

**Topic:** Responsibility

**Text Type:** Narrative Fiction

**Word Count:** 424

**Lexile® Measure:** 770L

**Skills:** Reading for Meaning  
Expression  
Intonation  
Rate  
Timed Reading

**Lesson 1**

**Time:** 10–15 minutes

**Skills:** Reading for Meaning

**Student Pages:** “MP3 Play” (Student Copy)

**Lesson 2**

**Time:** 15–20 minutes

**Skills:** Expression

**Student Pages:** “MP3 Play” (Student Copy)

**Lesson 3**

**Time:** 15 minutes

**Skills:** Intonation

**Student Pages:** “MP3 Play” (Student Copy)

**Lesson 4**

**Time:** 15 minutes

**Skills:** Rate

**Student Pages:** “MP3 Play” (Student Copy)

**Lesson 5**

**Time:** 15–20 minutes

**Skills:** Timed Reading

**Student Pages:** “MP3 Play” (Student Copy)

**Teacher Pages:** “MP3 Play” (Teacher Copy), Fluency Chart

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**Note: Words in bold are said aloud by the teacher.**

## Reading for Meaning

Distribute “MP3 Play” (Student Copy). **Follow along with me as I read this story. The title is “MP3 Play.”** Read the story aloud to students. Read the passage with expression, proper phrasing, and intonation. Model appropriate rate as you read. After reading, ask the following questions to engage students in a discussion about the story:

- **What is this story about?**
- **Is it important to be responsible? Why?**
- **What is a time when you were responsible?**

Discuss any words students may not be familiar with.

Assign partners. Avoid pairing students of significantly different proficiencies. This results in less frustration. Also, the more proficient reader may serve as a model. Partners should be changed periodically.

It is important to model the expectations of partner reading. You may do this by role-playing with one student, or you may select two students to role-play the following:

- how to sit with your partner (Have partners sit close together so that the partner who is reading can use a low inside voice and still be heard.)
- how to read with your partner (Partner A reads. Partner B listens carefully and follows along. Partner A underlines lightly with a pencil any words he or she finds interesting or does not know. Partners may also assist with words if needed by using the following correction procedure:
  - If a student reads a word incorrectly, skips a word, or does not know a word, his or her partner points to the word and says, “What is this word?”
  - If the student reads the word correctly, the partner says, “Yes, that word is \_\_\_\_\_. Please reread the sentence.”
  - If the student does not know the word, the partner says, “That word is \_\_\_\_\_. Please reread the sentence.”
  - The student repeats the word and rereads the sentence.)
- how to dialogue with each other after the reading (Have students discuss what the passage is about and which words in the passage they found interesting or did not understand.)

After these procedures have been modeled, have students practice. Discuss behaviors that are unacceptable as well.

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## Independent Practice

Now, I want you to get with your partner and read “MP3 Play” together. Using a pencil, lightly underline any words you find interesting or do not know as you read. Partner A will read the first paragraph and stop. Then partner B will read the same paragraph. Discuss what you read and any words you found interesting or did not understand. Then follow the same procedure with the following paragraphs until you reach the end of the passage.

Walk around and observe students as they read together. If necessary, remind students of the expectations for partner reading.

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## Teach

Redistribute or have students take out “MP3 Play” (Student Copy). **We will practice reading “MP3 Play” fluently.**

**Reading fluently** means reading the words correctly, at an appropriate rate, and with correct phrasing and intonation. Reading fluently is not about reading fast but about reading at an appropriate rate. Fluent reading should sound like you are talking. The way we read a text affects our comprehension.

Each lesson will focus on one or two aspects of fluency. **Today, we will practice reading with expression.**

**Reading with expression** means reading while showing the character’s feelings with your voice. This is important in reading.

This passage has a lot of dialogue, or conversations. Quotation marks are used to let us know that someone is talking. When reading, it is important to give each character in the story a voice.

Listen as I read what Julia says to Noelle at the beginning of the story. Notice the word *said*. The author chose to put the word in italics. The italics tell the reader that this word should be emphasized. Read the sentences like you imagine Julia says them.

**“*I said* I’m leaving for camp, and it’s against the rules to take electronics,”** Julia repeats. **“Will you take care of my MP3 player while I’m gone?”**

Reading with expression makes the story more interesting.

## Guided Practice

Let’s look at the ninth and tenth paragraphs. This is the part of the story when Noelle notices Rex, the dog, and says, “Hey, Rex, come back here!” Allow time for students to locate the paragraphs. **Look for the quotation marks that show Noelle is speaking. Lightly underline the sentences she says with a pencil.** Students should underline “Hey, Rex, come back here!” and “Hand it over, big guy.” **Follow along as I read. Listen as I read the dialogue and express the feelings of Noelle.** Read the following paragraphs fluently with proper phrasing and expression.

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**“Hey, Rex, come back here!” Noelle chases her suspect down the hallway. He**

### Guided Practice (cont.)

doesn't stop, so Noelle decides he must be guilty. She follows him to his bed in the laundry room. He plops down on the cushion, arranges his chin on his paws, and looks innocent.

Ignoring his big brown eyes, Noelle lifts the edge of the cushion. "Hand it over, big guy," she says. But instead of Julia's MP3 player, she finds one chewed bone, one rolled-up newspaper, and one tattered slipper. She lets the cushion drop with a sigh.

**Now, you read with me.** Read the paragraphs with the students.

### Independent Practice

Review the expectations for partner reading with the students. **Now with your partner, practice reading the passage with expression. Read the words that Noelle says like how you think she says them. Do the same for her sister, Julia, and her mom.** Have each student read the passage as before, one paragraph at a time. Walk around and listen in as students are reading. Comment on proper expression. If necessary, model how to use proper expression again.

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## Teach

Redistribute or have students take out “MP3 Play” (Student Copy). **We will continue to practice reading fluently.**

**In the previous lesson, we practiced reading with expression. Look again at what Julia says in the second paragraph. What is different about the word *said*? Allow students to respond. Yes, the word is italicized. The author does this to signal to the reader that this word should be emphasized.**

**Intonation involves stressing or emphasizing some words more than others. We do this naturally when we are talking. This is important in reading as well.**

**There are a few other words in the story we could emphasize. Look at the eighth paragraph. Listen to me read this paragraph. Read the paragraph, and emphasize the word *mischievous*. The word *mischievous* describes someone who likes to play harmless tricks on people or does things that one is not supposed to do. Stressing the word *mischievous* helps show what kind of dog Rex is.**

## Guided Practice

**Let’s practice more. Look at the 11th and 12th paragraphs. Allow time for students to locate the paragraphs. Follow along as I read these paragraphs. I want you to circle the words you hear me emphasize.** Read aloud the paragraphs below with expression, emphasizing the underlined words. Be sure not to overdo the emphasis—read the words naturally.

**“Are you looking for this?” a familiar voice asks from the laundry room door. Noelle whirls around to see her mother, dangling Julia’s MP3 player next to her ear.**

**Noelle is speechless, but her mother guesses her thoughts.**

**I emphasized the word *this* to place emphasis on what Mom has in her possession. I emphasized *whirls* to show the sudden action of Noelle. And I emphasized the word *speechless* to add some drama to the story. *Speechless* means not having any words to say. Stressing these words helps to convey the author’s message.** Assist students in identifying the words to circle and emphasize.

**Now, this time, read the paragraphs with me. Try to make your voice stay with mine. Put emphasis on the words you circled.** Read the paragraphs with the students.

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## Independent Practice

Review the expectations for partner reading with students.

**Now with your partner, practice reading the passage. Use the author's message to help you decide which words to put a little more emphasis on as you read them aloud.**

Have students read the passage with their partner. Partners should take turns reading one paragraph at a time. Walk around and listen in as students are reading. Comment on students' expressive reading and intonation.

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## Teach

Redistribute or have students take out “MP3 Play” (Student Copy). **Let’s continue to practice reading fluently. This time we will focus on rate.**

**Rate is the speed at which you read the passage. Most of the time, reading is done at a normal pace. But sometimes, to add interest, you might read a sentence more quickly or slowly than the rest of the passage. The message that the author is conveying lets you know how to read the words.**

**This story is mostly read at a normal rate. However, there’s one place where reading a sentence faster will make this story more interesting. Listen to me read paragraph 9.** Assist students in locating paragraph 9. Then read the paragraph aloud. Read the following sentence in the paragraph more quickly than the others: *Noelle chases her suspect down the hallway.*

**Reading certain sentences more quickly or slowly adds drama to the story. Reading the passage at an appropriate rate, as though you are talking, helps you better understand the message that the author is conveying.**

## Guided Practice

**Let’s practice together. We’ll read the first three paragraphs. Try to make your voice stay with mine.** Read the first three paragraphs aloud with the students.

## Independent Practice

**Now it is your time to practice with your partner.** Have students read the passage with their partner. Partners should take turns reading one paragraph at a time. After both have read the passage, have students discuss what the passage is all about. Walk around and listen in as students are reading. Comment on rate, expression, and intonation. If necessary, model rate, expression, and intonation again for students.

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## Timed Reading

Redistribute or have students take out “MP3 Play” (Student Copy). **While you are reading with your partner today, I will listen to each of you read. I will call you over one at a time and have you read for 60 seconds. Then we will set fluency goals together. Remember what is expected during partner reading. I want each partner to read the passage twice. You may begin.**

While students are reading, call one student over at a time and listen to him or her read the passage for 60 seconds. Encourage students to do their best reading.

For each student, use a copy of “MP3 Play” (Teacher Copy) to mark words that the student has trouble reading. If the student does not know a word, point to the word and say “This word is \_\_\_\_.” Have him or her read the word and continue reading the passage.

As students read, listen for proper phrasing and intonation. Provide positive feedback on their efforts when they are done.

When the student begins reading, start a timer or use a clock with a second hand. At the end of 60 seconds, tell the student to stop reading. Subtract the number of words that gave the student trouble from the total number of words the student read. This results in the student’s Words Correct Per Minute (WCPM).

(Total Number of Words Read) – (Number of Problematic Words) = (Number of Words Correct Per Minute)

Example: (101 Words Read) – (3 Problematic Words) = 98 WCPM

Give each student a Fluency Chart. Assist the student in charting his or her WCPM with a bar graph. The student should keep the graph to record readings of various other passages over time. Readings of the same passage may be recorded as well. Each time a passage is read, have the student write its title in the Title section of the chart and shade in the correct amount for WCPM on the graph. It will be motivating for the student to see his or her growth over time.

Each student will need to set his or her own fluency goal. Take the student’s initial WCPM and help him or her set a reasonable goal. A reasonable goal would be adding one or two words to his or her WCPM each week. The goal can be a monthly goal or a six- to nine-week goal.

Have students take the passage home and continue to practice. They can read the passage to a family member while practicing rate, phrasing, and intonation. They can also have a family member time them as they practice reading for 60 seconds.

## MP3 Play

Noelle raises her eyebrows and asks her big sister to repeat the question.

"I *said* I'm leaving for camp, and it's against the rules to take electronics," Julia repeats. "Will you take care of my MP3 player while I'm gone?"

Noelle can't believe her ears. She doesn't have an MP3 player of her own, and she constantly pesters Julia to borrow hers. Julia never lets her, though, because Noelle is famous for losing things. "You shed things like an autumn tree sheds leaves," their mother often says.

"Well, okay," Noelle says suspiciously. "I'll do you a favor just this once."

That evening, Noelle places the device on her bookshelf. She swears that she will not touch it, use it, or move it while Julia is gone. She is determined to prove that she can be trusted.

Every morning, Noelle checks to make sure the player is still there. On the first three mornings, it is. On the fourth morning, however, Noelle finds an empty space where the player should be.

"Oh, *no!*" she groans. "Where did it *go*?"

Just then, Rex trots past Noelle's bedroom door. Rex is Noelle and Julia's dog. He's a good pet, but a mischievous one.

"Hey, Rex, come back here!" Noelle chases her suspect down the hallway. He doesn't stop, so Noelle decides he must be guilty. She follows him to his bed in the laundry room. He plops down on the cushion, arranges his chin on his paws, and looks innocent.

Ignoring his big brown eyes, Noelle lifts the edge of the cushion. "Hand it over, big guy," she says. But instead of Julia's MP3 player, she finds one chewed bone, one rolled-up newspaper, and one tattered slipper. She lets the cushion drop with a sigh.

"Are you looking for this?" a familiar voice asks from the laundry room door. Noelle whirls around to see her mother dangling Julia's MP3 player next to her ear.

Noelle is speechless, but her mother guesses her thoughts.

"I found it on the shelf in your bedroom, sweetie," Mom says. Then she holds up another MP3 player—a brand *new* MP3 player—next to her other ear. "You've been so responsible with Julia's player that I thought you deserved an early birthday gift. Congratulations on learning how to hold on to things! And please, hold on to this one, too, or else Julia will never agree to another of my crazy schemes."

Noelle gazes at the gadget in her hand and decides that being responsible is a very good thing to be.

## MP3 Play

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"I <i>said</i> I'm leaving for camp, and it's against the rules to take electronics," Julia repeats.	29
"Will you take care of my MP3 player while I'm gone?"	40
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"Are you looking for this?" a familiar voice asks from the laundry room door. Noelle whirls around to see her mother dangling Julia's MP3 player next to her ear.	308 321
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FLUENCY CHART

WCPM <small>(words correct per minute)</small>	Title	Date
160		
150		
140		
130		
120		
110		
100		
90		
80		
70		
60		
50		
40		
30		
20		
10		

Student: \_\_\_\_\_



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