

## Lesson 11

# Unfamiliar Words

### Learning Target

Figuring out the meanings of unfamiliar words will help you better understand the texts you read and discuss in school.

- **Read** When you read, you probably come across words you do not know. Some of these unfamiliar words may be **academic vocabulary**, or general words that are found in a variety of subjects you study in school. Other words may be found only in a particular **subject area**, such as science, social studies, or economics. A subject area can have many topics. For example, money is one **topic** in the subject area of economics.

**Read the poster below. Underline any words you might not know.**

## The Westfield Animal Shelter Needs Your Help!

We have outgrown our space here. Can you help us build a new shelter to protect our pets?

Please make a donation to the Westfield Animal Shelter today. Even a small amount of money will help. Once we raise \$10,000, we'll be able to begin construction.

We at the shelter will be grateful for your generosity in giving. The animals will thank you for your kindness. Remember that each act of benevolence counts!



- **Think** Use the chart below to help determine the meanings of unfamiliar words. The word's context has been provided for you. In the "Possible Meaning" column, write what you think the word means. Then go back to the text, find **context clues** that tell you about the word's meaning, and write them in the "Clues" column.

Unknown Word	Context	Possible Meaning	Clues
Shelter	"... build a new <u>shelter</u> to protect our pets?"		
Donation	"Please make a <u>donation</u> ..."		
Benevolence	"... each act of <u>benevolence</u> counts!"		

- **Talk** Share your chart with a partner.
- Did you come up with similar meanings?
  - Did you find the same clues to the words' meanings?
  - Are there any school subjects for which figuring out words is especially important? If so, which subjects?



### Academic Talk

Use this word and these phrases to talk about the text.

- **academic vocabulary**
- **subject area**
- **topic**
- **context clues**

# Here, Pyggy Pyggy

by Gail Hutter

- 1 The first time you heard about or saw a piggy bank, you might have wondered: Why a pig? Why not some other animal? Wouldn't a bear or a wolf be a more appropriate guard of a person's money? To understand how the pig became the animal of choice for a small, personal bank, we need to peer into the past—all the way back to England in the Middle Ages.
- 2 During the Middle Ages, people in England used dishes, pots, and bowls made of clay. Clay was an ideal substance for such objects because it was cheaper than metal and easier to shape than wood. One type of orange-colored clay was particularly inexpensive and easy to mold into shapes. The name of this clay was "pygg."
- 3 So pygg was used to make common household objects—but what's the connection between pygg and piggy banks? Hundreds of years ago, banks did not exist as they do today, but people still needed to keep their coins in a place from which they could be easily removed. So, they put them into pygg jars, which later became known as "pygg banks." In the 1800s, some inventive potters began making pygg banks in the form of a pig with a slot in the back. Not only were these "piggy banks" more pleasing to look at than regular jars, potters could charge more money for them. Thus the piggy bank was born.
- 4 For centuries, most piggy banks were made of clay and could be opened only by shattering them. Today's piggy banks are made from clay, metal, glass, or plastic, and most contemporary piggy banks have a hole in the bottom for taking out money easily. Most people agree that the hole in the bottom was a good addition to the piggy bank. Otherwise, every time you retrieved your money, you'd have to spend some of it on a new piggy bank.



## Close Reader Habits

Are there any unfamiliar words or phrases in this article? When you reread, **underline** context clues that can help you figure out what they mean.

# Explore

**What context clues can help you understand unfamiliar words and phrases in the text?**



Look for context clues in the same sentence or nearby sentences.

- 1 Complete the chart below by telling the context of each unfamiliar word or phrase, its possible meaning, and the clues that led you to that definition.

Unfamiliar Word or Phrase	Context	Possible Meaning	Clues
Peer into the past (paragraph 1)			
Inventive potters (paragraph 3)			
Contemporary (paragraph 4)			
Retrieved (paragraph 4)			

# Talk

- 2 Use context clues to determine why clay was an “ideal substance” for making certain objects.

# Write

- 3 **Short Response** Define the phrase ideal substance. Support your definition with context clues from the passage. Use the space provided on page 194 to write your answer.

**HINT** First, define *ideal substance*. Then explain how clay fit that definition.

# From Furs to Five-Dollar Bills

by Jason Liu

- 1 Imagine paying for new sneakers with a handful of shells. In ancient times, people around the world paid for goods with commodity money. A commodity is a product or raw material offered as payment for another thing. Cows, sheep, or other kinds of animals were bartered for what a person wanted. Furs, beads, grain, giant stones, or salt were also exchanged.
- 2 Gradually, ancient peoples stopped using cattle and crops as money. Around 1000 B.C.E., the Chinese began to exchange metal tools for what they needed. They also used copper and bronze coins. By 700 B.C.E., the first silver and gold coins were produced in Lydia (what is now Turkey). These coins were stamped with images of different gods or important rulers.
- 3 Paper money developed in China around 800 C.E. Paper was light and easy to carry. But the Chinese printed too much paper money, and it lost its value. In 1455, the Chinese stopped using paper money for several hundred years. Meanwhile, Europeans only began using paper money in the 1600s.
- 4 After the American Revolution, the Continental Congress established a national currency based on the dollar in 1785. The first American coins were minted in 1793. These copper cents were produced by hand. Nearly seventy years later, the U.S. government began to issue paper money for the first time in 1861. Since then, the appearance of American coins and bills has changed. For example, today's paper money in the United States has a new design every seven to ten years.




In China, knife money was used from 600 to 200 B.C.E.



This is one of the earliest American silver dollars ever minted.

## Close Reader Habits

How can you determine the meaning of *minted* in paragraph 4? Reread the text. **Underline** the sentence that gives a context clue.

 **Think** Use what you learned from reading the text to answer the following questions.

- 1** This question has two parts. Answer Part A. Then answer Part B.

**Part A**

What is the meaning of the word currency as it is used in paragraph 4?

- A** goods used in trade
- B** an idea accepted by many people
- C** something that is up-to-date
- D** the money used in a country

**Part B**

Which phrase from the passage helps the reader understand the meaning of currency?

- A** “based on the dollar”
- B** “produced by hand”
- C** “lost its value”
- D** “a new design”

- 2** Underline the word in the paragraph below that means “traded or exchanged one thing for another.”

A commodity is a product or raw material offered as payment for another thing. Cows, sheep, or other kinds of animals were bartered for what a person wanted. Furs, beads, grain, giant stones, or salt were also exchanged.

 **Talk**

- 3** Discuss the meaning of minted as it is used in paragraph 4 of the text.

 **Write**

- 4 Short Response** Define the word minted. Then describe what words or phrases helped you figure out the meaning of minted. Use the space provided on page 195 to write your answer.



A context clue may give a definition, an explanation, or an example. Sometimes an author will include a word with a similar meaning. Other times, the clue may be a word with an opposite meaning.

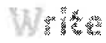
**HINT** Use quotes from the passage to show what words or phrases help you define *minted*.

# Here, Pyggy Pyggy

First, define *ideal substance*. Then explain how clay fit that definition.



Don't forget to check  
your writing.



**Use the space below to write your answer to the question on page 193.**

# From Furs to Five-Dollar Bills

4

## Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?



## WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **financial**
- **economy**

# WHAT WAS the Great Depression?

by Fran Severs

- 1 When World War I officially ended in 1919, Americans were tired of the war and ready for good times. In the early 1920s, there were plenty of jobs in the United States. People earned good incomes. Businesses grew quickly. During the Roaring Twenties, American consumers enjoyed spending money. Those who could not afford the most expensive items borrowed money so they could “buy now, pay later.” They bought new homes. They purchased cars, washing machines, and other large items. They also bought smaller goods, such as toasters and irons. To meet the demand, factories rushed to make even more products. But companies made too many goods, and people stopped buying them. By the end of the 1920s, warehouses were filled up with merchandise that no one bought. Factory production slowed down. Many factory workers lost their jobs.

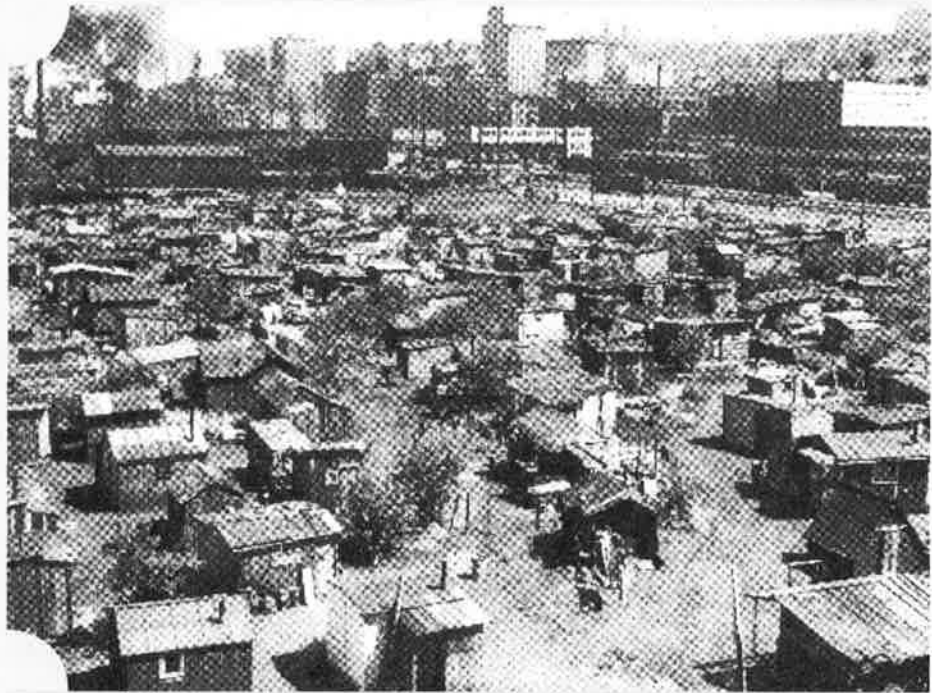
During the 1920s, many Americans grew wealthier. They spent their money on new inventions such as the electric refrigerator shown in this photograph.



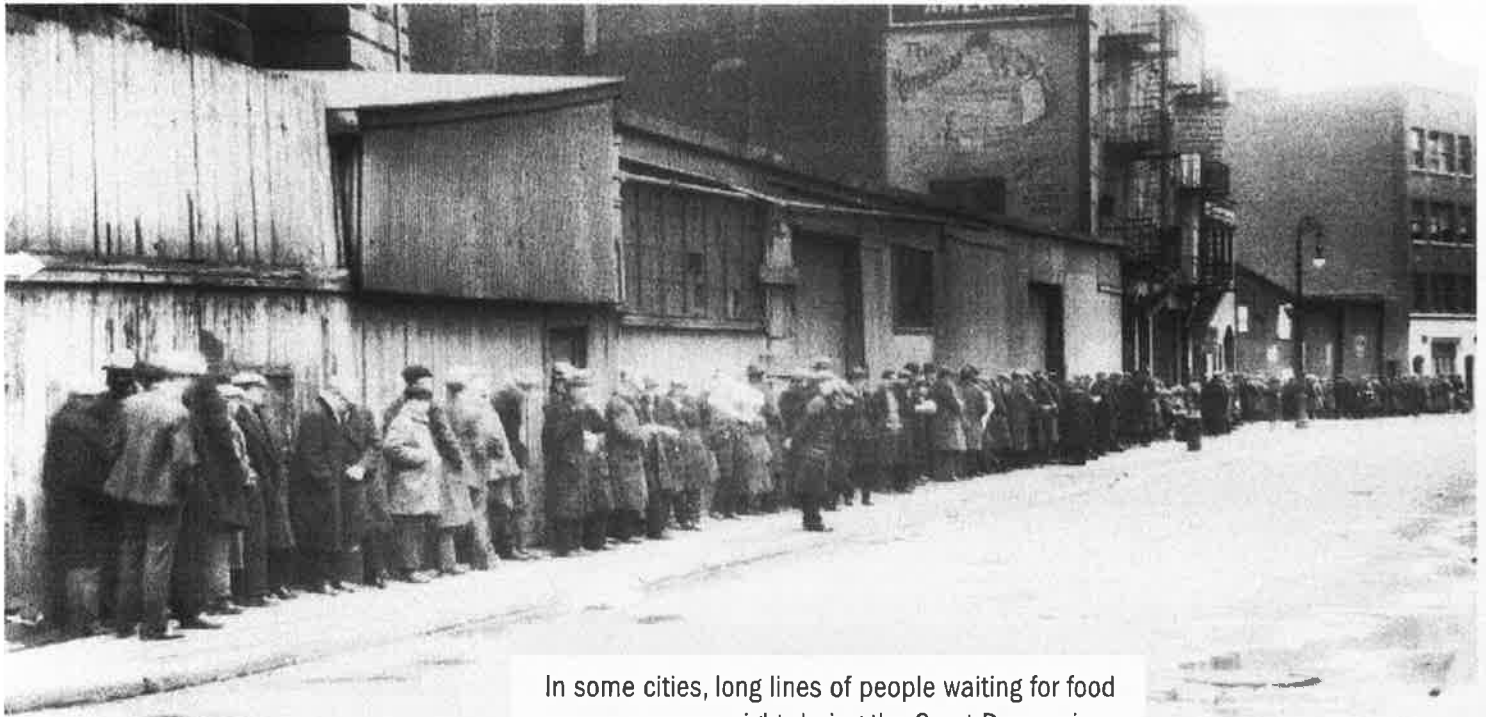
2 At the same time, many Americans decided to invest money in the stock market. They hoped to get rich quickly. The stock market is a place where shares of stock in different companies are bought and sold. People hope to make a high return by buying stock at a low price and selling it at a higher price. From June through September 1929, the prices of stocks soared. Then prices began to dip slightly. Nervous investors began selling millions of stock shares for less than the purchase price, losing billions of dollars. On October 31, 1929, the stock market crashed when stock prices dropped sharply. The crash caused panic. People took their money out of banks, and banks were forced to close. More than 600 banks failed in 1929.

3 The stock market crash led to a financial crisis called the Great Depression. A depression is a serious slowdown in the economy that causes people to lose their jobs and businesses to fail. At the start of the Great Depression, about 1.5 million Americans were out of work. By 1933, about 13 million Americans had lost their jobs. To earn money, jobless people sold apples, pencils, and other items on the streets. They shined shoes or washed and mended clothing for others. They sold their personal belongings. Some were forced to beg for money.

4 Without an income, thousands of jobless Americans lost their homes because they did not have the money to pay rent. If they had borrowed money to buy a house, they could not pay their loans, so the bank took their homes. People were forced to live with friends or family members. If necessary, they stayed in churches or rooming houses. Sometimes, the homeless built shacks from old crates and scrap metal. These temporary homes lacked electricity or running water.




During the Great Depression, many Americans lost not just their jobs but also their homes. For shelter, these men and women built shacks on the outskirts of cities.



In some cities, long lines of people waiting for food were a common sight during the Great Depression. Charities gave bread and soup to people who could not pay to feed themselves.

- 5 About two million homeless men, women, and children drifted around the country. They broke the law by hitching free rides on trains. They rode from place to place looking for work, food, and shelter. Millions stood in lines for free bread or soup that charity groups provided. In 1931, charity groups in New York City served about 85,000 free meals every day.
- 6 Under President Franklin D. Roosevelt, America's economy slowly improved. Roosevelt's plan to fix the nation's money problems was called the New Deal. To improve the situation, the government passed laws that changed banking systems, provided the needy with aid, and created new jobs. In 1933, about 25 percent of Americans were jobless. By 1937, the unemployment rate had fallen to about 14 percent. Unfortunately, nearly 8 million Americans still did not have jobs.
- 7 The Great Depression lasted for more than ten years. In 1941, the United States entered World War II. Factories started making war supplies, such as airplanes, tanks, and ships. As the need for war supplies increased, businesses hired more and more people. America's hard times finally came to an end.

 **Think** Use what you learned from reading the article to answer the following questions.

- 1** This question has two parts. First, answer Part A. Then answer Part B.

**Part A**

Read this sentence from paragraph 1.

By the end of the 1920s, warehouses were filled up with merchandise that no one bought.

What does the word merchandise mean as it is used in this sentence?

- A** goods
- B** large items
- C** shares of stock
- D** jobs

**Part B**

Which detail from paragraph 1 **best** supports the answer to Part A?

- A** "... that no one bought ..."
- B** "... even more products ..."
- C** "... factory production slowed ..."
- D** "... lost their jobs ..."

- 2** The author uses a word that means "a time of intense difficulty, trouble, or danger." Underline a word in the paragraph below that **best** represents that idea.

The stock market crash led to a financial crisis called the Great Depression. A depression is a serious slowdown in the economy that causes people to lose their jobs and businesses to fail. At the start of the Great Depression, about 1.5 million Americans were out of work. By 1933, about 13 million Americans had lost their jobs. To earn money, jobless people sold apples, pencils, and other items on the streets. They shined shoes or washed and mended clothing for others. They sold their personal belongings. Some were forced to beg for money.

- 3** This question has two parts. First, answer Part A. Then answer Part B.

**Part A**

What is the **best** meaning of the phrase hard times in paragraph 7 of "What Was the Great Depression?"

- A** a period of great difficulty
- B** a time when farmers couldn't grow crops
- C** a time when jobs paid low wages
- D** a period of mild sadness

**Part B**

Which sentence from the article helps the reader determine the meaning of the phrase hard times as it is used in paragraph 7?

- A** "When World War I officially ended in 1919, Americans were tired of the war and ready for good times." (paragraph 1)
- B** "From June through September 1929, the prices of stocks soared." (paragraph 2)
- C** "About two million homeless men, women, and children drifted around the country." (paragraph 5)
- D** "Roosevelt's plan to fix the nation's money problems was called the New Deal." (paragraph 6)

- 4** Read the sentence from paragraph 1.

To meet the demand, factories rushed to make even more products.

Which dictionary entry **best** defines demand?

- A** "forceful statement"
- B** "wish"
- C** "strong need"
- D** "question"



- 5 Short Response** Paragraph 6 of the passage states, "By 1937, the unemployment rate had fallen to about 14 percent." Define the phrase unemployment rate. Support your definition with at least **one** context clue from the passage.

---

---

---

---

---

---

---

---

---

---



## Learning Target

**In this lesson, you figured out the meanings of several challenging words and phrases. Explain how you can use these skills to help you better understand the texts you read in school.**

---

---

---

---

---

---

---

---

---

---

# Lesson 9

## Summarizing Literary Texts

### Learning Target

Identifying and summarizing key details will help you develop a deeper understanding of any literary text you read.

► **Read** When you **summarize** a story or drama, you briefly retell its **key details**. Key details are those that are most important about the characters, the setting, the main problem, and the events.

**Read the story below. Identify the key details related to the characters, setting, main problem, and events.**

### *The Legend of Hua Mulan*

"Beloved daughter," said the old man. "Do not do this."

The young woman shook her head. "You are too old to serve. My brother is but a child. I am the only one fit to fight." And so she put on men's clothing, left her village, and joined the army.

At first the soldiers teased her. "The boy is so short! No hair on his face! No strength in those arms!" And all they said was true, but she was stubborn and cunning. Her will and her wits won their respect. Soon, the soldiers recognized her bravery and her brilliance in battle.

For twelve years, she fought alongside the men. But then the war ended, and the soldiers brought her home. After greeting her family, she disappeared into their house. Shortly, a woman in a dress emerged.

"Who are you?" asked the soldiers. "Where is our fighter?"

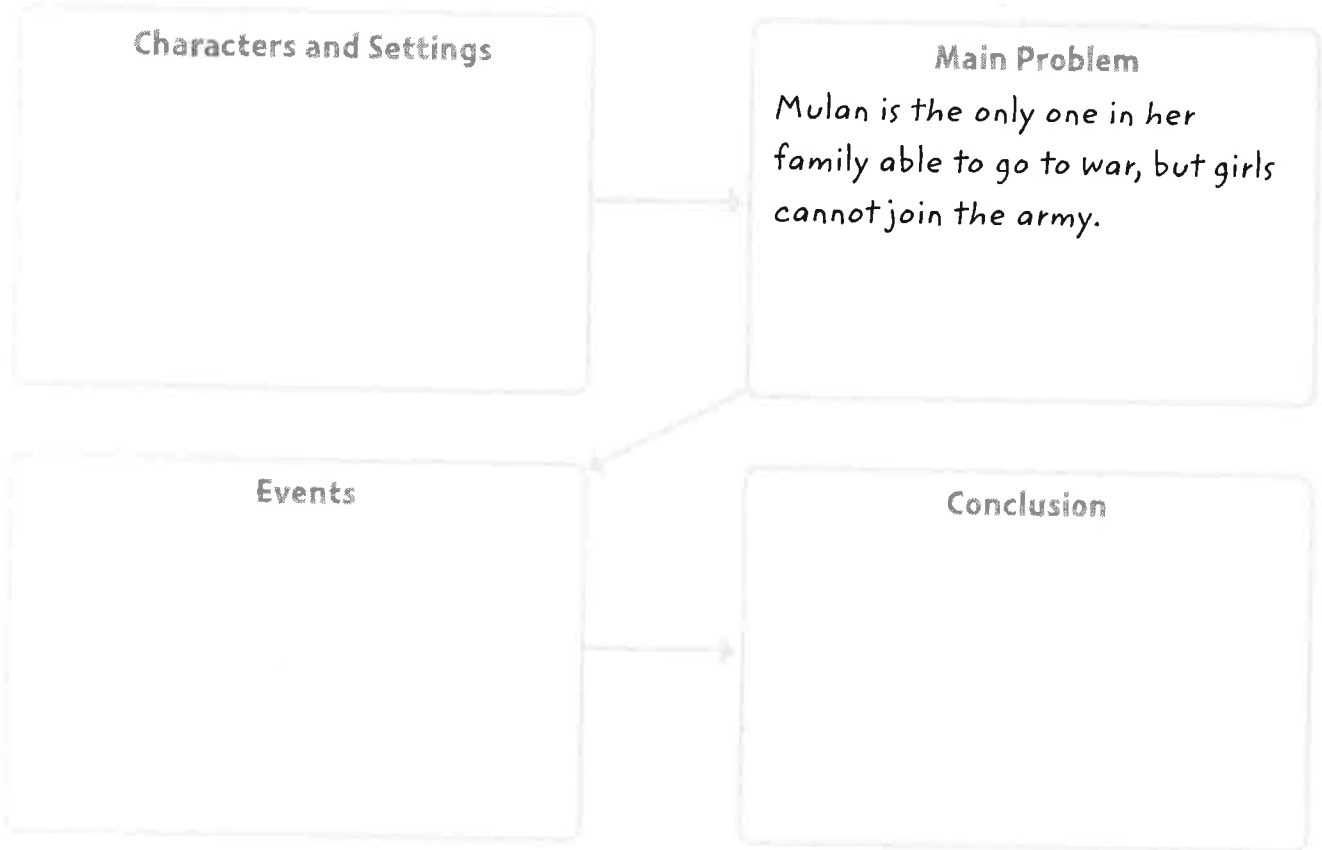
"I am Hua Mulan," she said, "and you are my brothers in arms."

All was silent. Then one soldier smiled. Others joined him. And then the army let loose a cheer like none the village would ever hear again.



- **Think** What have you learned so far about summarizing? Use the *summary organizer* below to record the key details that each box asks for.

**"The Legend of Hua Mulan"**



- **Talk** Share your summary organizer with a partner.
- What did you write in the "Characters and Settings" box? How do you know those are key details?
  - What details did you write in the "Events" and "Conclusion" boxes? Did you and your partner write the same ones?
  - How can the organizer help you write a summary of the story?



**Academic Talk**

Use this word and phrase to talk about the text.

• **key detail**

• **summarize**



# The Adventures of MONTGOMERY MAY

by Anna Blum

1 For ten years, Montgomery May traveled the world in a battered old ship. When he returned home, he told everyone about the adventures he'd had and the feats he had accomplished.

2 One of his most renowned feats was a leap. "I leaped from the island of Rhodes to the mainland of Turkey, the great sea nipping at my ankles the whole way," Montgomery boasted one day to a crowd in the town square. "Hundreds of people saw me do it. I leaped a greater distance than any man has ever leaped. Anyone who saw me would tell you so."

3 Cecil Saunders, Montgomery's old rival, smiled. "No need to wait for those people, Montgomery," he said. "Pretend you are in Rhodes and show us how far you can jump."

4 Montgomery paused for only a moment. "Gladly, Cecil. If it meets with your approval, I shall leap from Partridge Point"—and here he pointed to a rocky outcrop where his ship was anchored—"to Isla's Island."

5 Cecil peered at the black dot far out at sea. "Hmph. Not quite the distance from Rhodes to Turkey, but I suppose it will have to do."

6 "Tomorrow morning at 7 A.M. sharp," said Montgomery. "But such a leap requires considerable sustenance and ample rest beforehand." He now raised his voice to the crowd. "Who among you will fuel me to my success?"

7 The townspeople cheered and crowded around him, each competing to feed and house such an honored guest for the night. After much effort, the wealthiest man in town persuaded Montgomery to come and sup and sleep at his home.

8 And that was how Montgomery May came to eat a rich meal and sleep in a vast featherbed before sneaking out to his boat at 6 A.M. and sailing into the sunrise—doubtless to have more adventures and accomplish more feats.

## Close Reader Habits

When you reread the story, **underline** key details about the characters, setting, problem, events, and conclusion.

**HINT**

**What details should you include in a summary of this story?**



When choosing details, ask: Does my reader really need this detail?

**1**

Complete the summary organizer with key details from the text.

**"The Adventures of Montgomery May"**

Characters and Settings	Main Problem
Events	Conclusion

**Talk****2**

Imagine you witnessed the events of this story and want to tell a friend what happened. What details would be most important for your friend to know? If necessary, add or delete details from your organizer.

**Write****3**

**Short Response** Write a summary of the story. Use key details from the text in your summary. Use the space provided on page 154 to write your answer.

**HINT** After writing, imagine you've never read the story. Then read your summary. Does it give only the details needed to understand the story?

# ELLIS ISLAND



by Giovanni Tesani


- 1 **CHARACTERS:** ROSA FERRARI, 8 years old; VIOLETTA FERRARI, 12 years old; an OFFICIAL; PAPA
- 2 **SETTING:** *Ellis Island in New York Harbor, 1911.*
- SCENE 1:** The Great Hall. Rosa and Violetta are at the head of a long line of people waiting to see an official seated at a table.



- 3 **OFFICIAL:** [*looks over the papers they are carrying*] So, you are Rose and Violet Ferry, ages 8 and 12. Where is Mama Ferry?
- 4 **ROSA:** No, sir, we are Rosa and Violetta Ferrari. The doctor took our mama to the hospital, but our papa is waiting for us.
- 5 **OFFICIAL:** [*hands back their papers*] All right, I will discharge you to your father. But remember, girls, you're in America now. You must have American names, Rose and Violet.
- 6 **VIOLETTA:** [*angrily, under her breath*] I don't believe this, Rosa! We came for a new home in a new country, not new names!
- 7 **SCENE 2:** Just outside the Great Hall. Rosa and Violetta are part of a large crowd of people looking for their loved ones. People are shouting, crying, hugging, and laughing.
- 8 **VIOLETTA:** [*looking around*] Do you think we will recognize Papa? He has been in America for three years.
- 9 **ROSA:** We will look at the picture of him that Mama gave us. Then we'll just look for the same man.
- 10 **PAPA:** [*runs to them*] Rosa, Violetta, it is I, Papa! Where is Mama?
- 11 **VIOLETTA:** Papa, you haven't changed at all!
- 12 **ROSA:** Oh, Papa, they took Mama to the hospital.
- 13 **PAPA:** Do not worry. We will come back every day until your mama is with us for good.

## Close Reader Habits

Who are the main characters? What is the setting? Reread the drama. **Circle** any text that answers these questions.

 **Think** Use what you learned from reading the drama to respond to the following questions.

- 1** This question has two parts. Answer Part A. Then answer Part B.

**Part A**

Which pair of sentences provides the **best** summary of Scene 1?

- A** Rosa is 8 years old and Violetta is 12 years old. The doctor took their mother to the hospital, and they are waiting to see an official on Ellis Island.
- B** The official questions Rosa and Violetta. Then he sends them to find their father.
- C** Rosa and Violetta have arrived on Ellis Island. An official questions them, gives them American names, and releases them.
- D** The official takes Rosa and Violetta's mother to the hospital. Then he gives them American names and takes them to find their father.

**Part B**

Which **two** sentences from the drama **best** support the answer to Part A?

- A** "Where is Mama Ferry?"
- B** "The doctor took our mama to the hospital, but our papa is waiting for us."
- C** "No sir, we are Rosa and Violetta Ferrari."
- D** "All right, I will discharge you to your father."
- E** "You must have American names, Rose and Violet."
- F** "I don't believe this, Rosa!"



Many dramas are split into scenes that occur in different settings. Dramas also have stage directions that tell readers what the characters do or feel.

 **Talk**

- 2** Summarize Scene 2. Use the summary organizer on page 155 to record the key details related to the problem, the events, and the conclusion of the scene.

 **Write**

- 3 Short Response** Use the information from your summary organizer to summarize Scene 2. Use the space provided on page 155 to write your answer.

**HINT** After writing, read your summary. Do you need to add or cut details?



**Write** Use the space below to write your answer to the question on page 151.

# The Adventures of MONTGOMERY MAY

After writing, imagine you've never read the story. Then read your summary. Does it give only the details needed to understand the story?

- 3 Short Response** Write a summary of the story. Use key details from the text in your summary.

---

---

---

---

---

---

---

---

---

---



Don't forget to check your writing.

## Check Your Writing

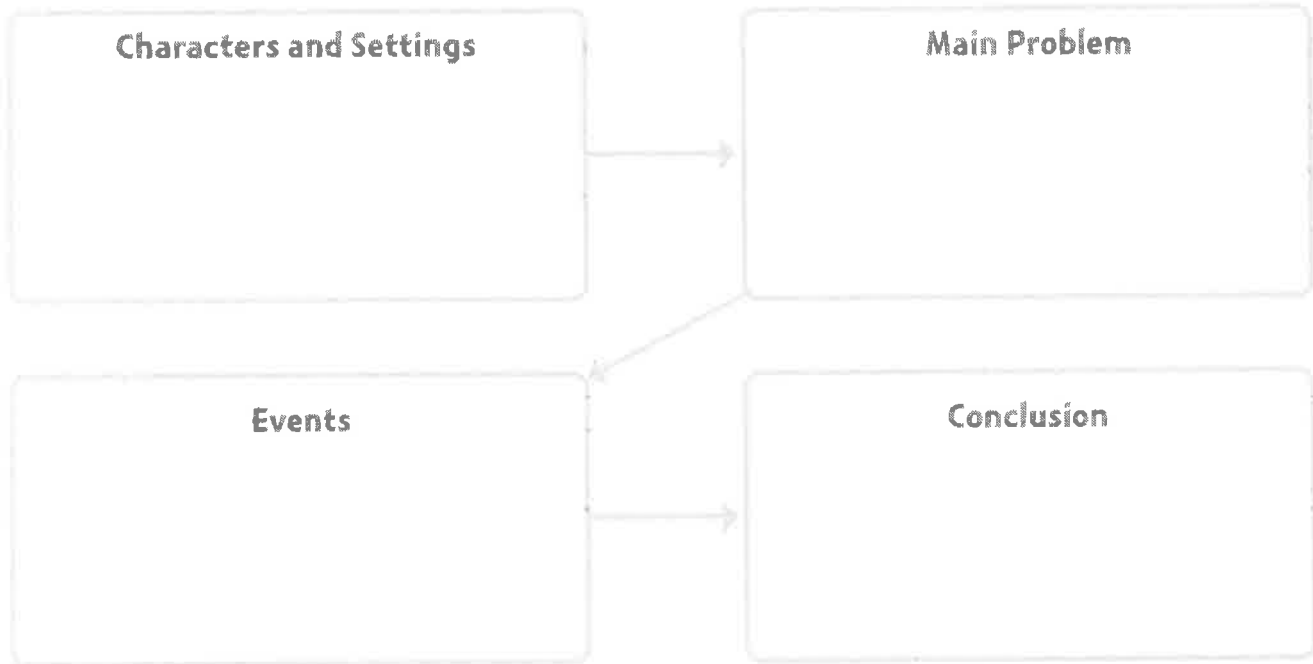
- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?

# ELLIS ISLAND



**2** Use the summary organizer below to organize your ideas.

## Scene 2 of *Ellis Island*



**Write** Use the space below to write your answer to the question on page 153.

**3 Short Response** Use the information from your summary organizer to summarize Scene 2.

**HINT** After writing, read your summary. Do you need to add or cut details?

---

---

---

---

---

---

## WORDS TO KNOW

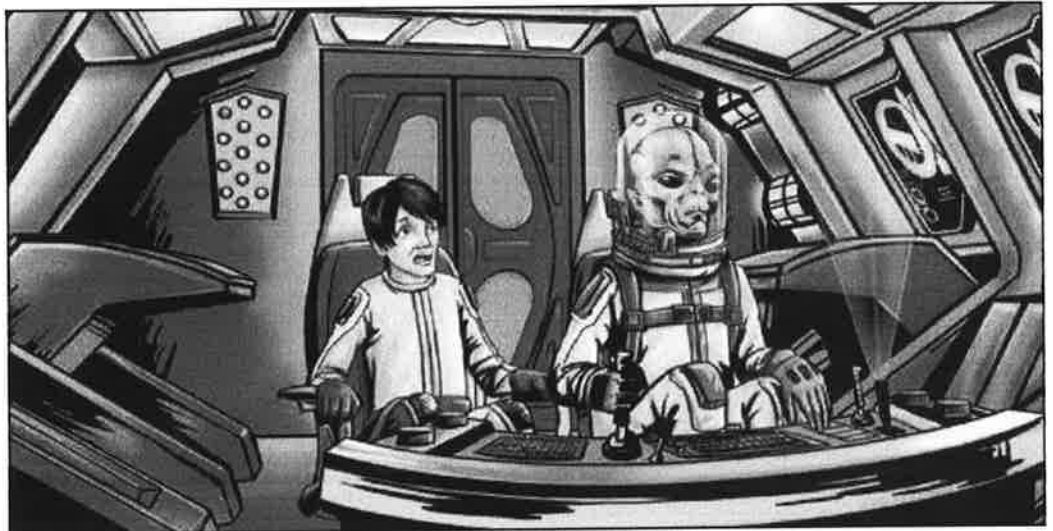
As you read, look inside, around, and beyond these words to figure out what they mean.

- **expressions**
- **anticipated**
- **assess**

# SANDSTORM

by Rhonda Roberts, *Highlights*

- 1 The storm slammed into our two-passenger sand crawler, the howling wind buffeting us so viciously we nearly tipped over. I clutched my safety harness like a life raft and watched Bindor's dad at the controls. Centini expressions are hard to read, and the enviro-suit didn't help, but Mr. Dama looked calm.
- 2 *How does he do that? I'd be scared to death. I AM scared to death, and I'm not even driving!*
- 3 The trip from New Madrid Station to Centini City had turned into a nightmare. Sandstorms were common on Luyten Three, but satellite imagery hadn't anticipated this one. Sand and rocks battered the vehicle as the wind roared in 100-mile-per-hour gusts. . . .
- 4 When Bindor's dad offered to take me to Centini City for a visit, I jumped at the chance to visit my best friend. Odd, having an alien as a best friend, but when the human colonists and the Centini combined schools, Bindor and I hit it off from the start. It doesn't matter that one of us always has to wear an enviro-suit. We just take turns. Oxygen is as deadly to Bindor as sulfur dioxide is to me.
- 5 The crawler rocked, its back tread losing traction, causing us to fishtail. We hadn't had any reason to worry about the weather when we left, but we sure did now.







6 Mr. Dama said something I didn't catch. Before I could ask him to repeat what he'd said, a tremendous gust flipped us over. We tumbled end over end for what seemed like forever.

7 When we stopped, I was dangling upside down, held in midair by my safety harness. The air smelled like a locker room after a really tough game, and I felt as if I'd just ridden the new Black Hole ride at Cosmic Adventureland. I looked over at Mr. Dama. What I saw made my heart skip a beat. Mr. Dama's safety harness had broken loose. He was crumpled in a corner of the cabin, motionless.

8 "Mr. Dama!" Fumbling with the latch, I finally released my harness and sprawled onto the roof of the crawler, which was now our floor. "Mr. Dama!" I crawled toward him, then froze. I heard the sound that brought fear into the heart of every colonist—the whistle of atmosphere leaking from an enviro-suit.

9 Mr. Dama had worn his suit so I wouldn't have to. *If he loses his suit atmosphere, he'll die. If too much of the sulfur dioxide in his suit vents into the cabin, I'll die.*

10 I felt as if icy hands were choking me. *What am I going to do? I can't handle this!* I took a ragged breath. *What is it that Mrs. Nadale always says in Emergency Preparedness Class?* I could barely remember my own name, let alone emergency procedures. *1. Stay calm. Too late for that! 2. Assess the situation. OK. We've crashed, and my best friend's dad is going to die if I don't do something. 3. Take stock of your resources.*



11 I searched the jumbled mess until I found my backpack, and I pulled out the emergency kit I take everywhere. *I'll never gripe about carrying it again, Mom, I promise.*

12 4. Form a strategy and act on it.

13 It seemed to take forever to use materials from my kit to patch Mr. Dama's suit. A search of the cabin yielded a spare bottle of Centini air, and I topped off his tank.

14 What a relief when Mr. Dama groaned and looked up at me!

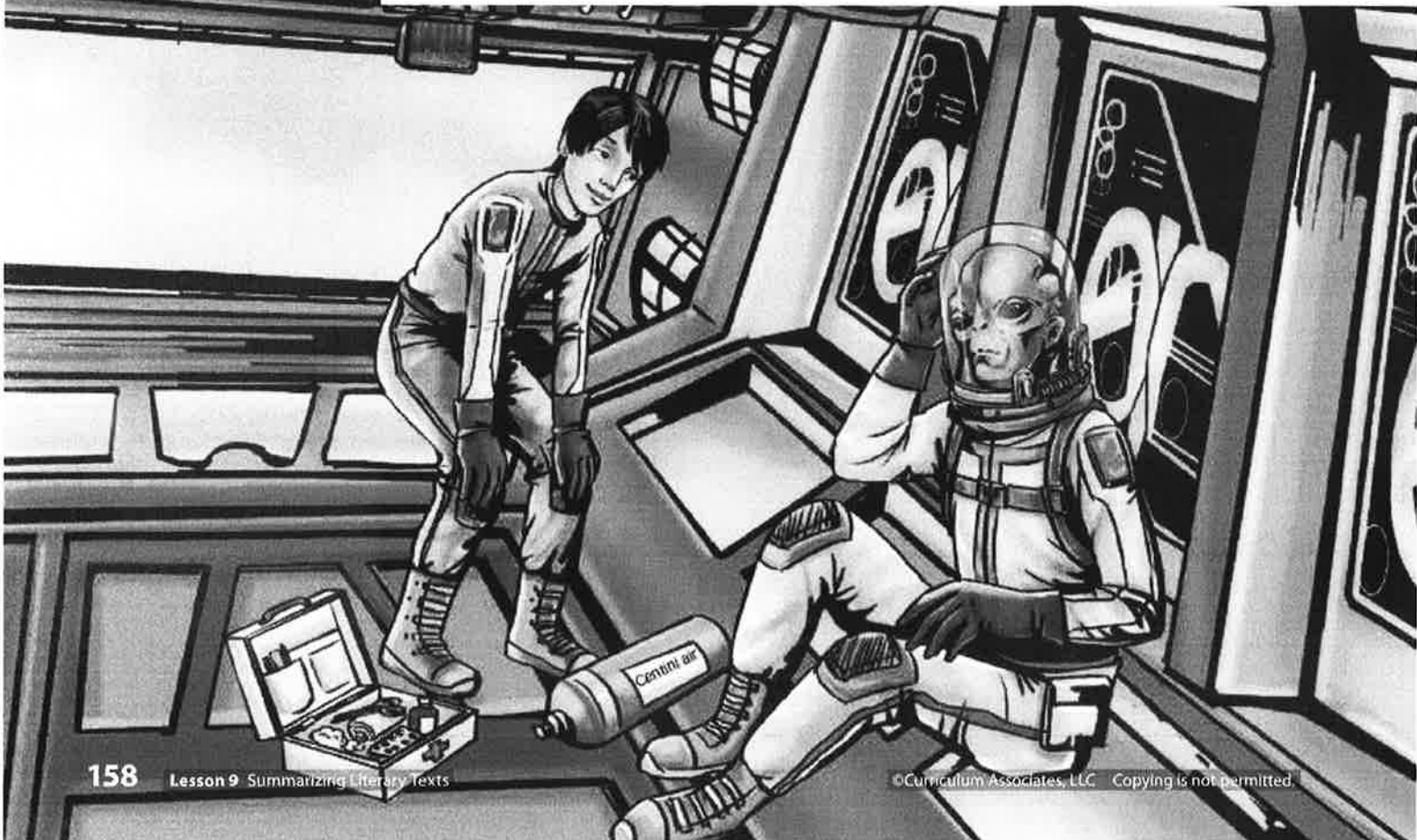
15 "Everything is going to be OK, sir!" I tried to smile, but I was shaking all over. Fortunately, the radio was still working and I was able to get through to Centini City for help.


16 At the hospital, it was my turn to wear the enviro-suit. Bindor whacked me on the shoulder, nearly knocking me down. "You're a hero, Jason!"

17 "Nah, your dad's the hero, Bindor. You should've seen how calm he was, driving in that storm. He was great." . . .

18 Mr. Dama set his hands on my shoulders. His eyes were serious. "Jason, you saved my life. What can I do to repay you?"

19 I grinned. "How about telling Mrs. Nadale I paid attention in Emergency Preparedness Class!"



 **Think** Use what you learned from reading the science-fiction story to respond to the following questions.

- 1** Which sentence **best** summarizes how Jason reacts after the crawler crashes?
  - A** He gives in to the urge to panic.
  - B** He deals with the situation as best he can.
  - C** He imagines what it will be like to be a hero.
  - D** He goes looking for his backpack.
  
- 2** Select the **three** sentences that should be included in a summary of paragraphs 1 through 9 of the story.
  - A** Jason, a human, and Bindor, a Centini, are best friends despite being very different.
  - B** Jason is on a trip to visit his best friend when fierce winds blow his craft around.
  - C** Imagery from the weather satellites did not predict the sandstorm on Luyten Three.
  - D** Jason hangs on to his safety harness, and Mr. Dama works the sand crawler's controls.
  - E** Jason is scared of how powerful the sandstorm is, but Mr. Dama, the driver, seems calm.
  - F** Mr. Dama says something, but Jason doesn't hear it.
  - G** After a gust flips the crawler over, Jason hears a leak from Mr. Dama's suit and realizes they could die.
  
- 3** Which of these **best** explains why Jason's emergency kit is a key detail?
  - A** It contains a bottle of Centini air.
  - B** Jason complains about carrying it.
  - C** It gives Jason a place to store items.
  - D** Jason uses it to save Mr. Dama's life.

- 4 This question has two parts. First, answer Part A. Then answer Part B.

**Part A**

Read this sentence from paragraph 8.

I heard the sound that brought fear into the heart of every colonist—the whistle of atmosphere leaking from an enviro-suit.

What does the word atmosphere mean as it is used in the sentence?

- A gas
- B water
- C sound
- D protection

**Part B**

Which detail from the story provides the **best** clue for the meaning of the word atmosphere?

- A “The storm slammed into our two-passenger sand crawler, the howling wind buffeting us so viciously we nearly tipped over.”
- B “Sand and rocks battered the vehicle as the wind roared in 100-mile-per-hour gusts. . . .”
- C “I searched the jumbled mess until I found my backpack, and I pulled out the emergency kit I take everywhere.”
- D “A search of the cabin yielded a spare bottle of Centini air, and I topped off his tank.”

- 5 Which statement **best** summarizes the main idea of the text?

- A New experiences sometimes bring danger.
- B It is important to take care of the people you care for.
- C People from very different backgrounds can be friends.
- D In an emergency, stay calm and think before taking action.



- 6 Short Response** Summarize what happens **after** Jason realizes that Mr. Dama's enviro-suit is leaking. Use key details from the text in your summary.

---

---

---

---

---

---

---

---

---



### Learning Target

**In this lesson, you identified key details in literary texts to summarize those texts. Explain how summarizing literary texts can help you better understand them.**

---

---

---

---

---