**Learning Strategies Knowledge Checks**

Correct answers are highlighted

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# Community Building Series

True or false

Use of the Community Building Series ensures that all students feel safe and become involved in the classroom community so that learning and performance are enhanced.

True     False

Which program of the Community Building Series promotes self-management in the classroom?

1. Focusing Together
2. Taking Notes Together
3. Talking Together
4. Organizing Together

Which program would you use to increase student participation in the classroom community?

1. Talking Together
2. Following Instructions Together
3. Focusing Together
4. Organizing Together

The Following Instructions Together program would be used to teach students how to record information quickly and succinctly during lectures, reading assignments, and videotapes.

True     False

Which program would you use with students who have difficulty focusing on the directions of a task?

1. Focusing Together
2. Talking Together
3. Taking Notes Together
4. Following Instructions Together

Which program provides a framework for teachers to use to deliver information when they want students to take notes?

1. Taking Notes Together
2. Talking Together
3. Focusing Together
4. Following Instructions Together

The lesson scripts are examples only and are not intended to be read verbatim or memorized. What is a necessary factor of the script content?

1. Vocabulary and analogies must be used as written.
2. Integrity of the content must be maintained.
3. Unrealistic examples should be created.

Classes are becoming increasingly more diverse and students with different languages, cultural backgrounds, and levels of preparedness challenge the teacher to meet all needs in the classroom. The Community Building Series provides an avenue for teaching students how to (select all that apply)...

1. feel a sense of connectedness to education and the school.
2. enable all students to become meaningful members of the school community.
3. comprehend complex text.
4. help other students and work together.

While some students can work independently, productively and collaboratively, follow directions, take notes, and are organized, many cannot. The Strategic Instruction Model – Learning Strategies Curriculum provides explicit instruction in these areas through...

1. Fundamentals of Paraphrasing and Summarizing Strategy
2. Cooperative Thinking Series
3. Community Building Series
4. Word Identification Strategy

You can be assured to obtain results similar to those described in the research summaries for each of the programs if you...

1. Follow the instructions and create the conditions described in the manuals.
2. Conduct your own research study to determine which lessons are best for students.
3. Ignore implementing the program with fidelity.
4. Pick and choose the elements of a program you determine most necessary for your students.

# Cooperative Thinking

"Learning Community" in the Cooperative Thinking Series is defined as

1. a group of people in the same generation
2. a group of people who set goals
3. a group of people who like each other
4. a group of people who share learning as a common goal

In a learning community, each member feels responsible for

1. working hard to achieve personal growth
2. working hard to help other team members grow, develop and learn
3. working hard to improve the school's grade
4. Both A and B

The Five Social Skills are:

1. Set goals, cope with situations, offer suggestions, regroup, enter quietly
2. Share nicely, cooperate with others, offer compliments, recommend suggestions, and exercise your mind
3. Share ideas, compliment others, offer help or encouragement, recommend changes nicely, and exercise self-control
4. Set goals, cooperate with others, opt for positive statements, relax and exercise changes

What is the mnemonic for the "body language" steps in SCORE?

1. SCRIBE
2. SEE
3. PENS
4. RAP

When teaching SCORE, what is the rationale given to students for using social skills?

1. People will like you
2. People will listen to what you say
3. You will feel good because you'll have friends
4. All of the above

The purpose of the LEARN strategy is to:

1. Teach specific body language skills
2. Teach students to identify important information in textbooks
3. Teach students to systematically solve problems in different content areas
4. Teach students to work together and solve a controversial issue

The purpose of the BUILD strategy is to:

1. Teach students to work together and resolve a controversial issue
2. Teach students to systematically solve problems in different content areas
3. Teach specific body language skills
4. Teach students to identify important information in textbooks

Which skills are the prerequisites for each of the Cooperative Thinking Strategies?

1. The TEAM Skills
2. The BUILD Skills
3. The SCORE Skills
4. The THINK Skills

What is the analogy used in the Teamwork strategy?

1. a debate team
2. a soccer team
3. a basketball team
4. a pit crew

True or false

One of the responsibilities of the Coach in the LEARN Strategy is to keep track of which questions their partner gets correct and which they get wrong.

True     False

# Essay Test Taking

When selecting students for the strategy, consider:

1. Students who can write complete sentences.
2. Students who cannot write complete sentences.
3. Students who lack basic grammar and punctuation skills.
4. Students who are comfortable with essay tests.

The purpose of teaching the Essay Test Taking Strategy to students is:

1. To improve reading fluency of essay prompts.
2. To promote a feeling of confidence with regard to taking essay tests.
3. To make the student active in attacking an essay test so they paraphrase answers well.
4. To enable students to talk to other students to promote positive attitudes while taking tests.

The “A” Step in the strategy cues the student to:

1. Activate your thinking
2. Analyze the action words
3. Ask, “What are the directions telling me to do?”
4. Answer the question

The “R” step in the strategy cues the student to:

1. Review your answer
2. Review the question
3. Restate your answer
4. Rephrase the question

The “N” step in the strategy cues the student to:

1. Note the words
2. Notice Key Requirements
3. Notice the details
4. Never give up

The “S” step in the strategy cues the student to:

1. Set up a paragraph
2. Set up an outline
3. Say Affirmations
4. Set up the paper

The sub strategy for Step 2 is:

1. ASK IT
2. SCORE
3. SCAN
4. RAP

What factors make for “good” feedback?

1. positive, corrective, quick, individual
2. inspiring, quick, independent, before the next practice
3. positive, corrective, individual, before the next practice
4. inspiring, corrective, appropriate, individual

The Scan and Mark step cues the student to:

1. Allot time to read the directions once, and underline the topic twice
2. Allot time and order to the questions
3. Underline key action words once, and underline the requirements twice
4. Underline the topic with one underline only

It is strongly recommended that students have had the following strategy as a prerequisite to the Essay Test Taking Strategy:

1. The Self-Questioning Strategy
2. The Sentence Writing Strategy
3. The Test-taking Strategy
4. The Theme Writing Strategy

# Focusing Together

True or false

The purpose of the SLANT Strategy is to help teachers manage student behavior in their classrooms.

True     False

The purpose of the Model Stage is to:

1. determine whether the students have mastered the use of the strategy.
2. ensure students' comprehension and automatic recall of the strategy steps.
3. demonstrate for students all of the behaviors (cognitive, verbal, and physical) involved in performing the strategy.
4. ensure that students understand the benefits of using the strategy and what each step cues them to do.

True or false

The list of classroom expectations in the Focusing Together strategy was developed and validated based on classroom expectations that students in grades 3 through 8 deemed important.

True     False

True or false

The Focusing Together Program is aligned to the principals of Positive Behavior Support.

True     False

**Question 5**

Matching

Situation: Bill and Sue were in P.E. They were running laps around the track. Bill accidentally tripped Sue, and she fell down. Bill stopped running when he saw Sue fall. He helped her up and told her he was sorry. Sue smiled and thanked Bill for helping her. Bill and Sue rejoined the others and received credit for finishing their laps.

Match the following parts of the E+B+C = Power Formula

|  |  |  |  |
| --- | --- | --- | --- |
| 3 | Bill accidentally tripped Sue, causing her to fall. | 1 | Consequence |
| 2 | Bill helped Sue and apologized. | 2 | Behavior |
| 1 | Bill and Sue rejoined the others and received credit for finishing their laps. | 3 | Event |

The "F" in FOCUS stands for...

1. Fix the answer
2. Find the letter
3. Free your mind of distractions
4. Face the teacher

The "U" in FOCUS stands for...

1. Understand instructions
2. Use a dictionary
3. Use help wisely
4. Use good manners

The "S" in the FOCUS stands for...

1. Start your work
2. Supervise yourself
3. Say the strategy
4. See the teacher

Identify each of the four things students must do in the "U" step of FOCUS.

* Ask at the right time
* Answer questions
* Think before asking for help
* Know what to say
* Take a break
* Stay in your seat all day
* Signal and work while waiting

The "O" in FOCUS stands for..

1. Order the numbers
2. Odd man out
3. Organize your locker
4. Organize yourself

# Fundamentals in the Sentence Writing

What pre-requisite skills do students have to have in order to benefit from instruction in the Fundamentals in Sentence Writing Strategy?

1. Must be able to read aloud and write words.
2. Must be able to spell and write enough words such that a sentence can be deciphered.
3. Must be able to use the computer to type a sentence that can be deciphered.

For which sentence type does this strategy provide instruction?

1. Compound-complex sentences
2. Compound sentences
3. Simple sentences
4. Complex sentences

What is the mnemonic device for remembering the steps for writing a sentence?

1. MARK
2. PENS
3. PENS and MARK
4. None of the these

What constitutes a complete verb?

1. Adverb + main verb
2. Helping verb + main verb
3. State-of-being verb + main verb
4. Prepositional phrase + main verb

What is the sub-mnemonic device for remembering what to do when Searching and Checking a sentence?

1. MARK
2. PENS
3. PENS and MARK
4. None of these

What are the four types of simple sentences?

1. SSVV, SV, SSV, I,CI
2. SSVV, SVV, SSSV, SV
3. SSSVV, SV, SSVVV, SSV
4. SV, SSV, SVV, SSVV

The five requirements of a complete sentence include:

1. A first letter capital, formula, subject, verb, makes sense, and end punctuation
2. Formula, subject, verb, makes sense, and a preposition
3. A first letter capital, subject, verb, and end punctuation
4. A first letter capital, subject, verb, makes sense, and end punctuation

What is the subject of a sentence?

1. The action of the sentence.
2. The adjective, the verb, and the person, place, thing, quality or idea that the sentence is about.
3. The person, place, thing, quality, or teacher that the sentence is about.
4. The person, place, thing, quality, or idea that the sentence is about.

A verb shows

1. the action and the helping verbs of the subject of the sentence.
2. only the action of the subject of the sentence.
3. the state-of-being of the subject of the sentence.
4. the action or state-of-being of the subject of the sentence.

What are the two types of action verbs?

1. Mind actions and body actions
2. Body actions and helping verbs
3. Mind actions and state-of-being verbs
4. State-of-being and helping verbs

Why are infinitives considered imposters?

1. They could be confusing and incorrectly selected as the verb of the sentence.
2. They could be confused as the adjective of the sentence.
3. They could be confused as the preposition of the sentence.
4. They could be confusing and incorrectly selected as the subject of the sentence.

Why are prepositional phrases considered imposters?

1. They could be confused as the preposition of the sentence.
2. They could be confusing and incorrectly selected as the subject of the sentence
3. They could be confusing and incorrectly selected as the verb of the sentence.
4. They could be confused as the adjective of the sentence.

What part of speech are the words that add information about the action called?

1. Preposition
2. Adjective
3. Adverb
4. Verb

What question is asked to Root out the Subject?

1. Who or why \_\_\_\_\_\_\_\_\_\_?
2. Who or how \_\_\_\_\_\_\_\_\_\_?
3. Who or when \_\_\_\_\_\_\_\_\_?
4. Who or what \_\_\_\_\_\_\_\_\_\_?

What mnemonic device can be used to assist students in learning the 23 helping verbs?

1. MARK
2. PENS
3. PENS and MARK
4. CHAD B SWIM

# Fundamentals in the Theme Writing Strategy

# Fundamentals of Paraphrasing and Summarizing

What are the purposes of the Fundamentals of the Paraphrasing and Summarizing Strategy?

1. Put information in your own words and generalize this skill to standardized tests
2. Put the information in your own words
3. Put information in your own words, find the main idea and details in paragraphs, and generalize the skills to standardized tests
4. Find the main idea and details in paragraphs

Students who are selected to participate in this strategy should

1. be able to decode enough words to remember synonyms for words
2. have some knowledge of vocabulary and be able to find synonyms for words
3. have some knowledge of vocabulary and be able to decode words at the fourth-grade level
4. be able to use vocabulary to summarize what they have read

The instructional methods for each lesson provide for scaffolded practice by ensuring:

1. the practice items get easier as the student progresses through the Learning Sheets.
2. students watch the teacher, share with each other, and practice independently.
3. the teacher works with each student individually to meet mastery levels.
4. None of the above

What specific basic skills do students master BEFORE learning how to tackle paraphrasing of paragraphs?

1. Paraphrasing of phrases and single sentences
2. Paraphrasing of phrases
3. Paraphrasing of individual words
4. Paraphrasing of individual words, phrases and single sentences

To paraphrase individual words, students must:

1. Put the word in a sentence, think of a synonym for the word, and write down the synonym.
2. Read the word, put the word in a sentence, think of a synonym for the word, say the sentence with the synonym to make sure it means the same.
3. Put the word in a sentence and think of a synonym for the word.
4. Read the word, think of a synonym for the word, and say a sentence using the word.

What is a phrase?

1. A small group of words that has meaning
2. Small groups of words that make up sentences
3. A small group of words
4. Small groups of words that make up sentences and have end punctuation

What is a sentence?

1. A group of words with 1st letter capital, end punctuation, and makes sense.
2. A group of words with a subject and a verb that makes sense.
3. A small group of words that has meaning
4. A group of words with a subject, verb, 1st letter capitalized, end punctuation, and makes sense

What is the first step to paraphrasing a single sentence?

1. Paraphrase the phrases within the sentence.
2. Divide the sentences into phrases.
3. Divide the phrases into individual words.
4. Summarize the whole sentence before doing anything else.

The topic of a paragraph is:

1. Sometimes found in the title or is frequently located in the first or second sentence of a paragraph.
2. Sometimes repeated throughout a paragraph.
3. The one or two words that tell what the paragraph is about.
4. All of the above.

The Main idea is:

1. The big idea that the paragraph is about.
2. A general statement that summarizes all the information in the paragraph.
3. All of the above.
4. None of the above.

To find the main idea in a paragraph, ask:

1. "What does this paragraph tell me about (the topic)?"
2. "What does the paragraph tell me about the (main idea)?"
3. "What is a piece of information that is related to the main idea?"
4. "What information in this paragraph tells me more about the main idea?"

A detail is:

1. A statement that provides specific information about the main idea and topic.
2. A piece of information related to the main idea.
3. Both 1 & 2
4. Neither 1 or 2

What do you do when you use the TM-to-D process?

1. Ask what the paragraph is about and then find one piece of information related to the MAIN IDEA.
2. Ask, “What information in this paragraph tells me more about the MAIN IDEA?”
3. Find the DETAILS in the paragraph and put them into your own words
4. Find the TOPIC first, then find the MAIN IDEA, and lastly find the DETAILS

What do you do when you use the D-to-MT process?

1. Find the DETAILS first, then find the MAIN IDEA, and lastly find the TOPIC
2. Find the DETAILS in the paragraph and put them into your own words
3. Ask, “What information in this paragraph tells me more about the MAIN IDEA?”
4. Ask what the paragraph is about and then find one piece of information related to the MAIN IDEA.

Integration and Generalization requires students to:

1. Comprehend what they read by paraphrasing paragraphs.
2. Summarize everything they read.
3. Use the questions to paraphrase the main idea of paragraphs.
4. Use the TM-to-D and D-to-MT processes flexibly to paraphrase and summarize topic, main idea, and details in a series of paragraphs in any setting, whenever needed.

# Inference

The overriding goal associated with the Learning Strategies Curriculum is...

1. To enable students and teachers to learn skills and content
2. To enable students to learn skills and content and to perform tasks independently
3. To enable teachers to learn skills and content
4. To create a learning environment where students can be successful

In which instructional strand of the Learning Strategies Curriculum is the Inference Strategy?

1. Expression and Demonstration of Competence Strand
2. Storage Strand
3. Verbal Practice
4. Acquisition Strand

When selecting students for instruction in the Inference Strategy, it is best practice...

1. to teach the Word Identification Strategy first.
2. for students to be reading and decoding words at least at the fourth grade level.
3. for students to know how to find key words in comprehension questions.
4. to be sure that the students want to learn the strategy.

Which stage of the Instructional Sequence is used to determine students' current skill level?

1. Stage 1: Pretest
2. Stage 4: Verbal Practice
3. Stage 7: Posttest
4. Stage 8: Generalization

Which stage of the Instructional Sequence is frequently overlooked but necessary to measure the degree to which students can use the strategy in the "real" world and maintain their use of the strategy over time?

1. Stage 1: Pretest
2. Stage 5: Controlled Practice and Feedback
3. Stage 6: Advanced Practice and Feedback
4. Stage 8: Generalization

In which stages of the Instructional Sequence are the students provided rationale, benefits, expected results, resource requirements, a description of the five steps and question types, demonstration of the steps, and guided practice of the strategy?

1. Stages 1 & 2 (Pretest and Describe)
2. Stages 4 & 5 (Verbal Practice and Controlled Practice and Feedback)
3. Stages 2 & 3 (Describe and Model)
4. Stages 3 & 4 (Model and Verbal Practice)

Which stage of the Instructional Sequence is used to be certain that students can explain and name the strategy steps at an automatic level?

1. Stage 1: Pretest
2. Stage 2: Describe
3. Stage 3: Model
4. Stage 4: Verbal Practice

The investment of your time and energy in providing strategy instruction to students is most likely to have a significant impact on those students’ lives only if you require

1. that they reach the mastery levels indicated at each stage of the Instructional Sequence.
2. that they finish all of the work given.
3. that they work hard to memorize all the information provided during the describe and model stages of the Instructional Sequence.

What are the two major types of questions?

1. Big Picture questions and Prediction questions.
2. Factual questions and Prediction questions.
3. Factual questions and "Think and Seek" questions.

What are the three types of "Think and Seek" questions?

1. Big Picture, Prediction, and Factual
2. Big Picture, Prediction, and Clarifying
3. Big Picture, Clarifying and Factual

What does "Find the Clues" mean?

1. Read the passage while looking for highlighted, italicized, or bold printed words and underline them.
2. Read the passage while looking for clues that are directly related to the questions and answers.
3. Read the passage while looking for who, what, when, where, why words in the question.

What are the steps of the mnemonic device “INFER”?

1. Interact with the questions and passage, Note what you know, Find the clues, Explore any supporting details, Review your work.
2. Interact with the questions and passage, Note what you know, Find the clues, Explore any supporting details, Return to the question.
3. Interact with the title and passage, Note what you know, Find the clues, Explore any supporting details, Review your work.

What does “Interact with the questions and passage” mean?

1. Look over the passage, read the title, and read the questions and answer choices.
2. Answer the questions by guessing based on clues.
3. Remember what you know and write a code letter next to the question.

LINCs Vocabulary

True or false

The purpose of the LINCs Vocabulary Strategy is to give students a new way to learn and remember the meaning of new vocabulary words.

True     False

The LINCS Steps help the student to....

1. draw a picture of the vocabulary word.
2. remember the steps to create study cards for memorizing vocabulary words.
3. link new information to their background knowledge.
4. enter the study information into Quizlet.

An effective reminding word may **not**

1. be a nonsense word
2. be a word that sounds like the ending of the new word.
3. be a word that sounds like the beginning of the new word.
4. be a word the student already knows.

True or false

An effective LINCing Story always includes the reminding word, links the reminding word to the meaning of the new word, and is short and simple.

True     False

True or false

Students need to know how to pronounce the new word in order to create a reminding word.

True     False

True or false

Students have mastered the advance practice stage when they can independently apply the LINCs strategy to at least 70% of the words in an assignment.

True     False

True or false

Use LINCS to remember the five key events that started the Great Depression.

True     False

Students should master all of the following before going on to stage 5 (Controlled Practice & Feedback) except:

1. State why each step in LINCS is important.
2. Explain how the strategy can benefit them.
3. Develop a LINCing card for a new word.
4. State what each step of the strategy cues them to do.

# Listening & Note-taking Strategy

In which instructional strand of the Learning Strategies Curriculum would you find Listening and Note-taking?

1. Note-taking
2. Storage
3. Acquisition
4. Expression and Demonstration of Competence

Listening and Note-taking Strategy is comprised of the following sub-strategies:

1. NOTeS & GRADE
2. GRADE & SCORE
3. PENS & MARK
4. PENS & CUES

The "metacognitive moment" prompts in Listening and Note-taking is critical to:

1. Engage students in discussion and how to think more deeply about what they have learned
2. Pairing students up to discuss what they have learned
3. Make sure students are behaving during the instructional process
4. Helping students cram for exams

The Listening and Note-Taking Strategy teaches students to:

1. Identify important information during a lecture
2. Write quickly while listening to a lecture
3. Sort main ideas and details as they write
4. Study information so they can earn the best test grades possible
5. All of the above

Which of the following are examples of mannerism cues?

1. Writing or underlining information on the board
2. Gesturing
3. Pausing before beginning a new main idea
4. All of the above

These are cues that help the listener understand the order, sequence, or relationship of material in a lecture:

1. Organizational Cues
2. Emphasis Cues
3. Mannerism Cues

"First", "second", "third", and "first of all" are all examples of the following types of cues:

1. Introductory
2. Emphasis
3. Summarizing
4. Sequential

Which of the following is NOT one of the main types of diagrams in Listening and Note-taking?

1. Compare and contrast
2. Bubble Map
3. Sequential
4. Descriptive

Developing diagrams is important because:

1. They keep the learner on task
2. They catch your eye
3. Information is learned at a much deeper level

An instructional target for students during guided practice for each lesson:

1. 80% of class recording 80% of skill
2. 70% of class recording 70% of skill
3. 90% of class recording 90% of skill

# Main Idea Strategy

True or false

The Main Idea Strategy is a program for teaching students decoding and/or word attack skills and using this program will improve those skills.

True     False

When a student completes a pre test, controlled practice activity, or post test, they need to...

1. paraphrase the main idea
2. cross out the clarifying details
3. highlight at least two essential details
4. All of the Above

Matching

Determine the steps of the Main Idea Strategy

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 5 | Infer the Main Idea |  | 2 | Step 2 |
| 1 | Make the Topic Known |  | 5 | Step 5 |
| 2 | Accent at least two essential details |  | 4 | Step 4 |
| 4 | Notice how the Essential Details are related |  | 3 | Step 3 |
| 3 | Ink out the Clarifying Details |  | 1 | Step 1 |

Begin the controlled practice activities using passages that are...

1. slightly below current reading performance level
2. above grade level
3. at grade level
4. difficult for the students to understand

If students do not reach mastery on a controlled practice activity,

1. use an additional passage written at the same reading level
2. move to a higher reading level
3. stop all instruction of the strategy
4. post-test the student

True or false

You can skip Lesson 5: Demonstrating Use of the Strategy if you are not prepared or feel uncomfortable with the lesson.

True     False

Essential details...

1. provide critical, key, or fundamental information about the topic
2. do not help determine the topic
3. represent the "fluff" in a paragraph
4. are not needed to understand the main idea

Clarifying details...

1. provide further elaboration or explanation of essential details
2. represent the more important "stuff" in a paragraph
3. used to infer the main idea
4. are needed for understanding the main idea

True or false

Lesson 6, Verbally Practicing the Strategy requires the student to orally recall the steps of the Main Idea Strategy, define critical definitions, and explain characteristics of a good paraphrase.

True     False

What makes a good paraphrase?

1. Must be specific, clear and not a definition/statement about the topic
2. Must be totally accurate and include all the important information
3. Must have differently worded information and contain useful and relevant information
4. All of the Above

# Paired Associates

The overriding goal associated with the Learning Strategies Curriculum is...

1. To create a learning environment where students can be successful
2. To enable students to learn skills and content and to perform tasks independently
3. To enable students and teachers to learn skills and content
4. To enable teachers to learn skills and content

In which stages of the instructional sequence are the students provided rationale, benefits, expected results, resource requirements, a description of the five steps and clue types, as well as a demonstration of the steps of the strategy?

1. Stages 1 & 2 (Pretest and Describe)
2. Stages 2 & 3 (Describe and Model)
3. Stages 3 & 4 (Model and Verbal Practice)
4. Stages 4 & 5 (Verbal Practice and Controlled Practice & Feedback

Which stage of the instructional sequence is used to be certain that students can explain and name the strategy steps at an automatic level?

1. Stage 1 (Pretest)
2. Stage 2 (Describe)
3. Stage 3 (Model)
4. Stage 4 (Verbal Practice)

The investment of your time and energy in providing strategy instruction to students is most likely to have a significant impact on those students' lives only if you require:

1. that they finish all of the work given
2. that they work hard to memorize all the information provided during the describe and model stages of the instructional sequence
3. that they reach the mastery levels indicated at each stage of the instructional sequence
4. that they listen and take notes in class, so they can study

Which stage of the instructional sequence is frequently overlooked but necessary to measure the degree to which students can use the strategy in the "real" world and maintain their use of the strategy over time?

1. Stage 1 (Pretest)
2. Stage 5 (Controlled Practice and Feedback)
3. Stage 6 (Advanced Practice and Feedback)
4. Stage 8 (Generalization)

Which stage of the instructional sequence is used to determine students' current skill level?

1. Stage 1 (Pretest)
2. Stage 4 (Verbal Practice)
3. Stage 7 (Post test)
4. Stage 8 (Generalization)

In which instructional strand of the Learning Strategies Curriculum is the Paired Associates Strategy?

1. Expression and Demonstration of Competence Strand
2. Acquisition Strand
3. Storage Strand
4. Verbal Practice

What does step 1 "Pick a Clue" cue the learner to do?

1. to use a variety of clues to identify important information
2. to create a mnemonic device using the CRAM steps
3. to write questions about the identified information on the study card
4. to write an identified pair or trio of information on the study card

What does step 2 "Arrange the items" cue the learner to do?

1. to write questions about the identified information on the study card
2. to write an identified pair or trio of information on the study card
3. to create a mnemonic device using the CRAM steps
4. to use a variety of clues to identify important information

What does step 3 "Identify the Questions" cue the learner to do?

1. to write an identified pair or trio of information on the study card
2. to use a variety of clues to identify important information
3. to write questions about the identified information on the study card
4. to create a mnemonic device using the CRAM steps

What does step 4 "Recast the information using CRAM" cue the learner to do?

1. to write an identified pair or trio of information on the study card
2. to create a mnemonic device
3. to write questions about the identified information on the study card
4. to use a variety of clues to identify important information

What does step 5 "Self-test" cue the learner to do?

1. to master the information
2. to use a variety of clues to identify important information
3. to write questions about the identified information on the study card
4. to write an identified pair or trio of information on the study card

The Paired Associates Strategy provides students with an organized way to:

1. independently approach information that needs to be mastered
2. actively manipulate information and put it in a form to be remembered
3. actively interact with content information
4. all of the above

The CRAM steps of the strategy:

1. cue the students to take notes on content information
2. cue the students to make predictions using content information
3. cue the students to study content information
4. cue the students to create ways to recall information through the use of mnemonic devices

To demonstrate generalization, a student would:

1. score 90% or better on the controlled practice activities
2. utilize the strategy to create study cards in content area classes and use it in other areas of their lives
3. achieve mastery on the Verbal Practice quiz
4. use CRAM to create mnemonic devices on the advanced practice activities

# Paragraph Writing Strategy

The Paragraph Writing Strategy is

1. a Starter Strategy and does not require the teacher to follow the eight Stages of Acquisition.
2. a pre-requisite strategy for students to learn before another strategy.
3. a deep knowledge strategy for learning how to write well-organized paragraphs.
4. Both B & C

The "Scribe" mnemonic device helps students remember the six steps for writing a paragraph. What are the steps?

1. Set up a diagram. Create the title. Reveal the topic. Iron out the details. Bind it together with a clincher. Edit your work.
2. Set up a diagram. Create the title. Reveal the topic. Introduce some details. Bind it together with a clincher. Edit your work.
3. Set up a diagram. Create the title. Reveal the topic. Iron out the details. Bind it together with a clincher. End your work.
4. Set up a diagram. Combine your ideas. Reveal the topic, Iron out the details. Bind it together with a clincher. Edit your work.

Without follow-through with the four phases of the Generalization Stage after students have demonstrated competency,

1. students are likely to become dependent on their cue cards and formula card to write paragraphs.
2. students are likely to have difficulty generalizing the strategy to a variety of settings and maintain use of the strategy over time.
3. students are likely to lose the skills and will never be able to write well-written paragraphs.
4. students will never see a purpose for producing well-written paragraphs.

The purpose of the Paragraph Writing Strategy is to teach students to write well-organized paragraphs which include:

1. Topic, Detail, and Clincher sentences.
2. A consistent point of view and tense throughout.
3. Logically sequenced ideas and appropriate transitions between ideas.
4. All of the above.

During stages 5 and 6, controlled practice, advanced practice, and posttest, feedback is a critical component of the instructional process. What are the characteristics of adequate feedback?

1. Feedback is necessary when students do not meet mastery criteria and should be positive and corrective.
2. Feedback must be positive, corrective, and can be given while the student is completing work.
3. Feedback must be positive, corrective, given after one performance of a strategy and before the next.
4. Feedback is provided to students who score less than 70% and should be positive and corrective.

An overriding instructional goal of learning strategy instruction is to make students active and independent learners and performers. To ensure high student engagement, the Three-Statement Rule should be adhered to. What is this rule?

1. Students may ask three questions of the teacher during the class period.
2. The teacher will not make more than three statements without having a student make a response.
3. The teacher will make three statements that require the students to think about the information.
4. Students answer three questions the teacher has asked before they may ask a question.

Why are setting goals and posting scores on the Progress Charts beneficial?

1. They foster motivation only in students who care about their work.
2. They foster motivation in all students, even those who struggle significantly.
3. They provide a visual representation, so only parents know how their student is progressing in the strategy.
4. They foster motivation and provide students a visual representation of their progress.

When students have mastered topic sentences, they are able to:

1. define and identify complete sentences and independent clauses.
2. define and identify clincher sentences.
3. define and identify general, clueing, and specific topic sentences.
4. define and identify 6 types of topic sentences.

When students have mastered detail sentences, they are able to:

1. define and identify types of transition words to be used in paragraphs.
2. define and identify point-of view options and verb tense options.
3. define and identify steps for writing a paragraph and use the paragraph diagram.
4. all of the above.

When students have mastered clincher sentences, they are able to:

1. define and identify general, clueing and topic sentences.
2. define and identify concluding transitions.
3. both A and B.

# Paraphrasing Strategy

What is/are the purpose(s) of the Paraphrasing Strategy?

1. Find the main idea and details in paragraphs
2. Improve recall of main ideas and specific facts
3. Put information into your own words and generalize this skill to standardized tests

The instructional methods for each lesson provide for scaffolded practice by ensuring

1. that students watch the teacher, share with each other, and practice independently
2. the practice items get easier as the student progresses through the Learning Sheet
3. the teacher works with each student individually to meet mastery levels
4. None of the above

The Paraphrasing Strategy is in which Learning Strategies strand?

1. Expression and Demonstration of Competence
2. Retrieval
3. Storage
4. Acquisition

In stage 5, Controlled Practice and Feedback, students practice the strategy using

1. materials written one year below the student's instructional reading level
2. materials written at any level determined by the teacher
3. materials written at a student's instructional reading level
4. materials written at grade level

In Stage 1, Pretest and Make Commitments, use a passage that is:

1. written 1 year below the student's instructional reading level
2. written at grade level
3. written at a student's instructional reading level
4. written 1 year above grade level

The phase in generalization that is designed to make sure students are using the strategy appropriately is

1. activation
2. maintenance
3. orientation
4. adaptation

Which factor does not provide adequate feedback to students?

1. large group setting
2. positive
3. corrective
4. specific

The mnemonic device for remembering the steps in the Paraphrasing strategy is

1. SING
2. RAP
3. CRAM
4. MEME

The purpose of the "P" step is to

1. pick two details in each paragraph
2. pick questions to help identify the main idea
3. put the information in your own words to make it make sense to you

Which stage ensures that students memorize the key vocabulary and strategy steps with 100% accuracy?

1. generalization
2. model
3. controlled practice
4. verbal practice

Advanced practice requires the student to paraphrase with \_\_\_\_\_ or above accuracy in order to show mastery.

1. 90%
2. 85%
3. 80%
4. 70%

In order to meet mastery in comprehension, students must score at or above \_\_\_\_\_\_\_\_\_\_.

1. 100%
2. 90%
3. 80%
4. 70%

# Possible Selves

Possible Selves is a strategy designed to

1. Increase student motivation
2. Decrease off task behavior
3. Decrease on task behavior
4. Increase reading levels

Students are motivated when they have

1. a goal they find attractive
2. a belief they can attain a goal
3. a plan to attain the goal
4. all of the above

Students complete the questionnaire

1. Before they begin the collage
2. Before they begin the tree activity
3. After they write the mission statement
4. After they set goals

The questionnaire focuses on

1. Hopes
2. Fears
3. Expectations
4. All of the above

Students should fill out the "How am I doing?" form

1. Every day
2. Every semester
3. Every two weeks
4. At the end of the year

# Proficiency in the Sentence Writing

Proficiency in the Sentence Writing Strategy is

1. a Starter Strategy and does not require the teacher to follow the 8 Stages of Acquisition.
2. a deep knowledge strategy for learning four sentence types and requires the teacher to follow the 8 Stages of Acquisition.
3. a pre-requisite strategy for students to learn information for deeper learning in another strategy.
4. both b and c

The “PENS” mnemonic device helps students remember the four steps for writing a sentence. What are the steps?

1. Pick a form to write, Explore words to fit the form, Note the words, Search and Cancel.
2. Pick a formula, Explore words to fit the formula, Note the words, Search and check.
3. Pick a formula, Explore the formulas, Note the words, Search and Check
4. Pick a formula, Explore ways to write a good sentence, Neatly write, Search for verbs.

Proficiency in the Sentence Writing Strategy is in which strand of the Learning Strategies Curriculum.

1. Expression and Demonstration of Competence Strand
2. Acquisition and Storage Strand
3. Storage Strand
4. Acquisition Strand

Without follow-through with the four phases of the Generalization Stage after students have demonstrated competency,

1. students are likely to become dependent on their cue cards and formula card to write sentences.
2. students will never see a purpose for producing well-written sentences.
3. students are likely to have difficulty generalizing the strategy to a variety of settings and maintain use of the strategy over time.
4. students are likely to lose the skills and will never be able to write well-written sentences.

Why must the 8-stage instructional procedure be followed carefully?

1. No research has been conducted regarding this instructional procedure, but it seems to work with low-achieving students.
2. Research has shown that all students learn all strategies using this procedure.
3. Research has shown that 98% of all the low-achieving students who have been taught learning strategies have mastered the strategies using this procedure.
4. Research has shown that low-achieving students can only learn strategies if this procedure is used.

Proficiency in the Sentence Writing Strategy has four parts in which students must reach mastery in one part of instruction before moving to the next. The four parts are

1. Compound sentences, Simple sentences, Complicated sentences, and Compound-Complex sentences.
2. Simple sentences, Compound sentences, Simple-Compound sentences, and Compound-Complex sentences .
3. Simple sentences, Compound sentences, Complex sentences, and Compound-Complex sentences.
4. Compound-Complex sentences, Independent sentences, Complicated sentences, and Simple sentences.

During stages 5 and 6, controlled practice, advanced practice, and posttest, feedback is a critical component of the instructional process. What are the characteristics of adequate feedback?

1. Feedback must be positive, corrective, and can be given while the student is completing work.
2. Feedback is necessary when students do not meet mastery criteria and should be positive and corrective.
3. Feedback is provided to students who score less than 70% and should be positive and corrective.
4. Feedback must be positive, corrective, individual, given after one performance of a strategy and before the next.

An overriding instructional goal of learning strategy instruction is to make students active and independent learners and performers. To ensure high student engagement, the Three-Statement Rule should be adhered to. What is this rule?

1. The teacher will make three statements that will require the students to think about the information.
2. The teacher will make not more than three statements without having a student make a response.
3. Students may answer three questions the teacher has asked before they may ask a question
4. Students may ask three questions of the teacher during the class period.

When students have mastered simple sentences, they are able to

1. define and identify subjects, verbs, and independent clauses, capitalize and end punctuate sentences correctly, and ensure that their sentences make sense.
2. define and identify subjects, verbs, independent clauses and capitalize and punctuate sentences correctly.
3. define and identify subjects and verbs.
4. define and identify subjects, verbs, and independent clauses.

How many different formulas for the four sentences types will students master who complete the four parts of Proficiency in the Sentence Writing Strategy?

1. 12
2. 14
3. 5
4. 4

When students have mastered compound sentences, they are able to

1. use commas and semicolons correctly to join two dependent clauses.
2. use commas correctly to join two dependent clauses.
3. use semicolons correctly to join one independent clause and dependent clause.
4. use commas and semicolons correctly to join two independent clauses.

When students have mastered complex sentences, they are able to

1. define and identify independent and dependent clauses and subordinating conjunctions and arrange the clauses using a comma when necessary.
2. define and identify independent and dependent clauses and subordinating conjunctions.
3. define and identify independent and dependent clauses.
4. define and identify independent and dependent clauses and arrange the clauses without regard to punctuation.

When students have mastered compound-complex sentences, they are able to

1. arrange two independent clauses and two dependent clauses using commas and semicolons correctly.
2. arrange two or more independent clauses and one or more dependent clauses using commas and semicolons correctly.
3. arrange two or more independent clauses and two or more dependent clauses without regard to punctuation.
4. arrange one or more independent clauses and one or more dependent clauses using commas and semicolons correctly.

Students use the Sentence Checklist when writing sentences to ensure

1. a sufficient number of sentences have been written.
2. sentences have correct capitalization and punctuation.
3. sentence variety.
4. sentence variety and sufficient number of sentences.

Why are setting goals and posting scores on the Progress Charts beneficial?

1. They foster only motivation in students who care about their work.
2. They foster motivation and provide students a visual representation of their progress.
3. They provide a visual representation, so only parents know how their student is progressing in the strategy.
4. They foster motivation in all students, even those who struggle significantly.

# Self-Questioning

The overriding goal associated with the Learning Strategies Curriculum is...

1. to enable students to learn skills and content and to perform tasks independently
2. to enable teachers to learn skills and content
3. to enable students and teachers to learn skills and content
4. to create a learning environment where students can be successful

In which stages of the Instructional Sequence are the students provided rationale, benefits, expected results, resource requirements, a description of the five steps and question types, demonstration of the steps, and guided practice of the strategy?

1. Stages 1 & 2 (Pretest and Describe)
2. Stages 2 & 3 (Describe and Model)
3. Stages 3 & 4 (Model and Verbal Practice)
4. Stages 4 & 5 (Verbal Practice and Controlled Practice & Feedback)

Which stage of the Instructional Sequence is used to be certain that students can explain and name the strategy steps at an automatic level?

1. Stage 1 (Pretest)
2. Stage 2 (Describe)
3. Stage 3 (Model)
4. Stage 4 (Verbal Practice)

The investment of your time and energy in providing strategy instruction to students is most likely to have a significant impact on those students' lives only if you require:

1. that they work hard to memorize all the information provided during the describe and model stages of the instructional sequence
2. that they finish all of the work given
3. that they reach the mastery levels indicated at each stage of the instructional sequence
4. that they listen and take notes in class, so they can study

Which stage of the Instructional Sequence is frequently overlooked but necessary to measure the degree to which students can use the strategy in the "real" world and maintain their use of the strategy over time?

1. Stage 1 (Pretest)
2. Stage 5 (Controlled Practice and Feedback)
3. Stage 6 (Advanced Practice and Feedback)
4. Stage 8 (Generalization)

In which instructional strand of the Learning Strategies Curriculum is the Self-Questioning Strategy?

1. Acquisition Strand
2. Storage Strand
3. Verbal Practice
4. Expression and Demonstration of Competence Strand

Which stage of the Instructional Sequence is used to determine students' current skill level?

1. Stage 1 (Pretest)
2. Stage 4 (Verbal Practice)
3. Stage 7 (Post test)
4. Stage 8 (Generalization)

What does step 1, the "A" step cue the learner to do?

1. attend to the clues as he/she reads
2. arrange the answers after reading
3. attend to the topic as he/she reads
4. arrange the questions before reading

What is the mnemonic for the Self-Questioning Strategy?

1. ANSWER-IT
2. PREDICT
3. ASK-IT
4. PREDICT-IT

The Self-Questioning strategy provides an effective and efficient way to markedly improve students' performance by helping them to:

1. create questions in their mind as they read
2. predict the answers to their questions
3. search for answers to their questions as they read the passage
4. all of the above

In step 2 "S", students:

1. generate types of questions
2. talk about the answer
3. say predictions about what the answers will be
4. examine their answers

In step 5, "T", students

1. examine answers
2. clarify predictions
3. tell the predictions
4. talk about the answer

Research on this strategy has shown that:

1. students automatically generalize the Self-Questioning strategy to other settings
2. students' comprehension and retention scores increase in proportion to the time they spend reading engaging literature
3. students master the Self-Questioning strategy in two weeks
4. students' comprehension and retention scores increase in proportion to the quality and quantity of the questions they ask themselves when reading engaging literature

When scoring a student response in the Self-Questioning strategy, score 1 point in the "Questions" column if:

1. a question is stated
2. the question is relevant to the part of the passage just read
3. the question has not already been answered in the passage
4. all of the above

# Test-Taking Strategy

The overriding goal associated with the Learning Strategies Curriculum is...

1. to create a learning environment where students can be successful
2. to enable teachers to learn skills and content
3. to enable students to learn skills and content and to perform tasks independently
4. to enable students and teachers to learn skills and content

In which stages of the Instructional Sequence are the students provided rationale, benefits, expected results, a description of the steps of the strategy, and a demonstration of the steps?

1. Stages 1 & 2 (Pretest and Describe)
2. Stages 2 & 3 (Describe and Model)
3. Stages 3 & 4 (Model and Verbal Practice)
4. Stages 4 & 5 (Verbal Practice and Controlled Practice & Feedback)

Which stage of the instructional sequence is used to be certain that students can explain and name the strategy steps at an automatic level?

1. Stage 1 (Pretest)
2. Stage 2 (Describe)
3. Stage 3 (Model)
4. Stage 4 (Verbal Practice)

What does step 1 "Prepare to succeed" cue the learner to do?

1. write PIRATES on all pages of the test
2. write his/her name on the test
3. write his/her name on all pages of the test and PIRATES on the first page
4. write his/her name and PIRATES on the test

In step 2, "RUN" includes Read, \_\_\_\_\_\_\_\_\_\_\_\_, and Note special requirements

1. Undo the wrong answer
2. Unveil the correct answer
3. Understand the question
4. Underline what to do and where to respond

As an ACE guessing technique, the student will choose:

1. the longest and most interesting answer
2. the most succinct and longest answer
3. the longest and most detailed answer
4. the most succinct answer

What does step 3 ("R") of PIRATES cue the learner to do?

1. inspect, underline, remember
2. read, remember, reduce
3. read, recall, underline
4. remember, underline, affirm

The mnemonic for step 1 under Prepare to succeed is:

1. PASS
2. RUN
3. RUSH
4. ACE

Which of the following is an absolute word?

1. Seldom
2. Usually
3. Most
4. Only

When using the ACE guessing technique, for what types of questions can you avoid absolutes?

1. Essay questions and Fill in the blank questions
2. Fill in the blank questions
3. Multiple Choice and True/False questions
4. Matching questions and True/False questions

What are the sub-steps in the Test-Taking Strategy?

1. PASS, PUNT, and RUN
2. ACE, PASS, and PICK
3. AHOY, MATEY, and ARGH
4. PASS, RUN, and ACE

Which of the following is not a technique provided in the Test-Taking Strategy?

1. how to take control of the testing situation through regular use of self-talk
2. how to make well-informed guesses
3. how to efficiently and effectively memorize vocabulary definitions
4. how to systematically answer and quickly progress through a test by selectively answering or abandoning questions

# Self-Questioning Strategy

The overriding goal associated with the Learning Strategies Curriculum is...

1. to enable teachers to learn skills and content
2. to enable students to learn skills and content and to perform tasks independently
3. To create a learning environment where students can be successful
4. To enable students and teachers to learn skills and content

In which stages of the Instructional Sequence are the students provided rationale, benefits, expected results, resource requirements, a description of the five steps and question types, demonstration of the steps, and guided practice of the strategy?

1. Stages 1 & 2 (Pretest and Describe)
2. Stages 3 & 4 (Model and Verbal Practice)
3. Stages 2 & 3 (Describe and Model)
4. Stages 4 & 5 (Verbal Practice and Controlled Practice & Feedback)

Which stage of the Instructional Sequence is used to be certain that students can explain and name the strategy steps at an automatic level?

1. Stage 1 (Pretest)
2. Stage 2 (Describe)
3. Stage 3 (Model)
4. Stage 4 (Verbal Practice)

The investment of your time and energy in providing strategy instruction to students is most likely to have a significant impact on those students' lives only if you require:

1. that they finish all of the work given
2. that they listen and take notes in class, so they can study
3. that they work hard to memorize all the information provided during the describe and model stages of the instructional sequence
4. that they reach the mastery levels indicated at each stage of the instructional sequence

Which stage of the Instructional Sequence is frequently overlooked but necessary to measure the degree to which students can use the strategy in the "real" world and maintain their use of the strategy over time?

1. Stage 1 (Pretest)
2. Stage 5 (Controlled Practice and Feedback)
3. Stage 6 (Advanced Practice and Feedback)
4. Stage 8 (Generalization)

In which instructional strand of the Learning Strategies Curriculum is the Self-Questioning Strategy?

1. Verbal Practice
2. Storage Strand
3. Acquisition Strand
4. Expression and Demonstration of Competence Strand

Which stage of the Instructional Sequence is used to determine students' current skill level?

1. Stage 1 (Pretest)
2. Stage 4 (Verbal Practice)
3. Stage 7 (Post test)
4. Stage 8 (Generalization)

What does step 1, the "A" step cue the learner to do?

1. arrange the answers after reading
2. attend to the clues as he/she reads
3. attend to the topic as he/she reads
4. arrange the questions before reading

What is the mnemonic for the Self-Questioning Strategy?

1. ANSWER-IT
2. PREDICT-IT
3. ASK-IT
4. PREDICT

The Self-Questioning strategy provides an effective and efficient way to markedly improve students' performance by helping them to:

1. create questions in their mind as they read
2. predict the answers to their questions
3. search for answers to their questions as they read the passage
4. all of the above

In step 2 "S", students:

1. generate types of questions
2. talk about the answer
3. examine their answers
4. say predictions about what the answers will be

In step 5, "T", students

1. examine answers
2. talk about the answer
3. tell the predictions
4. clarify predictions

Research on this strategy has shown that:

1. students' comprehension and retention scores increase in proportion to the time they spend reading engaging literature
2. students master the Self-Questioning strategy in two weeks
3. students' comprehension and retention scores increase in proportion to the quality and quantity of the questions they ask themselves when reading engaging literature
4. students automatically generalize the Self-Questioning strategy to other settings

When scoring a student response in the Self-Questioning strategy, score 1 point in the "Questions" column if:

1. a question is stated
2. the question is relevant to the part of the passage just read
3. the question has not already been answered in the passage
4. all of the above

# Visual Imagery

The overriding goal associated with the Learning Strategies Curriculum is...

1. To enable students and teachers to learn skills and content
2. To create a learning environment in which students can be successful
3. To enable teachers to learn skills and content
4. To enable students to learn skills and content and to perform tasks independently

Which stage of the Instructional Sequence is used to be certain that students can explain and name the strategy steps at an automatic level?

1. Stage 1: Pretest
2. Stage 2: Describe
3. Stage 3: Model
4. Stage 4: Verbal Practice

Which stage of the Instructional Sequence is frequently overlooked by necessary to measure the degree to which students can use the strategy in the "real" world and maintain their use of the strategy over time?

1. Stage 1: Pretest
2. Stage 5: Controlled Practice and Feedback
3. Stage 6: Advanced Practice and Feedback
4. Stage 8: Generalization

Which stage of the Instructional Sequence is used to determine students' current skill level?

1. Stage 1: Pretest
2. Stage 4: Verbal Practice
3. Stage 5: Controlled Practice and Feedback
4. Stage 8: Generalization

What is the mnemonic to help students remember the steps of the Visual Imagery Strategy?

1. SCENE
2. SOAR
3. SCRIBE
4. ASK IT

The Visual Imagery Strategy provides and effective and efficient way to markedly improve student performance by helping them to:

1. Create pictures in their minds as they read and alternate activities (reading, visualizing, reading, visualizing, etc.)
2. Actively interact with the passage rather than passively reading it
3. Maintain a high level of attention during the reading activity by making pictures of the information using images stored in their memories
4. All of the above

In step 4 "Name the Parts" students....

1. Analyze the passage
2. Make predictions
3. Describe the scene and what's happening in the scene
4. Paraphrase the main idea

What is the mastery level for using the Visual Imagery Strategy?

1. 80%
2. 85%
3. 90%
4. 100%

Which of the following is not a requirement for a good image statement?

1. must have new information
2. must include a prediction
3. must be accurate
4. must be a complete statement with a subject and a verb

Which of the following is an example of an affirmation statement?

1. We read to learn new information.
2. I am a good reader when I use the strategies I know.
3. There are five steps to the Visual Imagery Strategy.
4. A scene is a place where everything happens.

# Word Identification

The Word Identification Strategy is part of what SIM Learning Strategies Curriculum Strand?

1. Expression and Demonstration of Competence
2. Acquisition
3. Storage

In order to benefit from the Word Identification Strategy, students should have knowledge of phonics sounds, be able to locate words in a dictionary, and be able to decode at minimally what grade-level text?

1. First
2. Second
3. Third
4. Fourth

True or false

Students that score 89% or lower on the Prefix/Suffix Pre-Test should receive prerequisite instruction on prefixes and suffixes.

True     False

Please select all the rules for the "Rules of Twos and Threes."

* If you can't make sense of the stem after using Rule 1, take off the first letter of the stem and use Rule 1 again.
* If a stem or part of the stem begins with: a vowel, divide off the first two letters or a consonant, divide off the first three letters.
* When two different vowels are together, try making both of the vowel sounds (diet). If this does not work, try pronouncing them together using only one of the vowel sounds (believe).
* If a stem or part of the stem begins with: a vowel, divide off the first three letters or a consonant, divide off the first two letters.
* If you can't make sense of the stem after using Rule 1, take off the last letter of the stem and use Rule 1 again.
* When two different vowels are together, try all the vowel sounds.

What is the purpose of this strategy?

1. Students will learn how to decode long, multi-syllable words.
2. Students will improve their reading comprehension.
3. Students will learn about prefixes and suffixes.

What are the main components to providing corrective feedback? (Select all that apply)

* Detailed
* Positive
* Immediate
* Practiced
* Written
* Long
* Individual
* Corrective

What stage is the most critical in order to show mastery?

1. Stage 4: Verbal Practice
2. Stage 5: Controlled Practice
3. Stage 6: Advanced Practice
4. Stage 8: Generalization

Fill in the blanks

Mastery of the strategy requires the student must pronounce correctly at least \_90\_\_% of the words in the passage, answer at least \_60\_\_% of the questions about the passage correctly, and must be using the strategy fluently with few false starts, long pauses, and other disfluencies.

The mnemonic students use to remember the steps of the Word Identification Strategy is:

1. PENS
2. RAP
3. ASK-IT
4. DISSECT

During which Instructional Stage does the teacher demonstrate all the steps while “thinking aloud” so that students can witness the metacognitive processes and overt behaviors needed to be successful?

1. Stage 2 (Describe)
2. Stage 3 (Model)
3. Stage 4 (Verbal Practice)
4. Stage 8 (Generalization)

During which Instructional Stage do students engage in practice ensuring that they can name and explain the steps of the Strategy to a mastery level?

1. Stage 4 (Verbal Practice)
2. Stage 5 (Controlled Practice and Feedback)
3. Stage 6 (Advanced Practice and Feedback)
4. Stage 7 (Posttest)

# Word Mapping

The Word Mapping Strategy is in which strand of the Learning Strategies Curriculum?

1. Expression and Demonstration of Competence Strand
2. Acquisition Strand
3. Storage Strand
4. Acquisition and Storage Strand

When selecting students for the Word Mapping Strategy, it is best practice to select students who

1. have learned basic decoding skills such that they are reading at least at the third grade level.
2. have learned basic decoding skills such that they are reading at least at the fourth or fifth grade level.
3. have mastered the Word Identification Strategy.
4. have learned how to sound out unknown words

The Word Mapping Strategy has been designed to help older students

1. decode new words by identifying the prefixes, suffixes, and roots in words.
2. quickly learn how to predict the meaning of unknown words.
3. write the definition of unknown words by looking them up in the dictionary.
4. learn how to look up the meanings of word parts.

Research conducted to validate the instructional methods associated with the Word Mapping Strategy showed that students

1. can decode unknown words with greater accuracy when using the strategy which in turn resulted in more accurate prediction of word meaning.
2. can perform the strategy and can learn the meaning of vocabulary words when the strategy is used, but they are not able to predict the meaning of words.
3. can identify the prefixes, suffixes, and roots of unknown words with 95% accuracy in order to predict meaning.
4. can perform the strategy, can learn the meaning of vocabulary words, and can predict the meaning of significantly more words than other students who use a similarly powerful vocabulary learning strategy.

Mastery is critical if students are to be able to generalize skills learned in the strategy. What are the two critical dimensions of mastery performance?

1. Meeting mastery criteria levels on all prefix activities and using the dictionary.
2. Acquiring and performing the correct strategy steps.
3. Acquiring and performing the correct strategy steps and fluent use of the strategy (speed).
4. Fluent use of the strategy (speed) and completing all work assigned.

In Part I of the Instructional Sequence, a pretest is administered to determine (p11)

1. how quickly students can decode unknown words.
2. how well students can read a passage by decoding unknown words using prefixes, suffixes, and roots
3. whether students can identify prefixes, suffixes, and roots in unknown words and then write the meaning of the unknown words.
4. whether students can identify word parts, know the meaning of word parts, and can predict the meaning of words.

The mnemonic device, “MAPS”, is used to help students remember the steps to follow when predicting the meaning of an unfamiliar word. What are the steps of “MAPS”?

1. Map the prefixes and suffixes, Attach the roots, Predict the word’s meaning, Say the word!
2. Map the word parts, Attack the meaning of each part, Predict the word’s meaning, See if you’re right!
3. Map the prefixes, suffixes, and roots, Allow time to think, Predict the word’s meaning, See if you’re right!
4. Map the word parts, Adhere to the rules, Perform the tasks, See if you’re right!

Memory Tables, Word Maps, Word Parts Tables, Tree Activities, and Prediction Activities are effective ways for students to learn the meaning of morphemes and unknown words because these activities

1. incorporate a multi-sensory approach and do not require the student to develop independent memory skills.
2. provide students a structure to memorize information independently.
3. engage the students in multiple, explicit, highly scaffolded, and systematic activities that incorporate naming of word parts and their meanings, identifying memory words, creating pictures and self-testing.
4. help the students attack the meaning of each word part so they can make a more accurate prediction of the word meaning.

When scoring the pretest, posttest, worksheets, Learning Sheets, and Quizzes in the Word Mapping Strategy, it is critical that

1. Scoring guidelines are adhered to and that students are not awarded partial credit points.
2. Answer keys are used as a guide, but do not have to be adhered to and teacher judgment is acceptable if a response is questionable.
3. Provide students with feedback on what they did well, as well as instruction on how to improve, and provide them a final percentage score so that they can record it on their Progress Chart.
4. All of the above

Tricksters are words that

1. contain a prefix and adds meaning to a word.
2. contain a prefix that does not add meaning to a word.
3. contain the same letters as a prefix, but do not function as a prefix.
4. contain a suffix and adds meaning to a word.