Michigan

TEST FOR TEACHER CERTIFICATION

STUDY GUIDE

05 Reading

MI-SG-FLD005-02

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PART 1: General Information About the MTTC Program and Test Preparation

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

General Information About the MTTC Program and Test Preparation

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

Reading (05) Field-Specific Information

Please be aware that Reading (test code 05) and Reading Specialist (test code 92) are separate tests that correspond to different endorsements. The Reading and Reading Specialist tests are not interchangeable. Reading (05) may be used as a minor or a major, or as an additional endorsement at either the elementary or secondary level. Reading Specialist (92) is a graduate program to be used only as an additional K–12 endorsement for individuals who already hold teaching certificates. It is imperative that you take the test that corresponds to your approved program. You may be certified to teach only in areas in which your institution has an approved program. Please contact your advisor to be sure that you register for the correct test.

TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
Meaning and Communication	19%
Genres and Craft of Literature and Language	15%
Skills and Processes	18%
Instruction	18%
Assessment	15%
Professional, Program, and Curriculum Development	15%

MEANING AND COMMUNICATION

Understand reading as a dynamic process.

Includes reading as a constructive process that involves the interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation; the contributions of national and international literacy leaders to the knowledge base; relevant research from general education and its influence on literacy education; the characteristics of the phonemic, morphemic, semantic, and pragmatic systems of language and their relationships to the reading process; the symbolic system of written language; and the social, cultural, and dynamic nature of language.

Understand the integrated nature of the English language arts.

Includes elements of the English language arts; how students benefit from having opportunities to integrate their use of reading, writing, listening, speaking, viewing, and visually representing; and the value of students acting in all aspects of literacy (e.g., as readers, writers, thinkers, reactors, responders).

Identify factors that affect students' learning.

Includes major theories of cognition and learning; and the effect of various factors (e.g., physical, perceptual, emotional, social, cultural, environmental, intellectual) on students' learning.

Identify factors that affect language development and reading acquisition.

Includes concepts related to emergent literacy; the stages of literacy development (e.g., knowledge of letters and their sounds, phonemic awareness, reading words, accuracy and fluency, self-monitoring and self-correction strategies, comprehension, reading habits) and the experiences that support literacy; how differences among learners influence their literacy development; major theories of language development; the influence of students' culture and language on their instructional needs; the reciprocal relationship between language, culture, and individual identity; and how language choices advance and constrain people.

Identify the different uses of language.

Includes methods for analyzing texts to determine style, voice, and language choices; strategies for evaluating appropriateness of language for different contexts, purposes, and audiences; differences in language use in professional, personal, and community environments; and the value of responding personally, analytically, and critically to a variety of written texts.

GENRES AND CRAFT OF LITERATURE AND LANGUAGE

Understand literature and its uses in reading instruction.

Includes characteristics of classic and contemporary children's and young adults' literature, easy-reading fiction, and nonfiction at appropriate levels; ways that oral, visual, and written texts can be used to address issues and problems in communities beyond the classroom; key issues and recurring themes in literature; and ways to investigate examples of distortion and stereotypes through literature and other texts.

Identify various literary genres and their uses in reading instruction.

Includes characteristics of various narrative genres and how they are used to convey ideas and perspectives; how characteristics of various informational genres and elements of expository text structure are used to convey ideas; parallels and contrasts among varied ideas, concepts, and perspectives in multiple texts and differing views presented in text to support an opinion; and how textual aids are used to convey meaning.

Understand the appropriate use of mechanics and the author's craft to convey meaning.

Includes mechanics (e.g., figurative and descriptive language, grammar, punctuation) that facilitate understanding in all of the language arts; and the aspects of the craft of the speaker, writer, and illustrator that are used to formulate and express ideas artistically.

Understand methods for promoting literacy.

Includes ways to cultivate students' enthusiasm for reading a variety of materials (e.g., book clubs, reading buddies, discussion groups, reading incentives, author studies, reader's theatre); and the importance of respecting students' reading choices.

SKILLS AND PROCESSES

Identify methods for creating a literate environment in the classroom.

Includes factors in the classroom that influence students' learning and reading (e.g., grouping procedures, types of reading tasks, assessment); ways to use texts to stimulate interest, promote reading growth, and foster appreciation for the written word; methods that promote learners' motivation to read independently for information, pleasure, and personal growth; opportunities for creative and personal responses to literature; and the use of instructional and information technologies to support literacy learning.

Understand the developmental nature of the language arts.

Includes stages of oral language (listening and speaking), reading, writing, and spelling development; ways students progress through stages of literacy at different rates; second language acquisition and the implications for developing oral language, reading, and writing proficiency; the nature of the writing process; and teaching strategies for each step of the writing process.

Understand methods for promoting literacy as a lifelong skill.

Includes ways to prompt learners to select from a variety of written materials, read extended texts, and read for authentic purposes; methods for integrating language arts in all content areas; ways to help students understand how the craft of literacy expression can enhance their understanding and appreciation of varied texts; ways to help students understand the techniques and devices of expression that influence a reader's, listener's, or viewer's responses; strategies for including parents, guardians, and surrogates as partners in the literacy development of their children; and ways to model reading and writing as valuable, lifelong activities.

Understand a variety of reading comprehension strategies.

Includes word identification strategies (e.g., phonemic awareness, phonics, spelling, context clues, prior knowledge); the relationships among print-sound code, word identification, fluency, and comprehension; the characteristics of fluent readers; strategies for learning vocabulary; strategies to promote comprehension (e.g., modeling a variety of questions, connecting prior knowledge with new information, recognizing text structures); and multiple, metacognitive fix-up strategies for monitoring comprehension.

Recognize uses of various study strategies.

Includes the use of print, nonprint, and electronic reference sources; how to vary reading rate depending on the purpose and difficulty of the material; effective techniques for managing time, organizing and recalling information, distinguishing relevant from irrelevant information, and test taking; the value of learning through genuine inquiry; and ways to guide students as they set their own goals, select resources, investigate topics, organize and interpret data, draw inferences, and present their conclusions.

INSTRUCTION

Identify literacy instruction theories.

Includes developmentally appropriate instructional practices that are based on learning theory and are supported by current research; approaches and strategies that represent principles of authentic instruction (e.g., higher-order thinking, connections to the world beyond the classroom); and methodologies to teach reading, writing, listening, speaking, viewing, and visually representing.

Understand ways to enhance students' reading comprehension.

Includes appropriate uses of direct instruction; when and how to use multiple comprehension strategies in a variety of texts; ways to help students use various aspects of text (e.g., genres, text structure, conventions of written English) to gain comprehension; ways to help students use strategies for monitoring their own comprehension; and the monitoring and fix-up strategies students can use to overcome difficulties when constructing and conveying meaning.

Understand ways to enhance students' oral and written communication.

Includes how to teach students to use effective listening strategies and elements of effective speaking; ways to help students select and use various methods of interpersonal, small-group, and public discourse to explore an idea; strategies for teaching students to use the writing process (i.e., prewriting, drafting, revising, editing, publishing) to construct texts for multiple purposes in a variety of genres; and ways to guide students to refine their spelling knowledge through reading and writing.

Understand methods for promoting vocabulary skills.

Includes how to help students use graphophonic, syntactic, and semantic relationships (e.g., letter/sound correspondence, phonemic awareness, structural analysis, context) to identify unfamiliar words; ways to teach students to use multiple strategies to determine the meaning of unfamiliar words and concepts; and effective techniques for promoting students' independent vocabulary acquisition.

Identify ways to establish a learning environment that supports the literacy development of all students.

Includes ways to empower learners who have a range of capacities, abilities, multiple intelligences, and learning styles; methods of addressing the strengths and challenges of all learners; the instructional implications of research addressing students with various needs (e.g., Attention Deficit Hyperactivity Disorder [ADHD], English as a Second Language [ESL], gifted, special needs); and methods for creating an inclusionary environment.

ASSESSMENT

Understand the principles and practices of literacy assessment.

Includes assessment practices based on learning theories (e.g., schema, constructivism, developmental) and research in literacy; how to employ assessment practices that are aligned with literacy goals and curriculum; and ways to select, create, administer, and correctly interpret results of developmentally appropriate tools and measurements used for assessment and evaluation to inform classroom practice.

Understand the uses of various literacy assessment instruments.

Includes classroom assessment techniques (e.g., checklists, anecdotal records, portfolios, rubrics) to plan for and support instruction; the value of using results from a balance of formal and informal assessments; ways to evaluate students' ability to use multiple strategies to decode and recognize words; ways to evaluate students' ability to read with accuracy and fluency and determine the meaning of unfamiliar words and concepts; methods for assessing students' ability to construct meaning from a variety of texts; and ways to assess students' use of monitoring and fix-up strategies to help them overcome difficulties when constructing and conveying meaning.

Identify concepts of self-assessment.

Includes ways to help students set goals and engage in self-reflection and assessment; ways to help students document and evaluate the development of their communication abilities; and methods for evaluating students' collections of personal work, including the critical standards students use to judge the merit and aesthetic qualities of each selection.

Understand the appropriate uses of assessment results.

Includes the use of standardized (e.g., Michigan Educational Assessment Program, Michigan Literacy Progress Profile, California Achievement Test) and classroom assessments for formative and summative evaluation purposes to inform classroom practice; methods for evaluating students' print and nonprint texts using appropriate assessments that represent the components of the Michigan English Language Arts Content Standards and Benchmarks; and ways to communicate effectively with parents, guardians, and surrogates and students about the learner's progress and development.

PROFESSIONAL, PROGRAM, AND CURRICULUM DEVELOPMENT

Understand approaches to assisting students with reading difficulties.

Includes the characteristics of reading difficulties; principles for remediating reading difficulties; how contextual factors (e.g., classroom environment, school program, assessment, grouping procedures) influence students' learning and reading; ways to adapt instruction to meet the needs of diverse learners; and individualized and group interventions for students in greatest need or at low proficiency levels.

Understand professional practices related to students, families, and the community.

Includes the importance of respecting the contributions, abilities, and languages of all learners; ways to help students understand their own and others' cultures and languages; methods for engaging parents, guardians, and surrogates as collaborators in promoting and sustaining literacy development; and strategies for working with the community to achieve literacy goals.

Identify effective methods for interacting with others in the learning community.

Includes how to promote collegiality with literacy professionals through discussions and consultations about learners; methods for informing administrators, staff, and the community concerning practices, assessment, and data; appropriate methods for sharing interpretations of research findings with colleagues; ways to participate in professional discourse; the value of taking informed stands on literacy issues; and the benefits of making presentations at meetings and conferences.

Understand methods for promoting professional growth.

Includes methods for engaging in reflective practice emphasizing inquiry-based teaching; the benefits of reading professional journals and publications; ways to participate in professional organizations that promote literacy (e.g., Michigan Reading Association [MRA], International Reading Association [IRA], National Association for the Education of Young Children [NAEYC]); methods for assisting paraprofessionals in their interactions with students and providing feedback on their performance; and the importance of using multiple indicators to judge professional growth.

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. Which of the following examples best illustrates the *dynamic* nature of living languages?

   A. The words *mouse* and *monitor* have acquired additional meanings.

   B. *Fourth* and *forth* sound the same, but they have different meanings.

   C. The word *story* changes to *stories* in the plural form.

   D. *Burst* and *spread* are spelled the same regardless of the verb tense.

2. Which of the following instructional activities best exemplifies the constructivist view of learning?

   A. Students work as partners to review ideas and concepts that will be tested on an upcoming exam.

   B. A teacher shares information through a lecture with visual aids.

   C. Students work in collaborative groups to research and solve a real-life problem posed by a teacher.

   D. A teacher guides a class discussion of an editorial in a newspaper.

3. Students who are not part of the dominant culture in a community are most likely to maintain a positive view of learning and their own literacy development when:

   A. teachers help them realize the way literacy and learning will affect their adult lives at home and at work.

   B. their peers are taught and reminded to treat all students in the same way.

   C. staff members take steps to learn about their languages and cultures.

   D. the school values and uses their experiences and backgrounds in educational activities.

4. Which of the following would be most appropriate as a *theme* for second-grade students to explore through literature?

   A. the exploration of space

   B. telling stories through biographies

   C. how technology helps us

   D. the ups and downs of friendship

5. Use the excerpt below from a short story to answer the question that follows.

> Claude had walked nearly a mile through a soaking rain by the time the last remnants of daylight vanished. He had no more moments in half-light; no more reassuring dusk. He heard his heavy boots slapping across widening rivulets that cut across the road.
>
> *He remembered walking out of the woods on another logging road when he was a boy.* He had walked with uncles on his right and his left. The two men spoke in rumbling baritones that met and mingled above his head. He had to hurry to match their aggressive strides. Each time they came to a barrier, cattle guard, or meandering drainage from the creek, their hands would encircle his wrists. After pulling him up and swinging him beyond the point of danger, his uncles would set him back onto the road. He found himself missing their assistance.

Beginning in the first sentence of the second paragraph shown above, the author provides information about a character through the use of:

A. foreshadowing.

B. a metaphor.

C. a flashback.

D. personification.

6. Read the paragraph below from a twelfth-grade student's paper; then answer the question that follows.

> [1]Many people in our community want to see a new youth center built on Henry Street. [2]When it comes to activities and entertainment, the teens in this town have too few options. [3]It is good that the mayor and chief of police support the center, but actions speak louder than words. [4]They are the people who are in a position to move the project forward.

Which of the following sentences in the paragraph shown above should the student revise to eliminate the use of a cliché?

A. Sentence 1

B. Sentence 2

C. Sentence 3

D. Sentence 4

7. It is typically most productive for a teacher to introduce a writers' workshop to a class of second graders by:

A. providing a literacy box for each child, including writing supplies, so that students are ready to write.

B. giving all of the children an opportunity to tell about themselves in order to open them to writing.

C. creating a well-organized, attractive writing center that invites the children to participate in writing.

D. describing to the children how writing can be used in different settings for various purposes.

8. A seventh-grade reading teacher is introducing a unit on identifying opinions in written texts. The teacher could engage students in the content of the unit most effectively by having them:

   A. find sites on the Internet that express differing opinions about issues.

   B. conduct a survey of other students about a controversial topic and write about their findings.

   C. read several newspaper articles about controversial topics.

   D. watch a television program showing two sides of an issue and discuss their opinions about the issue.

9. Which of the following skills do most students typically develop only *after* they have become fluent readers?

   A. giving most of their attention to the meaning of the text they are reading

   B. recalling the sequence of events in a story they have read

   C. recognizing how a multiple meaning word is used in a particular context

   D. using illustrations to enhance their comprehension of a text

10. A second-grade teacher is reading aloud to the class from a story about a family with an elephant. One student asks why elephants have tusks, while another student asks if elephants are the only animals with tusks. In response to the students' questions, the teacher decides to help the class conduct an inquiry into which animals have tusks and why they need them. The primary value of having students learn through inquiry is that the students are likely to be:

    A. comfortable with the process because they will have control over the final product.

    B. invested in new learning because they have set the purpose for it.

    C. eager to gather information because the content is set at their level of comprehension.

    D. confident about learning because they will be working together.

11. Use the instructional activity below to answer the question that follows.

> *Teacher:* Now that we have finished this story, I have a game for you to play. I want you to help me read the story again. You fill in the words that I leave out. Okay? Let's try this sentence. "The king took the crown off his _____." (*head*)

The instructional process used in the activity shown above would be most appropriate for helping kindergarten students develop which of the following skills?

A. recognizing the separations between words

B. categorizing words by initial sounds

C. identifying the beginning and end of a sentence

D. using context to determine meaning

12. Teachers in fourth-grade classrooms will be introducing a new science textbook. Though students are proficient in reading narrative selections and informational books, the textbook is a new element of their classroom learning. To prepare students to use this new resource effectively, which of the following activities should the teacher assign *first*?

    A. Have the students meet in small groups to discuss the format of the text.

    B. Provide each student with a guide to the new book that describes its layout.

    C. Have students take turns reading the book aloud to get accustomed to its organization.

    D. Identify some of the topics included in different chapters to enhance their interest in the material.

13. Students in a fifth-grade class are preparing to give oral reports on famous people whom they have researched. Which of the following strategies would best help students speak effectively before an audience of their peers?

    A. writing out the report before their presentation and memorizing it

    B. writing the report on large note cards and reading from them

    C. writing key words from the report on note cards and referring to them as they speak

    D. putting the report on an overhead projector to help them remember their material

14. A student is having difficulty with reading and is beginning to display behaviors associated with learned helplessness. A student with a sense of learned helplessness would likely benefit most from reading instruction that:

    A. is based on repetitive exercises.

    B. uses reading materials that are related to the student's interests.

    C. features group work with peers.

    D. is designed to ensure that the student will experience success.

15. When reading teachers and other staff are working to ensure that their assessment practices are closely aligned with the school's literacy goals, which of the following questions should they consider *first*?

    A. How frequently should we assess students' literacy skills as they move through the school system?

    B. Which literacy skills do we identify as being the most important for our students to acquire?

    C. How can we track students' progress as they acquire the literacy skills we expect of them?

    D. Which assessment methods will best help students demonstrate the range of their literacy skills?

16. To get the most complete understanding of a student's ability to recognize or decode words, a reading teacher should use an assessment that requires the student to:

    A. identify words in context and in isolation.

    B. demonstrate correct pronunciation and spelling.

    C. recognize onsets and rimes for each word.

    D. distinguish inflectional endings and other affixes.

17. A high school reading teacher wants students in the reading class to develop a rubric they can use to evaluate their portfolios of written work. To help students develop such a rubric, it would be most effective for the teacher first to:

    A. develop a list of requirements based on curriculum standards for a portfolio that would receive an *A*.

    B. have students work in groups to list the qualities of an average portfolio by analyzing each other's portfolios.

    C. have the students use the individual goals that they each developed at the beginning of the year as the rubric.

    D. work with the class to list qualities that should be present in inadequate, proficient, and advanced portfolios.

18. Which of the following best describes the reason why using one-on-one teaching or tutoring for remediating a student's reading difficulties is especially effective?

    A. Most students' reading difficulties can be identified and addressed more quickly in a one-on-one situation.

    B. Most students with reading difficulties need the teacher's personal attention to feel confident about their learning.

    C. Most teachers have a wider range of instructional methods for individual sessions than they have for teaching reading to groups.

    D. Most of the methods and materials for remedial reading instruction have been created for one-on-one teaching.

19. Prior to beginning a new unit in a sixth-grade class, a classroom teacher, reading teacher, and special education teacher meet to examine the materials that will be available. Which of the following tasks would be most important for the teachers to complete *first* in this meeting?

    A. selecting instructional and grouping strategies to use

    B. identifying a set of common goals and objectives

    C. creating an assessment to measure the success of the unit

    D. setting a schedule of instructional activities

20. A new paraprofessional working in a first-grade classroom works well in individual and small-group situations, but has difficulty managing activities for larger groups. The reading teacher can best help the paraprofessional by:

    A. providing reading journal articles related to large-group instruction for the paraprofessional to read.

    B. selecting instructional tasks for the paraprofessional with small groups and fostering the paraprofessional's confidence.

    C. modeling a large-group activity as the paraprofessional observes and conferring about the observation afterward.

    D. asking the paraprofessional to watch videotapes of other staff members leading large-group activities.

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	**A**	Understand reading as a dynamic process.
2.	**C**	Identify factors that affect students' learning.
3.	**D**	Identify factors that affect language development and reading acquisition.
4.	**D**	Understand literature and its uses in reading instruction.
5.	**C**	Identify various literary genres and their uses in reading instruction.
6.	**C**	Understand the appropriate use of mechanics and the author's craft to convey meaning.
7.	**B**	Understand the developmental nature of the language arts.
8.	**B**	Understand methods for promoting literacy as a lifelong skill.
9.	**A**	Understand a variety of reading comprehension strategies.
10.	**B**	Recognize uses of various study strategies.
11.	**D**	Identify literacy instruction theories.
12.	**A**	Understand ways to enhance students' reading comprehension.
13.	**C**	Understand ways to enhance students' oral and written communication.
14.	**D**	Identify ways to establish a learning environment that supports the literacy development of all students.
15.	**B**	Understand the principles and practices of literacy assessment.
16.	**A**	Understand the uses of various literacy assessment instruments.
17.	**D**	Identify concepts of self-assessment.
18.	**A**	Understand approaches to assisting students with reading difficulties.
19.	**B**	Identify effective methods for interacting with others in the learning community.
20.	**C**	Understand methods for promoting professional growth.