Multiple Choice
Identify the choice that best completes the statement or answers the question.

1. During the Controlled Practice Stage of the Paraphrasing Strategy the student uses reading passages
   a. that are at his reading-ability (instructional) level
   b. that are at his frustration level
   c. the grade level in which the student is enrolled
   d. that are at his proficiency level.

2. The primary reason for teaching the Paraphrasing Strategy is to help students
   a. with decoding and comprehension skills
   b. improve their comprehension of instructional level materials
   c. improve their comprehension of grade level materials
   d. get to a 4th grade reading level

3. Sarah is a well-behaved sixth grader with learning disabilities in reading. She currently reads on the fourth grade level. She has taken 3 tests in science and the average of these three test scores is 20%. She has taken 3 tests in social studies and the average of these three test scores is 30%. Which of the following strategies would you teach Sarah first?
   a. The Paraphrasing Strategy
   b. The SCORE Strategy
   c. The Test-Taking Strategy
   d. The Teamwork Strategy

4. Ms. Findley is a general education, middle-school science teacher. She has a specific science curriculum that she is mandated to follow. She has noticed that many of the students in her class seem to understand the science concepts presented in class and most are reading on or near grade level, but they have significant difficulties on their tests. She is trying to decide what to do. Of the following options, which seems to be the best?
   a. She should stick to the science curriculum and continue giving tests because students will have to take and pass competency tests to earn a high school diploma.
   b. She should allow the students to demonstrate their science knowledge through class assignments and
   c. She should take about a month to teach the Test-Taking Strategy and then return to teaching the science curriculum.
   d. She should think about the ways to integrate the Test-Taking Strategy and the science curriculum.
homework projects and quit giving tests.

5. The mnemonic device that is used to remind students of the steps to use during the Word Identification Strategy is
   a. RAP
   b. DISSECT
   c. PIRATES
   d. PENS

6. The primary reason for teaching the Word Identification Strategy is
   a. to help students decode unknown words
   b. to help students comprehend paragraphs
   c. to help students comprehend passages
   d. to help students do better on tests

7. Mastery level for the Verbal Practice Stage of the Strategy Instruction Model (SIM) is
   a. 70%
   b. 80%
   c. 90%
   d. 100%

8. Included in the Generalization Stage of the Strategy Instruction Model (SIM) are
   a. four phases (i.e., describe, model, verbal practice, controlled practice)
   b. four phases (i.e., orientation, activation, adaptation, maintenance)
   c. two phases (i.e., describe, verbal practice)
   d. two phases (i.e., orientation, maintenance)

9. Ms. Jones is having students read one paragraph at a time. Then she has them identify the main idea and at least two details from the paragraph. Ms. Jones is teaching her students to use the
   a. Word Identification Strategy
   b. Paraphrasing Strategy
   c. Test-taking Strategy
   d. Sentence Writing Strategy

10. The “Three-Statement Rule” recommended within the Learning Strategy Curriculum is
    a. The teacher will make no more than
    b. Every student in the learning strategy
three statements without having a student make a response

b. The student will make no more than three statements without having a teacher make a response

c. The lesson will have the opportunity to answer at least three questions

d. If a student misses three questions during a lesson, they must repeat the lesson the next day.

11. While using the RAP mnemonic device, students are expected to identify

a. the main idea and at least one detail for each of five paragraphs

b. the main idea and at least two details for each of five paragraphs

c. the main idea and at least three details for each of five paragraphs

d. the main idea and at least four details for each of five paragraphs

12. During the Test-Taking Strategy, students are taught to

a. answer the most difficult questions first

b. complete their tests in sequential order (from question 1 to the last question on the test)

c. allot time and order to the sections of the test

d. use the mnemonic “pass” to assist with guessing unknown questions

13. Maggie is using the Test-Taking Strategy to answer questions on a multiple choice test. She has marked off one or more obviously incorrect response options within several of the multiple-choice questions. Maggie has

a. abandoned

b. reduced

c. eliminated similar choices

d. remembered

14. Strategy instruction is

a. instruction in how to learn and perform

b. content area instruction

c. the same thing as Direct Instruction

d. instruction that only helps students with learning disabilities

15. Elaborative feedback involves

a. telling students one positive thing and three negative things they did while

b. telling student three positive things he did while using the strategy, providing
16. An important goal of the Strategy Instruction Model (SIM) is to promote the development of individuals who can

a. obtain part-time employment in fields they plan to pursue upon graduation
b. read college level material and perform advanced mathematics skills
c. learn and perform independently and earn standard high school diplomas
d. read at an eighth-grade level and earn a modified high school diploma based on goals stated in the student’s Individualized Education Plan (IEP)

17. The advanced practice stage of strategy instruction involves students applying the strategy on

a. instructional-level materials
b. grade-level materials
c. controlled materials
d. community and school-based materials

18. Ms. Jones is teaching her students to use the SV, SVV, SSV, and SSVV formulas. She is teaching the students to write

a. simple sentences
b. compound sentences
c. complex sentences
d. compound-complex sentences

19. A group of words with a subject and a verb that cannot stand alone is

a. an independent clause
b. a phrase
c. a dependent clause
d. a complex sentence
20. Mr. Martinez is teaching his students the Sentence Writing Strategy. Juan wrote “The students finished their work, and they went to lunch.” Marie wrote “Jason was highly respected; he was such a responsible person.” Juan and Marie have learned to write

a. simple sentences
c. complex sentences
b. compound sentences
d. compound-complex sentences

21. A sentence that has two or more independent clauses and at least one dependent clause is a

a. simple sentence
c. complex sentence
b. compound sentence
d. compound-complex sentence

22. The words “for, and, nor, but, or, yet, so” are

a. coordinating conjunctions that follow a comma and connect two independent clauses
c. coordinating conjunctions that follow a semicolon and connect two independent clauses
b. subordinating conjunctions that show the relationship of the dependent clause to the independent clause
d. only taught when teaching students to write simple sentences

23. One of the goals of the learning strategy curriculum is to

a. ensure that all high school students qualify for entrance into research universities after completing the high school curriculum
c. expose students to vocational skills that will enable them to enter vocational programs after high school
b. help students succeed in grade level materials and earn a high school diploma
d. promote student dependence on the special education teacher and/or a specialized tutor

24. The pretests for each of the learning strategies

a. are written at the students’ instructional level
c. are only administered if students fail their respective classes in school
b. are administered after the Describe Stage of instruction
d. are designed to determine whether the students need to learn the respective strategy
Ms. Beamer is helping her students set goals related to completion of the various stages in the strategy she is teaching. The students are recording goal dates on their Progress Charts. In this same lesson, Ms. Beamer shares field test data related to how other students performed before and after learning the strategy. Ms. Beamer and her students are working in the

a. Describe Stage of instruction  
   c. Verbal Practice Stage of instruction

b. Model Stage of instruction  
   d. Controlled Practice Stage of instruction