# TeachME Professional Development

## Academic Recovery to Support Literacy Skills in K–12 Education

**1. Which statement best describes the impact of disrupted instruction on student literacy development?**

A. It primarily affects students' motivation without influencing skill development
B. It improves independent learning skills across all student groups
C. It has minimal effect on literacy compared to other subjects
D. It can create gaps in foundational reading skills needed for grade-level work

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**2. Which of the following is an example of "just-in-time" support in literacy instruction?**

A. Reteaching an entire previous unit before moving forward
B. Providing targeted vocabulary support right before reading a complex text
C. Assigning homework to reinforce lesson after it's complete
D. Delaying grade-level instruction until all gaps are addressed

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**3. Which scenario best illustrates a practice that can unintentionally widen achievement gaps?**

A. Providing equitable access to grade-level texts
B. Offering structured tutoring during the school day
C. Integrating literacy across content areas
D. Assigning advanced coursework without considering student readiness

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**4. A district offers afterschool programs that include reading support and enrichment activities. This is an example of:**

A. Expanded learning time
B. Reduced instructional opportunities
C. Replacement instruction
D. Extracurricular activities

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**5. A school adopts a community school model that includes family engagement and access to support services. How does this promote literacy recovery?**

A. By focusing only on classroom instruction
B. By reducing collaboration among educators
C. By addressing both academic and non-academic barriers
D. By limiting access to additional resources

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**6. Which of the following best defines academic recovery in K–12 education?**

A. Reteaching previously missed content before moving students into grade-level instruction
B. Addressing unfinished learning while supporting progress with grade-level expectations
C. Increasing assignments and instructional time to help students make up past learning gaps
D. Adjusting expectations to better align with students' current academic performance

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**7. Which strategy best supports literacy recovery through engagement?**

A. Assigning repetitive reading drills
B. Connecting texts to students' interests and experiences
C. Limiting student choice in reading to non-academic topics
D. Reducing opportunities for discussion

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**8. A teacher provides short, targeted phonics support during a grade-level reading lesson so students can better access the text. This is an example of:**

A. Remediation, because it reteaches foundational skills before moving forward
B. Intervention, because it removes students from core instruction for additional support
C. Acceleration, because it embeds just-in-time support within grade-level learning
D. Assessment, because it evaluates student readiness for future instruction

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**9. Which practice reflects a misuse of intervention that may negatively affect literacy outcomes?**

A. Providing targeted support alongside core instruction
B. Replacing core instruction time with intervention services
C. Using small-group instruction to address specific needs
D. Aligning intervention with grade-level content

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**10. Which scenario best demonstrates a shift away from remediation toward acceleration?**

A. A fourth-grade teacher spends the first month of school having students complete daily worksheets reviewing third-grade skills before introducing any new content
B. A reading specialist pulls a small group of students each day to focus exclusively on practicing basic phonics patterns, without connecting the work to current classroom texts
C. A middle school teacher assigns a grade-level novel and independent analysis tasks, expecting students to engage with the material on their own
D. During a fifth-grade literacy lesson, students read a grade-level article while the teacher provides sentence frames and small-group support to help them access the text

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**11. A school implements tutoring sessions three times per week during the school day, using aligned instructional materials. This is an example of:**

A. Optional enrichment programming

B. High-impact tutoring as a recovery strategy
C. Independent study without teacher guidance
D. A reduction in instructional time

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**12. Which statement best distinguishes acceleration from remediation in literacy instruction?**

A. Acceleration focuses on below-grade-level skills, while remediation emphasizes grade-level content
B. Acceleration integrates support within grade-level learning, while remediation revisits prior content
C. Acceleration eliminates skill gaps, while remediation ignores foundational literacy needs
D. Acceleration replaces instruction, while remediation supplements independent practice

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**13. Which statement best describes the relationship between the five pillars of literacy?**

A. Each pillar develops independently without overlap
B. Only one pillar is needed for reading proficiency
C. The pillars work together to support reading development
D. The pillars apply only to early childhood learners

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**14. A teacher uses quick entrance tickets to identify gaps in students' reading comprehension before starting a lesson. This supports academic recovery by:**

A. Eliminating the need for further instruction
B. Replacing formal assessments entirely
C. Reducing the complexity of grade-level content
D. Identifying specific learning needs to guide instruction

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**15. How does unfinished learning differ in its impact on literacy outcomes compared to learning loss?**

A. It emphasizes incomplete mastery that can still be built upon
B. It suggests students have forgotten all prior reading skills
C. It assumes literacy gaps cannot be addressed through instruction
D. It focuses only on decoding skills rather than comprehension

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**16. Which scenario best represents unfinished learning?**

A. A student forgets previously learned reading skills over time
B. A student has not yet been introduced to certain literacy skills
C. A student has some understanding of a skill that needs further development
D. A student demonstrates full mastery of all reading concepts

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**17. A district offers a summer literacy program with structured reading instruction and consistent attendance expectations. This is an example of:**

A. Expanded learning time
B. Informal learning with minimal impact
C. A replacement for core instruction
D. A reduction in instructional opportunities

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**18. Which scenario best represents learning loss?**

A. A student has not yet mastered a newly introduced concept
B. A student forgets previously learned reading skills after a long break
C. A student will generally shows learning loss in reading skills, while mathematics achievement remains largely unchanged.
D. A student makes slower progress than peers

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**19. A teacher assigns students to analyze primary sources in a history class. This supports literacy recovery by:**

A. Avoiding discipline-specific reading skills
B. Replacing literacy instruction with content instruction
C. Promoting disciplinary literacy practices
D. Reducing the need for comprehension strategies

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**20. A student can decode words but struggles to understand what was read. This is most likely an example of:**

A. Complete learning regression in literacy
B. Unfinished learning affecting comprehension skills
C. Poor reading opportunities outside of school
D. A lack of exposure to phonics instruction

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