



Republic of the Philippines
Department of Education
Region XII
Schools Division Office of Tacurong City

November 3, 2025

DIVISION MEMORANDUM

CID-2025- 151

**POLICY GUIDELINES ON THE IMPLEMENTATION
OF THE ARAL-GALING PROGRAM**
*(Academic Recovery and Accessible Learning
for Grade 3 Developing and Transitioning Readers)*

To: Assistant Schools Division Superintendent
Functional Division Chiefs
Education Program Supervisors
Cluster Heads
Elementary School Administrators
Public Schools
This Division

1. In line with Republic Act No. 12028, also known as the *Academic Recovery and Accessible Learning (ARAL) Program Act*, and pursuant to DepEd Order No. 018, s. 2025, *Implementing Guidelines of the Academic Recovery and Accessible Learning Program*; DepEd Memorandum No. 064, s. 2025, *Implementing Guidelines for the Academic Recovery and Accessible Learning Program in Reading for Key Stages 1 to 3*; and DepEd Memorandum No. 056, s. 2025, *Supplemental Guidelines on the Implementation of the ARAL School Readiness and Responsiveness Audit*, the Schools Division Office of Tacurong City hereby issues the **Policy Guidelines on the Implementation of the ARAL-GALING Program** (Academic Recovery and Accessible Learning for Grade 3 Developing and Transitioning Readers).
2. The ARAL-GALING Program serves as the Division's structured and contextualized literacy intervention designed to accelerate the reading proficiency of **Grade 3 Developing and Transitioning Readers** through differentiated and evidence-based instruction.
3. The enclosed Policy provides the implementation framework, monitoring and evaluation mechanisms, and defined roles of stakeholders to ensure the effective and equitable delivery of literacy interventions in all public elementary schools within the Division.
4. All public elementary schools are enjoined to adopt and implement the provisions stated in the enclosed Policy to ensure consistency, adherence, and sustainability of literacy interventions across the Division.

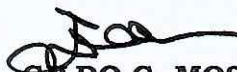


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Department of Education
Region XII
Schools Division Office of Tacurong City

5. For reference and guidance, the following are provided:
- a) *Enclosure No. 1* – Policy Guidelines on the Implementation of ARAL-GALING Program;
 - b) *Enclosure No. 2* – Reading Progress Log; and
 - c) *Enclosure No. 3* – Monitoring and Evaluation (M&E) Tool
6. For queries and concerns, contact EPS Mary Ann C. Umadhay through mary.umadhay@deped.gov.ph.
7. Immediate dissemination of and compliance with this Memorandum are desired.


GILDO G. MOSQUEDA, CEO VI
Schools Division Superintendent

Enclosure: As stated
Reference: RA 12028; DO 018, s. 2025; DM 064, s. 2025; DM 056, s. 2025
Allotment: None
To be indicated in the Perpetual Index under the following subjects:
LITERACY **READING INTERVENTIONS**
READING

MACU/RAP/DM/CID/POLICY GUIDELINES ON THE IMPLEMENTATION OF THE ARAL-GALING PROGRAM (ACADEMIC RECOVERY AND ACCESSIBLE LEARNING FOR GRADE 3 DEVELOPING AND TRANSITIONING READERS)/November 3, 2025



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Enclosure No. 1 to Division Memorandum CID-2025 - 151

POLICY GUIDELINES ON THE IMPLEMENTATION OF THE ARAL-GALING PROGRAM

(Academic Recovery and Accessible Learning
for Grade 3 Developing and Transitioning Readers)

I. Legal Basis

This policy is anchored on the following national issuances:

- 1) **Republic Act No. 12028**, otherwise known as the *Academic Recovery and Accessible Learning (ARAL) Program Act*;
- 2) **DepEd Order No. 018, s. 2025**, titled *Implementing Guidelines of the Academic Recovery and Accessible Learning Program*;
- 3) **DepEd Memorandum No. 064, s. 2025**, titled *Implementing Guidelines for the Academic Recovery and Accessible Learning Program in Reading for Key Stages 1 to 3*; and
- 4) **DepEd Memorandum No. 056, s. 2025**, titled *Supplemental Guidelines on the Implementation of the ARAL School Readiness and Responsiveness Audit (ASRRA)*.

These issuances collectively direct the Department of Education and its field offices to institutionalize literacy recovery programs that address learning loss, ensure equitable access to quality learning opportunities, and strengthen instructional support systems in all public schools.

II. Rationale

In support of the national implementation of the *Academic Recovery and Accessible Learning (ARAL) Program Act (RA 12028)* and the accompanying guidelines of **DepEd Order No. 018, s. 2025**, the **Schools Division Office of Tacurong City** recognizes the pressing need to strengthen foundational literacy among Grade 3 learners, particularly those identified as **Developing and Transitioning Readers**.

Reading assessment data show that a significant proportion of Grade 3 learners continue to struggle with decoding, fluency, and comprehension - critical skills that form the foundation for learning across all subject areas. Unaddressed, these gaps can lead to persistent learning difficulties and hinder learners' overall academic success.



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Republic of the Philippines
Department of Education
Region XII
Schools Division Office of Tacurong City

The **ARAL-GALING Program** serves as the Division's localized and strategic intervention to accelerate literacy development among struggling readers through **structured, contextualized, and differentiated instruction**. The program employs **Contextualized Fuller Materials** and the **SRA Toolkit**, both of which are anchored in evidence-based literacy instruction and designed to meet the diverse needs of learners within their cultural and linguistic contexts.

Aligned with **RA 12028, DO 018, s. 2025, DM 064, s. 2025, and DM 056, s. 2025**, this program ensures **equitable access** to targeted academic recovery interventions and promotes accountability through continuous monitoring and progress tracking. It also invests in the **capacity-building of school heads, reading coordinators, and teacher-tutors** to ensure fidelity in implementation and sustainability of reading improvement efforts.

Furthermore, consistent with the holistic intent of the ARAL framework, the program integrates **Social Emotional Learning (SEL)** and **21st Century Skills** into daily ARAL-GALING sessions to nurture not only competent readers but also well-rounded, empathetic, and future-ready learners.

This initiative exemplifies the collective commitment of the **Schools Division of Tacurong City** to ensure that *no learner is left behind* in the journey toward literacy, learning recovery, and lifelong success.

III. Scope and Coverage

- 1) This policy applies to all **public elementary schools under the Schools Division Office of Tacurong City**.
- 2) The program specifically targets **Grade 3 Developing and Transitioning Readers** as identified through the **Comprehensive Rapid Literacy Assessment (CRLA)**.
- 3) Implementation begins in the **third quarter of the current school year** and may be expanded to other grade levels based on results and readiness.
- 4) Instruction will be delivered by **trained teacher-tutors**, supported by **Master Teachers** and **School Reading Coordinators**.
- 5) The **Contextualized Fuller Materials** and the **SRA Toolkit** shall serve as the primary instructional references.



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- 6) Reading sessions shall be conducted for a minimum of **two (2) hours per week**, either integrated into the regular class program, implemented through pull-out sessions, or delivered using any other feasible modality as determined by the school.
- 7) **Each session or class shall cater to a maximum of fifteen (15) learners** to ensure individualized attention, effective monitoring, and quality instruction.

IV. Definition of Key Terms

(Adapted from division and national ARAL guidelines)

- **Developing Reader:** Learner who can decode words and phrases but requires extensive guidance and practice to achieve fluency and comprehension.
- **Transitioning Reader:** Learner who reads simple passages with accuracy but needs to develop fluency and deeper comprehension at grade level.
- **Comprehensive Rapid Literacy Assessment (CRLA):** A diagnostic tool used to determine learners' reading proficiency levels.
- **Contextualized Fuller Materials:** Division-developed reading tools that combine alphabet, phonics, and whole-word approaches for foundational literacy.
- **SRA Toolkit:** Structured Reading Approach kit designed to enhance comprehension and fluency through leveled reading materials.
- **Social Emotional Learning (SEL):** Framework promoting self-awareness, empathy, relationship skills, and responsible decision-making in learners.

V. Policy Statement and Objectives

The **Schools Division of Tacurong City** hereby adopts and implements the following guidelines to ensure the systematic execution, monitoring, and evaluation of the **ARAL-GALING Program**, aimed at accelerating literacy development among Grade 3 learners.



Republic of the Philippines
Department of Education
Region XII
Schools Division Office of Tacurong City

Program Objectives:

- 1) Accelerate literacy development among Grade 3 Developing and Transitioning Readers through structured, contextualized, and differentiated instruction.
- 2) Strengthen foundational reading skills - phonological awareness, decoding, fluency, and comprehension - using evidence-based materials.
- 3) Provide individualized and group-based support through trained teacher-tutors using the Contextualized Fuller Materials and SRA Toolkit.
- 4) Ensure equitable access to quality learning resources and safe, nurturing learning environments.
- 5) Monitor learner progress quarterly to inform instruction, adjust interventions, and guide policy decisions.
- 6) Build capacity among school personnel - including principals, reading coordinators, and Grade 3 teachers - to reassess learners and deliver targeted interventions.
- 7) Promote holistic development by integrating Social Emotional Learning (SEL) and 21st Century Skills into daily ARAL-GALING sessions.

VI. Guidelines on Implementation

1) Identification of Learners

- o Grade 3 learners shall be assessed using the **CRLA Pre-Test** in both Filipino and English at the start of the program to determine their reading levels.

2) Instructional Delivery

- o Teacher-tutors shall conduct **at least two hours weekly**, focusing on differentiated literacy instruction.
- o Each session shall accommodate **a maximum of fifteen (15) learners** to allow for individualized attention and targeted remediation.
- o Sessions shall include phonics, decoding, fluency drills, vocabulary enrichment, and comprehension exercises.



Republic of the Philippines
Department of Education
Region XII
Schools Division Office of Tacurong City

3) **Materials and Learning Environment**

- Teachers shall utilize **Contextualized Fuller Materials** and **SRA Toolkits** as the main instructional resources.
- Schools shall provide **safe, learner-friendly, and inclusive reading spaces** conducive to small-group learning.

4) **Capacity Building**

- The Division Office shall organize training, mentoring, and technical assistance for teacher-tutors, reading coordinators, and school heads.

5) **Monitoring and Assessment**

- Teachers shall track learner progress **quarterly** using a standardized **Reading Progress Chart**.
- Schools shall administer **BOSY, MOSY, EOSY Assessments** through CRLA.
- Data shall inform intervention refinement and Division-level planning.

6) **Support Mechanisms**

- SEL integration and 21st-century learning skills shall be embedded in all ARAL-GALING sessions.
- Schools shall encourage **peer tutoring, parental engagement, and community participation** to sustain reading practice beyond the classroom.

VII. Roles and Responsibilities

• **Schools Division Office (SDO)**

- Provide overall policy direction, resource mobilization, and monitoring of implementation fidelity.
- Consolidate reports and evaluate program outcomes for improvement.

• **School Heads**

- Supervise and support the implementation of ARAL-GALING at the school level.
- Allocate appropriate time, space, and personnel for small-group instruction.

• **ARAL Reading Coordinators / Master Teachers**

- Mentor teacher-tutors and ensure the proper application of instructional strategies and assessment tools.



Republic of the Philippines
Department of Education
Region XII
Schools Division Office of Tacurong City

- **Teachers / Teacher-Tutors**
 - Facilitate small-group reading sessions, manage a maximum of 15 learners per class, and document learner progress.
- **Parents / Guardians**
 - Reinforce reading activities at home and provide encouragement for continued learning.

VIII. Monitoring, Evaluation, and Reporting

- Monitoring shall be conducted **quarterly**, or **as deemed necessary**, using a standardized Monitoring and Evaluation (M&E) tool.
- Schools shall submit progress reports to the **Division ARAL Focal Person** for consolidation.
- Evaluation results shall guide future planning, policy adjustments, and training needs.

IX. Effectivity

This policy shall take effect immediately upon issuance and shall remain in force until amended or superseded by subsequent guidelines.



Republic of the Philippines
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Region XII
Schools Division Office of Tacurong City

Enclosure No. 2 to Division Memorandum CID-2025 - 151

ARAL-GALING PROGRAM

(Academic Recovery and Accessible Learning for Grade 3 Developing and Transitioning Readers)

READING PROGRESS LOG

(To be accomplished by the Teacher-Tutor / Reading Coordinator)

School:		District/Cluster:	
Teacher-Tutor:		Grade Level:	Grade 3
Program:	ARAL-GALING	Period Covered:	Quarter __, SY 2025-2026

A. LEARNER INFORMATION

No.	Learner's Name	Sex	Reading Level (CRLA Pre-Test)	Instructional Material Used (Fuller / SRA)	No. of Sessions Attended	Reading Level (Mid-Assessment)	Reading Level (Post-Test)	Remarks / Next Steps
1								
2								
3								
4								
5								
6								



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Department of Education
Region XII
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No.	Learner's Name	Sex	Reading Level (CRLA Pre-Test)	Instructional Material Used (Fuller / SRA)	No. of Sessions Attended	Reading Level (Mid-Assessment)	Reading Level (Post-Test)	Remarks / Next Steps
7								
8								
9								
10								
11								
12								
13								
14								
15								

B. SUMMARY OF READING PROGRESS

Assessment Period	Total Number of Learners	Developing	Transitioning	Grade Level Ready	% Improvement
Beginning of School Year (BOSY)					
Middle of School Year (MOSY)					
End of School Year (EOSY)					



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C. TEACHER-TUTOR'S REFLECTION

Instructions: Briefly describe observations, successes, and challenges encountered during the implementation of ARAL-GALING sessions. Indicate adjustment or support needed.

	Focus Area	Guiding Questions	Teacher's Reflection / Response	Planned Action / Adjustment
1	Learner Progress	What changes or improvements have you observed in your learners' reading skills (<i>decoding, fluency, comprehension</i>)?		
2	Learning Engagement	How do your learners respond to the reading activities? Are they motivated and participative?		
3	Instructional Strategies	Which strategies or materials (<i>Fuller/ SRA</i>) worked best? Which ones need improvement?		
4	Learning Environment	How conducive is your reading space for small-group instruction?		
5	Challenges Encountered	What difficulties did you face during implementation (attendance, time, materials, learner behavior)?		
6	Support Needed	What kind of support do you need from the ARAL Reading Coordinator, School Head, or Division?		
7	Insights / Realizations	What have you learned from this cycle that can help improve your teaching and learners' outcomes?		

Prepared by:

Validated by:

Checked by:

Teacher-Tutor

ARAL Reading Coordinator

School Head



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Enclosure No. 3 to Division Memorandum CID-2025 - 151

ARAL-GALING PROGRAM

(Academic Recovery and Accessible Learning for Grade 3 Developing and Transitioning Readers)

MONITORING AND EVALUATION (M&E) TOOL

(For use by School Heads, District Supervisors, and Division Monitoring Team)

School:		District:	
Date of Monitoring:		Quarter:	
Monitored by:		Designation:	

A. PROGRAM IMPLEMENTATION STATUS

Indicators	Means of Verification (MOV)	Rating (✓)	Remarks / Action Taken
1) The school has an identified pool of trained ARAL-GALING teacher-tutors.	Training attendance sheet, designation order	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2) Grade 3 Developing and Transitioning Readers are identified using CRLA pre-test results.	CRLA records, learner list	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3) Reading sessions are conducted at least two (2) hours per week following the schedule approved by the school head.	Class schedule, lesson plans	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4) Each session caters to a maximum of fifteen (15) learners per class.	Class list, attendance record	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5) Contextualized Fuller Materials and/or SRA Reading Toolkits are available and utilized appropriately.	Observation notes, photos, reports	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6) Learning spaces are safe, child-friendly, and conducive to reading.	Observation, photos	<input type="checkbox"/> Yes <input type="checkbox"/> No	



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Schools Division Office of Tacurong City

Indicators	Means of Verification (MOV)	Rating (✓)	Remarks / Action Taken
7) Learner progress is tracked using the Reading Progress Log.	Reading Progress Chart	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8) Monitoring and coaching by the Reading Coordinator/ School Head are regularly conducted.	Coaching forms, monitoring logs	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9) Reports are submitted quarterly to the Division Office.	Submission logs, reports	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10) Social Emotional Learning (SEL) and 21 st Century Skills are integrated in ARAL-GALING sessions.	Lesson plans, teacher reflections	<input type="checkbox"/> Yes <input type="checkbox"/> No	

B. MONITORING SUMMARY

Area Evaluated	Rating	Comments / Recommendations
Program Management		
Instructional Delivery		
Learner Engagement		
Material Utilization		
Monitoring and Reporting		

M&E Scoring Guide

Rating Scale

- 4 - Excellent
- 3 - Satisfactory
- 2 - Needs Improvement
- 1 - Poor

Descriptor

- All indicators consistently met with outstanding documentation*
- Most indicators met, minor gaps noted*
- Some indicators unmet, assistance required*
- Implementation absent or incomplete*



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C. ACTION PLAN/RECOMMENDATIONS

Instructions: Specify technical assistance, capacity building, or resource needs identified during monitoring.

No.	Identified Issue/ Challenge	Proposed Action/ Intervention	Person Responsible	Timeline	Resources/ Support Needed	Remarks/ Status
1						
2						
3						
4						
5						

Monitored by:

Signature over Printed Name



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