

# Next Generation NY ELA Rehearsal<sup>®</sup> Plus Instruction

## Teacher's Guide and Extended Answer Key

LEVEL

**E**



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# Instructional Practice with Guides

Each answer in this section has a guide that you can provide for the student to help them answer the particular question.

## Bring Back the Games

- |   |   |  |
|---|---|--|
| 1 | B | Standard: 5R2<br><i>Guide: The central idea is similar to the main idea from the passage. What is the main idea of the whole passage?</i>  |
| 2 | B | Standard: 5R4<br><i>Guide: The author uses the phrase “walking dictionaries,” but the author does not mean that the children were actually books. What does the author most likely mean?</i> |
| 3 | A | Standard: 5R4<br><i>Guide: Look for context clues that give hints about the meaning of the word.</i>   |
| 4 | D | Standard: 5R1<br><i>Guide: This question asks about a detail from the text. Scan the passage to find this detail.</i>  |
| 5 | B | Standard: 5R3<br><i>Guide: To answer this question, you must identify a problem that complicated the games. Look for problems that games had.</i>  |
| 6 | A | Standard: 5R4<br><i>Guide: The sentence says a column was “erected in Olympia.” Consider what this clue says about the meaning of “erected.”</i>   |

## Fixing Fences

- 7      C      Standard: 5R2  
*Guide: A theme is an important message in a piece of writing. What message do you think the author wanted readers to get?*
- 8      B      Standard: 5R4  
*Guide: A metaphor is a figure of speech that describes something one way when it means something else. Reread the answer choices and choose one that includes a metaphor.*
- 9      B      Standard: 5R4  
*Guide: Personification gives human characteristics to something that is not human.*
- 10     A      Standard: 5R4  
*Guide: These lines include figurative language. Consider the four types of figurative language listed. Reread the lines and try to identify the figurative language being used.*
- 11     B      Standard: 5R5  
*Guide: Reread the last stanza. Consider how it relates to other parts of the poem. Why do you think the author wanted to include it?*
- 12     B      Standard: 5R6  
*Guide: The lines are told from the speaker's point of view. What is the speaker telling the reader with these lines?*

## Master Builders

- |    |   |   |
|----|---|---|
| 13 | C | Standard: 5R2<br><i>Guide: Skim the entire passage and think about the main idea that the entire passage deals with.</i>  |
| 14 | A | Standard: 5R1<br><i>Guide: Readers make inferences when they read information and draw conclusions from the information.</i>  |
| 15 | B | Standard: 5R4<br><i>Guide: Skim the beginning of the passage to better understand the author's meaning.</i>   |
| 16 | B | Standard: 5R2<br><i>Guide: A summary should include the most important pieces of information, but it does not need to include minor details. Consider which detail is important enough to include in a summary.</i> |
| 17 | C | Standard: 5R1<br><i>Guide: Skim through the passage and look for information about coral bleaching.</i>   |
| 18 | A | Standard: 5R5<br><i>Guide: Reread the sidebar and think about why the author would want readers to know the information in it.</i>  |

## In the Beginning: English Boys in Virginia

- 19      B      Standard: 5R1  
*Guide: Skim the passage and look for the section in which he talks about the ships taking people to the colony.*
- 20      A      Standard: 5R1  
*Guide: Read about what the Native Americans did when the colonizers arrived. Then consider what says about how the Native Americans felt.*
- 21      D      Standard: 5R4  
*Guide: Read the text surrounding the unknown word and look for clues about the meaning of the word laborers.*
- 22      B      Standard: 5R5  
*Guide: Reread the final entry and compare it to the other entries in the passage. Think about why the author most likely wanted to show a contrast between the earlier entries and the last entry.*
- 23      D      Standard: 5R8  
*Guide: Consider which sentence includes details that are different from details included earlier in the passage.*
- 24      C      Standard: 5R2  
*Guide: What were all the entries in the passage about? That is the central theme of the passage.*
- 25      A      Standard: 5R1  
*Guide: Reread the last entry and think about what happened before so you can infer what happened during the Starving Time.*

## At the Turtle Hospital

- 26      D      Standard: 5R4  
*Guide: Look for clues that give hints about the meaning of the word.*
- 27      A      Standard: 5R3  
*Guide: The passage talks about the effects of plastic pollution. Look for a specific effect.*
- 28      B      Standard: 5R1  
*Guide: Skim the passage for the detail that the question asks about.*
- 29      A      Standard: 5R5  
*Guide: Reread the sidebar and think about the author's reason for writing it. Compare the text in the sidebar to the text in the passage.*
- 30      A      Standard: 5R5  
*Guide: Skim the beginning of the passage. Then think about how the questions relate to the rest of the passage.*

# Answer Key

## Rehearsal Test 1, Session 1

Question    Answer    Learning Standard

### A Range of Habitats

1	A	Standard: 5R3
2	B	Standard: 5R4
3	A	Standard: 5R2
4	D	Standard: 5R3
5	C	Standard: 5R3
6	B	Standard: 5R4
7	A	Standard: 5R1

### The Cupcake

8	C	Standard: 5R5
9	B	Standard: 5R4
10	A	Standard: 5R6
11	B	Standard: 5R2
12	D	Standard: 5R6
13	D	Standard: 5R4
14	C	Standard: 5R6

### Chumash Creation Myth

15	C	Standard: 5R1
16	A	Standard: 5R3
17	B	Standard: 5R3
18	D	Standard: 5R4
19	A	Standard: 5R1
20	D	Standard: 5R3
21	B	Standard: 5R1

Question    Answer    Learning Standard

### Rubber Adds the Bounce

22	B	Standard: 5R1
23	A	Standard: 5R3
24	D	Standard: 5R3
25	B	Standard: 5R1
26	B	Standard: 5R6

Use the two-credit constructed-response rubric for questions 27 and 28.

Short-response sample answers:

27	The pictures on page 45 show that the ancient Mesoamerican ball court found in Mexico is very large. You can see that people probably needed a lot of space to play old Mesoamerican ball games. You can also see decoration, indicating that the Aztec were very advanced. Standard: 5R7
28	I think the author includes paragraph 9 to make a comparison between the ancient sport of <i>ollamalitzli</i> and current sports. It helps readers get a better picture of what this sport was like. Standard: 5R6

## Rehearsal Test 1, Session 2

Question	Answer	Learning Standard
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### Born to Hunt

1	B	Standard: 5R1
2	C	Standard: 5R4
3	B	Standard: 5R3
4	A	Standard: 5R2
5	D	Standard: 5R1
6	A	Standard: 5R2
7	C	Standard: 5R4

Use the two-credit constructed-response rubric for questions 8–10.

Short-response sample answers:

### The Trek

- 8 Sample answer: The narrator explains that Dad is very interested in sports. Dad picked several sports-related destinations for the family to visit. These include a Pittsburgh Pirates baseball game, a trip to the Football Hall of Fame, and a visit to the filming site of a baseball movie, *Field of Dreams*.

Standard: 5R3

- 9 Sample answer: The narrator says that the family goes on a trip every year. However, this year is different for a few reasons. One reason is that it is two weeks instead of one week long. The other is that the family is traveling in an RV and visiting many destinations instead of just one or two destinations.

Standard: 5R2

### The Growing Popularity of RVs

- 10 Sample answer: In paragraph 3, the author explains the cost to rent an RV and trailer, and to reserve a spot in a park. The author says that the cost is low and people can save a lot of money during their vacations by using an RV, one of the big advantages of RV use.

Standard: 5R5



Use the four-credit constructed-response rubric for question 11.

Extended-Response Sample Answer:

- 11      Sample answer: Both “The Trek” and “The Growing Popularity of RVs” are about RVs, or recreational vehicles. The passages are also similar because they mostly talk about the good parts of using RVs, such as the fun people may have had using them with family or friends. The passages also describe what RVs are like. “The Trek” says the family’s RV was 42 feet long and had TVs, a bedroom, a bathroom, bunk beds, a couch, and a kitchen.

These passages do differ in some ways. They are in different formats. “The Trek” is a first-person narrative story that tells about RVs from the point of view of a child on vacation. It also includes many other topics. “The Growing Popularity of RVs” is an informational report that focuses only on RV facts and figures.

Standard: 5R9

## Rehearsal Test 2, Session 1

Question Answer Learning Standard

### Madagascar:

#### The One-of-a-Kind Island

1	C	Standard: 5R4
2	A	Standard: 5R6
3	C	Standard: 5R1
4	B	Standard: 5R1
5	D	Standard: 5R5
6	B	Standard: 5R4
7	D	Standard: 5R4

### Queen Minbe and the Cricket

8	D	Standard: 5R3
9	B	Standard: 5R1
10	A	Standard: 5R3
11	C	Standard: 5R4
12	C	Standard: 5R1
13	C	Standard: 5R9
14	B	Standard: 5R3

### Mary Catherine Makes Everything Fun!

15	B	Standard: 5R3
16	C	Standard: 5R5
17	A	Standard: 5R2
18	D	Standard: 5R4
19	C	Standard: 5R3
20	B	Standard: 5R2
21	A	Standard: 5R3

Question Answer Learning Standard

### Doctor Robot-o

22	B	Standard: 5R1
23	D	Standard: 5R3
24	A	Standard: 5R8
25	C	Standard: 5R2
26	D	Standard: 5R2

Use the two-credit constructed-response rubric for questions 27 and 28.

Short-response sample answers:

27	I think the author decided to include paragraphs 1 and 2 to present a situation for the reader that they could see themselves in. It makes the topic more interesting too, and easier to understand.  Standard: 5R6
28	The current use of computers in medicine includes testing people's health through a watch, and using AI to make quicker diagnoses up to 10% of the time.  Standard: 5R1

## Rehearsal Test 2, Session 2

Question Answer Learning Standard

### Verse for the Flag

1	C	Standard: 5R8
2	A	Standard: 5R5
3	D	Standard: 5R4
4	C	Standard: 5R5

Question	Answer	Learning Standard
5	B	Standard: 5R2
6	D	Standard: 5R4
7	D	Standard: 5R1

Use the two-credit constructed-response rubric for questions 8–10.

Short-response sample answers:

### Notable Givers

- 8 Sample answer: Based on this passage, the word “philanthropy” seems to mean giving money to people in need. The givers in this passage gave money to schools, hospitals, and other people and groups that could help society.  
Standard: 5R4
- 9 Sample answer: Both Isabella Graham and Stephen Girard helped people during the yellow fever outbreak. Graham helped widows and children deal with the sickness. Girard set up a hospital and helped care for sick people.  
Standard: 5R8

### More Notable Givers

- 10 Sample answer: George Eastman and Madam C.J. Walker are alike because they made a large amount of money with their businesses. Eastman made and sold cameras and photography equipment. Walker made and sold beauty and hair-care products.  
Standard: 5R3

Use the four-credit constructed-response rubric for question 11.

Extended-Response Sample Answer:

- 11 Sample answer: Both “Notable Givers” and “More Notable Givers” discuss the causes people helped to support. One of the main causes was education. Many of the givers helped schools or students in a variety of ways.  
  
For example, George Peabody funded schools, museums, and libraries. Nancy McCormick founded the McCormick Seminary and helped more than 40 other schools. George Eastman gave millions to the University of Rochester and the Massachusetts Institute of Technology. Mary Elizabeth Garrett gave funds to Johns Hopkins School of Medicine and founded Bryn Mawr School. Milton Hershey founded the Milton Hershey School to teach young people job skills.  
  
Standard: 5R9

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