Module: Quiz

Teaching Early Literacy with the Learning Toolkit+

Welcome to the CSLP's Teaching Early Literacy with the Learning Toolkit+. As you move through these modules, you will familiarize yourself with each broad literacy skill and its corresponding sub-skills, gain a deeper understanding of various teaching approaches and practical tips, and explore how the CSLP's Learning Toolkit+ also known as LTK+ supports the development of these literacy skills.

These modules can be used in a variety of settings; from asynchronous and fully online to synchronous, blended and in-person workshops. Each of the modules has a similar structure, outlined in a table of contents. All of the modules focus on explanations, practice, and interactive content to insure understanding and engagement. We hope these modules provide you with new knowledge, useful suggestions on how to integrate the various literacy tools into your teaching, and helps you develop your expertise in early literacy instruction.

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Introduction

Introduction

This module contains several activities and a final quiz. Use the activities to determine if you have a solid grasp of the literacy skills covered in the learning modules, or whether you should go back and review the concepts. When you're ready, you can take the final quiz. This is the only activity in the modules where you're given a score.

In the **Formative Assessment** section, there are a number of practice activities. These activities are similar to the interactive activities found within the learning modules.

In the **Summative Assessment** section, there is a final quiz. If you get a score of 75% or above, you will earn a completion certificate.
Note: This quiz is accessible only in the online version of the module. It will not be part of this PDF version of the module.

Modules' Objectives

This module will help you assess your own understanding of early literacy skills. By the end of this module, you will be able to:
- Recognize the fundamental concepts of early literacy education represented in the learning modules.
- Identify gaps in your knowledge and the associated learning module that can help fill those gaps.
- Apply the concepts learned to your teaching practice.
- Analyze the relationship between learners' behavior and early literacy skills (or lack of).

Formative Assessment

Additional Practice Activities

Below are some practice activities. You can also return to the previous learning modules and redo the activities. If you are doing these modules with the support of an LTK+ trainer, you can also ask them for additional practice exercises.

Activity: Important Early Literacy Terms

This activity asks you to match several key early literacy terms with their definition.

Drag and Match the Following Literary Skills to their Definition

Reading Strategy	Definition
Phonological Awareness	The ability to notice and work with the sounds in spoken language
Phonics	The ability to identify the smallest units of spoken language.
Writing	The ability to build connections between spoken words and written language.
Phonemic Awareness	The ability to represent speech sounds, words, ideas, and sentences in a physical print or cursive form.
Comprehension	The the ability to read a text with little or no errors.
Speed	How fast a child can read.
Speed	When a reader changes their voice to help convey feelings and meaning
Vocabulary	The ability to understand orally presented or text information
Accuracy	Knowing what words mean.

Answer Key
Question 2: Match
Drag and Match the Following Literacy Skills to their Definition:

- **Phonological Awareness**: the ability to notice and work with the sounds in spoken language.
- **Phonemic Awareness**: the ability to identify the smallest units of spoken language.
- **Phonics**: the ability to build connections between spoken words and written language.
- **Accuracy**: the ability to read a text with little or no errors.
- **Speed**: how fast a child can read.
- **Expression**: when a reader changes their voice to help convey feelings and meaning.
- **Comprehension**: the ability to understand orally presented or text information.
- **Vocabulary**: knowing what words mean.
- **Writing**: the ability to represent speech sounds, words, ideas, and sentences in a physical print or cursive form.

Activity: Alphabetics Review

Recall that Alphabetics is the ability to associate the different sounds in spoken language with letters and use these sounds to create words. Children need a strong foundation of alphabetics skills to develop their fluency, comprehension, and writing skills.

This activity contains several questions about the key components of alphabetics.

Question 1: Which of the following is **not** an example of alphabetics?
a) Printing properly shaped letters so that they form a word.
b) Rhyming words.
c) Blending sounds to create words.
d) Dividing words into the sound parts.
e) Counting the syllables in words.
f) I don't know.

Question 2: Which of the following words share the same ending sound: cake, fire, fork?
a) Fire and fork.
b) Cake and fork.
c) Cake and fire.

d) None of them have the same ending sound.
e) I don't know.

Question 3: It is your first day meeting your kindergarten class, in terms of phonological awareness what do you expect?
a) That children will not enjoy learning about these skills.
b) Children will not learn these skills if taught explicitly.
c) All children should arrive with an equivalent level of skill.
d) None of the children will be able to count syllables.
e) Children will likely vary dramatically in skills.
f) I don't know.

Question 4: True or False: Phonemes (speech sounds) have a one-to-one match to written letters.
a) True.
b) False.
c) I don't know.

Question 5: Ms. Akter has noted that several of her learners are struggling to identify phonemes. She has put together a list of questions she feels will help them develop their phonemic awareness. Select all of the questions she can ask from this list to help develop this skill.
a) What word would I get if I added /t/ to the end of 'star'?
b) What sound does each letter make?
c) What word would I get if I removed the /ch/ sound from 'chair'?
d) What sounds are in the word 'tree'?
e) What word is made up of the sounds /r/ /eɪ / /n/?
f) I don't know.

Answer Key
Question 1: Which of the following is **not** an example of alphabetics?
a) Printing properly shaped letters so that they form a word.
    That's right! Developing a child's alphabetic skills is necessary for them to identify and form words. The ability to print words is a writing skill.
b) Rhyming words.
    Rhymes help children learn about sounds and word formation. Try again or go to the *Alphabetics* module to review these skills.
c) Blending sounds to create words.
    Beginning readers will slowly say the sounds of a word. Saying the sounds

quickly will 'blend' them to create a word. Try again or go to the *Alphabetics* module to review these skills.
d) Dividing words into the sound parts.
    The ability to separate sounds in a word is called segmenting. This skill helps children decode and encode words. Try again or go to the *Alphabetics* module to review these skills.
e) Counting the syllables in words.
    Learning to identify syllables will help children decode words. Try again or go to the *Alphabetics* module to review these skills.
f) I don't know.
    Rhyming words, counting syllables in words, blending sounds to create words, and dividing words into the sound parts are alphabetics skills. Go to the *Alphabetics* module to review these skills.

Question 2: Which of the following words share the same ending sound: cake, fire, fork?
a) Fire and fork.
    These words have the same beginning sound. Try again or go to the *Alphabetics* module to review these skills.
b) Cake and fork.
    Yes! The words cake and fork both end with the /k/ sound.
c) Cake and fire.
    Focus on the spoken sounds and not the written letters. Try again or go to the *Alphabetics* module to review these skills.
d) None of them have the same ending sound.
    Look at the phonetic transcription of these words: cake (/keɪk/), fire (/ˈfaɪə(r)/), and fork (/fɔː(r)k/). Try again or go to the *Alphabetics* module to review these skills.
e) I don't know.
    Cake (/keɪk/) and fork (/fɔː(r)k/) have the same ending /k/ sound. Fire (/ˈfaɪə(r)/) has an /r/ sound at the end. Go to the *Alphabetics* module to review these skills.

Question 3: It is your first day meeting your kindergarten class, in terms of phonological awareness what do you expect?
a) That children will not enjoy learning about these skills.
    Many children enjoy word play and playing with sounds within words. Activities can be adapted to meet the children's developmental level such as including physical activity as a way to learn and enjoy acquiring these skills. Try again or go to the *Alphabetics* module to review these skills.
b) Children will not learn these skills if taught explicitly.
    Explicit instruction promotes learning. Try again or go to the *Alphabetics* module to review these skills.

c) All children should arrive with an equivalent level of skill.
Classrooms contain children with a wide range of skills. They don't begin school at the same level, nor do they develop their skills at the same rate. Try again or go to the *Alphabetics* module to review these skills.

d) None of the children will be able to count syllables.
Syllables are the easiest and earliest acquired skills for many young learners. That means that many will be able to count them with minor prompting. Try again or go to the *Alphabetics* module to review these skills.

e) Children will likely vary dramatically in skills.
You're right! Classrooms contain children with a wide range of skills. They don't begin school at the same level, nor do they develop their skills at the same rate. Some children start school with strong skills while others with weaker skills. Also, some children pick up these skills easily, while others struggle. Go to the *Alphabetics* module to review these skills.

f) I don't know.
Classrooms contain children with a wide range of skills. They don't begin school at the same level, nor do they develop their skills at the same rate. Go to the *Alphabetics* module to review these skills.

Question 4: True or False: Phonemes (speech sounds) have a one-to-one match to written letters.
a) True.
There are only 26 letters in the alphabet but there are over 40 phonemes that go with these letters. Go to the *Alphabetics* module to review these skills.

b) False.
That's right! There are only 26 letters in the alphabet but there are over 40 phonemes that go with these letters.

c) I don't know.
There are only 26 letters in the alphabet but there are over 40 phonemes that go with these letters. Go to the *Alphabetics* module to review these skills.

Question 5: Ms. Akter has noted that several of her learners are struggling to identify phonemes. She has put together a list of questions she feels will help them develop their phonemic awareness. Select all of the questions she can ask from this list to help develop this skill.

a) What word would I get if I added /t/ to the end of 'star'?
Yes! This is an example of phonemic addition. This type of activity can help learners identify the different sounds that make up a word, and that adding a sound can create a new word.

b) What sound does each letter make?
There are 26 letters in the alphabet but 44 phonemes. Letters can have more than one sound. Two words spelled with the same letter could be pronounced
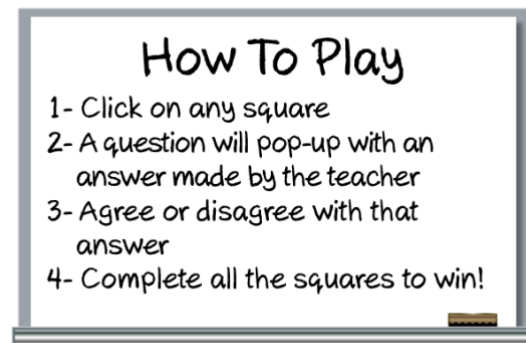
differently. For example, both "goat" and "giraffe" are spelled with a g, but "giraffe" is pronounced with the /j/ sound. Try again or go to the *Alphabetics* module to review these skills.

c) What word would I get if I removed the /ch/ sound from 'chair'?
That's right. This is an example of phonemic deletion. This type of activity can help learners identify the different sounds that make up a word, and that removing a sound can create a new word.

d) What sounds are in the word 'tree'?
Yes! This is an example of phonemic segmentation. This type of activity helps children decode and encode words.

e) What word is made up of the sounds /r/ /eɪ / /n/?
Yes! This is an example of blending. This type of activity can help learners see that saying sounds quickly will produce a word.

f) I don't know.
There are 26 letters in the alphabetic but 44 phonemes. All of these strategies, except for the letter-sound match will help learners identify individual sound parts within words. Go to the *Alphabetics* module to review these skills.

These are strategies Ms. Akter can use to develop learners' phonemic awareness. She can also try phoneme manipulation (change or move a sound part to create a new word), phoneme identity (the same sound used in multiple words), or phoneme categorization (which word in a set doesn't belong).

Activity: Fluency Squares

In the online version of this module, there are nine squares on the board to represent different characters. Select one character at a time. The character was given a question about fluency skills and instruction, and they provided their answer. Your task is to determine if the character answered correctly or not. The game is won if you properly identify the correct and incorrect answers.

How To Play
1- Click on any square
2- A question will pop-up with an answer made by the teacher
3- Agree or disagree with that answer
4- Complete all the squares to win!

Here are the questions in the activity:

TIAN
- Question: What are high frequency words?
- Tian's answer: The most commonly used words in written texts.

AMAL
- Question: Emphasize the word that implies I'm accusing someone other than Paul in the sentence 'I never said Paul ate your lunch.'
- Amal's answer: I never said **Paul** ate your lunch.

BETTY
- Question: True or false: If a learner's word recognition is slow, their ability to understand the meaning of the text will be impaired.
- Betty's answer: True

AMBER
- Question: True or false: Only teachers (or parents) should be the listener when a child reads aloud.
- Amber's answer: True.

NENE
- Question: What are the three crucial elements teachers should include in their fluency instruction?
- Nene's answer: Oral reading, repetition, and feedback.

ROHAN
- Question: True or false: The round-robin reading strategy greatly increases a learner's oral fluency.
- Rohan's answer: True.

CALEB
- Question: What is fluency?
- Caleb's answer: the ability to read a text with little to no errors.

PETER
- Question: What is the correct definition for the "partner reading" reading strategy?
- Peter's answer: An adult and child read one-on-one; the adult provides a model for reading then the child rereads the text.

RAAVI
- Question: When thinking about fluency skills, what is accuracy?
- Raavi's answer: when a reader uses meaningful pauses and changes their voice to help convey feelings and meaning.

Answer Key

TIAN
- Question: What are high frequency words?
- Tian's answer: The most commonly used words in written texts.
  Agree. High Frequency words are the most common words used in written texts.

AMAL
- Question: Emphasize the word that implies I'm accusing someone other than Paul in the sentence 'I never said Paul ate your lunch.'
- Amal's answer: I never said **Paul** ate your lunch.
  Agree. Emphasizing Paul's name in this sentence implies that someone else ate your lunch.

BETTY
- Question: True or false: If a learner's word recognition is slow, their ability to understand the meaning of the text will be impaired.
- Betty's answer: True.
  Agree.

AMBER
- Question: True or false: Only teachers (or parents) should be the listener when a child reads aloud.
- Amber's answer: True.
  Disagree. Research shows that other children can successfully provide guidance and useful feedback, just like an adult.

NENE
- Question: What are the three crucial elements teachers should include in their fluency instruction?
- Nene's answer: Oral reading, repetition, and feedback.
  Agree.

ROHAN
- Question: True or false: The round-robin reading strategy greatly increases a learner's oral fluency.
- Rohan's answer: True.
  Disagree. Each learner only reads a small portion on their own making this strategy ineffective.

CALEB
- Question: What is fluency?
- Caleb's answer: the ability to read a text with little to no errors.
  Disagree. Caleb described 'accuracy', which is one part of fluency. Learners also need to be able to read at an appropriate speed and with proper expression.

PETER
- Question: What is the correct definition for the "partner reading" reading strategy?
- Peter's answer: An adult and child read one-on-one; the adult provides a model for reading then the child rereads the text.
  Disagree. Partner reading is when two learners read the text together, taking turns reading passages aloud.

RAAVI
- Question: When thinking about fluency skills, what is accuracy?
- Raavi's answer: When a reader uses meaningful pauses and changes their voice to help convey feelings and meaning.
  Disagree. Raavi is describing *expression*. Accuracy is the ability to read to a text with little to no errors.

Activity: Comprehension Review
Recall that *Comprehension* is the ability to understand information within a text.

This activity contains several questions about the key components of comprehension.

Question 1: Which of the following defines a good summary?
- a) The learner reads a chapter in a textbook, uses a highlighter to identify the key words and phrases, and writes these out.
- b) The learner identifies the most important points, restates them in their own words, and records this information.
- c) The learner intentionally seeks out critical information while reading and rehearses that information to ensure the selected information is recalled for later.
- d) The learner reads a chapter in a textbook, writes down the important information from the text on a separate piece of paper and reorganizes those points.
- e) I don't know.

Question 2: Which of the strategies below is NOT a comprehension monitoring strategy?
   a) Being able to identify material that is confusing to you as you read.
   b) Stopping periodically as you read to check your understanding of the information read so far.
   c) Restating what you have read in your own words.
   d) Rehearsing important information as you read.
   e) I don't know.

Question 3: The ability to understand information within a text is called:
   a) Reading fluency.
   b) Decoding.
   c) Vocabulary knowledge.
   d) Reading comprehension.
   e) I don't know.

Question 4: What does the term "oral vocabulary" mean?
   a) It refers to the words that we can properly pronounce.
   b) It refers to the words we understand and use when talking and listening.
   c) It refers to the words found more commonly in spoken language as compared to text.
   d) I don't know.

Answer Key

Question 1: Which of the following defines a good summary?
   a) The learner reads a chapter in a textbook, uses a highlighter to identify the key words and phrases, and writes these out.
   This is a reading strategy that learners can use to identify main concepts and build their vocabulary knowledge. Go to the *Comprehension* module to review these skills.
   b) **The learner identifies the most important points, restates them in their own words, and records this information.**
   Yes! Summarizing is an important skill for learners to develop. They need to be able to separate main ideas and details. Creating a summary will help them remember what they read.
   c) The learner intentionally seeks out critical information while reading and rehearses that information to ensure the selected information is recalled for later.
   This is a strategy that learners might use when studying for a test. Go to the *Comprehension* module to review these skills.
   d) The learner reads a chapter in a textbook, writes down the important information from the text on a separate piece of paper and reorganizes those points.

This is a good strategy to start the summarization process, but is insufficient on its own. Learners can use this strategy when creating an outline for an essay. Go to the *Comprehension* module to review these skills.

e) I don't know.
To create a good summary, learners need to identify the important points and restate them in their own words by writing them down. Go the *Comprehension* module to review this skill.

Question 2: Which of the strategies below is NOT a comprehension monitoring strategy?

a) Being able to identify material that is confusing to you as you read.
This is a good comprehension monitoring strategy. Learners can do this after each paragraph or page to check their understanding. Go to the *Comprehension* module to review these skills.

b) Stopping periodically as you read to check your understanding of the information read so far.
This is a good comprehension monitoring strategy. Learners can do this after each paragraph or page to check their understanding. Go to the *Comprehension* module to review these skills.

c) Restating what you have read in your own words.
This is a good comprehension monitoring strategy. Learners can do this after each paragraph or page to check their understanding. Go to the *Comprehension* module to review these skills.

d) **Rehearsing important information as you read.**
That's right! Rehearsing information is a strategy learners use to memorize what they're reading, but this does not necessarily mean they've understood the content.

e) I don't know.
Comprehension Monitoring is checking that a learner understands what they read, so rehearsing information is not a sufficient measure. Go to the *Comprehension* module to review this skill.

Question 3: The ability to understand information within a text is called:

a) Reading fluency.
Reading Fluency is the ability to quickly recognize words and their meaning. This applies to individual words and sentences. Children who have low fluency skills will also have low comprehension skills. Go to the *Fluency* module to review these skills.

b) Decoding.
Decoding is the ability to sound out words using your letter-sound knowledge. This is an *Alphabetics* skill and is a foundation skill for reading. Go to the *Alphabetics* and *Comprehension* modules to review these skills.

c) Vocabulary knowledge.
Vocabulary knowledge is knowing what words mean. This skill will support their ability to understand information within a text. Go to the *Comprehension* module to review these skills.

d) Reading comprehension.
That's right! This involves recognizing and decoding words, incorporating prior knowledge, and making inferences from context to understand what the text is conveying.

e) I don't know.
The ability to understand information within a text is called reading comprehension. Go to the *Comprehension* module to review this skill.

Question 4: What does the term "oral vocabulary" mean?

a) It refers to the words that we can properly pronounce.
Children may recognize words when listening even if they have difficulty pronouncing it themselves. Go to the *Comprehension* module to review this skill.

b) It refers to the words we understand and use when talking and listening.
That's right. Children acquire most of their vocabulary indirectly, such as having conversations with adults.

c) It refers to the words found more commonly in spoken language as compared to text.
While we tend to use a limited number of words in our spoken language, these words are not the same for everyone. Teachers can help build learners' oral vocabulary. Go to the *Comprehension* module to review this skill.

d) I don't know.
The term "oral vocabulary" refers to the words we understand and use when talking and listening. Go to the *Comprehension* module to review this skill.

Activity: Tier 1, 2, & 3 Words

This activity asks you to sort words into tier 1, tier 2, and tier 3 groups.

Tier 1: These are basic words that your learners will learn from spoken language.

Tier 2: These words are common, but learners might see them more often in print than spoken language. These words appear across different content areas. Some of these words have multiple meanings.

Tier 3: These are specialized vocabulary words. They are crucial words for specific content areas, such as a science or social studies.

Sort the following words:

- Again
- Describe
- Instead
- Multiplication
- Book
- Fossil
- Minus
- Retell
- Bus
- Glum
- Jealous
- Relative
- Phoneme
- Lava
- Home
- Create
- Electricity
- Happy
- Walk
- See
- Analogy
- Hilarious
- Baritone
- Note
- Reptile

Tier 1	Tier 2	Tier 3

Answer Key

Tier 1	Tier 2	Tier 3
• Again • Book • Bus • Happy • Home • See • Walk	• Create • Describe • Glum • Hilarious • Instead • Jealous • Note • Relative • Retell	• Analogy • Baritone • Electricity • Fossil • Lava • Minus • Multiplication • Phoneme • Reptile

Activity: Writing Review

Writing is one method that children use to convey their thoughts and ideas. Writing involves mechanical skills (printing, spelling) and higher-level skills (composition, text structure). Writing is a reflective process that can help learners better understand themselves, or to communicate with others with others.

This activity contains several true or false questions about the key components of writing skills.

Question 1: True or False: Children naturally learn how to hold a pencil from their experiences using crayons when drawing.
   a) True.
   b) False.
   c) I don't know.

Question 2: True or false: One way to help children learn how to spell is by explaining that words always have a good match between sounds and letters.
   a) True.
   b) False.
   c) I don't know.

Question 3: True or False: Many English words follow specific spelling rules and patterns.
   a) True.
   b) False.

c) I don't know.

Question 4: True or False: Children need to consider their intended audience and purpose before they start writing a text.
a) True.
b) False.
c) I don't know.

Question 5
True or False: Working on a computer or printing for a long time, can have negative consequences if learners have poor posture.
a) True.
b) False.
c) I don't know.

Answer Key
Question 1: True or False: Children naturally learn how to hold a pencil from their experiences using crayons when drawing.
a) True.
Beginning learners do not know how to hold pencils, crayons, or other writing implements. It is important to show and physically support them to develop this skill. Go to the *Writing* module to review this skill.
b) False.
That's right! Children need to be shown and physically supported to learn the proper pencil grip.
c) I don't know.
Beginning learners do not know how to hold pencils, crayons, or other writing implements. It is important to show and physically support them to develop this skill. Go to the *Writing* module to review this skill.

Question 2: True or false: One way to help children learn how to spell is by explaining that words always have a good match between sounds and letters.
a) True.
Spelling does involve learning sound to letter mapping. However, some words will have a poor match between sounds and letters (e.g. silent letters or inconsistent matches). Go to the *Writing* module to review this skill.
b) False.
You're right! Some words have a good match between sounds and letters, but this is not always the case.

c) I don't know.
Spelling does involve learning sound to letter mapping. However, some words will have a poor match between sounds and letters (e.g. silent letters or inconsistent matches). Go to the *Writing* module to review this skill.

Question 3: True or False: Many English words follow specific spelling rules and patterns.
a) **True.**
Yes! There are several spelling and grammar rules that can help children learn to spell correctly, such as all words have at least one vowel. However, there are exceptions to those rules.
b) False.
You can help children to spell by teaching them some of the specific spelling rules and patterns found in English. For example, words have at least one vowel. The letter c sounds like /k/ in front of the letter a (cat), but sounds like /s/ when in front of an i (city). Go to the *Writing* module to review this skill.
c) I don't know.
There are several spelling and grammar rules that can help children learn to spell correctly. For example, one rule is that words have at least one vowel. However, it is also important to let children know that there are exceptions to rules. Go to the *Writing* module to review this skill.

Question 4: True or False: Children need to consider their intended audience and purpose before they start writing a text.
a) **True.**
That's right! Both the intended audience and purpose influence the structure and tone learners should use in their writing.
b) False.
Writing instruction aims to enable learners to write clearly so they communicate ideas, thoughts, feelings, and experiences. Guide learners to understand that different audiences, purposes, and forms are an important consideration in the writing process. Go to the *Writing* module to review this skill.
c) I don't know.
Both the intended audience and purpose influence the structure and tone learners should use in their writing. Go to the *Writing* module to review this skill.

Question 5
True or False: Working on a computer or printing for a long time, can have negative consequences if learners have poor posture.

a) **True.**
   It is common for people to get a sore back or neck after spending lots of time printing or in front of a computer if they are not sitting correctly.

b) False.
   Poor posture can have negative consequences. Help learners develop good posture for printing and working on a computer. For example, when printing, learners should sit with their feet flat on the ground. Go to the *Writing* module to review this skill.

c) I don't know.
   It is common for people to get a sore back or neck after spending lots of time printing or in front of a computer. Go to the *Writing* module to review this skill.

Bookworm

In the online version of this module, you will be given the description of a key term related to assessment, self-regulated learning, repositories, or cooperative learning. There will also be a number of dashes on screen. Each dash represents a letter for the term described. Select a letter from the displayed alphabet. If the letter is part of the term it will appear above the associated dash mark. If the letter is not part of the term then the bookworm will take a bite out of your book. You need to guess the word before the bookworm has eaten your entire book.

If you want to do this activity offline, give the answer key provided in this document to someone else (e.g. another teacher, friend, etc.). After you guess a letter, this person will either fill in the blank or mark the letter in the incorrect letters section. If you can correctly guess the term before saying six incorrect letters, you have won that round.

Challenge 1: How people generate the thoughts, actions, and emotions necessary to attain their personal goals.

Incorrect Letters

_ _ _ _ **-** _ _ _ _ _ _ _ _ _   _ _ _ _ _ _ _ _

Challenge 2: An organized list or collection of material.

Incorrect Letters

_ _ _ _ _ _ _ _ _ _

Challenge 3: A variety of methods that are used by teachers to analyze and guide learning as it unfolds.

Incorrect Letters

_ _ _ _ _ _ _ _ _   _ _ _ _ _ _ _ _ _ _

Challenge 4: A teaching strategy that structures work so that every learner, regardless of temperament or ability, must participate and work with their peers to achieve a common goal.

Incorrect Letters

_ _ _ _ _ _ _ _ _ _ _   _ _ _ _ _ _ _ _

Challenge 5: Short-term goals that learners want to accomplish in the near future. They are specific so learners can determine when they've been reached.

Incorrect Letters

_ _ _ _   _ _ _ _ _

Challenge 6: An ongoing process that considers one's thinking process, feelings, past experiences or present state, and ultimately evaluates the results of one's work.

Incorrect Letters

_ _ _ _ _ _ _ _ _ _ _

Challenge 7: When learners depend on each other and collaborate to succeed in their learning.

Incorrect Letters

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Challenge 8: Ensuring that everyone contributes meaningfully.

Incorrect Letter Guesses

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Answer Key

Challenge 1: How people generate the thoughts, actions, and emotions necessary to attain their personal goals.
The answer is 'self-regulated learning' (SRL), which is a skill that fosters ownership in the learner. Learners set goals, identify their motivation, create action plans, self-observe, reflect on the process. Go to the _ABRA-ePEARL Connection_ module to learn more.

Challenge 2: An organized list or collection of material.
The answer is 'catalogue'. A catalogue is a useful way to keep track and organize the books you have. The books can be stored in a repository, like READS, for ease of access. Go to the _READS_ module to review how READS supports teaching early literacy.

Challenge 3: A variety of methods that are used by teachers to analyze and guide learning as it unfolds.
The answer is 'formative assessment'. The intent of formative assessment is to evaluate learners' attainment of the knowledge and skills targeted in lessons. Go to the _ABRA Assessment_ module to review the types of assessment.

Challenge 4: A teaching strategy that structures work so that every learner, regardless of temperament or ability, must participate and work with their peers to achieve a common goal.
The answer is 'cooperative learning'. Cooperative learning needs positive interdependence, individual accountability, structured groups, developed social skills, and learners' evaluation and reflection. Go to the _Cooperative Learning_ module to learn more.

Challenge 5: Short-term goals that learners want to accomplish in the near future. They are specific so learners can determine when they've been reached.

The answer is 'task goals', which are what the learner hopes to accomplish during the project. Well-formed goals are specific, measurable, achievable, relevant, and time-bound. Go to the *ABRA-ePEARL Connection* module to learn more.

Challenge 6: An ongoing process that considers one's thinking process, feelings, past experiences or present state, and ultimately evaluates the results of one's work.
The answer is 'reflection'. Comprehensive reflection enriches learning when learners challenge beliefs, support decisions with evidence, and adjust negative or duplicate positive elements in future work. Go to the *ABRA-ePEARL Connection* module to learn more.

Challenge 7: When learners depend on each other and collaborate to succeed in their learning.
The answer is 'positive interdependence', which is when learners help one another in their learning and achievements. The success of one learner positively effects the success of all learners in their group. Go to the *Cooperative Learning* module to learn more.

Challenge 8: Ensuring that everyone contributes meaningfully.
The answer is 'individual accountability'. Each member of a group should contribute in a meaningful way. Each learner is responsible for their own learning, and for helping their team members learn. Go to the *Cooperative Learning* module to learn more

Summative Assessment
Final Quiz
In the online version of this module, there is a quiz containing 20 randomized questions on the content of the learning modules. If you answer 75% or more correctly, you will attain a completion certificate.

Read each question carefully then select your answer. Press on the submit button, located at the bottom-right of the screen, to confirm your answer and move on to the next question.

You may take this quiz as many times as you want.