



Republic of the Philippines
Department of Education

NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY


Office of the Schools Division
Superintendent

MEMORANDUM
NO. 598, s. 2025

**CONDUCT OF THE MIDDLE-OF-SCHOOL-YEAR (MOSY) ASSESSMENT FOR GRADE 1
LEARNERS**

To: Assistant Schools Division Superintendent
Chief Education Supervisor, Curriculum Implementation Division
Chief Education Supervisor, School Governance Operations Division
Elementary and Secondary Public School Heads/OICs
ARAL Reading Focal Persons
All Others Concerned

1. Pursuant to DepEd Memorandum No. 64 s. 2025 titled: Implementing Guidelines for the Academic Recovery and Accessible Learning Program in Reading for Key Stages 1 to 3 and Regional Memorandum No. 609, s. 2025 titled: Conduct of the Beginning-of-School-Year (BoSY) Assessments, this Office announces the conduct of the Middle-of-School-Year Assessment for Grade 1 learners.
2. Particular attention is invited to paragraph 2.
3. Attached are templates for the Grade 1 Status Report Data, to be submitted by the Class Adviser, reviewed by the Focal Person, and validated by the School Head, and finally forwarded to the Curriculum Implementation Division on November 28, 2025 in hard copies.
4. Immediate and wide dissemination and strict compliance of this Memorandum are desired.


VIOLETA M. GONZALES CESO VI
Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent

Enclosure: As stated

Reference: Memorandum 1073 s. 2025

To be indicated in the Perpetual Index

Under: LITERACY ASSESSMENT

MCDS-Conduct of the Middle-of-School-Year (MOSY) Assessment for Grade 1 Learners
598 /November 14, 2025



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

GRADE 1 ASSESSMENT STATUS DATA REPORT
MIDDLE OF THE SCHOOL YEAR (MOSY)
SY 2025-2026

SCHOOL: _____
CLASS SECTION: _____ CLASS ADVISER: _____
Date of Assessment: _____

Total Number of Learners	Number of Learners Assessed	Number of Low Emerging Learners	Number of High Emerging Learners	Number of Developing Learners	Number of Transitioning Learners	Number of Grade Ready Learners

Prepared by:

CLASS ADVISER
SIGNATURE OVER PRINTED NAME

Reviewed by:

ARAL FOCAL
SIGNATURE OVER PRINTED NAME

Validated by:

SCHOOL HEAD
SIGNATURE OVER PRINTED NAME



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

**CONSOLIDATED GRADE 1 ASSESSMENT STATUS DATA REPORT
MIDDLE OF THE SCHOOL YEAR (MOSY)
SY 2025-2026**

SCHOOL: _____
Date of Assessment: _____

Total Number of Learners	Number of Learners Assessed	Number of Low Emerging Learners	Number of High Emerging Learners	Number of Developing Learners	Number of Transitioning Learners	Number of Grade Ready Learners

Prepared by:

CLASS ADVISER
SIGNATURE OVER PRINTED NAME

Reviewed by:

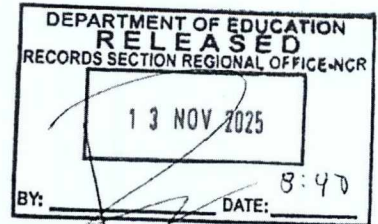
ARAL FOCAL
SIGNATURE OVER PRINTED NAME

Validated by:

SCHOOL HEAD
SIGNATURE OVER PRINTED NAME



Republic of the Philippines
Department of Education
 NATIONAL CAPITAL REGION



November 11, 2025

REGIONAL MEMORANDUM

No. 1073, s. 2025

RECEIVED BY: *[Signature]*
 DATE: 11/13/25 - 3:30 PM
 CARLON A. SALONGA
 SDO-MUNTINLUPA (RECORDS UNIT)

To: Schools Division Superintendents

**CONDUCT OF THE MIDDLE-OF-SCHOOL-YEAR (MOSY)
 ASSESSMENT FOR GRADE 1 LEARNERS**

1. This is with reference to DepEd Memorandum 64, s. 2025 entitled "Implementing Guidelines for the Academic Recovery and Accessible Learning Program in Reading for Key Stages 1 to 3 dated August 1, 2025 and Regional Memorandum No. 609, s. 2025 entitled Conduct of the Beginning-of-School-Year (BOSY) Assessments dated July 8, 2025 regarding the above-mentioned assessment, for information and appropriate action.
2. The participation of Grade 1 learners in the ARAL Reading Program shall be based on the MOSY results. Moreover, learners identified as Low and High Emerging shall participate in the ARAL-Reading, while those who are in the Developing and Transitioning levels shall remain in the regular class who shall undergo classroom remediation. Consequently, the ARAL sessions for identified grade 1 learners shall commence after the administration of MOSY assessment.
3. Immediate dissemination of this Memorandum is desired.

[Signature]
JOCELYN DR ANDAYA

Regional Director, NCR
 Concurrent Officer-in-Charge, Office of the
 Assistant Secretary for Operations

ACG/CLMD



Address: #6 Misamis St., Bago Bantay, Quezon City
Email Address: ncr@deped.gov.ph
Website: http://www.depedncr.com.ph



Certificate No. PNP QMS

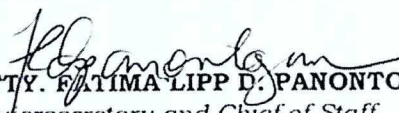
[Handwritten initials]




Republic of the Philippines
Department of Education

MEMORANDUM
DM-CT-2025-197

TO : ALL REGIONAL DIRECTORS
MINISTER, MBHTE-BARMM
SCHOOLS DIVISION SUPERINTENDENTS
PUBLIC SCHOOL HEADS
ALL OTHERS CONCERNED

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


: CARMELA C. ORACION
Assistant Secretary
Officer-in-Charge
Office of the Undersecretary for Curriculum and Teaching

SUBJECT : CONDUCT OF THE BEGINNING-OF-SCHOOL-YEAR (BOSY)
ASSESSMENTS

DATE : July 4, 2025

Pursuant to DepEd Order No. 012, s. 2025, *Multi-year Implementing Guidelines on the School Calendar and Activities*, the beginning-of-the-school-year (BOSY) administration of the Comprehensive Rapid Literacy Assessment (CRLA), Rapid Mathematics Assessment (RMA) and the Philippine Informal Reading Inventory (Phil-IRI), is scheduled from **June 16 to July 16, 2025**.

Accordingly, all schools are required to encode the results of these assessments **on or before July 31, 2025** in the submission links below:

Assessments	Tools	Submission Link
CRLA	https://bit.ly/CRLA_AdministrationMaterials	http://deped.gov.ph/submission
RMA	Key Stage 1: https://bit.ly/RMAKSAAdministrationMaterials	
	Key Stages 2-3: https://bit.ly/RMAKSBMaterials	
Phil-IRI	http://tinyurl.com/PhilIRIToolsGHtoIO	





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.



**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.

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)].

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

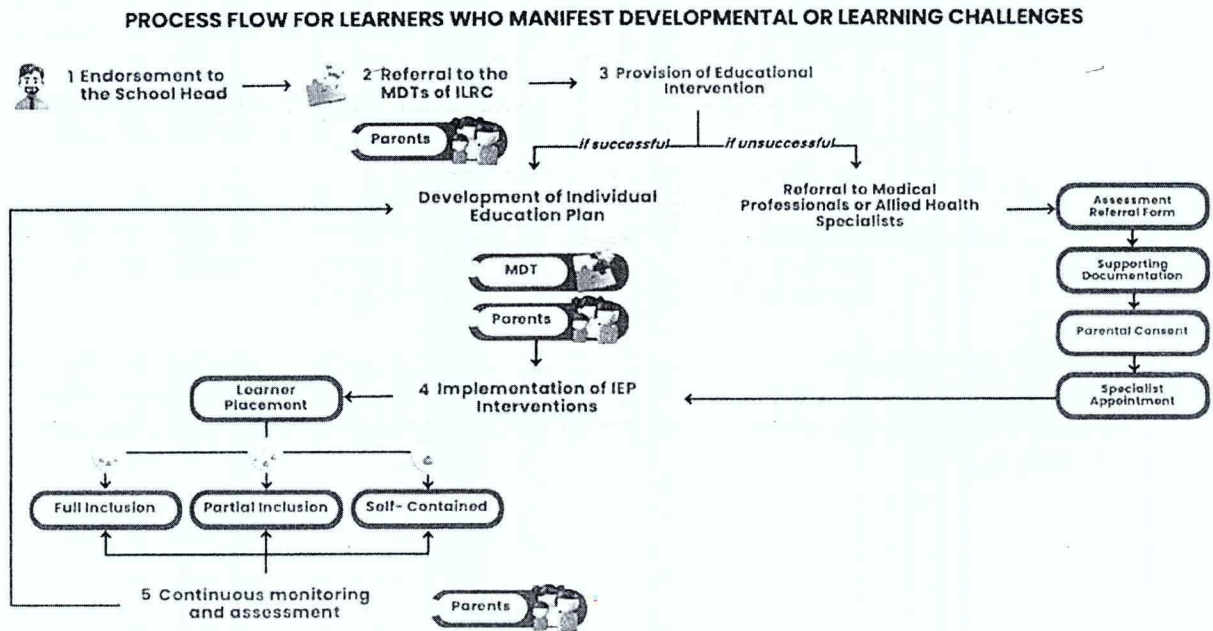
35. School Heads will lead the implementation of ARAL-Reading in close coordination with the Central Office ARAL TWG and Secretariat, as well as Regional and Division TWGs.

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.

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

- a. 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.
- b. 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. A learner who exhibits signs of developmental or learning challenges is referred to the Multidisciplinary Team (MDT) of the Inclusive Learning Resource Center (ILRC).
- b. 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.
- c. Alternative support may be sought from local health units or partner institutions in situations where an ILRC is unavailable.



(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].

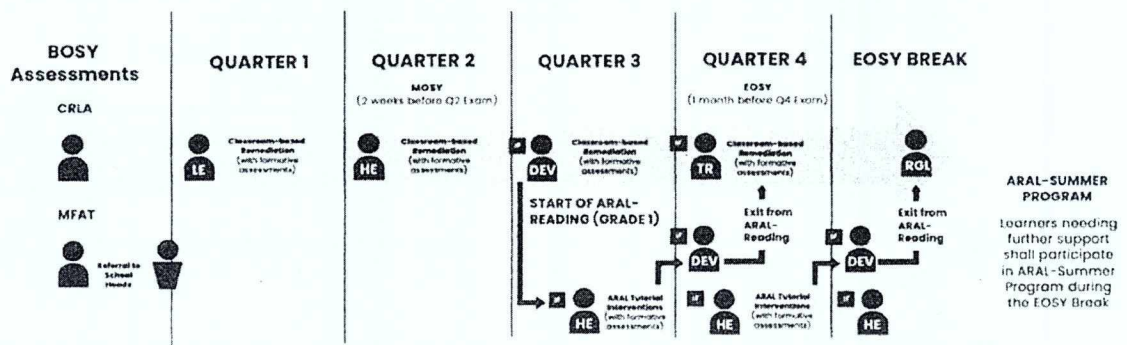
All CRLA materials can be accessed through https://bit.ly/CRLA_AdministrationMaterials.
 - 3.2. The CRLA shall be administered at the beginning of the school year (BOSY), in the middle of the school year (MOSY), and at the end of the school year (EOSY).
 - 3.3. The participation of Grades 2 and 3 learners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

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

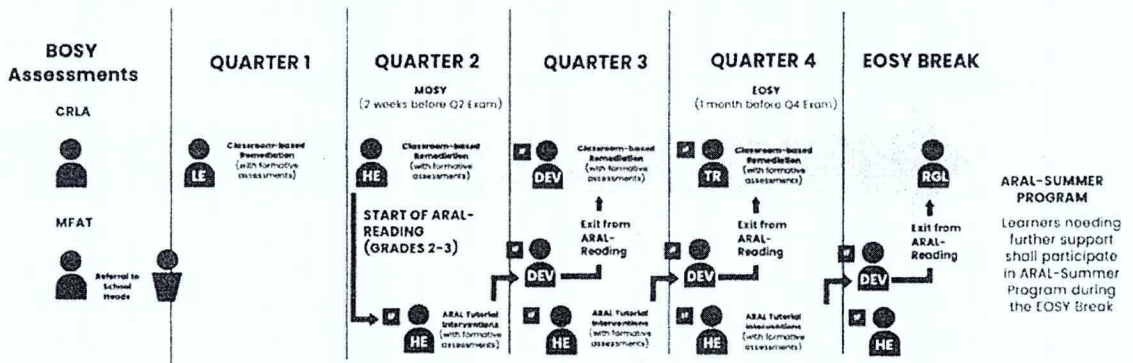
9. Figure 1 shows the journey of Grade 1 learners in ARAL-Reading, while Figure 2 illustrates the journey of Grades 2 to 3 learners.

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.

- 17.1. Pull-out - learners will be pulled out from their regular classes during class hours to attend ARAL-Reading sessions.
- 17.2. 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.
- 17.3. Other strategies proposed by the schools, subject to the approval of the Schools Division Superintendents (SDS).
18. ARAL-Reading sessions shall not exceed one (1) hour during weekdays and preferably be conducted daily.
19. 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

20. 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.

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.

	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

	<p>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.</p>	<p>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.</p>	<p>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.</p>
--	---	--	---

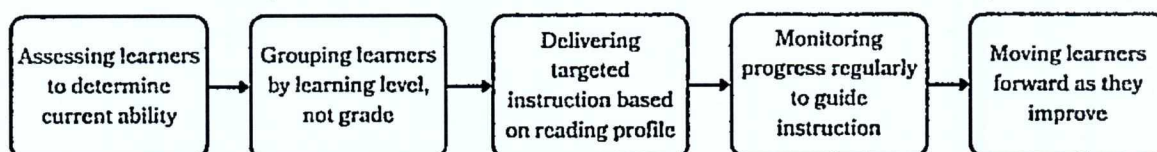
<p>combination to a picture (e.g., "apple" for 'a', "mais" for 'm'). Beginning letters are often printed in a different color for emphasis.</p>	<p>reinforcing letter-sound connections</p>
<p>Decodable Books <i>Specifically designed materials with controlled vocabulary that only uses the phonics skills already learned; follows English (Phonics) and Filipino (Marungko) sequences.</i></p>	<ul style="list-style-type: none"> ● guided reading ● independent reading ● reading with a partner

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

	<p><i>kaibigan. Kapag nasalo ang bola, ang mag-aaral ay magbibigay ng isang salita na nagsisimula sa /m/</i></p>	<p>/s/ Gamit ang picture-word cards, ipapakita ng guro ang larawan ng mga salita na nagsisimula sa /s/: sabon, sili, sapatos, susi, at singsing</p> <p>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/</p>	<p>ipapakita ng guro ang larawan ng mga salita na nagsisimula sa /a/: aso, apa, abokado, apat, ahas</p> <p>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/</p>
<p>Assessment of Learning / Pagsukat ng natutunan</p> <p>10 min</p>	<p>Story: "Mila at Kanyang Mga Mata"</p> <p><i>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/</i></p> <p>Sound Booklet - Maaring itago ang mga iginuhit ng mga mag-aaral at isama ito sa isang booklet.</p>	<p>Story: "Susi ni Sam"</p> <p><i>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.</i></p> <p>Sound Booklet: Isama ang iginuhit na sa booklet na binubuo.</p>	<p>Story: "Ang Aso at Ang Apoy"</p> <p><i>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.</i></p> <p>Sound Booklet: sama ang iginuhit na sa booklet na binubuo.</p>
<p>Closing / Paglalagom</p> <p>5 min</p>	<p>Paglalogom: <i>Bigyan ng pagkakataon ang mga mag-aaral na tukuyin ang kanilang naramdaman sa mga pagsasanay sa klase. Maaaring itanong ang mga sumusunod:</i></p> <ol style="list-style-type: none"> 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? <p><i>Maari din maghanda ang guro ng "feedback" or "emotions check-in" para madaling maibahagi ng mga mag-aaral ang kanilang karanasan.</i></p>		
<p>Homework/ Gawaing-bahay</p>	<p>Pagtukoy sa Titik M sa Kapaligiran <i>Maghahanap ng tatlong bagay sa kapaligiran na nagsisimula sa tunog na /m/. Iguguhit ang mga ito sa papel or kwaderno.</i></p>	<p>Pagtukoy sa Titik S sa Kapaligiran <i>Maghahanap ng tatlong bagay sa kapaligiran na nagsisimula sa tunog na /s/. Iguguhit ang mga ito sa papel or kwaderno.</i></p>	<p>Pagtukoy sa Titik A sa Kapaligiran <i>Maghahanap ng tatlong bagay sa kapaligiran na nagsisimula sa tunog na /a/. Iguguhit ang mga ito sa papel or kwaderno.</i></p>

- 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.

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].

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.

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

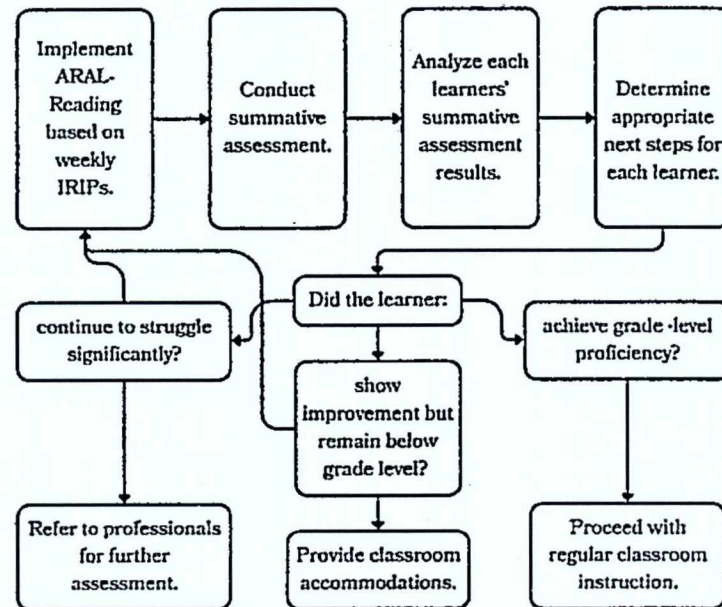
Step	Action	Description
1	Administer Formative Assessments	Conduct reading fluency checks, decoding tasks, comprehension questions, or other appropriate tools based on learner profile.
2	Analyze Learner Performance	Review assessment results to determine if SMART objectives were met, partially met, or 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.

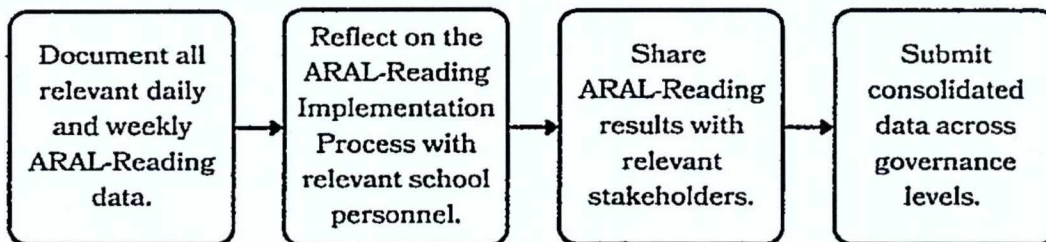
- 37.5. **Remain in ARAL-Reading** - The learner has made notable progress but still demonstrates significant gaps in fluency or comprehension.
38. Figure 7 illustrates learners' pathways in ARAL-Reading for Key Stages 2 and 3.

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.

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

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

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 **Description**
Ready to proceed to the next reading target
- Partially Observed Needs additional practice on the current reading target
- X Not Observed Reteach the current reading target