

I decided that the shoes had to be returned. They were only a reminder of my disability. Mom was talking to the man at the counter about bringing back the shoes. I went to the shoe section for older people. They have shoes in that section with Velcro and wide openings, but they are ugly. "Find anything?" Mom asked. "They said they would take back the shoes. It is no problem." I didn't have to answer. Mom looked around and knew I hadn't found anything. "There has

got to be something cool-looking in this store for you. Let's ask for some help." I begged her to not tell anyone, but she insisted.



I looked down as I heard Mom and a young man talking. I was embarrassed. "What can I help you find?" he asked. I shook my head. I was surprised to see a young guy with an awesome haircut and a jersey. He had on some of the coolest pairs of tennis shoes I had ever seen! I did not notice his legs at first because his shoes were so cool. He had two fake legs.



|||||

Story Structure Name: _____ Date: _____

Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.

Story Map

Title: _____

Characters

Setting

Problem

Solution

©2016 Baker



TABLE OF CONTENTS

1. Guided Readers Access Page

- Digital Guided Reader Links
 - 3 Levels: 220L, 490L, 780L
- Google Slides Resource Link
- Instructions: How to Access & Print Guided Reader Booklets

2. Guided Reading Overview

3. Small Group Plans

4. Fluency Checks (3 levels)

5. Printer Friendly Passages

- Included to help save paper & ink – use only if needed

6. Comprehension Questions

Focused Graphic Organizer



ABOUT LEXILE LEVELS



MagiCore Learning, LLC is a certified Lexile[®] Partner. These texts are officially measured and approved by Lexile and MetaMetrics[®] to ensure appropriate rigor and differentiation for students.

The Lexile Framework[®] for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile [®] Bands Aligned to Common Core Expectations
K-1	190L-530L
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."





Overview of How to Teach Guided Reading

Gone are the days of Round Robin reading. Research shows the best way to conduct guided reading is by assigning small chunks of text for students to read silently, with you by their side for guidance.

What the Teacher does:

- Introduces the text
- Models effective pre-, during, and post-reading
- Teaches vocabulary, both through preteaching and context clues
- Assigns small chunks of reading to students (while they sit with their small group)
- Listens to students read aloud one at a time to the teacher to guide student fluency and engagement
- Asks comprehension questions
- Guides retellings
- Guides activities for a focus skill

What the Students Do:

- Engage in discussions with the teacher and groupmates
- Practice reading small chunks of text silently and aloud to the teacher
- Answer questions (typically orally)
- Practice key skills independently
- Practice rereading to improve fluency and comprehension

How to Use the Small Group Lesson Plan

Each week focuses on one book. The main focus of guided reading should be general reading comprehension. Each lesson is designed to last approximately 15 minutes.

- Mondays: Prereading activities
- Tuesdays-Wednesdays: Reading the text in chunks.
- Thursdays: Rereading and retelling
- Fridays: Assessment and skill focus

Notes Section: This is designed so you can jot observational notes about a specific student's progress right on the lesson plan.

Running Record Form: Each week, conduct a running record for each student. This will help ensure students are grouped properly and track student fluency.



READING SMALL GROUP PLANS

Week of: _____

Students:

Focus Skill:

Standard:

Book:

MON.

Pre-Reading

Build Schema: What do you think this story is about? What helped you make this prediction?

Example: I think this story is about someone's birthday. There are presents on the cover and the word birthday is in the title.

- Picture Walk
- Oral Predictions
- Review vocabulary in glossary. As you review each word, have students find the words on the page.

NOTES:

TUES.

During Reading

Students read pages 2-3 quietly. As students read in their heads, rotate through students to have them read aloud to you. After everyone has read, ask:

1. Who is the main character? (The narrator)
2. What do we know about him? (It is his birthday and he got the basketball shoes he has been asking his mom for.)
3. How does the narrator feel at the end of page 3? Why? (Very sad. He had forgotten he cannot tie shoe laces and won't be able to wear his new shoes.)

Students read page 4 quietly. As students read, select students to read aloud to you. After everyone has read, ask:

1. What is the problem in the story? (The narrator will have to return the shoes since he cannot tie them. He feels sad.)
2. Let's retell what has happened in this story so far. (Have students volunteer to tell events. In the beginning, the narrator was leaving reminder notes for his mom about the basketball shoes he wanted for his birthday. He got the shoes and was so excited until he saw the laces. Then he remembered he cannot tie shoes and is very sad he will have to return them.)

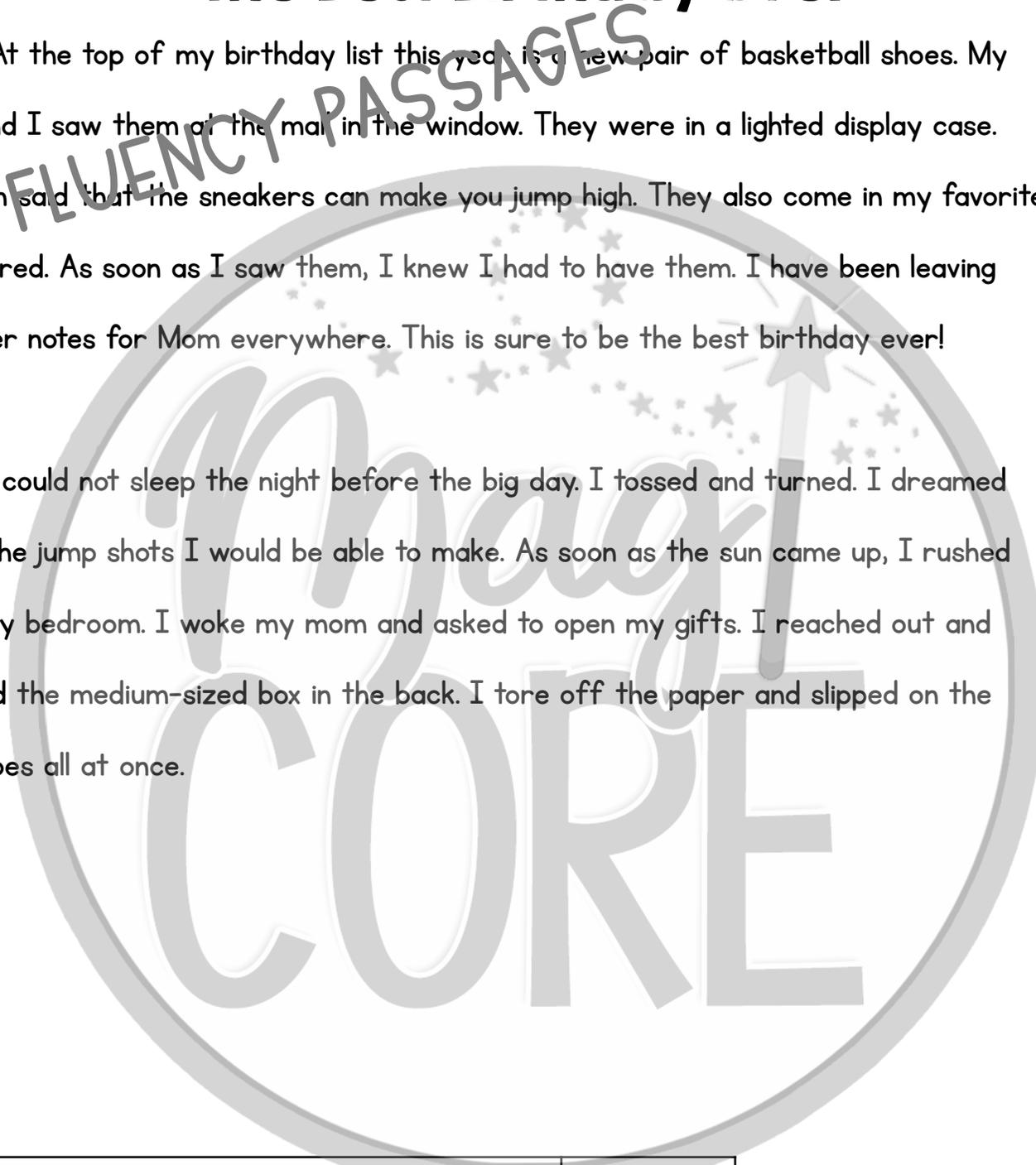
NOTES:



The Best Birthday Ever

At the top of my birthday list this year is a new pair of basketball shoes. My mom and I saw them at the mall in the window. They were in a lighted display case. The sign said that the sneakers can make you jump high. They also come in my favorite color - red. As soon as I saw them, I knew I had to have them. I have been leaving reminder notes for Mom everywhere. This is sure to be the best birthday ever!

I could not sleep the night before the big day. I tossed and turned. I dreamed about the jump shots I would be able to make. As soon as the sun came up, I rushed from my bedroom. I woke my mom and asked to open my gifts. I reached out and grabbed the medium-sized box in the back. I tore off the paper and slipped on the new shoes all at once.



FLUENCY SCORE						
	Total Words	-	Errors	=	Words Per Minute (WPM)	Accuracy % (WPM + Words Read) X 100
1 st Read						

FLUENCY COMPONENTS	
<input type="checkbox"/>	Rate
<input type="checkbox"/>	Accuracy
<input type="checkbox"/>	Punctuation
<input type="checkbox"/>	Expression



DIGITAL FLIPBOOK READERS



I decided that the shoes had to be returned. They were only a reminder of my disability. Mom was talking to the man at the counter about bringing back the shoes. I went to the shoe section for older people. They have shoes in that section with Velcro and wide openings, but they are ugly. "Find anything?" Mom asked. "They said they would take back the shoes. It is no problem." I didn't have to answer. Mom looked around and knew I hadn't found anything. "There has

got to be something cool-looking in this store for you. Let's ask for some help." I begged her to not tell anyone, but she insisted.

I looked down as I heard Mom and a young man talking. I was embarrassed. "What can I help you find?" he asked. I shook my head. I was surprised to see a young guy with an awesome haircut and a jersey. He had on some of the coolest pairs of tennis shoes I had ever seen! I did not notice his legs at first because his shoes were so cool. He had two fake legs.

Setting



Story Structure

The Best Birthday Ever



PRINTABLE READERS



The Best Birthday Ever





At the top of my birthday list this year is a new pair of basketball shoes. My mom and I saw them at the mall in the window. They were in a lighted display case. The sign said that the sneakers can make you jump high. They also come in my favorite color - red. As soon as I saw them, I knew I had to have them. I have been leaving reminder notes for Mom everywhere. This is sure to be the best birthday ever!

I could not sleep the night before the big day. I tossed and turned. I dreamed about the jump shots I would be able to make. As soon as the sun came up, I rushed from my bedroom. I woke my mom and asked to open my gifts. I reached out and grabbed the medium-sized box in the back. I tore off the paper and slipped on the new shoes all at once. I **admired** them on my feet and even practiced jumping in the living room. However, my heart dropped when I **noticed** the long, bright red shoelaces laying over both shoes. Why

didn't I think of this before? I guess I was so excited that I completely forgot that I cannot tie my shoes.





My mom noticed the change in my **attitude**.

“What’s the matter?” she asked. “Do they not fit? Did I get the wrong color?”

“No,” I replied, “they are great, Mom, but I cannot tie my shoes. I cannot wear these. It will be embarrassing when they come **untied**. I should return them for a slip-on pair.” I took the shoes off and placed them in the box. I tried to act happy as I opened the other presents. They were great, but I was just too sad about those shoes.

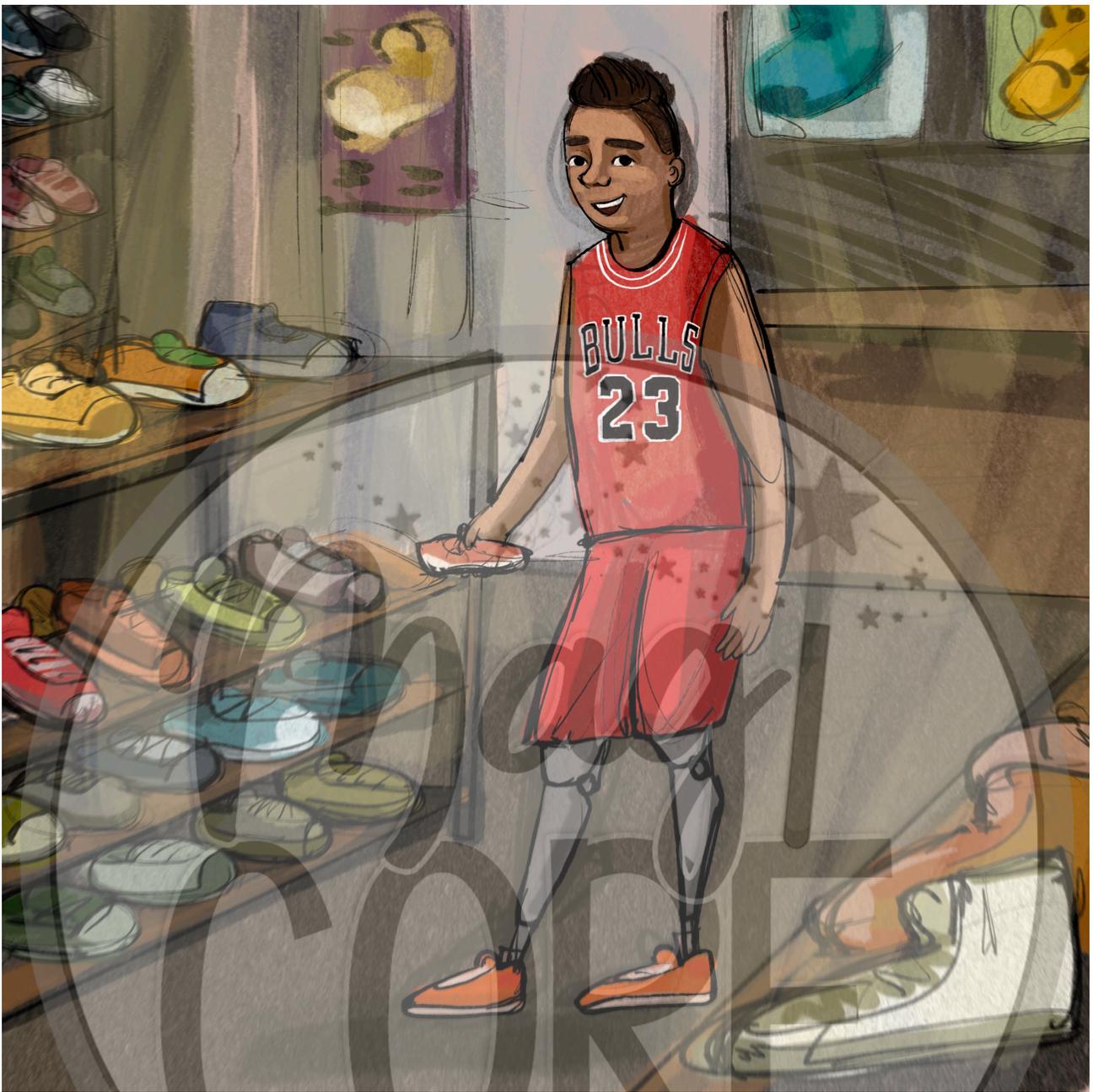
That evening, we went to eat dinner at my favorite restaurant. Mom told me that if I worked hard over the weekend, I could learn to tie my shoes before



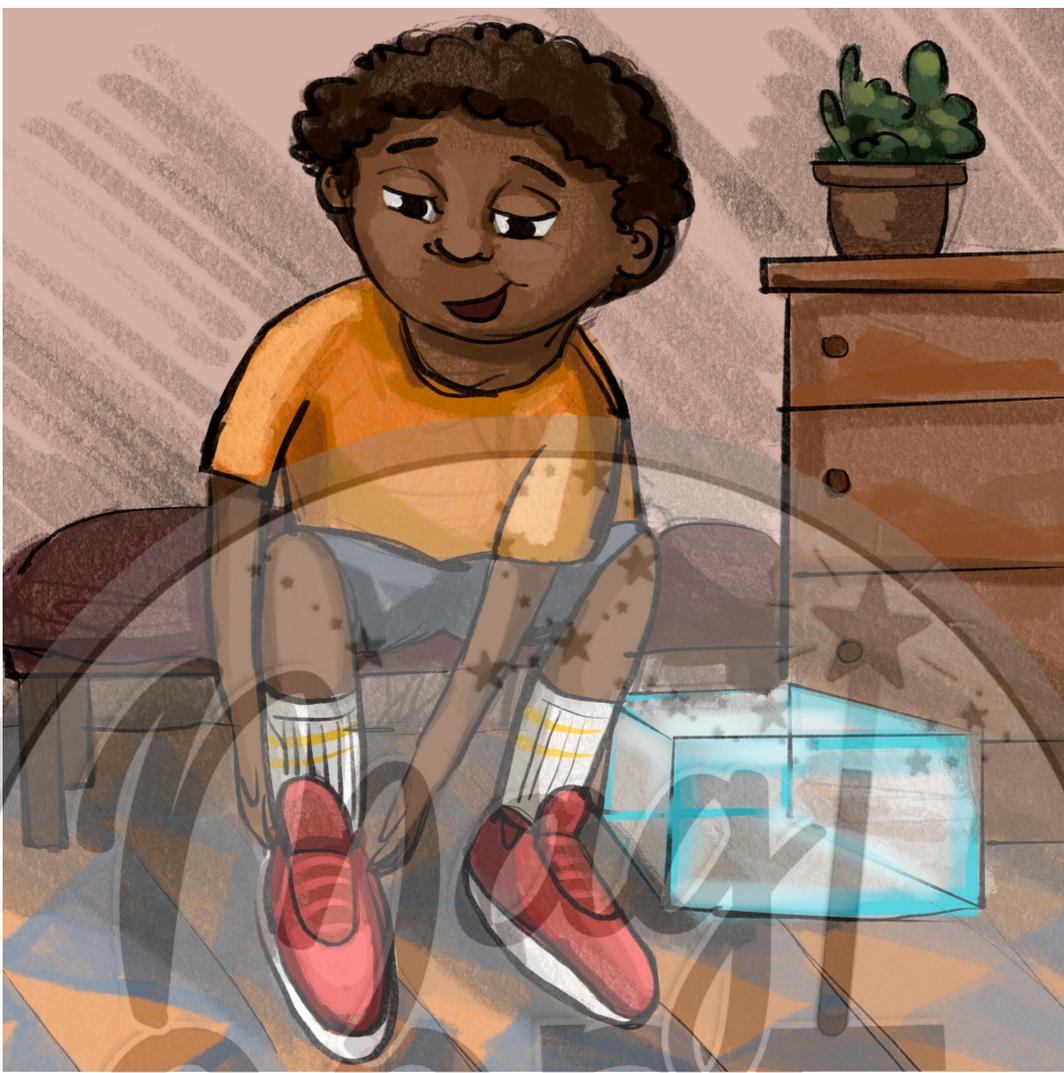
Monday. "Don't you remember last summer?" I asked her. "Nana tried to help me for weeks. I could not do it. I'll never be able to." Everyone quickly looked at my hands. They knew what I was talking about. I was born with only four fingers. Many people do not notice, but I will never be able to forget. The scars from all my past surgeries remind me. Some things will never be easy for me. Playing basketball is my way of feeling like a normal kid. The large ball makes it an easier sport for me. Handling small things is hard for me.

I decided that the shoes had to be returned. They were only a reminder of my **disability**. Mom was talking to the man at the counter about bringing back the shoes. I went to the shoe section for older people. They have shoes in that section with Velcro and wide openings, but they are ugly. "Find anything?" Mom asked. "They said they would take back the shoes. It is no problem." I didn't have to answer. Mom looked around and knew I hadn't found anything. "There has got to be something cool-looking in this store for you. Let's ask for some help." I begged her to not tell anyone, but she insisted.





I looked down as I heard Mom and a young man talking. I was **embarrassed**. “What can I help you find?” he asked. I shook my head. I was surprised to see a young guy with an awesome haircut and a jersey. He had on some of the coolest pairs of tennis shoes I had ever seen! I did not notice his legs at first because his shoes were so cool. He had two fake legs.



“Car accident when I was younger,” he explained. He caught me staring. “I’ve told your mom about a store that will take any shoe and make them work for you. Your mom showed me the awesome shoes you got for your birthday. Take them in and they will set you up. These will be easy to make into a pull-on shoe.”

“Mom, can we go there today?” I asked. Mom nodded her head. I rushed to the car. This birthday did turn out to be the best one ever!

Glossary

admired	to look at in a loving or approving way <i>(page 3)</i>
notice	see something specific <i>(page 3)</i>
attitude	feeling about something <i>(page 4)</i>
untied	not tied <i>(page 4)</i>
disability	a condition that changes a person's physical or mental abilities <i>(page 6)</i>
embarrassed	to feel uncomfortable about attention <i>(page 7)</i>

The Best Birthday Ever

At the top of my birthday list this year is a new pair of basketball shoes. My mom and I saw them at the mall in the window. They were in a lighted display case. The sign said that the sneakers can make you jump high. They also come in my favorite color - red. As soon as I saw them, I knew I had to have them. I have been leaving reminder notes for Mom everywhere. This is sure to be the best birthday ever!

I could not sleep the night before the big day. I tossed and turned. I dreamed about the jump shots I would be able to make. As soon as the sun came up, I rushed from my bedroom. I woke my mom and asked to open my gifts. I reached out and grabbed the medium-sized box in the back. I tore off the paper and slipped on the new shoes all at once. I admired them on my feet and even practiced jumping in the living room. However, my heart dropped when I noticed the long, bright red shoelaces laying over both shoes. Why didn't I think of this before? I guess I was so excited that I completely forgot that I cannot tie my shoes.

My mom noticed the change in my attitude. "What's the matter?" she asked. "Do they not fit? Did I get the wrong color?"

"No," I replied, "they are great, Mom, but I cannot tie my shoes. I cannot wear these. It will be embarrassing when they come untied. I should return them for a slip-on pair." I took the shoes off and placed them in the box. I tried to act happy as I opened the other presents. They were great, but I was just too sad about those shoes.



That evening, we went to eat dinner at my favorite restaurant. Mom told me that if I worked hard over the weekend, I could learn to tie my shoes before Monday. "Don't you remember last summer?" I asked her. "Nana tried to help me for weeks. I could not do it. I'll never be able to." Everyone quickly looked at my hands. They knew what I was talking about. I was born with only four fingers. Many people do not notice, but I will never be able to forget. The scars from all my past surgeries remind me. Some things will never be easy for me. Playing basketball is my way of feeling like a normal kid. The large ball makes it an easier sport for me. Handling small things is hard for me.

I decided that the shoes had to be returned. They were only a reminder of my disability. Mom was talking to the store clerk. "I'm sorry, but I cannot tie my shoes. Can you help me?" Mom asked. "They said they would take back the shoes. It is no problem. I didn't have to answer. Mom looked around and knew I hadn't found anything. "There has got to be something cool-looking in this store

PRINTER FRIENDLY VERSIONS

for you. Let's ask for some help." I begged her to not tell anyone, but she insisted.

I looked down as I heard Mom and a young man talking. I was **embarrassed**. "What can I help you find?" he asked. I shook my head. I was surprised to see a young guy with an awesome haircut and a jersey. He had on some of the coolest pairs of tennis shoes I had ever seen! I did not notice his legs at first because his shoes were so cool. He had two fake legs.

"Car accident when I was younger," he explained. He caught me staring. "I've told your mom about a store that will take any shoe and make them work for you. Your mom showed me the awesome shoes you got for your birthday. Take them in and they will set you up. These will be easy to make into a pull-on shoe."

"Mom, can we go there today?" I asked. Mom nodded her head. I rushed to the car. This birthday did turn out to be the best one ever!



PRINTED FRIENDLY VERSIONS

Directions: Answer the following questions based on the text. Be sure to go back into the text to support your answer.

I. Part A

What is the setting at the beginning of the story?

- a. The mall
- b. The narrators house
- c. A restaurant
- d. A shoe store

Part B

Write a sentence from the passage that shows the answer in Part A.

2. What is the problem in the story?

- a. The new basketball shoes do not fit
- b. Mom bought the wrong color basketball shoes
- c. The narrator cannot tie the new basketball shoes
- d. The narrator's mom does not want to buy new shoes

3. Write these events in the correct section of the story.

- An employee with 2 fake legs tells mom about a store that can change shoes to slip-ons
- The narrator leaves reminder notes for mom all over the house about the shoes
- The narrator is sad about needing to return the new shoes

Beginning	Middle

COMPREHENSION QUESTIONS



Story Structure

Name: _____ Date: _____

Directions: Complete this graphic organizer. _____ to go back into the text to support your answers.

GRAPHIC ORGANIZER

Story Map

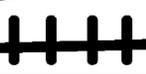
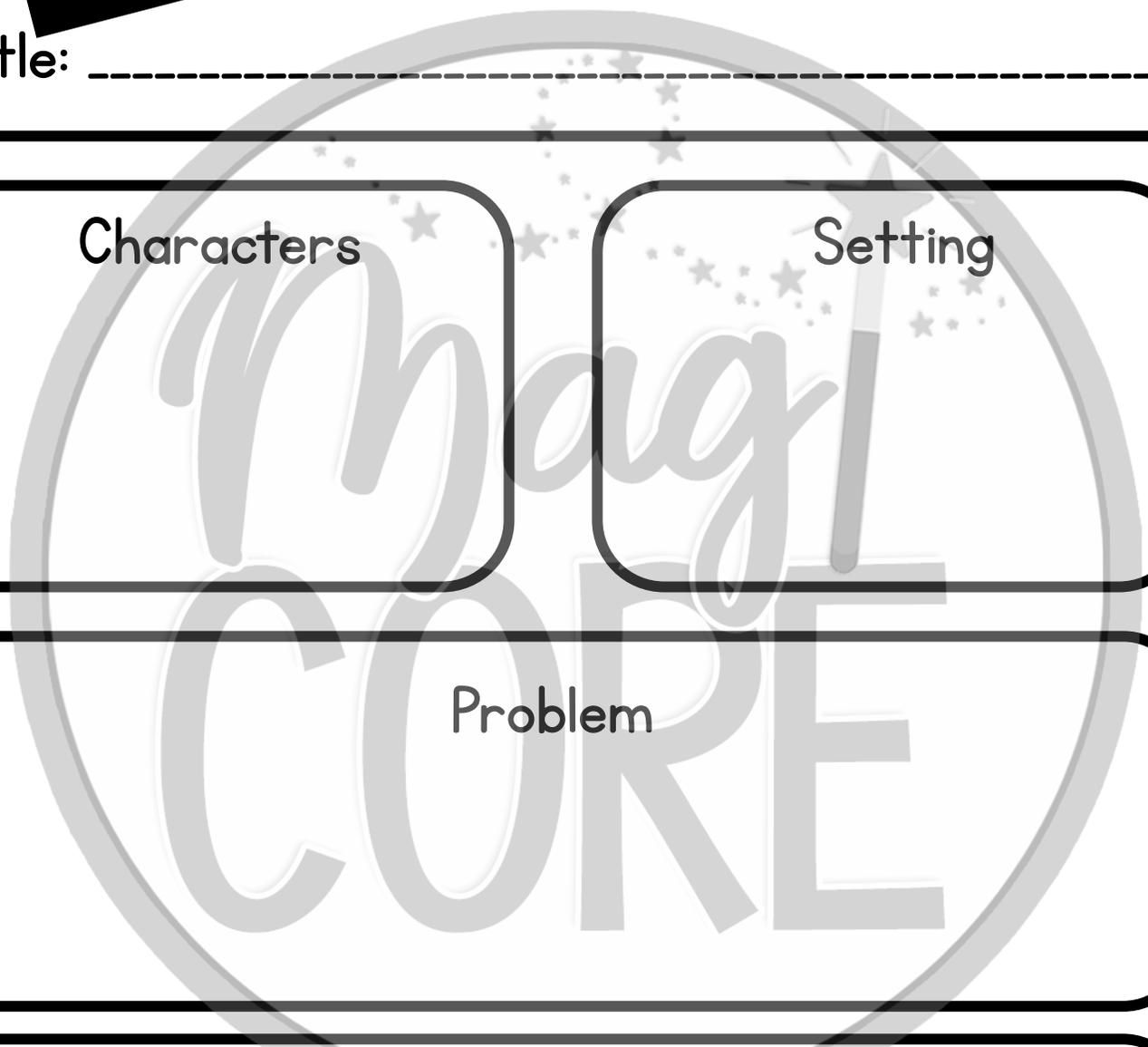
Title: _____

Characters

Setting

Problem

Solution



Terms of Use



How Can I Use This Resource?

Thank you for trusting MagiCore. Our mission is to create resources that support teachers and promote student success. Please note that this resource is licensed for use by a single teacher in a classroom setting. If you need to use this resource with more than one teacher and/or across multiple classrooms, additional licenses are available at a discount. You can purchase additional licenses by visiting your TPT "Purchases" page and then selecting "Download Additional Licenses" or by contacting me at julie@magicorelearning.com.



Good to Go



Not O.K.

- Use this resource personally or with your own children.
 - Use this resource in your own classroom with your students.
 - Provide this resource to your students to use at your instruction.
 - Print and/or copy for use in your own classroom.
 - Provide printed pages to a substitute teacher with the sole purpose of instructing your students.
 - Share with your students via a secure document portal or electronic learning platform that requires individual user verification and limits access to only the students in your own classroom (e.g. Google Classroom).
 - Review this resource with others with the sole purpose of recommending it to others for purchase, provided you share one of the links below:
- Share with others to use personally.
 - Share with others to use in another classroom.
 - Print or copy any page(s) and distribute them to other teachers or other classrooms.
 - Publish or host online in a manner where any of the material is accessible to anyone who is not a student in your own classroom, including but not limited to personal, classroom, or district websites that are accessible to the general public.
 - Use this resource commercially (e.g. Outschool).
 - Publish, sell, or otherwise distribute this product to anyone in manner inconsistent with these terms of use.

<https://magicorelearning.com/>

<https://www.teacherspayteachers.com/Store/Magicore>

© Copyright 2020, 2022. All rights reserved. The unlicensed reproduction or distribution of this product is strictly prohibited. Permission is granted to the original purchaser or licensee to make copies to use with students and/or to assign to students digitally providing it is only available to students assigned directly to the purchaser. Using this product in any manner that makes it accessible to the general public is strictly forbidden. Commercial use, including but not limited to online or in person classes, is prohibited. Contact julie@magicorelearning.com for commercial licensing information. Sharing without permission or hosting online in a public manner is a violation of the Digital Millennium Copyright Act (DMCA). These terms may be updated at any time. You can see the most up to date Terms of Use at

<https://magicorelearning.com/terms-of-use>.

Let's Connect!

www.magicorelearning.com



<https://www.teacherspayteachers.com/Store/Magicore>



<https://www.facebook.com/Magicorelearning/>



<https://www.instagram.com/magicorelearning>

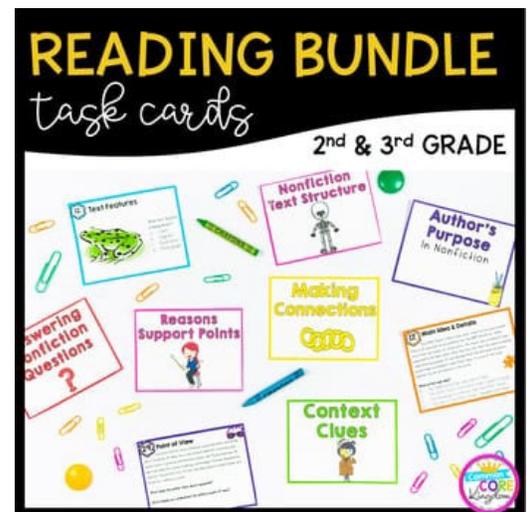


<https://www.pinterest.com/magicorelearning/>



julie@magicorelearning.com

Looking for more?



Membership Opportunity!



If you love these resources and want access to more, check out my membership opportunity with the Core Kingdom Club.

[Join my Core Kingdom Club waitlist!](#)

Core Kingdom Club opens its membership doors twice a year to offer teachers all of the resources you love, with a membership discount. You can also find support through my custom learning plan.

Find out more magicorelearning.com/membership.



CREDITS

