



Republic of the Philippines
Department of Education
REGION V - BICOL



28 February 2024

REGIONAL MEMORANDUM

No. _____ s. 2024

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AMENDMENT TO REGIONAL MEMORANDUM NO. 378, S. 2023
(Guidelines in the Year 2 Implementation of the 8-Week Learning Recovery Curriculum in DepEd Region V)

To : Schools Division Superintendents

1. Given the adjusted date of the End of School Year (EOSY) which will be on May 31, 2024 for School Year 2023-2024 as stipulated in DepEd Order No. 003, s. 2024, re: Amendment to DepEd Order No. 022, s. 2023 (Implementing Guidelines on the School Calendar and Activities for SY 2023-2024), this Office issues the amendment to the adjusted school calendar for Grades 1, 2 and 3 learners who underwent the 8-Week Learning Recovery Curriculum this school year.

2. This amendment to the adjusted school calendar will apply to all Grade 1 classes and Group A of Grades 2 and 3:

Third Quarter	March 13 to April 17, 2024
Third Quarter Examination	April 18-19, 2024
Fourth Quarter	April 21 to May 24, 2024
Fourth Quarter Examination	May 27-28, 2024
End of School Year 2023-2024	May 31, 2024

3. Early-grade teachers should identify the critical learning competencies in the different learning areas that need to be mastered by the learners in each grade level and focus on teaching these competencies in the remaining two quarters of this school year.

4. While voluntary, both the early-grade teachers and learners can also consider the National Learning Camp scheduled on July 1-19, 2024 as an opportunity to further strengthen the acquisition of foundational skills and introduce interventions to learners who may have been affected by the adjustments in the school calendar.

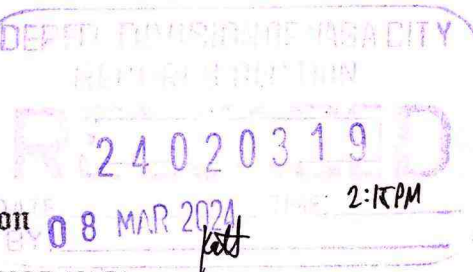
5. For information and guidance.


GILBERT T. SADSAD
Regional Director



Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON V


TANGGAPANG PANSANGAY NG MGA PAARALAN NG LUNGSOD NAGA



March 07, 2024

To: Assistant Schools Division Superintendent
Chief Education Supervisors
CID and SGOD Personnel
Public Elementary School Heads
All Others Concerned

For information, guidance and compliance of all concerned.


SUSAN S. COLLANO CESO V
Schools Division Superintendent



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Republic of the Philippines
Department of Education
REGION V - BICOL



Office of the Regional Director

16 August 2023

REGIONAL MEMORANDUM

No. 378 s. 2023

**GUIDELINES IN THE YEAR 2 IMPLEMENTATION OF THE 8-WEEK LEARNING
RECOVERY CURRICULUM IN DEPED REGION V (BICOL)**

To: **Schools Division Superintendents**

1. In support of the MATATAG agenda of making the curriculum relevant for learners, and as a continuing initiative within RAISE-DepEd Region V's Learning Recovery Plan, Year 2 of the 8-Week Learning Recovery Curriculum shall be implemented in all elementary schools of DepEd Region V to address remaining gaps in learning, especially foundational skills in literacy and numeracy among Grade 1-3 learners.
2. Adjustments from Year 1 implementation are set in the specific guidelines to ensure the efficient and organized implementation of Year 2 of the 8-Week Learning Recovery Curriculum and related interventions.
3. All applicable provisions in Regional Memorandum 104 s. 2022 (*Policy Guidelines on the Implementation of the 8-Week Learning Recovery Curriculum*) are still in effect.
4. For immediate dissemination.


GILBERT T. SADSAD
Regional Director

To be indicated in the PERPETUAL INDEX under the following subjects:
Learning Recovery
Assessment
Programs

4/17/2023
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MATATAG
Ensuring Multidraft Strong Foundations

A. Purpose

Year 2 implementation of the 8-Week Learning Recovery Curriculum aims to provide a continuum of intervention for learners in different ability groups to ensure learners' readiness for learning in their grade level by equipping them with foundational skills in literacy and numeracy.

B. General Guidelines

1. Assessment

1.1 The following assessments shall be used in the Year 2 implementation of the learning recovery curriculum:

- **BoSY Comprehensive Literacy Assessment (SY 2022-2023).** The results shall serve as the basis for grouping learners in Grade 2 and Grade 3.
- **BoSY ALNAT (SY 2022-2023).** The results shall be used as the basis for grouping learners in Grade 2 and Grade 3.
- **LRC Pre-Test in Literacy and Numeracy** (Mother Tongue, Filipino, English, and Mathematics). This shall be administered to incoming Grade 1 to determine their ability and to specifically identify skill gaps for intervention. For Grades 2- 3, the pre-test shall determine the skills where intervention will start. The pre-test shall be conducted in Week 1 of the School Year 2023-2024.
- **LRC Post-test in Literacy and Numeracy** (Mother Tongue, Filipino, English, and Mathematics) shall be administered at Week 10 of the intervention. These assessments intend to measure learners' progress after the intervention.
- **BoSY Comprehensive Rapid Literacy Assessment (SY 2023-2024).** This shall be administered after the 8-Week Intervention to Grades 1-3 learners. The result of the BoSY CRLA will serve as baseline data on literacy.
- **BoSY ALNAT.** This shall be administered after the 8-Week Intervention to Grades 1-3 learners. The BoSY ALNAT will serve as baseline data on numeracy.

2. Class Organization and Grouping of Learners

2.1. Grade 1 learners will be grouped based on the LRC Pre-Test and ALNAT Pre-Test results, as shown in the table below. In instances where a learner's ability in literacy and numeracy differs, the ability classification for literacy shall prevail. For example, if a child is classified as Grade Ready in Literacy, but Anchoring in Numeracy, he/she will be in Group D.

Group	Pre-Test in Mother Tongue 1	Pre-test in Mathematics 1
A	Full Intervention	Needs Major Support
B	Moderate Intervention	Anchoring
C	Light Intervention	Emerging
D	Grade Ready	Developing/Transforming

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2.2. Grade 2- 3 learners will be grouped according to the EoSY CRLA and ALNAT results as shown in the table below. In instances where a learner's ability in literacy and numeracy differs, the ability classification for literacy shall prevail. For example, if a child is classified as Meets Expectation in Literacy, but Anchoring in Numeracy, he/she will be in Group B.

Group	CRLA Reading Level	ALNAT Numeracy Level
A	Full Intervention	Needs Major Support
	Moderate Intervention	Anchoring
B	Light Intervention	Emerging
	Meets Expectation	Developing/Transforming

2.3 Grade 1 classes may be organized based on presented models in Regional Memorandum 124 s. 2022.

2.4 Schools shall organize classes in Grades 2-3 based on the ability groups. They may follow the suggested models, as applicable to their contexts. However, if the presented models are not feasible, school heads may adopt other ways of organizing the classes as long as every ability group is given attention and appropriate intervention/instruction. In relation to this, it is highly suggested that one (1) teacher handle one (1) ability group.

Model 1. Schools with two or more sections per grade level.

Grade 2	Group A	Teacher A
	Group B	Teacher B
Grade 3	Group A	Teacher C
	Group B	Teacher D

Model 2. Schools with one section per grade level

Grade 2	Group A	Teacher A
	Group B	
Grade 3	Group A	Teacher B
	Group B	

Model 3. Schools with one section per grade level

Grade 2 & 3	Group A	Teacher A*
Grade 2	Group B	Teacher B
Grade 3	Group B	Teacher C

*If a teacher is available, he/she may be assigned as a remedial teacher to attend to Group A learners only.

Model 4. Schools with 1-2 grade levels in a class.

Grade 1/2/3	Group A	Teacher A
	Group B	

2.5 To ably manage the classes of different ability groups, team teaching among the Grade 1-3 teachers is highly encouraged. If feasible, the school can seek the

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assistance of teacher volunteers or Learning Support Aides (LSAs). Remuneration for LSAs may be sourced from local government units or stakeholders.

3. Class Program and Schedule

3.1. The school shall design class programs following the time allotment per grade level as stated in DepEd Order No. 21, s. 2019.

3.2 The focus of instruction/ intervention for Grade1 and Group A & B of Grades 2-3 are as follows:

GRADE LEVEL	LEARNING AREA
1	Mother Tongue and Mathematics
2 (Group A)	Mother Tongue, Filipino, English and Mathematics
3 (Group A)	Mother Tongue, Filipino, English and Mathematics
2 (Group B)	All learning areas
3 (Group B)	All learning areas

3.3 The suggested class schedule for Grades 1-3 is as follows:

Grade 1

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30- 9:30	Math	Math	Math	Math	Math
<i>Snack Break (15 min)</i>					
9:45- 11:45	Mother Tongue	Mother Tongue	Mother Tongue	Mother Tongue	Mother Tongue
Total time per day: 240 minutes Time per Subject: 120 minutes					

Grade 2 (Group A)

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30-8:50	Math	Math	Math	Math	Math
8:50-10:10	MT	MT	MT	MT	MT
Snack Break					

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10:20- 11:40	Filipino	Filipino	Filipino	Filipino	Filipino
Lunch Break					
1:00- 2:20	English	English	English	English	English
Total time per day: 320 minutes Time per Subject: 80 minutes					

Group 3 (Group A)

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30-9:00	Math	Math	Math	Math	Math
9:00-10:30	MTB	MTB	MTB	MTB	MTB
<i>Snack break</i>					
10:40- 12:10	Filipino	Filipino	Filipino	Filipino	Filipino
<i>Lunch break</i>					
1:00-2:30	English	English	English	English	English
Total time per day: 360 minutes Time per Subject: 90 mins					

3.4 The Grade 2-3 Group B classes shall follow a usual class program with all learning areas included.

4. Instructional Delivery

4.1 Grade 1 learners will undergo the 8-Week LRC applying the guidelines set in RM 104 s. 2022.

4.2 Grade 2-3 learners classified under Group A shall be placed in a remedial class and shall benefit from intensive instruction outside lessons within a 60-90-minute session per day/subject for a 5-8-week period, depending on the progress of the learners. The focus of instruction in Group A shall be on literacy and numeracy only. Continuous support after 5-8 weeks may be given in the Remedial Instruction period in the regular class schedule.

4.3. Learners in Group A who have marked progress after five (5) weeks may be allowed to join Group B. However, it is ideal that the school maintains the Group A classes for the entire school year. For this group, the first 10 weeks shall be intended for the intervention. Then, in the succeeding weeks, the usual class program with all learning areas taught will be followed. Continuous support may be done in the Remedial Instruction period in the regular class schedule.

4.4 Remedial teaching, practice/enhancement activities for Grade 2-3 learners classified under Group B shall be given during the lessons to which the need for support is connected and during regular Remedial Instruction sessions.

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4.5 An instructional framework for remediation is suggested for Remedial Instruction as regular sessions of Group B and as continuous intervention for Group A after the 8-week LRC. Activities and materials for each part of the instructional design must vary, depending on the ability of the learners.

- **Learning Center/Circle Time Activities** (15-20 minutes)
- **Review** (5 min.)
- **Teacher Modeling** 20-25 min.) - Model the new concept with explicit, visual instruction.
- **Guided Practice** (10-15 min.)- Guide students through concrete, hands-on practice that reinforces the new concept. This can be accomplished through dictation, the use of worksheets, decodable etc.
- **Summarize and Reflect** (5 min.)- What have we learned? How can we use this?
- **Independent Practice** (10-15 min.)- Students practice the skills learned, independent of teacher or peer guidance. This can be accomplished through worksheets and other appropriate materials.
- **Application/Evaluation** (5 min.)

4.6 The Learning Centers as part of the unstructured activities in Grade 1 and Group A of Grades 2-3 will be maintained, however, reduced to one learning center for literacy and another for numeracy. The interactive materials and manipulative in the learning centers must remain to be purposeful and supportive of the teacher's lessons.

4.7 The skill focus for the ability groups varies, thereby needing corresponding intervention and learning resources.

Grade/Group	Skill Focus	
	Literacy	Numeracy
Grade 1	Alphabet Knowledge; Phonological Awareness (syllable analysis, phoneme analysis, first sound, last sound); Listening Comprehension	Counting forward and backward Reading and Writing Numerals Matching numerals and sets Ordering numerals (0-9) Addition and Subtraction
Grade 2-3 (Group A)	Alphabet Knowledge; Phonological Awareness (syllable analysis, phoneme analysis, first sound, last sound); Listening Comprehension, Word Reading ((word families, high-frequency sight words; & non-words)	Understanding numbers: representing numbers Understanding numbers: ordering numbers Addition Subtraction Multiplication Division
Grade 2-3 (Group B)	Reading fluency and comprehension, listening comprehension	Understanding numbers: representing numbers Understanding numbers: ordering numbers Addition

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		Subtraction Multiplication Division
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4.8 Appropriate learning resources for every ability group is suggested. The lesson maps and worksheets were designed and developed for the 8-Week Learning Recovery Curriculum, while the decodable, leveled readers, wordless picture books, listening stories are included in the classroom package distributed by the ABC+ Project. However, teachers are not precluded to use other materials or prepare additional activity sheets, as they deem needed and necessary.

Grade/Group	Suggested Learning Resources	
	Literacy	Numeracy
Grade 1	Lesson Maps Worksheets Decodable Wordless Picture Books Listening Stories BRP Video Lessons (Mother Tongue)	Lesson Maps Worksheets Manipulatives
Grade 2-3 (Group A)	Lesson Maps Worksheets Decodable Wordless Picture Books Listening Stories BRP Video Lessons (Mother Tongue)	Lesson Maps Worksheets Manipulatives
Grade 2-3 (Group B)	Leveled Readers (<i>learners start reading texts below their grade level then texts with increasing difficulty</i>) Listening Stories	Lesson Maps Worksheets Manipulatives

4.8 The guidelines and instructions on the use of lesson maps and accompanying worksheets stipulated in RM 104 s.2022 shall be followed.

5. Adjusted School Calendar (for classes implementing the 8-Week LRC)

The adjusted school calendar will be applicable to Grade 1 classes and the Group A of Grades 2-3. Group B classes will follow the school calendar provided in DO 22 s. 2023.

Activity	Dates
Opening of Classes	August 29, 2023
<ul style="list-style-type: none"> Pre-Test 8-Week LRC Implementation Post-test 	<ul style="list-style-type: none"> August 29 – September 4, 2023 September 5-November 3, 2023 November 6-10, 2023
First Quarter	November 13, 2023- January 16, 2024
Christmas Break	December 18, 2023- January 2, 2024

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Resumption of Classes	January 3, 2024
First Quarter Examination	January 15-16, 2024
Second Quarter	January 17-March 12, 2024
Mid-Year Break (INSET)	January 22-30, 2024
Second Quarter Examination	March 11-12, 2024
Third Quarter	March 13 – May 8, 2024
Third Quarter Examination	May 7-8, 2024
Fourth Quarter	May 9-June 16, 2024
Fourth Quarter Examination	June 9-10, 2024
End-of-School Year Rites	June 13-15, 2024
Start of EoSY Break	June 17, 2024

6. Funds

Financial requirements for the implementation of the 8-Week Learning Recovery Curriculum such as orientation training of teachers and school officials, printing and reproduction of worksheets and activity sheets can be charged from local funds and remaining/excess downloaded Program Support Funds for the National Learning Camp and EOSY Break activities, subject to accounting and auditing rules and regulations. The Program Support Funds for the Early Language, Literacy and Numeracy Program downloaded to Schools Division Offices may also be utilized to support the capacity building of LAC facilitators and Key Stage 1 teachers.

7. References

- Regional Memorandum 104 s. 2022 (Policy Guidelines on the Implementation of the 8-Week Learning Recovery Curriculum)
- DO 22 s. 2023 (Implementing Guidelines on the School Calendar and Activities for SY 2023-2024)
- Joint Memorandum dated July 3, 2023 (Guidelines on the Utilization of Program Support Funds for the Implementation of the National Learning Camp and Other EoSY Break Activities)