Michigan

TEST FOR TEACHER CERTIFICATION

STUDY GUIDE

92 Reading Specialist

MI-SG-FLD092-02

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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 Specialist (92) 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	16%
Genres and Craft of Literature and Language	14%
Skills and Processes	16%
Instruction	20%
Assessment	14%
Professional, Program, and Curriculum Development	20%

MEANING AND COMMUNICATION

Understand the constructive, dynamic process of reading.

Includes describing the interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation; distinguishing among the phonemic, morphemic, semantic, and pragmatic systems of language and identifying their relationships to the reading process; and analyzing the social, cultural, and dynamic nature of language.

Recognize the various uses of language.

Includes identifying differences in language use in professional, personal, and community environments; analyzing texts to determine style, voice, and language choices and to evaluate their appropriateness for the context, purpose, and audience; and assessing how language choices may affect people.

Understand the processes of language development and reading acquisition.

Includes applying concepts of emergent literacy to describe a student's development as a reader; recognizing the stages of literacy development on a continuum (e.g., phonemic awareness, accuracy and fluency, self-monitoring and self-correction strategies); analyzing major theories of language development, cognition, and learning; describing experiences that support literacy; recognizing the value of responding personally, analytically, and critically to a variety of written texts; and identifying past and present literacy leaders and describing their contributions to the knowledge base.

Analyze the integrated nature of the English language arts.

Includes identifying and comparing individual English language arts; recognizing the value of students integrating their use of reading, writing, listening, speaking, viewing, and visually representing (e.g., mutual reinforcement of complementary skills, building on the students' authentic uses of language); and describing the benefits of students acting in all aspects of literacy (e.g., as readers, writers, responders).

Demonstrate knowledge of the effects of various factors on language development, reading acquisition, and the promotion of literacy.

Includes describing the effects of factors (e.g., emotional, perceptual, environmental) on a student's learning, language development, and reading acquisition; recognizing the influence of culture and language on a student's instructional needs; understanding how differences among learners influence their literacy development; analyzing the reciprocal relationship between language, culture, and individual identity; and determining how contextual factors in the classroom can influence students' learning and reading (e.g., grouping procedures, types of reading tasks, assessment).

GENRES AND CRAFT OF LITERATURE AND LANGUAGE

Demonstrate an understanding of literature written for students.

Includes recognizing classic and contemporary children's and young adults' literature, easy-reading fiction, and nonfiction at appropriate levels; analyzing key issues and recurring themes in literature in a variety of cultural contexts; understanding the importance of respecting students' reading choices; and applying ways to cultivate students' enthusiasm for reading.

Apply knowledge of methods for using literature in reading instruction.

Includes applying ways to use oral, visual, and written texts to address issues and problems in communities beyond the classroom; describing how to help students investigate examples of distortion and stereotypes through literature and other texts; understanding how to help students draw parallels and contrasts among varied ideas, concepts, and perspectives in multiple texts; and describing how to help students identify differing views presented in text, support an opinion, and base conclusions on that opinion.

Understand characteristics of various literary genres.

Includes describing various narrative genres and analyzing how they are used to convey ideas and perspectives; analyzing how characteristics of various informational genres and elements of expository text structure are used to convey ideas; and determining how textual aids have been used to convey meaning in a specific passage.

Understand the appropriate use of mechanics and craft to convey meaning in the English language arts.

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

SKILLS AND PROCESSES

Demonstrate knowledge of ways to create a literate environment in the classroom.

Includes identifying methods teachers can use to promote learners' motivation to read independently for information, pleasure, and personal growth; analyzing ways texts can be used to stimulate students' interest, promote their reading growth, and foster their appreciation for the written word; describing ways to give students opportunities to respond creatively and personally to literature; and specifying how instructional and information technologies can be used to support literacy.

Apply knowledge of the developmental nature of the language arts.

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

Understand methods for promoting literacy as a lifelong skill.

Includes prompting learners to select from a variety of written materials, read extended texts, and read for authentic purposes; helping students recognize how the craft of literacy expression can enhance their understanding and appreciation of varied texts; analyzing how the techniques and devices of expression influence a reader's, listener's, or viewer's responses; describing methods for including parents, guardians, and surrogates as partners in the literacy development of their children; and identifying ways for teachers to model reading and writing as valuable, lifelong activities.

Apply knowledge of reading comprehension strategies.

Includes describing word identification strategies (e.g., phonemic awareness, phonics, spelling, prior knowledge); analyzing the relationships among print-sound code, word identification and meaning, fluency, and comprehension; identifying the characteristics of fluent readers; analyzing strategies that promote comprehension (e.g., modeling a variety of questions, connecting prior knowledge with new information); and identifying multiple, metacognitive fix-up strategies for monitoring comprehension.

Apply knowledge of various study strategies.

Includes identifying uses of print, nonprint, and electronic reference sources; analyzing how reading rate should vary depending on the purpose and difficulty of the material; identifying techniques for managing time, organizing and recalling information, and test taking; analyzing the process of learning through genuine inquiry; and specifying 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

Apply literacy instruction theories.

Includes identifying developmentally appropriate instructional practices that are based on learning theory and are supported by current research; analyzing approaches and strategies that represent principles of authentic instruction (e.g., higher-order thinking, connections to the world beyond the classroom); evaluating ways to help students apply individual, shared, and academic standards according to the purpose of the communication context; and analyzing the use of various methodologies to teach reading, writing, listening, speaking, viewing, and visually representing.

Apply methods for enhancing students' reading comprehension.

Includes describing appropriate uses of direct instruction; determining 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; understanding how to help students use strategies for monitoring their own comprehension; and describing the monitoring and fix-up strategies students can use to overcome difficulties when constructing and conveying meaning.

Apply methods for enhancing students' oral communication.

Includes applying knowledge of methods used to teach students effective listening strategies and elements of effective speaking; and identifying effective ways to help students select and use various methods of interpersonal, small-group, and public discourse to explore an idea.

Apply methods for enhancing students' written communication.

Includes applying knowledge of teaching methods that help students use the writing process (i.e., prewriting, drafting, revising, editing, publishing) to construct texts for multiple purposes in a variety of genres; and identifying ways to guide students to refine their spelling knowledge through reading and writing.

Apply methods for promoting vocabulary development.

Includes determining how to help students use graphophonemic, syntactic, and semantic relationships (e.g., letter/sound correspondence, phonemic awareness, structural analysis, context) to identify unfamiliar words; applying methods for helping students use multiple strategies to determine the meaning of unfamiliar words and concepts; and assessing the effectiveness of techniques for promoting students' independent vocabulary acquisition.

Apply methods for establishing a learning environment that supports the literacy development of all students.

Includes identifying ways to empower learners who have a range of capacities, abilities, multiple intelligences, first languages, and learning styles; analyzing strategies for promoting the literacy skills of students who are gifted; evaluating methods for addressing the strengths and needs of students with learning disabilities; and identifying methods for creating an inclusionary environment.

ASSESSMENT

Apply knowledge of current principles of reading assessment.

Includes demonstrating an understanding of basic characteristics of assessment methods and instruments; articulating assessment practices based on learning theories and research in literacy; describing ways to align assessment practices with literacy goals and curriculum; and analyzing how students' reading can be evaluated based on results from a balance of formal and informal assessments.

Analyze ways to implement literacy assessment.

Includes specifying ways to evaluate students' ability to read with accuracy and fluency, to determine the meaning of unfamiliar words and concepts, and to construct meaning from a variety of texts; describing ways to assess students' use of monitoring and fix-up strategies to construct and convey meaning; and identifying methods for evaluating students' print and nonprint texts using appropriate assessments, including state assessments, that represent the Michigan English Language Arts Content Standards and Benchmarks.

Understand the appropriate uses of assessment.

Includes evaluating uses of classroom assessment techniques (e.g., rubrics, checklists, portfolios) to plan for and support instruction; analyzing ways to select, create, and correctly interpret results of developmentally appropriate tools and various measurements used for assessment and evaluation; describing the use of state and classroom assessments for formative and summative evaluation purposes; and describing methods for communicating effectively with parents, guardians, surrogates, colleagues, and students about the learners' progress and development.

Apply knowledge of the uses of self-assessment.

Includes analyzing methods for teaching students to set goals and engage in self-reflection and assessment; describing ways to help students document and evaluate the development of their communication abilities; applying strategies to evaluate students' abilities to perform these tasks at their developmental levels; and identifying methods for evaluating students' collections of personal work and the critical standards they use to judge the merit and aesthetic qualities of each selection.

PROFESSIONAL, PROGRAM, AND CURRICULUM DEVELOPMENT

Analyze methods for assisting students with reading difficulties.

Includes distinguishing the nature and causes of reading disabilities; articulating principles for remediating reading difficulties; analyzing the instructional implications of research dealing with students with learning/reading disabilities; identifying individualized and group interventions for students in greatest need or at low proficiency levels; and recognizing appropriate ways to assist with the development of individualized education plans for students with severe learning problems related to literacy.

Apply knowledge of professional practices related to students and others.

Includes specifying ways to demonstrate respect for the contributions, abilities, and languages of all learners; describing how to help students understand their own and others' cultures and languages; identifying appropriate strategies for engaging parents, guardians, and surrogates as collaborators in promoting and sustaining literacy development; describing effective approaches to communicating with administrators, staff, and the community concerning practices, assessment, and data; and identifying effective methods for working with the community to achieve literacy goals.

Understand methods for promoting professional growth.

Includes identifying and assessing the benefits of engaging in reflective practice emphasizing inquiry-based teaching; describing purposes for reading professional journals and publications; identifying benefits of participating in professional organizations that promote literacy (e.g., International Reading Association [IRA], National Council of Teachers of English [NCTE]); analyzing ways to participate in professional discourse; and describing the benefits of taking informed stands on literacy issues, making presentations at meetings and conferences, and writing for publication.

Apply knowledge of methods for creating professional development programs for reading teachers and paraprofessionals.

Includes identifying methods for implementing professional development programs that emphasize the interaction of prior knowledge, experience, and the school context; analyzing methods for promoting collegiality with literacy professionals in discussions and consultations about learners; describing approaches to supervising, observing, and supporting reading teachers and paraprofessionals; identifying appropriate methods for evaluating reading teachers' and paraprofessionals' interactions with students and providing feedback on their performance; and analyzing the use of multiple indicators to evaluate professional growth.

Analyze the role of reading specialists in curriculum development.

Includes articulating the process and benefits of participating in curriculum development, alignment, and evaluation; recognizing the importance of being sensitive to school factors (e.g., class size, resources, community concerns); applying strategies for coordinating and supporting all services associated with reading programs (e.g., budgeting, needs assessment, grant writing); identifying programs with federal, state, and local support that are designed to help students with reading difficulties; and analyzing the use of multiple indicators to determine curriculum effectiveness.

Apply knowledge of literacy research.

Includes analyzing literacy research methodologies (e.g., ethnographic, descriptive, experimental); analyzing the findings of literacy research; describing methods and benefits of sharing interpretations of research findings with colleagues and the community; and identifying appropriate applications of literacy research in a variety of contexts.

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. It would be most effective for a student to use the *semantic* system of language in order to determine:

   A. whether the word *trunk* refers to a compartment in an automobile or a tree.

   B. if the word *contemplate* can take the suffix *-able*.

   C. whether the final letters of the word *dough* are silent or represent the sound of *f*.

   D. if the word *slight* rhymes with the word *write*.

2. A teacher notices that a kindergarten student is beginning to recognize the difference between a letter and a word. This awareness most typically indicates that the student is developing an understanding of:

   A. the print-sound code.

   B. word identification.

   C. print concepts.

   D. syllabication.

3. A second-grade teacher gives students opportunities to use materials such as markers, paper, and crayons to create artistic responses to the stories and books they read. Encouraging students to use visual representations as a response to literature benefits students primarily by helping them:

   A. develop their talents while they are learning academic content.

   B. clarify and express the meaning of the texts they read.

   C. find and explore the connections between art and literature.

   D. further their understanding of the creative process.

4. Use the word list below written by a high school teacher to answer the question that follows.

fascist brute wholesome cadaverous tidiness botched dogmatic upstanding altruistic

A high school teacher gives each student in her class a copy of a short story to read. The teacher writes the words shown above on an overhead projector and asks students to note how these words are used in the story. This instructional activity would be most effective as a method for helping the students:

A. determine whether the writer has followed the structure of a particular genre.

B. recognize that a reader's perceptions can be influenced by the writer's use of emotionally charged language.

C. understand that writers will typically use a specific style of language to create a well-crafted narrative.

D. decide whether a reader will feel empathy for the primary character in the story.

5. Which of the following story elements would middle school students be more likely to find in contemporary realistic fiction than in any other narrative genres?

A. heroism and admirable behavior demonstrated by primary characters

B. plots that feature suspense or mystery

C. experiences and problems that could occur in their own lives

D. settings with unusual or exotic qualities

6. After discussing the differences between facts and opinions, a fifth-grade teacher gives students copies of several newspaper articles that have no headlines or bylines. The teacher assigns students to groups and asks them to distinguish the articles that are news stories from those that are editorials. To complete this assignment successfully, it will be most important for the students to recognize:

A. if the writer has expertise in the field discussed in the article.

B. when a writer has stated a position and offered support for it.

C. topics that can only be addressed in a factual and objective manner.

D. writing that presents information with sufficient clarity.

7. A third-grade teacher wants students to use the computers in his classroom to strengthen their writing skills. Which of the following computer applications would be most effective for students to use to promote their writing fluency?

   A. the editing tools of a word-processing program

   B. the reference materials in a CD-ROM encyclopedia

   C. the drills created by a spelling software program

   D. the browser program used to search the Internet

8. An elementary school reading specialist is asked to submit an article for a school newsletter offering suggestions that will involve parents, guardians, and surrogates in the literacy learning of their children. The most effective suggestions the reading teacher could make would be those that:

   A. address the reading standards and benchmarks that have been set for children at different grade levels.

   B. support the integration of reading activities into the content areas.

   C. promote the use of everyday materials and activities to make literacy a regular part of family life.

   D. reflect the findings of current research into literacy development.

9. Which of the following statements best exemplifies the relationship among word identification, fluency, and reading comprehension?

   A. When students have a clear purpose for their reading, they can more readily identify the information that they need to find in a text.

   B. When students can use syllabication to determine the pronunciation of unfamiliar words, they are more likely to grasp the broader concepts of paragraphs they read.

   C. When students read from one word to the next at a slow pace, it is more difficult for them to make use of multiple cues to determine the meaning of a text.

   D. When students are not familiar with the organization of a text, they must construct meaning based on their knowledge of individual words.

10. Following a classroom visit from a local artist, a fourth-grade teacher works with students to help them write individual thank-you notes they can send to their guest. The context of this writing activity is effective for promoting the student's literacy development primarily because it gives them:

    A. an opportunity to express their opinions.

    B. a task that is developmentally appropriate.

    C. a way to demonstrate their creativity.

    D. a real-world purpose for their writing.

11. Small groups of students in a fourth-grade class will be using the brain-storming process to develop ideas for an inquiry topic. To promote the most productive discussions, which of the following practices should the teacher emphasize?

    A. No one can make any changes to another students' ideas.

    B. All ideas will be accepted without criticism or evaluation.

    C. No one should offer ideas that are irresponsible or unworkable.

    D. All students will be allowed to make at least two suggestions.

12. Which of the following statements made by a teacher would likely promote the students' most active and effective use of the drafting and revising steps in the writing process?

    A. If you think your writing is ready to be published, there can be no spelling, grammar, or punctuation errors in the final version.

    B. When you state a position in your work, you must include support for that position in your writing.

    C. If you need to find a better way to express your ideas, there is nothing wrong with making changes or starting over.

    D. When people read and evaluate your writing, you are not obligated to make any of the changes they might suggest.

13. A student with a language-based learning disability who has trouble understanding words, sentences, or paragraphs is likely to benefit most significantly from reading instruction that emphasizes:

    A. broad exposure to a wide range of reading materials.

    B. repetitive activities based on high-frequency, irregular words.

    C. daily practice of skills with the use of a computer program.

    D. direct, explicit instruction during teacher-student interactions.

14. Read the excerpt below from a first-grade teacher's conversation with a reading group; then answer the question that follows.

Teacher:	So, here's the front cover of our book. What sorts of things do you see on this front cover?
Student W:	A boat with a big sail.
Teacher:	Yes, I see that right there.
Student X:	And there's a net with a bunch of fish.
Teacher:	You're right; those are fish. Do you see anything else?
Student Y:	(*points*) That's the title.
Teacher:	Can you read the title?
Student Z:	It's called *One Week at Sea.*
Teacher:	Terrific. Now, tell me what you think this book will be about. Do you have any ideas?

As an assessment method, the teacher's questions will elicit the most information about the students' ability to use which of the following skills to construct meaning?

A. using context

B. predicting

C. generating questions

D. summarizing

15. Use the excerpt below from an eighth grader's dialogue journal to answer the question that follows.

October 7 *I've read another chapter in my book, and it's getting easier for me. At first I didn't get all the historical stuff. I got a social studies book from a 7th grader and read about the time when this story is happening.*	Teacher's response:

Which of the following teacher responses to the student's entry would best help the student use the journal to engage in self-reflection and assessment?

A. Getting the textbook is certainly one good way to better understand the story. Have you ever used any other ways to get more information about a topic?

B. I know historical fiction can be very challenging, but I know that you are the sort of student who appreciates a good story, no matter what time period it is set in.

C. While a social studies book might have some information, encyclopedias are frequently the best source for the historical information that you needed.

D. It sounds like you have a book that is written at your frustration reading level. Would you like to know more about how to select reading material that matches your skills?

16. A reading specialist will be having a series of individual meetings with the parents, guardians, and surrogates of students who had the lowest scores on the latest statewide, standardized reading test. In the context of preparing for the meetings, which of the following issues should the reading specialist consider *first*?

    A. which steps can be taken in the home to support reading instruction and literacy development

    B. how to emphasize the importance of students' mastering the skills tested by this assessment

    C. how to explain the nature and purpose of the assessment and the meaning of the scores

    D. which specific instructional interventions would be most effective for the students

17. A reading specialist wants to implement a literacy volunteer program for the schools in his district. To create an effective volunteer program, which of the following steps will be most important for the reading specialist to take?

    A. assigning equal numbers of volunteers to each grade level and in each school in the district

    B. locating new reading materials and resources for the volunteers to use when they work with students

    C. determining whether the volunteers understand literacy development and reading instruction

    D. ensuring that volunteers understand their role and how they will function within the school community

18. A reading specialist wants to use a coaching model to observe a reading teacher and provide him with feedback about his instructional performance. To promote the most effective observation experience, which of the following steps should the reading specialist take *first*?

    A. Have the reading teacher provide a list of the instructional materials he will be using.

    B. Share with the reading teacher any comments classroom teachers have made about his work.

    C. Ask the reading teacher to help a student who has been particularly challenging.

    D. Meet with the reading teacher in a preconference to set goals for the observation.

19. Which of the following types of expertise would be most important for reading specialists to provide in support of the process of curriculum planning in a school district?

    A. an awareness of the broad goals and objectives in the school district

    B. a familiarity with the needs of individual students

    C. the skills needed to interpret scores from standardized reading tests

    D. the ability to identify the district's best literacy teachers

20. Two elementary reading teachers have conducted research to determine the effectiveness of several different instructional strategies. The district's reading specialist has seen their research findings and urges them to offer this information to reading teachers and paraprofessionals at schools in the district. Sharing the research findings within the district will be beneficial primarily because other reading teachers will be given the:

    A. chance to put into practice and further assess the effectiveness of the strategies the first two reading teachers found to be successful.

    B. motivation to encourage their students to work at achieving the level of reading performance found in students at other schools.

    C. incentive to develop their own research projects to ensure that their students will be exposed to a variety of instructional methodologies.

    D. opportunity to question the first two reading teachers about their hypotheses and their techniques for conducting this research.

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	**A**	Understand the constructive, dynamic process of reading.
2.	**C**	Understand the processes of language development and reading acquisition.
3.	**B**	Analyze the integrated nature of the English language arts.
4.	**B**	Apply knowledge of methods for using literature in reading instruction.
5.	**C**	Understand characteristics of various literary genres.
6.	**B**	Understand the appropriate use of mechanics and craft to convey meaning in the English language arts.
7.	**A**	Demonstrate knowledge of ways to create a literate environment in the classroom.
8.	**C**	Understand methods for promoting literacy as a lifelong skill.
9.	**C**	Apply knowledge of reading comprehension strategies.
10.	**D**	Apply literacy instruction theories.
11.	**B**	Apply methods for enhancing students' oral communication.
12.	**C**	Apply methods for enhancing students' written communication.
13.	**D**	Apply methods for establishing a learning environment that supports the literacy development of all students.
14.	**B**	Analyze ways to implement literacy assessment.
15.	**A**	Apply knowledge of the uses of self-assessment.
16.	**C**	Understand the appropriate uses of assessment.
17.	**D**	Apply knowledge of professional practices related to students and others.
18.	**D**	Apply knowledge of methods for creating professional development programs for reading teachers and paraprofessionals.
19.	**A**	Analyze the role of reading specialists in curriculum development.
20.	**A**	Apply knowledge of literacy research.