



Republic of the Philippines
Department of Education
Region V– Bicol

SCHOOLS DIVISION OFFICE OF LIGAO CITY

Office of the Schools Division Superintendent

June 11, 2026

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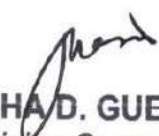
DIVISION MEMORANDUM

No. 0203, s. 2026

GUIDELINES IN THE IMPLEMENTATION OF PROJECT ARISE (ACCENTING READING INTERVENTIONS THROUGH SPECIALIZED EPISODES) VERSION 2 UNDER PROJECT BASA AT BILANG: A DIVISION INTERVENTION IN IMPROVING THE READING AND NUMERACY SKILLS OF LEARNERS OF THE SCHOOLS DIVISION OFFICE OF LIGAO CITY

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

1. Grounded on the Academic Recovery and Accessible Learning (ARAL) Program of the Department of Education and the Project 6Bs (Bawat Batang Bicolano Bihasang Bumasa at Bumilang) of DepEd Region V, Project **ARISE** (Accenting Reading Interventions through Specialized Episodes) Version 2 under the **Project BASA AT BILANG: A Division Intervention in Improving the Reading and Numeracy Skills of Learners of the Schools Division Office of Ligao City** shall be continuously implemented in the elementary and secondary schools in the division through the utilization of the supplementary and contextualized materials to address the remaining learning gaps among the Grades 1 to 10 learners.
2. Adjustments and modifications from the earlier implementation of the project are set in the specific guidelines to ensure the relevance and appropriateness of the initiative in the present contexts of the schools.
3. For the information and guidance of all concerned.


NYMPHA D. GUEMO
Schools Division Superintendent





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(Enclosure to Division Memorandum **0203**, s. 2026)

A. Purpose

The implementation of Project ARISE (Accenting Reading Interventions through Specialized Episodes) Version 2 under the **Project BASA AT BILANG: A Division Intervention in Improving the Reading and Numeracy Skills of Learners** of the Schools Division Office of Ligao City intends to continuously improve the reading performance of the learners from Key Stage 1 to Key Stage 3 in order to address the remaining learning gaps. The project specifically features the use of supplementary and contextualized reading resources on a daily basis to develop the fluency, vocabulary and comprehension skills of Grades 1-10 learners in the whole division.

B. General Guidelines

1. Assessment

1.1 The results of the Beginning of the School Year (BoSY) Comprehensive Rapid Literacy Assessment (CRLA) for Grades 1 to 3 learners and Philippine Informal Reading Inventory (Phil-IRI) for Grades 4-10 students shall be utilized to determine the specific reading level of the learners at the start of the school year.

1.2 The End of the School Year (EoSY) CRLA and Phil-IRI shall be administered towards the end of the school year. The results shall be utilized as bases for the preparation of plans for adjustment and conduct of further intervention for struggling learners.

2. Instructional Delivery

2.1 The Schools Division Office of Ligao City has developed supplementary and contextualized reading resources for use by the teachers throughout the school year.

2.2 The specific guidelines in the utilization of the supplementary and contextualized reading resources are as follows:

a. The supplementary and contextualized reading resources shall be utilized as a daily reading exercise for learners from Grades 1 to 10.

b. There are 201 reading texts per grade level, intended for daily use throughout the school year.

c. One reading text shall be utilized per day as part of the class routine before the start of the lesson proper in Reading and Literacy subject for Grade 1, Filipino subject for Grade 2, and English for Grades 3-10.





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- d. The daily reading activity shall be conducted for approximately five (5) minutes, inclusive of reading, questioning, and discussion.
 - e. Teachers shall use the texts corresponding to the grade level they handle. The texts for Grades 1 and 2 are in Filipino, while the texts for Grades 3-10 are in English.
 - f. Learners shall read each text aloud as a class, with the teacher providing assistance on pronunciation and vocabulary, as needed.
 - g. After the reading activity, the teacher shall orally ask the four (4) comprehension questions provided for each text.
 - h. Learners shall be encouraged to answer the questions orally and participate actively in the discussion.
 - i. Teachers shall facilitate a brief discussion of the answers, using the suggested answers provided as reference. Teachers may also accept other reasonable responses supported by evidence from the text.
 - j. The activity shall focus on developing reading fluency, comprehension, critical thinking, and oral communication skills.
 - k. No written outputs are required, unless deemed necessary by the teacher to support classroom instruction.
 - l. Teachers may contextualize and enrich the discussion by relating the text to learners' experiences, prior knowledge, and real-life situations.
 - m. The daily reading activity shall serve as a literacy enrichment exercise and shall not replace the competencies and learning activities prescribed in the curriculum.
 - n. All teachers are encouraged to maximize the use of these resources to cultivate a culture of reading and help learners become confident, analytical, and independent readers.
 - o. School heads and instructional leaders are encouraged to monitor and support the consistent implementation of the daily reading activity in all classrooms.
3. Monitoring of Learners' Development
- 3.1 Teachers are advised to keep track of the fluency, vocabulary and comprehension skills of the learners during the conduct of the daily five-minute reading session.
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3.2 Prior to the closing of the school year, the End of the School Year Comprehensive Rapid Literacy Assessment and Philippine Informal Reading Inventory (Phil-IRI) shall be administered to assess the performance of the learners along reading. The results of the said assessments shall be the bases for the succeeding remediation activities, if still necessary.

4. Project Implementation

4.1 The table shows the timeline of activities during the implementation of the project:

Activity	Time Frame
Start of the implementation of Project ARISE (Version 2) under PROJECT BASA AT BILANG	June 2026
Conduct of BoSY CRLA and Phil-IRI	June 2026
Project Monitoring and Technical Assistance Provision	Year-round
Conduct of EoSY CRLA and Phil-IRI	towards the end of the school year
Project Implementation Review (school level and division level)	end of the school year

5. Monitoring and Evaluation

The Schools Division Office, through the Curriculum Implementation Division, shall monitor and provide technical assistance on the implementation of the project throughout the school year using the division-crafted Monitoring and Evaluation (M&E) Tool.

6. References

- **DepEd Order No. 18, s. 2025** (Implementing Guidelines of the Academic Recovery and Accessible Learning (ARAL) Program)
- **DepEd Memorandum No. 64, s. 2025** (Implementing Guidelines for the Academic Recovery and Accessible Learning (ARAL) Program in Reading for Key Stages 1 to 3)
- **Regional Memorandum 1431 s. 2025** (Enhanced Guidelines in the Implementation of Project 6Bs: Bawat Batang Bicolano Bihasang Bumasa at Bumilang)
- **Division Memorandum No. 142 s. 2023** (Project SERVE of SDO Ligao City)
- **Division Memorandum No. 18 s. 2024** (Project BASA AT BILANG: A Division Intervention in Improving the Reading and Numeracy Skills of Learners)

