



Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF BULACAN

August 7, 2025

DIVISION MEMORANDUM

No. 389 , s. 2025

Project Cultivating Mastery in Literacy and Oracy Through Efficient Teaching, Innovative Activities and Active Engagement in Reading (CLEAR) and Comprehensive Literacy and Engagement in Active Reading for English Development (CLEARED): Division Initiatives in Support of the Implementation of the ARAL Program in the Secondary Level

To: Assistant Schools Division Superintendent
Division Chiefs
DEPS in Filipino & English
Secondary School Heads/Administrators
Filipino and English Teachers
All Others Concerned

1. Reading proficiency serves as a cornerstone of educational achievement and holistic development, fundamentally shaping a student's capacity to engage with a broad spectrum of subjects and successfully navigate the intricate landscape of contemporary information. In today's fast-paced digital age, where technological advancements continually reshape communication and access to knowledge, establishing a strong foundation in Filipino and English literacy is more vital than ever. Proficient Filipino and English reading skills empower students not just academically but also socially, enabling them to interpret, analyze, and critically evaluate information encountered daily. For Bulakenyo learners, strengthening Filipino and English reading proficiency is essential in bridging educational gaps and fostering lifelong learning habits that are crucial for personal and community growth.
2. Implementing collaborative learning strategies rooted in the principles of Modern Reading Theory, also known as Identity Theory, can significantly enhance learners' engagement with texts. This approach recognizes that readers bring their own interpretations, experiences, and identities into the reading process, making comprehension more meaningful and personalized. Furthermore, the development of reading comprehension remains a fundamental goal within language education, as it encompasses one of the five essential language skills listening, speaking, reading, writing, and viewing. It enables learners not only to acquire knowledge but also to become critical thinkers, informed citizens, and active participants in their communities. Therefore, fostering strong reading skills is a vital investment in the future of Bulakenyo learners in the secondary level.
3. On the other hand, the data from the results of the Filipino and English Philippine Informal Reading Inventory (Phil-IRI) for Secondary Grades 7 to 10 of the Beginning of School Year (BOSY) 2025-26 show that there is a need to give focus on the number of learners under "Frustration Level". Hence, this Office introduces Project **CLEAR – Cultivating Mastery in Literacy and Oracy through Efficient Teaching, Innovative Activities**



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and Active Engagement in Reading (Filipino), and Project CLEARED - Comprehensive Literacy and Engagement in Active Reading for English Development. These projects are division initiatives to identify learners who need the most help in terms of reading both in Filipino and English.

4. Project CLEAR and CLEARED aim to systematically develop and elevate students' Filipino and English reading skills in Key Stage 3 (Grades 7 to 10) by applying proven reading theories and incorporating innovative strategies such as collaborative learning. By the end of these initiatives, learners from Grades 7 to 10 are expected to:
 - Demonstrate the ability to read and understand Filipino and English syllables, words, phrases, sentences, and various texts, and accurately answer related questions;
 - Express their own interpretations and comprehension of the texts through thoughtful and thorough responses to exercises; and
 - Show progress in Filipino and English reading comprehension through active participation in group activities, utilizing the collaborative learning strategy.
5. Attached are the approved project proposals of Project CLEAR and CLEARED, ready for implementation. Details such as the schedule of activities are indicated in the approved proposals. Copies of the assessment tools shall be secured from the proponents of these projects.
6. All expenses incidental to the printing of assessment tools of Project CLEAR and CLEARED can be charged from local or school/MOOE funds, subject to the usual accounting and auditing procedures.
7. Immediate and wide dissemination of this Memorandum is desired.


NORMA P. ESTEBAN, EdD, CESO V
Schools Division Superintendent