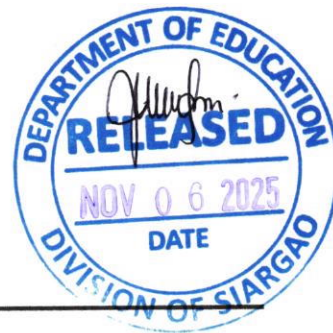


Republic of the Philippines
Department of Education
CARAGA REGION
SCHOOLS DIVISION OF SIARGAO



Division Memorandum

No. 11-359 s. 2025

TO: Assistant Schools Division Superintendent
Chiefs, CID & SGOD
Education Program Supervisors
Public Schools District Supervisors
This Division

**CONDUCT OF TRAINING ON TEACHING BEGINNING READING:
EVIDENCED-BASED STRATEGIES FOR EARLY
LITERACY DEVELOPMENT**

1. In support of the Department of Education's thrust to improve early literacy outcomes and strengthen foundational reading skills among early grade learners, the Schools Division of Siargao shall conduct a Division-wide training entitled **"Teaching Beginning Reading: Evidence-Based Strategies for Early Literacy Development"** on **November 25-27, 2025** at the **Provincial Convention Center**. A pre-work conference with the learning facilitators will be on **November 14, 2025**.
2. The three-day training aims to capacitate selected Kindergarten to Grade 3 teachers with evidence-based instructional strategies in beginning reading, aligned with the principles of the **Early Language, Literacy, and Numeracy (ELLN)** Program and the **National Reading Program**.
3. Specifically, the training will
 - a. deepen participants' understanding of the science of reading and its application in classroom instruction.
 - b. demonstrate effective strategies for teaching phonemic awareness, phonics, fluency, vocabulary, and comprehension.
 - c. provide opportunities for teachers to develop contextualized lesson exemplars and reading materials.
 - d. promote collaboration and sharing of best practices among early grade educators.
4. Participants to this activity are selected Kindergarten to Grade 3 teachers from public elementary schools (*1 per Grade level per district, a total of 4 teachers per district*) particularly those that are new in handling Key Stage 1 learners, as endorsed by their respective school heads and district supervisors. The list of participants shall be submitted to the Curriculum Implementation Division (CID) on or before **November 10, 2025** using this registration link [Teaching Beginning Reading: Evidence-Based Strategies for Early Literacy Development – Fill out form](#). After the training, these participants shall conduct a District LAC Session for the benefits of the other K to 3 teachers of each district.
5. Travel expenses and other incidental expenses of participants shall be charged against local funds or school MOOE, subject to the usual accounting and auditing rules and regulations.





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6. Enclosed are the following:
 - a. Enclosure No. 1: Indicative Program of Activities
 - b. Enclosure No. 2: Number and Distribution of Participants
7. For more information and clarification, please contact **Luz Sandra R. Fernandez**, Key Stage 1 Reading Focal.
8. Immediate dissemination of and compliance with this Memorandum is desired.


MANUEL O. CABERTE
Schools Division Superintendent

Encls.: As stated

Reference: None

To be indicated in the **PERPETUAL INDEX** under the following subjects:
CURRICULUM LITERACY READING EDUCATION

CID/lserf
11/03/25



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Enclosure No. _____ to Division Memorandum No. _____ s. 2025

a. Detailed Program or Course Matrix

Module	Learning Outcomes	Content Topics	Activities	Assessment	Duration
Module 1: Foundations of Reading Development (Ianne Rofa E. Sulima)	Understanding reading development stages and theories	<ul style="list-style-type: none"> Reading development theories Stages of reading acquisition Brain research and reading 	<ul style="list-style-type: none"> Interactive lectures Video analysis Group discussions 	<ul style="list-style-type: none"> Reflection paper Concept mapping 	1 hour
Module 2: Phonemic Awareness and Phonics with simulation (Rose Karen Mae E. Sulima & Miraflor P. Bocota)	Implement systematic phonics instruction	<ul style="list-style-type: none"> Phoneme identification Sound-symbol relationships Systematic phonics approaches 	<ul style="list-style-type: none"> Hands-on activities Material creation Practice sessions 	<ul style="list-style-type: none"> Teaching demonstration Resource portfolio 	3 hour
Module 3: Fluency Development with simulation (June Mark P. Solloso)	Develop strategies for reading fluency	<ul style="list-style-type: none"> Repeated reading techniques Reader's theater Paced reading strategies 	<ul style="list-style-type: none"> Modeling sessions Peer coaching Recording analysis 	<ul style="list-style-type: none"> Fluency assessment Strategy implementation 	2 hour
Module 4: Vocabulary Instruction	Apply vocabulary development strategies	<ul style="list-style-type: none"> Direct and indirect instruction 	<ul style="list-style-type: none"> Word study activities 	<ul style="list-style-type: none"> Vocabulary game design 	2 hour



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with simulation (Carmen G. Guilaran)		<ul style="list-style-type: none"> Context clues Morphological awareness 	<ul style="list-style-type: none"> Game creation Strategy practice 	<ul style="list-style-type: none"> Lesson plan creation 	
Module 5: Reading Comprehension with simulation (Kem E. Abuton, Jr.)	Implement comprehension strategies	<ul style="list-style-type: none"> Before, during, after reading Question generation Graphic organizers 	<ul style="list-style-type: none"> Strategy modeling Text analysis Group work 	<ul style="list-style-type: none"> Comprehension lesson Strategy guide 	2 hours
Module 6: Assessment in Reading (Luz Sandra R. Fernandez)	Conduct diagnostic and progress monitoring	<ul style="list-style-type: none"> Running records Diagnostic assessments Data interpretation 	<ul style="list-style-type: none"> Assessment practice Case studies Data analysis 	<ul style="list-style-type: none"> Assessment portfolio Data interpretation report 	2 hours
Module 7: Differentiated Instruction with simulation (Luz Sandra R. Fernandez)	Address diverse learning needs	<ul style="list-style-type: none"> Learning style accommodation Intervention strategies Flexible grouping 	<ul style="list-style-type: none"> Strategy implementation Case study development Peer observation 	<ul style="list-style-type: none"> Differentiation plan Intervention design 	2 hours
Module 8: Technology Integration with simulation	Integrate digital tools effectively	<ul style="list-style-type: none"> Reading apps and software 	<ul style="list-style-type: none"> Technology exploration Digital tool creation 	<ul style="list-style-type: none"> Digital resource creation 	4 hours



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(Verna B. Madlos & Luz Sandra R. Fernandez)		<ul style="list-style-type: none"> Digital storytelling Online resources 	<ul style="list-style-type: none"> Platform navigation 	<ul style="list-style-type: none"> Technology integration plan 	
Module 9: Family and Community Engagement (Mildred M. Rosales)	Build partnerships for reading support	<ul style="list-style-type: none"> Home-school collaboration Family literacy activities Community resources 	<ul style="list-style-type: none"> Communication planning Resource development Partnership strategies 	<ul style="list-style-type: none"> Family engagement plan Communication materials 	2 hours
Module 10: Teaching Learners with Difficulty in Remembering and Concentrating Mendracel C. Cedro	Address diverse learning needs	<ul style="list-style-type: none"> Learning style accommodation Intervention strategies Flexible grouping 	<ul style="list-style-type: none"> Strategy implementation Case study development Peer observation 	<ul style="list-style-type: none"> Differentiation plan Intervention design 	2 hours



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b. Number of Participants

Category	Gender		Total No. of Participants
	Male	Female	
Kindergarten Teachers	0	10	10
Grade 1 Teachers	5	5	10
Grade 2 Teachers	5	5	10
Grade 3 Teachers	5	5	10
PSDS	3	7	10
Language/Learning Area Supervisors	3	5	2
Learning Facilitators	3	8	11
PMT	3	3	12
Total	27	48	75