

# 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
- 

**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
- 

**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
- 

**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
- 

**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
-

**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
- 

**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
- 

**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
- 

**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
- 

**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
- 

**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
- 

**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
- 

**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
- 

**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
- 

**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
- 

**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
-

**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
- 

**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
- 

**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
- 

**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
-