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Republika ng Pilipinas
Kagawaran ng Edukasyon

REHIYON V - BICOL
TANGGAPANG PANSANGAY NG CATANDUANES

October 8, 2024

DIVISION MEMORANDUM

NO. *505* s. 2024

ONLINE ORIENTATION ON THE GUIDELINES IN THE IMPLEMENTATION OF THE INTEGRATED LEARNING EXPERIENCE (ILE) AS AN INTEGRATED TEACHING APPROACH FOR EARLY-GRADE LEARNERS IN REGION V

To: Assistant Schools Division Superintendent
CID Chief
Public Schools District Supervisors/In-Charge of the District
Elementary School Heads
Grade 1 Teachers
All Other Concerned

1. Pursuant to RM No. 1162, s. 2024, this office through the Curriculum Implementation Division (CID), will conduct an Online Orientation on the Guidelines in the Implementation of Integrated Learning Experience (ILE) as an Integrated Teaching Approach for Early-Grade Learners in Region V on **October 10, 2024** at **2:00 PM to 5:00 PM** using MS Teams through this link or code:

<https://tinyurl.com/OnlineOrientationILE>

or

Meeting ID: 484 981 499 556

Passcode: npVtvZ

2. All Public Schools District Supervisors/In-Charge of the Districts, elementary school heads and Grade 1 teachers are expected to join in this orientation for them to be equipped with the needed knowledge, skills and attitudes in the implementation of the ILE.

3. For immediate dissemination, information and compliance.

By Authority of the OIC-SDS:

[Signature]
ATTY. NORLITO JR. P. AGUNDAY
Attorney III – Legal Officer
Officer-In-Charge
Office of the Schools Division Superintendent



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5 October 2024

REGIONAL MEMORANDUM
No. 01162 s. 2024

GUIDELINES IN THE IMPLEMENTATION OF THE INTEGRATED LEARNING EXPERIENCES (ILE) AS AN INTEGRATIVE TEACHING APPROACH FOR EARLY-GRADE LEARNERS IN REGION V

To : Schools Division Superintendents

1. In line with the Department of Education Regional Office V's commitment to continuously support early-grade learning in the elementary schools in Region V, this Office, through the Curriculum and Learning Management Division, has developed the Integrated Learning Experiences (ILE) Learning Resource Packages in Grades 1, 2 and 3 which shall assist teachers in effective instruction to early-grade learners in Region V.
2. Integrated Learning Experiences, which is an integrative teaching approach in the early grades, is a regional initiative that fully supports DepEd Order No. 010, s. 2024, re: Policy Guidelines on the Implementation of the MATATAG Curriculum, which underscores the necessity of enhancing learning delivery methods given the varied needs of the learners and the evolving demands of the educational landscape, it is crucial to enhance learning delivery methods. The same issuance encourages teachers to adapt their pedagogical methods and strategies to keep learners effectively engaged.
3. Moreover, ILE adheres to the provision in Republic Act 10533, re: Enhanced Basic Education Act of 2013, Section 5 (e) which necessitates the use of constructivist, inquiry-based, reflective, collaborative, and integrative pedagogical approaches.
4. This School Year 2024-2025, Integrated Learning Experiences will be initially implemented in Grade 1, following the phased implementation of the MATATAG Curriculum. Considering that the 8-Week Learning Recovery Curriculum has been carried out to all Grade 1 learners at the start of the school year; Integrated Learning Experiences will be instigated this October 2024 after the conclusion of the contextualized curriculum. ILE will be implemented in Grades 2 and 3 next school year.
5. It is expected that the learning resource package composed of the ILE Manual, lesson exemplars in Quarters 1 to 4, stories, and sample worksheets have been distributed and received by all Grade 1 teachers in Region V. Aside from the printed



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materials, it is expected that all Grade 1 teachers have access to the soft copies of the lesson exemplar, stories, worksheets in all learning areas, and performance tasks (PeTa). The learning resource packages for Grades 2 and 3, on the other hand, will be made available to the teachers before the opening of School Year 2025-2026.

6. Schools Division Offices are urged to conduct continuing professional development and training for teachers to equip them with the skills and knowledge needed to implement integrated learning effectively. Collaborative learning for teachers and LAC sessions are highly encouraged as avenues for strategic planning, interaction, and sharing of best practices.

7. Regular monitoring of the Integrated Learning Experiences' implementation should also be carried out to determine the program's strengths and gaps. Technical assistance and intensified support should also be provided to implementing schools, especially the early-grade teachers who are the frontrunners in this program implementation.

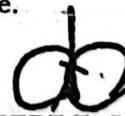
8. Taking into account the training and orientation given to early-grade teachers about the ILE implementation, schools are instructed to retain these teachers at the early-grade level. They should not be transferred to the intermediate level at least for the next three school years.

9. Division Offices and schools are enjoined to support the printing of the ILE learning resource materials that include lesson exemplars (*if the lesson exemplars provided by the Regional Office are not sufficient*) and worksheets in the different learning areas that teachers need throughout the school year, depending on their ability groupings. Printing of said materials shall be charged against division/school MOOE/local funds/SEF/other available funds, subject to the usual government accounting and auditing rules and regulations.

10. This Office appreciates hearing from the field about the ILE implementation. Feedback, comments, and recommendations should be directed to DepEd Regional Office V, Attention: Curriculum and Learning Management Division.

11. To ensure the efficient implementation of the Program, specific guidelines about the Integrated Learning Experiences as an integrative teaching approach are enclosed.

12. For information, guidance, and strict compliance.



GILBERT T. SADSAD
Regional Director

Encl. As stated
References: DO No. 010, s. 2024
RA No. 10533

CLMD/jll
09/24/2024

GUIDELINES IN THE IMPLEMENTATION OF THE INTEGRATED LEARNING EXPERIENCES (ILE) AS AN INTEGRATIVE TEACHING APPROACH FOR EARLY-GRADE LEARNERS IN REGION V

1. The Integrated Learning Experience (ILE) is an integrative teaching approach for use in the early grades in Region V. The ILE Learning Resource Package has been created and designed to help teachers effectively teach the curriculum following the integrative approach. By connecting and interweaving different learning areas to create meaningful learning experiences, ILE aims to help the learners retain concepts better, promote a deeper understanding of the content, make lessons more meaningful and engaging, establish the relevance of the lessons to their daily lives, and promote the learners' holistic development.
2. The ILE Learning Resource package takes these critical components into careful consideration:
 - a. Integrated learning aligns with real-world connections. The Big Ideas articulated in each lesson focus on stating the relevance of the lessons in the learners' everyday lives. The ILE resource package also carefully considers and explicitly includes the development of 21st-century skills in all the lessons, as these overarching skills are important not just in school, but in the learners' daily lives as well.
 - b. Lessons in each learning area are interrelated and correlated, thus teachers can cover multiple subjects while addressing common themes, making instructional delivery more time-efficient, and reducing the need for repeating similar concepts in isolation.
 - c. Various curriculum elements (goals, objectives, content, activities, and assessments) are harmonized to create a cohesive and unified learning experience.
 - d. Social and Emotional Learning (SEL) development and Gender Equality and Social Inclusion (GESI) are at the core of the instructional design of each lesson, highlighted in its learner-centered approach.
 - e. The ILE Learning Resource Package is designed to empower teachers to teach the early-grade curriculum in an integrated manner. All the necessary instructional materials for the teachers and the learners are already provided so that the teacher can spend more time in teaching, and less time is spent in preparation and planning.
3. The ILE design adopts two types of curricular approaches: **learner-centered curricular approach** and **problem-centered curricular approach**. By being learner-centered, the early-grade learners' experiences, needs, and interests are foremost in the design of the learning materials. It is a learner-centric approach that creates a relevant, engaging, and personalized experience out of learning content. Moreover, it assesses and tracks the performance of learners based on set goals. Problem-

centered curricular approach, on the other hand, teaches learners how to look at a problem and come up with a solution to the problem. Through this experience, learners are exposed to real-life issues, which help them develop skills that are transferable to the real world.

4. Using the ILE as an integrative teaching approach, the lessons become more relevant to early-grade learners because they can be creative, innovative, and empowered to shape their learning.
5. Region V's ILE in the early grades is characterized by the following features:
 - a. **The ILE Learning Resource Package developed is aligned to the early grades curriculum.** The early grades curricular goals, as articulated in the Content and Performance Standards and Learning Competencies for each learning area, are the bases for the development of the ILE learning resource package, which consist of the following:
 - a.1. *Horizontal Articulation Maps* - provide a list of the learning competencies from the different learning areas that are highlighted, connected, and integrated into each lesson.
 - a.2. *Integrated Curriculum Maps* - provide an overview of the learning competencies and learning targets in the different learning areas, pedagogies, 21st-century skills, SEL competencies, and teaching and learning activities in each lesson for each quarter.
 - a.3. *Learning Competencies Checklist Matrix* - provides a list of the complete learning competencies for each learning area and the specific quarter, lesson, and activity where each learning competency is targeted and developed.
 - a.4. *Lesson Exemplars* - provide a guide for the lesson implementation following the literature-based lesson framework and explicit teaching framework for skills development.
 - a.5. *Worksheets* - contain self-assessment rubrics, big ideas, guided practice, independent practice, and evaluation activities. Differentiated activities for literacy and numeracy skills development are provided as necessary.
 - a.6. *Performance Tasks* - contain the lesson exemplars and worksheets for the integrated summative assessment to be conducted at the end of each quarter.
 - b. **The ILE design using the integrative teaching approach is needs-based.** The ILE design is anchored on the early-grade learners' needs along with literacy and numeracy skills development. The learners' data, which include what they already know and what they need to know, and even their perceptions, strengths, and weaknesses, are incorporated.
 - c. **ILE learning goals and outcomes are clearly defined.** The learning competencies are unpacked into standards or learning targets and distinctly mapped in an integrated curriculum matrix that prioritizes integrative teaching and learning in the early grades.
 - d. **ILE uses an integrative teaching approach that highlights differentiated instruction.** The ILE Learning Resource Package acknowledges that instruction should start where the learners are and build on the learners' prior

knowledge. Differentiated activities are thus provided to help the learners develop the target learning competencies depending on the learners' current skills and competencies.

- e. **Evaluation methods are established.** Evaluation methods during and at the end of the school year are in place to assess the learners and the curriculum. Evaluation is made to determine if the curriculum design is working or if it is failing, based on the identified strengths and weaknesses of the curriculum and the achievement rate related to learning outcomes.
6. The following should be considered by the early-grade teachers in the utilization of the ILE Learning Resource Package:

a. ILE Module Themes and Lesson Titles

The following are the themes adopted in the ILE design which served as bases in the development of integrated lesson exemplars and integrated worksheets for Grades 1, 2, and 3 learners:

Module and Lesson Titles: Grade 1

Quarter 1: Sarili Ko, Mahal Ko!	Quarter 2: Pamilya Ko, Pahahalagahan Ko!	Quarter 3: Paaralan Ko, Pangangalagaan Ko!	Quarter 4: Pamayanan Ko, Kilala Ko!
Lesson 1: Sino Ako?	Lesson 1: Kilalanin ang Pamilya Ko	Lesson 1: Paaralan Ko Kilala Ko	Lesson 1: Tara na sa Paaralan
Lesson 2: Mga Kaya Ko!	Lesson 2: Mga Gawain Namin sa Bahay	Lesson 2: Sila at Ako, May Tungkulin sa Paaralan	Lesson 2: Ligtas na Pamayanan, Ligtas na Paaralan
Lesson 3: Sarili ko, Alaga Ko	Lesson 3: Bawat Isa'y Mahalaga	Lesson 3: Mga Gawain Namin sa Paaralan	Lesson 3: Ang Bumubuo sa Ating Pamayanan
Lesson 4: Mga Kuwento Ko	Lesson 4: Kapamilya at Kaibigan	Lesson 4: Mahalaga ang Paaralan sa Akin	Lesson 4: Libutin Natin ang Pamayanan
Lesson 5: Lahat ay Nagbabago, Kasama na Ako!	Lesson 5: Nabibilang Kami sa Pamayanan	Lesson 5: Mahalaga ang Paaralan para sa Buong Pamayanan	Lesson 5: Ikaw at Ako, May Tungkulin sa Pamayanan

In Grade 1, ILE lessons are divided into four quarters, with five integrated lessons in each quarter.

Module and Lesson Titles: Grade 2

Quarter 1: Knowing Myself and My Community	Quarter 2: I am Connected to a Community	Quarter 3: I am Responsible	Quarter 4: I Can Work with Others
Lesson 1: I am Aware of My Talents and Skills	Lesson 1: I Have a Family	Lesson 1: I Have Responsibilities at Home	Lesson 1: I Can Share My Skills
Lesson 2: I am Aware That I Have Emotions	Lesson 2: I Have Responsibilities with My Family	Lesson 2: I Have Responsibilities in School	Lesson 2: I Can Handle My Feelings
Lesson 3: I am Aware That My Actions Affect Others	Lesson 3: I Have Feelings That I Can Communicate	Lesson 3: I Have Responsibilities in My Community	Lesson 3: I Can Listen to Others
Lesson 4: I am Aware That I am Part of the Community	Lesson 4: I Have Talents to Share with Others	Lesson 4: I am Happy to Help	Lesson 4: I Can Go with the Flow
Lesson 5: I am Aware That I am Part of a Bigger Community	Lesson 5: I Have Experiences That I Can Share with Others	Lesson 5: I am Happy to Receive Help, Too!	Lesson 5: I Can Face My Fears

In Grade 2, ILE lessons are divided into four quarters, with five integrated lessons in each quarter.

Module and Lesson Titles: Grade 3

Quarter 1: I Can Do It!	Quarter 2: We Are One!	Quarter 3: One Life, One Dream	Quarter 4: The World Around Us
Lesson 1: Knowing My Talents	Lesson 1: Knowing Myself and My Family	Lesson 1: Loving My Family	Lesson 1: Fostering Good Relations
Lesson 2: Building Confidence	Lesson 2: Understanding My Friends and Others	Lesson 2: Interacting In My School	Lesson 2: Appreciating My Experiences in School
Lesson 3: Strengthening My Potentials	Lesson 3: Appreciating our Roles in Our School and Community	Lesson 3: Creating Connections in My Community	Lesson 3: Caring for Our Surroundings
Lesson 4: Reaching My Dreams	Lesson 4: Valuing Our Bigger Community	Lesson 4: Offering a Helping Hand	Lesson 4: Taking Pride in Our Province
Lesson 5: Exploring What I Can Be		Lesson 5: Coping with Challenges	

	Lesson 5: Creating a Difference in Our Community		Lesson 5: Living with Our Responsibilities
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In Grade 3, ILE lessons are also divided into four quarters, with five integrated lessons in each quarter.

b. Lesson Exemplars

- b.1. The lesson exemplars contain suggested scripts and activities. Teachers are encouraged to refine and adapt the materials to suit their particular classroom context through simplification or enrichment of scripts and activities, as needed.
- b.2. A typical Integrated Learning Experiences (ILE) lesson begins with a story reading. The story is related to the theme of the quarter and lesson, and is connected to each learning area in that lesson.
- b.3. The **Engagement Activities (EAs)** following each story reading are designed to help the learners think about the literature deeply. They help foster critical thinking, collaboration, and creativity among the learners. The emphasis is on learner engagement with the text, rather than accuracy in reading, spelling, or writing. Class discussions that follow the EAs give the learners a chance to present their outputs to others, and through the teacher's guidance and questioning, the whole class will come to a better understanding of the chosen text.
- b.4. The suggested **Waiting Activity Sheets (WAS)** are designed to help the teacher implement Differentiated Instruction (DI) better. The purpose of the WAS is to keep all learners productively engaged so that the teacher can devote enough time for small group instruction suited for each ability group. This also gives the teacher more time to check the accomplished worksheets as well as the individual learner's progress. In doing so, the goal of the DI is truly achieved.
- b.5. In **Independent Practice (IP)**, learners are encouraged to work on their tasks as best as they can, but teachers should still provide guidance and feedback as needed. IP activities are not graded.
- b.6. The teacher must take the time to check the learners' progress by giving summative assessments and process activities with them. The teacher can ask how they found the activity, what they learned, or what was challenging for them. This check-in can help the teacher decide whether the provision of additional activities is needed for mastery of the learning targets or to move on to the subsequent lesson.
- b.7. After all the lessons in the quarter have been conducted, the teacher can proceed to the conduct of **Performance Task (PeTa)** for the quarter.

c. Worksheets

The ILE worksheets are available in all learning areas, and teachers are advised to choose worksheets appropriate to the learners' ability groupings—Emerging, Developing, Transitioning, or At Grade Level, based on the Comprehensive Rapid Literacy Assessment Results (CRLA) results. While teachers are fully aware of these ability groupings, they should be cautious

about using these terms with the learners to avoid labeling or branding. Other words or names may be used to represent each ability grouping.

A typical worksheet file for each subject contains the following components:

- c.1. **Ito ang Alam Ko.** This is a self-assessment for the learners, to check on how much they already know about the topic or skill to be developed in the lesson. This can be answered as a whole class, with the teacher reading each item, before doing the Guided Practice (GP) activities.
- c.2. **Aalamin Ko.** This section contains a statement that summarizes the big ideas or concepts that we want the learners to take away from the lesson. It helps them understand the relevance of what they are learning to real-life situations. These statements can be read to the learners right after they finish the self-assessment.
- c.3. **Ako at Ang Aking Guro.** These are the Guided Practice (GP) activities. There are two Waiting Activity Sheets (WAS) and four differentiated activities in each GP component.
 - c.3.1. The teacher can start by explaining the WAS to the whole class. The WAS usually targets review and reinforcement of previous learning competencies taught, or additional drills that develop current target competencies, but the learners are expected to be able to work on their WAS independently. The teacher does not have to supervise the learners while they do the WAS as long as instructions are given to the whole class.
 - c.3.2. While the learners are busy with their waiting activities, the teacher can then proceed to give instructions to each ability group: Emergent, Developing, Transitioning, At Grade Level. The learners are expected to work on their WAS if the teacher is still working with other small groups. Learners can be instructed to pause on their WAS for the teacher to give instructions to their group, and then they will have to resume working on the WAS when they are done with their assigned activities. The teacher is free to make use of other waiting activities apart from the suggested WAS, if deemed necessary.
 - c.3.3. Open-ended activities like quiet reading in the book corner, writing or drawing activities, or simple art activities that do not need to be supervised are suitable activities for WAS.
 - c.3.4. The GP activities can be done in groups, or in pairs. These activities help the learners develop the target competencies as they work with their classmates. Collaboration and feedback from their group mates form part of the learning experience.
 - c.3.5. Teachers are expected to observe the learners while they are working on the GP activities and provide feedback or additional scaffolding as needed. When the activities are done, the teacher can process the experience of the class. Note that if the learners find the task(s) easy or difficult, lessons can be adjusted as necessary. Teachers are encouraged to provide additional activities for the class or groups if they need more practice, before proceeding to the next part of the lesson.

c.3.6. Teachers should also be mindful of the groupings. A learner can belong to one group but can be moved to another group, depending on their learning pace. The groupings should NOT be permanent or set in stone to avoid labeling and bullying.

c.4. **Susubukan Ko.** These are the Independent Practice (IP) activities. There are two WAS and four differentiated activities in each IP component. Unlike the GP activities, however, these activities are expected to be accomplished individually. As with the GP activities, the teacher will also direct the class to do the WAS before giving instructions for each ability group.

c.4.1. Teachers should consider encouraging the learners to work on their tasks as best as they can, but still provide guidance and feedback as needed. Remember that the IP activities are not assessments (*they are not graded*), and the learners are still learning the target competencies at this point. Teachers have to actively monitor them while they are working so that those who need additional help or guidance can be identified.

c.4.2. As with the GP, teachers should provide additional activities for the class or groups if they need more practice, before proceeding to the evaluation.

c.5. **Nakuha Ko Na Ba?** This is the self-assessment for learners that will be given after the Independent Practice (IP) exercises have been given. Teachers are encouraged to process the self-assessment with the learners and pay close attention to learners who are still not yet confident about their learning. Feedback on what learners consider as blocks to their learning may be used for the next instructional decision of the teacher.

c. **Evaluation and PETA Worksheets**

d.1. Formative assessments form a significant part of integrative learning. Teachers should regularly assess to determine learners' progress, through the use of selected worksheets, or they can formulate their own formative assessments.

d.2. The Evaluation worksheets for each subject will be given at the end of each lesson (after 8-9 days) and can be used as summative assessments. Teachers can also decide to make their own summative assessments.

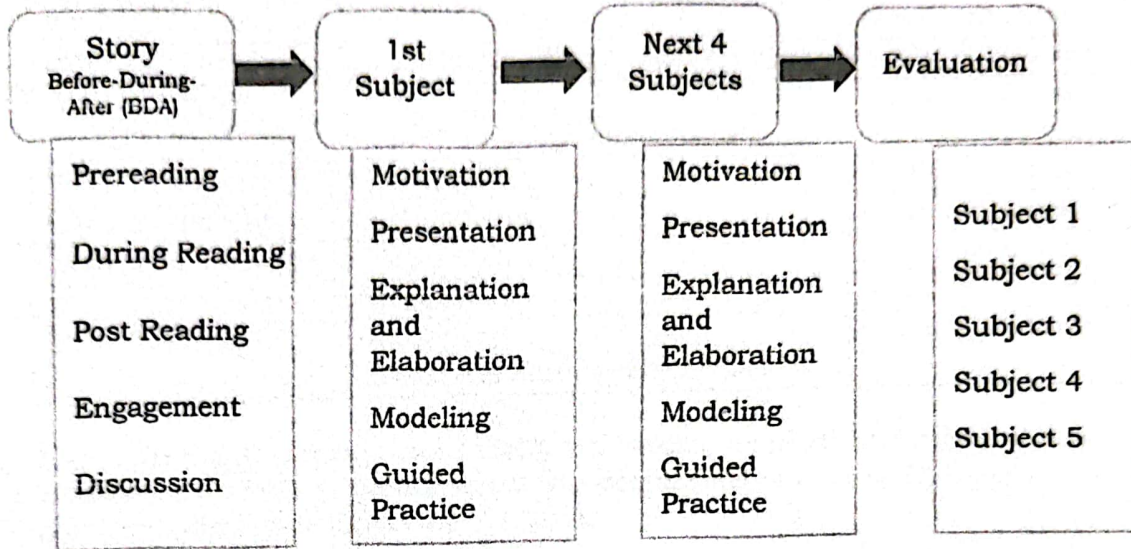
d.3. There is only one evaluation activity for the whole class for each learning area. (Evaluation activities are not differentiated.) Teachers can adapt the conduct of the evaluation activity for learners who cannot read by reading the text for them. Answers given orally if the learners cannot write shall also be accepted.

d.4. The PeTa will be given at the end of the quarter (after 5 full ILE lessons). The PeTa also has self-assessment rubrics for the learners. Teachers can use the information gathered from the evaluation activities, the self-assessment, and peer assessment rubrics to identify learners who may need remediation.

d.5. If the teacher finds the suggested PeTa not suitable for the learners,

they can formulate performance tasks that are more appropriate to their learners' capabilities.

7. Here is the suggested lesson map flow for one ILE lesson in Grade 1 which will be carried out for 8 to 10 days:



8. To illustrate further, a Grade 1 class may implement this sample lesson flow which can be carried out for 8 to 10 days:

Sample 1:

Learning Areas/Activities	No. of Days
Literature-Based Lesson A. Prereading B. During Reading C. Post Reading a. Engagement Activities b. Whole Class Discussion <i>Note: This is not a subject, but Literature-Based Lesson is the first activity in every lesson cycle.</i>	3
Reading and Literacy A. Motivating Activity B. Presentation C. Explanation and Elaboration D. Modeling E. Guided Practice F. Independent Practice	
Good Manners and Right Conduct A. Motivating Activity B. Presentation C. Explanation and Elaboration D. Modeling E. Guided Practice F. Independent Practice	1
Language	

Days	Learning Areas/Activities	Time
Week 1, Monday	<i>Literature-Based Lesson</i> Reading and Literacy	4 hrs., 20 mins.
Week 1, Tuesday	Reading and Literacy	4 hrs., 20 mins.
Week 1, Wednesday	Reading and Literacy	4 hrs., 20 mins.
Week 1, Thursday	Good Manners and Right Conduct	4 hours, 20 mins.
Week 1, Friday	Language Homeroom Guidance Program	4 hours, 20 mins.
Week 2, Monday	Mathematics	4 hrs., 20 mins.
Week 2, Tuesday	Mathematics	4 hrs., 20 mins.
Week 2, Wednesday	Mathematics	4 hrs., 20 mins.
Week 2, Thursday	Makabansa	4 hours, 20 mins.
Week 2, Friday	<i>Evaluation</i> Homeroom Guidance Program	4 hours, 20 mins.

13. The class schedule varies every two weeks, as another integrative lesson is introduced. There may be changes in the sequencing of the learning areas and the number of days the subjects will be taught.

14. Congruent to Regional Memorandum No. 01038, re: Implementation of National Reading Program and National Mathematics Program in Region V, NRP and NMP will not be taught separately in Grade 1. Integrated Learning Experiences, as an integrative teaching approach, already cover remedial and intervention lessons in reading and mathematics.

15. Pending the issuance of a new rating system from DepEd Central Office, teachers shall continue using the rating system prescribed in DepEd Order No. 8, s. 2015, re: Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program.

16. The ILE Learning Resource Package has been developed and distributed to elementary schools in Region V for instructional purposes only, and should be used primarily by the teachers and early-grade learners in Region V. No part of the ILE learning resource package that includes the ILE Manual, lesson exemplars, worksheets, evaluation sheets, and stories could be reprinted and distributed for commercial purposes. Private schools in Region V may also adopt the Integrated Learning Experiences design but permission should be sought from DepEd Regional Office V to use the ILE materials.

Ctmd/jll
10/05/2024