The 8-Week Learning Recovery Curriculum (LRC) is a learning remediation and intervention that centers on teaching foundational skills in literacy and numeracy to grades 1, 2, and 3 learners in Region V. These learners were identified to have acquired learning loss because of the implementation of distance learning amidst the COVID-19 pandemic in the past two school years (2020–2022).

The foundational skills in literacy and numeracy covered in the learning recovery curriculum are as follows:

### Literacy
- Phonics
- Phonemic Awareness
- Vocabulary
- Fluency
- Comprehension

### Numeracy
- Number Sense
- Addition
- Subtraction
- Multiplication
- Division

### Features
- Lessons based on assessment
- Lesson map of the 8-week curriculum, aligned with the K–3 Most Essential Learning Competencies (MELCs)
- Balance between structured and unstructured activities
- Ability groups with differentiated learning activities
- Pre-test and post-test

### Lesson Map

<table>
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<th>Curriculum (From K–12/MELCs)</th>
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### The 8-week LRC Experience

**Overview of LRC Timeline**

**Week 1**
- Assessments in mother tongue, English, Filipino, and mathematics to determine specific difficulties (pre-test)

**Weeks 2-9**
- Implementation of the 8-week LRC
- Assessments in mother tongue, English, Filipino, and mathematics to determine progress in literacy and numeracy skills (post-test)

**Week 10**
- Pre-test and post-test
Learning centers are strategically placed in the classroom to address the development of literacy and numeracy skills.

**Establishment of Learning Centers Inside the Classroom**

Centers are focused on the four macro skills: listening, speaking, reading, and writing.

The centers contain activities that may be done by learners guided by the teacher, independently or collaboratively as there may be book corners, videos for read-aloud and phonics lessons, writing practice, role-playing using puppets, and unfinished worksheets.

**Literacy Center**

- Centers are focused on the four macro skills: listening, speaking, reading, and writing.
- The centers contain activities that may be done by learners guided by the teacher, independently or collaboratively as there may be book corners, videos for read-aloud and phonics lessons, writing practice, role-playing using puppets, and unfinished worksheets.

**Numeracy Center**

Learners can work on math manipulatives, number charts, number cards, math games, and unfinished worksheets.

**Initial Results and Gains**

After the initial implementation of the 8-week LRC, Region V embarked on the top-line analysis of the pre-test and post-test results to consolidate and evaluate improvements to the learners’ literacy skills, i.e., phonological awareness, alphabet knowledge, word recognition, listening, and reading comprehension.

At the end of the 8-week curriculum, an average of only 5% of learners remained in the lowest quartile. The implementation factors that had a direct result in a positive percentage point increase in learner’s literacy skills included the length of the time for training, number of face-to-face instruction days, and learners’ use of the literacy learning centers.

**Ways Forward**

Based on the results of the 8-week LRC, each division was tasked with customizing intervention programs for early grade learners who still need a full refresher in literacy and numeracy. The three options are as follow:

- **Pull-Out System**
  
  The pull-out system means taking out full refresher learners from their regular classes and regrouping them for special classes comprising no more than 25 learners. Their learning curriculum is limited to mother tongue, Filipino, English, and mathematics. Under the pull-out system, moderate and light refreshers would be given additional remediation activities through integration or after class hours.

- **Integrated Curriculum**
  
  The integrated curriculum option would be implemented within the regular scheduled class. It would either be an integration of literacy and numeracy in the different learning areas or the integration of the prescribed competencies in all learning areas.

- **Program Intervention Outside of the Learning Time**
  
  The program intervention outside learning time would provide an additional period of time to teach literacy and numeracy lessons to vulnerable learners. This would be done through a team-teaching style.