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## Participation in continuing education in the literacy program "Alliteracy More Tocantins": an experience from schools in Rio Sono

*Participation in continuing education in the Literacy More Tocantins program: an experience from schools in Rio Sono*

**Leila Curcino Alves**

### Summary

This article presents an experience report on participation in continuing education through the Alfabetiza Mais Tocantins program, conducted in the municipality of Rio Sono. The program aims to strengthen the Collaboration Regime between the state and municipalities, focusing on literacy for children in the first and second grades of elementary school, ensuring the right to literacy at the right age.

The Alfabetiza Mais Tocantins program aims to transform the state's educational landscape, especially during the literacy phase, by strengthening school management, training teachers, assessing student performance, and offering incentives to schools. The study draws on authors such as Solé (1998), Kleiman (2014), and Soares (2020) to discuss the contributions of continuing education to teacher qualification and promoting student reading fluency. The results indicate that continuing education is essential for engagement, interest, and the consolidation of literacy skills, directly impacting the academic performance of the children served by the program.

**Keywords:** Continuing Education. Literacy. Reading Fluency. Basic Education. Rio Sono.

### Abstract

This article presents an experience report on participation in the continuing education program "Alfabetiza Mais Tocantins," conducted in the municipality of Rio Sono. The program aims to strengthen the Collaborative Regime between the state and municipalities, focusing on the literacy of 1st and 2nd-grade children in elementary school, ensuring the right to age-appropriate literacy.

"Alfabetiza Mais Tocantins" seeks to transform the educational context of the state, especially in the literacy phase, through strengthened school management, teacher training, student performance evaluation, and incentives for schools. The study is based on authors such as Solé (1998), Kleiman (2014), and Soares (2020) to discuss the contributions of continuing education to teacher qualification and the promotion of students' reading fluency. The results indicate that continuing education is essential for fostering engagement, interest, and the consolidation of literacy, directly reflecting on the academic performance of the children served by the program.

**Keywords:** Continuing Education. Literacy. Reading Fluency. Basic Education. Sono River.

## Introduction

In recent decades, literacy has been widely discussed as an essential stage in children's educational and social development. In Brazil, recent policies such as the "Literacy Brazil" Survey (INEP, 2023) and the National Literate Child Commitment, launched by the Ministry of Education (MEC), have provided clear definitions and guidelines on what it means to be literate. These policies aim to guarantee all children's right to literacy at the appropriate age, particularly in the first and second grades of elementary school.

Literacy, in the context of these initiatives, is not limited to the acquisition of the alphabetic writing system, that is, the relationship between phonemes and graphemes. It also encompasses the development of skills involving the comprehension, interpretation, and production of texts, as well as literacy practices that connect the use of writing to its social functions. Thus, the central objective is not only to teach reading and writing, but to develop proficient readers and writers capable of interacting meaningfully with the literate world.



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In this context, programs such as Mais Alfabetização (PMALFA), established by MEC Ordinance No. 142/2018, emerge as strategies to strengthen literacy in Brazilian public schools. Based on the Law of Guidelines and Bases of National Education (LDB), the program reinforces the essential role of literacy as a foundation for knowledge acquisition in all areas of learning, recognizing the unique rhythms and paces of students' learning.

PMALFA also aligns with the National Common Curricular Base (BNCC), which prioritizes the appropriation of the alphabetic writing system for the first two years of elementary school, articulated with the development of reading and writing skills in different contexts. Furthermore, it emphasizes the role of the literacy teacher as a key mediator in the teaching and learning process.

Given this context, this article aims to analyze the pedagogical practices and challenges faced in implementing the Mais Alfabetiza program, highlighting the impact of the strategies adopted in developing proficient readers. Based on the experiences of schools in Rio Sono, it is clear that participation in the ongoing education of the Alfabetiza Mais Tocantins program plays a crucial role in strengthening teaching skills and promoting innovative and effective pedagogical practices. Based on theoretical discussions and practical experiences, the article seeks to understand how schools can contribute to the development of skills that promote autonomy, contextual understanding, and the inclusion of children in a literate society.

Therefore, the results confirm that continuing education not only improves the professional qualifications of educators, but also enhances the results of the literacy process, ensuring the fundamental right to read and write at the right age.

### **Historical contextualization of literacy and literacy policies**

Literacy in Brazil has always been a challenge and a priority within public education policies. Since the beginning of the 20th century, several initiatives have sought to guarantee the right to basic education and overcome the barriers imposed by social and regional inequality. However, it was only in recent decades that the country consolidated more robust programs to address the alarming illiteracy rates. The establishment of the Alfabetiza Mais Brasil Program represents a milestone in this context, notable for the integration of efforts between the federal government, states, and municipalities and the adoption of guidelines based on legal and pedagogical documents.

Historically, Brazil has faced a trajectory marked by educational exclusion. Programs such as the Brazilian Literacy Movement (MOBRAL), created in 1967, and the Illiteracy Eradication Program, established in 1985, illustrate the country's first steps in promoting literacy. However, these initiatives were often isolated and disconnected from local realities.

Beginning in the 1990s, education began to occupy a central place in public policy, with the enactment of the Law of Guidelines and Bases for National Education (LDBEN No. 9,394/1996) and the creation of the Fund for the Maintenance and Development of Elementary Education and the Appreciation of the Teaching Profession (FUNDEF). Subsequently, the National Education Plan (PNE) consolidated goals aimed at literacy at the appropriate age. In 2018, the federal government established the Alfabetiza Mais Brasil Program as part of a set of strategies to strengthen literacy in the country.

### **Guiding Principles of the Alfabetiza Mais Program**

The Alfabetiza Mais Brasil Program is based on documents such as MEC Ordinance No. 142/2018, which defines the program's operational guidelines, and the National Common Curricular Base (BNCC), a normative framework for the development of essential skills in the early years



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of Elementary School. The BNCC, approved in 2017, establishes that literacy is a right of every child by the end of the second year of Elementary School, aiming for a development that integrates reading, writing, and mathematical reasoning.

MEC Ordinance No. 142/2018 establishes guidelines for the program's implementation and monitoring, ensuring technical and financial support for education networks. As stipulated, the program is guided by clear goals, such as reducing educational inequalities and promoting teaching quality.

Among the principles of Alfabetiza Mais Brasil, the following stand out:

**Guarantee of the Right to Literacy at the Right Age:** The program reinforces the State's commitment to ensuring that all children are literate by the age of 8, in line with the BNCC guidelines.

**Strengthening Fundamental Skills:** In addition to reading and writing, the program emphasizes the development of mathematical reasoning, recognizing its relevance for comprehensive literacy.

**Continuous Teacher Training:** Teacher training is seen as a foundation for effective implementation of the pedagogical strategies provided for in the program.

One of the program's distinguishing features is the collaborative approach between the federal government, states, and municipalities. This model seeks to overcome the historical fragmentation of educational management in Brazil by fostering collaboration between different spheres of government to ensure more equitable educational conditions.

According to the BNCC, coordination between these bodies allows for more efficient educational planning, in addition to ensuring the financial support necessary for implementing the program in the most vulnerable regions.

Therefore, the Alfabetiza Mais Brasil Program reflects a renewed commitment to basic education in the country. Based on legislation such as MEC Ordinance No. 142/2018 and guided by the BNCC, it seeks to overcome historical literacy challenges and ensure the right to quality learning.

### **Literacy and Literacy: Pedagogical Action in Teaching Children**

Literacy, from a literacy perspective, requires an educational project that transcends the mere decoding of texts, prioritizing the understanding of meanings and the interpretation necessary to transform lived reality. In this sense, literacy and literacy are not opposing processes, but rather interdependent and complementary. As Soares (2004) states, "literacy is the acquisition of the alphabetic writing system, while literacy refers to the social practices involving reading and writing." Therefore, it is essential that literacy develop mastery of the reading and writing system, and that literacy simultaneously promote the functional and reflective use of these skills in social practices.

In the school context, reading fluency is an essential component of this process, as it represents the student's ability to read accurately, quickly, and with appropriate expression, enabling comprehension of the text and its application in different situations. To achieve this goal, pedagogical work must include diverse strategies that address the learning of all students, considering their different realities and levels of development.

Teaching literacy through literacy is a challenge that requires overcoming fragmented and mechanistic practices to promote comprehensive education. In this process, the literacy teacher plays a central role as a mediator, ensuring that students develop not only the ability to read and write, but also the ability to understand and interpret texts critically and meaningfully. Furthermore, educators must consider individual differences and adopt inclusive practices that promote the participation of all in the literacy process.

Inclusion in the literacy process requires pedagogical actions that respect diversity and ensure that all students have access to reading and writing practices. To



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Therefore, it is essential that the teacher plans contextualized activities, which are based on the students' experiences and interests, using diverse materials and promoting interaction between peers.

Continuous monitoring of learning is an essential strategy for the success of the literacy and literacy development process. Tools such as CAEd assessments provide support for teachers to identify students' progress and difficulties, enabling effective pedagogical interventions tailored to individual needs.

Literacy teachers play a crucial role in developing readers, creating conditions that enable students not only to master the alphabet but also to use reading and writing as tools for accessing knowledge and citizenship. Therefore, teachers must constantly engage in ongoing training, expanding their knowledge and pedagogical practices to meet the demands of an inclusive, high-quality education.

As Soares (2004) points out, it is essential that schools promote both literacy and literacy, offering an environment rich in stimuli and reading and writing practices that prepare students for the full exercise of citizenship.

### Collaborative work for literacy in the municipality of Rio Sono

The National Literate Child Commitment aims to guarantee the right to literacy for all Brazilian children by the end of the second grade of elementary school, highlighting the recovery of learning impacted by the COVID-19 pandemic, especially in the third, fourth, and fifth grades. Its fundamental principles include promoting educational equity, considering regional, socioeconomic, ethnic-racial, and gender aspects, as well as collaboration among federal entities and strengthening cooperation between states and municipalities.

The legislation that underpins this program includes **MEC Ordinance No. 142/2018**, which establishes guidelines for children's literacy nationwide, and the **National Common Curricular Base (BNCC)**, which guides pedagogical work, highlighting literacy and literacy as essential learning rights.

In the municipality of Rio Sono, the actions of the Alfabetiza Mais Tocantins Program highlight the importance of shared responsibility across different government levels to promote literacy by the end of the second grade of elementary school. Given this scenario, the municipality faces numerous challenges, such as improving the results of the CAEd's learning monitoring and tracking assessments.

Of the five municipal schools, four are located in rural areas, approximately 100 km from the municipal center, highlighting the difficulties faced by students and educators in accessing them. Many students travel long distances to reach schools, so it's important to assess how many are enrolled in the literacy cycle and what strategies are adopted to ensure consistent teaching and learning.

In this sense, the struggle for literacy and literacy development is a collective task, involving the commitment of literacy teachers, school administrators, and education departments. According to Soares (2004), teaching literacy through literacy means ensuring that students not only learn to decode words but also to use reading and writing as essential tools for understanding and transforming their realities.

Literacy, according to Soares, "is not limited to mastery of the written code, but encompasses social practices that involve reading and writing, integrating children into their sociocultural context." This perspective reinforces the idea that literacy and literacy are fundamental rights that must be ensured through contextualized and collaborative pedagogical work.

Elza Soares, in her work, emphasizes that "it is in the collective that the strength to transform the impossible into reality is built." This thought can be applied to educational work, in which collaboration between the various agents involved is crucial to overcoming the challenges of



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literacy process. Coordinated action between teachers, administrators, and families contributes to creating an inclusive and effective learning environment.

In Rio Sono, collective reflection on pedagogical practices and assessment results are fundamental steps to ensuring that all students achieve reading fluency and the skills required by the BNCC. Furthermore, strengthening ongoing training for literacy teachers is an essential strategy for addressing local challenges and promoting educational equity.

Collaborative literacy work in Rio Sono requires the involvement of all educational stakeholders and the overcoming of geographic, social, and pedagogical barriers. This task is not limited to the school but demands broad collaboration that strengthens children's right to education as a foundation for the full exercise of citizenship.

#### **Experience report on continuing education in the municipality of Rio Sono – Tocantins Literacy More Program**

The *Alfabetiza Mais Tocantins* Program in the municipality of Rio Sono provided 1st and 2nd grade elementary school teachers, as well as pedagogical coordinators, with ongoing training focused on literacy instruction and improving pedagogical practices. Throughout the training cycles, teachers gained meaningful practical experience, faced challenges, and observed benefits in both their own practice and student performance.

#### **Cycle I – May to June 2024**

The first training cycle began with meetings to plan the creation of teaching materials. Initial challenges, such as the postponement of the training sessions due to the trainer's health problems, were overcome with flexible scheduling. The in-person training on June 3rd and 4th aimed to welcome teachers, conduct an analysis of the SAETO (Tocantins State Assessment System), discuss the BNCC (National Common Curricular Base), and address strategies for reading fluency, with an emphasis on the book " *Veredas* ." The training was marked by teacher engagement and the strengthening of pedagogical skills, with emphasis on increased understanding of the program's objectives and improvements in reading, writing, and speaking.

##### **Challenges Faced:**

- Ensure active participation of teachers, especially in online activities.
- Adjust the technical infrastructure to maximize the efficiency of activities.

##### **Benefits Observed:**

- Improvement in teachers' pedagogical skills, especially in reading instruction and writing.
- Greater integration among teachers, directly reflecting improvements in their performance. students.

#### **Cycle II – June to August 2024**

The second cycle focused on topics such as racial equity, literacy, phonological awareness, and Afro-Brazilian literature. During the in-person training sessions on August 5th and 6th, topics such as Tocantins literature practices, critical reading, and the importance of respecting ethnic and racial differences in the classroom were discussed. The activities were enriched with innovative pedagogical practices, such as creating nursery rhyme boxes and sharing experiences among teachers.



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#### Challenges Faced:

- Streamline online activities to ensure greater teacher participation on the platforms of training.

#### Benefits Observed:

- New pedagogical repertoire with innovative strategies.
- Raising awareness among teachers about the importance of inclusive literature and racial equity.
- Adoption of a more inclusive and diverse approach in educational practices, benefiting students.

#### Cycle III – October to November 2024

In the third cycle, activities focused on assessing reading fluency. From October 21st to November 20th, teachers received training on how to administer and interpret fluency tests. Additionally, the 1st Municipal Seminar on Good Practices was held, where schools shared their experiences and innovative pedagogical projects, such as the "Literary Restaurant" and "Reading Tree." The training included online classes and in-person activities, culminating in an event to exchange best pedagogical practices.

#### Challenges Faced:

- Increase teacher participation and engagement in virtual activities.
- Expand the use of regional literary materials.

#### Benefits Observed:

- Training in reading fluency assessment was crucial to improving comprehension of teachers on monitoring reading development.
- The seminar was a milestone in the exchange of innovative experiences, strengthening teaching municipal.

#### 1st Municipal Seminar on Good Practices (November-December 2024)

- **Day 1:** Accreditation, lecture with Prof. Ladislau Ribeiro, interactive dynamics and podcast on literacy in rural areas.
- **Day 2:** Presentation of educational projects such as "*Literary Restaurant*" and "*Tree of Reading*". Choice of school highlight and fellowship.

#### Monitoring the Virtual Classroom (Google Classroom):

- Management of progress and completion of training activities by participants.

#### Results Achieved

##### • Training and Qualification:

- o Improvement in the application and analysis of reading fluency tests.
- o Greater integration between teachers and coordinators, improving pedagogical practices.

##### • I Municipal Seminar:

- o Broad mobilization and significant engagement of participants.
- o Valorization of innovative practices and strengthening of municipal education.



### • Support and Organization:

- o Effective guidance for presentations aligned with the event's objectives.
- o Strategic use of materials and dynamics to promote productive discussions.

### Points to Improve

- Increase teacher participation and engagement in virtual activities.

### Referrals

- Develop strategies to encourage greater interaction on online platforms.
- Explore new sources of regional materials to enrich training content.
- Plan new seminars, expanding the impact of good practices in the municipal network.

### 1st State Seminar on Good Practices (November-December 2024)

The 1st State Seminar was a milestone in the process of disseminating the best educational practices promoted by the program. Teachers from Rio Sono actively participated in the event, sharing their experiences and learnings with educators from other regions of the state, expanding the impact of innovative pedagogical practices.

### Analysis of the Challenges Faced

Throughout the training cycles, Rio Sono teachers faced challenges related to adapting to new pedagogical methodologies and participating in online activities. However, flexible teaching methods and ongoing support during the training helped overcome these barriers. Overcoming these challenges was essential to ensuring teacher engagement and the effective implementation of pedagogical strategies in the classroom.

### Benefits Observed in Pedagogical Practices

Rio Sono teachers reported significant progress in their teaching practices, particularly in implementing reading fluency strategies and applying inclusive methodologies, such as racial equity approaches and Afro-Brazilian literature. The training also resulted in greater collaboration among teachers, strengthening the school environment and fostering the exchange of enriching experiences.

### Importance of the Program in Strengthening Teaching Skills

The *Alfabetiza Mais Tocantins* Program was instrumental in strengthening teaching skills, providing continuous and diverse training that meets the needs of both teachers and students. The program also had a positive impact on improving the school environment, creating a culture of collaboration and innovation in teaching. Teacher training, in addition to improving pedagogical practices, directly contributed to improving student performance.

### Conclusion

The continuing education offered by the program serves as a model for other locations, as it highlights the importance of ongoing training and adapting pedagogical practices to the specific needs of students. By integrating innovative methodologies and



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Inclusive, the program strengthened the literacy process and contributed to improving the quality of education in Rio Sono. The exchange of best practices, both at the municipal and state levels, further strengthens the educational network and offers a valuable example of how continuing education can transform school reality and educational outcomes.

- Describe the practical experiences lived by Rio Sono teachers during the continuing education promoted by the program.
- Analyze the challenges faced by teachers in the process of implementing strategies pedagogical.
- Present the benefits observed in pedagogical practices and student performance after the formation.
- Highlight the importance of the program in strengthening teaching skills, improving the school environment and promoting more effective results in the literacy process.
- Conclude with reflections on how these formations can serve as a model for others localities.

### Summary of Cycle I – Activity Report of the Alfabetiza Mais Tocantins Program

This report describes the activities carried out by trainer Leila Curcino Alves in Rio Sono, Tocantins, during the months of May and June 2024, as part of the Alfabetiza Mais Tocantins program. The main objective was the ongoing training of first- and second-grade elementary school teachers and pedagogical coordinators, focusing on teaching literacy to children with learning difficulties and implementing innovative methodologies.

#### May 2024

- **Planning:** Meetings with municipal coordinator Andresa G. Carneiro Maciel to prepare teaching materials for the "Reading Corner".
- **Difficulties:** The training initially scheduled for May 27th and 28th was postponed to June 3rd and 4th due to health problems of the trainer. Official letters were sent to UNDIME, SRE and SEDUC to formalize the change.

#### June 2024

- **In-person Training** (June 3rd and 4th):
  - o **First day:** Welcome, analysis of SAETO, discussion of commitments and structuring of educators.
  - o **Second day:** Integration to strengthen teamwork, analysis of the BNCC, strategies for reading fluency and the importance of the book "Veredas".

#### Difficulties Encountered

- Necessary adjustments to ensure participation and engagement due to the initial postponement.

#### Classroom

- After the in-person training, a room was created in Google Classroom, with four teachers actively participating in activities.

#### Learnings Achieved

- Reinforcement in the understanding of the program's objectives and integration with PROFE.
- Improvement of teachers' reading, writing and speaking skills.

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### Positive Points

- Efficient organization and high engagement of participants in synchronous meetings and asynchronous.

### Points to Improve

- Spend more time on practical strategies to develop reading fluency.
- Improve technical infrastructure to make activities more efficient.

### Referrals and Suggestions

- **Unexpected situations:** Flexibility in the schedule due to the health situation of the trainer and absence of a teacher for justified reasons.
- **Praise:** Organization of the event and engagement of participants.
- **Suggestions:** Share resources via WhatsApp for continuous exchange of knowledge, expand discussions on assessment methods and implement the "Spelling" project, covering all classes.

### Conclusion

The activities carried out in Cycle I highlighted the importance of flexibility and adequate planning to deal with unforeseen circumstances, ensuring significant advances in teacher training and pedagogical practices. The positive impact was evident in improvements in teachers' competencies and students' reading and writing skills.

Here is the organized and clear summary of Cycle II:

#### **Cycle II Summary – Activity Report of the Alfabetiza Mais Tocantins Program**

**Period:** June to August 2024

**Trainer:** Leila Curcino Alves

**Municipality:** Rio Sono, Tocantins

This report addresses the activities carried out within the scope of the **Alfabetiza Mais Tocantins** program, focusing on the continuing education of 1st and 2nd grade elementary school teachers and pedagogical coordinators, aiming at the literacy of children with learning difficulties and the implementation of innovative pedagogical methodologies.

### Activities Performed

#### Planning

- **July 15:** Meeting between the trainer and the municipal coordinator, Andresa G. Carneiro Maciel, to plan the training and organize the materials.
- **July 27:** Materials and activities available on Google Classroom, including:  
Video : *Ubuntu Legend - Once Upon a Time There Was a Podcast on Filtr Kids.*  
the Texts:

• *How to Work on Racial Equity in Classrooms?*

• *Literacy and Phonological Awareness: How to Work on Them?*

• *Anti-racist Education.*

• *The Awakening of Consciousness.*

These resources were selected to support inclusive pedagogical practices and foster respect for ethnic and racial differences.

#### In-Person Training

Held on **August 5th and 6th, 2024**, the in-person training consisted of theoretical and practical activities:



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- **First Day (08/05):** o Welcome and storytelling. o Reading fluency assessment. o Discussion on racial equity. o Practice of Afro-Brazilian literature.

- **Second Day (06/08):** o Exchange of experiences between veteran students. o Activity on Tocantins literature. o Making nursery rhyme boxes. o Discussion on phonological awareness and writing levels.

#### **Learning Achieved** • Implementation

of innovative pedagogical practices for literacy. • Raising awareness about racial equity and Afro-Brazilian literature. • Integration and exchange of experiences among participants, expanding the pedagogical repertoire.

#### **Points to Improve**

- Streamline and increase teacher participation in online activities carried out by Google Classroom.

#### **Referrals**

#### **Unexpected Situations:**

There were no significant incidents during the training period.

#### **Praise:**

The commitment of teachers and pedagogical coordinators was highlighted as a positive point, demonstrating interest in applying the learning.

#### **Suggestions for Upcoming Activities:** •

- Encourage greater participation in online activities through more effective methodologies. interactive.
- Expand access to regional literary materials to enrich future training.

#### **Conclusion**

Activities carried out between June and August 2024 strengthened the teaching practices of teachers in the municipality of Rio Sono. Continuous training, combined with meaningful discussions and practical tools, contributed to advances in literacy and the promotion of inclusive and innovative education.

#### **Summary of Cycle III - Literacy More Tocantins (October 21 to November 20, 2024)** **Activities Performed**

##### **1. Training in Reading Fluency Assessment (October 21 to November 20, 2024)**

###### **o Online Classes:**

• Class 1: Consolidation of literacy, reading and oral fluency assessment. • Class 2: Procedures for administering the fluency test. • Class 3: Interpretation and analysis of results. • Class 4: Using the results to share good practices.

**o Platform Used:** <https://criancaalfabetizada.caeddigital.net/>

o **Certification:** Course completed with 40 hours in distance learning mode, promoted by MEC and CAEd.

## 2. Planning and Mobilization for the 1st Municipal Seminar on Good Practices (October 23rd to 10/31/2024)

o Meeting with the municipal coordinator and secretary of education to align agendas. o Organization of communication and encouragement of active participation of teachers. o Guidance in the preparation of slides and reports on innovative pedagogical practices. o Preparation of materials, including badges, certificates and souvenirs for the event.

## 3. Holding of the 1st Municipal Seminar on Good Practices (November 4th and 5th, 2024)

Day 1: Accreditation, lecture with Prof. Ladislau Ribeiro, interactive **dynamics** and podcast about literacy in rural areas.

Day 2: Presentation of educational projects, such as "Literary Restaurant" and "Reading Tree." Selection of the featured school, followed by a celebration .

## 4. Monitoring the Virtual Classroom (Google Classroom)

o Management of progress and completion of training activities by participants.

### Results Achieved

#### • Training and Qualification:

o Improvement in the application and analysis of reading fluency tests. o Integration between teachers and coordinators to improve pedagogical practices.

#### • 1st Municipal Seminar: o

Broad mobilization and significant engagement of participants. o Valuing innovative practices and strengthening municipal education. • **Support and**

#### **Organization:** o Effective

guidance for presentations aligned with the event's objectives. o Strategic use of materials and dynamics to promote productive discussions.

### Points to Improve

• Increase teacher participation and engagement in virtual activities.

### Referrals

• Develop strategies to encourage greater interaction on online platforms. • Explore new sources of regional materials to enrich training content. • Plan new seminars, expanding the impact of best practices in the municipal network.

### Summary of the 1st Municipal Seminar on Good Practices (2024)

#### Preparations and Training

• **October 21-22, 2024:** Beginning of training on the *Criança Alfabetizada* platform , focusing on reading and oral fluency

assessment. o **Class 1:** Concepts of literacy, reading, and fluency

assessment. o **Class 2:** Procedures for administering fluency

tests. o Objective: Ensure quality and consistency in the assessment

process. • **October 23, 2024:** Telephone alignment with the municipal coordinator and education secretary to define the seminar agenda. •

**10/24-25/2024:** Mobilization and guidance for registering practices.

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- o Support in organizing slides and reports on innovative educational practices.

### Event Organization

- **10/28-31/2024:** Preparation of materials:
  - o Badges, certificates, forms and souvenirs were made.
  - o Preparation of the agenda and questionnaire for the podcast, aiming at engagement and alignment of debates.
- **Virtual Monitoring:** Management of Google Classroom to ensure completion of activities by participants.

### Seminar Holding

- **04-05/11/2024:**
  - First **day:** Accreditation, lecture with Prof. Ladislau Ribeiro, dynamics and interactive podcast.
  - Second **day:** Presentations of innovative practices, such as "Literary Restaurant" and "Reading Tree." Selection of the featured school, and closing with a celebration.

### Post-Seminar Studies and Training

- **06-18/11/2024:** Continuity in training (*Literate Child*):
  - o **Class 3:** Interpretation and analysis of results.
  - o **Lesson 4:** Using results to share good practices.
- **11/20/2024:** Completion of the Professional Development course *for Assessment Reading Fluency* (MEC and CAEd).

### Results Achieved

1. Training teachers to administer reading fluency tests.
2. Efficient planning and broad mobilization for the seminar.
3. Support in organizing presentations.
4. Well-structured and valued experience at the event.
5. Exchange of innovative pedagogical practices, strengthening municipal education.
6. Critical analysis of results, promoting strategic improvements in teaching.
7. Completion of the course with skills applicable to literacy at the right age.

The seminar highlighted the importance of innovative and collaborative education, promoting the strengthening of literacy and quality education in the municipality.

### Summary of the 1st State Seminar on Good Practices Literacy More Tocantins (2024)

Period: 11/20 to 12/13/2024

### Activities Performed

- **11/20/2024:** Registration completed successfully for the event, with number 277, guaranteeing participation in the **1st State Seminar on Good Practices Alfabetiza Mais Tocantins** promoted by Seduc-TO.
- **11/21/2024:** Completion of the last activity on the trainers' platform, focusing on the consolidation and critical review of the learning acquired throughout the course.
- **11/22/2024:** Guidance and monitoring on adjustments to presentation slides for successful practice, with clarifications on the organization of content for the seminar.



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- **November 25, 2024:** Encouraging students to complete their activities on the Google Classroom platform. Monitoring activities were carried out, with an updated list of students who had completed their assignments and those who still needed to complete them being shared.
- **11/26 to 11/30/2024:** Participation in the **1st State Seminar on Good Practices** held in Palmas, with the theme "Building Paths to Literacy".
- **12/01 to 12/13/2024:** Holding meetings with the state team of the **Alfabetiza Mais Tocantins program**, including coordination and planning of actions developed in 2024 and planning for 2025.

## Results Achieved

- Guaranteed registration for the event, participation in the seminar.
- Guidance and preparation of presentation slides on good practices.
- Effective coordination with municipal and state management, strengthening collaboration between spheres of management.
- State visibility for the successful practice of the Tomás de Aquino Municipal School, promoting the institution's protagonism.
- Meetings held with the state team and active participation in seminars, contributing to the future planning of the program.

This set of actions resulted in significant engagement among the course participants and increased visibility of the best practices adopted by the school, consolidating the success of the seminar and the development of literacy strategies in the state of Tocantins.

## Final considerations

The Alfabetiza Mais Tocantins Program, adapted to the local context, has proven to be a fundamental strategy for strengthening literacy in the state, aligning with the guidelines of the National Common Curricular Base (BNCC) and MEC Ordinance No. 142/2018. The ongoing training of teachers and pedagogical coordinators, promoted by training cycles, has been essential for improving pedagogical practices and advancing teaching skills, directly impacting student performance, especially in reading and writing skills.

During the three training cycles conducted in the municipality of Rio Sono, we observed the development of a new pedagogical repertoire among educators, which, in turn, led to the strengthening of literacy practices in schools. The integration of themes such as racial equity, phonological awareness, and inclusive literature contributed to the construction of a more inclusive and diverse educational environment, essential for the development of critical citizens who are aware of their cultural and social realities.

The challenges faced throughout the process, such as adapting online activities and adjusting the technical infrastructure, were overcome through flexibility and collaboration among participants. Continuous training and the exchange of experiences among teachers, which took place through in-person and online activities, proved to be effective strategies for consolidating learning and promoting innovative pedagogical practices.

Thus, it is possible to conclude that the Alfabetiza Mais Tocantins Program, through its coordinated and contextualized actions, has contributed significantly to improving literacy and the quality of education in the state. The experiences gained and the methodologies implemented have the potential to generate lasting transformations, both in student performance and in teachers' pedagogical practices, which, consequently, strengthens education in Tocantins, ensuring the fundamental right to literacy and literacy for all children.



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The continuity and expansion of these actions are essential to ensure that the program's objectives are fully achieved, promoting inclusion and educational equity in the state.

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