on the pathways of learners shall be collaboratively made by the tutors, classroom teachers, parents or guardians, and other education professionals to ensure that they receive appropriate support.

End-of-the-School-Year (EOSY) Assessment

41. The Phil-IRI shall be administered one (1) month before the fourth quarter examination to determine learners' progress. Learners needing further support shall be recommended to participate in the ARAL-Summer Programs.

IX. REFERENCES

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ANNEX A**List of Learning Competencies for the ARAL-Reading Plus**
Reading Sub-Skills for Key Stage 2

No.	Reading Subskill	Big 6 Component
1	Identifying high-frequency words accurately.	Vocabulary
2	Identifying roots of high-frequency words (nouns, verbs, and adjectives).	Vocabulary
3	Using vocabulary in a new context.	Vocabulary
4	Using content-specific words.	Vocabulary
5	Identifying words with different functions.	Vocabulary
6	Identifying the synonyms and antonyms of words.	Vocabulary
7	Reading words accurately and automatically according to word patterns.	Fluency
8	Reading sentences with appropriate speed, accuracy, and expression.	Fluency
9	Noting important elements from stories (characters, setting, events).	Comprehension
10	Sequencing events.	Comprehension
11	Identifying the problem and solution in stories.	Comprehension
12	Inferring the character's feelings and traits.	Comprehension
13	Relating story events to one's experience.	Comprehension
14	Identifying cause and effect of events.	Comprehension
15	Predicting possible endings.	Comprehension
16	Summarizing texts.	Comprehension
17	Noting significant details.	Comprehension
18	Identifying text types.	Comprehension
19	Drawing conclusions.	Comprehension

ANNEX B**List of Learning Competencies for the ARAL-Reading Plus
Reading Sub-Skills for Key Stage 3**

No.	Reading Subskill	Big 6 Component
1	using context clues to understand the meaning of unfamiliar words	Vocabulary
2	identifying the literal and implied meanings of words.	Vocabulary
3	using structural analysis to understand the meaning of unfamiliar words	Vocabulary
4	using general references (print and online)	Vocabulary
5	self-assessing fluency	Fluency
6	using context to confirm word meaning and self-correct errors during reading, including rereading when necessary	Fluency
7	reading aloud with proper pacing and expression	Fluency
8	using non-verbal cues to enhance fluency	Fluency
9	noting important elements (story grammar)	Comprehension
10	identifying author's/speaker's point of view	Comprehension
11	sequencing events	Comprehension
12	identifying the type of plot	Comprehension
13	analyzing sound devices	Comprehension
14	analyzing figures of speech to get and clarify meaning	Comprehension
15	making inferences	Comprehension
16	making predictions	Comprehension
17	drawing conclusions	Comprehension
18	identifying the theme	Comprehension
19	summarizing story events	Comprehension
20	differentiating fantasy from reality	Comprehension
21	applying the important story elements to one's schema	Comprehension

22	noting important information through outlining (topic, main idea, supporting details)	Comprehension
23	identifying text types	Comprehension
24	identifying author's purpose	Comprehension
25	making generalizations	Comprehension
26	making a summary	Comprehension
27	distinguishing fact from opinion (statements of facts, opinions, and fact-based statements of opinion)	Comprehension
28	identifying propaganda technique used to persuade audience to further an idea or agenda	Comprehension
29	Identify visual/multimedia elements.	Comprehension
30	deriving meaning based on the visual/multimedia elements.	Comprehension
31	identifying real or make-believe, fact or non-fact images.	Comprehension
32	evaluating cultural appropriateness of visual/multimedia elements.	Comprehension
33	creating a visual/multimedia text drawn from visual elements learned.	Comprehension

ANNEX C

Individualized Reading Intervention Plan (IRIP) Checklist

Learner's Name _____

Grade Level _____

Tutor's Name _____

Focus Area	Reading Target			Status	Tutor Notes / Observations
	Phonological Awareness Focus	Letter Focus	Sight Words		
Filipino	Word Concept (print carries meaning; word boundaries)	<i>M, S, A, I, O, B, E</i>	N/A (Focus on oral naming and print awareness)		(include all observable, evidence-based remarks including next week's target)
Filipino	Alliteration	<i>U, T, K, L, N, G</i>	<i>Ang, Mga, Sa, Ito, Ay</i>		
Filipino	Syllable Manipulation (clapping, deleting, blending)	<i>Ng, P, R, D, H, N</i>	<i>Ako, Ikaw, Si, At, May</i>		
Filipino	Phoneme Manipulation (onset-rime, segment/blend)	<i>W, Y, Mga Letrang Banyaga</i>	Phrase/Sentence Reading using previous 10 words		
English	Word Concept (1:1 correspondence; tracking print)	<i>a, m, t, s, i, f, d</i>	N/A (focus on letter-sound fluency)		

English	Alliteration	r, o, g, l, h, u, c	a, the, and, you, is		
English	Syllable Manipulation (clap, blend, segment)	b, n, k, v, e, w, j	he, she, we, to, on		
English	Phoneme Manipulation + Blends + CVCe	Consonant Blends (bl, cl, st, etc.), CVCe (e.g., cake, bike)	in, of, that, was, are		
English	Phoneme Manipulation + Diphthongs	Diphthongs (e.g., oi, ou)	Phrase/Sentence Reading using 10 sight words		

Note: Only Week 1 is pre-assigned. Reading targets for the following weeks will be determined based on the student's performance during ongoing progress monitoring. If the reading target is successfully demonstrated each week, the tutee may continue with the eight-week plan as originally outlined.

Legend

✓ Observed

● Partially Observed

X Not Observed

Description

Ready to proceed to the next reading target

Needs additional practice on the current reading target

Reteach the current reading target



Republic of the Philippines
Department of Education

JUN 13 2025

DepEd ORDER
No. 018, s. 2025

**IMPLEMENTING GUIDELINES OF THE ACADEMIC RECOVERY
AND ACCESSIBLE LEARNING PROGRAM**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Minister, Basic, Higher, and Technical Education, BARMM
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Implementing Guidelines of the Academic Recovery and Accessible Learning (ARAL) Program**, pursuant to Republic Act (RA) No. 12028 or the Academic Recovery and Accessible Learning (ARAL) Program Act.
2. The ARAL Program is being implemented to establish a free and effective national learning intervention program to ensure that all learners who are struggling in their lessons, especially in reading, mathematics, and science, will be able to attain the competencies set by DepEd in their respective levels.¹
3. It shall be the umbrella program of DepEd for learning recovery and shall have the following components:
 - a. ARAL Program in Reading (ARAL-Reading),
 - b. ARAL Program in Mathematics (ARAL-Mathematics),
 - c. ARAL Program in Science (ARAL-Science), and
 - d. ARAL Summer Programs.
4. This policy repeals DepEd Order No. (DO) 45, s. 2002, or the "Reading Literacy Program in the Elementary Schools," DO 13, s. 2023 or the "Adoption of the National Learning Recovery Program in the Department of Education" and Department Memorandum No. (DM) 001, s. 2024 or the "Implementation of Catch-up Fridays."
5. All existing DOs and other related issuances, rules, and regulations or provisions thereof inconsistent with these guidelines are repealed or rescinded.

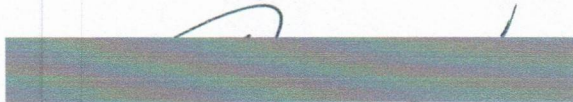
¹ An Act Establishing an Academic Recovery and Accessible (ARAL) Program and Appropriating Funds Therefor, Republic Act No. 12028, Sec. 2 (2024).



6. This Order shall take effect 15 days upon its approval, issuance, and publication on the DepEd website and in the Official Gazette or a newspaper of general circulation. Certified copies of this Order shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City.

7. For more information and inquiries, all concerned may contact the **Office of the Undersecretary for Curriculum and Teaching**, 1st Floor, Bonifacio Building, DepEd Complex, Meralco Avenue, Pasig City, through email at ouct@deped.gov.ph or at telephone numbers (02) 633-7202 and 687-4146.

8. Immediate dissemination of and strict compliance with this Order is directed.


SONNY ANGARA
Secretary

Encl:

As stated

References:

DepEd Order (No. 013, s. 2023)

DepEd Memorandum (No. 001, s. 2024)



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

BASIC EDUCATION
BUREAUS AND OFFICES
LEARNERS
POLICY
PROGRAMS
PROJECTS
READING EDUCATION
SCHOOLS



(Enclosure to DepEd Order No. 018, s. 2025)

IMPLEMENTING GUIDELINES OF THE ACADEMIC RECOVERY AND ACCESSIBLE LEARNING (ARAL) PROGRAM

I. RATIONALE

1. The Department of Education (DepEd) reaffirms its commitment to improving the academic performance of basic education learners and addressing learning loss in line with the Eight-Point Socioeconomic Agenda of President Ferdinand R. Marcos Jr. as articulated in the Philippine Development Plan (PDP) 2023-2028 and the 5-Point Reform Agenda of DepEd.
2. Results of national and international large-scale assessments reveal low proficiency levels in reading and mathematics among Filipino learners (DepEd, 2019, 2023; UNICEF & SEAMEO, 2019). In 2022, the World Bank reported that learning poverty in the Philippines is at 91%, which means that nine out of 10 Filipino children are unable to read and understand simple reading materials by the age of 10. Results from rapid assessments in reading and mathematics also showed a high percentage of learners performing below grade level.
3. In response to these challenges, Republic Act No. (RA) 12028, or the Academic Recovery and Accessible Learning (ARAL) Program Act of 2024, established the ARAL Program to provide a national learning intervention program that shall be grounded on the following premises, as stipulated in Section 4 of the Act:
 - 3.1. well-systematized tutorial sessions which demonstrate higher achievement gains;
 - 3.2. well-organized intervention plans and learning resources developed in consultation with curriculum and reading specialists, following a learner-centered approach that is supportive and empathetic of the learner's needs, motivation, and behavior, including but not limited to one-on-one or group tutorials;
 - 3.3. effective and accessible delivery modes for tutors and learners;
 - 3.4. careful determination and assessment of learners;
 - 3.5. well-chosen and trained tutors and learning facilitators; and
 - 3.6. alignment with existing DepEd policies for the development and provision of nutritional, social, and emotional, and mental health programs to support and ensure the holistic well-being of learners, and for them to prosper academically, build resilience against adversity, and be equipped with skills and confidence to seek help for early intervention during their educational journey.
4. The ARAL Program shall be the umbrella program of DepEd for learning recovery. It shall have the following components: (1) ARAL Program in Reading (ARAL-Reading); (2) ARAL Program in Mathematics (ARAL-Mathematics); (3) ARAL Program in Science (ARAL-Science); and (4) ARAL-Summer Programs.

ARAL-Reading, ARAL-Mathematics, and ARAL-Science will be implemented throughout the regular school year, while ARAL-Summer Programs will be conducted during the end-of-school-year (EOSY) break.

These programs shall replace the subprograms of the National Learning Recovery Program (NLRP), namely the National Reading Program (NRP), National Mathematics Program (NMP), and the National Science and Technology Program (NSciTP).

5. This policy establishes “a free and effective national learning intervention program to ensure that all learners who are struggling in their lessons, especially in reading, mathematics, and science, will be able to attain the competencies set by the Department of Education (DepEd) in their respective levels” (Section 2, RA 12028).

II. SCOPE

6. DepEd issues this policy to guide schools, community learning centers (CLCs), and concerned offices across governance levels, including qualified private institutions, in implementing this program.
7. Pursuant to the Implementing Rules and Regulations (IRR) of RA 12028, this DepEd Order (DO) shall apply to all public elementary and secondary schools from Kindergarten to Grade 10, as well as in CLCs, nationwide. Specifically, it shall apply to the following:
 - 7.1. Learners who have returned or are returning to school after a furlough;
 - 7.2. Learners who are below the minimum proficiency levels required in reading, mathematics, and science; and
 - 7.3. Learners who are failing in examinations and tests, as assessed and evaluated by the teachers during the course of the school year.
8. Learners who meet the minimum proficiency levels may be allowed to participate in supplemental classes under the ARAL Program during the summer break. Priority shall be given to the learners as enumerated in Item 7.
9. Learners in qualified private basic education institutions similarly situated as those enumerated in Item 7 shall be provided the same interventions. In case of limited slots for enrollment, preference shall be given to beneficiaries of the Educational Service Contracting Scheme.
10. The ARAL Program shall cover reading and mathematics for Grades 1 to 10 and science for Grades 3 to 10. For Kindergarten learners, the ARAL Program shall focus on building foundational skills and shall be integrated into the developmental domains following the blocks of time.
11. The ARAL Program also provides a platform for improving learning outcomes in literacy, numeracy, and Science for Kindergarten to Grade 10 learners.

12. The ARAL Program shall be implemented in phases starting SY 2025-2026.

III. DEFINITION OF TERMS

13. For this policy, the definition of the following terms is adapted from the IRR of RA 12028:
 - 13.1. **Assessments** refer to classroom-based assessments or a national assessment system that identifies, gathers, organizes, and interprets quantitative and qualitative information about what learners know and can do.
 - 13.2. **Blocks of time** refers to a time management strategy where a teacher, tutor or learning facilitator schedules out every part of the lesson or activity.
 - 13.3. **Daily Lesson Log (DLL)** refers to the template teachers use to log parts of their daily lesson. It covers a day's or week's worth of lessons and contains the following parts: Objectives, Content, Learning Resources, Procedures, Remarks and Reflection (DO 42, s. 2016)
 - 13.4. **Daily Lesson Plan (DLP)** refers to the teacher's "roadmap" for a lesson. It contains a detailed description of the steps the teacher will take to teach a particular topic. A typical DLP contains the following parts: Objectives, Content, Learning Resources, Procedures, Remarks and Reflection (DO 42, s. 2016).
 - 13.5. **Data plan** refers to a subscription or package offered by Public Telecommunications Entities (PTE), whether purchased via prepaid or postpaid modes of payment, that grants a user access to the internet through their mobile network.
 - 13.6. **Educational Service Contracting (ESC)** refers to a partnership program aimed at decongesting overcrowded public junior high schools. In ESC, the excess capacities of certified private junior high schools are "contracted" through slot allocations for students who would otherwise have gone to public schools. The slots come with subsidies called ESC grants, and program beneficiaries are called ESC grantees (DO 020, s. 2017).
 - 13.7. **Essential learning competencies** refer to knowledge and skills that learners must acquire which are considered indispensable in the teaching-learning process and in equipping learners for subsequent grade levels.
 - 13.8. **Foundational skills of learners** refer to the necessary skills and competencies for higher learning that learners need to develop, including basic literacy and numeracy skills.

These are skills that serve as the building blocks for further academic and personal development.

- 13.9. **Free access** refers to the use of all DepEd learning management system applications without incurring any corresponding data charges.
- 13.10. **Functional literacy** refers to the ability of a person to read, write, compute, and comprehend. In addition to the basic literacy skills, functional literacy includes higher level of comprehension skills, such as integrating two or more pieces of information and making inferences based on given information (Philippine Statistics Authority, 2024).
- 13.11. **Furlough** refers to a temporary, voluntary or involuntary absence from the school by a learner which may be due to personal, family health, financial, or other significant reasons that hinder the learner's ability to participate in formal education for a period of time.
- 13.12. **Grade-level competencies** refer to the specific competencies that learners are expected to master at each grade level within the K to 12 Program.
- 13.13. **Inclusive Learning Resource Center of Learners with Disabilities (ILRC)** refers to a physical or virtual center that provides support and related services to teaching and learning, using appropriate, accessible, disability, linguistically-culturally-, and gender-sensitive instructional learning materials, tools, devices, gadgets, and equipment to facilitate and enhance learning, and assessment tools and instruments, to evaluate developmental domains and specific areas of concern to determine appropriate services and placement decisions, with support and related services from medical, health, and allied professionals for care, rehabilitation, and development of learners with disabilities (RA 11650).
- 13.14. **Learning Loss** refers to the reduction in knowledge and skills that learners may face, typically due to prolonged breaks or interruptions in their education. This phenomenon can arise from various factors, including summer vacations, extended absences, or major events like the COVID-19 pandemic (Harvard University Center for Education Policy Research, 2023).
- 13.15. **Learner Information System (LIS)** refers to an online platform that serves as a central registry for learners in the Philippine basic education system. It is designed to manage and track student data, including enrollment information, academic records, and other relevant details. (DO 32, s. 2018).
- 13.16. **Learner management systems applications (LMS apps)** refer to software platforms designed to manage, deliver, track and assess educational or training content, including web-based

applications, online educational platforms, digital libraries, and other knowledge hubs.

- 13.17. **Minimum proficiency level** refers to the benchmark of basic knowledge and learning competencies in a learning area measured by assessments.
- 13.18. **Para-teachers** refer to those who have taken the Licensure Examination for Professional Teachers but were unable to qualify and have been issued by the Board for Professional Teachers a special permit indicating their area of assignment where there is a shortage or absence of a professional teacher.
- 13.19. **Pre-service teachers** refer to learners enrolled in a teacher education degree program offered by Teacher Education Institutions (RA 11713).
- 13.20. **Remediation or intervention** refers to an instructional program designed to support learners who do not meet academic expectations or who have not yet achieved the required curriculum competencies in their grade level. This can be made in the form of tutorials, mentoring, coaching, or other ways of delivering organized learning experiences, either before or after school or on Saturdays, pursuant to existing DepEd issuances.
- 13.21. **Tutors** refer to persons who teach a single learner or a small group consisting of a maximum of 15 learners.
- 13.22. **Tutorial sessions** refer to educational gatherings where a teacher or tutor engages with a small group of learners or an individual learner. These sessions aim to deliver personalized instruction, encourage in-depth discussions, and provide opportunities for learners to practice and apply concepts they are learning (Bates, 2015).

IV. POLICY STATEMENT

- 14. This Order institutionalizes the ARAL Program as a strategic, data-driven intervention to address learning gaps in reading, mathematics, and science. Grounded in learning assessment data from Comprehensive Rapid Literacy Assessment (CRLA), Rapid Mathematics Assessment (RMA), Philippine Informal Reading Inventory (Phil-IRI), and other national tools, the ARAL Program targets learners who are performing below grade level in reading, mathematics and science.
- 15. The ARAL Program is anchored on the commitment under RA No. 12028 to ensure that all Filipino learners are provided timely, targeted, and equitable academic support. It aims to ensure that by the end of Grade 10, all learners reach at least functional literacy.
- 16. The Program shall be guided by system-level data and school-level diagnostics to inform tutor deployment, instructional design, resource allocation, and technical assistance. It shall be implemented in

coordination with key governance units to monitor progress, enable local adaptation, and uphold the learner's right to meaningful, measurable learning outcomes.

V. PROGRAM GOAL

17. The goal of the ARAL Program is to ensure that Kindergarten to Grade 10 learners have developed the foundational skills necessary for them to attain competencies appropriate to their grade level, specifically in reading, mathematics, and science. It is envisioned, therefore, that learners assessed with competencies below their current grade level will reach the grade-level competencies after undergoing tutorials under the ARAL Program.
18. Figure 1 illustrates the goal of the ARAL Program. For instance, a Grade 3 learner has been assessed to have a Grade 2 proficiency level in Reading. The goal is to support the learner in achieving Grade 3-level competencies through the interventions of the ARAL Program.

The arrow in the figure symbolizes the development of grade-level competencies, building on foundational skills.

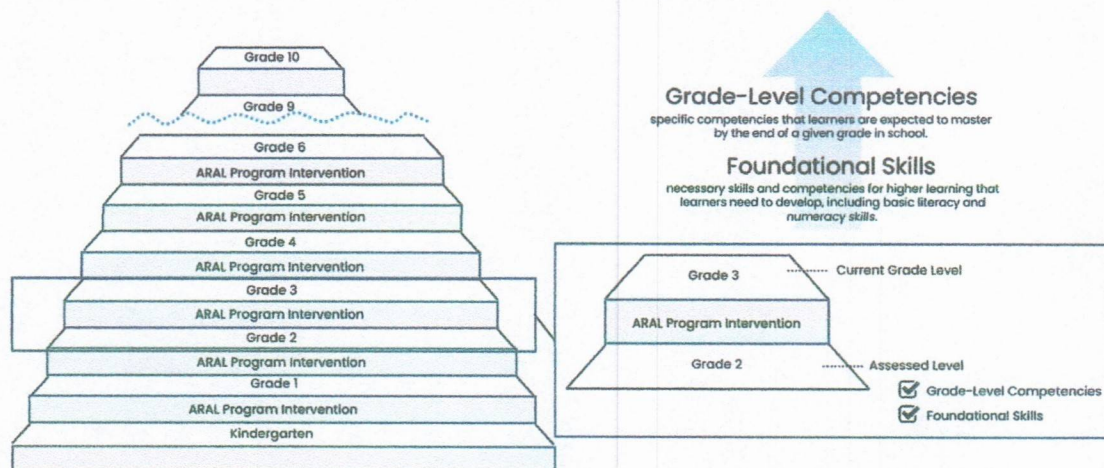


Figure 1. Illustration of the ARAL Program goal

19. Figure 2 illustrates the framework of the ARAL Program, highlighting its key components, which include the beneficiaries, determination and assessment of learners, intervention delivery, progress monitoring, and post-assessment. The ARAL Program cycle shall commence with the beginning-of-the-school-year (BOSY) assessment to determine the learners needing intervention in each type of beneficiary.
20. Identified learners shall undergo the ARAL intervention programs with continuous monitoring of their progress through formative and midline assessments.
21. Learners who meet the grade-level competencies shall exit the ARAL Program, while those who have yet to meet these competencies shall continue to participate in the program. Learners must receive the most

appropriate level of support moving forward for continuous improvement of learning outcomes.

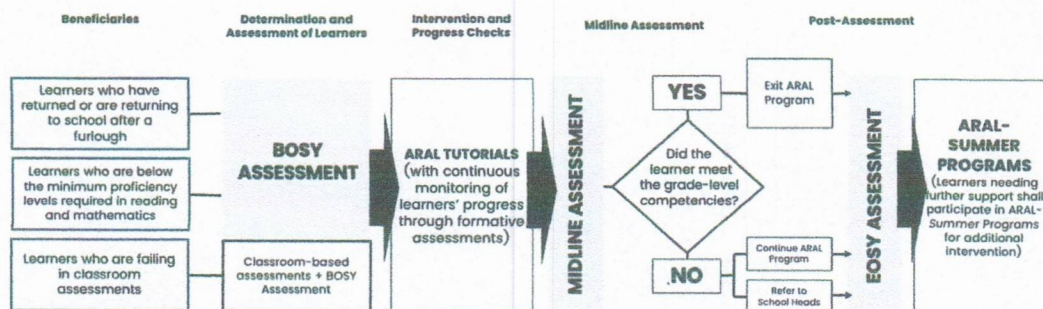


Figure 2. ARAL Program Framework

22. At the end of the school year, all learners shall be administered the end-of-school-year (EOSY) assessment, and those who need further support shall participate in ARAL-Summer Programs for additional intervention.
23. **The ARAL Program complements, rather than replaces, daily teaching-learning processes.** It provides additional support to bridge significant learning gaps rather than replace existing classroom-based intervention strategies.
24. Teachers should ensure that learners receive remediation when their raw scores are consistently below expectations in written work and performance tasks.
25. Learners who do not meet lesson objectives may not necessarily become ARAL learners. Instead, they shall first undergo appropriate interventions as detailed in the DLL and DLP. Learners who continue to fall behind in reading, mathematics, and science despite teachers' interventions, as evidenced by formative and midline assessments to be conducted immediately after the second quarter, may be referred to the ARAL Program to receive more targeted support through tutorial sessions.

Figure 3 illustrates this process.

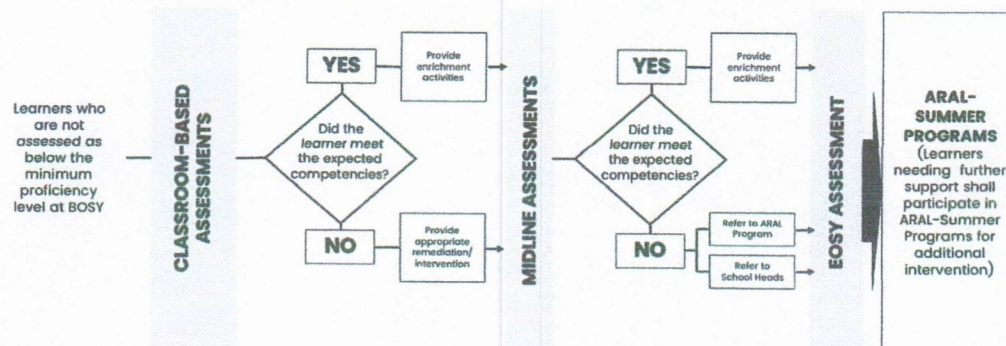


Figure 3. Assessment and referral to the ARAL Program

26. As stipulated in DO 42, s. 2016 (Items 45 and 55), teachers are expected to reflect on their lessons, to identify areas of strength and aspects requiring improvement. Teachers are responsible for ensuring learners meet the lesson objectives by providing targeted support and timely intervention.

27. Teachers and tutors shall collaborate closely to ensure that all learners are at least functionally literate, or can read, write, compute, and comprehend by the end of Grade 10.
28. The ARAL Program remediation schedule and specific implementation guidelines for reading, mathematics and science will be issued separately.

VI. IMPLEMENTING GUIDELINES

29. The ARAL Program shall have the following components: (1) ARAL-Reading; (2) ARAL-Mathematics; (3) ARAL-Science, all of which shall be implemented throughout the school year; and (4) ARAL-Summer Programs, which will be conducted during the EOSY break.

Figure 4 shows the components of the ARAL Program.

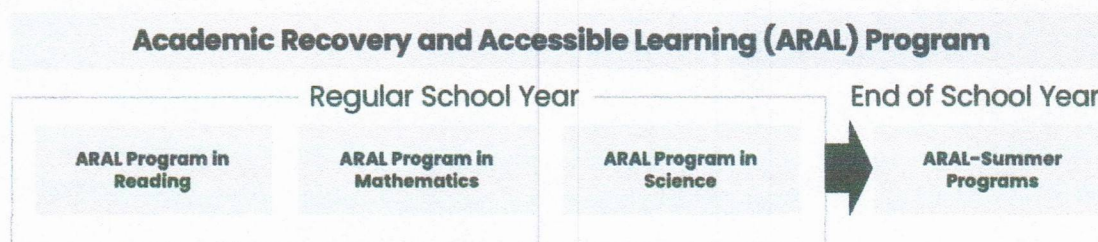


Figure 4. Components of the ARAL Program

30. The guidelines on the implementation of the ARAL programs, including funding and its utilization, will be released in separate issuances.

A. Coverage

31. The ARAL Program shall cover the essential learning competencies under the K to 12 Basic Education Curriculum, covering reading and mathematics for Grades 1 to 10, and science for Grades 3 to 10.
32. Reading and mathematics shall be prioritized in the ARAL Program to develop the critical and analytical thinking skills of learners.
33. For Kindergarten learners, the ARAL Program shall focus on building foundational skills to strengthen their literacy and numeracy competencies. It shall be integrated into the developmental domains following the blocks of time.

B. Determination and Assessment of Learners

34. In the determination and assessment of learners covered by the ARAL Program, priority shall be given to learners from Kindergarten to Grade 6. Moreover, all learners who have not yet achieved foundational skills per grade level shall be prioritized in the ARAL Program.

35. The ARAL Program shall begin by identifying learners who will be part of the program through the following:
 - 35.1. Use the Learner Information System (LIS) to tag learners who have returned or are returning from a furlough;
 - 35.2. Administer various assessment tools, such as CRLA/Phil-IRI for Reading, RMA for Mathematics, and/or other assessment tools to be developed by the DepEd at the start of the school year to determine the minimum proficiency level of learners; and
 - 35.3. Leverage the results of classroom-based assessments administered by the teachers to determine learners who are failing in examinations and tests.
36. Table 1 shows the different tools that may be used in the ARAL Program in reading and mathematics.

Table 1. Assessment Tools under the ARAL Program

ARAL Component	Assessment	Grade Level	Duration of Administration	When to Administer		
				Pre-assessment (BOSY)	Midline Assessment	Post-assessment (BOSY)
ARAL-Reading	Comprehensive Rapid Literacy Assessment (CRLA)	1 to 3	8 to 15 minutes	Two weeks up to one (1) month at the beginning of the SY	Immediately after the second quarter examination	One month before the Fourth Academic Quarter Examination
	Philippine Informal Reading Inventory (Phil-IRI)	4 to 10	10 to 15 minutes			
ARAL-Mathematics	Rapid Mathematics Assessment (RMA)	1 to 3	10 to 15 minutes			
		4 to 10	30 minutes			

37. A separate issuance shall be released on the conduct of Rapid Science Assessment for Grades 3 to 10.
38. Figure 5 illustrates the process flow of the determination and assessment of learners under the ARAL Program.

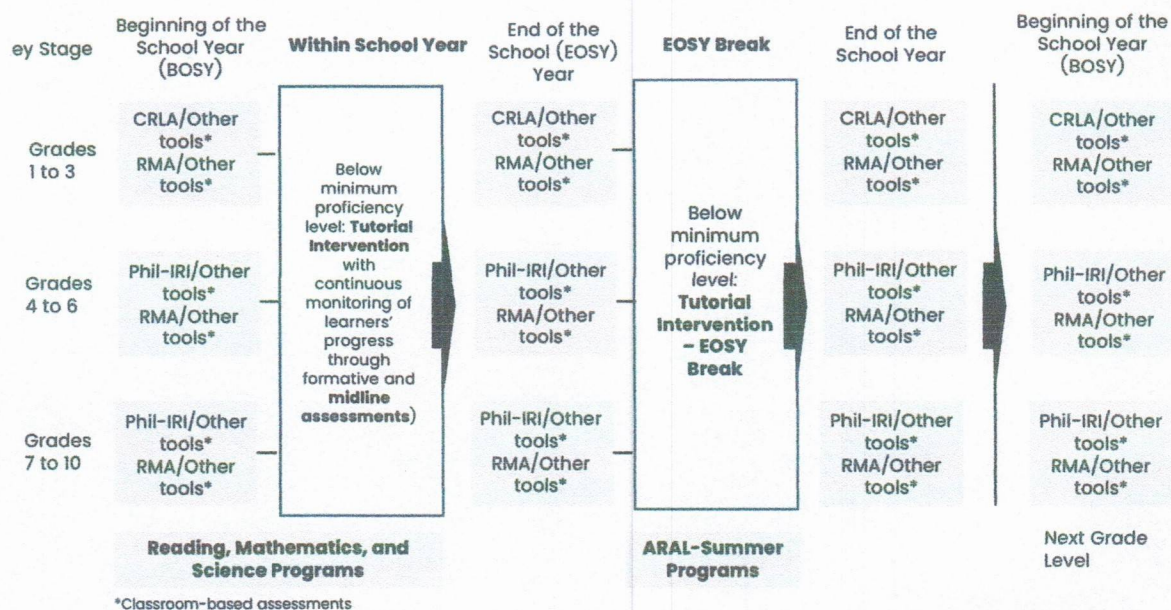


Figure 5. Process diagram on the determination and assessment of learners under the ARAL Program

39. Learners who perform below the minimum proficiency level shall be identified for intervention in the ARAL Program. Specifically:
 - 39.1. In reading, learners classified as “Emerging,” “Developing,” and “Transitioning” (Key Stage 1) and “Frustration” and “Instructional” (Key Stages 2-3);
 - 39.2. In mathematics, learners are classified as “Not Proficient,” “Low Proficient,” and “Nearly Proficient.”
40. Table 2¹ below shows the alignment of the reading and mathematics profiles based on the assessments.

Table 2. Alignment of Reading and Mathematics Profiles

Reading Assessment		Mathematics Assessment
Grades 1 to 3	Grades 4 to 10	Grades 1 to 10
CRLA	Phil-IRI	RMA
Emerging	Frustration	Not Proficient
Developing		Low Proficient
Transitioning	Instructional	Nearly Proficient
Reading at Grade Level	Independent	Proficient
		Highly Proficient

¹ Comprehensive Rapid Literacy Assessment (2023); Rapid Mathematics Assessment (2023)

41. Table 3 below describes the reading profiles based on the reading assessment tools.²

Table 3. Descriptions of Reading Profiles

CRLA Profiles (Key Stage 1)		Phil-IRI Profiles (Key Stages 2-3)	
Reading Profile	Description	Reading Profile	Description
Emerging	Learners show limited phonological awareness and may only know a few letters, attempting to read by sounds or syllables without recognizing whole words. They need targeted instruction to build foundational skills and improve reading comprehension.	Frustration Level	Learners at this level struggle with reading texts appropriate for their grade level, often displaying difficulties in decoding, fluency, and comprehension. They require intensive support and targeted interventions to build foundational literacy skills.
Developing	Learners have phonological awareness and can decode some words and phrases but require teacher guidance to enhance automaticity, fluency, and comprehension of simple texts.		
Transitioning	Learners have more advanced reading skills from previous levels but need additional practice to improve accuracy and automaticity in reading.	Instructional Level	Learners at this level require some support from teachers or peers to comprehend reading materials. Their reading skills are developing, but they still need guided practice to improve fluency and understanding.
Reading at Grade Level	Learners demonstrate strong letter knowledge, phonological awareness, and decoding skills. They can read various texts in L1 and L2 and are starting to read in L3.	Independent Level	Learners at this level can read and understand texts independently with minimal or no assistance. They demonstrate strong comprehension and fluency skills.

² Comprehensive Rapid Literacy Assessment (2023); Philippine Informal Reading Inventory (DO 14, s. 2018)

42. Table 4 below presents the mathematics profiles and their descriptions based on the mathematics assessment tool.³

Table 4. Descriptions of Mathematics Profiles

RMA Profiles	Description
Not Proficient	Key Stage 1 The learner can recite whole numbers up to 100 but cannot yet identify or represent them in written or visual form. They are able to add and subtract single-digit numbers only and can recognize ordinal numbers up to the 10th. However, they struggle to recognize basic shapes and are uncomfortable measuring objects using non-standard units. They are not yet able to tell time reliably. Reading and interpreting pictographs is difficult, and they often cannot answer simple questions about data. The learner finds it hard to solve problems or explain their thinking and uses very limited math vocabulary and tools.
	Key Stage 2 The learner struggles with basic operations involving 4-6 digit whole numbers and cannot reliably work with fractions or decimals. Their understanding of the order of operations (MDAS/GMDAS) is minimal, and they are unable to apply it consistently. They have difficulty identifying and naming basic angles and geometric shapes, and they show little understanding of standard measurement units or unit conversions. Reading and interpreting simple graphs poses a challenge, and they do not yet grasp basic data comparisons or terms related to probability. They rarely attempt problem-solving tasks, show limited reasoning skills, and often lack the confidence to explain their thought processes or strategies using math language.
	Key Stage 3 The learner has difficulty with basic algebraic operations and foundational number concepts, including integers and fractions. They are unable to solve or represent simple equations or expressions, and show limited or no understanding of concepts such as functions, radicals, and percentages. In geometry, they can only identify basic shapes but cannot measure accurately or apply geometric formulas. They struggle with interpreting even simple graphs and do not grasp the basics of probability or data interpretation. Engagement in mathematical processes is minimal, and they often lack both confidence and accuracy when attempting tasks.
Low Proficient	Key Stage 1 The learner can identify and count numbers up to 100 and perform basic addition and subtraction within 20. They demonstrate an emerging understanding of place value in two-digit numbers and can identify ordinal numbers up to the 10th. They recognize basic shapes and can measure objects using non-standard units. They are able to tell time to the hour and half-hour and describe simple movements. In data representation, they can read pictographs without a scale and answer basic comparison questions with support. The learner attempts to solve

³ Rapid Mathematics Assessment (2023)

	simple word problems with guidance and uses basic math terms, though their use of digital tools remains limited.
	Key Stage 2 The learner can perform basic addition and subtraction with whole numbers up to 1,000,000, though they may require support. They can identify similar fractions and basic decimals, and they make attempts at multiplication and division. They recognize simple patterns and can identify basic angles and common 2D shapes. The learner can calculate the perimeter and area of simple figures, although their use of standard units for length, mass, and capacity is inconsistent. In data interpretation, they can read single line and bar graphs with guidance and describe simple data sets, making basic predictions. Problem-solving is approached through familiar methods, but they often rely on support and use a limited range of math vocabulary to explain their thinking.
	Key Stage 3 The learner can identify and use basic algebraic operations involving monomials and binomials, and attempts to solve simple equations and absolute value expressions with guidance. They are beginning to explore concepts such as integers, percentages, and are developing familiarity with simple graphical representations. Geometrically, they recognize properties of polygons, identify angle relationships, and calculate the volume of simple 3D shapes like cubes and rectangular prisms. The learner can read simple tables and graphs, understand basic probability in straightforward contexts, and identify measures of central tendency (mean, median, and mode). They are starting to use reasoning and problem-solving strategies with support, and express their understanding using basic mathematical vocabulary and representations.
Nearly Proficient	Key Stage 1 The learner can confidently add and subtract numbers up to 1000, understands the concept and use of money up to ₱1000, and can perform simple multiplication and division using 2, 3, 4, 5, and 10 times tables. They measure and compare length, mass, area, and capacity using standard tools, tell time to the minute, and identify the perimeter of shapes. The learner understands basic geometric concepts such as flips, slides, and types of lines. In data handling, they can read and interpret scaled pictographs, organize simple data, and identify likely outcomes in everyday contexts. They can solve routine problems with minimal help and explain their strategies using appropriate math language, beginning to incorporate digital tools in their learning.
	Key Stage 2 The learner confidently performs all four operations with whole numbers and can add and subtract both similar and dissimilar fractions. They demonstrate understanding of the order of operations (MDAS/GMDAS) and begin solving problems involving decimals and basic ratios. They measure and convert between metric units accurately, identify the properties of triangles, quadrilaterals, and 3D shapes, and can calculate surface area and volume of common solids. The learner understands transformations such as reflection, rotation, and translation. They can interpret data from line graphs, bar graphs, double line/bar graphs, and simple tables, and they show a developing grasp of theoretical probability.

	They begin to create their own visual data representations. The learner uses correct math vocabulary, justifies their thinking, and effectively uses digital tools to support their learning.
	Key Stage 3 The learner solves linear equations and inequalities, simplifies algebraic expressions, and identifies basic functions and their relationships. They work comfortably with integers, rational numbers, percentages, and radicals, and are beginning to solve quadratic equations. In geometry, they apply formulas for volume and area, use triangle theorems (including the Pythagorean Theorem), and perform transformations on the coordinate plane. They can identify congruent and similar figures. In data handling, they create and interpret bar graphs, line graphs, and pie charts, understand theoretical and experimental probability, and interpret measures of variability such as range and quartiles. The learner applies logical reasoning, communicates steps clearly, uses appropriate math tools and digital technology, and justifies their solutions effectively
Proficient	Key Stage 1 The learner can efficiently perform all four operations (addition, subtraction, multiplication, and division) with numbers up to four digits and apply these skills to money up to ₱10,000. They can estimate results, identify and extend patterns, and begin working with fractions. In measurement and geometry, they solve real-life problems, calculate area and perimeter, and recognize transformations and symmetry, while classifying shapes and lines accurately. The learner can read and interpret information from tables and bar graphs, make reasonable predictions, and draw conclusions from data. They apply logical strategies to solve problems, explain their thinking clearly, and make consistent use of appropriate tools and technology.
	Key Stage 2 The learner solves multi-step problems using whole numbers, fractions, decimals, and mixed numbers, accurately applying the order of operations (GMDAS and GEMDAS) in complex expressions. They demonstrate a strong grasp of concepts like percentages, prime and composite numbers, LCM, GCF, and exponential notation. In geometry and measurement, they solve advanced problems involving perimeter, area, volume, and surface area of complex or composite figures. They can convert measurement units precisely and apply geometric understanding to real-world contexts. The learner creates and interprets pie charts, double bar/line graphs, and detailed tables, and they analyze data trends and interpret outcomes using probability. They explain strategies clearly, justify decisions with logical reasoning, and use tools and technology confidently to deepen understanding and draw connections between math concepts.
	Key Stage 3 The learner analyzes and graphs both linear and quadratic functions, solves systems of equations and quadratic inequalities, and simplifies radical and rational algebraic expressions. They solve real-world algebraic problems involving compound interest, depreciation, and direct or inverse variation. In geometry, they apply triangle and circle theorems (e.g., Laws of Sines and Cosines), solve problems involving sectors, segments, and 3D figures like cones, spheres, and pyramids, and perform

	accurate geometric transformations. In data analysis, they interpret statistical reports, create box plots, cumulative frequency graphs, and histograms. They understand dependent and independent events and apply probability rules including union, intersection, complement, and the Fundamental Counting Principle. The learner independently solves and explains multi-step problems, evaluates outcomes, uses digital tools effectively, and consistently connects concepts across math topics.
Highly Proficient	Key Stage 1 The learner can independently solve complex, multi-step problems using all four operations and confidently estimate and calculate with large numbers and money. They make meaningful connections between number concepts and patterns. Their application of measurement and geometry skills extends to a variety of real-world and abstract situations, including performing and explaining transformations. In data handling, they can create, analyze, and compare multiple forms of data displays, predict outcomes accurately, and use data to support real-life decisions. The learner demonstrates creativity and flexibility in problem-solving, communicates their reasoning clearly, and consistently chooses the most effective strategies and tools, including advanced digital resources.
	Key Stage 2 The learner demonstrates high-level proficiency in solving complex, real-world math problems involving various number types, including rational numbers, and clearly articulates multiple strategies and approaches. They apply strong number sense and advanced reasoning across diverse topics. In geometry, they design and analyze models such as tessellations and transformations, and independently solve multi-step problems in measurement and spatial reasoning. The learner critically evaluates complex data sets, creates sophisticated graphs and charts, and communicates findings using precise and accurate math language. They apply probability concepts to make informed predictions and solve real-life problems. The learner takes the lead in inquiry-based math tasks, uses digital tools creatively, integrates learning across subjects, and defends their reasoning with clarity, flexibility, and confidence.
	Key Stage 3 The learner demonstrates deep understanding and flexible application of numbers and algebra in solving complex, real-world problems. They explain methods for solving equations, manipulating expressions, and modeling situations using algebraic structures, graphs, and tables. In geometry, they solve advanced problems involving both 2D and 3D figures, provide reasoning for proofs of congruence and similarity, and integrate algebraic and trigonometric concepts. The learner critically evaluates data sources, identifies potential bias or misleading visuals, and interprets data using advanced statistical tools and measures. They model and solve complex probability problems involving multiple events, making connections to real-life scenarios. The learner takes initiative in mathematical inquiries, critiques reasoning with clarity, and communicates abstract concepts effectively. They apply their knowledge across disciplines and use technology in innovative ways to explore and deepen understanding.

43. Progress checks/assessments in the form of teacher-made formative tests will be conducted to determine whether a learner has acquired the necessary competencies to advance to the next level or to exit the ARAL Program. At the end of each quarter or whenever necessary, teachers shall administer midline assessments to evaluate the learners' progress. Learners will receive intervention until they reach grade-level competencies.
44. Based on the results of progress checks/assessments, tutors and teachers shall determine the appropriate next steps for the learners. Figure 6 shows three possible pathways in the ARAL Program, which are as follows:
- 44.1. **Learners who have reached grade-level proficiency:** These learners shall exit the ARAL Program.
- 44.2. **Learners who show improvement but remain below grade level:** These learners require continued participation in the ARAL Program.
- 44.3. **Learners who do not show improvement and continue to struggle significantly:** These learners need extended intervention or specialized support. Teachers shall submit the names to their school heads, who shall act accordingly as stipulated in Item 46 of this Order.

Decision-making should be collaborative, involving tutors, classroom teachers, and other education professionals to ensure that learners receive the most appropriate level of support moving forward.

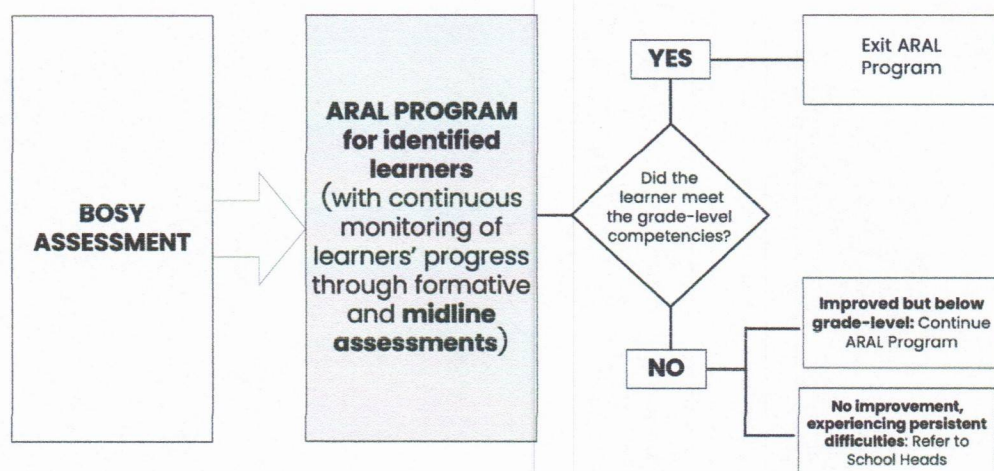


Figure 6. Journey of learners in the ARAL Program

45. In addition to the regular administration of assessments, teachers and tutors shall systematically monitor learners' progress and identify learning gaps to inform specific interventions. National assessments should also be considered as benchmarks for determining learners' current skills. The Strategic Management (StratMa) Strand shall release separate guidelines for the establishment of the Learners' Progress Tracking System in coordination with the Information and Communications Technology Service (ICTS) and other relevant strands.

46. Grades 2 to 10 learners failing assessments and showing developmental advancement or delays, or with manifestations of learning difficulties, shall be referred to the multidisciplinary team of the Inclusive Learning Resource Centers (ILRCs) or to other professionals for further assessment. These learners shall be provided with immediate and appropriate intervention.
47. Schools shall conduct BOSY assessments during the first two (2) weeks up to one (1) month at the beginning of the school year and shall administer midline assessments after the second quarter examination. EOSY assessments shall be conducted one (1) month before the final examination. Learners needing further support at the end of the school year shall participate in ARAL-Summer Programs for additional intervention.
48. Schools shall discuss assessment results and appropriate interventions during their respective collaborative expertise sessions within the first two (2) weeks of the school year and at least once a week thereafter (DO 14, s. 2023), or during the monthly learning action cells (LAC) sessions.

C. Tutors Under the ARAL Program

49. The following may be tutors under the ARAL Program:

- 49.1. Teachers and para-teachers

Experienced teachers with relevant areas of specialization or those teachers who have years of actual experience in classroom management and a variety of teaching strategies shall be given priority. Such teachers, however, shall not serve as tutors of their own learners.

Priority consideration shall likewise be extended to teacher applicants whose areas of specialization are included in the Comparative Assessment Result-Registry of Qualified Applicants (CAR-RQA).

Eligible individuals for engagement as tutors may also include:

- 49.1.1. LET-eligible teacher applicants in the RQAs who did not meet the cut-off score under the existing DepEd hiring guidelines;
- 49.1.2. Other LET-eligible individuals within the locality, such as teachers from private schools, State Universities, and Colleges (SUCs), Local Universities and Colleges (LUCs), retired professional teachers, and other teaching practitioners in the community;
- 49.1.3. Para-teachers who possess relevant experience and competency to provide academic support to learners.
- 49.2. Pre-service teachers as defined under RA 11713 or the "Excellence in Teacher Education Act."

DepEd, in coordination with the Commission on Higher Education (CHED) and Teacher Education Council (TEC), shall set the minimum requirements, deployment, workload criteria, and qualifications standards for the pre-service teacher applicants under the ARAL Program. Tutorial sessions conducted by pre-service teachers shall be treated as separate practice teaching in their curriculum.

- 49.3. Other trained individuals who are qualified, experienced, competent, and of good character consistent with the conditions stated in Item 50 of this policy.

These may include:

- 49.3.1. Other licensed professionals
- 49.3.2. Non-licensed education graduates
- 49.3.3. College graduates
- 49.3.4. Individuals with qualifications as may be identified by DepEd based on the needs of the program.

50. Tutors hired for the ARAL Program shall meet the following minimum qualifications:

50.1. **Professional or Educational Background**

- 50.1.1. Teachers, para-teachers, pre-service teachers, and non-licensed education graduates;
- 50.1.2. Retired professional teachers;
- 50.1.3. Other licensed professionals;
- 50.1.4. College graduates; and
- 50.1.5. Individuals with qualifications as may be identified by DepEd.

- 50.2. **Competency in Teaching:** Tutors shall demonstrate competency in teaching areas they will handle, as well as proficiency in the use of various teaching methods as assessed during the hiring process. Tutors with experience in tutoring, remedial instruction, or formal teaching shall be preferred. The Schools Division Offices (SDOs) may administer appropriate assessments to evaluate the applicants' competencies.

- 50.3. **Training:** Tutors shall undergo mandatory training, as customized to their respective specializations to be provided by DepEd or recognized and accredited training institutions. This includes training on effective learner-centered pedagogies, psychological first aid, handling learners with diverse needs, and the effective use of educational technologies and materials.

- 50.4. **Good Moral Character:** Tutors must be individuals of good moral character, with no record of any criminal offense or behavior that would question their suitability to work with children. A duly submitted document shall serve as proof of the applicant's good moral standing to be used as a means of verification.

51. Consistent with Item 50, interested and eligible individuals may signify their intent to serve as tutors addressed to the SDS or the highest human resource officer designated by the SDS.

D. Capability Building of Tutors

52. Tutors shall undergo sufficient training, as needed focusing on content knowledge, effective pedagogies, interpersonal skills, socio-emotional learning, and cultural competency, among others.
53. The National Educators Academy of the Philippines (NEAP), in coordination with other bureaus and offices under the Curriculum and Teaching (CT) Strand, shall design, quality assure, and deliver professional development (PD) programs aimed at empowering teachers, tutors, and school leaders to effectively implement the ARAL Program.
54. Non-DepEd tutors are encouraged to participate in related capacity-building activities and collaborative expertise sessions with DepEd teachers to ensure that teaching and learning processes are responsive toward achieving the goals of the ARAL program and aligned with DepEd's instructional delivery.
55. DepEd may enter into an agreement with TEC, CHED, Department of Social Welfare and Development (DSWD), Department of Science and Technology (DOST), Department of the Interior and Local Government (DILG), and other concerned agencies such as teacher education institutions and non-governmental organizations relative to the training and capacity-building of pre-service teachers, para-teachers, and other individuals who will be hired as tutors for the program.
56. DepEd and concerned local government units (LGUs) may enter into an agreement in relation to capacity-building, home learning, and support activities conducted for parents and parent-substitutes of learners under the ARAL Program, consistent with Rule VII Section 21 of the IRR of RA 12028.
57. DepEd may enter into an agreement with DSWD to ensure alignment of capacity-building of the tutors for the DSWD tutorial programs aligned with the ARAL Program.

E. Delivery Modes for Tutorial Sessions

58. Tutorial sessions shall be conducted using any of the following delivery modes to ensure that the sessions are effective and accessible to or within the reach of learners:
 - 58.1. **Face-to-face tutorials** where tutors and learners are physically present in the same place;
 - 58.2. **Online tutorials** where tutors facilitate the tutorial sessions and engage the learners' active participation by using various technologies so that learning can be accessed anytime, while they can be geographically remote from each other; and

- 58.3. **Blended learning**, where a specified number of tutorial sessions include online and face-to-face tutorials.

A separate policy on flexible learning modalities, including those under the ARAL Program, such as Items 58.2 and 58.3, shall be issued.

59. In conducting the tutorial sessions, the needs of learners in particular circumstances, such as learners with disabilities and indigenous peoples, will be supported and guided by existing policies related to these learners.

The participation of learners with disabilities in the ARAL Program shall be guided by DO 44, s. 2021, Policy Guidelines on the Provision of Educational Programs and Services for Learners with Disabilities in the K to 12 Basic Education Program. In line with this policy, support mechanisms shall include the provision of assistive and augmentative devices, and the use of Filipino Sign Language (FSL) as the primary medium of communication for Deaf learners.

Consistent with DO 32, s. 2015, Adopting the Indigenous Peoples Education Curriculum Framework, tutorial sessions for IP learners shall continue to be contextualized as appropriate, taking into consideration their socio-cultural contexts. The use of the IP language to facilitate learning shall be considered in learning delivery, especially in Grades 1 to 3.

60. Tutorial sessions may be conducted in any or a combination of the following:
- 60.1. Through a pull-out strategy or tutorial sessions during regular class hours; and/or
 - 60.2. As an add-on program where learners attend intervention or tutorial sessions before or after school hours, during weekends, or any time available within the school calendar.
 - 60.3. Other strategies proposed by the schools, subject to the approval of the Schools Division Superintendents (SDS) or their authorized representative.
61. The duration of tutorial sessions shall not exceed one (1) hour for each learning area during weekdays or two (2) hours for reading, mathematics, and science during weekends, preferably Saturdays.
62. Tutorial sessions shall be conducted in public schools, learning centers, and other appropriate facilities where the learners are or were previously enrolled, as applicable. Schools shall ensure the security and safety of all learners, tutors, and other parties involved pursuant to RA 11313 or the "Safe Spaces Act."
63. To create a positive learning experience, interventions shall foster a supportive and encouraging environment by acknowledging strengths, celebrating successes, encouraging a growth mindset, and normalizing mistakes as part of the learning process. By ensuring that learners feel accomplished rather than discouraged, the ARAL Program cultivates a positive culture that promotes long-term literacy development.

64. Tutorial sessions shall be one-on-one or in groups (Section 4, RA 12028). The recommended teacher-learner ratio for group tutorials is 1:5 for Kindergarten to Grade 10. If schools do not have sufficient teachers and resources to conduct tutorial sessions, they may conduct small-group instruction with a maximum teacher-learner ratio of 1:15.
65. In the event of a declaration of suspension or cancellation of in-person classes by authorized offices due to emergencies and hazards, as stipulated in DO 22, s. 2024, Revised Guidelines on Class and Work Suspension in Schools During Disasters and Emergencies, schools shall automatically implement Alternative Delivery Modes for Education in Emergencies (EiE-ADM), following their respective Learning and Service Continuity Plan (LSCP) through Distance Learning Delivery Modalities (DLDMs), whether Modular Distance Learning (MDL), Online Distance Learning (ODL), TV-Based Instruction (TVI), Radio-Based Instruction (RBI), or blended learning. Tutors shall collaborate with family members who have the capacity to tutor learners, supporting their home learning activities.

F. Learning Resources

66. Schools and CLCs shall use available teaching-learning resources, which include decodables, leveled reading materials, storybooks, and activity sheets.
67. Learning resources shall be learner-centered, skills-based, inclusive, developmentally appropriate, relevant, gender- and culture-sensitive, and contextualized.
68. Collaboration with education partners and other stakeholders is highly encouraged to ensure access to grade-level appropriate, contextualized, and engaging reading, mathematics, and science materials in languages that learners understand.
69. All learning resources to be used in the ARAL Program shall undergo quality assurance by the appropriate authority at each governance level: school head at the school level, Curriculum and Implementation Division (CID) at the division level, and the Curriculum and Learning Management Division (CLMD) at the regional level. These offices may also consult the Bureau of Learning Resources or Curriculum and Teaching Strand at the DepEd Central Office.

G. Free Access to All of DepEd's Learning Management Systems Applications; Subsidized Data Plans for Learners and Tutors in Need

70. DepEd shall coordinate with PTEs in the provision of free access to all DepEd-exclusively hosted LMS with a static and public internet protocol (IP) address. LMS apps shall include web-based applications, online educational platforms, digital libraries, and other online knowledge hubs exclusively hosted by DepEd. No data charges shall also be incurred in downloading from or uploading to these applications.

71. Subsidized data plans shall be provided suitable for the requirements of the online and blended mode of delivery of the tutorial sessions that may be conducted under the ARAL Program, subject to the issuance of separate guidelines by ICTS. The appropriation and use shall be contingent on the availability of funds and the existing budgeting, accounting, auditing, and procurement laws, rules, and regulations. Further, partnership with the LGUs, other government agencies concerned, and other stakeholders is encouraged for the implementation of free access to DepEd apps and subsidization of data plans and tutors in need.
72. Free access to all LMS applications shall only be limited to DepEd platforms. Additional data charges may apply outside of DepEd-provided platforms.
73. Learners and tutors in financial need shall be provided with subsidized data plans for the use of these applications, subject to the availability of funds. Separate guidelines for the targeting mechanism shall be developed by ICTS and the StratMa Strand, in coordination with the Philippine Statistics Authority (PSA) and DSWD.

H. Allotment of Airtime for Supplemental Tutorial Video Materials

74. Pursuant to RA 8370 or the “Children’s Television Act of 1997,” a portion of the mandated allotment in the daily total air time of each broadcasting network shall be utilized for supplemental tutorial video materials within the regular programming of all networks granted franchises or as a condition of renewal of their broadcast licenses hereinafter, to be included as part of the responsibility of the network in serving the public.

DepEd, through the External Partnerships Service (EPS), in coordination with the National Telecommunications Commission (NTC), National Council for Children’s Television (NCCT), and the concerned broadcasting network, shall enter into an agreement on how the supplemental video materials for learners under the ARAL Program will be produced and aired.

The materials shall cover the essential learning competencies under the K to 12 curriculum, covering reading, mathematics, and science and shall undergo quality assurance process by the CT Strand.

75. DepEd, through the Bureau of Learner Support Services (BLSS), NCCT, and broadcast television networks, shall ensure that all materials for broadcasting/airing are compliant with the Child-Friendly Content Standards (CFCS) of the NCCT.

I. Campaigns for Learners to Return to School

76. The Public Affairs Service (PAS) shall create mass awareness campaigns for the ARAL Program through media and community engagement to encourage learners to re-enroll and return to school.
77. Consistent with existing policy on early registration, PAS shall issue guidelines for the conduct of the campaigns and relevant activities, schedules, and reintegration processes or mechanisms to encourage the

learners to re-enroll and return to school under the ARAL Program of basic education.

78. In the conduct of mass awareness campaigns, DepEd field offices shall collaborate with concerned LGUs, other agencies, institutions, or organizations to encourage learners to re-enroll and/or return to school under the ARAL Program.

J. Updated Learner Information System

79. The Policy and Planning Service (PPS) shall update its LIS and other relevant information systems, which shall contain the following additional information:
 - 79.1. Name and academic background of tutors;
 - 79.2. Name, grade level, and school of learners and their corresponding pre- and post-assessment scores in standardized measures of program effectiveness and grade in the subjects taken under the ARAL Program; and
 - 79.3. Assessment of learners' performance on tasks and activities administered during the tutorial sessions.

PPS, in collaboration with the Bureau of Education Assessment (BEA), Bureau of Learning Delivery (BLD), Bureau of Human Resource and Organizational Development (BHROD), ICTS, and other relevant offices, shall maintain records and other pertinent details regarding the learners, in accordance with the provisions of RA 10173 or the "Data Privacy Act of 2012."

K. Integration of the ARAL Program into the Teacher's Program, School Improvement Plan, and Annual Implementation Program

80. The ARAL Program and its activities shall be included in the School Improvement Plan and Annual Implementation Plan.
81. For teachers serving as tutors under the ARAL Program, the tutorial sessions shall be integrated into their respective teacher's program and shall be treated as a teaching load. These sessions may be scheduled during weekdays, weekends, or any available time within the school calendar.
82. The schedule and additional manpower to implement this program shall be reflected in the School Form 7, which shall be submitted to the Schools Division Office (SDO) for monitoring, evaluation, and technical assistance.

L. Remuneration of Teachers, Para-teachers, and Pre-service Teachers Who Serve as Tutors

83. Teachers who serve as tutors shall be given additional remuneration in the form of teaching overload pay, on top of their existing compensation, subject to the pertinent provisions of RA 4670 or the "Magna Carta for Public School Teachers," and the existing rules and regulations of DepEd and the Department of Budget and Management (DBM). Said

compensation for teachers shall be granted for regular school days provided that they have already rendered the prescribed six (6) hours of actual classroom teaching, and the amount paid for the purpose shall not exceed the compensation for two (2) hours based on the Prime Hourly Teaching Rate consistent with DBM guidelines.

The payment shall be in accordance with the parameters and procedures provided in DO 005, s. 2024, Rationalization of Teachers' Workload and Payment of Teaching Overload, DepEd Memorandum No. 053, s. 2024, Implementation for DepEd Order No. 005, s. 2024, and relevant issuances that may be issued by the Department.

For tutoring services provided during weekends, holidays and long vacation, teachers shall be granted vacation service credits (VSCs) based on the actual services rendered, pursuant to DO 013, s. 2024, Revised Guidelines on the Grant of Vacation Service Credits for Teachers. Earned service credits through the implementation of the ARAL program shall be excluded from the thirty (30) day limitation of the allowable VSCs to be earned within the year. The additional compensation of teachers shall be subject to existing guidelines on the payment of teaching overload and grant of vacation service credits.

84. Para-teachers and other trained individuals who serve as tutors under the ARAL Program may be engaged under Contract of Service or Job Order subject to Civil Service Commission (CSC), Commission on Audit (COA) and Department of Budget and Management (DBM) Joint Circular No. 2, s. 2020, as amended by CSC-COA-DBM JC No. 2, s. 2022, for a minimum period of six (6) months up to one (1) year. They shall receive compensation for services rendered with an amount not below the minimum daily wage rates set by the National Wages Productivity Commission per region, subject to the availability of funds.
85. DepEd, through the Regional Offices (ROs) or SDOs, shall enter into an agreement with teacher education institutions (TEIs) and concerned LGUs as to the incentives of the pre-service teachers and remuneration of other qualified individuals hired as tutors.
86. Services rendered by pre-service teachers who serve as tutors shall be considered relevant teaching experience when applying for a *plantilla* position in the DepEd, subject to relevant rules and regulations of CSC and the Merit Selection Plan and hiring guidelines of DepEd. TEC shall monitor the implementation of this provision.

M. School Readiness and Responsiveness Audit (SRRA)

87. To ensure sustained quality and responsiveness in the implementation of the ARAL Program, all participating schools shall conduct a School Readiness and Responsiveness Audit (SRRA). The SRRA is a structured, data-driven mechanism designed to assess the alignment of school-level capacity and support systems across five key domains: Learner Readiness, Teacher Readiness, School Environment Readiness, Parent and Community Engagement Readiness, and System Support Readiness.

88. The SRRA shall be conducted before, during, and after program implementation to support evidence-based planning, adaptive delivery, and continuous improvement. It shall be administered by schools through online forms provided by the Central Office. Data collected shall be uploaded to a centralized ARAL Dashboard, which will serve as the official platform for readiness monitoring, implementation tracking, and decision support across all governance levels.
89. A separate issuance shall provide the detailed operational guidelines and tools for the conduct of the SRRA.

N. Other Programs

90. Schools may continue to implement localized intervention programs that show evidence of effectiveness to support the objectives of the ARAL Program, subject to the approval of the SDO.
91. All current or existing remediation or intervention programs, or programs being conducted by schools with partners in reading, mathematics, and science, may continue to be implemented.

VII. PARTNERSHIPS AND STAKEHOLDER ENGAGEMENT

92. DepEd, through the ROs or SDOs, shall collaborate with the LGU concerned to provide a safe learning environment for face-to-face tutorials. They may also collaborate on other matters for the implementation of the ARAL Program, such as the conduct of vision screening and other health-related screening activities, promotion of the program to potential tutors in higher education institutions, identification and referral of potential tutors, and encouragement of parents and parent-substitutes to include their children in the ARAL Program.
93. The initiatives of an LGU in implementing learning recovery strategies may be added as one of the performance indicators under the criterion on Programs for Sustainable Education under Section 7(e) of RA 11292 or "The Seal of Good Local Governance Act of 2019."
94. Schools and tutors shall develop linkages and maintain regular communication with the parents and parent-substitutes of the learners, as well as their parent-substitutes as defined under RA 11908 or "The Parent Effectiveness Service Program Act." The parents and parent-substitutes, being a primary resource and essential support in the education of their children, shall enhance their parental roles by assisting their children through home learning activities and making significant contributions to their educational development at home.
95. DepEd, through the ROs or SDOs and in partnership with the concerned LGUs and DSWD, may initiate home learning and support activities, programs, or similar initiatives for parents and parent-substitutes of learners under the ARAL Program.

96. The DepEd–Central Office (CO), RO, or SDO may collaborate or enter into a partnership with other relevant government agencies or stakeholders not mentioned in this Order, as deemed necessary, provided that the partnership or collaboration shall support efforts to uplift academic learning recovery and development. All collaborations shall comply with applicable laws, regulations, and guidelines to ensure accountability and effectiveness.

VIII. ROLES AND RESPONSIBILITIES

97. The implementation of the ARAL Program shall be led by a National Technical Working Group for the ARAL Program (ARAL-NTWG) composed of representatives from key offices across the Department. The ARAL-NTWG shall embody a collective and collaborative approach in ensuring unified planning, implementation, and refinement of ARAL delivery systems across all governance levels (OO-OSEC-2025-129).
98. Within this collective structure, the CT Strand shall lead the development of the instructional design and pedagogical backbone of the ARAL Program. It shall be responsible for creating the overall blueprint that defines the program’s intervention model, learning progression, and instructional strategies. The CT Strand shall also design, curate, or procure resources to be used by both learners and tutors, including leveled texts, manipulatives, diagnostic tools, and digital materials. It shall work in close coordination with other strands to ensure that the design is faithfully implemented and continuously refined to reflect the realities and needs emerging from the field.
99. The Operations Strand shall lead the ARAL Delivery and System Strengthening component of the program. It shall be tasked with ensuring that the operational systems required to implement ARAL—at scale and with fidelity—are fully established, functional, and responsive. This includes setting up mechanisms for tutor deployment and management, coordinating the flow of learning resources, and enabling school-level delivery through standardized tools and templates. The Operations Strand shall also be responsible for system strengthening—improving the infrastructure and mechanisms that sustain the program. This involves leading efforts in logistics coordination, fund tracking, reporting systems, and technical assistance delivery. It shall develop roadmaps for scaling up, enhancing efficiency, and institutionalizing ARAL systems across the Department.
100. The CT and the Operations Strands shall monitor the implementation of the ARAL Program, provide technical assistance, and spearhead periodic reviews of this Order in coordination with the other strands, such as OSEC, StratMa, and HROD, and offices, such as NEAP, ICTS, PAS, and EPS, to inform policy enhancements.
101. All other strands and key personnel in the DepEd-CO shall provide the necessary support in the implementation of the ARAL Program relevant to their mandates and assignments.

102. The ROs shall establish a regional TWG, composed of members from relevant divisions, to ensure the successful implementation of the ARAL Program. The SDO may establish a division TWG, composed of members from relevant divisions, to ensure the successful implementation of the ARAL Program.

103. The school heads shall manage the program at the school level.

104. The management of the ARAL Program is as follows:

Table 5. Roles and Responsibilities of DepEd Offices in various governance levels

LEVEL OF GOVERNANCE	DUTIES AND RESPONSIBILITIES
Central Office (CO)	• Provide overall policy direction to support the implementation of the program; • Oversee the nationwide implementation; • Oversee the overall administration of assessments; • Assess the achievement of the objectives of the program through monitoring and evaluation, and analyze learner assessment data; • Mobilize resources to meet the requirements of the program; and • Lead the design of the annual evaluation to collect comparable data for the purpose of determining the impact of the program.
Regional Offices (RO)	• Oversee the implementation of the program in the region; • Mobilize resources to support the delivery of the program; • Organize region-wide training for effective and efficient implementation; • Engage stakeholders and partners in implementing the program; • Ensure the submission of pre- and post-assessment data to the CO; • Assess the achievement of the objectives of the program through monitoring and evaluation, and analyze learner assessment data at the regional level; • Provide technical assistance to SDOs; and • Submit a monitoring and evaluation report to the DepEd CO.
Schools Division Offices (SDO)	• Oversee the implementation of the program in the schools and CLCs; • Mobilize resources to support the delivery of the program; • Organize division-wide training for effective and efficient implementation; • Engage stakeholders and partners in implementing the program; • Assess the achievement of the objectives of the program through monitoring and evaluation, and analyze learner assessment data at the division and school levels; • Provide technical assistance to schools and CLCs; • Ensure the submission of pre- and post-assessment data to the RO; • Submit a monitoring and evaluation report to the RO; and • Maximize partnerships and make use of existing resources that complement the program
Schools and CLCs	• Ensure effective delivery of the program and its specific activities in their respective classrooms; • Administer assessments and utilize the results to improve teaching and learning; • Ensure the submission of pre- and post-assessment data to the SDO;

LEVEL OF GOVERNANCE	DUTIES AND RESPONSIBILITIES
	• Ensure that the program is seamlessly implemented with the support of non-teaching personnel, parents/parent-substitutes, tutors, and other education stakeholders; • Participate in the learning and development activities (e.g., collaborative expertise sessions, benchmarking, etc.) and suggest relevant training that may be provided on the teaching of Reading, Mathematics, and Science as necessary; and • Submit relevant information to the SDO, such as the learners' progress report, challenges encountered, and actions taken in the implementation of the program.

105. All functional divisions across governance levels shall provide support to the implementation of the ARAL Program.

IX. MONITORING AND EVALUATION

106. The implementation of the ARAL Program shall be continuously monitored and evaluated in accordance with DO 29, s. 2022 or the Adoption of the Basic Education Monitoring and Evaluation Framework (BEMEF), to ensure evidence-based decision-making, transparency, and system accountability at all levels of governance.

107. The ARAL Program shall utilize core assessment tools, such as the CRLA, RMA, and Phil-IRI; administrative data from the LIS, Enhanced Basic Education Information System (EBEIS), and Human Resource Information System (HRIS); and CO, and field-based reporting through the ARAL Dashboard. Schools, SDOs, and ROs shall regularly collect and analyze data to inform program adjustments, resource reallocation, and technical assistance targeting.

108. The Department shall issue separate guidelines on the ARAL Monitoring and Evaluation system, including prescribed indicators, data collection tools, submission protocols, feedback loops, and integration with existing M&E structures, such as the Division Monitoring, Evaluation, and Adjustment (DMEA), Regional Monitoring, Evaluation, and Adjustment (RMEA), and School LAC (SLAC) reviews.

X. FUND SOURCE, ALLOCATION, AND GUIDELINES

109. The financing of the ARAL Program shall consider the following:

109.1. *Utilization of DepEd's Annual Budget.* DepEd will optimize its annual budget, primarily the Basic Education Curriculum (BEC) and Textbooks and Other Instructional Materials (TBIMs) appropriations, in accordance with the provisions of the General Appropriations Act (GAA) and other relevant legislations to finance essential educational resources, including teachers, learning materials, and other necessities.

109.2. *Recalibration of DepEd Budget.* DepEd operating units may propose reallocation, modification and augmentation of the

budget based on the priorities of the ARAL Program and subject to the rules governing the modification of allotments.

- 109.3. *Utilization of Special Education Fund (SEF).* The SDOs, in collaboration with the Local School Board, may utilize the SEF to support the operations of schools/CLCs and the implementation of interventions subject to the relevant issuances and circulars on the use of SEF.
 - 109.4. *Request for Supplemental Budget.* When necessary, DepEd, in coordination with the Department of Budget and Management, may propose additional funding to support the implementation of the ARAL Program.
 - 109.5. *Other Fund Sources.* Supplementary funds may be sourced from engagement with LGUs through its Special Education Fund (SEF) and its other fund sources, enhanced engagement with development partners, civil society organizations, and other stakeholders to address funding gaps.
110. The specific fund allocation will be outlined in the fund utilization guidelines to be released.
 111. Under no circumstance shall a learner or teacher be required to shoulder the undue burden or be compelled to pay for teaching-learning resources or any activity in place of a performance task or project in any learning area.
 112. Use of funds shall be in accordance with the existing budgeting, accounting, auditing, and procurement laws, rules and regulations.

X. REFERENCES

113. The following were the references that guided the development of this policy:

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- Republic of the Philippines. Congress. Senate. Republic Act No. 11713. *An Act to Strengthen Teacher Education in the Philippines by Establishing Centers of Excellence, Creating a Teacher Education Council for the Purpose, Appropriating Funds Therefor, and for Other Purposes*.
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XI. EFFECTIVITY PROVISION

114. This Order shall take effect upon its approval, issuance, and fifteen (15) days after its publication on the Official Gazette or a newspaper of general circulation and filing with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UPLC) UP Diliman, Quezon City.
115. This policy repeals DepEd Order No. (DO) 45, s. 2002, or the "Reading Literacy Program in the Elementary Schools," DO 13, s. 2023 or the "Adoption of the National Learning Recovery Program in the Department of Education" and Department Memorandum No. (DM) 001, s. 2024 or the "Implementation of Catch-up Fridays."
116. All existing DepEd Orders and other related issuances, rules, and regulations or provisions thereof inconsistent with these guidelines are repealed or rescinded.

XII. TRANSITORY PROVISIONS

117. The provisions of the ARAL Program shall be implemented in phases starting SY 2025-2026, as follows:
 - 117.1. ARAL-Reading and ARAL-Mathematics shall be implemented beginning SY 2025-2026;
 - 117.2. ARAL-Summer Programs shall be implemented beginning EOSY 2025-2026; and
 - 117.3. ARAL-Science shall be implemented beginning SY 2026-2027.