

Next Generation NY ELA Rehearsal[®] Plus Instruction

Teacher's Guide and Extended Answer Key

LEVEL

F



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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.

On Your Mark, Get Set...MUSH!

1 B 6R5

Guide: Think about the setting of these particular paragraphs.

2 A 6R1

Guide: What would a musher dog need to have to race in the Jr. Iditarod?

3 A 6R4

Guide: Which line from these choices has a non-literal meaning?

4 B 6R1

Guide: Think about what the human mushers do for their canine companions.

5 B 6R5

Guide: What is the author comparing to something else in this paragraph?

6 A 6R4

Guide: Think about what someone does when they are undertaking something.

Going Batty

7 D 6R1

Guide: Who do bats help in this poem?

8 A 6R6

Guide: Think about what the bat is “saying” to its readers.

9 D 6R5

Guide: What is discussed in both the poem and the information?

10 B 6R4

Guide: Alliteration uses common sounds and letters to start each word.

11 B 6R2

Guide: What is a main message from this poem?

12 B 6R1

Guide: Think about how bats will survive, based on the information in this poem.

Basketball For All

13 B 6R4

Guide: Think about the role that these devices play in the players' lives.

14 C 6R1

*Guide: What are the rules and regulations in this organization?
Who joins it?*

15 C 6R6

Guide: How does the author feel about this up-and-coming sport?

16 D 6R1

*Guide: Read the passage to see which organization would best serve
this community.*

17 A 6R4

Guide: Which sentence has non-literal meanings, or sound effects in it?

18 B 6R2

Guide: Think about the main topic of this passage.

Jack and the Bull

19 C 6R4

Guide: Consider the context clues.

20 B 6R3

Guide: Think about what kind of problems Jack experienced with other human characters in this passage.

21 B 6R1

Guide: Based on clues given in the story, see how the old man most likely feels about his wife.

22 D 6R6

Guide: Think about what the old woman might know if she was telling the story.

23 D 6R4

Guide: Figure out the meaning of the phrase using the whole sentence as context.

24 A 6R3

Guide: Think about how Jack's responses to situations show what he is like.

Costa Rica: Happy, Healthy, and Peaceful

25 C 6R4

Guide: What does this passage discuss in regard to Costa Rica's happiness?

26 B 6R1

Guide: Think about what elements of Costa Rica make it stand out.

27 B 6R2

Guide: If you could write a sentence showing what this passage is about, what would it say?

28 C 6R4

Guide: Read this paragraph for context clues.

29 A 6R5

Guide: Which paragraph best demonstrates how happiness is measured?

30 C 6R8

Guide: Think about the things Costa Rica still needs to work on.

Answer Key

Rehearsal Test 1, Session 1

Question Answer Learning Standard

The Lost Dinosaur of London

1	D	6R4
2	D	6R1
3	C	6R1
4	A	6R2
5	C	6R8
6	B	6R4
7	B	6R7

Brains and Wings

8	A	6R1
9	D	6R1
10	C	6R2
11	B	6R4
12	C	6R2
13	B	6R5
14	A	6R3

Opa! Let's Do a Happy Dance

15	C	6R4
16	B	6R5
17	C	6R3
18	A	6R1
19	C	6R8
20	D	6R7
21	C	6R6

Question Answer Learning Standard

Music Makes a Difference

22	D	6R4
23	D	6R2
24	A	6R1
25	C	6R1
26	C	6R9

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

Short-response sample answers:

27	The author's purpose behind paragraph 7 is to provide a more technical explanation for how bells sound when they are struck. The author uses technical language here like "octave" and "C major." Standard: 6R6
28	The king of Chu and the Marquis Yi of Zeng seemed to have a good working relationship. The beginning of the passage states that the king of Chu made a bell for the Marquis "to keep for his enjoyment forever," and the passage also states that they both shared a love of music and musical performances. Standard: 6R3

Rehearsal Test 1, Session 2

Question Answer Learning Standard

Now Clad in Gold, Our Young Mary

1	C	6R6
2	D	6R1
3	B	6R4
4	A	6R4
5	B	6R1
6	A	6R4
7	C	6R3

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

Short-response sample answers:

The Cat's Meow

- 8 Sample answer: The author uses onomatopoeia, such as mrowll and meh-meh-meh among others to show how the cat communicates. This way, the reader can see clearly how each specific sound will most likely sound.
Standard: 6R4
- 9 Sample answer: If you are watching a video, you can see how cats purr, chirp, growl, and hiss. You can also read their body language, head postures, and eye contact.
Standard: 6R7

From Wild To Mild

- 10 Sample answer: Archaeologists have discovered the remains of cats and humans buried together at burial sites going back thousands of years. This shows that even though cats were loners, that they did interact with humans.
Standard: 6R3

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

Extended-Response Sample Answer:

- 11 Sample answer: Cats have their very own ways of speaking and communicating through language. These ways are unique to their species. In the passages “The Cat’s Meow” and “From Wild to Mild,” the authors trace the history and development of “cat speak.”

In “The Cat’s Meow,” current cats are studied and analyzed by several professionals to see how they speak and communicate. Veterinarians and researchers claim that cats have different sounds for different desires, and often chirp, purr, and yowl. It was also discovered that people who were more acquainted with cat sounds were better at interpreting what their cat wanted and needed. In this passage, cat body language is also discussed. Cats say a lot with eye contact, head movements, and how they use their tails. Though every cat is different, they also have their own language.

In “From Wild to Mild,” the passage explores how the cat went from wild animal to domesticated animal, while still living all over the world. The author builds on the previous passage’s methods of communication, adding that cats leave “smell messages” for each other, perhaps to claim territory. Over time, people have tamed cats to keep purely as house pets, but their ways of communicating still remain the same.

Standard: 6R3

Rehearsal Test 2, Session 1

Question Answer Learning Standard

Saved From the Flood: UNESCO and the Island of Philae

1	A	6R4
2	B	6R6
3	B	6R6
4	B	6R1
5	A	6R1
6	C	6R1
7	C	6R7

The Wooden Horse: A Gift or a Hoax?

8	A	6R4
9	B	6R1
10	A	6R3
11	B	6R1
12	B	6R3
13	C	6R3
14	C	6R6

Memories of a Nebraska Pioneer

15	B	6R6
16	A	6R5
17	D	6R4
18	D	6R4
19	C	6R4
20	C	6R6
21	A	6R7

Question	Answer	Learning Standard
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A Different Story

22	B	6R4
23	C	6R2
24	C	6R9
25	A	6R4
26	D	6R1

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

Short-response sample answers:

- | | |
|----|--|
| 27 | <p>Paragraph 5 supports the author's claim that children had to grow up before their time during the Revolutionary War. It states that children carried firewood, hauled in water for baths, cared for animals and ran errands. All their play came after chores.</p> <p>Standard: 6R8</p> |
| 28 | <p>We could have known much more about women's contributions in wartime if more women were able to read and write, because they would have left many more historical records. If the records existed, it would be much easier for historians (and us) to learn about their deeds.</p> <p>Standard: 6R1</p> |

Rehearsal Test 2, Session 2

Question Answer Learning Standard

Bats! Is There Any Reason to Fear Them?

1	C	6R4
2	A	6R2
3	C	6R4
4	B	6R1
5	C	6R1
6	C	6R8
7	B	6R6

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

Short-response sample answers:

From *The Story of My Life*

- 8 Sample answer: Helen Keller best supports her idea that teaching blind and deaf children to speak is a positive course of action through the ways in which other people react to her doing so. Helen says: “It brings me into closer and tenderer relationships with those I love...” indicating that if another blind/deaf child could have this ability, they would be able to foster more meaningful relationships with those around them.

Standard: 6R8

- 9 Sample answer: Helen compares her thoughts in signing to “little birds striving to gain their freedom.” When Helen learns to speak, these birds are figuratively released. She also speaks of “building air-castles” with her fingers, during her speech training.

Standard: 6R4

From *The Story of My Life, Part III, Chapter IV*

- 10 Sample answer: A theme or central idea of this passage could be that anything is possible. Anne Sullivan was at first very skeptical over whether Helen Keller could learn language. She was also unafraid to ask for help in Sarah Fuller, who eventually worked to teach Helen how to speak. Over time, Helen overcame the obstacle of not being able to see people’s lips and triumphed in using speech.

Standard: 6R2

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

Extended-Response Sample Answer:

- 11 Sample answer: Helen Keller is often known as a pioneer in breaking down barriers for the deaf and/or blind community. One obstacle she overcame was the desire to speak and use speech to communicate. Through the help of excellent teachers and a support network, she achieved her goal, but it was not without its challenges.

In Helen Keller's address, she recounts personally how many people were skeptical over her use and mastery of speech. She was frustrated that many people seemed to think there was no point to educating the blind and deaf in this manner, because they were unable to read lips. Helen admits that she knows it is hard for people to understand her sometimes, but that having the power of speech opened up many doors for her and improved her familial relationships. She accounts her experience of achieving speech to climbing a mountain, but claims that once the hard part is done, the rewards are worth it.

In Anne Sullivan's version, she admits to being one of the skeptical that Helen would ever be able to speak. She claims that her being unable to see lips to read them was an "insurmountable" obstacle, but her opinion soon changed based on Helen's strong desire to speak. Though feeling "incompetent," Miss Sullivan hired another teacher to give Helen the tools she needed to speak. Eventually, they overcame this challenge and Miss Sullivan delights Helen's successes.

Standard: 6R6

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