

Sample Study Questions

Subarea: The ELL Program

0016: Understand Developmentally appropriate content and approaches to facilitating content-area learning for ELL students

1. In his 5th grade elementary class, which contains about 50% ELL learners, Mr. Smith is doing a unit on money management. Today he is conducting a lesson on banking. To facilitate the students' understanding of the concept he provides play money, banking slips, blank checks, and a register. He also uses an overhead to show a graph, which demonstrates to the students how their savings in the bank can earn interest and to introduce the basic concept of compound interest. His methods are useful because:

(Echevarria: the SIOP model Ch. 2)

- A. Many of the students have never handled American money, nor have they been in a bank.
- B. A variety of supplemental materials supports different learning styles.
- C. ELL students often have difficulty processing a large amount of auditory information, so the use of hands-on realia and visuals help their understanding of the material.
- D. The school is considering offering banking services for the students to encourage saving, and this lesson is preparing them.

2. In order to help the students in the above example to understand the processes that they will need to follow, Mr Smith decides to scaffold the lesson. Which of the following activities would be the most useful:

(Echevarria: the SIOP model Ch. 2)

- A. Showing a video of a person going into a bank and making a deposit into his account
- B. Planning a demonstration by role-playing the bank experience and modeling the language needed while using the supplementary materials
- C. Inviting a manager of a local bank to come into the classroom and speak to the students, telling them the importance of saving
- D. Grouping the students and asking each group to do some research about banks and report back to the class.

3. A 4th grade teacher is going to teach a lesson about magnetism. Many of the ELL students in this class do not have the requisite background knowledge to understand this concept. In order to facilitate understanding the teacher decides to modify the lesson to provide substantial background building. Which of the following strategies would best accomplish this:

(Echevarria: the SIOP model Ch. 2)

- A. Divide the class into heterogeneous groups so that the native English speakers can help the English language learners.
- B. Give the students several passages of text about the concept and tell them to read over it together in the small groups, underlining the main points.
- C. Set up an experiment and have the small groups work it out together, with the native English speakers showing the ELL students how to record the results.
- D. Provide a mini-lesson which reviews key background concepts, introduces vocabulary, and engages everyone in a hands-on experiential activity and lead a walk-through of the reading.

4. A 9th grade social studies teacher realizes that the textbook he is required to use is too dense and difficult for his ELL students to extract meaning from. He decides to adapt the content to make understanding easier for these students. Which strategy would best accomplish this goal for his ELL students:

(Echevarria: the SIOP model Ch. 2)

- A. Provide students with a prepared graphic organizer, which helps them to identify key concepts and the relationships between them and which explains new vocabulary needed to understand the concept
- B. Prepare a lecture in which he emphasizes the key points and main concepts, then asks comprehension questions after.
- C. Simplify the text by making shorter sentences with less complex syntax and vocabulary so that all the students can read it
- D. Use a text from a lower grade level

5. After distributing a magazine article about the Great Barrier Reef, Miss Edwards asked her students to take a minute to examine the illustrations, photographs, bold print, italicized print, and the general layout of the article. She then asked them to write three things they thought they would learn from the article. Then each student shared their writing with a partner and the lists were expanded. Which important learning strategy is demonstrated here:

(Echevarria Ch. 5)

- A. Pre-reading of the text
- B. Preview of the main ideas contained in the text
- C. Prediction of the content in the text
- D. Summarizing the text

6. An ELL teacher spends most of his instructional time interacting with his ELL learners about content-area topics in various ways (hands-on activities, discussions, learning logs). This approach is most likely based on the idea that second-language learning is best fostered by:

(EXCET)

- A. Assessing learners' language needs on an ongoing basis and addressing those needs through direct instruction
- B. Immersing learners in the target language and restricting their primary language use
- C. Structuring learning experiences to minimize learners' errors in the target language
- D. Using specific subject matter as the medium through which the target language is developed

7. Learners in Ms. Anderson's high school math classes frequently explore mathematical concepts in small groups, working on learner-generated math problems that have a variety of possible correct answers. This approach is most likely to foster learning among the ELL students in her class by:

(EXCET)

- A. Giving learners opportunities to develop and use critical thinking skills
- B. Breaking down concepts into discrete parts that are easy for learners to comprehend
- C. Providing learners with ample opportunity for individual skills practice
- D. Allowing carefully structured knowledge to be transferred directly from teacher to learners

8. Which of the following would be the most appropriate as a first step in the writing process for ELL learners who are writing essays in a content area: (PRAXIS)

- A. Have them write a rough first draft
- B. Have them develop semantic maps
- C. Have them plan for graphic effects and essays' final appearance
- D. Have them discuss the rubric for evaluation of their essays