

# K-3 Early Literacy Initiative



JUNE-JULY 2025  
ISSUE #14



## LITERACY TRANSITION ACADEMY JUNE 23-JULY 25



Summer 2025 introduced the first literacy program for all 3<sup>rd</sup> graders transitioning to 4<sup>th</sup> grade. Learning to read is a lengthy process, especially for our large % of English Learners.

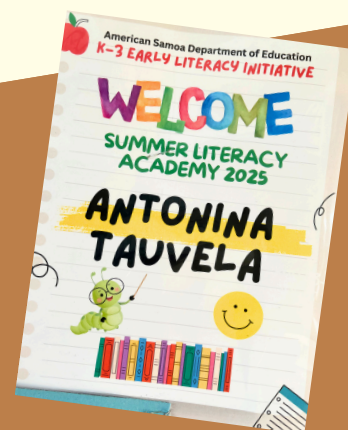
Data confirmed the need to provide additional support targeting literacy and critical thinking skills, plus collaboration and teamwork to create lesson-related mini STEAM projects.

A lot of planning and scheduling transpired to ensure the academy was implemented and monitored with efficiency.

Fa'amalo ma fa'afetai to the teachers & site supervisors for a job well done! The performance outcomes portray a successful implementation! Plus a huge shout-out to the students & parents- rounds of applause for staying the 5-week course!

The culminating event was a Funday@Lions Park! The Gallery Walk allowed all to witness and learn about the student projects; entertainment provided by school site reps who read or choral read selected passages from lessons; and of course slides, foam and lots of food & drink.

Heaps of gratitude for the collaborative spirit: School Site Leaders, School Lunch, Transportation, DCI, OASIS and DOE Leadership.



## ACADEMY SITES

- Aua
- Uifa'atali
- Manulele Tausala
- Pavaia'i
- Leone Midkiff



### ACADEMY PEEK BEHIND THE SCENES

- VIRTUAL & F2F PREP MEETINGS
- CONDUCT TEACHER TRAINING
- TEACHER & STUDENT MATERIALS & RESOURCES PREPARATION:
  - WAREHOUSE-SORT
  - PRINT & COMPILE
  - DEVELOP WEEKLY LESSON PLANS
  - DELIVER TO SCHOOL SITES
- SCHOOL SITES TO SECURE & SET-UP CLASSROOMS W/TEACHERS: LEONE MIDKIFF, PAVAI, MTAUSALA, UIFA'ATALI & AUA
- DAILY MONITORING OF PROGRAM IMPLEMENTATION
- WEEKLY ASSESSMENTS AND DATA ENTRY
- WEEKLY TEACHER REFLECTIONS & SUPPORT



AWESOME JOB TEAM K-3 ELI

### PART VI: SCIENCE OF READING LEARNING HOW TO READ: PILLAR III

**FLUENCY:** Refers to the ability to read text accurately, quickly, and with proper expression. It involves automaticity in word recognition, comprehension, and prosody.

Students with strong oral fluency skills are more likely to succeed in other areas of the literacy acquisition process. This is because fluency serves as a bridge between reading or decoding words and comprehending what is being read.

A study that looked at fluency development in first through fourth grades found that "text reading fluency is an important, independent construct to consider in reading development,

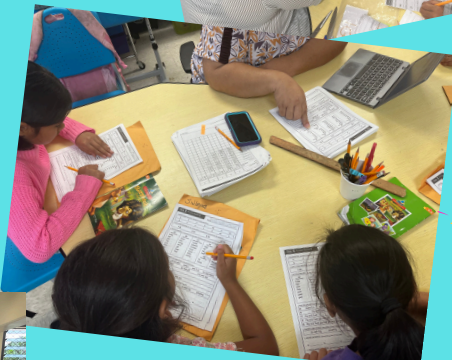
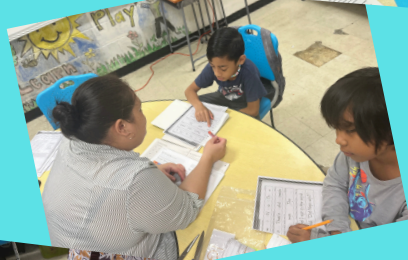
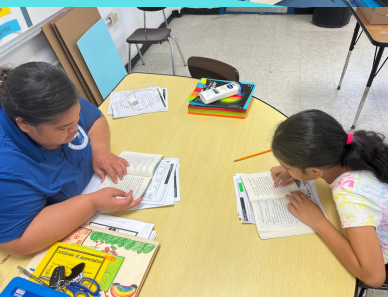
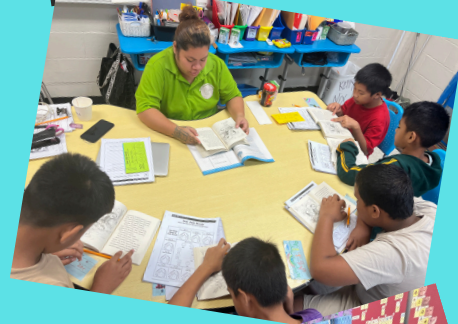
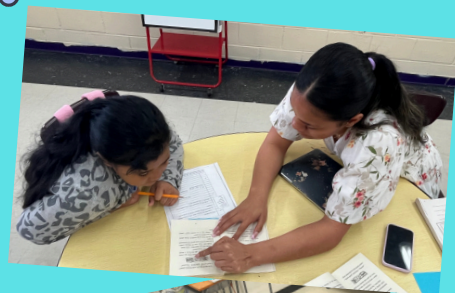
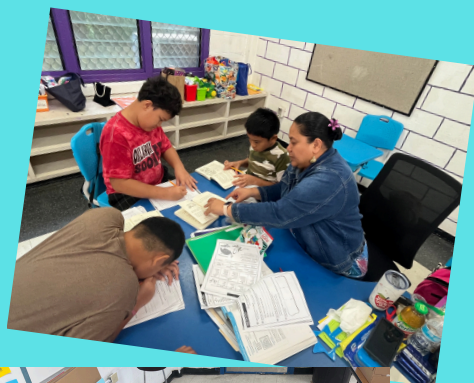






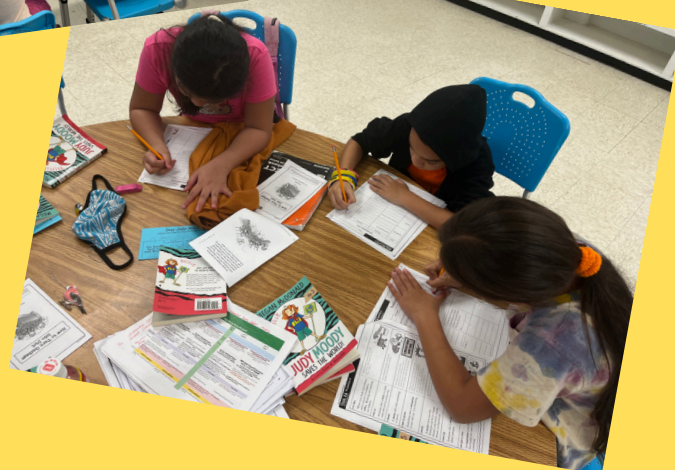
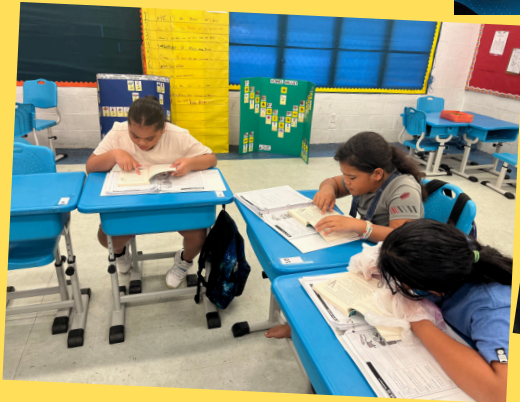
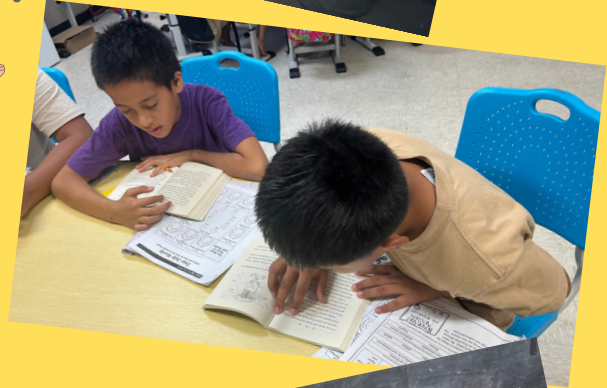
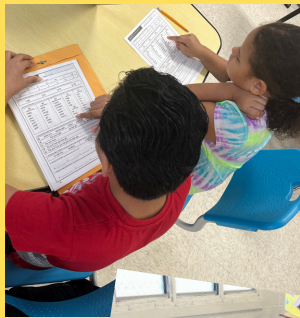
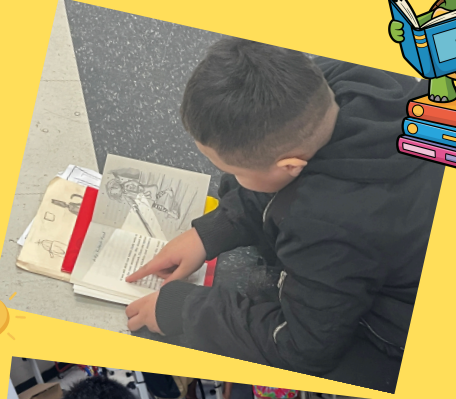
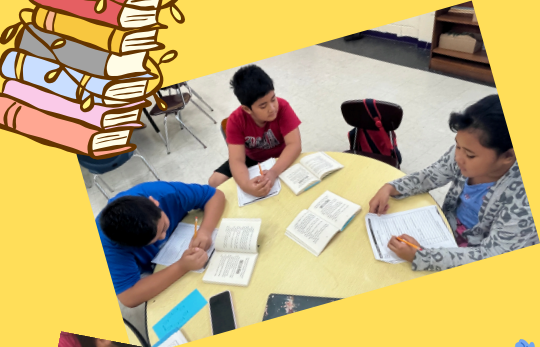
# ACADEMY SITES IN ACTION

## ENGAGEMENT





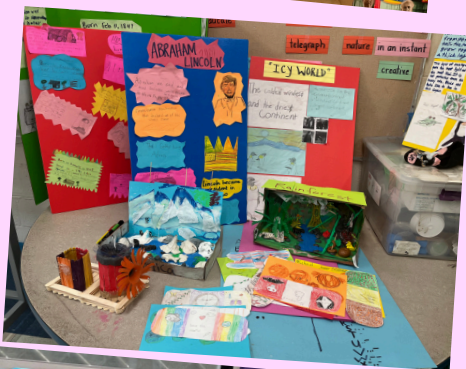
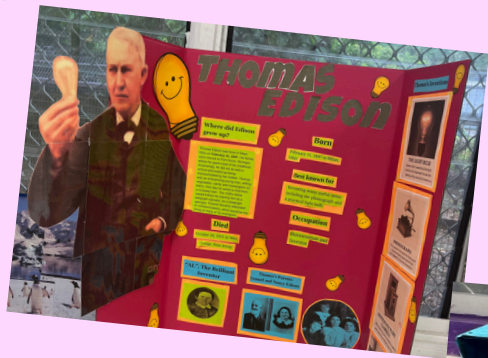
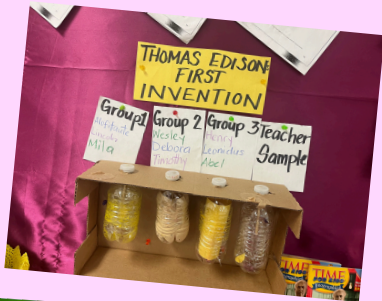
# BUILDING COMPREHENSION, WRITING & FLUENCY SKILLS





# EXTENDED LEARNING: COLLABORATION & CREATIVITY

Cool



WOW

