There are 3 questions to answer. Here are the first two.

**Question A in bluebook:** 30 minutes

**QUESTION A:** Short title is ....

**Question B on this table:** 60 minutes

**Question B:** Short title is Kidlit Authors

**FILL IN ALL BLANK CELLS** WITH ANY WORK THAT MATCHES. The first one is finished (HIGHLIGHT SHOWS WHAT I ADDED). Answer on this table; do not use a bluebook!

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**Tips and Directions:**

- **Questions A & 3 only:**
  - Each question is answered in its own bluebook
  - On the front of each bluebook include the question number and the short title that is provided
  - On the front of each bluebook, include your name

- **Writing style** is graded as well as content. Cross-outs and other errors count against your scoring.

- You may use the back or covers of the bluebooks to make notes/outline etc.

- Use sources, but do not include a list of references—just cite within the essays with the author/date form that APA uses.

- Use of expected sources should include *Empowering Learners*, Barbara Stripling, *Big Six*, David Loertscher, *Stephen Krashen*, *AASL* and *ALA* position statements, *Keith Curry-Lance*, *Carol Kuhlthau*, *Standards for the 21st Century Learner* and others that are important.

- All answers will include accommodation for students of differing learning abilities.

- **Question B only:**
  - Answers are written on the test question sheets in the table provided

Suggested times are to help you monitor your time.
<table>
<thead>
<tr>
<th>Author</th>
<th>Genre Most Often Writes In</th>
<th>Major Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth George Speare</td>
<td>Historical Fiction</td>
<td>The Witch of Blackbird Pond</td>
</tr>
</tbody>
</table>

The table will continue on so that you can fill in the cells here on the test paper.

**Question 3:** Choose ONE of the following choice questions and answer in a bluebook: 90 minutes

**CHOICE 1:** Short title is …

**CHOICE 2:** Short title is …

These are the types of resources that are usually provided for your success on this exam. The resources vary in number and type each semester.

**Resources that may help you identify ideas for the exam response**

**MARC TAGS**

- 020 $a ISBN
- 082 $a DDC class number $b author number
- 100 $a Main entry; personal name; this is a person who is primary creator – author (INDICATORS NEEDED)
- 245 $a Title proper, $b subtitle, $c S of R (INDICATORS NEEDED)
- 246 $a Varying Form of Title
- 250 $a Edition
9 COMMON BELIEFS FROM EMPOWERING LEARNERS

(1) Reading is a window to the world.
(2) Inquiry provides a framework for learning.
(3) Ethical behavior in the use of information must be taught.
(4) Technology skills are crucial for future employment needs.
(5) Equitable access is a key component for education.
(6) The definition of information literacy has become more complex as resources and technologies have changed.
(7) The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.
(8) Learning has a social context.
(9) School libraries are essential to the development of learning skills.

LEARNING STANDARDS

1. Inquire, think critically, and gain knowledge.
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
3. Share knowledge and participate ethically and productively as members of our democratic society.
4. Pursue personal and aesthetic growth
CCSS ANCHOR STANDARDS FOR READING

KEY IDEAS AND DETAILS

- CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CRAFT AND STRUCTURE

- CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- CCSS.ELA-Literacy.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

INTEGRATION OF KNOWLEDGE AND IDEAS

- CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹

- CCSS.ELA-Literacy.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- **CCSS.ELA-Literacy.CCRA.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**RANGE OF WRITING**

- **CCSS.ELA-Literacy.CCRA.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CCSS ANCHOR STANDARDS FOR SPEAKING AND LISTENING**

**Comprehension and Collaboration**

- **CCSS.ELA-Literacy.CCRA.SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

- **CCSS.ELA-Literacy.CCRA.SL.2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- **CCSS.ELA-Literacy.CCRA.SL.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**PRESENTATION OF KNOWLEDGE AND IDEAS**

- **CCSS.ELA-Literacy.CCRA.SL.4** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- **CCSS.ELA-Literacy.CCRA.SL.5** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- **CCSS.ELA-Literacy.CCRA.SL.6** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**THE CCSS INSTRUCTIONAL SHIFTS IN ELA / LITERACY**

1. **Building knowledge** through **content-rich nonfiction**
2. Reading, writing, and speaking grounded in **evidence from text**, both literary and informational
3. Regular practice with **complex text** and its **academic language**

**ASSESSMENT TEST INFORMATION**

FROM THE STATE DOE SITE:  
*The TCAP currently includes the Achievement Test (grades 3-8), the Writing Test, the Gateway Tests and the End of Course Tests.*  
*The State is an English only State; all assessments are provided in English only. We do not offer any of our assessments in a Native Language format.*

**HERE ARE THE READING STANDARDS FOR THE MIDDLE SCHOOL:**

*The students in grades 6-8 will learn, practice, and internalize strategies that are essential life-long learning skills for reading, writing, understanding, and interpreting content specific materials. The strategies will be applied in the content areas of English, mathematics, science, and social studies. Skills will include previewing and reviewing print and non-print text, activating prior knowledge, processing and acquiring new vocabulary, organizing information, understanding visual...*
representations, self-monitoring, and reflecting.

From Kuhlthau’s website:

The Information Search Process (ISP) presents a holistic view of information seeking from the user’s perspective in six stages: task initiation, selection, exploration, focus formulation, collection and presentation. The six stage model of the ISP incorporates three realms of experience: the affective (feelings) the cognitive (thoughts) and the physical (actions) common to each stage (1). The ISP reveals information seeking as a process of construction influenced by Kelly’s personal construct theory (2) with information increasing uncertainty in the early stages of the ISP.

Guided Inquiry:

1. educators who want to prepare students for work, citizenship and daily living in an information rich environment;
2. educators who want to know more about inquiry as a way of learning and teaming as a way of teaching;
3. teachers, school librarians, administrators and supervisors who are initiating an inquiry approach to learning in their school;
4. teachers and school librarians who are using a project based approach to teaching, but want to make the projects more meaningful;
5. teachers and school librarians who want to implement an inquiry approach to enhance content areas of the curriculum;
6. school librarians who want to involve classroom teachers and content area specialists in an inquiry approach to scaffolding information literacy throughout grade levels;
7. public librarians and museum educators who want to know about an inquiry approach and their role in working with school staff and students;
8. parents who are want to see their children engaged in learning and preparing for 21st century living.