



Republic of the Philippines
Department of Education
CARAGA REGION

DECEMBER 9, 2025

REGIONAL MEMORANDUM

No. 1332, s. 2025

To: Schools Division Superintendents
All Others Concerned

PARTICIPATION IN THE NATIONAL REORIENTATION ON STRENGTHENING EARLY LITERACY INSTRUCTION CUM CONSULTATIVE WORKSHOP

1. In line with the DepEd's thrust to strengthen foundational learning and uphold excellence in basic education, the Bureau of Learning Delivery – Teaching and Learning Division (BLD-TLD) will conduct the **National Reorientation on Strengthening Early Literacy Instruction through the Science of Reading (SoR) cum Consultative Workshop on Structured Pedagogy (SP)** on December 7-9, 2025 at The Farm Koronadal City, for the Mindanao Cluster.

2. This activity aims to:

- deepen understanding and strengthen application of the Science of Reading (SoR) framework among education leaders, mentors, and coaches; and
- gather technical inputs for the development of a Structured Pedagogy Toolkit.

3. Participants per Division:

- SoR Reorientation:** Five participants composed of Reading Supervisors, ARAL and/or ELLN Coordinators, and Master Teachers.
- SP Workshop:** Two Learning Resource Supervisors.

Participants are advised to bring laptops and extension cords for use during the activity.

4. Division are requested to submit the list of identified participants using the template provided in Annex B of the national memorandum to mariaconsuelo.jamera@deped.gov.ph.

5. Participants must register at: <https://tinyurl.com/SoRcumSPReg>

6. Funds to cover travel expenses of the participants will be downloaded to their respective Schools Division, chargeable against 2024 BEC Continuing Funds/2025 BEC Current Funds and ELLN Funds released to the Regional Offices, subject to usual accounting and auditing rules and regulations.

7. Attached is DepEd Memorandum 2025 for reference.

8. For inquiries and concerns, email at caraga_clmd@deped.gov.ph.
9. Immediate dissemination of this Memorandum is desired.


Digitally signed by
Asuncion
Maria Ines
Casona
Date:
2025.12.05
19:47:23
+0800
MARIA INES C. ASUNCION
Director IV
Regional Director

Encl.: None

Reference: DepEd Memorandum (November 11, 2025)

To be indicated in the Perpetual Index
under the following subjects:

INSTRUCTION

LITERACY

READING

CLMD/mcj
12/5/2025



Republic of the Philippines
Department of Education
OFFICE OF THE UNDERSECRETARY FOR LEARNING SYSTEMS

MEMORANDUM
DM-LS-2025-_____

TO : ALL REGIONAL DIRECTORS

Carmela Oracion
FROM : CARMELA C. ORACION
Assistant Secretary
Officer-in-Charge
Office of the Undersecretary for Learning Systems

SUBJECT : NATIONAL REORIENTATION ON STRENGTHENING EARLY LITERACY INSTRUCTION THROUGH THE SCIENCE OF READING (SoR) CUM CONSULTATIVE WORKSHOP ON STRUCTURED PEDAGOGY

DATE : NOVEMBER 25, 2025

In line with the Department of Education's (DepEd) thrust to strengthen its national commitment to foundational learning in the early grades and to uphold excellence in basic education by ensuring the availability, accessibility, and quality of learning resources, the Bureau of Learning Delivery – Teaching and Learning Division (BLD-TLD) will spearhead the *National Reorientation on Strengthening Early Literacy Instruction through the Science of Reading (SoR) cum Consultative Workshop on Structured Pedagogy*, to be conducted on the following dates and venues:

Cluster	Venue	Dates
Mindanao	The Farm Koronadal City	December 7-9, 2025
Luzon 2	NCR	January 28-30, 2026
Visayas	Talisay City	February 11-13, 2026
Luzon 1	Olongapo City	February 25-27, 2026

The series of activities aims to deepen the understanding and strengthen the application of the Science of Reading (SoR) framework among regional and division education leaders, mentors, and coaches, particularly in relation to early literacy instruction and evidence-based reading practices. Separately, the activity also aims to advance the development of Structured Pedagogy (SP) by gathering technical inputs for the creation of a structured pedagogy toolkit that includes clearly labeled, organized, and easy-to-navigate instructional components.



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To ensure the successful conduct of these activities, this Office respectfully requests each region to designate participants from the following groups: for the **Reorientation SoR**, each Schools Division Office shall identify **five (5)** participants composed of Regional/Division Reading Supervisors, Academic Recovery and Accessible Learning (ARAL) and/or Early Language, Literacy, and Numeracy (ELLN) Coordinators, and Master Teachers; and for the **Consultative Workshop on SP**, each Schools Division Office shall identify **two (2)** Learning Resource (LR) Supervisors. These participants shall form the regional and division core teams who will lead subsequent roll-outs and/or technical assistance at their respective levels (*See Annex A: Distribution of Participants per Region*).

The list of identified participants per region, duly approved by the Regional Director, shall be submitted to the BLD through email at bld.od@deped.gov.ph, with a copy furnished to bld.tld@deped.gov.ph and lea.estuye@deped.gov.ph (See Annex B: List of Identified Participants). Participants are requested to register at this link: <https://tinyurl.com/SoRcumSPReg>.

Participants are expected to bring their own laptop and extension cord, and to attend all sessions (*See Annex C: Indicative Program of Activities*).

Board and lodging shall be charged against the 2024 Basic Education Curriculum (BEC) Continuing Funds for the Mindanao Cluster, and the 2025 BEC Current Funds for the Luzon and Visayas Clusters. Travel and other incidental expenses of the participants shall be charged against the 2025 BEC Current Funds directly released to the regional offices, subject to the usual government accounting and auditing rules and regulations.

For further inquiries or concerns, please contact the BLD at telephone number (02) 8636-6540 or via the aforementioned email addresses.

For immediate dissemination and strict compliance.

Copy Furnished:

OFFICE OF THE SECRETARY

MALCOLM S. GARMA
Undersecretary for Operations



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Annex A: Distribution of Participants per Region

**NATIONAL REORIENTATION ON STRENGTHENING EARLY LITERACY
INSTRUCTION THROUGH THE SCIENCE OF READING (SoR) CUM
CONSULTATIVE WORKSHOP ON STRUCTURED PEDAGOGY (SP)**

DISTRIBUTION OF PARTICIPANTS PER REGION

Cluster	Regions	No. of Divisions	No. of Participants	
			Reorientation on SoR (5 per Division)	Consultative Workshop on SP (2 per Division)
Luzon 1	I	14	70	28
	II	9	45	18
	III	21	105	42
	CAR	8	40	16
Luzon 2	IV-A	23	115	46
	IV-B	7	35	14
	V	13	65	26
	NCR	16	80	32
Visayas	VI	8	40	16
	VII	12	60	24
	VIII	13	65	26
	NIR	21	105	42
Mindanao	IX	9	45	18
	X	14	70	28
	XI	11	55	22
	XII	8	40	16
	CARAGA	12	60	24



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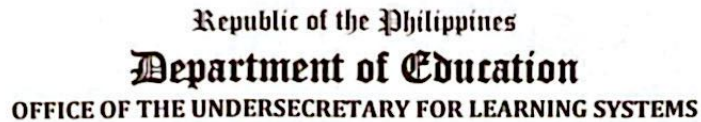


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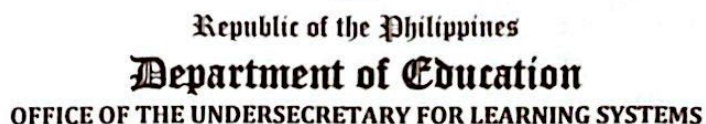




NATIONAL REORIENTATION ON STRENGTHENING EARLY LITERACY INSTRUCTION THROUGH THE SCIENCE OF READING (SoR) CUM CONSULTATIVE WORKSHOP ON STRUCTURED PEDAGOGY (SP)

Region: _____

[illegible]

[illegible]

Regional Director





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Annex C: Indicative Program of Activities

**NATIONAL REORIENTATION ON STRENGTHENING EARLY LITERACY
 INSTRUCTION THROUGH SCIENCE OF READING (SoR) CUM CONSULTATIVE
 WORKSHOP ON STRUCTURED PEDAGOGY (SP)**

Cluster	Dates	Check-in Time (2:00 PM)	Check-out Time (12:00 PM)	1 st Meal (Breakfast)	Last Meal (Dinner)
Mindanao (The Farm, Koronadal City)	Dec. 7-9, 2025	Dec. 7	Dec. 9	Dec. 7	Dec. 9
Luzon 2 (NCR)	Jan. 28-30, 2026	Jan. 28	Jan. 30	Jan. 28	Jan. 30
Visayas (Talisay City)	Feb. 11-13, 2026	Feb. 11	Feb. 13	Feb. 11	Feb. 13
Luzon 1 (Olongapo City)	Feb. 25-27, 2026	Feb. 25	Feb. 27	Feb. 25	Feb. 27

INDICATIVE PROGRAM OF ACTIVITIES

**A. National Reorientation on Strengthening Early Literacy Instruction
 through the Science of Reading (SoR)**

Day 1: Understanding How Reading Develops through the Science of Reading

Time	Session Title	Key Focus/Details
8:00 – 9:00 AM	Arrival, Registration, and Opening Program	Welcome messages, overview of objectives, expected outputs
9:00 – 10:00 AM	Nature of Reading	What reading is; processes involved; developmental models of reading; myths vs. research
10:00 – 11:00 AM	Science of Reading – Foundations and Principles	Overview of SoR; empirical roots in neuroscience, psychology, and education; components of skilled reading
11:00-12:00 NN	Oral Language Development	Receptive and expressive language; dialogic reading; syntactic and semantic development
12:00 – 1:00 PM	Lunch	
1:00 – 2:00 PM	Phonological and Phonemic Awareness	Continuum of awareness; teaching strategies; PA vs. phonics
2:00 – 3:00 PM	Phonics Instruction	Letter-sound correspondences, decoding, encoding, scope and sequence, multisensory strategies
3:00 – 4:00 PM	Vocabulary Development	Types of vocabulary, direct/indirect instruction, tiered word selection, semantic mapping
4:00 – 5:00 PM	Clearing Up and Mentoring/Coaching	Daily synthesis and contextual reflection with technical assistance



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Day 2: Building Blocks of Skilled Reading: Applying Word Recognition and Meaning-Making Strategies

Time	Session Title	Key Focus/Details
8:00 – 9:00 AM	Fluency: Building Automaticity with Accuracy and Expression	Accuracy, rate, prosody, and text complexity; guided oral reading; repeated reading techniques
9:00 – 10:00 AM	Reading Comprehension in the Early Years	Levels of comprehension; text types; strategy instruction (e.g., predicting, questioning, summarizing)
10:00 – 11:00 AM	Science of Reading – Classroom Applications	Sample lesson integration; whole group/small group instruction; SoR in real classrooms
11:00 – 12:00 NN	Developmentally Appropriate Practices (DAP) in Literacy Instruction	Balancing rigor and developmental readiness; child-centered learning environments
12:00 – 1:00 PM	Lunch	
1:00 – 2:00 PM	Integrating Play-Based Learning and SEL in Reading Instruction	Structured play for PA, vocabulary, and comprehension; social-emotional connections to text
2:00 – 3:00 PM	Explicit and Systematic Instruction in Reading	Principles of direct instruction: modeling, guided practice, corrective feedback; importance of scope and sequence
3:00 – 4:00 PM	Scaffolding and Gradual Release of Responsibility (GRR) Framework	Application of “I Do, We Do, You Do” in reading tasks; teacher moves that support independence and cognitive engagement
4:00 – 5:00 PM	Reflection: Where Are We in Practice?	Sharing from the field: challenges, breakthroughs, classroom strategies

Day 3: Translating SoR into Practice – Pedagogical Approaches for Effective Literacy Instruction

Time	Session Title	Key Focus/Details
8:00 – 9:00 AM	Multisensory and Multimodal Approaches in Early Literacy	Using visual, auditory, kinesthetic, and tactile inputs (VAKT) to strengthen encoding, decoding, and memory retention
9:00 – 10:00 AM	School Leader as a Learning Partner	Creating enabling conditions for reading instruction; roles in coaching, monitoring, and supporting SoR practices
10:00 – 11:00 AM	SLAC Design and Planning: Making SoR Sustainable	Designing School Learning Action Cells (SLACs) that embed SoR practices into regular school-based CPD
11:00 – 12:00 NN	Collaborative SLAC Critiquing and Peer Review	Reviewing draft SLAC plans; refining objectives, content, and facilitation strategies for maximum impact
12:00 – 1:00 PM	Lunch	



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1:00 – 1:30 PM	Presentation of the Action Planning Framework	Logic model or planning template to guide regional/division planning aligned with SoR and MATATAG curriculum
1:30 – 2:00 PM	Hands-On Workshop: Drafting SoR-Aligned Action Plans	Participants identify targets, roles, timelines, and indicators for field implementation of SoR practices
2:00 – 2:30 PM	Action Planning Clinics by Region/Division	Final revisions to plans; last-minute checks on coherence, resourcing, and monitoring structures
2:30 – 3:00 PM	Plenary: Presentation of Regional/Division Action Plans	Showcase of plans; identification of cross-cutting themes and promising strategies
3:00 – 3:30 PM	Synthesis of Learning and Commitments to Implementation	Personal and group reflections; visioning
3:30 – 4:00 PM	Final Clearing Up and Evaluation	Training evaluation, reflections, way forward
4:00 – 5:00 PM	Closing Program and Certificate Distribution	Closing remarks, messages of support, certificate awarding

B. Consultative Workshop on Structured Pedagogy

Day 1

Time	Session Title	Key Focus/Details
6:00-8:00 AM	Breakfast	
8:00 – 11:30 AM	Registration and Opening Program	Welcome messages, overview of objectives, expected outputs
11:30 AM – 1:30 PM	Lunch and Settling Down (Check-in)	
1:30 – 3:45 PM	Pre-work Activity: Library of Regional Resources	List of resources
3:45 – 4:00 PM	Housekeeping	Instructions for the next day
5:00 – 7:00 PM	Dinner	

Day 2

Time	Session Title	Key Focus/Details
6:00-8:30 AM	Breakfast	
8:30 – 8:45 AM	Management of Learning	Preliminaries, Recap of Day 1
8:45 – 9:45 AM	Learning Session: Structured Pedagogy	Conversation on structured pedagogy



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9:45 – 10:00 AM	Health Break	
10:00 – 11:00 AM	Learning Session: Learning Design Principles	Knowledge sharing
11:00 AM-12:00 PM	Focus Group Discussion (FGD) Activity 1: What works, what doesn't?	Insights on Structured Pedagogy Package (SPP)
12:00 – 1:00 PM	Lunch	
1:00 – 1:15 PM	Quick Check-in and Energizer	
1:15 – 2:00 PM	Activity 2: What do we like seeing?	Useful elements in learning resources SPP Cards Prototype
2:00-4:30 PM	Activity 3: Canva User Experience Testing	Canva Web Prototype
4:30 – 5:00 PM	Reflection: Where Are We in Practice?	Sharing from the field: challenges, breakthroughs, classroom strategies
5:00 – 7:00 PM	Dinner	

Day 3

Time	Session Title	Key Focus/Details
6:00-8:30 AM	Breakfast	
8:30 – 8:45 AM	Management of Learning	Preliminaries, Recap of Day 2, Reinforce previous learning
8:45 – 10:00 AM	Feedback spaces on the platform FGD: Possibilities of Expansion	Connect inventory results to learning outcomes, and future-ready goals
10:00 – 11:00 AM	Closing Program	Closing remarks, awarding of certificates
11:00 AM – 1:00 PM	Lunch	



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