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Diagnostic Test Elem ed 1

This activity contains 16 questions.

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| http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif | |  |  | | --- | --- | |  | **Question 1. Emergent readers understand the alphabetic principle if they are able to:** | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/problem_type_1.gif | |  | |  |  | | --- | --- | |  | recognize that spoken language can be represented in writing using a symbolic system. | |  | distinguish between letters, words, sentences, and paragraphs in print. | |  | distinguish between the consonants and vowels of the alphabet. | |  | recognize that letters in written words represent the sounds in spoken words. | | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif |
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| http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif | |  |  | | --- | --- | |  | **Question 2. A young child says, "I drawed you a picture!" The error in this sentence best illustrates which process of language development?** | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/problem_type_2.gif | |  | |  |  | | --- | --- | |  | confusion of past and future tense | |  | incorrect use of pronoun reference | |  | overgeneralization of morphological rules | |  | overextension of the meaning of nouns | | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif |
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| http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif | |  |  | | --- | --- | |  | **Question 4. A first-grade teacher puts the rime *-all* in magnetic letters on a board and gives a student three onsets for that rime. The teacher asks the student to place one onset in front of the rime and read the word aloud. This activity would be most effective for promoting the student's:** | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/problem_type_4.gif | |  | |  |  | | --- | --- | |  | letter-name recognition skills. | |  | phonics blending skills. | |  | morphological skills. | |  | sight-word identification skills. | | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif |
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| http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif | |  |  | | --- | --- | |  | **Question 5.**  A third-grade teacher begins a small-group reading lesson focused on comprehension strategies by providing an explicit explanation of a visualization strategy. Which of the following would be the most appropriate step for the teacher to take next in supporting the students' ability to use the comprehension strategy independently? | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/problem_type_5.gif | |  | |  |  | | --- | --- | |  | Lead the group in writing a visually rich description of the classroom, focusing on key features of the room. | |  | Ask students to read aloud in pairs, pausing after every description to tell each other what they visualize. | |  | Ask students to note page numbers of any descriptions they visualize during reading for discussion with the group. | |  | Model the technique by reading aloud a description and thinking aloud about the mental pictures it evokes. | | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif |
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| http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif | |  |  | | --- | --- | |  | **Question 6. A fourth-grade teacher regularly integrates content area vocabulary into language arts lessons and activities. This practice benefits students primarily by:** | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/problem_type_6.gif | |  | |  |  | | --- | --- | |  | enhancing their ability to understand and use the new vocabulary words in context. | |  | providing them with a systematic overview of the content-area curriculum. | |  | increasing their level of engagement during language arts work. | |  | introducing them to new vocabulary words. | | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif |
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| http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif | |  |  | | --- | --- | |  | **Question 7. A Venn diagram is typically used in informational texts for which of the following purposes?** | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/problem_type_7.gif | |  | |  |  | | --- | --- | |  | to clarify a set of cause-and-effect relationships | |  | to organize information or events in a chronological sequence | |  | to distinguish main ideas from secondary or supporting ideas | |  | to compare and contrast the characteristics of two items | | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif |
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| http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif | |  |  | | --- | --- | |  | **Question 8. Foreshadowing is a device used in literary works primarily to:** | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/problem_type_8.gif | |  | |  |  | | --- | --- | |  | place emphasis on important themes in a text. | |  | create a mood of apprehension or fear. | |  | suggest an important turn of events in advance. | |  | highlight important traits of the characters. | | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif |
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| http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif | |  |  | | --- | --- | |  | **Question 9.**  A student is drafting a letter to the editor of the local newspaper proposing that skateboarders be allowed to skate on the steps of the local library after business hours. Given the purpose and audience for this letter, which of the following introductory sentences would be most appropriate for the student to use? | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/problem_type_9.gif | |  | |  |  | | --- | --- | |  | Each of the ten library steps is three feet wide, ten inches deep, and six inches tall; the flight of steps makes a perfect 45-degree angle for skateboarding. | |  | It's understandable why skateboarders must always follow the law of gravity, but why must they follow the no-skateboarding law when the library is closed? | |  | It's an incredibly awesome feeling when you fly above the library steps on your skateboard, but try telling the librarian that! | |  | Skateboarding on the library steps is obviously less hazardous to our health than sitting around reading library books all day. | | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif |
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| http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif | |  |  | | --- | --- | |  | **Question 10. In which stage of the writing process should a writer focus on sharpening a persuasive argument?** | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/problem_type_10.gif | |  | |  |  | | --- | --- | |  | drafting | |  | prewriting | |  | revising | |  | proofreading | | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif |
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| http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif | |  |  | | --- | --- | |  | **Question 11. In which of the following ways does the U.S. Senate differ from the House of Representatives?** | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/problem_type_11.gif | |  | |  |  | | --- | --- | |  | Each state is represented equally in the Senate. | |  | Senators can conduct investigations of executive departments and agencies. | |  | Committees in the Senate can draft and revise bills. | |  | There are no limits on the number of terms a citizen can serve in the Senate. | | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif |
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| http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif | |  |  | | --- | --- | |  | **Question 12. For which of the following purposes does the U.S. Constitution guarantee the right to a writ of habeas corpus?** | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/problem_type_12.gif | |  | |  |  | | --- | --- | |  | to prevent the illegal imprisonment of persons in the United States | |  | to prevent unreasonable searches and seizures | |  | to ensure that criminal defendants have access to an attorney | |  | to ensure that a person is not tried twice for the same crime | | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif |
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| http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif | |  |  | | --- | --- | |  | **Question 14. One major cause of the American Revolution was disagreement between colonists and the British over which of the following questions?** | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/problem_type_14.gif | |  | |  |  | | --- | --- | |  | Should the British abolish slavery in the colonies? | |  | Do the colonists have a right to freedom of speech? | |  | How will the British defend the colonies? | |  | Who has the authority to tax the colonists? | | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif |
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| http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif | |  |  | | --- | --- | |  | **Question 15. Population pyramids would be most helpful to a geographer trying to answer which of the following questions?** | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/problem_type_15.gif | |  | |  |  | | --- | --- | |  | Where are the major population centers of a country? | |  | Does a country have enough access to resources to support population growth? | |  | What proportion of a country's population is in the age range for retirement? | |  | Which ethnic population is the majority group in a country? | | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif |
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| http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif | |  |  | | --- | --- | |  | **Question 16. Which of the following geographic concepts most fundamentally affects human efforts to produce food and crops?** | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/problem_type_16.gif | |  | |  |  | | --- | --- | |  | climate | |  | longitude | |  | industrialization | |  | urbanization | | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif |
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Answer choices in this exercise appear in a different order each time the page is loaded.