

**Topic:** Life in the Future

**Text Type:** Narrative Fiction

**Word Count:** 456

**Lexile® Measure:** 800L

**Skills:** Reading for Meaning  
Proper Phrasing  
Intonation  
Rate  
Timed Reading

**Lesson 1**

**Time:** 10–15 minutes

**Skills:** Reading for Meaning

**Student Pages:** “History Lesson” (Student Copy)

**Lesson 2**

**Time:** 15–20 minutes

**Skills:** Proper Phrasing

**Student Pages:** “History Lesson” (Student Copy)

**Lesson 3**

**Time:** 15 minutes

**Skills:** Intonation

**Student Pages:** “History Lesson” (Student Copy)

**Lesson 4**

**Time:** 15 minutes

**Skills:** Rate

**Student Pages:** “History Lesson” (Student Copy)

**Lesson 5**

**Time:** 15–20 minutes

**Skills:** Timed Reading

**Student Pages:** “History Lesson” (Student Copy)

**Teacher Pages:** “History Lesson” (Teacher Copy), Fluency Chart

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ref: 3/21/2020-21312192

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

## Reading for Meaning

Distribute "History Lesson" (Student Copy). **Follow along with me as I read this story. The title is "History Lesson."** Read the story aloud to students. Read the passage with expression, proper phrasing, and intonation. After reading, ask the following questions to engage students in a discussion about the story:

- **What is this story about?**
- **What is the setting of this story, both the place and the time?**
- **What is life like for Godric and the people during this time?**
- **What do you find interesting about this story? Why?**

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.)

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

## Independent Practice

Now, I want you to get with your partner and read “History Lesson” 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 “History Lesson” (Student Copy). **We will practice reading “History Lesson” 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 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 phrasing.**

**Phrasing** involves grouping certain words together when speaking. As we talk, we automatically chunk words into groups. This is also important when reading. There are some words that sound better chunked together, and when this is done, the ideas are easier to understand. Take a look at this sentence from the story.

Write the following sentence on the board: *Finally, he forced himself to begin the day’s work.*

**Listen to me read this sentence: Finally, / he forced himself / to begin / the day’s work.**

**I paused briefly after the word *finally* because there is a comma. A comma signals to the reader to pause briefly. The rest of the sentence does not have a comma, but notice the way I chunk certain words together.** Reread the sentence: **Finally, / he forced himself / to begin / the day’s work. Even though the remaining part of the sentence does not have a comma to tell readers to pause, fluent readers pause and chunk words together naturally to make reading sound like talking.**

Write the following on the board:

- Godric / ran his / hand over / the power / panel on his / work surface.
- Godric / ran his hand / over the power panel / on his work surface.

**Listen as I read this sentence two different ways.** Read each instance of the sentence on the board, pausing accordingly at the slashes. **Which way sounds more natural, like the way I would say it when talking?** Allow responses. **The way I read it the last time sounds more natural.** Circle the second instance of the sentence on the board.

**Listen as I reread the sentence. Once I’m done, you read it with the same phrasing.** Godric / ran his hand / over the power panel / on his work surface. Have students repeat.

## Guided Practice

**Now, let's practice. We'll read the first paragraph of the story. I will read a sentence. Then, you echo me.** Read the following paragraph one sentence at a time, modeling proper phrasing and expression. Pause *briefly* at the slashes within a sentence; pause *longer* at the slashes at the end of a sentence. Make sure the pauses sound like natural breaks and not like choppy phrasing.

Godric / ran his hand / over the power panel / on his work surface. / The familiar rectangle of light / appeared before his eyes. / Godric / adjusted the size / and brightness / and then told the screen / to go to the Information Hub. / Godric / checked the external conditions / in his zone. / (They were still rated / "Red Alert." / The temperature / had been above 130°F / for two months straight.) / Then / he checked / the sports report. / (The D-Zone Cowboys / were still leading. / This was no surprise, / since they were the best robots / in the league.)

**It is important to use proper phrasing when reading fluently. Commas help with this, but fluent readers use natural pauses, too. This makes the ideas on the page easier to understand.**

## Independent Practice

Review the expectations for partner reading with the students. **Now, with your partner, practice using proper phrasing as you read the passage.** 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 phrasing. If necessary, model how to use proper phrasing again.

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## Teach

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

**Intonation** involves stressing or emphasizing some words more than others. We do this naturally when we are talking. This is important when reading as well. Write this sentence on the board: *Finally, he forced himself to begin the day’s work.*

**Listen for the word I emphasize in this sentence.** Read the sentence, emphasizing the underlined word: **Finally, he forced himself to begin the day’s work. Emphasizing the word *forced* helps show that maybe this is something that Godric doesn’t want to do.**

**We can also emphasize other words in this sentence. The emphasized word will help listeners know which message the author is trying to convey.**

Have students practice reading the sentence aloud, putting emphasis on a different word each time. Underline the word you want students to emphasize, and then erase the line and place it under a different word for students to emphasize.

- Finally, he forced himself to begin the day’s work.
- Finally, he forced himself to begin the day’s work.

**Emphasizing certain words helps to convey the author’s intent and create more drama and interest while reading.**

## Guided Practice

**Follow along as I read the third paragraph. Listen to me read, and circle the words you hear me emphasize.** Read aloud the entire paragraph below. Read each sentence in the paragraph with proper phrasing while emphasizing the underlined words. Do not overdo the emphasis—read it naturally by saying the word and pausing briefly for emphasis.

**“History lesson 102: education in the early 2000s,” the screen replied. Then a video began. Godric watched a large yellow vehicle bouncing down a road. On each side of the road were big, leafy trees and small dwellings called houses.**

**I read the words *early 2000s*, *trees*, and *houses* with emphasis to help communicate the author’s message. The setting of this story is way in the future. Emphasizing *early 2000s***

### Guided Practice (cont.)

draws attention to this. And although we know what trees and houses are, the author is letting us know with italics that Godric does not. He hasn't had the experience of living in a house or seeing leafy trees. Emphasizing these words draws attention to how life is where Godric is living.

Now, read the paragraph with me. Try to make your voice stay with mine as we read, putting emphasis on the same words I emphasize. Read the paragraph with the students.

### Independent Practice

Review the expectations for partner reading with students. **Now it's time to practice with your partner. Place emphasis on the words you feel the author wants emphasized. These words will help convey the message.** 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 proper phrasing and intonation. If necessary, model correct phrasing and intonation again for students.

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## Teach

Redistribute or have students take out “History Lesson” (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 quicker or slower than the rest of the passage.**

**This passage is read at a normal rate, as if you are talking and telling someone about the passage.**

**Reading the passage at a rate that sounds like talking will help you better understand the message that the author is conveying.**

**Listen to the natural rate at which I read the fifth paragraph.** Read the following paragraph with expression, with intonation, and at the proper rate:

**On-screen, the big yellow *bus* pulled up to a long, flat building. Its doors opened, and dozens of children tumbled out, laughing and talking. These simple sounds of joy made Godric feel sad. The long, flat building must have been a wonderful place to go.**

## Guided Practice

**Let’s practice. We’ll read the sixth paragraph together. Try to make your voice stay with mine.** Read the sixth paragraph aloud fluently, and have the students read along with you.

**The computer explained that the building was an *elementary school*. Godric watched with fascination as the *students* took items called *books* and *binders* from storage units called *lockers*. Then they went into bright rooms, sat at small tables, and listened to an adult speak. They opened the books, which had moveable parts inside. A close-up of one book showed pictures and blocks of words. The screen explained that long ago, humans had stored information in books. Godric then saw a child moving a small, pointed stick across a flat white rectangle. The stick made dark-colored marks. The computer said that this act was called *writing*. Writing had once been used to save thoughts and pass them from person to person.**

## Independent Practice

**Now, it’s time to practice reading the passage 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 paragraph, have students discuss what the paragraph is all about.

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## Timed Reading

Redistribute or have students take out “History Lesson” (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 “History Lesson” (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.

## History Lesson

Godric ran his hand over the power panel on his work surface. The familiar rectangle of light appeared before his eyes. Godric adjusted the size and brightness and then told the screen to go to the Information Hub. Godric checked the external conditions in his zone. (They were still rated “Red Alert.” The temperature had been above 130°F for two months straight.) Then he checked the sports report. (The D-Zone Cowboys were still leading. This was no surprise, since they were the best robots in the league.)

Finally, he forced himself to begin the day’s work. “Lesson,” he said to the screen.

“History lesson 102: education in the early 2000s,” the screen replied. Then a video began. Godric watched a large yellow vehicle bouncing down a road. On each side of the road were big, leafy *trees* and small dwellings called *houses*.

Godric knew that people had lived in separate units long ago, when external travel had been safe. Dwelling facilities were now vast, covering ten or more square miles. They contained thousands of living units, food stations, and recreation areas. Only the Transporters went outdoors, wearing their Safe Suits. The Transporters moved food and other supplies from place to place.

On-screen, the big yellow *bus* pulled up to a long, flat building. Its doors opened, and dozens of children tumbled out, laughing and talking. These simple sounds of joy made Godric feel sad. The long, flat building must have been a wonderful place to go.

The computer explained that the building was an *elementary school*. Godric watched with fascination as the *students* took items called *books* and *binders* from storage units called *lockers*. Then they went into bright rooms, sat at small tables, and listened to an adult speak. They opened the books, which had moveable parts inside. A close-up of one book showed pictures and blocks of words. The screen explained that long ago, humans had stored information in books. Godric then saw a child moving a small, pointed stick across a flat white rectangle. The stick made dark-colored marks. The computer said that this act was called *writing*. Writing had once been used to save thoughts and pass them from person to person.

A beep told Godric that in ten minutes the screen would connect him to his Social Nexus. He and his fellow Learners would spend fifteen minutes talking about today’s Chat Topic.

Godric wouldn’t see any kids in person for another month, when his family was next scheduled to visit Recreation Area C. The facility was too crowded to allow people in the recreation areas all at once.

Godric finished up the lesson, but it stayed with him. He would dream about this marvelous thing called school for years to come.

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## History Lesson

Godric ran his hand over the power panel on his work surface. The familiar rectangle of light appeared before his eyes. Godric adjusted the size and brightness and then told the screen to go to the Information Hub. Godric checked the external conditions in his zone. (They were still rated “Red Alert.” The temperature had been above 130°F for two months straight.) Then he checked the sports report. (The D-Zone Cowboys were still leading. This was no surprise, since they were the best robots in the league.)

Finally, he forced himself to begin the day’s work. “Lesson,” he said to the screen. 102

“History lesson 102: education in the early 2000s,” the screen replied. Then a video began. Godric watched a large yellow vehicle bouncing down a road. On each side of the road were big, leafy *trees* and small dwellings called *houses*.

Godric knew that people had lived in separate units long ago, when external travel had been safe. Dwelling facilities were now vast, covering ten or more square miles. They contained thousands of living units, food stations, and recreation areas. Only the Transporters went outdoors, wearing their Safe Suits. The Transporters moved food and other supplies from place to place.

On-screen, the big yellow *bus* pulled up to a long, flat building. Its doors opened, and dozens of children tumbled out, laughing and talking. These simple sounds of joy made Godric feel sad. The long, flat building must have been a wonderful place to go.

The computer explained that the building was an *elementary school*. Godric watched with fascination as the *students* took items called *books* and *binders* from storage units called *lockers*. Then they went into bright rooms, sat at small tables, and listened to an adult speak. They opened the books, which had moveable parts inside. A close-up of one book showed pictures and blocks of words. The screen explained that long ago, humans had stored information in books. Godric then saw a child moving a small, pointed stick across a flat white rectangle. The stick made dark-colored marks. The computer said that this act was called *writing*. Writing had once been used to save thoughts and pass them from person to person.

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