



Republic of the Philippines
Department of Education
National Capital Region
Schools Division Office – Muntinlupa City

Office of the Schools Division
Superintendent

NOV 03 2022

MEMORANDUM

**IMPLEMENTATION OF INDIVIDUALIZED COMPREHENSIVE AND ACTIVE
READING EMPOWERMENT (iCARE): EVERY TEACHER A READING TEACHER:
EVERY DAY A READING DAY AND I LEAD AND ENGAGE IN A PROBLEM A DAY,
A LITERACY AND NUMERACY LEARNING RECOVERY PROGRAM**

To: OIC- Assistant Schools Division Superintendent
Chief Education Supervisor, Curriculum Implementation Division
Chief Education Supervisor, School Governance and Operations Division
Elementary and Secondary Public School Heads/OICs
Coordinators Across Learning Areas
All Others Concerned

1. This Office announces the implementation schedule of the Individualized Comprehensive and Active Reading Empowerment (iCARE): Every Teacher A Reading Teacher: Every Day A Reading Day and I Lead And Engage In A Problem A Day, a Literacy and Numeracy Learning Recovery Program which will commence on November 7, 2022 to May 2023.
2. Attached are pertinent information about the program for SY: 2022-2023, for your reference.
3. Immediate, wide dissemination, and compliance of this Memorandum is desired.


CARLEEN S. SEDILLA CESO V
Schools Division Superintendent

Enclosure: As stated

Reference: None

To be indicated in the Perpetual Index

Under the following Learning Areas:

ALL LEARNING AREAS

MCDS- Implementation of the Individualized Comprehensive and Active Reading Empowerment (iCARE): Every Teacher A Reading Teacher: Every Day A Reading Day and I Lead And Engage In A Problem A Day, a Literacy and Numeracy Learning Recovery Program

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Republic of the Philippines
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LEARNING RECOVERY PROGRAM IN LITERACY and NUMERACY
Individualized Comprehensive and Active Reading Empowerment (iCARE)
SY: 2022-2023
“Every Teacher A Reading Teacher: Every Day A Reading Day”
“I Lead And Engage In A Problem A Day”

I. RATIONALE:

As learners return to our classrooms and school centers such as canteens, libraries, and playgrounds we welcome them with open arms and know that we must lead with our heads, hearts, and hands. Learners come to us with unique lived experiences, at different starting points and in need of individualized attention. Our learner's inclusive differences are assets, not liabilities.

Our learning recovery plan titled “Individualized-Comprehensive and Active Reading Empowerment (iCARE),” is forward-thinking and focuses on each learner, the quality of their learning, and their outcomes. This means not slowing down, rather looking at learning gaps and losses stolen by a global pandemic hence, we are stepping and capitalizing on where our learners are coming from and removing barriers so each learner can achieve their full potential.

The program highlights “Every Teacher A Reading Teacher: Every Day A Reading Day” and “I Lead And Engage In A Problem A Day” as an effective literacy and numeracy remediation and intervention programs.

II. Learning Recovery Objectives

A. Terminal

- Ensure that all learners are engaged in a meaningful learning experience under the in-person learning modalities combined in literacy and numeracy.
- Implement “Every Teacher A Reading Teacher: Every Day A Reading Day” and “I Lead And Engage In A Problem A Day” as an effective literacy and numeracy remediation and intervention programs.

B. Enabling

1. To develop and nurture a culture of love for reading.
2. To build learners strength and improve reading areas of challenge.
3. To identify student needs, filling learning gaps, and extending learning.
4. To help struggling learners at every grade level catch up to literacy and numeracy skills.
5. To give learners targeted and functional support in literacy and numeracy.

III. Learning Recovery Road Map/Framework

Giving learners targeted support to take on grade-level work right away strategy called “Individualized-Comprehensive and Active Reading Empowerment” (iCARE). Reading level acceleration is crucial to helping our struggling learners at every grade level to catch up. To make this happen we developed a road map to navigate learning recovery and acceleration through this program.

Our road map relies on knowing our learners by name, strength, and need so we can develop personalized supports that build on individual strengths and improve areas of challenge. There are five key steps on the map:

A. Learning outcomes

1. Leverage learners’ performance data (Readiness Test in English, Filipino, and Mathematics, CRLA, and PHIL IRI)
2. Impact of reading remediation and intervention to the reading level of the learners.

B. Learning experiences

1. Ensure all learners catch up in their grade level.
2. Access to reading remediation and intervention.
3. Help solve learning loss and gaps across learning areas.

C. Learning resources

1. Access to the inventory of quality assured print and non-print instructional resources in the division.
2. Access to online and offline educational resources.

D. Curriculum Implementation Design

1. Learning Competencies in Literacy and Numeracy
2. Learning modalities
3. Literacy and Numeracy schedules for remediation and intervention

E. Purpose

Establish effective remediation and intervention programs that will help the learners improve their literacy and numeracy skills.

IV. Learning Road Map Key Steps

A. Learning outcomes

1. Leverage student performance data
 - a. Utilize learner's data on literacy and numeracy to provide intervention and remediation.
 - b. Share individual learning profile data reports to parents to show learning progress in literacy and numeracy.

B. Learning experiences

1. Access to quality Education
 - a. Focus on teaching priority standards which will provide time for teachers to teach grade-level material while also identifying student needs, filling learning gaps, and extending learning.
 - b. Use computer adaptive software to help monitor student progress and support each student's unique learning level.
2. Ensure all students feel welcome and know they belong
 - a. Conduct activities on social-emotional learnings.
 - b. Expand inclusive welcoming activities, engaging strategies throughout lessons, and optimistic orientation in all schools.
3. Connections with the Barangay
 - a. Connect and communicate a strong partnership with Barangay Literacy and Numeracy programs.
4. Learning loss and gaps
 - a. Determine learning loss and gaps among learners particularly in literacy.
 - b. Design and implement appropriate activities to solve learning loss and gaps (involvement of community tutorials, barangay reading centers and others) in literacy and numeracy.

C. Learning resources

- a. Give access whether online or offline quality assured print and non-print instructional resources in the division.

D. Curriculum Implementation Design

- a. Identify least mastered skills in literacy and numeracy.
- b. Provide instruction tools and resources for the mastery of least mastered skills in literacy and numeracy.

E. Purpose

- a. Design and implement a contextualized and functional learning recovery plan for all the schools

V. Learning Recovery Implementation Plan

A. IMPLEMENTING RULES OF THE PROGRAM

1. Administer readiness test in reading/literacy and numeracy in English, Filipino and Mathematics whose coverage is taken from the Most Essential Learning Competencies (MELCs) in all the four quarters to identify the specific gaps in the learners' literacy and numeracy skills.
2. Consolidate the results of the readiness test and determine the least mastered skills.
3. Identify the least mastered skills to be taught in all the four quarters, contextualizing it across learning areas.
4. Engage and orient the schools and the teachers to the "Every Teacher A Reading Teacher: Every Day A Reading Day" and "I Lead And Engage In A Problem A Day," activities.
5. Conduct the reading and numeracy activities for 10 minutes before the start of the lesson on the identified least mastered skills in literacy and numeracy every month for all the quarters in all learning areas, for the whole school year.
6. Prepare a contextualized reading text aligned to the learning area with evaluation questions for the least mastered skills identified in literacy and numeracy for every quarter. Evaluation questions will be conducted every after a least mastered skill is taught to the learners.
7. Schedule of the remediation/intervention:
 ENGLISH based Subjects: Mondays, Wednesdays, and Fridays
 FILIPINO based Subjects: Tuesdays and Thursdays
 MATHEMATICS: Mondays, Wednesdays, and Fridays (Problem-Based Activities)
 Tuesdays and Thursdays (Drill-Based Activities)
8. Individual Reading Progress Report Card will be prepared by the learner to track his/her progress, where running scores will be recorded. The teacher then will interpret and analyze the running scores and will be made available for the purpose of feed backing to the parents.
9. Monitor and evaluate the strict implementation of the program to track the progress and effectiveness of the reading program among the learners.
10. Conduct midyear program review to address concerns, gaps, issues, and problems in the implementation of the program.

B. TIMELINE OF ACTIVITIES

ACTIVITIES	DATE
Development of Readiness Test in English and Filipino	August 18-19, 2022
Validation and Quality Assurance of Readiness Test	August 22-26, 2022
Administration of Readiness Test in English, Filipino, and Mathematics Comprehensive Rapid Literacy Assessment (CRLA-English and Filipino), Philippine Informal Reading Inventory (PHIL-IRI-English and Filipino) Amplified numeracy Assessment (ANA-Mathematics), Albay Numeracy Assessment (ALNAT-Mathematics), Learning Assurance for Monitoring and Progress (LAMP-5 Subject Areas)	September 26-30, 2022 September 1-30, 2022 June 20-24, 2022 July 5-9, 2022
Consolidation of Readiness Test Results with identification of Least Mastered Skills CRLA and PHIL IRI Consolidation ANA, ALNAT	October 17-21, 2022
Implementation of the iCARE Literacy and Numeracy Program “Every Teacher a Reading Teacher: Every Day a Reading Day” “I Lead and Engage in a problem a Day”	November 7, 2022-May 2023
Monitoring of the iCARE Literacy and Numeracy Program	November 2022-May 2023
Midyear Program Review of the iCARE Literacy and Numeracy Program	March 2023
Administration of Achievement Test	May 2023
Submission of Reports	June 2023
Final Program Review of the iCARE Literacy and Numeracy Program	July 2023

C. STRATEGIES AND METHODOLOGIES

STRATEGIES and METHODOLOGIES	PERSONS INVOLVED
1. Administer readiness test in Literacy and Numeracy whose coverage is taken from the Most Essential Learning Competencies (MELCs) in all the four quarters to identify the specific gaps in the learners' literacy and numeracy skills.	Education Program Supervisors Public Schools District Supervisors School Heads Master Teachers Teachers
2. Consolidate the results of the readiness test and determine the least mastered skills.	Education Program Supervisors in English Filipino, and Mathematics School Heads Master Teachers Teachers
3. Identify and assign the least mastered skills to be taught within the four quarters, contextualizing it across learning areas.	Education Program Supervisors in English Filipino, and Mathematics School Heads Master Teachers Teachers
4. Engage and orient the schools and the teachers to the "Every Teacher a Reading Teacher," and "Everyday a Reading Day," and "I Lead and Engage in a problem a Day" programs.	Education Program Supervisors and Public Schools District Supervisors School Heads Master Teachers Teachers
5. Conduct the literacy and numeracy activities for 10 minutes before the start of the lesson on the identified least mastered skills for every quarter in all learning areas, per grade level, for the whole school year.	Master Teachers Reading Coordinators Teachers
6. Prepare a contextualized reading text aligned to the learning area with evaluation questions for the least mastered skills identified for every quarter. Evaluation questions will be conducted every after a least mastered skill is taught to the learners.	Master Teachers Reading Coordinators Teachers

7. Schedule of the remediation/intervention: ENGLISH based Subjects: Mondays, Wednesdays, and Fridays FILIPINO based Subjects: Tuesdays and Thursdays MATHEMATICS: Mondays, Wednesdays, and Fridays (Problem-Based Activities) : Tuesdays and Thursdays (Drill-Based Activities)	Education Program Supervisors School Heads Master Teachers Teachers
8. Individual Reading Progress Report Card will be prepared by the learners to track their progress, where running scores will be interpreted and analyzed, and will be made available for the purpose of feed backing to the parents.	Learners Teachers
9. Administer Achievement Test to evaluate the literacy and numeracy progress of the learners and the effectiveness of the program.	Education Program Supervisors Public Schools District Supervisors School Heads Master Teachers Teachers
10. Monitor and evaluate the strict implementation of the program to track the progress and effectiveness of the literacy and numeracy program among the learners.	Education Program Supervisors and Public Schools District Supervisors School Heads Master Teachers Teachers
11. Conduct Midyear program review to address concerns, gaps, issues, and problems in the implementation of the program.	Education Program Supervisors and Public Schools District Supervisors School Heads Master Teachers Teachers
12. Conduct of Final program review to determine the effectiveness of the program.	Education Program Supervisors and Public Schools District Supervisors School Heads Master Teachers Teachers

D. READING REMEDIATION/INTERVENTION MATRIX
SECOND-FOURTH QUARTER
SY: 2022-2023

MONTH	READING SKILLS	SPECIFIC SKILLS TO BE DEVELOPED	OBJECTIVES	TYPE OF READING TEXT	Learning Materials	Subject Integration	Expected Learning Outcomes
NOVEMBER	Employing Vocabulary Instruction for Effective Word Structure and Meaning Recognition Noting Significant Details and Textual Evidence	Vocabulary Development 5W's and H	Develop reading fluency and comprehension through vocabulary development Recognize the nature, principles, and process of noting significant details; Describe and analyze the types of details in texts; and Identify and utilize comprehension strategies for noting significant details.	Narrative Text Informative Text	Short Stories Story Maps Graphic Organizers Word Swell Word Fashion Word Record News	Across Learning Areas	Develop improve vocabulary skills and meaning recognition

DECEMBER	Sequencing Events as a Reading Comprehension Skill	Organization and arrangement of events for a clear and comprehensive understanding of a text read	Identify the nature, process, and importance of sequencing events as a reading comprehension skill Recognize and utilize different strategies for sequencing events; and Demonstrate competence in explicit teaching of sequencing of events.	Narrative Text Informative Text	Short stories Story Maps Graphic Organizers Pictures News	Across Learning Areas	Demonstrate skills in sequencing events that can help identify the overall message of the text
JANUARY	Discovering Problem-Solution that helps in identifying the overall message of text	Identification of text problem and suggest actions that can remedy the problem.	Recognize the problem in a text read and suggest actions that can remedy the problem.	Narrative and Informative Texts Expository Texts	Essay Articles Short Stories Graphic Organizers Business Reports News Dialogues Graphs Maps	Across Learning Areas	Apply appropriate techniques and strategies that will help in identifying the problem and suggest solution to the text read

	Distinguishing Fact and Opinion to equip learners with good decision skills	Fact versus Opinion	Distinguish between fact and opinion in reading selections; Identify the purpose of fact and opinion; and unravel the threads of what is true from what is mere belief if they are to successfully navigate the deluge of media they will encounter in their lifetimes.				Develop the learners' critical and analytical skills in both their reading and their listening Build high-level thinking skills, such as explaining, proving, and defending
FEBRUARY	Finding the Main Idea as Key to understanding what is read	Main Idea and Theme of the Selection	Gain an understanding and the importance of the main idea in comprehension; Explain how to get the main idea Differentiate stated main idea from implied main idea	Narrative Text Informative Text Expository Text	Story Maps Graphic Organizers Dialogues Articles News	Across Learning Areas	Develop an improved skill in finding the central point of texts read across learning area Compare stated main idea from implied main idea for a better understanding of different texts

MARCH	Determining Cause and Effect to understand relationship	Cause and Effect Relationship	Identify cause effect text structure; Analyze cause-effect relationship	Informative Text and Expository Text	Business Reports News Dialogues Graphs Maps Graphic Organizers News	Across Learning Areas	Distinguish between and across patterns in comprehension using cause and effect across disciplines
APRIL	Making Inferences and Predicting Outcomes to develop critical thinking	Inferences and Predictions	Recognize the nature, principles, and process of predicting outcomes; Explain how other reading comprehension skills help in predicting outcomes; and Differentiate inferencing from predictions.	Narrative Text Informative Text and Expository Text	Short Stories Story Maps Graphic Organizers Dialogues Articles Graphs Pictures News	Across Learning Areas	Connect links between prior knowledge and new information from the text read. Recognize the importance of inferencing and predicting in solving problems and critical thinking
MAY	Drawing Conclusions and Making Generalizations to distinguish comprehension from a reading selection	Conclusions and Generalizations	Define drawing conclusions and generalizations of reading selections; Figure out conclusions and generalizations	Narrative Text Informative Text and Expository Text	Short Stories Story Maps Graphic Organizers Dialogues Articles Graphs Pictures News	Across Learning Areas	Draw appropriate conclusions and make specific generalizations from a reading selection

			from reading selections; and Understand significant details in order to draw conclusions and generalizations				
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E. NUMERACY REMEDIATION/INTERVENTION MATRIX
SECOND-FOURTH QUARTER
SY: 2022-2023

MONTH	NUMERACY SKILLS	SPECIFIC SKILLS	OBJECTIVES	SUBJECT INTEGRATION
NOVEMBER	Demonstrates understanding on addition and subtraction of whole numbers up to 100 including money through " PROBLEM OF THE DAY " engagement	Knowing and Understanding	Learners may know, understand and apply addition and subtraction of whole numbers up to 100 including money in daily life situation	Across Learning Areas
	Visualizes, add and subtracts two digit whole numbers Visualizes, add/subtracts and solve one step routine and non-routine problems			
DECEMBER	Illustrates subtraction as "Taking Away" and Addition and Subtraction as "Inverse Operations"	Computing and Solving	Learners are able to apply addition /subtraction of whole numbers up to 100 including money in mathematics problems in real life situation.	Across Learning Areas
	Visualizes, represents and subtracts one-digit, one digit to two-digit number with minuend up to 99 with regrouping	Visualizing/Modeling	Learners are able to visualize/represent and model subtraction of one to two digit numbers using blocks, visual or concrete materials in regrouping	Across Learning Areas

			minuend up to 99 in daily life situation	
JANUARY	Subtracts mentally one-digit number from two-digit minuends without regrouping using appropriate strategies	Estimating	Learners are able to estimate subtraction mentally	Across Learning Areas
	Subtracts mentally using all mental subtraction strategies		Learners are able to use varied mental subtraction strategies in estimating daily life problems	
	Solves routine and non-routine subtraction problems involving money with sum-up to 99 with problem solving strategies			
FEBRUARY	The learners demonstrate understanding from $\frac{1}{2}$ and $\frac{1}{4}$	Representing and Communicating	Learners are able to recognize, represent, and compare fractions in various forms and contexts	Across Learning Areas
	Visualizes, represents and separates objects into groups of equal quantity using concrete objects up to 50. Ex. 10 grouped by 5s			
	Visualizes, represents and divides a whole into halves and identifies $\frac{1}{2}$ and $\frac{1}{4}$ of a whole objects		Solve problems related to daily life situation.	
MARCH	Visualizes, represents and divides halves of a whole, identifies $\frac{1}{2}$ of a whole	Conjecturing and Reasoning	The learners should be able to prove and draw varied suggestion and conclusions with regard to two and	Across Learning Areas
	Visualizes and draws the whole region or set given its $\frac{1}{2}$, $\frac{1}{4}$			

	Understanding on two-dimensional and three dimensional figures	Proving and Decision Making	three dimensional figures	
	Draws and constructs two to three dimensional shapes			
APRIL	Demonstrates understanding of continuous and repeating patterns and mathematical sentences in various situations	Proving and Decision Making	The learners are able to apply knowledge of continuous and repeating patterns and numbers sentences in various situation	Across Learning Areas
	Identifies and creates pattern to compose and decompose using addition			
	Draws and construct two to three dimensional shapes			
MAY	Tells and writes the days in a week, months in a year in the right order, write time by the hour, half an hour and quarter hour using analog clock, solves problems involving time	Applying and Connecting	Connect the relevance of charts, graphs in presenting data	Across Learning Areas
	Compares objects using comparative words, using charts and graphs			

F. Individual Reading Report Card (INDEX CARD)

Learner's Name:							Month:				
School:							Grade and Section:				
	DAYS										
Subjects	1	2	3	4	5	6	7	8	9	10	Total:
ENGLISH											
SCIENCE											
MATHEMATICS											
TECHNOLOGY AND LIVELIHOOD EDUCATION											
FILIPINO											
ARALING PANLIUNAN											
EDUKASYONG PAGPAPAKATAO											
MAPEH											

Parent's Print Name over Signature

VI. Learning Recovery Developmental Analysis

Learner's Literacy Profiles (Learner's Reading Report Card)	Type of Program Implemented	Issues, concerns, gaps, and problems encountered	Interventions	Assessment Results	Budgetary Requirement	Monitoring and Evaluation	Best Practices Implemented

Assessment Results Analysis	Effectiveness of Literacy and Numeracy Intervention and Remediation	Findings and Recommendations

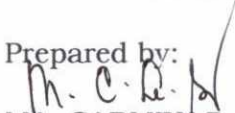
VII. Learning Recovery Plan Ways Forward

Literacy Activities Progression and Expansion	Strategies and Methodologies	Recommendations

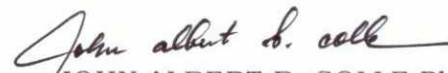
VIII. PROGRAM MIDYEAR IMPLEMENTATION REVIEW TO BE CONDUCTED TO ADDRESS CHALLENGES, ISSUES, GAPS, and PROBLEMS

IX. PROGRAM FINAL IMPLEMENTATION REVIEW TO BE CONDUCTED TO DETERMINE THE EFFECTIVENESS OF THE PROGRAM

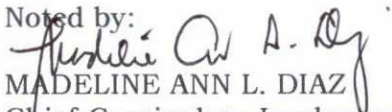
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