**Chapter 1: English Learners in 21st-Century Classrooms**

1. Getting to know the English learners in your classroom is supported by all the following *EXCEPT*

a. find out about the language or languages spoken in the student’s home

b. place new students in the back row and observe how they respond

c. become aware of basic features of the student’s home culture

d. send home a language use survey for parents to fill out

2. All of the following help you learn about your students *EXCEPT*

a. have students write and illustrate an autobiography

b. have students keep a dialogue journal to which you respond

c. with student input, create a unit on family origins

d. have students to prepare and deliver a speech in English

3. All of the following represent aspects of culture *EXCEPT*

a. family structures, life cycles, and behavioral expectations

b. values and rules for discipline, punctuality, and showing respect

c. family list of movies and television programs watched

d. foods, health remedies, and hygiene practices

4. Cultural differences with regard to “space” relate to all *EXCEPT*

a. significance of cardinal directions: north, south, east, west

b. the spatial organization and orientation of the home

c. how far apart people should stand when speaking

d. beliefs about the distance between planets in the night sky

5. Cultural rules govern sociolinguistic interactions in all *EXCEPT*

a. memorizing lines to prepare for a theatrical production

b. determining who has the right to initiate a conversation

c. knowing how long to wait between conversational turns

d. knowing when to speak and when to remain silent

6. Participation structures in the classroom relate to

a. grouping formats, membership, and corresponding rules for talking and listening

b. student involvement and participation in activities outside the classroom

c. student motivation and participation according to group size and membership

d. a balance between large and small groups for academic instruction

7. Traditional literacy uses in a child’s home directly influence whether a student will

a. value reading and writing

b. enjoy school and go on to college

c. learn to read in your classroom

d. achieve success in learning English

8. An excellent way to integrate a new English learner into your classroom is to

a. study foods and holidays from their country

b. study subjects that will be easy for the student

c. create a social atmosphere that honors newcomers

d. make sure the student works in academic groups

9. Using the home language for instruction promotes all *EXCEPT*

a. opportunities to learn grade appropriate, academic content

b. the ability to use cognates when reading English texts

c. the ability to communicate with monolingual family members

d. positive feelings toward the value of the home language

10. Important features of effective English learner programs include all *EXCEPT*  
a. specialized instruction that promotes comprehension and learning of academic content

b. teaching strategies to promote both oral and written English language development

c. an open and respectful school culture that embraces the diversity of its students

d. restrictions on the use of the primary language for learning purposes

11. Dual language or “two-way immersion” programs have proven successful in

a. promoting bilingualism and biliteracy for native and non-native English speakers

b. segregating students into primary language groups for instruction in grades K-3

c. mobilizing community resources and bake sales to augment school budget shortfalls

d. providing English language classes for parents of English learners in the program

12. No Child Left Behind

a. prohibits primary language instruction

b. funds primary language instruction

c. permits primary language instruction

d. promotes primary language instruction

13. The strongest predictor of group performance on standardized achievement tests is the

a. ethnicity of the person administering the test

b. number of students taking the test

c. socioeconomic status of the test-takers

d. amount of training on test-taking skills

14. The Common Core State Standards in Language Arts are intended to do all *EXCEPT*

a. address listening, speaking, reading and writing in English

b. form a logical progression of learning across grades K-12

c. require teaching non-fiction texts from kindergarten on

d. accommodate various English language proficiency levels

15. The CCSS for literacy in history/social studies, science and technical subjects focus on

a. reading and writing in academic content areas in grades 6-12

b. replacing content area standards in academic subjects

c. preparing secondary students for advanced placement courses

d. using narrative fiction and poetry in academic content areas

16. Each of the following describes the National Assessment of Education Progress (NAEP) *EXCEPT*?

a. was established in 1983 as a result of the federal report, *a nation at risk*

b. is a large scale, national assessment program in reading, writing and math

c. permits comparison of student achievement across states in grades 4, 8, and 12

d. replaces language arts and math assessments of the common core state standards

17. English language learners might best be described as

a. students who come from a foreign country

b. students who speak English as a non-native language

c. students who come from diverse backgrounds and cultures

d. students who speak Spanish as their home language

18. Which of the following is NOT a policy trend affecting the education of English learners?

a. high stakes testing that measures how well standards are being met

b. the use of academic standards in mathematics and English language arts

c. negative sanctions for schools and teachers when test scores are low

d. mandates requiring the exclusive use of English for academic instruction

19. A positive outcome of No Child Left Behind is the requirement to

a. report test scores for subgroups based on poverty, race, ethnicity, disability, and limited

English proficiency

b. implement punitive measures for low-performing schools, such as transferring teachers

and principals to other schools

c. create extreme text anxiety among students due to awareness that their performance

will affect their teacher’s employment

d. mandate that all students achieve academic proficiency within 12 years regardless of

prior educational opportunities in the U.S. or their home countries

20. With the amount and varied quality of information on the Internet, it is important that

a. students apply critical thinking skills to evaluate their findings

b. teachers rewrite student essays to reflect a critical stance

c. students work in groups that to cover all information found

d. schools provide four computers for each group of 20 students

Answer Key Chapter 1

1. B
2. D
3. C
4. D
5. A
6. A
7. A
8. C
9. B
10. D
11. A
12. C
13. C
14. D
15. A
16. D
17. B
18. D
19. A
20. A