

Future Worlds

FOCUS QUESTION

How do people feel when they face challenges?

About the Lesson

OBJECTIVES

Content Objectives

- Make inferences based on details in the text and background knowledge.
- Identify text evidence that supports the inferences made about a text.
- Understand how people in futuristic worlds might feel when they experience challenging situations.

Language Objectives

- Describe in writing how a character's feelings change, based on inferences and supporting text evidence in a chart.
- Justify inferences, using sentence frames in partner discussion.
- Make connections to a character who faces a challenge and explain what might make them feel better.

ACADEMIC TALK

See **Glossary of Terms** on pp. 478–485.
inference, text evidence

Spanish Cognates

inferencia, evidencia de texto

Build Knowledge

Lesson texts build knowledge about:

- How it feels to lose someone or something important
- How it feels to experience and admit to failure
- How it feels before moving to an unfamiliar place

Plan Student Scaffolds

- Use **i-Ready data** to guide grouping and choose strategic scaffolds.
- Use **Teacher Toolbox** resources as needed to address related skills:
 - Make inferences in literature
 - Describe what happened and where
- Partner English learners with students who can serve as language models to support them in completing the inference charts in Session 4. **EL**
- Preview texts and activities to anticipate barriers to engagement, access, and expression. Modify based on needs.

Use Protocols That Meet the Needs of All Students

In order to increase engagement and validate cultural and linguistic behaviors, specific protocols are included in the lesson. To further customize activities for your students, consider optional protocols listed on pp. A46–A51.

| PROTOCOL | SESSION | VALIDATES |
|----------------------|---------|--|
| Snowballs | 1 | spontaneity, collective success |
| Take a Poll | 1 | multiple perspectives |
| Stand and Share | 1, 3, 5 | spontaneity, movement, connectedness |
| 3-2-1 | 2, 4 | multiple perspectives |
| Pick a Stick | 2, 4 | spontaneity |
| Jump in Reading | 2, 4 | spontaneity, collective success |
| Silent Appointment | 2, 4 | social interaction, nonverbal expression |
| Musical Shares | 2, 4 | movement, musicality, social interaction |
| Merry-Go-Round Share | 6 | multiple ways to show focus, connectedness |

LEARNING PROGRESSION | Make Inferences

Students build on this skill:

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Students learn this skill:

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Students prepare for this skill:

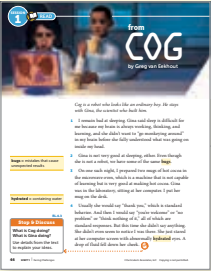
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Students review and practice:

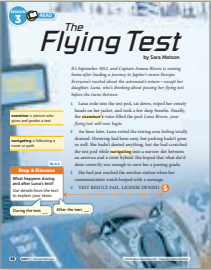
- **RL.4.3** Describe characters
- **RL.4.4** Determine word meanings

LESSON PLANNING GUIDE

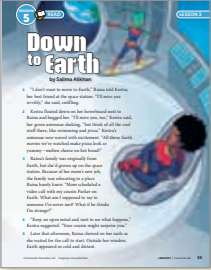
TEXT 1: from Cog • SCIENCE FICTION

| SESSION 1 | SCAFFOLD READING |  | TEXT AT-A-GLANCE | ENGLISH LEARNER SUPPORT (EL) |
|-----------|--|---|--|---|
| | PRACTICE THE FOCUS STANDARD | | | |
| | <ul style="list-style-type: none">Formative Assessment | | <p>Concepts/Background</p> <ul style="list-style-type: none">artificial intelligencehuman emotions from a robot's perspective <p>Language</p> <ul style="list-style-type: none">Vocabulary: <i>laboratory, abnormally, fluid, syntha-derm sheath, hugged (the left side), designed, mode</i>Idioms: <i>monkeying around, think nothing of it</i> | <p>Speaking/Reading</p> <ul style="list-style-type: none">Analyze sentences, Determine multiple meanings of words <p>Speaking/Reading</p> <ul style="list-style-type: none">Use word bank <p>Writing</p> <ul style="list-style-type: none">Use sentence frames |

TEXT 2: The Flying Test • SCIENCE FICTION

| SESSION 3 | SCAFFOLD READING |  | <p>Concepts/Background</p> <ul style="list-style-type: none">Europa, one of Jupiter's many moonssteps in a driving testfuturistic inventions: aerovan, rover hybrid, aerobus, cosmovision, antigravity chamber <p>Language</p> <ul style="list-style-type: none">Vocabulary: <i>test pod, drained, hovering, dented, denied, slumped, pictured, hesitated, scanner, entryway, pesky</i>Figurative Language: <i>felt like she'd eaten a pound of moon dust, as weightless as if she were in an antigravity chamber</i> | Reading |
|-----------|--|---|--|---|
| | PRACTICE THE FOCUS STANDARD | | | |
| | <ul style="list-style-type: none">Formative Assessment | | | <ul style="list-style-type: none">Determine meaning from context <p>Listening/Reading</p> <ul style="list-style-type: none">Read aloud, Analyze sentences <p>Listening/Speaking</p> <ul style="list-style-type: none">Role-play <p>Writing</p> <ul style="list-style-type: none">Use sentence frames |

TEXT 3: Down to Earth • SCIENCE FICTION

| SESSION 5 | INDEPENDENT READING AND PRACTICE |  | <p>Concepts/Background</p> <ul style="list-style-type: none">life in a space stationvirtual reality <p>Language</p> <ul style="list-style-type: none">Vocabulary: <i>sniffing, hoverboard, antennae, originally, barely, realistic, definitely</i>Idioms: <i>keep an open mind, eyes lit up, grab some slices</i>Descriptive Language: <i>globe wrapped in swirling clouds</i> | Speaking/Reading |
|-----------|--|---|--|--|
| | | | | |
| | <ul style="list-style-type: none">Formative Assessment | | | <ul style="list-style-type: none">Interpret idioms, Role-play <p>Listening</p> <ul style="list-style-type: none">Read aloud questions and answer choices <p>Writing</p> <ul style="list-style-type: none">Rephrase questions |

KNOWLEDGE BUILDING

| SESSION 6 | RESPOND TO THE FOCUS QUESTION | <ul style="list-style-type: none">Integrate information from the lesson textsCollaborative discussionShort response | Speaking/Writing |
|-----------|---|---|--|
| | | | |
| | <ul style="list-style-type: none">How do people feel when they face challenges? | | <ul style="list-style-type: none">Use word bank, Use sentence frames |

Before Teaching the Lesson

Preview the texts before teaching the lesson to plan scaffolds. If needed, provide students with background information below before they read.

- Provide an overview of characteristics of science-fiction stories: futuristic settings, space alien characters, and new technology.
- **from Cog: Artificial Intelligence** Describe how artificial intelligence programs allow computers and robots to “learn” by recognizing new patterns.
- **The Flying Test: Driving Tests** Share a video of today’s driving tests so students can compare them to the flying test described in this story.
- **Down to Earth: Representing the Future** As an alternate means of representation, provide images of futuristic worlds, space stations, and virtual reality.

Talk About the Topic

BUILD STUDENTS’ INTEREST

- 1 • Introduce the lesson topic. Point out that all the stories in this lesson are science fiction. Invite students to share characteristics of the genre. Clarify their understanding as needed.
 - Introduce the Focus Question. Tell students they will read, talk, and write about how people feel when facing challenges.
 - Point out that the word *face* has multiple meanings. In this context, *face* is a verb that means “to deal with a hard situation.” **EL**
 - Have students **Raise a Hand** to share challenges they have faced.
 - Use **Snowballs** to have students share ideas about how the topic and Focus Question might be connected. **Ask**, *What challenges do you think people might face in futuristic worlds? How do you think they’ll feel?*
- 2 • Ask students to complete Notice and Wonder with a partner.
 - Have students **Take a Poll** to show which story they are most interested in reading.

SESSION
1

TALK ABOUT THE TOPIC

Future Worlds

1

FOCUS QUESTION

How do people feel when they face challenges?

2

NOTICE AND WONDER

Look at the science-fiction stories you will read in this lesson. What do you notice? What do you wonder? Discuss your ideas with a partner.

3

SHADES OF MEANING

Circle the word in each pair that shows the stronger feeling. Think of words that describe similar feelings. Write the words in the same row.

| | | | |
|-----------|---|---------|-------|
| startled | / | shocked | _____ |
| excited | / | pleased | _____ |
| terrified | / | nervous | _____ |
| surprised | / | amazed | _____ |

I think ____ shows a stronger feeling than ____ because ____.

I added the word ____ because it means something like ____.

LESSON 3



from Cog
by Greg van Eekhout



The Flying Test
by Sara Matson



Down to Earth
by Salima Alikhan

©Curriculum Associates, LLC Copying is not permitted.

LESSON 3 | Future Worlds

43

- Introduce the focus standard. **Say, In this lesson, you will use clues in the text and what you already know to figure out what's happening in a story. This is called making inferences.**

3 INTRODUCE ESSENTIAL CONCEPTS

- Have students work with partners to complete Shades of Meaning.
- Encourage students to identify cognates in their home language, such as *aterrorizado/a*, *nervioso/a*, and *sorprendido/a*. **EL**
- Have students **Shout Out** the stronger feeling in each pair.
- Where clarification is needed, have students **Stand and Share** their ideas.
- Encourage students to illustrate the meaning of a word by brainstorming examples of situations that might make someone feel that way.
- Guide students to justify their answers by explaining their reasoning. Provide examples and sentence frames as needed.
- Use **LISTEN FOR** to monitor understanding. Use **Help & Go** scaffolds as needed.
- **LISTEN FOR** Students accurately identify the stronger emotion in each word pair.

HELP & GO: Vocabulary

- Ask volunteers to share an example of a situation that might cause a person to feel *startled* or *shocked*. Compare the situations to help students compare the feelings. **Say, If a kitten appears in your home one day, you might feel surprised. If that kitten then says "hello," you would probably feel amazed. Amazed expresses the stronger feeling.**
- Have volunteers act out each emotion to help the class determine which is the stronger feeling.
- Guide students to look inside the words to identify base words and brainstorm related words with the same base. (*terror, terrifying*)
- Have partners use emotion words in a sentence to describe personal experiences. **EL**

1 Support Reading

- Set a purpose for reading. **Say**, *In this session, you will read to learn how a robot and a human respond to a challenging situation.*
- Have students read through paragraph 4. Have them circle unknown words and mark confusing parts with a question mark.
- Use **CHECK INs** and related **Help & Go** scaffolds as needed to support understanding of the text. Monitor based on annotations, observation, and your knowledge of students.
- CHECK IN** Students understand that Cog, the robot, is the narrator, and that Gina created him and programmed his “brain.”

HELP & GO: Comprehension

- Ask**, *Who is the narrator?* Have students reread the introduction and identify personal pronouns and names in paragraph 1.
- In paragraph 1, break up the second sentence to clarify meaning. Break the sentence before the words *because*, *and*, and *before*. **EL**

2 Stop & Discuss

- Have students **Turn and Talk** to complete the **Stop & Discuss**.
- LISTEN FOR** Students explain Cog is a robot who does not understand that Gina is crying.

HELP & GO: Comprehension

- Ask**, *What is standard behavior? the way someone usually acts What is Cog trying to figure out? why Gina is acting differently Why doesn't he understand? He's a robot who doesn't understand feelings.*
- Have students reread the last two sentences of paragraph 4 and look inside the words for clues to the meaning of *ab/normal/ly hydr/ated eyes*. *unusually wet eyes Ask, What makes someone's eyes wet? crying*



- 1 Cog is a robot who looks like an ordinary boy. He stays with Gina, the scientist who built him.

1 I remain bad at sleeping. Gina said sleep is difficult for me because my brain is always working, thinking, and learning, and she didn't want to “go monkeying around” in my brain before she fully understood what was going on inside my head.

2 Gina is not very good at sleeping, either. Even though she is not a robot, we have some of the same **bugs**.

3 On one such night, I prepared two mugs of hot cocoa in the microwave oven, which is a machine that is not capable of learning but is very good at making hot cocoa. Gina was in the laboratory, sitting at her computer. I put her mug on the desk.

4 Usually she would say “thank you,” which is standard behavior. And then I would say “you're welcome” or “no problem” or “think nothing of it,” all of which are standard responses. But this time she didn't say anything. She didn't even seem to notice I was there. She just stared at her computer screen with abnormally **hydrated** eyes. A drop of fluid fell down her cheek.

bugs = mistakes that cause unexpected results

hydrated = containing water

2

RL.4.3

Stop & Discuss

What is Cog doing?

What is Gina doing?

Use details from the text to explain your ideas.



LESSON 3

3 Support Reading

- Have students read paragraphs 5–18.
- **CHECK IN** Students understand what it means when Cog blinks in paragraphs 13 and 15.

HELP & GO: Comprehension

- **Ask, Why does Cog blink?** *It shows Cog is processing the information he is hearing.*
- Have students compare how Cog responds with how Gina responds after learning that ADA is lost.
- Point out the double meaning: *processing* can apply to emotions or computer programs. **EL**

4 Stop & Discuss

- Have students independently complete the **Stop & Discuss**, then **Turn and Talk**.
- **LISTEN FOR** Students explain that ADA is Cog's "sister" and she is lost.


HELP & GO: Comprehension

- Have students reread paragraphs 12–14. **Ask, What does Gina mean when she says ADA is Cog's "sister"?** *Gina created ADA and Cog. She is like a parent to them.*
- **Ask, How is ADA like Cog?** *They both have brown eyes, brown skin, and similar hair.* Have students look around and inside the words *syntha-derm sheath* to clarify that the term refers to Cog and ADA's artificial skin.
- Have students reread paragraph 18 and the last sentence in italics. Point out that the word *lost* sometimes describes a person who has died, but here it means that Gina literally doesn't know where ADA is.

Discuss the Whole Text

Revisit the Focus Question. **Ask, What is hard for Cog? What is hard for Gina? How do they feel and react?** *Cog is trying to figure out Gina's feelings. Gina is sad ADA is lost.* Have students **Stand and Share** their ideas. Record students' responses.

3

- 5 A face stared out from the screen. Eyes, brown like mine. Skin the same shade of brown as my syntha-derm sheath. Hair like mine, only longer, tied into a ponytail that hugged the left side of the neck.
- 6 At the bottom of the picture were three letters: ADA.
- 7 "Who is that?"
- 8 "Oh!" Gina said, startled. She looked at me, then at the mug on her desk. She took a sip. "Thank you, Cog."
- 9 "Think nothing of it."
- 10 I was pleased that we had returned to standard behavior.
- 11 I waited a moment, and when Gina did not answer my question, I again asked whose face was on the computer screen.
- 12 Gina wiped the fluid from her face. "That's ADA," she said. "Your sister." *
- 13 I blinked, **processing**.
- 14 "That's how I think of you two. Brother and sister. Because I designed and built you both." *
- 15 I continued to blink.
- 16 Gina's eyes continued to hydrate. She sniffed.
- 17 "Where is ADA now?" I asked.
- 18 Gina clicked her mouse, and the face disappeared. Her screen went into sleep mode. "I lost her." *
- Soon, Cog would find out where ADA had gone.** 

processing = figuring out the meaning

4

RL.4.1

Stop & Discuss

What does Cog learn about ADA?

Place a star next to paragraphs that explain who ADA is and where she is.

Reconnect to the Text

- Have partners recall *Cog* using **3-2-1**: Describe 3 things about Cog, 2 things about Gina, and 1 thing about ADA. Use **Pick a Stick** to have a few students report their answers.
- Provide a word bank to cue students: *scientist, robot, fluid, lost*. **EL**

1 Introduce the Standard

- Have students use **Jump in Reading** to read Make Inferences.
- Explain that *inference* is a noun and *to infer* is a verb that means “to make an inference.”

2 Reread/Think

MODEL THE STANDARD Use the first row of the chart to model how to make an inference.

- Read “What the Text Says.” **Say**, *The text tells me that “a drop of fluid fell down” Gina’s cheek. This is how Cog describes it. He doesn’t understand what this means, but I know people often cry when they’re sad.*
- **Say**, *If I combine Cog’s description with what I know about crying, I can make an inference that Gina is crying and sad. The author doesn’t explain this directly, but my inference makes sense based on details in the text and what I already know.*

GUIDE STANDARDS PRACTICE Use **Silent Appointment** to have students pair up to complete the graphic organizer.

- Point out that multiple text details can work together as clues for one inference.
- Ask questions to help students make inferences:
 - *What do we know about ADA?*
 - *How would it feel if someone you loved was lost?*
 - *How can feelings change the way people act?*

SESSION
2



PRACTICE

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

1 Make Inferences

- Authors do not explain everything in a story. As you read, you make inferences to figure out what is happening in the story.
- An **inference** is an idea about the text that makes sense based on details in the text and what you already know.
- Making inferences helps you understand a story.

2 Reread/Think

Reread *Cog*. Using what the text says and what you know, what inferences can you make about what is happening in the story? Complete the chart with this information.

| What the Text Says | + | What I Know | = | Inference |
|---|---|---|---|---|
| "A drop of fluid fell down her cheek." (paragraph 4) | | Wet tears fall down people's cheeks when they cry. People cry when sad. | | Gina is crying and sad. |
| "'Where is ADA now?' I asked. Gina clicked her mouse, and the face disappeared. . . 'I lost her.'" (paragraphs 17 and 18) | | People sometimes miss family members when they cannot be together. | | Gina is sad because ADA is lost. |

3 Talk

Talk with a partner about the inferences you made.

- What do your inferences help you understand about Cog and Gina?
- What do you understand about Gina that Cog does not understand?

Cog is trying to figure out why Gina ____.

I think Gina ____ because the text says ____ and I know ____.

4 Write

Make an inference about why Gina is acting differently from her “standard behavior.” Support your inference with text evidence and what you already know.

Sample response: Cog notices that Gina would usually thank him for bringing her hot cocoa. This is her “standard behavior.” But on this night, Gina doesn’t say anything. Cog describes how her eyes are wet and fluid falls down her cheek. I know this means that Gina is crying. She is looking at a picture of ADA, Cog’s sister, and explains that she “lost her.” Cog doesn’t know why Gina acts differently, but I think she acts this way because she is sad and misses ADA.

WRITING CHECKLIST

- ☐ I answered the question.
- ☐ I explained an idea that is not explained in the text.
- ☐ I included text evidence.
- ☐ I included something I already know.
- ☐ I used correct spelling, capitalization, and punctuation.

LESSON 3

3 Talk

- Have students **Turn and Talk** with a partner to discuss the questions.
- Encourage students to use the sentence frames to help justify their ideas.
- **LISTEN FOR** Students explain that Gina is acting differently because she’s sad that ADA is lost. Use the **Help & Go** scaffold as needed. ✓

HELP & GO: Standards Practice

- Reread paragraph 4. **Ask, What is Cog trying to figure out? why Gina is acting differently**
- Have students reread paragraphs 12–14. **Ask, Why does Cog say “fluid” here? He doesn’t realize yet that the liquid on Gina’s face is a tear. What inferences can we make about Cog? Cog does not yet understand that Gina is crying and sad.**
- Have students reread paragraphs 17 and 18. **Ask, Where is ADA? She is lost.**

4 Write

- Introduce the Write prompt.
- Remind students to use details from the text and what they already know to explain why they think Gina is acting differently from the way she usually acts.
- Suggest that students use sentence frames from the Talk section to help them write. **EL**
- Use written responses to determine whether students need additional support. ✓
- Use **Musical Shares** to have students share their paragraphs.

1 Support Reading

- Set a purpose for reading. **Say**, *In this session, you will read to learn how someone feels about taking an important test.*
- Have students read through paragraph 4. Have them circle unknown words and mark confusing parts with a question mark.
- Use **CHECK INs** and related **Help & Go** scaffolds as needed.
- CHECK IN** Students understand that paragraphs 2 and 3 describe flying vehicles that people use to get around the city.

HELP & GO: Comprehension

- Have students look inside and around words to determine the meanings of *test pod*, *aerovan*, and *aerobus*. Point out that the prefix *aero-* is related to flying. **Ask**, *What do you think these vehicles are like? flying vans and buses* **EL**
- Point out that we have flying vehicles in our world, but we use them differently. **Ask**, *How do we use airplanes? How do people use flying vehicles in Luna's world? We use planes to fly long distances. They use flying vehicles to get around the city, which is the same way we use cars.*

2 Stop & Discuss

- Have students **Turn and Talk** to complete the **Stop & Discuss**.
- LISTEN FOR** Students understand that Luna has to fly and park during her test and she fails.

HELP & GO: Comprehension

- Ask students to identify verbs in paragraph 2 that describe what Luna does during the test: *hovering, parking, scratched, navigating, hoped, earn*. Discuss how the verbs connect to everyday driving tests.
- Have students reread paragraph 4. **Ask**, *What happens in this paragraph? Luna gets a message saying she failed her test.*

SESSION
3

READ

The Flying Test

by Sara Matson

- 1 It's September 3012, and Captain Amara Rivera is coming home after leading a journey to Jupiter's moon Europa. Everyone's excited about the astronaut's return—except her daughter, Luna, who's thinking about passing her flying test before she turns thirteen.

1 Luna rode into the test pod, sat down, wiped her sweaty hands on her jacket, and took a few deep breaths. Finally, the **examiner's** voice filled the pod: *Luna Rivera, your flying test will now begin.*

2 An hour later, Luna exited the testing area feeling totally drained. Hovering had been easy, but parking hadn't gone so well. She hadn't dented anything, but she had scratched the test pod while **navigating** into a narrow slot between an aerovan and a rover hybrid. She hoped that what she'd done correctly was enough to earn her a passing grade.

3 She had just reached the aerobus station when her communication watch beeped with a message.

4 TEST RESULT: FAIL. LICENSE DENIED. 

examiner = person who gives and grades a test

navigating = following a route or path

2

RL.4.3

Stop & Discuss

What happens during and after Luna's test?

Use details from the text to explain your ideas.

During the test, ____

After the test, ____

48

UNIT 1 | Facing Challenges

©Curriculum Associates, LLC Copying is not permitted.

LESSON 3

3 Support Reading

- Have students read paragraphs 5–11.
- **CHECK IN** Students understand that the reference to eating “a pound of moon dust” describes how Luna feels.

HELP & GO: Language

- Read paragraph 8 aloud. **Ask**, *How do you think it would feel to eat “a pound of moon dust”?* Point out that emotions are connected to physical feelings. **Ask**, *What emotions have you had that make your stomach feel like this?*


4 Stop & Discuss

- Have students **Turn and Talk** to complete the **Stop & Discuss**.
- **LOOK FOR** Students underline that Luna imagines headlines, walks slowly, and hesitates; she doesn’t want to tell her parents she failed.

HELP & GO: Comprehension

- **Ask**, *What does Luna’s dad ask her to do in paragraph 7?* *hurry home* *What does Luna actually do in paragraph 9?* *slows down*
- Read paragraph 9 aloud. Unpack the complex sentence “After the bus let her off/ Luna walked home . . .” by breaking it into segments. **EL**
- Have students reread paragraph 11. **Ask**, *Which word describes why Luna slows down?* *avoiding* *What does she want to avoid?* *telling her parents she failed the flying test*
- Have students reread paragraph 8. **Ask**, *What does it mean when Luna “pictured the headlines”?* *She imagines a newspaper article about how she failed the test. Why do you think she imagines this?* *She’s worried about what other people will think about her failing.*

3

- 5 No! Luna got on the bus and slumped into a seat.
- 6 Another beep. This message was from Dad.
- 7 *MOM HOME. CAN’T WAIT TO SEE YOU. HURRY!*
- 8 Mom. Luna felt like she’d eaten a pound of moon dust. It was the worst thing that had ever happened to her! She pictured the headlines: *Famous Flier Amara Arrives Home to Husband and Daughter, the Flying Failure.*
- 9 After the bus let her off, Luna walked home as slowly as possible, and once she was outside the apartment, she hesitated. What if she just didn’t go in?
- 10 Another beep. *WHERE ARE YOU?*
- 11 There was no avoiding it. She slid her watch under the scanner and unlocked the door. 

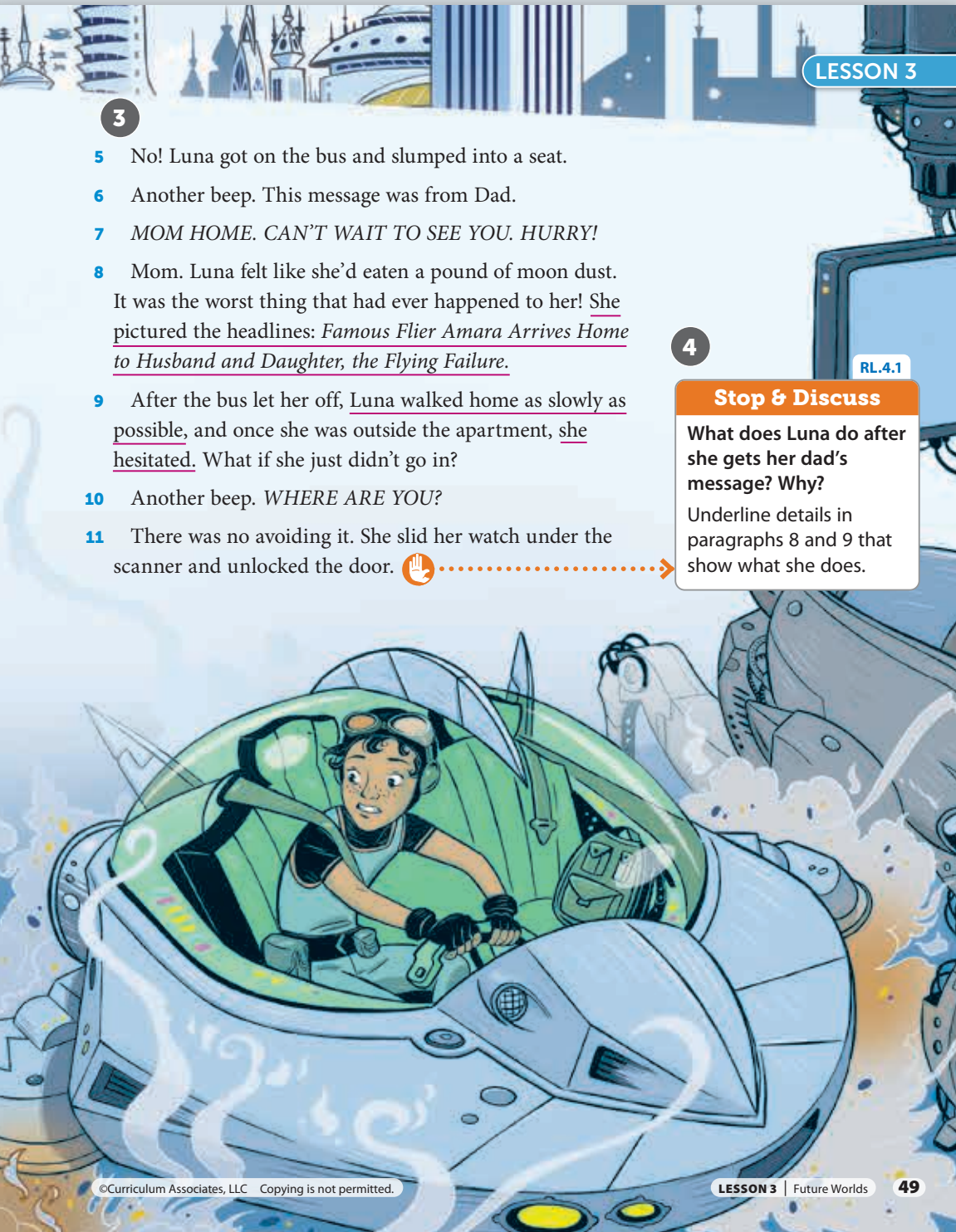
4

Stop & Discuss

What does Luna do after she gets her dad’s message? Why?

Underline details in paragraphs 8 and 9 that show what she does.

RL.4.1



5 Support Reading

- Have students read paragraphs 12–21.
- **CHECK IN** Students understand that Luna is worried about telling her parents she failed, but her parents are supportive.

HELP & GO: Comprehension

- **Ask**, *What details show how Luna feels as she walks into her home? “sighed,” “awful,” and “looked down”*
- Point out the signal words *in spite of* (paragraph 14) and *surprisingly* (paragraph 17) that mark contrasts between Luna’s feelings or expectations and her parents’ responses.
- **Ask**, *What does Luna’s mom do in paragraphs 14, 17, and 21? She hugs Luna, laughs, and puts her arm around Luna.*

6 Stop & Discuss

- Have students **Turn and Talk** to complete **Stop & Discuss**.
- **LISTEN FOR** Students know Luna’s mom also failed parking on her first flying test.

HELP & GO: Comprehension

- Have students reread paragraphs 17–19. Ask students to retell the story about the person who crashed the test pod. **Ask**, *Who was the story about? Luna’s mom*
- Read paragraph 19 aloud. Break the second sentence into segments to show use of the appositive. **EL**
- **Ask**, *Why do you think Luna’s mom says, “pesky parking is the curse of the Riveras”? Both Luna and her mom failed their flying tests because of parking mistakes.*

Discuss the Whole Text

Have students **Stand and Share** to revisit the Focus Question. **Ask**, *What challenges does Luna face, and how does she feel? What feelings have you had when faced with a new challenge?* Record responses for students’ reference.

SESSION
3

READ

5

12

“Luna?” Dad called as she stepped inside the entryway.

13

14

She sighed. “Yep.”

She heard footsteps and then both her parents were there, and Mom was hugging her. In spite of how awful she felt—or maybe because of it—the hug was pretty good. You couldn’t get hugs like that over cosmovision.

15

16

“You’re late,” Dad said. “How did the test go?”

Luna looked down. “I failed. I messed up on parking.”

17

18

Surprisingly, Mom laughed. “That pesky parking is the curse of the Riveras. Haven’t you heard about the person who crashed her test pod and—”

“Made the examiner spill raspberry smoothie all over himself? That was *you*?” Luna said. “I thought it was just a story.”

19

20

Mom grinned. “That was me, famous astronaut Amara Rivera, at twelve years old.”

“No way,” Luna said, suddenly feeling as weightless as if she were in an antigravity chamber.

21

RL.4.1

“It’s true,” Mom said, sliding her arm around Luna’s shoulder. “I’ll tell you about it.”

6

Stop & Discuss

What does Luna learn about her mom?

Use details from the text to explain your ideas.

SESSION
4 PRACTICE

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

LESSON 3

1 Make Inferences

- **Text evidence** is a detail or example from the text you use to support an idea.
- Use text evidence to support an inference.

2 Reread/Think

Reread “The Flying Test.” Complete the chart and support each inference with text evidence.

| Question | Inference | Text Evidence |
|--|---|---|
| What inference can you make about Luna’s mom from the introductory text? | Luna’s mom is really good at flying. | <ul style="list-style-type: none"> • “Captain Amara Rivera” • “leading a journey” |
| How does Luna feel in paragraphs 5–9? | Luna feels upset and worried about telling her mom she failed. | <ul style="list-style-type: none"> • “slumped into a seat” • “felt like she’d eaten a pound of moon dust” |
| How does Luna feel in paragraph 20? | Luna feels relieved after talking to her mom. | <ul style="list-style-type: none"> • “suddenly feeling as weightless as if she were in an antigravity chamber” |

Reconnect to the Text

- Have students recall “The Flying Test” with a partner using **3-2-1**: Describe 3 characters in the story, 2 text details, and 1 surprise. Use **Pick a Stick** to have a few students report their answers.
- Have three student volunteers act out the events in the beginning, middle, and end of the story. **EL**

1 Practice the Standard

- Have students use **Jump in Reading** to read Make Inferences.
- Discuss how even though inferences aren’t directly stated in a text, readers make inferences based on what the text says, or text evidence.

2 Reread/Think

MODEL THE STANDARD Use the first row of the chart to model how you can make an inference.

- **Say, *It seems like Luna’s mom is really good at flying. A few parts of the text make me think this. The text calls her “Captain Amara Rivera.” I know that pilots have to study for a long time to learn how to fly. The text also says that she is “leading a journey to Jupiter’s moon Europa.” She must be really good at flying if she is leading the voyage.***

GUIDE STANDARDS PRACTICE Use **Silent Appointment** to have students pair up to complete the graphic organizer.

- Have students make inferences based on Luna’s body language. Have partners take turns acting how Luna behaves in paragraphs 5–9.
- Ask students to look for descriptions of Luna’s feelings in paragraphs 5, 8, and 20. Help them understand the meaning of similes. **Ask, *What would it feel like to be weightless?*** Remind students that we feel emotions in our bodies. **Ask, *What emotions could make your body feel like this?***
- Encourage students to use what they know along with text evidence to make inferences about how Luna feels.

3 Talk

- Have students **Turn and Talk** to respond to the questions using sentence frames.
- Remind students to support their inferences with text evidence.
- Encourage students to make connections between the inferences they make about Luna's feelings before and after talking to her mom. Ask questions such as these to help students identify what makes her feelings change:
 - How does Luna feel before she sees her mom?
 - What does her mom do?
 - What does her mom tell her?
 - How does this make Luna feel?

4 Write

- Have students complete the Write activity.
- Circulate to determine whether students need support justifying their ideas using text evidence and what they know.
- Use written responses to determine whether students need additional support. ✓
- **LOOK FOR** Students support inferences with text evidence.

HELP & GO: Standards Practice

- Remind students to use inferences and text evidence from their graphic organizers.
- Provide a sentence frame: *In this part of the story, I know that Luna feels ___ because ___. EL*
- Use **Musical Shares** to have students share their paragraphs.

SESSION
4

PRACTICE

3 Talk

How does Luna feel before and after she talks to her mom? Why do her feelings change? Explain your ideas using evidence from the text and what you already know.

Before/After talking to her mom, Luna feels ____.

I think Luna's feelings change because ____.

I can tell because the text says ____ and I know ____.

4 Write

How do Luna's feelings change in the story? Make inferences about Luna's feelings. Use two details from the text to support your response.

Sample response: Luna slumps in her seat after she learns

she did not pass the flying test. She feels "like she'd eaten a

pound of moon dust," and she hesitates to go inside when

she gets home. These details show that Luna is upset and

worried about telling her mom. Luna's feelings change when

her mom shares her own story about failing the flying test.

After hearing about her mother's experience, Luna feels

"weightless," or relieved. Luna feels better when she realizes her mom is not mad

and understands what it's like to fail.

WRITING CHECKLIST

- ☐ I answered the question.
- ☐ I included two details from the text.
- ☐ I used what I already know to make an inference.
- ☐ I used correct spelling, punctuation, and capitalization.

SESSION
5

READ

Down to Earth

by Salima Alikhan

LESSON 3

- 1 “I don’t want to move to Earth,” Raina told Kestra, her best friend at the space station. “I’ll miss you terribly,” she said, sniffing.
- 2 Kestra floated down on her hoverboard next to Raina and hugged her. “I’ll miss you, too,” Kestra said, her green antennae shaking, “but think of all the cool stuff there, like swimming and *pizza*.” Kestra’s antennae now waved with excitement. “All those Earth movies we’ve watched make pizza look so yummy—molten cheese on hot bread!”
- 3 Raina’s family was originally from Earth, but she’d grown up on the space station. Because of her mom’s new job, the family was relocating to a place Raina barely knew. “Mom scheduled a video call with my cousin Parker on Earth. What am I supposed to say to someone I’ve never met? What if he thinks I’m strange?”
- 4 “Keep an open mind and wait to see what happens,” Kestra suggested. “Your cousin might surprise you.”
- 5 Later that afternoon, Raina chewed on her nails as she waited for the call to start. Outside her window, Earth appeared so cold and distant.

©Curriculum Associates, LLC Copying is not permitted.

LESSON 3 | Future Worlds 53

Reconnect to the Texts

Display students’ responses to the Focus Question from earlier sessions. **Ask**, *What connections can you make between Cog and “The Flying Test”?* Invite students to **Stand and Share** their ideas using details from both texts to support their ideas.

1 Independent Reading

- Set a purpose for learning. **Say**, *In this session, you will read to learn about how a character deals with moving to a new place. You will need to make inferences about the characters and their world.*
- If students need more support, work with them in small groups to guide reading. Use **Help & Go** scaffolds as needed.
- **CHECK IN** Students understand that Raina’s story is set in the future on a space station.

HELP & GO: Comprehension

- Have students reread paragraphs 1 and 2 and look at the illustration. **Ask**, *When and where does the story take place? in a space station in the future What details show Raina is in the future? Her friend is an alien riding a hoverboard.*
- Have students look inside and around the word *hoverboard* to understand its meaning.

- **CHECK IN** Students understand Raina is nervous about moving to Earth and talking to her cousin.

HELP & GO: Comprehension

- Have students reread paragraph 1. **Ask**, *Where is Raina going to move? How does she feel about it? Raina is going to move to Earth, and she does not like that upcoming change.*
- **Ask**, *What does Raina worry about? missing her friends; her cousin thinking she is strange*
- **Say**, *In paragraph 4, Kestra tries to calm Raina’s fears and gives her this advice: “keep an open mind.” What do you think this phrase means?* Have students look around the phrase to determine the meaning of this idiom. Ask students why Kestra suggests this to Raina before speaking with Parker. **EL**

2 Independent Reading

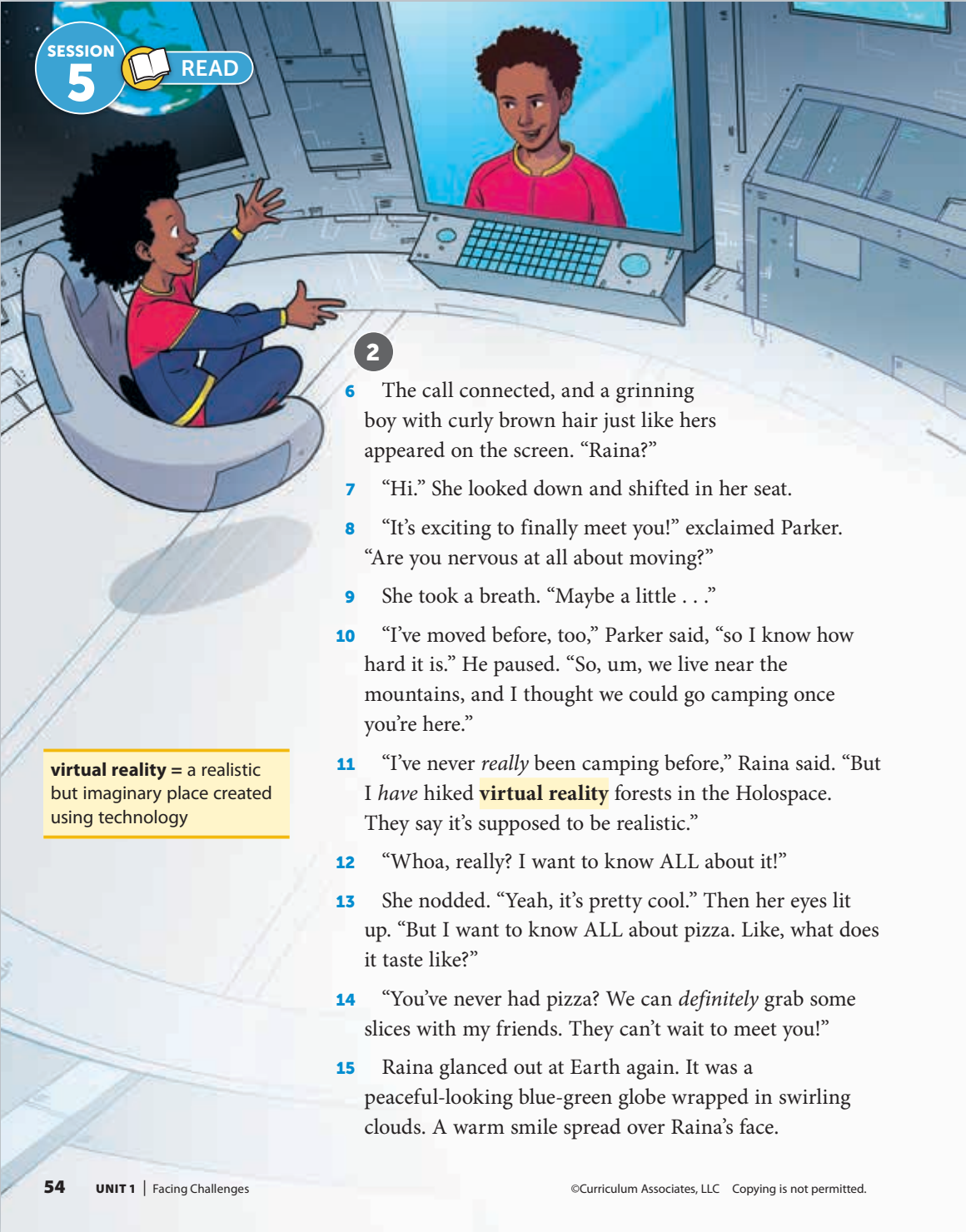
- **CHECK IN** Students understand that the use of *italics* and ALL CAPS can indicate emphasis in dialogue.

HELP & GO: Comprehension

- Have students role-play the conversation between Parker and Raina. Point out that readers will need to infer their postures, gestures, and tones of voice based on both the text and their knowledge of how people usually act in similar situations. **EL**
 - Note the use of *italics* and ALL CAPS to indicate emphasis in dialogue. Guide students in discussing what the dialogue shows about the characters' feelings.
- **CHECK IN** Students understand that Raina has a different perspective about moving to Earth by the end of the story.

HELP & GO: Language

- Have students reread paragraphs 11–13. **Ask**, *What shows that Raina's feelings are beginning to change? "her eyes lit up" Why are her feelings beginning to change? Her cousin wants to hear about HoloSpace, and she's excited to try pizza.*
- Have students compare the sensory language used to describe Earth in paragraph 5 with the sensory language in paragraph 15. Guide students to connect these descriptions to the way Raina's feelings change.
- **Say**, *Look for words that show Raina's facial expressions and her actions. What do these words tell you about how she feels? In paragraph 7, "shifted in her seat" shows she is nervous; in paragraph 15, "warm smile spread over Raina's face" shows she is happy and excited.*



SESSION 5 **READ**

2

6 The call connected, and a grinning boy with curly brown hair just like hers appeared on the screen. "Raina?"

7 "Hi." She looked down and shifted in her seat.

8 "It's exciting to finally meet you!" exclaimed Parker. "Are you nervous at all about moving?"

9 She took a breath. "Maybe a little . . ."

10 "I've moved before, too," Parker said, "so I know how hard it is." He paused. "So, um, we live near the mountains, and I thought we could go camping once you're here."

11 "I've never *really* been camping before," Raina said. "But I *have* hiked **virtual reality** forests in the HoloSpace. They say it's supposed to be realistic."

12 "Whoa, really? I want to know ALL about it!"

13 She nodded. "Yeah, it's pretty cool." Then her eyes lit up. "But I want to know ALL about pizza. Like, what does it taste like?"

14 "You've never had pizza? We can *definitely* grab some slices with my friends. They can't wait to meet you!"

15 Raina glanced out at Earth again. It was a peaceful-looking blue-green globe wrapped in swirling clouds. A warm smile spread over Raina's face.

virtual reality = a realistic but imaginary place created using technology

54 **UNIT 1** | Facing Challenges

©Curriculum Associates, LLC Copying is not permitted.

SESSION
5 PRACTICE

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

LESSON 3

Respond to Text

3 Reread/Think

Reread "Down to Earth." Choose the best response to each question.

1. PART A

Based on paragraph 2, which is the **best** inference about Kestra?

- A. She misses eating food on Earth.
- B. She travels to Earth often.
- C. She wants to move with Raina.
- D.** She cares a lot about Raina.

PART B

Which sentence from paragraph 2 **best** supports the answer to Part A?

- A.** "Kestra floated down on her hoverboard next to Raina and hugged her."
- B. "... think of all the cool stuff there, like swimming and *pizza*."
- C. "Kestra's antennae now waved with excitement."
- D. "those Earth movies we've watched make pizza look so yummy."

2. Reread this sentence from paragraph 5 of the text.

Outside her window, Earth appeared so cold and **distant**.

Which definition for *distant* **best** matches its meaning in the sentence?

- A. unclear
- B.** far away
- C. not connected
- D. round

3 Reread/Think

- Have students complete the Reread/Think items independently.
- Consider reading aloud questions and answer choices. **EL**
- Point out that item 1 has two parts. Students should answer Part A first. Then they should answer Part B.

Answer Analysis

Use the answer analysis below to review the practice items with students. Have students **Shout Out** to share responses and to agree and build on or disagree and explain their reasoning. ✓

1. PART A The correct choice is **D**. This is the best choice because Kestra is shown to comfort Raina as she prepares to move to Earth. Paragraph 2 suggests that Kestra has never eaten food on Earth or traveled there before, making choices **A** and **B** incorrect. Regarding choice **C**, although Kestra is excited for Raina's move, there is no indication she wants to move to Earth with her.

PART B The correct choice is **A**. Kestra hugging Raina suggests she cares a lot about her friend. Choices **B**, **C**, and **D** demonstrate Kestra's excitement about Raina's move to Earth, not the affection she feels for her friend. **DOK 2 | RL.4.1**

2. The correct choice is **B**. *Distant* is used in this sentence to explain how "far away" the Earth is from Raina. Although *unclear* (**A**) and *not connected* (**C**) describe how Raina feels about Earth and *round* (**D**) describes the planet's shape, these do not match the meaning of *distant*.

DOK 2 | RL.4.4

4 Answer Analysis

3. The correct answer is **A**. The phrase *chewed on her nails* describes a behavior that suggests Raina is nervous. Choices **B**, **C**, and **D** describe the first moments of Raina's meeting with Parker and the excitement they feel about meeting on Earth. **DOK 2 | RL.4.1**

5 Write

- Have students respond independently to the Write prompt. **DOK 3 | RL.4.1**
- If students need more support, work with them in small groups to guide them through writing. Use **Help & Go** scaffolds as needed.
- LOOK FOR** Students use evidence from the text and what they already know to support inferences.

HELP & GO: Writing

- Ask students to rephrase the writing prompt in their own words. **EL**
- Have students underline places in the text that show or suggest how Raina feels. **Ask, *How does Raina feel? How do you know?***

Lesson Wrap-Up

- Have students revisit the Focus Question using examples from the text. **Ask, *How does Raina feel at the beginning of the story? How and why do her feelings change as the story progresses?***
- Use **Pass It On** to have students share their ideas. Prompt students to justify their ideas using reasons and text evidence.
- Record responses. Invite students to make connections among the three texts they have read.

SESSION
5

PRACTICE

4 Reread/Think

3. Which sentence from the text **best** supports the inference that Raina is nervous about talking to her cousin?
- A.** "... Raina chewed on her nails as she waited for the call to start." (paragraph 5)
- B.** "... boy with curly brown hair just like hers appeared on the screen." (paragraph 6)
- C.** "'It's exciting to finally meet you!'" (paragraph 8)
- D.** "A warm smile spread over Raina's face." (paragraph 15)

5 Write

How do Raina's feelings change in the story? Use two pieces of text evidence to support your response.

Sample response: At the beginning of the story, Raina is

sniffing. This shows she's sad about moving to Earth. Earth

looks cold and distant to her. She chews on her nails before

talking to her cousin Parker, which shows she's nervous. As

she talks to Parker, Raina's feelings begin to change. He's

excited to hear about her life and wants to take her camping.

Then Raina's eyes light up, which shows she's excited. At the

end of the story, the view of Earth outside the window now seems "peaceful," and

Raina grins and tells Parker she is excited.

WRITING CHECKLIST

- ☐ I answered the question.
- ☐ I included two pieces of text evidence.
- ☐ I used what I already know to make an inference.
- ☐ I used correct spelling, capitalization, and punctuation.

SESSION

6



PUT IT TOGETHER

LESSON 3

Respond to the Focus Question

How do people feel when they face challenges?

1 Reread/Think

Choose one story to reread.

TEXT: "Down to Earth"

Sample responses shown.

1. In the story you chose, what challenge does a character face? How do they feel?

Raina is moving to Earth, and she is nervous about it.

2. Do their feelings change? What changes them?

After Raina talks to her cousin Parker, she is excited to go to Earth and try new things, like camping and pizza.

2 Talk

In your group, discuss the following questions.

Which character do you relate to the most?

How does that character feel? Why? What helps them feel better?

If you were the character's friend, how would you try to help them feel better?

I relate to ___ because ___.

First, ___ feels ___ because _____.
Then, ___ helps them feel better.

I would try to help them feel better by ____.

3 Write

How do people feel when they face challenges? What helps them feel better?
Use examples from the stories to support your ideas.

Respond to the Focus Question

Read the Focus Question. Tell students that today they will answer the question using information from all three texts.

1 Reread/Think

Have students reread one text and complete the Read/Think activity.

2 Talk

- Have students complete the Talk activity in small groups using **Merry-Go-Round Share**.
- Use **Help & Go** scaffolds as needed.
- LISTEN FOR** Students can explain how characters felt and why their feelings changed.

HELP & GO: Standards Practice

- Have students reread the beginning and end of each story to look for evidence about feelings.
- Provide a word bank for students to use: *change, different, after, because, when* **EL**

3 Write

- Have students respond independently to the prompt.
- LOOK FOR** Students use examples to support their ideas.

HELP & GO: Writing

- Review the list of the group's previous responses to the Focus Question.
- Provide sentence frames to help students introduce examples. *Sometimes people feel ___ when they face challenges. For example, the character ___ felt ___ when ____.* **EL**

- Have volunteers **Raise a Hand** to share.