

Competency 004—The beginning Bilingual Education teacher has comprehensive knowledge of content area instruction in L1 and L2 and uses this knowledge to promote bilingual students' academic achievement across the curriculum.

28. Mr. Lopez teaches at a dual-language immersion school in which science classes are taught in English. An English-language learner in the class, Raisha, currently functions at a beginning level of English proficiency. To best assist Raisha's comprehension during instruction, Mr. Lopez should

- A. provide her with graphic organizers to use when taking notes or communicating ideas.
- B. assign her a peer tutor to simultaneously translate the class lectures.
- C. direct her to express ideas in her native language until she masters the unit concepts.
- D. instruct her to write a summary of critical concepts at the end of each lesson.

Answer _____

29. The following daily instructional objective is posted on the board of a science class.
Content Objective: Students will interpret data relative to moving objects and produce a motion graph.

Which of the following additional pieces of information would the teacher need to post alongside the content objective in order to meet the criteria of sheltered instruction?

- A. A description of the cooperative learning activity students will engage in as part of the content objective
- B. A list of vocabulary words that students will learn or review during the lesson
- C. A language objective that will be used to focus on developing student vocabulary
- D. A description in the lesson plan of how the teacher will modify language to increase student comprehension

Answer _____

30. English-language learners (ELLs) in a second-grade class are beginning an interdisciplinary unit about plants. To help the ELLs monitor their own learning during the unit, it would be most effective for the teacher to

- A. provide them with a checklist of all the activities in the unit and encourage them to mark off each activity as it is completed.
- B. encourage them to keep all of their unit work in a folder and keep a record of each grade or teacher comment on the inside cover.
- C. help them develop a learning log in which they write what they know about plants and then verify their understanding throughout the unit.
- D. teach them how to use reference materials about plants and then encourage them to correct their own errors on unit work.

Answer _____

31. Mr. Ullah, a bilingual teacher, helps English-language learners (ELLs) make a list of questions to guide and improve their writing. He then encourages them to develop the habit of referring to the questions during the writing process. The following are some examples of the questions.

- Why am I writing this?
- Who will read it?
- What is the clearest way to express my ideas?

Mr. Ullah's approach is benefitting the ELLs primarily by developing their ability to

- A. work independently to improve their writing skills.
- B. adjust the reading level of their finished written work.
- C. assess their writing progress over the course of the year.
- D. self-correct their written mistakes.

Answer _____

32. Which of the following social studies activities would be most appropriate for English-language learners who are reading and speaking at the intermediate language proficiency level in English?

- A. Drawing individual family portraits and naming the people in them
- B. Participating in a guided discussion about community helpers and reading a passage about them
- C. Creating a model of a neighborhood out of small cardboard boxes with labels identifying a school, a town hall and other community buildings
- D. Making a collage from magazine pictures of various forms of transportation and reading passages about them

Answer _____

33. English-language learners (ELLs) are practicing money calculations in mathematics lessons in their primary language and learning food names in English language-arts lessons. Which of the following activities would best integrate the ELLs' English language- arts development with their content-area development?

- A. The ELLs make a list in English of foods they would like to buy and use a price list to determine how much of each type of food they can buy with ten dollars
- B. The teacher takes the ELLs on a field trip to a supermarket and has them fill in the prices of several different foods on a checklist written in English
- C. The ELLs search through English supermarket flyers to cut out advertisements and create a visual display of the foods they like best and their prices
- D. The teacher creates worksheets with story problems written in English in which the ELLs must determine the totals and correct change owed for various food purchases

Answer _____

34. A social studies class, including English-language learners (ELLs) at varying levels of English-language proficiency, is analyzing the reasons for the colonization of North America. The lesson plan states that students will read the colonization of North America sections in their social studies text and independently complete a timeline detailing the establishment of the thirteen colonies. Which of the following instructional activities is most beneficial in helping ELLs build background knowledge prior to the assignment?

- A. The teacher presents a slide show that depicts critical events and life in the colonies
- B. Students create dioramas that depict critical events in establishing the colonies and share them with the class
- C. The teacher provides students with a brief lecture of the colonies supplemented with maps
- D. Students work in cooperative groups to complete a concept map detailing what they already know about the colonies

Answer _____

35. Students can most effectively reinforce their acquisition of a new vocabulary word by doing which of the following?

- A. Studying the etymology of the new word
- B. Identifying the part of speech of the new word
- C. Using various forms of the new word in sentences
- D. Locating several synonyms of the new word in a thesaurus

Answer _____

36. English-language learners (ELLs) will be working in cooperative-learning groups to complete an end of a unit content-area project in English. Before the ELLs meet for the first time with their group, the teacher asks them to jot down in English everything they know about the project's topic. Afterward, they meet with their group with their paper in hand to use as a reference. The note-taking activity helps the ELLs work more effectively with the content primarily because it

- A. prepares them to discuss the content in English.
- B. allows them to lower their affective filter.
- C. provides a preview of the content vocabulary in English.
- D. incorporates authentic language use.

Answer _____