

TeachME Professional Development

Strategies for Increasing Literacy Among Elementary Students

PART 1

1. A rating of strong evidence by experts refers to consistent evidence that the recommended strategies, programs, or practices improve student outcomes for a wide population of students.

- A. True
 - B. False
-

PART 1

2. Components of the writing process include planning, drafting, revising, editing, evaluating, and:

- A. Arranging
 - B. Outlining
 - C. Modifying
 - D. Sharing
-

PART 1

3. Teachers should use student and peer feedback to guide their instruction and to determine when students are ready to move on to more challenging instruction.

- A. True
 - B. False
-

PART 1

4. Which of the following writing recommendations received a 'strong' level of evidence to support it?

- A. Provide daily time for students to write
- B. Create an engaged community of writers

- C. Teach students to become fluent with handwriting, spelling, sentence, construction, typing and word processing
 - D. Teach students to use the writing process for a variety of purposes
-

PART 1

5. Providing time for writing each day has been shown to be a sufficient strategy to improve writing quality.

- A. True
 - B. False
-

PART 1

6. The panel recommends a minimum of one hour a day devoted to writing for students beginning in 1st grade, and the specific amount of time dedicated to teaching a variety of writing strategies, techniques, and skills appropriate to students' levels should be:

- A. 30 minutes
 - B. 25 minutes
 - C. 20 minutes
 - D. 15 minutes
-

PART 1

7. Writing and content-area instruction should be integrated wherever possible in order to maximize instructional time and give students more writing practice.

- A. True
 - B. False
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PART 1

8. Several studies have examined an approach whereby students receive a variety of concrete goals to help them improve the quality of their writing, known as self-regulated strategy development (SRSD).

- A. True
 - B. False
-

PART 1

9. In which phase of the writing process do students select words and construct sentences that most accurately convey their ideas?

- A. Planning
 - B. Revising
 - C. Editing
 - D. Drafting
-

PART 1

10. Rereading and determining if ideas are clear and if the writing has a definite beginning, middle, and end occurs in the self-monitoring phase.

- A. True
 - B. False
-

PART 1

11. For students who acquire a strategy easily and more quickly than their peers, teachers should consider increasing the complexity of the strategy.

- A. True
 - B. False
-

PART 1

12. Character sketches, nature writing, and brochures usually fall under the writing category of informing, where the intent is to examine previously learned information or to discuss something in vivid details.

- A. True
 - B. False
-

13. State assessments usually ask students to write in three or four genres, which supports spending time on a variety of tasks.

- A. True
 - B. False
-

PART 1

14. The DARE technique encourages students to check their paper to be sure they have:

- A. Developed their thesis
 - B. Addressed characters and stories
 - C. Reacted to various points of view
 - D. Evaluated the sequence of events
-

PART 1

15. When basic writing skills become relatively effortless for students, they can focus less on these skills and more on:

- A. Adding interesting concepts to their writing
 - B. Gathering additional information and ideas
 - C. Telling the story from a difficult point of view
 - D. Developing and communicating their ideas
-

PART 1

16. With early writers, a comfortable pencil grip is necessary in order to avoid fatigue, which can discourage students from writing.

- A. True
 - B. False
-

PART 1

17. Since handwriting is a motor skill, it works best to practice in multiple sessions where students try writing a specific letter 10-12 times before moving on to another activity.

- A. True
 - B. False
-

PART 1

18. Understanding the meaning of the parts of words happens with which spelling skill?

- A. Phonological awareness
 - B. Grouping phonics
 - C. Morphological spelling
 - D. Sequencing
-

PART 1

19. Teachers should explicitly demonstrate how sentence construction and sentence mechanics, such as punctuation and capitalization, interact to form strong sentences.

- A. True
 - B. False
-

PART 1

20. Research indicates that the most appropriate time to introduce typing to students is in 2nd grade.

- A. True
 - B. False
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PART 1

21. In a supportive writing environment, teachers participate as writers, not simply instructors, to demonstrate the importance of writing.

- A. True
 - B. False
-

PART 1

22. A prompt should inspire students to write while ensuring that students practice writing skills aligned with:

- A. The school's language arts standards
 - B. The teachers instructional purpose
 - C. Fluency, meaning, and style requirements
 - D. Effective interventions and practices
-

PART 1

23. For 5th and 6th graders, an explanatory paper should be written in the first person whenever possible and should identify and explain its purpose and expectations.

- A. True
 - B. False
-

PART 1

24. When students provide written feedback and assessment to peers, their comments and observations may enhance their understanding of their own writing.

- A. True
 - B. False
-

PART 2

25. What are the best types of books to surround children with as they develop in their literacy journey?

- A. All kinds, from as many genres as possible
 - B. The classics
 - C. Books written in the last ten years
 - D. Only books within one grade level of a student's ability
-

PART 2

26. Professional development for teachers will help drive the literacy capacity of the entire school. Which of the following statements most correctly supports this statement?

- A. Teachers who have more training will be less fearless of being experimental with teaching techniques
 - B. Teachers who know instructive techniques based on the latest research of pediatric development can best help children grow
 - C. Children respect teachers who have terminal degrees
 - D. Professional development helps teachers work together more effectively
-

PART 2

27. Why are good assessment data analysis practices necessary for improving literacy education at your school?

- A. Reporting accurate data will help make connections between learning and outcomes
 - B. Data helps improve problem solving at the administrative level
 - C. Data from assessments should inform future pedagogy
 - D. Analyzing data helps teachers grow in their own skills which in turn enhances student literacy
-

PART 2

28. Your school's science teacher is asking why there are literacy requirements for her subjects. What do you tell her?

- A. Literacy skills are critical for reading scientific symbols and diagrams
 - B. That it's important for students to see practical applications of literacy outside literature class
 - C. Understanding literacy builds on mental discipline and reasoning skills, which are required in advanced science courses
 - D. Teaching literacy strategies in science courses helps increase interest in STEM subjects
-

PART 2

29. While humans have been using oral language techniques for over 60,000 years (according to some estimations), we've only been reading and writing for a very small percentage of that time. How long, approximately, have humans been reading and writing?

- A. 1,000 years
 - B. 3,000 years
 - C. 5,000 years
 - D. 7,000 years
-

PART 2

30. Which of these processes comes second, developmentally speaking?

- A. Ability to process visual and auditory stimuli
 - B. Auditory Comprehension
 - C. Reading Comprehension
 - D. Writing Abilities
-

PART 2

31. What is the step in numeracy development that comes latest for most students of the following?

- A. Quantity recognition
 - B. Familiarity with number words
 - C. Awareness of conservation of quantity
 - D. Awareness of cardinality
-

PART 2

32. What is the benefit of a universal literacy screening process at the beginning of school?

- A. Identifying children who may need increased literacy support
 - B. Obtaining more data about the overall student body
 - C. Identifying students to place in the gifted program
 - D. Determining how successful previous interventions have been
-

PART 2

33. One of your students seems to struggle with a basic reading comprehension assignment. What would you do next?

- A. Help the student focus on vocabulary and context clues
 - B. See if the student needs help bolstering their decoding skills before moving on to comprehension
 - C. Help the student connect the reading to another text or another experience
 - D. Encourage the student to visualize and make predictions about the reading
-

PART 2

34. Researchers have found, through years of observation watching young learners rewire their brains, that there are two variables which - above, perhaps, many others - contribute most directly to strengthening the neural pathways which eventually transform struggling readers into strong ones. These two variables are

- A. Constant practice and strategic instruction
 - B. Nature and nurture
 - C. Level of background knowledge and motivation
 - D. The enhancement of phonological awareness and word recognition
-

PART 2

35. What is the first part of the brain to light up when you see an object of interest?

- A. The left hemisphere
 - B. The letterbox
 - C. The amygdala
 - D. The visual cortex
-

PART 2

36. Which of these is NOT an integral component of early childhood literacy instruction?

- A. Decoding
 - B. Recognizing reading patterns and symbols
 - C. Comprehension
 - D. Oral language skills
-

PART 2

37. Decoding can be broken down into four subsets of skills. Which one of these is NOT an example of a decoding skill?

- A. phonological awareness
 - B. phonics and word recognition
 - C. basic memorization
 - D. print concepts
-

PART 2

38. If you want to get more involved in helping your school tackle literacy education for your students, what's the first thing that you need to focus on before doing anything else to see the largest possible benefit?

- A. Get your entire school's population on board
 - B. Ensure that you have the proper resources
 - C. Conduct pertinent research
 - D. Set an example by helping one struggling student
-

PART 2

39. Persons with low literacy enjoy fewer job opportunities than their peers. Why is this most likely the case?

- A. Persons with low literacy have less confidence, which is reflected in the workforce
 - B. Persons with low literacy have a harder time retaining and communicating information effectively
 - C. Those with lower literacy are less likely to seek training opportunities
 - D. Poor literacy impacts critical thinking and social skills
-

PART 2

40. One of a school's initiatives needs to be to help struggling students overcome barriers to literacy. Which of these common barriers to a family's literacy can a school most directly assist with?

- A. Language barriers
 - B. Poor nutrition and hunger
 - C. Their anxiety about the process of learning literacy
 - D. Their access to easily-digestible, practical resources
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