

# TeachME Professional Development

## Highlighting Literacy in the Early Years

### Literacy Across the Years of Schooling

**1. Teachers of early learners who connect purposefully with parents and community will enhance literacy opportunities for individual learners, and families should be made aware of the importance of literacy in their child's education and how they can be involved in their child's literacy development.**

- A. True
  - B. False
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### Literacy Across the Curriculum

**2. Literacy practices develop when students understand how the English language works and have the dispositions and capacities to use language purposefully to express and develop ideas, interact with others and:**

- A. Process verbal and written cues
  - B. Bridge communication between the classroom and the world
  - C. Strengthen their sense of the role of learning and proficiency in society
  - D. Interpret and create texts in their various forms
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### Planning

**3. It is important for schools to allocate time to plan for the integration of literacy activities into meaningful learning experiences and to encourage thinking that is productive, purposeful, and:**

- A. Intentional
  - B. Comprehensive
  - C. Inquisitive
  - D. Innovative
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### Teaching and Learning

**4. The classroom environment that has shown to be the most effective in supporting literacy learning is one where motivation is nurtured by integrating immersion, practice, and evaluation.**

- A. True
  - B. False
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## **Effective Literacy Teachers**

**5. According to the authors, each of the following is an accurate statement about effective literacy teachers EXCEPT:**

- A. They provide students with opportunities to engage purposefully with texts across a wide range of literary, informative and persuasive genres
  - B. They incorporate scaffolded writing instruction in text organization, sentence structure, vocabulary, spelling and punctuation along with the processes of text composing and crafting
  - C. They promote literacy by providing time for teacher-selected reading and writing
  - D. They teach literacy within and across all learning areas for authentic purposes
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## **Planning and Teaching for Literacy/Monitoring and Assessment**

**6. Effective planning and teaching emphasize the importance of clear links between learning goals and assessment tasks, and assessment must focus on the intended learning as opposed to what teachers believe they have taught.**

- A. True
  - B. False
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## **Literacy Key Elements K-2-Oral Language**

**7. To support oral language, early education teachers establish clear routines and provide explicit instruction in the skills of listening and speaking, offering extra support where children are still developing emotional control, social sensitivity and:**

- A. Confidence in speaking
  - B. Age-appropriate vocabulary
  - C. Their language identity
  - D. The capacity to adjust their communications to more formal settings
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## **Putting It Into Practice**

**8. In general, the most overlooked language skill in young children is how they acquire active listening proficiency.**

- A. True
  - B. False
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## **Phonological Awareness**

**9. Typical phonological awareness begins with word awareness and culminates with:**

- A. Syllable identification, segmentation, and blending
  - B. Onset and rime blending and segmentation
  - C. Blending and segmenting individual phonemes
  - D. Phoneme manipulation such as deletion and substitution
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## **Speaking**

**10. Students' self-consciousness about speaking to groups of peers can be minimized by having them talk about something "hands on" and concrete with which they have had some personal involvement.**

- A. True
  - B. False
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## **Putting in Into Practice**

**11. Treating learners as worthy conversation partners by using interactions, open questions, answers, feedback, and exchanges is called:**

- A. Discourse learning
  - B. Dialogic teaching
  - C. Exchange strategy
  - D. Intentional communication
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## **Monitoring and Assessment**

**12. When students exhibits a lack of concentration, a look of confusion, an inability to retell the sequence and details of a story read aloud , and an inability to follow instructions accurately, this**

**may be an indication that they are struggling with listening comprehension.**

- A. True
  - B. False
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## **Monitoring At-Risk Students for Speaking**

**13. Signs of potential problems with expressive skills include an inability to retell more than a few elements of a story without picture cues, a lack of flow in conversation, and difficulty in maintaining:**

- A. Eye contact
  - B. A thread of meaning
  - C. A consistent processing of ideas
  - D. Appropriate linguistic sounds
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## **Reading and Viewing**

**14. In real life, reading is not simply a matter of decoding skills or comprehension strategies, but a mechanism to sharing others' experiences, finding information, gaining pleasure and engaging with imaginary worlds, doing a numeracy task, and understanding a different point of view.**

- A. True
  - B. False
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**15. The early primary years are critical to students' reading development, and phonological awareness skills should become a focus area around Year 2.**

- A. True
  - B. False
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## **Planning**

**16. Reading in the early years builds on children's experiences in the home and community and on their:**

- A. Perceptual knowledge
  - B. Visual understanding
  - C. Conversational skills
  - D. Cognitive engagement
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## Reading Skills

**17. The goal of decoding is to methodically connect sounds and letters as a means to improve overall reading skills.**

- A. True
  - B. False
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## Phonics Programs

**18. For early learners, literacy programs should be designed by the teacher who has an intimate knowledge of student's strengths and who:**

- A. Provides differentiated literacy instruction
  - B. Targets skill gaps as they emerge
  - C. Understands and uses student-specific resources
  - D. Has expertise in a range of strategies to support their developing literacy
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**19. Teachers can demonstrate the relationship between sounds and letters by creating labels that encourage students to read as they put things away, and to label individual storage boxes with the children's names and photos, with the photo being removed when the students can recognize each other's names.**

- A. True
  - B. False
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**20. In general, when learning to read words with more than one syllable, the middle sounds are easier for early readers to recognize than the beginning and ending of a word.**

- A. True
  - B. False
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## K-2 Reading and Viewing-Gradual Release of Responsibility

**21. When the teacher works with small groups of students who have similar reading levels and the students begin to take greater responsibility for reading while the teacher observes and intervenes as necessary, this level of reading and viewing is called:**

- A. Collaborative
  - B. Shared
  - C. Guided
  - D. Cooperative
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**22. During shared reading, preparing the students by discussing the topic, author, and illustrator, as well as asking them to predict from the cover, title, and illustrations occurs in which phase:**

- A. Preparation
  - B. Orienting
  - C. Expansion
  - D. Consolidation
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## **Monitoring and Assessing**

**23. Since enjoyment of reading is an important indicator of reading development, all students should be regularly monitored to observe whether they are becoming avid readers through perceptions of themselves as readers, the keeping of reading logs, and informal discussions with students and with their families.**

- A. True
  - B. False
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## **Reading Assessment Tools**

**24. Reading records or benchmarks are important tools to accomplish each of the following EXCEPT:**

- A. Providing a framework for systematically observing a student's reading behaviors
  - B. Providing evidence of change over time
  - C. Ensuring consistent practice in the administration and tracking of benchmark reading assessments
  - D. Identifying what the student already knows about the reading process
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## **Writing and Creating**

**25. As early learners become better writers, they need less structure and fewer strategies in explicit writing skills but need more opportunity to experiment with writing on curriculum-driven topics.**

- A. True
  - B. False
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## **Writing Development**

**26. Which of the following is an accurate statement about typical writing stages in K-2?**

- A. In the imitation stage, writers emulate adult writing by experimenting with marks to represent written language
  - B. In the experimental writing phase, writers are aware that speech can be written down and they rely on familiar topics to generate a variety of simple texts
  - C. Writers produce a small range of texts that exhibit some of the conventions of writing during the preliminary phase
  - D. The early writing phase is characterized by the amount of words that are spelled correctly and the choosing and use of letters based on conventional spelling patterns
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## **Writing as a Meaning-Making Process**

**27. Students need to understand that writing is a process not only of getting ideas on paper but then revising the ideas and attending to punctuation, spelling, and:**

- A. Language choice
  - B. Vocabulary
  - C. Basic imagery
  - D. Introductory organization
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## **Peer Support**

**28. To provide practice in the processes of composing a text, early learners can be supported by classmates or older students from other classes to engage in writing a text together.**

- A. True
  - B. False
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## **Writing for a Variety of Purposes, Topics and Audience**

**29. According to the authors, the purpose for most writing generally comes under three broad areas, including informative, persuasive, and:**

- A. Expressive
  - B. Sequential
  - C. Imaginative
  - D. Biographical
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## **Putting it into Practice**

**30. In the very early stages of writing the most common text structure is the recounting of events.**

- A. True
  - B. False
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## **Creating Multimodal Texts**

**31. In the K–2 years, most students’ texts include elements of both writing and images, and they will begin to create digital texts using written text as well as photos, illustrations, diagrams, and sound as they become more confident with the technology.**

- A. True
  - B. False
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## **Handwriting and Keyboarding**

**32. Even with emerging technologies, handwriting is an important skill that is linked to the development of fine motor skills, a visual and motor memory of the features of letters of the alphabet supporting phonic knowledge, and:**

- A. Boosting memory
  - B. Hand-eye coordination
  - C. The development of meaningful correspondence
  - D. Increased focus
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## **Keyboarding**

**33. Students are generally ready and able to become competent using keyboards by beginning of Year 2, with explicit training and instruction being tailored to each student’s skill level.**

- A. True
  - B. False
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## **Key Messages**

**34. Spelling is a system of resources and strategies for making meaning, and the key to a successful spelling program is:**

- A. Keeping lessons short and sweet



- B. Teaching students to store and retrieve words
  - C. Practicing by using word families
  - D. Developing a curiosity about words and how they work
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## Meaning Strategy

**35. Thinking about the structure of words and understanding the meaningful parts of words is an important strategy in teaching, and such meaningful parts of words are known as:**

- A. Phonemes
  - B. Morphemes
  - C. Lexemes
  - D. Diphthongs
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## Connecting Strategy

**36. Combinations of letters appear in predictable patterns in some words such as brother, other, and mother, so young learners need to understand that they can use what they know about one word to work out how to write a new word.**

- A. True
  - B. False
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## Grammar and Punctuation

**37. Which of the following is NOT a correct statement about grammar development in the K-2 years?**

- A. During this time, the focus with grammar will primarily be on the students' ability to write well-structured simple and compound sentences, with the occasional basic complex sentence
  - B. Students' capacity to use grammar and punctuation develops through active engagement with a wide range of texts and through scaffolding practices
  - C. Teaching grammatical rules is a critical component of grammar development at this time
  - D. When talking about grammar, it is appropriate to be developing foundational understandings by asking questions to draw students' attention to the key units of meaning in a sentence
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## Compound and Complex Sentences

**38. While complex sentences consist of two or more independent clauses that are joined by a coordinating conjunction, compound sentences are those that consist of one independent clause plus one or more dependent clauses that are usually joined by a subordinating conjunction.**

- A. True
  - B. False
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## **Vocabulary-Key Messages**

**39. An extensive vocabulary is at the heart of learning and major predictor of educational success, and one of a teacher's key jobs is to ensure that students' repertoire of vocabulary resources is constantly expanding, as each new vocabulary item represents a new idea.**

- A. True
  - B. False
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## **Putting it Into Practice**

**40. Having a curiosity about words, an enjoyment of unusual words, and an excitement about encountering new words is known as word:**

- A. Mindfulness
  - B. Cognizance
  - C. Passion
  - D. Consciousness
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