

Next Generation NY ELA Rehearsal[®] Plus Instruction

Teacher's Guide and Extended Answer Key

LEVEL

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RALLY[®]
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.

A Giant of American Letters

1 B Standard: 8R5

Guide: Skim the first two paragraphs and think about what they tell the reader. What do authors usually try to do at the beginning of a text?

2 C Standard: 8R1

Guide: This is a detail discussed in paragraph 11 of the passage.

3 D Standard: 8R3

Guide: Think about what most of Steinbeck's great writings were about. This topic matches one of his life experiences.

4 A Standard: 8R1

Guide: This passage mentions several of Steinbeck's works, but one in particular he believed was the highest point of all his writing. Look at paragraph 6 for hints.

5 A Standard: 8R2

Guide: The central idea is the main, or most important, idea in the passage. What is this passage mostly about?

6 D Standard: 8R3

Guide: California was, and is, known for many things. However, Steinbeck only focused on one of these options. Think about the settings of most of his writing.

Aesop's Fables

- 7 D Standard: 8R4
Guide: To devise means to make something. Based on this information, what is a scheme?
- 8 C Standard: 8R2
Guide: The central idea is the main, or most important, idea in a passage. The first, introductory paragraph often provides some hints about this big idea.
- 9 B Standard: 8R4
Guide: Look back to paragraph 1 for context clues. This word describes Aesop's tales. Which option best describes the tales described in this passage?
- 10 A Standard: 8R3
Guide: Look at "The Mice in Council" and "The Fox Who Lost His Tail." How do characters in these stories view dogs and cats?
- 11 C Standard: 8R1
Guide: Think about the tale "The City Mouse and the Country Mouse." What is Aesop using this story to compare?
- 12 D Standard: 8R3
Guide: The older, wiser fox in "The Fox Who Lost His Tail" sees through Fox's plan, and the Fox in "The Fox and the Monkey" uncovers Monkey's deceit.

NOW

- 13 A Standard: 8R2
Guide: The first three stanzas treat “now” in very different ways, but they show a single idea about “now.” Look back at these stanzas if you need a hint.
- 14 C Standard: 8R1
Guide: Reread stanza 5. This stanza describes a special kind of “now.” How does the narrator seem to feel about what is happening?
- 15 B Standard: 8R4
Guide: “Once in a blue moon” is an old figurative phrase. It is not really about moons at all. Look at stanza 4 for clues about what the narrator is talking about.
- 16 D Standard: 8R6
Guide: Think about how the capital letters make the words stand out, and what this means for the poem. The author is trying to show a special idea about “now.”
- 17 A Standard: 8R4
Guide: Stanza 3 is about how quickly “now” may occur. In stanza 4, the author is talking about moving to the next “now.” What big idea does that show?
- 18 A Standard: 8R1
Guide: People usually do not watch the clock, or notice time passing. How would you probably be feeling if you were listening to the clock ticking and thinking about the time?

Can We Control the Weather?

- 19 C Standard: 8R1
Guide: Cloud seeding is a way of trying to make rain. What group of people relies on rain for the water they need to make a living?
- 20 A Standard: 8R3
Guide: Look to paragraph 6 for hints. Scientists may try to use cloud seeding to make less, or smaller, hail. Think about why they would want to do that.
- 21 B Standard: 8R1
Guide: This is a detail question. It is based on information readers may find in paragraph 2. Look there if you need a hint.
- 22 D Standard: 8R8
Guide: Cloud seeding may be a great option in many situations. However, it requires water-filled clouds in the sky.
- 23 A Standard: 8R2
Guide: A summary should explain the biggest ideas in the briefest way. Which choice gives a main idea of the whole passage in one concise sentence?
- 24 D Standard: 8R8
Guide: Think about this detail and how it relates to the passage. If someone is a research professor, he or she probably knows a lot about a topic. How does this information make you feel as a reader?

Abigail Smith Adams

- 25 C Standard: 8R1
Guide: Adams had a busy life, but one thing was notably absent. Look at paragraph 3 if you do not remember what she did not experience.
- 26 D Standard: 8R4
Guide: The “First Lady” is the wife of a president, the number-one official of the country. What do you think a “Second Lady” is?
- 27 B Standard: 8R5
Guide: Notice that the passage contains many years in it, starting from 1744 and ending in 1818. It also includes many words such as “after,” “later,” and “while.” What do these show about how the author has ordered the information?
- 28 C Standard: 8R3
Guide: This question relates to a detail from the passage. Look at paragraph 8 for hints. The White House was a lot different in the 1800s than it is today!
- 29 B Standard: 8R6
Guide: Skim the quotations from Abigail Adams. Who is she writing to and about, and which emotions is she showing?
- 30 A Standard: 8R1
Guide: This asks about a relationship between people in the passage. Look to paragraph 3 for information.

Answer Key

Rehearsal Test 1, Session 1

Question Answer Learning Standard

from *Don Quixote*

1	A	8R4
2	C	8R1
3	D	8R1
4	C	8R1
5	D	8R9
6	A	8R2
7	B	8R4

The Traveling Watermelon

8	B	8R5
9	D	8R1
10	A	8R1
11	B	8R1
12	D	8R5
13	A	8R8
14	C	8R4

Come for Dinner

15	C	8R3
16	A	8R8
17	D	8R3
18	A	8R4
19	B	8R5
20	B	8R1
21	D	8R1

Question Answer Learning Standard

With an Eye to the Future

22	B	8R1
23	A	8R4
24	D	8R6
25	C	8R5
26	B	8R1

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

Short-response sample answers:

27	A “green economy” can be described as an economy that uses environmentally sound practices to protect the biology and ecology of Earth. We are now interested in sustaining the economy with solar energy, and other practices that best conserve our natural resources. Standard: 8R1
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- 28 Sample summary: This passage focuses on how inventions have shifted to using our natural resources over time to help the environment. Though there have been a few inventions that have negatively impacted the planet, like the over usage of DDT, there are now many organizations that specialize in sustainable designs using our natural raw materials. Today, this is a field people can study in school, and could even be a chosen career path as well.

Standard: 8R2

Rehearsal Test 1, Session 2

Question Answer Learning Standard

Frost at Midnight

1	B	8R4
2	A	8R4
3	B	8R3
4	C	8R6
5	C	8R4
6	B	8R8
7	B	8R1

Chicago's Makers and Shakers

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

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

Short-response sample answers:

Out in the Outback

- 15 Sample answer: The passage explains that most of the Outback is desert. However, in the top parts of Australia, the Outback includes more tropical areas with plenty of water and rugged mountains.

Standard: 8R3

- 16 Sample answer: Indigenous people in the Outback believed in Dreaming Spirits, ancient forces that roamed through and created the landscape. When the spirits finished their work, they turned into various features of the land. People still tell stories about the Dreaming, which can teach important facts about the Outback.

Standard: 8R1

Lost in the Outback

- 17 Sample answer: The Outback can be extremely dangerous. People traveling near that region should carry a lot of water. They should communicate with others so people know where they are. They should also stay on main roads so they don't get lost.

Standard: 8R2

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

Extended-Response Sample Answer:

- 18 Sample answer: “Out in the Outback” and “Lost in the Outback” are both about the Australian Outback. Both passages discuss the amazing size and barrenness of this area, as well as its many extremely dry deserts. However, the passages take different perspectives. “Out in the Outback” takes a broader look at the region and explains more about its history and culture. This passage also takes a much more positive view of the Outback and focuses on its beauty and diversity.

“Lost in the Outback” is more specifically about the dangers of the Outback. It shows how the region can be extremely dangerous, even deadly, to people who enter it unprepared. A reader who is planning to visit the Outback can learn a lot from both passages. The reader may get ideas for landmarks to see, and knowledge to appreciate them, from the first passage. The reader may get important safety advice from the second passage.

Standard: 8R9

Rehearsal Test 2, Session 1

Question Answer Learning Standard

Let the Games End!

1	C	8R9
2	D	8R3
3	A	8R4
4	A	8R5
5	B	8R4
6	C	8R5
7	C	8R1

In Search of a Better Way to Farm...

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

Understanding Achilles

15	A	8R1
16	B	8R1
17	D	8R3
18	A	8R2
19	C	8R3
20	C	8R5
21	A	8R4

Excerpt from “White Fang”

22	C	8R4
23	C	8R6
24	A	8R2
25	D	8R1
26	B	8R4

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

Short-response sample answers:

- 27 The author chooses to include the first paragraph because it introduces the setting of the story. The author wants us to understand that the wild is dark, quiet, and cold.
Standard: 8R6
- 28 The goal of the Wild is to provide a challenge to Man. Because it is so cold, life does not last very long there. The darkness also gives both people and animals several challenges to survive.
Standard: 8R1

Rehearsal Test 2, Session 2

Question Answer Learning Standard

Blue Dragon

1	B	8R7
2	B	8R1
3	C	8R4
4	C	8R5
5	D	8R4
6	A	8R1
7	A	8R5

Mexico’s Smoking Mountains

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

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

Short-response sample answers:

Highland Games and Gatherings

- 15 Sample answer: The Highland Games seems to be a time for Scottish people to meet, have fun, and celebrate their culture. They do dances, such as the Fling. They do athletic contests such as throwing heavy iron weights or logs. They also teach and learn about their history.

Standard: 8R3

- 16 Sample answer: Music and dancing are large elements of Highland events. Much of the music is based on the bagpipes, a traditional instrument that pipers use to play old-fashioned Scottish tunes. Dancers, both children and adults, also perform traditional acts. Children do the Sword Dance and the Sailor’s Hornpipe.

Standard: 8R2

Edinburgh: A Real Page-Turner

- 17 Sample answer: The creator of Sherlock Holmes, Sir Arthur Conan Doyle, studied at the University of Edinburgh. He was impressed with Dr. Joseph Bell, a teacher, who had a great ability to learn about people by studying their behavior closely, much like Sherlock Holmes would.

Standard: 8R3

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

Extended-Response Sample Answer:

- 18 Sample answer: “Highland Games and Gatherings” and “Edinburgh: A Real Page-Turner” are both about the culture of Scotland, but they show very different sides of the country. Based on these passages, someone who visits the Scottish Highland might find physical activities such as dancing, playing music, or competing in athletic games. Meanwhile, someone who visits Edinburgh is more likely to find academic activities, such as reading, going to museums, or attending book festivals. Although these activities are very different, they all show sides of Scottish history and culture, and can give a visitor a broader understanding of the country. The Highland dances, music, and games teach about the clans and their stories as well as Scotland’s past. Edinburgh activities mainly celebrate the literary past and present for the country and the many stories, characters, and ideas that have grown there.

Standard: 8R9

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Glen Head, NY 11545
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