



*Michigan*  
**TEST FOR TEACHER CERTIFICATION**  
**STUDY GUIDE**

**096 Professional  
Readiness Examination  
(Reading)**

**Effective after October 1, 2013**



MI-SG-FLD096R-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

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### ABOUT THE PROFESSIONAL READINESS EXAMINATION

The Michigan Test for Teacher Certification (MTTC) Professional Readiness Examination is designed to measure communication and mathematical skills. The Professional Readiness Examination consists of approximately 129 multiple-choice questions and two written constructed-response assignments and assesses the following three broad areas of knowledge and skills:

- Reading
- Mathematics
- Writing

You will receive a separate score for each subtest of the test (i.e., Reading, Mathematics, Writing). A passing score is required for each subtest in order to pass the Professional Readiness Examination. Examinees who do not pass one or more subtests of the Professional Readiness Examination may retake only those subtests. Once a subtest is passed, you do not need to retake that subtest. If you have previously passed one or more Basic Skills (096) subtests, your passing status for each subtest you passed will be accepted, and you will only need to take and pass any subtest(s) you have not yet passed. Refer to the MTTC Web site at [www.mttc.nesinc.com](http://www.mttc.nesinc.com), for more information about retaking subtests of the Professional Readiness Examination.

#### Test Objectives

The test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding important for a candidate to have before beginning the student teaching requirement in Michigan. These test objectives represent the **only** source of information about what the 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.

#### 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 Professional Readiness Examination. 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.

#### Reading

Many test questions in the Reading Subtest are based on reading passages. Consider the strategies below and choose the one that works best for you.

A first strategy is to read the passage thoroughly and carefully and then answer each question, referring to the passage only as needed. A second strategy is to read the questions first, gaining an idea of what is sought in them, and then read the passage with the questions in mind. A third strategy is to scan the passage very quickly to gain an overview of its content, and then answer each question by referring back to the passage for the specific answer. Any of these strategies is appropriate. However, you should not answer the questions on the basis of your own opinions but rather on the basis of the ideas and opinions expressed in the passage.

In the Reading Subtest, the order of information requested by the questions does not necessarily correspond to the order of information in a given selection. Certain words and phrases within some selections have been underlined for testing purposes only; underlined words do not reflect emphasis intended by the writers.

**Mathematics**

In the Mathematics Subtest, a set of mathematical definitions and formulas is provided that may help you perform the calculations on the test. A sample of these definitions and formulas is provided following the sample test directions. A four-function calculator will be provided for use with this test. For computer-based testing, an on-screen calculator will be available for your use during the test. For paper-based testing, a four-function calculator will be provided with your test materials.

**Writing**

The Writing Subtest consists of forty-two multiple-choice questions and two written constructed-response assignments. This study guide provides sample multiple-choice questions, writing assignment performance characteristics, a scoring scale, practice constructed-response writing assignments, and sample responses to the constructed-response writing assignments.

For computer-based testing, you may use the provided note booklet to plan your responses, but your final responses must be entered into the computer. For paper-based testing, you may use blank space in the test booklet to plan your responses, but your final responses must be written in the written response booklet.

## TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
Word Meaning	17%
Main Idea and Detail	16%
Writer's Purpose	17%
Idea Relationships	16%
Critical Reasoning	17%
Study Skills	17%

### I. WORD MEANING

**001 Determine the meaning of words and phrases.**

Includes using the context of a passage to determine the meaning of words with multiple meanings, unfamiliar and uncommon words and phrases, and figurative expressions.

### II. MAIN IDEA AND DETAIL

**002 Understand the main idea and supporting details in written material.**

Includes identifying explicit and implicit main ideas; and recognizing ideas that support, illustrate, or elaborate the main idea of a passage.

### III. WRITER'S PURPOSE

**003 Identify a writer's purpose, point of view, and intended meaning.**

Includes recognizing a writer's expressed or implied purpose for writing; evaluating the appropriateness of written material for various purposes or audiences; recognizing the likely effect of a writer's choice of words on an audience; and using the content, word choice, and phrasing of a passage to determine a writer's opinion or point of view.

#### IV. IDEA RELATIONSHIPS

**004 Analyze the relationship among ideas in written material.**

Includes identifying the sequence of events or steps; identifying cause-effect relationships; analyzing relationships between ideas in opposition; identifying solutions to problems; and drawing conclusions inductively and deductively from information stated or implied in passage.

#### V. CRITICAL REASONING

**005 Use critical reasoning skills to evaluate written material.**

Includes evaluating the stated or implied assumptions on which the validity of a writer's argument depends; judging the relevance or importance of facts, examples, or graphic data to a writer's argument; evaluating the logic of a writer's argument; evaluating the validity of analogies; distinguishing between fact and opinion; and assessing the credibility or objectivity of the writer or source of written material.

#### VI. STUDY SKILLS

**006 Apply study skills to reading assignments.**

Includes organizing and summarizing information for study purposes; following written instructions or directions; and interpreting information presented in charts, graphs, or tables.

## SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Read the passage below. Then answer the six questions that follow.

### The Road to Civil Rights

1 The period immediately following the Civil War was a time of great hope for African Americans. It was also a time of momentous constitutional change, as the nation sought to extend those liberties enshrined in the Bill of Rights to all Americans, Black and White. The Thirteenth Amendment abolished slavery, the Fourteenth Amendment guaranteed all citizens equal protection of the laws, and the Fifteenth Amendment declared that no one could be denied the right to vote "on account of race, color, or previous condition of servitude." In subsequent decades, however, it became all too apparent, at least to African Americans and an unfortunately small number of concerned White Americans, that the promises contained in these amendments were not being honored. By century's end, racial segregation was still an inescapable fact of American social life, in the North as well as the South. At the same time, most southern states had adopted devices such as the poll tax, literacy test, and White primary to strip African Americans of their right to vote.

2 The struggle to close the gap between constitutional promise and social reality would pass through two important stages. In the first stage, organizations such as the NAACP worked through the courts to restore the meaning of the Reconstruction-era amendments. These efforts culminated in the 1954 Supreme Court decision in *Brown v. Board of Education of Topeka*, which outlawed segregation in public schools. The decision also stated that separate facilities were inherently unequal, thus providing a legal basis for subsequent suits to desegregate other kinds of public accommodations.

3 As it turned out, the principles enunciated in the *Brown* decision were more easily stated than enforced. Court orders to desegregate public schools often encountered massive resistance. Seeing this, African Americans and their supporters began to adopt new tactics. As they did, the struggle for African American rights entered its second stage, a stage that would be characterized by direct action rather than legal challenges and would be played out in the streets rather than the courts. In turning to civil disobedience, leaders such as Martin Luther King, Jr., made it possible for all victims of racial injustice to take action in a way that was direct and forceful, but also peaceable. And through the power of their moral example, they soon won widespread support for their cause. In response to these developments, Congress took steps to restore the full meaning of the Fourteenth and Fifteenth Amendments by passing the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

4 The enactment of these measures by no means marked the end of the civil rights movement. There was still much to be done. Yet the passage of these acts nevertheless had far-reaching significance. The acts not only helped correct social inequities that had persisted far too long, they also showed that the Constitution means something, however long it may sometimes take to give substance to that meaning. This is no small matter in a nation of laws.

1. Which of the following best defines the word culminated as it is used in paragraph 2 of the selection?
  - A. initiated a lengthy process
  - B. completed the initial phase of a project
  - C. began a period of decline
  - D. reached the highest point of achievement
2. Which of the following statements from the selection best expresses the main idea of the *first paragraph*?
  - A. The period immediately following the Civil War was a time of great hope for African Americans.
  - B. The Thirteenth Amendment abolished slavery, the Fourteenth Amendment guaranteed all citizens equal protection of the laws, and the Fifteenth Amendment declared that no one could be denied the right to vote "on account of race, color, or previous condition of servitude."
  - C. In subsequent decades, it became all too apparent, at least to African Americans and an unfortunately small number of concerned White Americans, that the promises contained in the Thirteenth, Fourteenth, and Fifteenth Amendments were not being honored.
  - D. Most southern states had adopted devices such as the poll tax, literacy test, and White primary to strip African Americans of their right to vote.

3. The content of paragraph 3 indicates the writer's belief that:

- the first stage of the civil rights movement was a failure.
- Supreme Court decisions have less influence on U.S. society than Congressional actions.
- social movements are able to influence the political process.
- the costs of civil disobedience sometimes outweigh its benefits.

4. According to the selection, many communities refused to enforce the *Brown* decision. African Americans and their supporters tried to overcome this problem by:

- demanding that Congress pass additional civil rights legislation.
- engaging in nonviolent direct action.
- selecting new leaders for the civil rights movement.
- requesting the assistance of the Supreme Court.

5. Which of the following assumptions most influenced the views expressed by the writer in this selection?

- Nations that profess a belief in the rule of law should ensure that all laws are observed.
- Social injustice can be eliminated most effectively through amendments to the Constitution.
- As a rule, people must be forcibly compelled to respect the rights of others.
- Without forceful leaders, social movements are unlikely to gain broad support.

6. Which of the following statements best summarizes the information presented in the selection?

- A. After the Civil War, the Thirteenth, Fourteenth, and Fifteenth Amendments were adopted to protect and extend the rights of African Americans. By century's end, however, racial segregation was still an inescapable fact of American social life. It would remain so until the 1954 Supreme Court decision in *Brown v. Board of Education of Topeka*, which called for the full desegregation of all kinds of public accommodations.
- B. During the past century, there have been significant changes in the leadership of the civil rights movement. Organizations such as the NAACP spearheaded the initial phase of the struggle for African American rights. As legal action gave way to direct action, however, leadership came primarily from individuals like Martin Luther King, Jr.
- C. Adopted immediately after the Civil War, the Thirteenth Amendment abolished slavery, the Fourteenth Amendment guaranteed African Americans equal protection of the laws, and the Fifteenth Amendment gave African Americans the right to vote. African Americans and their supporters have long struggled to give meaning to these amendments.
- D. Efforts by African Americans and their supporters to close the gap between the constitutional promises of the Reconstruction-era amendments and the realities of American social life passed through two important stages. The first stage, which focused on legal action, culminated in the *Brown* decision of 1954. This stage was followed by a direct action phase that resulted in the passage of the civil rights acts of the sixties.

## ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	<b>D</b>	Determine the meaning of words and phrases.
2.	<b>C</b>	Understand the main idea and supporting details in written material.
3.	<b>C</b>	Identify a writer's purpose, point of view, and intended meaning.
4.	<b>B</b>	Analyze the relationship among ideas in written material.
5.	<b>A</b>	Use critical reasoning skills to evaluate written material.
6.	<b>D</b>	Apply study skills to reading assignments.