



K-3 Early Literacy Initiative



Jan-March 2026 Issue #13

Talofa! Hope all had an awesome Easter break!! It's been a while since our last issue, and we are excited to share the first few activities of our departments' initiative to nurture and guide our youngest students to become successful readers. The Science of Reading research series on literacy foundational skills continues, with some background support information, student learning, etc.!! We extend a warm welcome to our new teachers! You are now part of the noblest profession- TEACHING! Enjoy catching up and learning a little bit more about this critical initiative.

K-3ELI TEAM

Calendar of Events

- *Jan21-22: Acadience Refreshers
- *Jan26-Feb6:Acadience Administration
- *Feb7 K5-3: Program Refresher Workshops
- *Feb18-20: Manu'a Support (Faleasao & Fitiuta)
- *Feb23-Mar13: Acadience Data Entry
- *Mar9-28: Side-By-Side Coaching (SBSC)
- *Mar16: Progress Monitoring Pilot Implemented

WALKTHROUGH@MANULELE TAUSALA: SMALL GROUPS

- ***K5(Oeti)**teacher-directed and independent work; students on task!(left-side)
 - ***3RD(Clemens & Calingasan)**great classroom management; honing writing skills!(upper &mid right) (25+ stds)
 - ***1ST(Malele)**juggling 2 classes(bottom), and instruction went on as usual!
- MALO LAVA TEACHERS!**



PART VII: SCIENCE OF READING (SOR) LEARNING HOW TO READ: PILLAR IV

VOCABULARY:Some of the most respected researchers tell us that focusing on vocabulary acquisition is a critical part of literacy instruction. It is a key building block in the bridge between foundational skills and comprehension.

There is also research to suggest that vocabulary and reading have a "chicken and egg" relationship. Reading more expands students' vocabulary, and a larger vocabulary makes reading more complex texts easier for students.



WHAT ARE CLASSROOM WALKTHROUGHS?

A *proactive* approach to improving student outcomes; *brief* (5-10-minute), *frequent*, and *non-evaluative* visits by administrators **AND** instructional leaders.

Key Aspects:

1. Specific Focus ("Look-Fors"): identify one target area beforehand (ex. small group, active engagement)
2. Actionable Feedback: quick, constructive & positive-promotes teacher growth
3. Relationship Building: frequent and informal builds rapport with teachers
4. Data-Driven: snapshots provide critical info for future professional learning



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“GETTING STARTED WORKSHOP” (3/31 & 4/1)

First week at Lupelele had new teacher, *Fiatagata lafeta*, immediately engaged in learning about the programs with OASIS PD/trainer Fui. Equipping new teachers with the tools & resources to effectively deliver the programs, conduct unit assessments, etc., is critical to student impact. All the best to lafeta AND fellow newcomers! K-3ELI Team are here to support!!!



SY'25-'26 K-3 SCHOOL DEMOGRAPHICS

- Elementary Schools (22):
 - Tutuila -19 & Manu'a- 3
- # Classrooms (157):
 - K5-40; 1st-40; 2nd-39; 3rd-38
- # Teachers (148):
 - K5-39; 1st-37; 2nd-38; 3rd-34
- # Teacher Shortage (9):
 - K5-1; 1st-3; 2nd-1; 3rd-4
- # New Teachers (28):
 - to the DOE system or to K5-3rd grade levels

WALKTHROUGH@LUPELELE- 2ND(LOTULELEI)

Directed reading & finger tracking with decodable books; independent RW /L4L seat work; routines & classroom management keep students on task! Keep up the great work! Good job students!



A GLANCE BACK... BUILDING LOCAL CAPACITY

Since the 2021 pilot phase, the K-3ELI Team (including teacher and VP trainers) has championed the development of literacy, language, assessment, and data knowledge for ourselves and for teachers, school & division leaders.

Through year-round training and monitoring, we aim to continually improve instruction, promote & increase student mastery of early foundational skills, make sound instructional decisions, and provide adequate support and resources.

- Professional Learning(programs, assessments, data reviews, etc.)
- Certification: Programs-RW, L4L & Acadience
- Side-By-Side Coaching
- Walkthroughs
- Webinars (Literacy, MTSS, PreK-K5 Transition, Science of Reading, etc.)

QUOTE CORNER

Many things can wait. Children cannot. ... To them we cannot say 'tomorrow.' – Gabriela Mistral

