



Republic of the Philippines
Department of Education
REGION I
 SCHOOLS DIVISION OF VIGAN CITY

2001-1255 ✓

Division Memorandum
 No. 51, s. 2026

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

TO: Asst. Schools Division Superintendent
 Chief Education Supervisors – CID and SGOD
 Public Elementary School Heads
 All Others Concerned

1. In reference to DM-LS-2025-184, Advisory dated December 11, 2025, and RM No. 17, s. 2026, 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 on January 28-30, 2026 at Olongapo City for Luzon 1 Cluster.

2. The activity aims to:

- a. 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;
- b. advance the development of Structured Pedagogy (SP) by gathering technical inputs for the creation of a structured pedagogy toolkit that includes labeled, organized, and easy to navigate instructional components.

3. The participants from this division are as follows:

<i>Science of Reading</i>		
Name	Position	School/Office
Nelson A. Robinol	EPS	SDO
Cherry Ann Andres	Master Teacher I	Nagsangalan ES
Evangeline Alcain	Master Teacher I	Vigan Central School
Cerelina Verzosa	Master Teacher I	Governor Evaristo Singson II MS
<i>Structured Pedagogy</i>		
Name	Position	School/Office
Rommel Rabo	EPS	SDO
Helconida Abero	Master Teacher I	Vigan Central School

4. Participants are requested to pre-register at this link: <https://tinyurl.com/SoRcumSPPreg>. They are also advised to bring their own laptop and extension cord and to attend all sessions. (See Annex C of DM-LS-2025-184: Indicative Program of Activities).



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5. Board and lodging shall be charged against 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.
6. A Compensatory Time-Off (CTO) shall be granted to participants for workshop days that coincide with holidays and weekends. This is pursuant to DepEd Order No. 53, s. 2023, *Updated Guidelines on Grant of Vacation Service Credits to Teachers*, and CSC-DBM Joint Circular No. 2, s. 2015, *Policies and Guidelines on Overtime Services and Overtime Pay for Government Employees*.
7. Immediate dissemination of this Memorandum is desired.

VILMA D. EDA, CESO V
Schools Division Superintendent

Encls.: As stated

References: DM-LS-2025-184, Advisory dated December 11, 2025, and RM No. 17, s. 2026

To be indicated in the Perpetual Index

Under the following subjects:

PROGRAM READING

CID/nar/DM_NationalReorientationStrengtningLiteracyInstructiioncumStructuredPedagogy
January 19, 2026



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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, timelincs, 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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