Michigan

TEST FOR TEACHER CERTIFICATION

STUDY GUIDE

90 Language Arts
(Elementary)
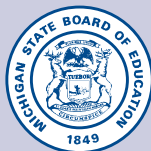
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PART 1: General Information About the MTTC Program and Test Preparation

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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.

TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
Meaning and Communication	28%
Literature, Genre, and Craft	36%
Skills and Processes	36%

MEANING AND COMMUNICATION

Demonstrate an understanding of the integrated nature of the English language arts.

Includes demonstrating an understanding of the ways in which listening, speaking, reading, writing, viewing, and visually representing connect and mutually influence one another; demonstrating an understanding of the integrated nature of the content, processes, strategies, and skills of the language arts at different developmental levels; demonstrating knowledge of a variety of communication models and the interdependence of their various components; and recognizing ways in which oral, written, and visual texts can be used to explore important issues in other disciplines and communities.

Demonstrate an understanding of the social, cultural, and dynamic nature of verbal and nonverbal language.

Includes demonstrating familiarity with the diversity of language uses, patterns, and dialects in oral, written, and visual discourse; recognizing how diction, dialect, and patterns of expression transmit culture and affect meaning in all modes of communication; demonstrating an understanding of the reciprocal relationship between verbal and nonverbal language and concepts related to identity, customs, and daily life in various cultures; demonstrating knowledge of how the use of language relates to issues of age, religion, gender, culture, ethnicity, social class, disability, and sexual orientation; and demonstrating an understanding of how language choices affect people's lives.

Demonstrate familiarity with concepts relating to language development and acquisition of first and second languages.

Includes demonstrating an understanding of emergent literacy; recognizing the stages of literacy development (e.g., knowledge of letters, phonemic awareness, reading words, comprehension); recognizing factors (e.g., physical, perceptual, intellectual) that affect students' language development and reading acquisition; demonstrating knowledge of the characteristics of fluent readers at different developmental levels; recognizing the reciprocal relationship between language, culture, and individual identity; demonstrating familiarity with the principles of oral and written language acquisition and use (e.g., language development in children, second language and dialect acquisition); and recognizing the effects of the primary language on the development of English language skills.

Demonstrate an understanding of the elements of effective communication in a variety of rhetorical situations.

> Includes demonstrating knowledge of appropriate communication modes and behaviors in a variety of rhetorical situations; demonstrating familiarity with rhetorical techniques and devices used to respond to, create, and revise texts in a variety of genres; demonstrating an understanding of expressive and receptive roles in the communication process; demonstrating an understanding of the effects of style, voice, and language choices in oral, written, and visual texts; recognizing the role of body language, gestures, and visual aids in communicating a point of view; demonstrating an understanding of the role of feedback in the communication process; and demonstrating familiarity with strategies for constructing and conveying meaning for a variety of purposes and audiences through a variety of texts.

LITERATURE, GENRE, AND CRAFT

Demonstrate familiarity with concepts relating to the structure of language.

> Includes demonstrating knowledge of the grammar, conventions, and history of the English language (e.g., morphology, phonology, semantics, syntax); recognizing the grammatical, syntactical, and lexical features of the English language in a variety of contexts; demonstrating an understanding of the differences between descriptive and prescriptive conventions of usage; and demonstrating familiarity with the ways in which conventions of usage are adapted to different communicative situations.

Demonstrate an understanding of literature as oral, written, and visual texts.

> Includes recognizing the characteristics and forms of a variety of oral, written, and visual texts (e.g., narrative, dramatic, poetic, expository, persuasive); and recognizing the distinct characteristics of different forms of oral, performance, and media literature (e.g., film, readers' theatre, personal narrative, television, audio technology).

Demonstrate familiarity with a wide variety of high-quality contemporary and classical literature for children and young adolescents.

> Includes demonstrating knowledge of literature for children and young adolescents; demonstrating knowledge of major genres, works, and writers in children's and young adolescent literature; identifying and analyzing key issues and recurring themes in literature written for children and young adolescents; recognizing the significance of illustrations in literature written for children and young adolescents; demonstrating familiarity with criteria for evaluating works written for children and young adolescents; and demonstrating familiarity with strategies for selecting developmentally appropriate literature.

Demonstrate familiarity with techniques that authors use to convey meaning, enhance appreciation, and influence an audience.

> Includes demonstrating an understanding of how authors use various narrative and expository techniques to convey ideas and perspectives (e.g., characterization, setting, conflict, theme, point of view, bias, organization, validity, reliability) in various texts; demonstrating an understanding of how an author's word selection and choice of grammatical structure, sentence variety, and organization enhance the appreciation of various texts; and demonstrating an understanding of how authors assist audience comprehension (e.g., appealing to reason, logic, and emotion, using figurative language and grammatical conventions) of various texts.

Demonstrate familiarity with critical standards used to evaluate texts and mass media.

Includes demonstrating familiarity with standards used to make judgments about the craft, aesthetics, and significance of texts; demonstrating familiarity with standards for evaluating whether a communication is truthful, responsible, and/or ethical in diverse contexts; analyzing oral, written, and visual texts to evaluate the appropriateness of style, voice, and language choices to context, purpose, and audience; demonstrating an understanding of the influence of different purposes and contexts on individual, shared, and academic standards.

SKILLS AND PROCESSES

Demonstrate familiarity with multiple strategies for determining the meaning of unfamiliar words and concepts in text.

Includes demonstrating knowledge of the purposes and characteristics of reading techniques and strategies (e.g., skimming, scanning, varying reading rate); demonstrating familiarity with word identification and fix-up strategies (e.g., phonemic awareness, phonics, picture and context clues, structural clues, sight words); demonstrating familiarity with strategies for learning vocabulary; and analyzing methods for enhancing reading comprehension (e.g., recalling prior knowledge related to a topic, making predictions, generating questions to be answered from reading, rereading, self-monitoring).

Demonstrate familiarity with inquiry processes and the resources appropriate for investigating particular questions or topics.

Includes demonstrating an understanding of how to formulate questions for research purposes; demonstrating knowledge of sources and techniques for identifying and locating relevant information; demonstrating an understanding of how to compare, contrast, and evaluate different sources; demonstrating familiarity with techniques for online research; and demonstrating familiarity with a variety of means for presenting conclusions (e.g., written reports, oral presentations, multimedia presentations, visual representations).

Demonstrate familiarity with the nature of the writing process.

Includes demonstrating familiarity with strategies for generating ideas before writing (e.g., topic choice, brainstorming, clustering, researching, discussing, questioning, reading, listing, viewing, drawing); evaluating the appropriateness of different writing forms for various purposes and audiences; recognizing details that interfere with or support the development of a main point; demonstrating familiarity with the processes and purposes of editing, revising, and proofreading texts to determine overall quality (e.g., student-teacher and peer conferencing, self-editing); and demonstrating familiarity with the publication process.

Demonstrate familiarity with the special skills required in the production of mass media.

Includes demonstrating familiarity with the characteristics and functions of various forms of mass media (e.g., radio and television broadcasting, the Internet, newspapers, magazines, film production, graphic design); and demonstrating familiarity with the skills required to create a mass media product (e.g., teamwork skills, appropriate use of resources, appropriate use of technology, publishing or presenting).

Demonstrate familiarity with techniques for student goal setting, reflection, and self-assessment at different linguistic developmental levels.

Includes demonstrating familiarity with techniques for student goal setting, metacognition, reflection, and self-assessment at different linguistic developmental levels; demonstrating familiarity with the process of creating and evaluating a collection of personal texts; and demonstrating familiarity with strategies for identifying and overcoming difficulties when constructing and conveying meaning across a wide range of situations.

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. Students in a middle school social studies class are learning about the Civil War. They have read various historical and fictional accounts about the people who experienced the war firsthand. Which of the following activities would be most likely to extend the students' understanding of the social and emotional issues surrounding the war?

   A. creating a videotaped reenactment of various Civil War battles

   B. writing historically accurate fictional letters home from the viewpoint of one of the soldiers

   C. presenting oral reports based on research from history resources

   D. creating timelines that chart the significant events leading up to the Civil War period

2. Adolescents frequently develop their own style of communication, embellishing their language with hyperbole and slang, and moving away from the standards of speech modeled by their parents. This occurrence is best described as an attempt to use language to:

   A. move from one social class to another.

   B. demonstrate their ability to use multiple modes of communication to express themselves.

   C. complete a rite of passage into adulthood.

   D. differentiate themselves from their parents' social group and assimilate into a community of their peers.

3. When using gestures to help emphasize a point during a speech presented to an unfamiliar audience, it is most important for the speaker to understand that gestures:

   A. may be interpreted differently depending on an individual's cultural background.

   B. are usually comprehended quickly and easily and may sometimes substitute for verbal language.

   C. must be repeated frequently to ensure that the audience understands their purpose.

   D. should be used sparingly to prevent the audience from relying too heavily on nonverbal language.

4. To determine whether a fifth-grade student is a fluent reader, which of the following language skills would be most important for the student to demonstrate?

   A. spelling high-frequency and irregular words accurately

   B. reading a text with appropriate intonation and no hesitations

   C. understanding vocabulary associated with a particular field or topic

   D. writing paragraphs with topic sentences and supporting details

5. Reading aloud to children tends to support their reading acquisition primarily by:

   A. pointing out the link between a conversation and written dialogue.

   B. exposing them to book language and a richer oral vocabulary.

   C. showing them that words have a meaning and correct spelling.

   D. demonstrating the symbolic nature and flexibility of language.

6. Use the sentence fragment below to answer the question that follows.

   I am unable to go to the *movies* with him and his friends tonight, . . .

   Based on the stressed word in the sentence fragment above, which of the following sentence completions most accurately interprets the speaker's meaning?

   A. . . . but I may be able to go to the movies tonight with him alone.

   B. . . . but I may be able to go somewhere else with him and his friends tonight.

   C. . . . but I may be able to go to the movies tonight with my own friends.

   D. . . . but I may be able to go to the movies with him and his friends tomorrow night.

7. Which of the following sentences contains a misplaced modifier?

   A. A plane landed on the runway with a broken propeller.

   B. The lawyer joined my brother and me outside the courtroom for a brief conference.

   C. Driving along the road, we saw a beautiful field of flowers.

   D. The governor's major objective, conserving our natural resources, was well supported.

8. Which of the following components of grammar determines the patterns of sound, intonation, timing, and stress in a language?

    A. syntax

    B. morphology

    C. semantics

    D. phonology

9. Poetry characteristically relies most heavily upon which of the following to convey meaning?

    A. logic and reason

    B. narrative metamorphosis

    C. sequential action

    D. figurative language and form

10. Which of the following guidelines should teachers use when evaluating the quality of multicultural books for classroom use?

    A. Multicultural books should generally cover several cultural groups.

    B. Only books written by a member of the culture represented should be used.

    C. A book must accurately reflect the culture it represents.

    D. All cultures in a book should be represented only in positive ways.

11. Which of the following techniques is most likely to effectively influence an audience to accept a particular perspective?

    A. appealing to the audience's intellect and emotions

    B. evoking the audience's sense of nostalgia

    C. appealing to the audience's aesthetic sensibilities

    D. entertaining the audience while informing them

12. Which of the following criteria is most frequently used to evaluate the formal characteristics of a literary work?

   A. the author's intent when writing the work

   B. the relationship between the work and the society in which it was written

   C. the coherence of each part of the work with the whole

   D. the length of the work in comparison to other works in the same genre

13. To best ensure an audience will be able to understand the information and concepts in an informative speech, a responsible speaker will do which of the following while preparing a speech?

   A. Investigate the background of the audience to adapt the ideas in the speech to existing views and beliefs.

   B. Analyze the prospective audience to determine its needs and persuadability with regard to the topic of the speech.

   C. Determine the knowledge level and goals of the audience in relation to the subject matter of the speech.

   D. Provide an advance copy of the outline or notes of the speech to a representative of the audience for review.

14. For which of the following words would it be most effective for a student to use structural analysis to determine its meaning?

   A. guffaw

   B. neurologist

   C. hacienda

   D. sonar

15. Which of the following strategies would be most effective for students to use to formulate a research topic that is narrow and focused?

   A. learning whether others have written about the topic

   B. identifying a topic that is interesting to them

   C. ensuring that information about the topic is available

   D. posing the topic as a question to be answered

16. Presentation software would be most effective for presenting information in which of the following contexts?

   A. sharing a personal anecdote

   B. making points during a debate

   C. explaining the steps in a process

   D. orally interpreting a literary text

17. Read the letter below to a publisher; then answer the question that follows.

To whom it may concern:

1 I am writing to suggest a revision to the Third Edition of your anthology on children's literature *One Before the Mast: Sailing on a Sea of Stories.* **2** One of the stories, "Janey on Board," contains images and language that are biased against girls.

3 In this story, the girls are always described as cute and sweet. **4** They all wear pink or pastel-colored clothing, and are described with weak, passive language. **5** In contrast, the boys are described as tough and strong, and are usually described with bold, active language. **6** While I realize an author may sometimes make this choice in order to prove a particular point, this is not the case in this story. **7** Rather, the author simply lacks sensitivity to gender bias.

8 I think it is crucial to children's development for boys and girls to be treated equally, especially in literature. **9** Frankly, I am surprised to encounter this kind of bias in a high-quality publication such as yours, and am disappointed to find this story among so many other good ones. **10** My favorite was the trilogy about the mermaid's adventures among the whales, which reminded me of dreams I had as a child vacationing with my family by the sea. **11** Please consider eliminating "Janey on Board" from your next edition. Thank you.

Which of the following sentences
interferes with the development of the
main point in this passage?

A. sentence 1

B. sentence 7

C. sentence 8

D. sentence 10

18. Which of the following types of software is most likely to be useful in creating a printed media product that contains both text and graphics?

    A. hypermedia software

    B. desktop publishing software

    C. data management software

    D. word-processing software

19. For the purpose of self-reflection, which of the following questions would be most important for students to consider when they select the pieces to save in their developmental portfolio?

    A. Is this one of the best pieces that I have completed this year?

    B. What could I have done differently to make this piece better?

    C. Are there parts of this piece that I could work on later?

    D. What does this piece show about what I have been learning?

20. During an open house at an elementary school, a fourth-grade teacher is asked why students in his class save work with mechanical errors in their portfolios. To promote a greater understanding of the portfolio process, it would be most important for the teacher to point out that:

    A. portfolio pieces provide a picture of a student's learning at a particular point during the school year.

    B. students do not worry about errors in their work unless an adult does.

    C. students need to feel approval from their teacher for every writing assignment that they complete.

    D. portfolio pieces are selected by the students based on their own criteria.

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	B	Demonstrate an understanding of the integrated nature of the English language arts.
2.	D	Demonstrate an understanding of the social, cultural, and dynamic nature of verbal and nonverbal language.
3.	A	Demonstrate an understanding of the social, cultural, and dynamic nature of verbal and nonverbal language.
4.	B	Demonstrate familiarity with concepts relating to language development and acquisition of first and second languages.
5.	B	Demonstrate familiarity with concepts relating to language development and acquisition of first and second languages.
6.	B	Demonstrate an understanding of the elements of effective communication in a variety of rhetorical situations.
7.	A	Demonstrate familiarity with concepts relating to the structure of language.
8.	D	Demonstrate familiarity with concepts relating to the structure of language.
9.	D	Demonstrate an understanding of literature as oral, written, and visual texts.
10.	C	Demonstrate familiarity with a wide variety of high-quality contemporary and classical literature for children and young adolescents.
11.	A	Demonstrate familiarity with techniques that authors use to convey meaning, enhance appreciation, and influence an audience.
12.	C	Demonstrate familiarity with critical standards used to evaluate texts and mass media.
13.	C	Demonstrate familiarity with critical standards used to evaluate texts and mass media.
14.	B	Demonstrate familiarity with multiple strategies for determining the meaning of unfamiliar words and concepts in text.
15.	D	Demonstrate familiarity with inquiry processes and the resources appropriate for investigating particular questions or topics.
16.	C	Demonstrate familiarity with inquiry processes and the resources appropriate for investigating particular questions or topics.
17.	D	Demonstrate familiarity with the nature of the writing process.
18.	B	Demonstrate familiarity with the special skills required in the production of mass media.
19.	D	Demonstrate familiarity with techniques for student goal setting, reflection, and self-assessment at different linguistic developmental levels.
20.	A	Demonstrate familiarity with techniques for student goal setting, reflection, and self-assessment at different linguistic developmental levels.