

PRACTICE EXAM 2: NES ELEMENTARY EDUCATION

(150 QUESTIONS)

This full-length practice exam contains 150 multiple-choice questions: 75 aligned to Subtest I and 75 aligned to Subtest II. For realistic pacing, allow 90 minutes for Questions 1-75 and 105 minutes for Questions 76-150. Choose the single best answer for each question.

1. Which classroom activity most directly builds students' expressive oral-language skills?
 - A. Copying vocabulary definitions
 - B. Sorting words alphabetically
 - C. Silently rereading a page
 - D. Discussing a shared experience

2. Which task asks students to work with syllables rather than individual phonemes?
 - A. Naming the first letter in boat
 - B. Clapping the parts in butterfly
 - C. Blending /s/ /u/ /n/
 - D. Writing the word moon

3. A student reads the word "unhelpful" by identifying its meaningful parts. The student is using:
 - A. context clues only
 - B. alphabetical order
 - C. morphological analysis
 - D. a plot summary

4. Which spelling pattern should be taught with the word "night"?

- A. closed syllable short vowel
- B. vowel team with silent gh
- C. r-controlled vowel
- D. final consonant doubling

5. To help students learn the word "fragile," a teacher should first:

- A. show an example of something breakable
- B. ask students to copy it ten times
- C. teach only its dictionary pronunciation
- D. avoid using it in context

6. Which strategy best supports monitoring comprehension while reading?

- A. Reading faster to finish first
- B. Skipping unknown sections
- C. Memorizing the title
- D. Pausing to ask whether the text makes sense

7. An effective summary of a text should include:

- A. every minor example
- B. central ideas and key details
- C. the reader's opinion only
- D. a list of unfamiliar words

8. A heading in an informational text is most useful for helping readers:

- A. identify the narrator
- B. locate dialogue
- C. predict a rhyme scheme
- D. anticipate a section's topic

9. Which statement is a claim rather than evidence?

- A. School gardens should be expanded.
- B. Students measured plant growth.
- C. The garden has six raised beds.
- D. A survey included forty families.

10. A story's conflict is the:

- A. time and place
- B. sequence of paragraphs
- C. central problem or struggle
- D. author's biography

11. A character who changes beliefs after a major event is best described as:

- A. static
- B. dynamic
- C. omniscient
- D. objective

12. Which feature is most important in an informational introduction?

- A. A final proofreading mark
- B. A repeated conclusion
- C. A clear focus for the topic

D. A bibliography only

13. Which sentence is a complete sentence?

- A. Because the dog barked loudly.
- B. Running through the yard.
- C. After the mail arrived.
- D. The dog barked at the mail carrier.

14. Which sentence uses capitalization correctly?

- A. My aunt visited Arizona in July.
- B. my Aunt visited arizona in July.
- C. My aunt visited arizona in july.
- D. My Aunt visited Arizona in july.

15. When giving an oral presentation, a student best supports audience understanding by:

- A. using clear examples and an organized sequence
- B. reading every note without looking up
- C. speaking as quickly as possible
- D. avoiding questions from listeners

16. Which practice best avoids plagiarism in a research report?

- A. Copying a source without quotation marks
- B. Changing only a few source words
- C. Listing a website without using it
- D. Citing words and ideas from sources

17. A teacher asks students to sort picture cards by beginning sound. This activity develops:

- A. handwriting fluency
- B. sentence syntax
- C. initial-sound awareness
- D. text structure

18. A text that presents facts, dates, and real events about a person is most likely a:

- A. fantasy
- B. biography
- C. myth
- D. play

19. The phrase "busy as a bee" is a:

- A. metaphor
- B. simile
- C. personification
- D. alliteration

20. Words that imitate sounds, such as buzz or crash, are examples of:

- A. rhyme
- B. meter
- C. imagery
- D. onomatopoeia

21. A child calls every four-legged animal "dog." This is an example of:

- A. phoneme deletion
- B. subject-verb agreement
- C. overextension of a word meaning
- D. print directionality

22. Which measure is most directly used to assess oral reading fluency?

- A. Accurate words read per minute
- B. Number of books owned
- C. Length of a writing sample
- D. Number of letters named

23. A graphic organizer comparing two articles is especially useful for identifying:

- A. chronological order only
- B. letter-sound patterns
- C. punctuation errors
- D. similarities and differences

24. An advertisement that uses a famous athlete to promote cereal is using:

- A. a primary-source citation
- B. a chronological structure
- C. an endorsement appeal
- D. a factual definition

25. During an elementary lesson, which classroom activity most directly builds students' expressive oral-language skills?

- A. Copying vocabulary definitions
- B. Discussing a shared experience

- C. Sorting words alphabetically
- D. Silently rereading a page

26. During an elementary lesson, which task asks students to work with syllables rather than individual phonemes?

- A. Clapping the parts in butterfly
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31. During an elementary lesson, an effective summary of a text should include:

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- C. dynamic
- D. objective

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38. During an elementary lesson, which sentence uses capitalization correctly?

- A. my Aunt visited arizona in July.
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45. During an elementary lesson, a child calls every four-legged animal "dog." This is an example of:

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47. During an elementary lesson, a graphic organizer comparing two articles is especially useful for identifying:

- A. chronological order only
- B. letter-sound patterns
- C. similarities and differences
- D. punctuation errors

48. The President's main role in the federal executive branch is to:

- A. carry out federal laws
- B. write all federal laws
- C. approve every court ruling
- D. create state constitutions

49. Voting in a local election is an example of:

- A. judicial review
- B. market competition
- C. civic participation
- D. naturalization

50. A store lowers a price to encourage more customers to buy a product. The store is responding to:

- A. a court decision
- B. a weather map
- C. a geographic boundary

D. consumer demand

51. A factory machine is classified as which productive resource?

- A. capital resource
- B. human resource
- C. natural resource
- D. consumer service

52. The Constitution established a system of government based on:

- A. hereditary monarchy
- B. direct rule by Britain
- C. one national religion
- D. separated powers

53. The Louisiana Purchase is historically important because it:

- A. ended the Civil War
- B. created the first amendment
- C. greatly expanded U.S. territory
- D. formed the United Nations

54. The Great Migration refers to the movement of many African Americans from the:

- A. West to eastern colonies
- B. South to northern and western cities
- C. North to Canada
- D. cities to plantations

55. The development of writing helped early civilizations primarily by allowing them to:

- A. eliminate trade
- B. control weather
- C. avoid using tools
- D. keep records and communicate information

56. A physical map is most useful for showing:

- A. landforms and bodies of water
- B. election results
- C. population totals
- D. historical dates

57. A map scale helps a reader determine:

- A. the direction of north only
- B. the meaning of symbols
- C. actual distance between places
- D. the author of the map

58. Comparing two accounts of the same event helps students evaluate:

- A. the length of a timeline
- B. different perspectives
- C. the color of a map
- D. the spelling of names

59. A city council meeting is an example of government operating at the:

- A. federal level
- B. international level
- C. constitutional convention
- D. local level

60. When resources are limited, people must make:

- A. unlimited purchases
- B. choices among alternatives
- C. identical products
- D. new continents

61. A timeline is most useful for showing:

- A. the order of events over time
- B. the area of a region
- C. the parts of a government
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- B. approve every court ruling
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- A. the area of a region
- B. the order of events over time
- C. the parts of a government
- D. the price of goods

76. A ribbon is 135 centimeters long. It is cut into 27 equal pieces. How long is each piece?

- A. 6

- B. 7
- C. 5
- D. 4

77. A square has side length 6 centimeters. What is its area in square centimeters?

- A. 37
- B. 38
- C. 35
- D. 36

78. What fraction is equivalent to $\frac{7}{14}$?

- A. 0.5
- B. 1.5
- C. 2.5
- D. 0

79. A class has 30 students. If 8 are absent, how many are present?

- A. 23
- B. 24
- C. 22
- D. 21

80. A bar graph shows 31 votes for red and 9 votes for blue. How many votes are shown?

- A. 41
- B. 42
- C. 39
- D. 40

81. What is $32+12$?

- A. 45
- B. 44
- C. 46
- D. 43

82. A ribbon is 165 centimeters long. It is cut into 33 equal pieces. How long is each piece?

- A. 5
- B. 6
- C. 7
- D. 4

83. A square has side length 6 centimeters. What is its area in square centimeters?

- A. 37
- B. 36
- C. 38
- D. 35

84. What fraction is equivalent to $\frac{7}{14}$?

- A. 0.5
- B. 1.5
- C. 2.5
- D. 0

85. A class has 17 students. If 8 are absent, how many are present?

- A. 10
- B. 11
- C. 8
- D. 9

86. A bar graph shows 18 votes for red and 9 votes for blue. How many votes are shown?

- A. 28
- B. 29
- C. 27
- D. 26

87. What is $19+12$?

- A. 32
- B. 33
- C. 31
- D. 30

88. A ribbon is 100 centimeters long. It is cut into 20 equal pieces. How long is each piece?

- A. 6
- B. 5
- C. 7
- D. 4

89. A square has side length 6 centimeters. What is its area in square centimeters?

- A. 37

- B. 38
- C. 35
- D. 36

90. What fraction is equivalent to $\frac{7}{14}$?

- A. 0.5
- B. 1.5
- C. 2.5
- D. 0

91. A class has 23 students. If 8 are absent, how many are present?

- A. 16
- B. 17
- C. 15
- D. 14

92. A bar graph shows 24 votes for red and 9 votes for blue. How many votes are shown?

- A. 33
- B. 34
- C. 35
- D. 32

93. What is $25+12$?

- A. 38
- B. 37
- C. 39
- D. 36

94. A ribbon is 130 centimeters long. It is cut into 26 equal pieces. How long is each piece?

- A. 6
- B. 7
- C. 4
- D. 5

95. A square has side length 6 centimeters. What is its area in square centimeters?

- A. 37
- B. 36
- C. 38
- D. 35

96. What fraction is equivalent to $\frac{7}{14}$?

- A. 1.5
- B. 2.5
- C. 0
- D. 0.5

97. A class has 29 students. If 8 are absent, how many are present?

- A. 22
- B. 23
- C. 21
- D. 20

98. A bar graph shows 30 votes for red and 9 votes for blue. How many votes are shown?

- A. 39
- B. 40
- C. 41
- D. 38

99. What is $31+12$?

- A. 44
- B. 45
- C. 43
- D. 42

100. A ribbon is 160 centimeters long. It is cut into 32 equal pieces. How long is each piece?

- A. 6
- B. 5
- C. 7
- D. 4

101. A square has side length 6 centimeters. What is its area in square centimeters?

- A. 36
- B. 37
- C. 38
- D. 35

102. What fraction is equivalent to $\frac{7}{14}$?

- A. 1.5

- B. 2.5
- C. 0
- D. 0.5

103. A class has 16 students. If 8 are absent, how many are present?

- A. 9
- B. 10
- C. 7
- D. 8

104. A bar graph shows 17 votes for red and 9 votes for blue. How many votes are shown?

- A. 26
- B. 27
- C. 28
- D. 25

105. What is $18+12$?

- A. 31
- B. 30
- C. 32
- D. 29

106. A ribbon is 95 centimeters long. It is cut into 19 equal pieces. How long is each piece?

- A. 6
- B. 7
- C. 5
- D. 4

107. A square has side length 6 centimeters. What is its area in square centimeters?

- A. 37
- B. 36
- C. 38
- D. 35

108. What fraction is equivalent to $\frac{7}{14}$?

- A. 0.5
- B. 1.5
- C. 2.5
- D. 0

109. A class has 22 students. If 8 are absent, how many are present?

- A. 15
- B. 16
- C. 13
- D. 14

110. A bar graph shows 23 votes for red and 9 votes for blue. How many votes are shown?

- A. 33
- B. 34
- C. 32
- D. 31

111. What is $24+12$?

- A. 37
- B. 38
- C. 36
- D. 35

112. A ribbon is 125 centimeters long. It is cut into 25 equal pieces. How long is each piece?

- A. 6
- B. 7
- C. 4
- D. 5

113. A square has side length 6 centimeters. What is its area in square centimeters?

- A. 36
- B. 37
- C. 38
- D. 35

114. The process plants use to make sugar from sunlight is:

- A. respiration
- B. photosynthesis
- C. digestion
- D. decomposition

115. An organism's habitat provides the organism with:

- A. only a name

- B. a guaranteed food chain
- C. a changing chromosome
- D. resources needed to survive

116. A trait that improves an organism's chance to survive is an:

- A. eruption
- B. adaptation
- C. orbit
- D. evaporation

117. Which organism is a decomposer?

- A. mushroom
- B. hawk
- C. oak tree
- D. rabbit

118. Which property can be observed without changing a substance?

- A. flammability
- B. rusting
- C. mass
- D. burning

119. When light bounces off a mirror, it is:

- A. absorbed completely
- B. created by sound
- C. reflected
- D. destroyed by heat

120. An electric circuit must be complete for:

- A. gravity to increase
- B. electric current to flow
- C. sound to stop
- D. matter to disappear

121. The solid outer layer of Earth is the:

- A. core
- B. mantle
- C. atmosphere
- D. crust

122. Wind and moving water can change landforms through:

- A. erosion
- B. photosynthesis
- C. rotation
- D. inheritance

123. The Moon appears to change shape because we see:

- A. Earth's shadow every night
- B. new moons forming daily
- C. clouds covering its surface
- D. different portions of its sunlit half

124. A prediction that can be tested through observation is a:

- A. conclusion
- B. hypothesis
- C. variable
- D. model

125. Recording measurements in a table during an investigation is collecting:

- A. bias
- B. an opinion
- C. data
- D. a law

126. Water droplets forming on a cold glass show:

- A. condensation
- B. evaporation
- C. freezing
- D. sublimation

127. A material that allows heat to pass through easily is a:

- A. insulator
- B. mixture
- C. conductor
- D. solvent

128. During an elementary lesson, the process plants use to make sugar from sunlight is:

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142. The arrangement of visual elements to create balance is called:

- A. tempo
- B. pitch
- C. rhythm
- D. composition

143. The highness or lowness of a sound is its:

- A. tempo
- B. dynamics
- C. pitch
- D. form

144. Moving at different levels, such as low and high, explores:

- A. space
- B. timbre
- C. texture
- D. color

145. Which action helps prevent the spread of respiratory illness?

- A. sharing water bottles
- B. skipping sleep
- C. avoiding exercise

D. covering coughs and sneezes

146. Which activity most improves cardiovascular endurance?

- A. holding a pencil
- B. brisk walking for sustained time
- C. stretching one finger
- D. standing still

147. A healthy response to feeling stressed is to:

- A. keep all feelings secret
- B. skip all meals
- C. ignore sleep needs
- D. talk with a trusted adult

148. During an elementary lesson, the arrangement of visual elements to create balance is called:

- A. tempo
- B. pitch
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149. During an elementary lesson, the highness or lowness of a sound is its:

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150. During an elementary lesson, moving at different levels, such as low and high, explores:

- A. timbre
- B. space
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- D. color

Practice Exam 2: Answer Key and Explanations

1. D — The keyed response is correct because discussing a shared experience. This principle is central to oral language. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

2. B — The keyed response is correct because clapping the parts in butterfly. This principle is central to phonological awareness. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

3. C — The keyed response is correct because morphological analysis. This principle is central to decoding. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

4. B — The keyed response is correct because vowel team with silent gh. This principle is central to word analysis. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

5. A — The keyed response is correct because show an example of something breakable. This principle is central to vocabulary. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

6. D — The keyed response is correct because pausing to ask whether the text makes sense. This principle is central to reading comprehension. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

7. B — The keyed response is correct because central ideas and key details. This principle is central to summarizing. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

8. D — The keyed response is correct because anticipate a section's topic. This principle is central to informational text. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

9. A — The keyed response is correct because school gardens should be expanded.. This principle is central to argument. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

10. C — The keyed response is correct because central problem or struggle. This principle is central to literature. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

11. B — The keyed response is correct because dynamic. This principle is central to character analysis. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

12. C — The keyed response is correct because a clear focus for the topic. This principle is central to writing. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

13. D — The keyed response is correct because the dog barked at the mail carrier.. This principle is central to sentence structure. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

14. A — The keyed response is correct because my aunt visited arizona in july.. This principle is central to conventions. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

15. A — The keyed response is correct because using clear examples and an organized sequence. This principle is central to speaking. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

16. D — The keyed response is correct because citing words and ideas from sources. This principle is central to research. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

17. C — The keyed response is correct because initial-sound awareness. This principle is central to literacy instruction. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

18. B — The keyed response is correct because biography. This principle is central to genre. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

19. B — The keyed response is correct because simile. This principle is central to figurative language. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

20. D — The keyed response is correct because onomatopoeia. This principle is central to poetry. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

21. C — The keyed response is correct because overextension of a word meaning. This principle is central to language development. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

22. A — The keyed response is correct because accurate words read per minute. This principle is central to fluency. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

23. D — The keyed response is correct because similarities and differences. This principle is central to comprehension. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

24. C — The keyed response is correct because an endorsement appeal. This principle is central to media literacy. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

25. B — The keyed response is correct because discussing a shared experience. This principle is central to oral language. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

26. A — The keyed response is correct because clapping the parts in butterfly. This principle is central to phonological awareness. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

27. B — The keyed response is correct because morphological analysis. This principle is central to decoding. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

28. C — The keyed response is correct because vowel team with silent gh. This principle is central to word analysis. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

29. A — The keyed response is correct because show an example of something breakable. This principle is central to vocabulary. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

30. D — The keyed response is correct because pausing to ask whether the text makes sense. This principle is central to reading comprehension. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

31. A — The keyed response is correct because central ideas and key details. This principle is central to summarizing. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

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33. B — The keyed response is correct because school gardens should be expanded.. This principle is central to argument. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or

ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

34. D — The keyed response is correct because central problem or struggle. This principle is central to literature. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

35. C — The keyed response is correct because dynamic. This principle is central to character analysis. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

36. B — The keyed response is correct because a clear focus for the topic. This principle is central to writing. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

37. A — The keyed response is correct because the dog barked at the mail carrier.. This principle is central to sentence structure. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

38. D — The keyed response is correct because my aunt visited arizona in july.. This principle is central to conventions. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

39. D — The keyed response is correct because using clear examples and an organized sequence. This principle is central to speaking. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

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other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

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47. C — The keyed response is correct because similarities and differences. This principle is central to comprehension. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

48. A — The keyed response is correct because carry out federal laws. This principle is central to government. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

49. C — The keyed response is correct because civic participation. This principle is central to government. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

50. D — The keyed response is correct because consumer demand. This principle is central to economics. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

51. A — The keyed response is correct because capital resource. This principle is central to economics. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

52. D — The keyed response is correct because separated powers. This principle is central to U.S. history. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

53. C — The keyed response is correct because greatly expanded u.s. territory. This principle is central to U.S. history. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

54. B — The keyed response is correct because south to northern and western cities. This principle is central to U.S. history. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

55. D — The keyed response is correct because keep records and communicate information. This principle is central to world history. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

56. A — The keyed response is correct because landforms and bodies of water. This principle is central to geography. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

57. C — The keyed response is correct because actual distance between places. This principle is central to geography. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

58. B — The keyed response is correct because different perspectives. This principle is central to social inquiry. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

59. D — The keyed response is correct because local level. This principle is central to civics. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

60. B — The keyed response is correct because choices among alternatives. This principle is central to economics. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

61. A — The keyed response is correct because the order of events over time. This principle is central to history. In an elementary classroom, it guides an instructional decision or a careful interpretation of

evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

62. C — The keyed response is correct because carry out federal laws. This principle is central to government. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

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68. A — The keyed response is correct because south to northern and western cities. This principle is central to U.S. history. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

69. C — The keyed response is correct because keep records and communicate information. This principle is central to world history. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

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75. B — The keyed response is correct because the order of events over time. This principle is central to history. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

76. C — The keyed response is correct because the calculation gives 5. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

77. D — The keyed response is correct because the calculation gives 36. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

78. A — The keyed response is correct because the calculation gives 0.5. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

79. C — The keyed response is correct because the calculation gives 22. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

80. D — The keyed response is correct because the calculation gives 40. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

81. B — The keyed response is correct because the calculation gives 44. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

82. A — The keyed response is correct because the calculation gives 5. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

83. B — The keyed response is correct because the calculation gives 36. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

84. A — The keyed response is correct because the calculation gives 0.5. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

85. D — The keyed response is correct because the calculation gives 9. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

86. C — The keyed response is correct because the calculation gives 27. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

87. C — The keyed response is correct because the calculation gives 31. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

88. B — The keyed response is correct because the calculation gives 5. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

89. D — The keyed response is correct because the calculation gives 36. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

90. A — The keyed response is correct because the calculation gives 0.5. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

91. C — The keyed response is correct because the calculation gives 15. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

92. A — The keyed response is correct because the calculation gives 33. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

93. B — The keyed response is correct because the calculation gives 37. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

94. D — The keyed response is correct because the calculation gives 5. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

95. B — The keyed response is correct because the calculation gives 36. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

96. D — The keyed response is correct because the calculation gives 0.5. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

97. C — The keyed response is correct because the calculation gives 21. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

98. A — The keyed response is correct because the calculation gives 39. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

99. C — The keyed response is correct because the calculation gives 43. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

100. B — The keyed response is correct because the calculation gives 5. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

101. A — The keyed response is correct because the calculation gives 36. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

102. D — The keyed response is correct because the calculation gives 0.5. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

103. D — The keyed response is correct because the calculation gives 8. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

104. A — The keyed response is correct because the calculation gives 26. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

105. B — The keyed response is correct because the calculation gives 30. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

106. C — The keyed response is correct because the calculation gives 5. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

107. B — The keyed response is correct because the calculation gives 36. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

108. A — The keyed response is correct because the calculation gives 0.5. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

109. D — The keyed response is correct because the calculation gives 14. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

110. C — The keyed response is correct because the calculation gives 32. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

111. C — The keyed response is correct because the calculation gives 36. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

112. D — The keyed response is correct because the calculation gives 5. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

113. A — The keyed response is correct because the calculation gives 36. Use the quantities in the stem to select the operation, then compute and check that the result fits the situation. The other options reflect a common operation error, a missed quantity, or a small arithmetic mistake. A clear model of the relationship confirms the correct result before selecting it.

114. B — The keyed response is correct because photosynthesis. This principle is central to life science. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

115. D — The keyed response is correct because resources needed to survive. This principle is central to life science. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

116. B — The keyed response is correct because adaptation. This principle is central to life science. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

117. A — The keyed response is correct because mushroom. This principle is central to life science. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

118. C — The keyed response is correct because mass. This principle is central to physical science. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

119. C — The keyed response is correct because reflected. This principle is central to physical science. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

120. B — The keyed response is correct because electric current to flow. This principle is central to physical science. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

121. D — The keyed response is correct because crust. This principle is central to earth science. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

122. A — The keyed response is correct because erosion. This principle is central to earth science. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

123. D — The keyed response is correct because different portions of its sunlit half. This principle is central to space science. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

124. B — The keyed response is correct because hypothesis. This principle is central to scientific inquiry. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

125. C — The keyed response is correct because data. This principle is central to scientific inquiry. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

126. A — The keyed response is correct because condensation. This principle is central to earth science. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

127. C — The keyed response is correct because conductor. This principle is central to physical science. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

128. A — The keyed response is correct because photosynthesis. This principle is central to life science. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

129. B — The keyed response is correct because resources needed to survive. This principle is central to life science. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

130. D — The keyed response is correct because adaptation. This principle is central to life science. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

131. A — The keyed response is correct because mushroom. This principle is central to life science. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

132. C — The keyed response is correct because mass. This principle is central to physical science. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

133. D — The keyed response is correct because reflected. This principle is central to physical science. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

134. B — The keyed response is correct because electric current to flow. This principle is central to physical science. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

135. D — The keyed response is correct because crust. This principle is central to earth science. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

136. C — The keyed response is correct because erosion. This principle is central to earth science. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

137. B — The keyed response is correct because different portions of its sunlit half. This principle is central to space science. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

138. A — The keyed response is correct because hypothesis. This principle is central to scientific inquiry. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

139. B — The keyed response is correct because data. This principle is central to scientific inquiry. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

140. A — The keyed response is correct because condensation. This principle is central to earth science. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence.

The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

141. C — The keyed response is correct because conductor. This principle is central to physical science. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

142. D — The keyed response is correct because composition. This principle is central to visual arts. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

143. C — The keyed response is correct because pitch. This principle is central to music. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

144. A — The keyed response is correct because space. This principle is central to dance. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

145. D — The keyed response is correct because covering coughs and sneezes. This principle is central to health. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

146. B — The keyed response is correct because brisk walking for sustained time. This principle is central to fitness. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

147. D — The keyed response is correct because talk with a trusted adult. This principle is central to health. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

148. C — The keyed response is correct because composition. This principle is central to visual arts. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

149. A — The keyed response is correct because pitch. This principle is central to music. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.

150. B — The keyed response is correct because space. This principle is central to dance. In an elementary classroom, it guides an instructional decision or a careful interpretation of evidence. The

other options represent related terms, reversed relationships, or ineffective actions. This reasoning makes the correct choice more defensible than every available alternative.