

# PLACE<sup>®</sup>

## STUDY GUIDE

18 Reading Teacher



Program for Licensing Assessments  
for Colorado Educators<sup>®</sup>

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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 18: READING TEACHER

#### 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 18: READING TEACHER

Foundations of Reading  
Instructional Practices  
Assessment, Diagnosis, and Evaluation  
Role of the Reading Professional

#### FOUNDATIONS OF READING

**Understand reading as an interactive process of constructing meaning.**

Includes reading as the process of constructing meaning through dynamic interaction among the reader, the text, and the context of the reading situation.

**Understand the interrelationship of the communication arts.**

Includes the interrelatedness of listening, speaking, reading, and writing; and an understanding that reading and writing are built on a strong oral language foundation.

**Understand diverse factors (e.g., cultural, linguistic, developmental, environmental) that affect reading.**

Includes the interactive influences of culture and language on learning to read; effects of home, community, and other environmental factors on reading; unique individual factors that affect reading (e.g., physical, emotional, and developmental issues); issues of bias in relation to reading (e.g., interpreting dialectical differences as reading miscues); the role of diversity in building a community of readers; and strategies for helping all students learn to read successfully.

**Understand existing models or theories of the reading process.**

Includes the knowledge of selected theories of reading; the premises or research foundations of these theories; and the implications of these theories for literacy instruction and curriculum development.

**Understand the instructional role of assessment, diagnosis, and evaluation.**

Includes monitoring student progress; identifying student strengths, weaknesses, learning styles, etc.; and using ongoing assessment and diagnostic results to plan instruction.

#### INSTRUCTIONAL PRACTICES

**Understand emergent literacy.**

Includes concepts and attitudes that foster literacy development in young children; and knowledge of the conditions, factors, and instructional practices and strategies that support the emergence of literacy.

**Understand the use of communication arts in fostering reading development.**

Includes techniques for using students' oral language skills to foster reading development; the reading-writing connection; and instructional strategies that build on students' existing linguistic competence.

**Understand vocabulary development.**

Includes strategies for identifying unfamiliar words in text (e.g., semantic, syntactic, and graphophonemic clues); the relationship of speaking and listening vocabularies to reading vocabulary; and methods for promoting students' vocabulary development.

**Understand issues related to comprehension of text.**

Includes strategies that promote comprehension (e.g., activating prior knowledge, developing students' experiential bases, setting purposes for reading, fluency, promoting thoughtful responses to text); the relationship between comprehension and the development of specific reading strategies; and other factors that may promote or impede students' comprehension.

**Understand how to help students become strategic readers.**

Includes strategies for self-monitoring and maximizing comprehension of text (setting purposes for reading, rereading, self-correcting, adjusting reading rate, attending to text factors, consulting reference books, seeking help, and other metacognitive strategies).

**Understand reading instruction in the content areas.**

Includes fluency with words and concepts; the application of effective reading strategies in content-area learning; the development of study skills; the flexible use of strategies for understanding different types of texts (e.g., taking notes, mapping to analyze the content or structure of informational text, making predictions, etc.); and the development of students' literal, inferential, and critical comprehension.

**Understand approaches, techniques, practices, and philosophies of reading instruction.**

Includes characteristics, advantages, and limitations of various approaches to reading instruction (e.g., literature-based, language experience, individualized, whole language, basal); instructional methods and strategies (e.g., modeling, direct instruction, discovery learning); and grouping practices to encourage reading development (e.g., whole-class instruction, cooperative learning groups, individualized instruction).

**Understand the selection and use of reading materials for classroom purposes.**

Includes selecting and using diverse materials that represent society; creating or adapting materials; choosing reading materials based on student interests, instructional objectives, etc.

**Understand reading instruction for students with special needs.**

Includes understanding the educational needs of a variety of student populations (e.g., gifted students, students with reading difficulties, disabled students, students whose home language is not English); and adapting reading instruction to include such students in the learning community.

**Understand the use of technology in the reading program.**

Includes the use of television, video, computers, and other technological tools to support reading instruction for particular purposes (e.g., to enhance motivation, to tap different modes of learning); and the use of computers to generate diagnostic and evaluative assessment information to support instructional or curricular decisions (e.g., to identify areas in which several students need assistance, to identify topics on which curricular materials are effective or ineffective).

## ASSESSMENT, DIAGNOSIS, AND EVALUATION

### **Understand characteristics and limitations of conventional reading assessment instruments.**

Includes types, characteristics, and uses of assessment instruments (e.g., standardized achievement tests, diagnostic and placement tests); and the rationale for the selection of assessment instruments for given purposes.

### **Understand performance-based reading assessment methods.**

Includes types, characteristics, and uses of assessment methods (e.g., observation, reading inventories, portfolios); and the rationale for the selection or development of assessment methods for given purposes.

### **Understand the interpretation and use of assessment information.**

Includes principles and guidelines for interpreting the results of assessment instruments or methods and for designing instruction to help students learn.

### **Understand factors that may lead to reading difficulties.**

Includes social, emotional, developmental, and instructional factors (e.g., student self-perceptions, the presence of disabilities, teacher expectations, choice of instructional methods and materials, textual factors, etc.); and ways to identify and respond to such factors.

### **Understand screening procedures.**

Includes types and characteristics of screening methods (e.g., visual, auditory, observational) for identifying existing or potential reading difficulties; and instructional implications of screening (e.g., identification of students for diagnosis, special needs referral, planning intervention before remediation becomes necessary).

### **Understand diagnostic procedures.**

Includes characteristics of procedures (e.g., listening, oral, silent, written) used in reading diagnosis; types of information obtained from various diagnostic procedures; and instructional applications of diagnostic procedures (e.g., identifying students' reading strengths, selecting instructional methods and materials to meet students' needs).

### **Understand procedures for evaluating reading programs and materials.**

Includes criteria and the rationale for the evaluation of reading programs and materials; advantages of various methods of evaluating reading programs and materials; and the use of evaluation results to adapt or supplement reading programs and materials.

## ROLE OF THE READING PROFESSIONAL

### **Understand the role of the reading professional.**

Includes multiple roles (e.g., language arts consultant; in-class support person; provider of individualized and small-group instruction; staff trainer working with general and special education teachers, school administrators, paraprofessionals, parents, community members, and others to promote reading growth for all students); and techniques for, and issues related to, working as a reading professional.

### **Understand strategies for involving families and school and community groups in the development of readers.**

Includes strategies for collaborating with parents or guardians and organizations within the school, the district, and the local community to foster literacy.

**Understand the relationship between the curriculum and classroom instruction.**

Includes principles and issues involved in designing effective reading curricula; modifying curricula for particular purposes; and techniques for creating an effective reading program.

**Understand how to organize and manage the educational environment to promote reading growth.**

Includes strategies for creating an environment that supports the development of a community of learners who read widely and independently and share their reading experiences (e.g., using written language routinely around the classroom, having many diverse reading materials throughout the room, creating interest centers, arranging the physical space to minimize disturbances, providing time for independent reading, structuring activities to maximize student involvement and time on task).

**Understand the role of reflection, self-evaluation, and professional development in reading instruction.**

Includes issues, resources, professional organizations, and methods related to evaluating and adjusting one's own performance and fostering professional growth and development for one's self and with colleagues.

## PRACTICE QUESTIONS: READING TEACHER



1. Which of the following reading strategies is an effective and appropriate strategy to use in virtually all reading contexts?
  - A. reading carefully word for word
  - B. looking up the meaning of each unfamiliar word as it is encountered
  - C. making predictions about the text
  - D. outlining the entire text before reading it carefully
2. Students are most likely to develop an interest in and an enjoyment of literature through activities that involve:
  - A. discussing favorite stories with their classmates.
  - B. competing with other students to see who reads the most books each month.
  - C. using the library for practical research projects.
  - D. writing book reports about novels and short stories that the students choose themselves.

Use the information below to answer the two questions that follow.

At the beginning of the school year, a kindergarten teacher completes an oral language checklist for each student in her class. The following is an excerpt from one of the completed checklists.

<b>Name:</b> <i>Julienne</i>			
<b>When listening to literature . . .</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Usually</b>
• recalls main characters and setting			X
• recalls facts and details from a story			X
• recalls events of a story in sequence			X
• recognizes rhyming words	X		
• recognizes words that begin with the same sound	X		

3. Based on the information in this checklist, Julienne would benefit from further instruction to help her:
- increase her oral vocabulary.
  - foster her understanding of story structure.
  - enhance her phonemic awareness.
  - improve her aural memory.
4. Which of the following would be the most appropriate use for a checklist such as the one shown above?
- screening for potential reading difficulties
  - diagnosing a specific reading disability
  - identifying specific auditory deficits
  - determining the appropriate reading placement level

5. Which of the following is an example of using syntactic clues to identify the meaning of an unfamiliar word in a text?
- A. looking for synonyms or descriptions of the word within the text
  - B. applying graphophonemic analysis to the word
  - C. determining the meaning of the word's root and affixes
  - D. analyzing what the placement of the word within a sentence suggests about the word
6. A seventh grader who has just finished previewing a chapter in a content-area textbook could best use the information gained in her preview by:
- A. writing answers to the questions presented at the end of the chapter.
  - B. reading the chapter carefully and making note of any topic that she does not remember from the preview.
  - C. generating questions to be answered while reading the chapter.
  - D. attempting to develop a definition for each word in the chapter's list of new vocabulary words.
7. A history class has been assigned to read a textbook chapter on the events and causes that led to the Great Depression. The most effective prereading strategy for the teacher to use to help the students understand the material would be to:
- A. lead a discussion on what it was like to live during the depression.
  - B. create a list of events and ask the students to identify which ones are related to the depression.
  - C. give the students a summary of the chapters that precede and follow the assigned text.
  - D. prepare a flowchart showing the major events covered in the chapter.

8. When selecting a passage to use for a miscue analysis, a teacher should ensure that the passage:
- A. is taken from one of the student's content-area textbooks.
  - B. contains no words that are unfamiliar to the student.
  - C. represents the student's frustrational reading level.
  - D. flows logically and reflects a complete unit of meaning.
9. It would be most appropriate to ask which of the following questions to assess the overall effectiveness of a school's reading program?
- A. Are teachers in the program generally able to implement their original instructional plans with minimal adjustments?
  - B. Do the teachers in the program manage to maintain a rapid rate of instruction?
  - C. Are most students in the program able to transfer learned skills to a variety of reading contexts?
  - D. Do significantly fewer students require remedial reading instruction than in previous years?
10. Which of the following would be an appropriate responsibility to assign to a paraprofessional in a reading program?
- A. advocating with classroom teachers on behalf of students
  - B. monitoring the implementation of a student's individualized education program (IEP)
  - C. tutoring, with teacher guidance, individual or small groups of students
  - D. interpreting the results of diagnostic reading tests

## ANSWER KEY: READING TEACHER



<b>Question Number</b>	<b>Correct Response</b>	<b>Objective</b>
1.	C	Understand reading as an interactive process of constructing meaning.
2.	A	Understand the use of communication arts in fostering reading development.
3.	C	Understand the instructional role of assessment, diagnosis, and evaluation.
4.	A	Understand screening procedures.
5.	D	Understand vocabulary development.
6.	C	Understand how to help students become strategic readers.
7.	D	Understand reading instruction in the content areas.
8.	D	Understand performance-based reading assessment methods.
9.	C	Understand procedures for evaluating reading programs and materials.
10.	C	Understand the role of the reading professional.