

PLACE[®]

STUDY GUIDE

07 English



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for Colorado Educators[®]**

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PART 1: GENERAL INFORMATION ABOUT THE PLACE® AND TEST PREPARATION

Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

[General Information About the PLACE and Test Preparation](#)

PART 2: FIELD-SPECIFIC INFORMATION

TEST FIELD 07: ENGLISH

INTRODUCTION

This section includes a list of the test objectives, immediately followed by a set of practice multiple-choice questions. For test areas that include a performance assessment (Basic Skills, all languages other than English, Special Education Specialist: Visually Impaired), one or more practice performance assignments (as applicable) will also be included.

TEST OBJECTIVES. As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to teach effectively in a Colorado classroom. The list of test objectives represents the **only** source of information about what a specific test will cover.

PRACTICE MULTIPLE-CHOICE QUESTIONS. The practice multiple-choice questions included in this section are designed to give you an introduction to the nature of the questions included on the PLACE test. The practice questions represent the various types of multiple-choice 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 to predict your performance on the test as a whole.

When you answer the practice multiple-choice questions, you may wish to use the answer key to check your answers. To help you identify how the test objectives are measured, the objective statement to which each multiple-choice question corresponds is listed in the answer key. When you are finished with the practice questions, you may wish to go back and review the entire list of test objectives and descriptive statements for your test area.

OBJECTIVES



TEST FIELD 07: ENGLISH

Literature
Reading
Written Communication
Oral Communication
Visual Communication and Information Processing

LITERATURE

Understand the distinctive features of various genres of fiction and nonfiction.

Includes applying literary terminology; analyzing the characteristics of fiction (e.g., plot, character, setting, theme); analyzing the characteristics of drama and dramatic structure; analyzing the characteristics and content of poetry; analyzing the characteristics of nonfiction genres (e.g., biographies, essays, letters, informational texts, newspaper accounts of events); and applying criteria for evaluating fiction and nonfiction works of various genres.

Understand the social and cultural contexts of literature.

Includes analyzing literary works as expressions of cultures, values, and ideas; evaluating literary responses of major writers to social conditions, historical events, and religious movements; and recognizing how an author's interests and background (e.g., gender, class, ethnicity, region) may influence his or her work.

Understand major writers, works, and themes of United States literature.

Includes analyzing works by United States authors from various backgrounds; recognizing changes in form and style in United States literature from the colonial period to the present; and evaluating the significance of major works and movements to the development of United States literature.

Understand major writers, works, and themes of British and world literature.

Includes analyzing major writers, works, themes, and characteristics of British and world literature.

Understand types of, characteristics of, and issues related to literature for adolescents and young adults.

Includes analyzing characteristics of writers, works, and genres of literature for adolescents and young adults; and applying criteria for evaluating such literature.

Understand literary theory and criticism.

Includes applying major concepts associated with the principal movements in modern theory and criticism.

READING

Understand reading strategies for different purposes and materials.

Includes identifying different purposes for reading and strategies that can be applied to each (e.g., reading carefully, skimming and scanning, finding a sequence of steps); and recognizing ways in which the features of text (e.g., genre, structure) influence the reader's application of strategies.

Understand strategies for the creation and discovery of meaning from text.

Includes recognizing factors that affect the reader's construction of meaning through interactions with text (e.g., prior knowledge, experiences, sociocultural background); applying knowledge of roots, etymology, and word structure to determine word meanings; and using context to deduce word meanings.

Understand strategies for the comprehension and interpretation of texts.

Includes drawing conclusions from a given passage, evaluating implied information, summarizing texts, analyzing the use of literary techniques (e.g., ambiguity, symbolism, imagery) to create impressions and evoke responses in readers, and analyzing the use of language to portray character, develop plot, or create a mood; and identifying techniques (e.g., rereading, questioning) for monitoring comprehension of different kinds of texts.

Understand strategies for the evaluation of texts.

Includes distinguishing between fact and opinion in a passage; evaluating the relevance, importance, or sufficiency of facts or examples in a writer's argument; evaluating the validity of a writer's logic; evaluating the credibility or objectivity of a source of information; and analyzing how a writer's point of view, tone, and style affect the reader's evaluation of the material.

WRITTEN COMMUNICATION

Understand writing for different purposes and audiences in a variety of genres.

Includes distinguishing the characteristics of various types of discourse (e.g., narrative, persuasive); and selecting the writing form that best suits the writer's purpose, audience, and context.

Understand processes used in writing.

Includes identifying strategies for generating and organizing ideas (e.g., brainstorming, concept mapping); recognizing effective analysis, synthesis, evaluation, and explanation in writing; incorporating and citing source materials in writing; and applying strategies for drafting, revising, editing, and publishing written communication.

Identify the conventions of standard written English.

Includes identifying standard English usage, sentence structure, punctuation, capitalization, and spelling; and applying strategies for proofreading.

Understand strategies for accessing, managing, and utilizing information.

Includes identifying features of various information resources (e.g., print, interview, video, Internet); recognizing resources for managing text (e.g., spellcheckers, word-processing programs) and their application; and using available technologies to conduct research and produce a well-documented product.

ORAL COMMUNICATION

Understand strategies for communicating for different purposes and audiences in a variety of forms.

Includes distinguishing among styles of language (e.g., technical, informal) appropriate for various purposes and audiences; identifying principles and characteristics of different speaking styles (e.g., extemporaneous, debate); recognizing the influence of context on communication; defining different purposes for listening; and analyzing the distinction between verbal and nonverbal communication.

Understand the elements of the oral communication process.

Includes analyzing techniques to organize information; analyzing techniques for making presentations to small and large groups; analyzing techniques for interacting in small and large groups; and identifying ways to adapt the speaking process based on feedback.

Understand the elements of effective communication.

Includes analyzing elements of effective listening and speaking in conversation (e.g., using appropriate language, providing verbal and nonverbal responses to the speaker); recognizing the impact of clarity of thought and speech; identifying various vocal strategies (e.g., enunciation, pauses) and their effect on meaning; and identifying characteristics of effective listening behavior.

Understand the complementary nature of listening and speaking.

Includes analyzing the effects of environmental and circumstantial factors on a listener's ability to understand a spoken message; analyzing the role of critical-thinking skills in effective listening and speaking; and recognizing the roles of body language, gestures, voice, and intonation when communicating.

VISUAL COMMUNICATION AND INFORMATION PROCESSING

Understand the active and constructive nature of viewing and visually representing information.

Includes identifying elements of visual language (e.g., symbols, shapes, composition); analyzing the contextual importance of cultural, social, economic, and historical factors to visual communication; and recognizing the role of viewers' prior experiences in their understanding of visual images.

Understand the influence of the mode of representation on the content of communication.

Includes identifying forms of visual communication (e.g., television, theatre, film) and their characteristics; recognizing alternative ways to communicate information (e.g., charts, graphs, models); and evaluating the selection of a particular mode of visual communication for a given purpose and audience.

Understand techniques for the critical evaluation of information, media, and technology.

Includes recognizing purposes (e.g., to entertain, persuade, inform) of media messages; recognizing the influence of propaganda techniques (e.g., bandwagon, glittering generality, testimonial); identifying strategies for analyzing media messages based on various factors (e.g., content, nonverbal cues, objectivity); and recognizing the mutual reinforcement of combined media (e.g., picture to clarify print, music to enhance visual images).

Understand the changing nature of information technology resources for accessing, selecting, and applying information.

Includes evaluating the impact of technological developments on the means and methods of personal and mass communication.

PRACTICE QUESTIONS: ENGLISH



1. Read the poem below, "Sowing Season. Evening" by Victor Hugo; then answer the question that follows.

It is the moment of twilight.
Seated under a portal, I admire
This end of day illuminating
The last hours of labor.

In the fields bathed by night,
Deeply moved, I gaze on the rags
Of an old man scattering fistfuls
Of future harvest in the furrows.

Tall, his dark silhouette
Towers above the deep ploughing.
The fruitfulness of fleeing days
Forms visibly his belief.

He walks along the endless plain,
Going, coming, casting seeds afar,
Opens his hand once more and begins afresh,
And, a hidden witness, I meditate

While unfolding its veils
The shadow where sound mixes in
Seems to stretch up to the very stars
The august gesture of his sowing.

This poem illustrates most clearly which aspect of Romanticism?

- A. the elevation of emotion over reason
- B. the preoccupation with the heroic figure
- C. the belief in the transcendental power of nature
- D. the preference for the exotic and remote

2. Read the excerpt below from "The Elk-Tooth Dress" by Dorothy M. Johnson; then answer the question that follows.

Natalie, the teenage narrator, is describing the interaction between her grandfather and a tourist at a meeting of Native American tribes in Montana.

Grandpa was being very Noble Red Man. He is not very tall, but he can look awful noble. He was just looking past this white woman in a baggy tweed suit and not answering her. She was getting more and more earnest, pointing at her camera and talking her idea of Indian English: "Me take picture, okay? You stand still, me take nice picture?"

I was so grateful to Grandma for being on my side that I walked over and rescued him for her.

I said to him in Salish, "Come on with me if you want to get away."

The white woman said, "Honey, maybe you talk English—just tell him I want to take his picture."

So if she wanted to, why didn't she go ahead?

I murmured, "*Je ne parle pas l'anglais. Mon grandpère ne parle pas l'anglais.*" [I don't speak English. My grandfather doesn't speak English.]

She shook her head and said, "Oh, dear. They all talk Indian," and walked away.

This passage best illustrates:

- A. multiple languages being spoken in one setting.
- B. the growth of relationships between family members.
- C. conflicts arising from stereotyping.
- D. the use of humor to escape a difficult situation.

3. The critical approach of archetypal analysis could best be applied to which of the following types of literary texts?
 - A. narrative poems
 - B. folk tales
 - C. comic dramas
 - D. autobiographies

4. When skimming and scanning an informative text to find a sequence of steps, it is most useful to look for transition cues such as:
 - A. because; since.
 - B. if; unless.
 - C. although; while.
 - D. initially; next.

5. Which of the following questions would be most useful to a reader when attempting to determine the position of a writer of a controversial article?
 - A. What facts does the author emphasize in the article?
 - B. Has the author structured the article coherently?
 - C. What is the author's reputation as a writer?
 - D. How many authorities does the writer cite in the article?

6. It is most important to include which of the following when writing a persuasion paper directed to a hostile audience?
 - A. acknowledgment of the opposition's side of the issue
 - B. quotations from opponents of the readers' views
 - C. emotional language to bolster the argument
 - D. sophisticated language to display scholarship

7. Peer revision aids writers in the composing process primarily by:
 - A. allowing for time between writing steps.
 - B. providing insight into how the text communicates to others.
 - C. exposing writers to a broad variety of styles and genres.
 - D. providing an opportunity for writers to socialize and see each other's work.

8. A city's mayor has recently delivered a speech to a conference of governmental leaders and has been asked to deliver it again at a meeting of a local service organization. Which of the following changes in the speech would be most important for the mayor to make?
- A. Add anecdotes about other speakers to encourage rapport with listeners.
 - B. Incorporate visual aids that reinforce important points.
 - C. Explain technical concepts and terms on a more general level.
 - D. Discard material that does not have a direct bearing on local politics.
9. Which of the following critical-thinking skills is likely to be most helpful to an individual who is listening to a persuasive speech?
- A. formulating a counterargument to each of the main ideas
 - B. identifying contradictions and fallacies of reasoning
 - C. evaluating the level of the speaker's vocabulary and syntax
 - D. comparing the speech to other speeches heard previously
10. The symbolism of a visual image from one culture may be ambiguous or may not be apparent to an individual from a different culture. Which of the following statements best explains this observation?
- A. The way a person visually scans an image is dependent on the characteristics of his or her written language.
 - B. The physical perception of visual elements, such as shapes and tones, is influenced by cultural factors.
 - C. The interpretation of a symbol is the result of a highly individualized construction of meaning by the viewer.
 - D. The connection between a symbol and what it represents is learned.

ANSWER KEY: ENGLISH



Question Number	Correct Response	Objective
1.	C	Understand major writers, works, and themes of British and world literature.
2.	C	Understand types of, characteristics of, and issues related to literature for adolescents and young adults.
3.	B	Understand literary theory and criticism.
4.	D	Understand reading strategies for different purposes and materials.
5.	A	Understand strategies for the evaluation of texts.
6.	A	Understand writing for different purposes and audiences in a variety of genres.
7.	B	Understand processes used in writing.
8.	C	Understand strategies for communicating for different purposes and audiences in a variety of forms.
9.	B	Understand the complementary nature of listening and speaking.
10.	D	Understand the active and constructive nature of viewing and visually representing information.

ACKNOWLEDGMENTS

Practice Question

1. Victor Hugo. (1800s) "Sowing Season. Evening". Translated by Mary Ann Caws (1990). Reprinted with permission of translator.
2. Johnson, D. M. The Elk-Tooth Dress. Copyright © 1957 by Dorothy M. Johnson. Originally published in *Seventeen Magazine*. Reprinted by permission of McIntosh and Otis, Inc.