REVIEW for COMPETENCY AREA 9:
Academic Instructional Skills in Math, Reading, and Writing

Reading Unit (9.1R/9.2R)

1. A balanced approach to reading instruction involves...
   a. skill-based and phonics instruction
   b. whole language and meaning-based instruction
   c. skill-based and meaning-based instruction
   d. none of the above

2. As a paraprofessional it is important to have an understanding of reading readiness skills so that you can:
   a. better understand where an individual student is on the reading continuum
   b. assess an individual students’ aptitude in reading
   c. be aware of a potential reading or learning disability
   d. all of the above

3. Which of the following is NOT a reason to include diverse literature in the reading classroom?
   a. to exercise critical thinking skills of students
   b. to provide predictable language
   c. to engage students in the curriculum
   d. to expose students to new ideas and perspectives

4. If a student can tell you that adding ‘s’ to pot makes spot, she is demonstrating which phonemic awareness skill?
   a. phoneme isolation
   b. phoneme deletion
   c. phoneme substitution
   d. phoneme addition

5. Fluency instruction takes place through...
   a. repeated readings of at level texts
   b. choral readings in a group
   c. modeling by adults
   d. all of the above
   e. a and c only

6. Which of the following is an example of shared reading?
   a. two students reading a book side by side together
   b. a teacher reading a story to the class
   c. a paraprofessional and a student reading together from the same book
   d. all of the above
   e. a and c only

7. Which of the following is an example of higher order thinking skills at practice?
   a. a student alphabetizing the names of the U.S. presidents
   b. a student writing a response to the author from the perspective of the novel’s main character
   c. a student recalling the events from a story
   d. a student separating the pros and cons of an argument
   e. a and c only
   f. b and d only
8. **What is one strategy that helps students develop their comprehension skills?**
   a. choral reading
   b. KWL charts
   c. phonemic awareness instruction
   d. all of the above

9. **Schema refers to:**
   a. the level of understanding a student has regarding a particular concept
   b. the process of decoding unfamiliar words
   c. the literacy level of an individual
   d. the way information is organized in our brain

**Writing Unit (9.1W/9.2W)**

10. **Students’ writing should:**
   a. have an important purpose
   b. be valued by others
   c. function to communicate or foster understanding
   d. all of the above

11. **Venn diagrams, semantic maps, graphic organizers, and word webs are all tools used for what purpose?**
   a. to teach the linguistic relationships between parts of speech
   b. to conceptualize thoughts and information
   c. to organize sequence of events
   d. to demonstrate mastery of a concept

12. **In which of the following writing tasks would a student most likely utilize the writing process?**
   a. science web log
   b. peer dialog journal
   c. descriptive poem
   d. narrative

13. **Give three examples of genres of writing.**

   1. _______________________
   2. _______________________
   3. _______________________

14. **Briefly describe what takes place in each of the following stages of the writing process.**
   
   Prewriting: ______________________________________________________

   Drafting: ______________________________________________________

   Revising: _____________________________________________________

   Editing: ______________________________________________________

   Publishing: ___________________________________________________

15. **In a few sentences, describe how you, as a paraprofessional, can help students gain the skills and tools necessary for becoming independent learners?**
Math Unit (9.1M/9.2M)

16. The main characteristic of the constructivist perspective in math education is:
   a. Teachers need to build up the subject from the bottom.
   b. People learn by building their own knowledge.
   c. Math is one topic built from another.

17. Inquiry-based instruction is based on:
   a. The scaffolding questions in which promotes critical thinking.
   b. The questions in the minds of the students.
   c. The questions generated by centuries of mathematical exploration.

18. Teaching mathematics using collaborative methods:
   a. Makes the instructor’s job simpler.
   b. Can create problems for a class with diverse learning styles.
   c. Increases the involvement of students in the learning process.

19. Lecture-based instructions is good for:
   a. Getting a great deal of information to the class in a short time.
   b. Keeping the students involved in the course work.
   c. Teaching to diverse population.

20. When using tangible items in instruction:
   a. Students should already be familiar with the items.
   b. Students should be given time to familiarize themselves with the items.
   c. The items should not be revealed till the lesson begins.

21. Teaching from a student-centered perspective increases student motivation:
   a. True  b. False

22. A paraprofessional needs to match his or her teaching style to the type of learner:
   a. True  b. False

23. A paraprofessional needs to match his or her teaching style to the type of learner:
   a. True  b. False

24. When using collaborative methods, the paraprofessional needs to get involved with all groups:
   a. True  b. False

Teaching Strategies
Match each teaching strategy with its description. (See top of next page)

25. Algorithm-building in a collaborative setting _____

26. Guided discovery _____

27. Inquiry-based instruction in a one-on-one setting _____

28. Algorithm-building in a one-on-one setting _____

29. Inquiry-based instruction in a collaborative setting _____
Teaching Strategy Descriptions

a. Student-centered approach using scaffolding questions to an individual student.
b. Teacher-centered approach with student practice in small groups.
c. Student-centered, constructivist approach with minimal teacher intervention.
d. Teacher-centered approach with individual student practice.
e. Student-centered approach using scaffolding questions to a group of students.

In the blank provided, write in the word that completes each sentence.

30. The ________________ strategy is difficult to apply because of the lack of teacher involvement.

31. Students have a heightened degree of ownership to their work when involved in a ________________ classroom environment.

32. The ________________ approach is used as a means to disseminate a great deal of information in a short time.

33. Scaffolding questions are the main characteristic of the ________________ approach to education.

34. The ________________ perspective is heavily influenced by the belief that people need to build their own knowledge.

Assessment Unit (9.4MRW)

35. What were the four different types of data collection techniques discussed in the lesson entitled Gathering and Recording Data About Student Performance?

a. ___________________________ b. ___________________________

c. ___________________________ d. ___________________________

36. When doing a naturalistic observation, you enter the classroom with a predetermined plan of what exactly to look for.

a. True  b. False

37. Which of the following statements is FALSE regarding interviews?

a. Interviews can be conducted with individual students or a small group of students.
b. Interviews do not allow you to assess a student’s strengths or needs.
c. Interviews may encourage students to reflect upon their own thinking.
d. Interviewing a student may help to reveal the student’s misinterpretation of the material.

38. Tests are criticized for all but one of the following reasons:

a. They can be used to assess multiple skills all at once.
b. They can create stress on the test-taker.
c. They may promote competition within the classroom.
d. They can be invalid if a student copies answers from another student.
39. In order to be used effectively, portfolios should be designed for a specific purpose.
   a. True  b. False

40. Students’ assessment results should be discussed with __________, but should not be discussed with __________.
   a. your family and friends/appropriate school personnel
   b. appropriate school personnel/your family and friends

**General Instructional Methods Unit (9.1MRW/9.2MRW)**

41. Choose the correct combination of teacher-centered instruction.
   a. Situated learning, direct instruction, reciprocal teaching
   b. Direct instruction, inquiry learning, reciprocal teaching
   c. Direct instruction, assisted learning, reciprocal teaching
   d. Direct instruction, inquiry learning, reciprocal teaching

42. Which statement does NOT describe teacher-centered instruction?
   a. It involves planning for instruction, providing instruction, and evaluating students’ learning, which is similar to a method of lecturing.
   b. The teacher identifies the students’ current level, plans teaching about contents, and provides instruction as planned.
   c. It requires the teacher as appropriate guidance nurturing students’ interests and academic growth according to their abilities.
   d. It conveys new materials and information to a multiple number of students at a time.

43. Which statement most appropriately describes direct instruction?
   a. It is an instructional method based on modeling by a teacher to help students improve their reading comprehension.
   b. The teacher has control over how and what to teach, and students learn materials and information with an appropriate flow.
   c. It is based on a theory that students should be assisted and guided by teachers in attaining knowledge and learning principles in the subject without discovering them on their own.
   d. The teacher initially gives strategies to the students on how to find an issue, break the issue into small pieces, and solve each piece.

44. Choose the correct combination of student-centered instruction.
   a. Inquiry learning, constructivist approach, situated learning.
   b. Assisted learning, situated learning, inquiry learning.
   c. Inquiry learning, situated learning, reciprocal teaching.
   d. Inquiry learning, assisted learning, reciprocal teaching.

45. Which statement most appropriately describes student-centered instruction?
   a. It is a way to provide instruction in a traditional method for mastery of skills.
   b. The teacher identifies the students’ current level, plans teaching about contents, and provides instruction as planned.
   c. It involves planning for instruction, providing instruction, and evaluating students’ learning, which is similar to a method of lecturing.
   d. It helps students take more responsibilities and initiatives and have more creativity in learning effectively than teacher-centered instruction.
46. **Which statement does NOT describe situated learning?**
   a. It relies on the students’ responsibility to learn not only on school’s settings but also real life situations where their learning occurs.
   b. The teacher needs to provide students with assistance which can lead to meaningful, real-life based learning through interaction with them.
   c. It is based on the idea that learning has to be tied to the real situation to make learning more meaningful.
   d. It is based on a theory that students should be assisted and guided by teachers in attaining knowledge and learning principles in the subject without discovering them on their own.

**Instructional Resources Unit (9.3MRW)**

47. **Which of following criteria best describes the reason for a paper-based resource with your students?**
   a. The resource engages students and boosts their morale.
   b. A website recommended using the resource when trying to teach this particular lesson.
   c. The resource best supports the instructional goal of the lesson.
   d. The resource contains pictures and characters students can easily relate to, thus, increasing the students ability to learn the lesson.

48. **Which resource category does not fall under the description of direct instructional support?**
   a. Colleagues/people
   b. Manipulative
   c. Paper-based
   d. Technology-based

49. **Which of the following should you do before looking for books and journals?**
   a. Ask others if they know of any books or journals that address your question.
   b. Perform a broad preliminary search in order to obtain a large amount of books and journals that address your question.
   c. Identify key words that may narrow your search.
   d. Answers a. and c.
   e. Answers b. and c.

50. **Why are colleagues considered one of the most valuable resource tools?**
   a. They may have experienced similar problems to yours.
   b. Their years of experience with similar problems have enabled them to effectively deal with situations.
   c. They may be able to supply concise answers to your questions if approached in a respectful manner with predefined questions.
   d. All of the above.

51. **Choose the most appropriate examples of technology-based resources that can directly support instruction.**
   a. Money, games, calculators, clocks.
   b. TVs, VCRs, computers, communication keyboards
   c. Books, worksheets, flash cards, posters
   d. Professional teachers, co-workers, school psychologists

52. **Manipulative resources are tangible materials that can be moved around.**
   a. True   b. False
53. When using the Internet, it is generally believed that it is difficult to find a wide range of information to assist your needs.
   a. True    b. False

54. Resources that aid in professional development are often essential to help paraprofessionals stay on top of constantly changing demands.
   a. True    b. False

55. Rulers, toy clocks, and building blocks are considered a paper-based resource?
   a. True    b. False

56. Why do we use the different types of instructional resources?

57. What are some of the concerns you should be aware of when creating paper-based resources to facilitate learning?

State Standards Unit (9.6MRW)

58. Which of the following is not a testing standard discussed in this lesson?
   a. High stakes test
   b. Scholastic Assessment Test (SAT)
   c. Minnesota Comprehensive Test (MCT)
   d. Basic Skills Test (BST)

59. Testing standards are used to inform educators about programmatic and structural strengths and weaknesses.
   a. True    b. False

60. Students who fail the Minnesota Comprehensive Test administered in high school are denied their diploma.
   a. True    b. False

61. State testing standards do not affect a student’s grades.
   a. True    b. False

62. What are testing standards and why are they useful?