

Next Generation NY ELA Rehearsal[®] Plus Instruction

**Teacher's Guide
and Extended
Answer Key**

LEVEL

G

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EDUCATION

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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.

Greatest Of All Time?

1 A 7R5

Guide: Scan the section “The Young Athlete.” Think about why the author most likely included the details from that section in the passage.

2 B 7R1

Guide: This question is asking readers to make an inference based on the sentence and the rest of the passage. This sentence tells that Brady was a talented baseball player. What can readers infer based on that fact and the rest of the passage?

3 B 7R1

Guide: The question asks readers to support an inference with text from the passage. Consider which line from the passage best supports the idea that Brady was a better football player than some people believed.

4 D 7R2

Guide: Read each detail and think about which is an example of Brady showing greatness.

5 B 7R3

Guide: Reread the section of text about when Brady joined the NFL.

6 B 7R6

Guide: Think about the overall message of the passage. Look for an answer that aligns with the overall message.

Hagfish

7 C 7R4

Guide: This is figurative language that does not literally mean what is written down.

8 A 7R2

Guide: Consider which topic relates best to the poem. What do readers think about when they read the poem?

9 A 7R4

Guide: Consider how the words “slimy” and “ugly” contribute to the tone.

10 C 7R4

Guide: The fish is eating the carrion.

11 A 7R4

Guide: A simile compares two things. This simile compares the fish and a worm.

12 D 7R4

Guide: Look for a line that seems different from the rest of the poem in the way it talks about the fish.

Confucius & Socrates

13 A 7R3

Guide: Think about which answer is true about both men, not just one man.

14 D 7R5

Guide: This section is about the influence the men have today.

15 C 7R1

Guide: Skim the text and reread the section about the book.

16 B 7R2

Guide: A summary includes all the most important details, but it should not include minor details.

17 B 7R1

*Guide: Think about what Socrates believed and taught.
Look for an answer that aligns with his teachings.*

18 A 7R4

Guide: The word “humaneness” is related to “humane.”

Adrift at Sea

19 B 7R1

Guide: This question asks about a detail in the beginning of the story. Scan the first few paragraphs.

20 C 7R1

Guide: Readers make inferences when they read information and draw conclusions from the information.

21 C 7R8

Guide: Read about what the narrator thinks about the Cape of the Woods. Then choose the sentence that describes it.

22 D 7R4

Guide: Read the text surrounding the unknown word and look for clues about the meaning of the word “perils.”

23 A 7R3

Guide: Skim the entire passage and think about the main idea that the entire passage deals with.

24 B 7R1

Guide: Read the details about the boat. What is it like?

25 B 7R4

Guide: The speaker uses figurative language in this part of the story to compare the movement of the boat dancing as if on springs. Figurative language refers to words that have an unexpected meaning.

The Gateway Arch: Westward Symbol

26 B 7R5

Guide: Reread the passage. Think about what the author is trying to emphasize.

27 D 7R1

Guide: Skim the passage for the detail that the question asks about.

28 B 7R5

Guide: Look at the entire passage. Consider what is different about the word “catenary.”

29 A 7R1

Guide: Skim the passage. Look for the detail that the question asks about.

30 A 7R4

Guide: Look for clues that give hints about the meaning of the word.

Answer Key

Rehearsal Test 1, Session 1

Question Answer Learning Standard

What's That Edison Boy Up to Now?

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

Drones at Work

8	B	7R3
9	C	7R1
10	B	7R2
11	A	7R1
12	C	7R7
13	B	7R4
14	C	7R5

Hamadryad at Midwinter

15	B	7R3
16	C	7R3
17	A	7R1
18	D	7R4
19	A	7R1
20	C	7R6
21	D	7R1

Question Answer Learning Standard

The Princess and the Mountain Dweller

22	D	7R4
23	A	7R5
24	B	7R1
25	D	7R6
26	A	7R3

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

Short-response sample answers:

27 The first illustration shows Maada living with her grandmother. The second illustration shows her meeting the Mountain Dweller, before he gives Maada the warning not to go behind the screen. Finally, the last illustration shows the evil defeated and Maada and Mountain Dweller together at last.

Standard: 7R7

28 The narrator functions as a describer of the setting of the play, as well as to show time passing. The narrator also describes Maada's journey to Mountain Dweller, as well as what happens to Maada and Mountain Dweller after the witch is defeated.

Standard: 7R6

Rehearsal Test 1, Session 2

Question	Answer	Learning Standard
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Prairie

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

Building the Line

8	C	7R4
9	B	7R1
10	A	7R3
11	D	7R5
12	A	7R1
13	B	7R5
14	C	7R4

Use the two-credit constructed-response rubric for questions 15–17.

Short-response sample answers:

Where Baseball is King

- 15 Sample answer: According to paragraph 6 of this passage, the buscónes are “searchers,” or talent scouts. They search for the most promising young baseball players in the DR and try to place them on local teams or, better yet, on American teams. Usually, they get a share of the player’s signing bonus.

Standard: 7R1

- 16 Sample answer: Although many DR baseball players strive to move to the United States, many people from the United States and other countries visit the DR to learn more about its baseball system. The author notes that tourists can visit a Sammy Sosa statue or baseball training programs. They may also attend games even in winter months.

Standard: 7R3

The Babe Ruth of Puerto Rico

- 17 Sample answer: The author uses two forms of narration in this passage. The first seven paragraphs show Clemente as a young man with action and dialogue. Later, the author uses a more standard nonfiction style to explain Clemente’s importance. These different forms may help to engage readers or show more about Clemente’s personality.

Standard: 7R6

Use the four-credit constructed-response rubric for question 18.

Extended-Response Sample Answer:

- 18 Sample answer: “Where Baseball is King” and “The Babe Ruth of Puerto Rico” are both about baseball. “Where Baseball is King” is about the Dominican Republic (DR) and “The Babe Ruth of Puerto Rico” is about Puerto Rican player Roberto Clemente. Although these deal with different countries, they have some major similarities. According to the passages, many people in the DR and Puerto Rico love baseball. Kids play baseball, even if they are like Clemente and have to make their own baseballs and play in their spare time when they aren’t working. Although there are games and teams in these countries, many players have a dream of being recruited to American teams. Like Clemente, they could win wider fame and make more money in the United States.

Standard: 7R9

Rehearsal Test 2, Session 1

Question Answer Learning Standard

A “Cool” Inventor

1	B	7R3
2	C	7R1
3	A	7R2
4	D	7R4
5	C	7R3
6	D	7R6
7	A	7R1

Four Forces on an Airplane

8	A	7R1
9	C	7R3
10	D	7R6
11	A	7R1
12	B	7R2
13	D	7R4
14	D	7R5

England’s Patron Saint

15	B	7R3
16	A	7R4
17	A	7R6
18	D	7R3
19	C	7R8
20	D	7R4
21	B	7R1

Question Answer Learning Standard

Purple Mountain Majesties

22	D	7R1
23	A	7R3
24	B	7R3
25	A	7R2
26	C	7R5

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

Short-response sample answers:

27	In this passage, the author uses chronological order to detail the creation of the Rocky Mountains. It moves from 10,000 years ago, to the 1500s and 1800s, to the way the Mountains are today. Standard: 7R5
28	The Wild West period of the Rocky Mountains, in the 1860s, was different because there was no real law in the mountains. There was a lot of gunfighting, outlaws, and thievery. Standard: 7R1

Rehearsal Test 2, Session 2

Question	Answer	Learning Standard
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If

1	B	7R7
2	B	7R3
3	C	7R5
4	C	7R4
5	A	7R2
6	A	7R4
7	B	7R6

A Pilot's Needs

8	A	7R1
9	D	7R3
10	C	7R6
11	C	7R4
12	B	7R1
13	B	7R3
14	B	7R4

Use the two-credit constructed-response rubric for questions 15–17.

Short-response sample answers:

Harry S. Truman

- 15 Sample answer: I believe the people who doubted him before he took office most likely thought he was a capable leader after he left office. I think this because Truman made choices that made life better for Americans and for other people in the world. For example, the passage says that he started the “Fair Deal” in the United States to help Americans. He also used the Truman Doctrine to help Europeans after World War II.

Standard: 7R6

- 16 Sample answer: Truman’s leadership changed the world by his handling of World War II. He dropped the atomic bomb, which would be a terrible legacy for the United States. He also instituted the Truman Doctrine.

Standard: 7R1

John F. Kennedy

- 17 Sample answer: Kennedy’s foreign policy decisions brought the United States into conflicts that other president had to deal with. For example, the passage says that the United States was drawn into the Vietnam War when Kennedy was president. The war lasted until 1973, ten years after Kennedy died. The passage also says that Kennedy made mistakes during the Cold War, which lasted almost thirty years after Kennedy died.

Standard: 7R3

Use the four-credit constructed-response rubric for question 18.

Extended-Response Sample Answer:

- 18 Sample answer: I believe that both Presidents Truman and Kennedy were effective leaders. They both faced problems at home and abroad, and they both tried to solve those problems. Not everything the leaders did was effective, but they both took actions that helped Americans.

Truman was faced with the end of World War II, and he had to decide how to end it. He decided to create the nuclear bomb and then drop the bomb. It was a difficult decision that killed many people. Truman showed that he was willing to make difficult choices in office, which is one sign of an effective leader. Truman also showed that he was an effective leader when he convinced Congress to join the North Atlantic Treaty Organization (NATO). Truman wanted the United States to have an alliance that would help the country fight off the threat of the Soviet Union. His convincing Congress to join most likely made the country safer, which shows another way he was an effective leader.

Kennedy was also an effective leader, though he also made mistakes. Kennedy wanted to expand civil rights in the United States because he believed all Americans should be treated the same under the law. Kennedy also supported America's space program because he knew that it would make the United States seem more powerful to the world. Kennedy also made mistakes in office. For example, the Bay of Pig invasion was a disaster; however, he took responsibility for it, which is another sign that he was an effective leader.

Standard: 7R9

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