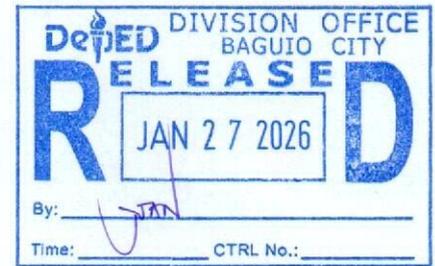




Republic of the Philippines  
**Department of Education**  
 Cordillera Administrative Region  
**SCHOOLS DIVISION OF BAGUIO CITY**



January 26, 2026

DIVISION MEMORANDUM  
 No. 071-2026

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

To: CID Chief Education Supervisor  
 Education Program Supervisors  
 Public Schools District Supervisors  
 All Others Concerned

1. Relative Regional Memorandum 020, s.2026 on the National Reorientation of Strengthening Early Literacy Instruction through the Science of Reading (SoR) Cum Consultative Workshop on Structured Pedagogy on January 28-30, 2026 at Olongapo City, the participants are replaced as follows:

FROM	TO	OFFICE
Loida C. Mangangay EPS-LRMS	Phoebe Jane V. Navarrete Librarian II	CID - LRMS

2. All other provisions of the aforementioned memorandum shall remain in order.
3. Immediate and wide dissemination of this memorandum is highly appreciated.

**SORAYA T. FACULO PhD, CESO V**  
*Schools Division Superintendent*

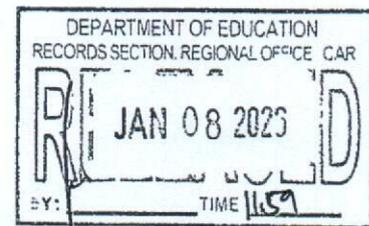


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Republic of the Philippines  
**Department of Education**  
Cordillera Administrative Region



07 Jan 2026

**REGIONAL MEMORANDUM**  
No. 020-2026

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

To: Assistant Regional Director  
Schools Division Superintendents  
All Schools Division Offices  
All Others Concerned

1. 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 **February 25-27, 2026** at Olongapo City (Luzon 1).
2. 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.
3. To ensure the successful conduct of these activities, each of the Schools Division shall identify **five (5)** participants composed of the *Division Reading Supervisor, 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 the division level.
4. The list of identified participants per division shall be submitted through this link: <https://tinyurl.com/NationalSoRSP2026>. Meanwhile, participants are requested to register at this link: <https://tinyurl.com/SoRcumSPReg> on or before January 12, 2026.
5. Participants are expected to bring their own laptop and extension cord, and to attend all sessions. The indicative program of activities is found in Enclosure 1.

6. Board and lodging shall be charged against the 2025 BEC Current Funds. Travel and other incidental expenses of the participants shall be charged against the 2025 BEC Current Funds, subject to the usual government accounting and auditing rules and regulations.

7. For inquiries or concerns, please contact CES Jennifer P. Ande at the Curriculum and Learning Management Division (CLMD) through landline number (074) 422-7096 or email address: car.clmd@deped.gov.ph

8. Immediate dissemination of and strict compliance with this Memorandum is desired.



Digitally signed by ESTELA P.  
LEON-CARIÑO EdD, CESO III  
Date: 2026.01.08 09:55:00 +08'00'

**ESTELA P. LEON-CARIÑO EdD, CESO III**  
Director IV/Regional Director



CLMD/JPA/nkm  
January 7, 2026

## 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 <sup>st</sup> 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

**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	<b>Fluency: Building Automaticity with Accuracy and Expression</b>	Accuracy, rate, prosody, and text complexity; guided oral reading; repeated reading techniques
9:00 – 10:00 AM	<b>Reading Comprehension in the Early Years</b>	Levels of comprehension; text types; strategy instruction (e.g., predicting, questioning, summarizing)
10:00 – 11:00 AM	<b>Science of Reading – Classroom Applications</b>	Sample lesson integration; whole group/small group instruction; SoR in real classrooms
11:00 – 12:00 NN	<b>Developmentally Appropriate Practices (DAP) in Literacy Instruction</b>	Balancing rigor and developmental readiness; child-centered learning environments
12:00 – 1:00 PM	<b>Lunch</b>	
1:00 – 2:00 PM	<b>Integrating Play-Based Learning and SEL in Reading Instruction</b>	Structured play for PA, vocabulary, and comprehension; social-emotional connections to text
2:00 – 3:00 PM	<b>Explicit and Systematic Instruction in Reading</b>	Principles of direct instruction: modeling, guided practice, corrective feedback; importance of scope and sequence
3:00 – 4:00 PM	<b>Scaffolding and Gradual Release of Responsibility (GRR) Framework</b>	Application of “I Do, We Do, You Do” in reading tasks; teacher moves that support independence and cognitive engagement
4:00 – 5:00 PM	<b>Reflection: Where Are We in Practice?</b>	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	<b>Multisensory and Multimodal Approaches in Early Literacy</b>	Using visual, auditory, kinesthetic, and tactile inputs (VAKT) to strengthen encoding, decoding, and memory retention
9:00 – 10:00 AM	<b>School Leader as a Learning Partner</b>	Creating enabling conditions for reading instruction; roles in coaching, monitoring, and supporting SoR practices
10:00 – 11:00 AM	<b>SLAC Design and Planning: Making SoR Sustainable</b>	Designing School Learning Action Cells (SLACs) that embed SoR practices into regular school-based CPD
11:00 – 12:00 NN	<b>Collaborative SLAC Critiquing and Peer Review</b>	Reviewing draft SLAC plans; refining objectives, content, and facilitation strategies for maximum impact
12:00 – 1:00 PM	<b>Lunch</b>	

1:00 - 1:30 PM	<b>Presentation of the Action Planning Framework</b>	Logic model or planning template to guide regional/division planning aligned with SoR and MATATAG curriculum
1:30 - 2:00 PM	<b>Hands-On Workshop: Drafting SoR-Aligned Action Plans</b>	Participants identify targets, roles, timelines, and indicators for field implementation of SoR practices
2:00 - 2:30 PM	<b>Action Planning Clinics by Region/Division</b>	Final revisions to plans; last-minute checks on coherence, resourcing, and monitoring structures
2:30 - 3:00 PM	<b>Plenary: Presentation of Regional/Division Action Plans</b>	Showcase of plans; identification of cross-cutting themes and promising strategies
3:00 - 3:30 PM	<b>Synthesis of Learning and Commitments to Implementation</b>	Personal and group reflections; visioning
3:30 - 4:00 PM	<b>Final Clearing Up and Evaluation</b>	Training evaluation, reflections, way forward
4:00 - 5:00 PM	<b>Closing Program and Certificate Distribution</b>	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	<b>Breakfast</b>	
8:00 - 11:30 AM	Registration and Opening Program	Welcome messages, overview of objectives, expected outputs
11:30 AM - 1:30 PM	<b>Lunch and Settling Down (Check-In)</b>	
1:30 - 3:45 PM	Pre-work Activity: Library of Regional Resources	List of resources
3:45 - 4:00 PM	<b>Housekeeping</b>	Instructions for the next day
5:00 - 7:00 PM	<b>Dinner</b>	

### Day 2

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

9:45 - 10:00 AM	<b>Health Break</b>	
10:00 - 11:00 AM	<b>Learning Session:</b> 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	<b>Lunch</b>	
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	<b>Dinner</b>	

### Day 3

Time	Session Title	Key Focus/Details
6:00-8:30 AM	<b>Breakfast</b>	
8:30 - 8:45 AM	<b>Management of Learning</b>	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	<b>Closing Program</b>	Closing remarks, awarding of certificates
11:00 AM - 1:00 PM	<b>Lunch</b>	