

PLACE[®]

STUDY GUIDE

43 Reading Specialist



**Program for Licensing Assessments
for Colorado Educators[®]**

Readers should be advised that this study guide, including many of the excerpts used herein, is protected by federal copyright law.

Copyright © 2007 Pearson Education, Inc. or its affiliate(s). All rights reserved.
National Evaluation Systems, P.O. Box 226, Amherst, MA 01004

PLACE, Program for Licensing Assessments for Colorado Educators, and the PLACE logo are trademarks, in the U.S. and/or other countries, of the Colorado Department of Education and Pearson Education, Inc. or its affiliate(s).

NES and its logo are trademarks in the U.S. and/or other countries of Pearson Education, Inc. or its affiliate(s).

TABLE OF CONTENTS

TEST FIELD 43: READING SPECIALIST

PART 1: GENERAL INFORMATION ABOUT THE PLACE AND TEST PREPARATION

AN OVERVIEW OF THE PLACE	1-1
Test Development Process	
Characteristics of the PLACE	
Test Administration	
Score Reports	
HOW TO PREPARE FOR THE TESTS	1-4
Study the Test Objectives	
Identify Resources	
Develop Study Techniques	
Answer the Practice Questions	
Test Directions	
THE DAY OF THE TEST: HELPFUL HINTS.....	1-6
Preparing for the Test Administration	
Test-Taking Tips	

PART 2: FIELD-SPECIFIC INFORMATION

INTRODUCTION	2-1
OBJECTIVES	2-2
PRACTICE QUESTIONS.....	2-5
ANSWER KEY	2-9

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 43: READING SPECIALIST

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 43: READING SPECIALIST

The Reading Program
Reading Assessment
Special Populations
Program Organization, Administration, and Leadership

THE READING PROGRAM

Demonstrate a knowledge of the reading program.

Includes the scope and sequence of the elementary and secondary reading curricula and reading activities appropriate for various objectives.

Understand factors and procedures involved in developing, planning, and implementing an effective reading curriculum.

Includes developmentally appropriate goals, objectives, and instructional methods; practices of curriculum design and implementation; issues related to the development and evaluation of a reading curriculum; and strategies for designing or modifying a reading curriculum that is responsive to students' needs.

Identify organizational strategies for the reading program.

Includes appropriate grouping strategies for given situations, ways of organizing individualized reading programs, and school organizational plans for reading.

Demonstrate knowledge of the components of school reading programs (e.g., remedial, developmental, content areas) and related programs (e.g., gifted, bilingual, ESL).

Includes types of reading and related programs, and their components, goals, and objectives.

Understand the various approaches to reading instruction.

Includes objectives, assumptions, methods, activities, and materials related to various approaches; and ways of integrating instructional approaches in various situations.

READING ASSESSMENT

Identify assessment techniques for decoding.

Includes techniques for assessing sight vocabulary, phonic analysis skills, structural analysis skills, contextual analysis skills, and students' abilities to read aloud fluently.

Identify comprehension assessment techniques.

Includes formal and informal assessment techniques.

Identify strategies for assessing content area reading, research, and study skills.

Includes formal and informal strategies for assessment.

SPECIAL POPULATIONS

Identify characteristics of students with special reading needs (e.g., gifted, limited English proficient, students with reading and learning disabilities).

Includes types of special reading needs and their characteristics, and differences between developmental reading needs and reading disabilities.

Understand the physical and psychological aspects of reading disabilities.

Includes physical and psychological characteristics, and techniques for addressing the effects of reading disabilities.

Understand screening, diagnosis, and evaluation procedures for students with special reading needs.

Includes referral, screening, and diagnostic procedures; procedures for communicating the results of screening and diagnostic assessments; and the interpretation of physical, educational, and psychological assessment results.

Identify appropriate strategies and activities for meeting the needs of special populations in reading instruction.

Includes strategies, approaches, activities, and materials.

Identify appropriate strategies and activities for meeting individual needs in reading instruction.

Includes advantages and disadvantages of organizational plans; instructional adjustments to the reading program for various situations; and strategies, methods, activities, and materials for meeting individual needs.

Apply knowledge of linguistic and cultural differences to reading instruction.

Includes ways of adapting reading instruction to meet the needs of linguistically and culturally diverse students and distinctions between reading errors and differences due to cultural background.

PROGRAM ORGANIZATION, ADMINISTRATION, AND LEADERSHIP

Understand research in reading.

Includes sources for current research, criteria for evaluating research, current trends in reading research and instruction, methods for conducting research, and ways that the reading specialist can apply current research.

Understand ways to involve parents and community members in the reading program.

Includes ways of communicating with and promoting involvement of parents and community members; roles and levels of involvement; ways that parents can affect students' motivation to read; and the role of the public library in the reading program.

Apply knowledge of formal and informal assessment techniques to determine school or district-wide progress in reading.

Includes formal and informal assessment techniques and their characteristics, the appropriate assessment techniques for various purposes, and the interpretation of assessment results.

Evaluate materials for use in the reading program.

Includes criteria for evaluating materials, readability formulas and their applications, characteristics of the cloze technique, and appropriate reading materials for various purposes.

Evaluate reading programs.

Includes criteria and procedures for evaluating reading programs and ways of implementing plans based on evaluation results.

Understand the role of the reading specialist in working with school and community personnel.

Includes the roles and responsibilities of reading specialists in working with school personnel, parents, and the community.

Apply practices related to the supervision of reading programs and personnel.

Includes supervisory methods and their characteristics; strategies for providing feedback; effective ways to receive and respond to input from administrators, teachers, school staff, and students; principles and practices associated with recruiting, selecting, and assigning staff; and issues related to resource availability and allocation.

Understand staff development procedures.

Includes staff development resources and activities, strategies that promote teamwork and collaboration among reading personnel, and methods that encourage self-evaluation and personal growth.

Apply procedures for maintaining records and reports.

Includes types of records and reports and their characteristics, purposes for maintaining records and reports, and the uses and limitations of given records and reports in decision making.

Understand laws and regulations related to education.

Includes the major provisions of state and federal laws (e.g., laws regarding the education of students with disabilities), and implications for the reading program of given laws and regulations.

PRACTICE QUESTIONS: READING SPECIALIST



1. Which of the following activities is likely to be most effective in helping emergent readers develop an awareness of the various functions and conventions of reading and writing?

- A. having individual students regularly dictate messages and stories to the teacher for the teacher to transcribe and read back to them
- B. teaching students the names of different genres and asking them to identify the genres of texts read to them by the teacher
- C. creating name cards for objects in the classroom (e.g., chair, desk, chalkboard) and posting the cards prominently around the room
- D. encouraging students to learn how to write their own names

2. Five-year-old Michelle says the following sentence as she is dictating a story to her teacher.

The elephant eated up all the peanuts.

In a language-experience approach to reading instruction, it would be most appropriate for the teacher to respond to Michelle's sentence in which of the following ways?

- A. writing Michelle's sentence using correct grammar and reading it back to her
- B. reading the sentence aloud and asking Michelle to try to correct her error
- C. taking advantage of the situation to teach Michelle a mini-lesson about verb tenses
- D. writing the sentence exactly as Michelle dictated it

3. Appropriate teacher behaviors during an oral diagnostic test include which of the following?
- I. recording student miscues
 - II. assessing comprehension
 - III. providing initial phonemes
 - IV. supplying omitted words
- A. I only
- B. II, III, and IV only
- C. I and II only
- D. I, II, III, and IV
4. The major reason that students with reading disabilities become increasingly at risk of falling behind their peers academically is that, over time, such students generally tend to:
- A. limit their reading to high-interest materials such as young adult fiction.
 - B. avoid reading whenever possible.
 - C. receive less instruction in specific reading skills such as decoding.
 - D. develop a smaller experiential base.
5. When administering an IRI (informal reading inventory) to a student to diagnose possible reading difficulties, it is important to begin by:
- A. selecting passages with which the student is familiar for the oral and silent reading portions of the IRI.
 - B. assessing the appropriate level of reading material at which to begin testing.
 - C. reviewing with the student his or her sight-word vocabulary and decoding strategies.
 - D. previewing with the student the materials and passages that will be included in the IRI.

6. One of Ms. Eskin's entering second graders speaks with a strong regional dialect. Ms. Eskin's best adaptation of reading instruction for this student would be to:
- A. initiate speech training to help the student learn to pronounce words as the other students do.
 - B. focus initially on teaching the student decoding strategies based on phonetic principles.
 - C. provide the student with reading material that is written in a style representative of her dialect.
 - D. monitor the student's reading to ensure that her dialect does not interfere with her comprehension.
7. An elementary reading teacher would like to promote more active involvement by families in their children's reading development. Which of the following plans would best help achieve this goal?
- A. having students prepare informal book talks about their favorite books, which they can present to their families at home
 - B. updating parents and guardians on their children's progress through regularly scheduled conferences
 - C. allowing students to take favorite books home from school and encouraging families to share these books with their children
 - D. having students create ongoing lists of the books they read and take their lists home to show their families every few months
8. The most important factor to consider when selecting remedial reading materials at the secondary level is whether or not the materials are:
- A. vocabulary enriching.
 - B. at grade level.
 - C. related to a specific content area.
 - D. of high interest to students.

9. A reading specialist serves on a committee evaluating the reading programs in the district's elementary schools. Other members of the committee include administrators, classroom teachers, and library and technology personnel. Of the following, the most appropriate role for the reading specialist would be to:
- A. help committee members understand and interpret the results of reading assessments.
 - B. ensure that committee members are aware of the limited resources available for reading instruction.
 - C. explain to committee members the rationales supporting different methods of reading instruction.
 - D. familiarize committee members with legal requirements relating to reading instruction and assessment.
10. Which of the following actions would best help a reading professional stay informed about current research on effective methods of reading instruction?
- A. Become actively involved in a professional organization such as the International Reading Association.
 - B. Observe experienced reading teachers as they provide individual, small-group, and whole class instruction.
 - C. Participate in a mentoring program in which a less experienced reading professional is paired with a more experienced partner.
 - D. Regularly visit the Internet websites of state education agencies and the United States Department of Education.

ANSWER KEY: READING SPECIALIST



Question Number	Correct Response	Objective
1.	A	Demonstrate a knowledge of the reading program.
2.	D	Understand the various approaches to reading instruction.
3.	C	Identify assessment techniques for decoding.
4.	B	Understand the physical and psychological aspects of reading disabilities.
5.	B	Understand screening, diagnosis, and evaluation procedures for students with special reading needs.
6.	D	Apply knowledge of linguistic and cultural differences to reading instruction.
7.	C	Understand ways to involve parents and community members in the reading program.
8.	D	Evaluate materials for use in the reading program.
9.	A	Understand the role of the reading specialist in working with school and community personnel.
10.	A	Understand staff development procedures.