



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DIGOS CITY

OFFICE OF THE SCHOOLS DIVISION SUPERINTENDENT

DIVISION MEMORANDUM

CID-2026-702

To : Assistant Schools Division Superintendent
CID Chief
Education Program Supervisors
Public Schools District Supervisors
School Heads
Teachers
All Others Concerned

Subject : **REITERATION OF THE INTEGRATION OF WRITING-TO-LEARN
ACTIVITIES TO STRENGTHEN LITERACY**

Date : July 29, 2026

In reference to Regional Memorandum CLMD-2025-324 and the Division Memorandum dated July 11, 2025, both concerning the integration of Writing-to-Learn activities to strengthen literacy, this Office reiterates the implementation of Writing-to-Learn (WTL) activities in all schools for School Year 2026-2027.

Writing-to-Learn uses writing as a tool for thinking, reflection, and learning. Through regular and purposeful writing tasks, learners process subject content, organize ideas, explain their understanding, and communicate across varied purposes and contexts. It supports comprehension, critical thinking, written expression, and the practical application of learning across disciplines.

The activities shall cover Grades 3 to 12 and shall be integrated across learning areas, not limited to English. Each learner shall maintain one Writing-to-Learn Notebook for the school year. Tasks shall be aligned with the competencies being taught and shall be conducted at least once a month, with no more than three writing tasks within the same month.

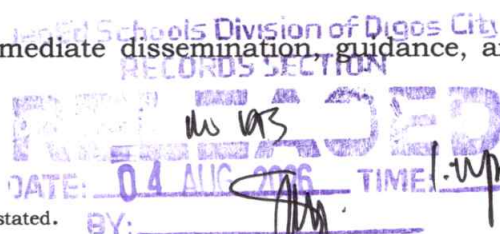
To avoid duplication and excessive learner workload, teachers are encouraged to collaborate across learning areas in developing a common written task, when appropriate. Outputs shall be assessed using the applicable 20-point narrative or expository rubric. Teachers shall provide constructive feedback within two weeks and shall allow learners who obtain a score of 0-13 to revise and resubmit before the next writing task.

School Heads shall ensure that teachers are oriented on the guidelines; that Writing-to-Learn strategies, exemplars, and good practices are discussed during Learning Action Cell or faculty sessions; and that implementation is supported and monitored through existing instructional supervision and school monitoring mechanisms. Updates may be incorporated into existing literacy and School Improvement Plan monitoring documents to avoid duplicate reporting.

The updated guidelines, values in focus and suggested topics per key stage, and the narrative and expository writing rubrics are enclosed. Suggested topics are not prescriptive and may be contextualized according to learner needs, competencies, and the local context.

Immediate dissemination, guidance, and compliance with this Memorandum are directed.

Enclosed: As stated.
CID/rmm



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Enclosure 1.

Guidelines to Writing-to-Learn Activities

I. Purpose

The implementation of Writing-to-Learn activities aims to integrate writing as a tool for thinking, reflection, and learning across all subject areas. It enhances learners' comprehension, critical thinking, and communication by encouraging them to process and express ideas through writing.

The writing activities will be purposely done so learners can write text for a range of purposes across disciplines and varied contexts with above basic and good range of appropriate vocabulary which include but not limited to journal writing, movie/book review, and reports using one writing notebook starting School Year 2025-2026.

The implementation of writing-to-learn activities is expected to result in improved learner performance in both comprehension and written expression, as students engage more deeply with subject content through regular writing practice.

Lastly, these efforts contribute to the development of a school-wide culture of writing and reflection, where learners view writing not only as a skill but as a meaningful tool for learning and personal growth.

II. Coverage

The WTL Activities apply to Grades 3 to 12 in all public elementary and secondary schools. Writing will be implemented across learning areas, and not limited to English only. This encourages cross-curricular writing like making conclusions in experiments, reactions to historical events and social issues, sharing of experience that portrays values, and brief discussion of solutions to problems.

III. Frequency and Scheduling

Writing activities shall be conducted at a minimum frequency of once per month, with a maximum of three writing tasks permitted within the same period. These activities may encompass a range of formats, including brief and informal exercises such as quick writes, learning logs, or reflective entries. Such tasks are to be completed within the classroom and submitted on the same day task is given.

IV. Suggested Writing-to-Learn Activities

Teachers may use any of the following but not limited to:

- a) Book or movie reviews
- b) Concept explanations in Science or Math
- c) Double-entry journals
- d) Exit slips or reflection logs
- e) Goal setting or progress tracking
- f) Learning journals
- g) Opinion writing in Araling Panlipunan or Edukasyon sa Pagpapakatao
- h) Narratives and Personal reflections
- i) Reactions to films or real-life events
- j) Responses to reading materials (e.g., stories, articles, poems)
- k) Summary writing or paraphrasing
- l) Writing prompts related to real-world problems

V. Topics

Interdisciplinary collaboration among educators may be undertaken for the development of a one written task. The thematic focus of such tasks may vary, contingent upon mutual agreement among participating teachers. Educators are encouraged to integrate monthly values in focus, suggested topics, and other relevant content areas, provided that all writing outputs are assessed using appropriate rubrics.



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Department of Education
REGION XI
SCHOOLS DIVISION OF DIGOS CITY

VI. Assessment and Feedback

Activities are formative where content, vocabulary, sentence structure and conventions are to be graded using the rubrics. English Teachers will use the 20-point rubrics focusing on which aims that learners can write cohesive text with detailed ideas and a good range of appropriate vocabulary.

Feedback should be constructive and encouraging, promoting continuous improvement. Teachers are given two weeks to provide prompt feedback to learners so they can improve outputs and resubmit prior to the next writing task.

Learners who will obtain a score of 0-13 shall rewrite the output following the comments and recommendations. Teachers shall keep a record of the score per topic which will be part of the written work of the learners. Writing activities shall be based on the competencies for the month.

VII. Role of Teachers

While Writing-to-Learn (WTL) activities will primarily be facilitated by English teachers, interdisciplinary collaboration is essential to produce one output that effectively assesses student learning and mastery of competencies across learning areas. Teachers across disciplines play a crucial role in creating meaningful learning experiences and opportunities for students.

The roles of the teachers are:

- Integrate writing-to-learn tasks into lesson plans.
- Collaborate with other teachers across disciplines for one written task and assessment of outputs.
- Provide clear instructions, writing prompts or brief description of the chosen topic.
- Encourage student expression and respect for different perspectives.
- Review notebooks periodically to provide feedback and monitor progress.

VIII. Support and Capacity Building

To support the effective implementation of writing-to-learn activities, schools shall conduct orientation and training sessions for teachers on writing strategies across disciplines. In addition, best practices should be shared during Learning Action Cell (LAC) sessions, and appropriate writing resources and examples must be provided per grade level or subject to guide teachers in integrating writing meaningfully into their instruction.

IX. Monitoring and Documentation

Each student must maintain a Writing-to-Learn Notebook for the whole year. Master Teachers, Head Teachers and School Heads will monitor the implementation of writing-to-learn activities during regular classroom observations or Faculty Meetings. Additionally, school heads shall include updates on the implementation of writing-to-learn activities in their School Improvement Plan (SIP) reports.



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REGION XI
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Enclosure 2. Values in Focus and Suggested Topics

Month	Values in Focus	Suggested Topics per Key Stage			
		Key Stage 1 (Grade 3 Only)	Key Stage 2 (Grades 4-6)	Key Stage 3 (Grades 7-10)	Key Stage 4 (Grades 11-12)
June	Self-Discipline	My Pet/ Favorite Animal	Important Time in the History	New Students Need to Know	Typical Evening at Home
July	Integrity	Remarkable Places	Doing House Chores	An Idea of Fun Weekend	Skills Needed for the Desired Profession
August	Courage	Discovering New Friends	Discovering New Friends	Big Hazard in the Road	Movie/Book Review
September	Respect	Impressions on Events or Stories	Favorite Place at Home	Greatest Invention of all Time	Financial Literacy
October	Responsibility	Favorite Family Story	An Amazing Animal	Movie/Book Review	A Person who Changed History
November	Nationalism	Best Place Visited	Greatest Dream	Saving for Something	Spirituality Matters
December	Peace	Favorite Food on Holidays	Story Review	What Filipinos do well	How to start a business
January	Self-Reliance	Market Adventure/Stor y	Holidays with Family	A Change that would Improve School Life	Priorities Define One's Values
February	Love	Games Played with Friends	Greatest Invention of all Time	How to Get Things Done	How to start a business
March	Excellence	Greatest Fears	How to Get Good Grades	Women Empowerment	Ethics in Workplace



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Enclosure 3. Rubrics for Writing Assessments - Narrative

Criteria	Exceeds Standards 4	Meets Standards 3	Approaching Standards 2	Needs Support 1
Main Idea and Focus	Skillfully combines story elements around main idea. Focus on topic is profoundly clear	Combines story elements around main idea. Focus on topic is clear	Focus on topic is somewhat clear but story elements do not reveal a main idea.	There is no clear main idea. Ideas are presented but fragmented
Plot & Narrative Devices	Characters, plot, and setting are developed strongly. Sensory details and narratives are skillfully evident	Characters, plot, and setting are developed. Sensory details and narratives are evident	Characters, plot, and setting are minimally developed. Attempts to use narratives and sensory details	Lacks development on characters, plot, and setting. Fails to use sensory details and narratives
Vocabulary/ Word Choice	Effective and engaging use of word choice. Use good range of appropriate vocabularies to present ideas	Purposeful use of word choice. Uses a variety of word choice to make writing interesting.	Shows some use of varied word choice. Use of basic and simple vocabulary	Language is trite, vague or flat. Vocabulary is inadequate
Sentence Fluency	Sentence structure enhances meaning with variety of sentence structure throughout.	Purposeful use of sentence structure and simple compound, and complex, sentences.	Sentence structure is limited.	Frequent run-ons or fragments, with no variety in sentence structure.
Conventions	Uses consistent agreement between parts of speech. Creative and effective use of spelling strategies.	Consistent agreement between parts of speech. Uses correct punctuation, capitalization, etc. and spelling strategies.	Occasional errors between parts of speech. Some errors in mechanics. Some evidence of spelling strategies.	Inconsistent agreement between parts of speech. Many errors in mechanics. Limited evidence of spelling strategies.