



**Group and Tutoring Edition**  
**Teacher's Sample**



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## The Read Naturally Strategy

The Read Naturally® strategy provides a method for improving reading fluency. Most struggling readers have fluency problems and spend little time reading. The Read Naturally strategy combines three powerful strategies for improving fluency: teacher modeling, repeated reading, and progress monitoring.

### Teacher Modeling

The student reads along as a fluent reader reads the story. This step helps students learn new words and confirm difficult or confusing words. This step also encourages proper pronunciation, expression, and phrasing.

### Repeated Reading

The student practices reading the story until able to read it at a predetermined rate. Practicing the story enables the student to master words, build fluency, and gain confidence.

### Progress Monitoring

The student graphs the number of words read correctly before practicing and then again after practicing. The graph provides proof of the student's progress and motivates him/her to continue to improve.

## GATE for Phonics

GATE (Group and Tutoring Edition) for Phonics extends the Read Naturally strategy to improve phonics skills as well as fluency in small group or tutoring situations. It is an interactive approach to teaching phonics skills. The phonics skills are improved by the following:

- Developing phonemic awareness of the letter sounds in words
- Developing phonemic awareness of blending sounds into words
- Strengthening proficiency with the sounds of the letters
- Teaching to decode short, phonetically regular words
- Building fluency in decoding
- Spelling short, phonetically regular words

By combining phonics instruction with fluency building, GATE for Phonics accelerates the reading achievement of developing and struggling readers.

## Overview of the Program

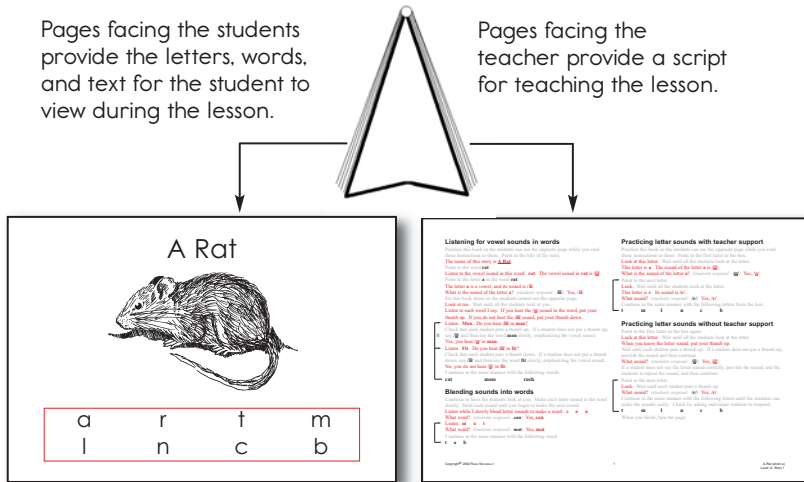
Each GATE for Phonics level has 24 lessons. Each lesson features specific sounds and includes a different nonfiction story. Each lesson consists of several activities. Some activities develop phonemic awareness and teach phonics. Other activities improve fluency in decoding and reading, while at the same time enhancing comprehension. The process motivates the students to work hard.

# Program Materials

Each GATE for Phonics Starter Kit includes a teacher's guide and six consumable student story books.

## Teacher's Guide

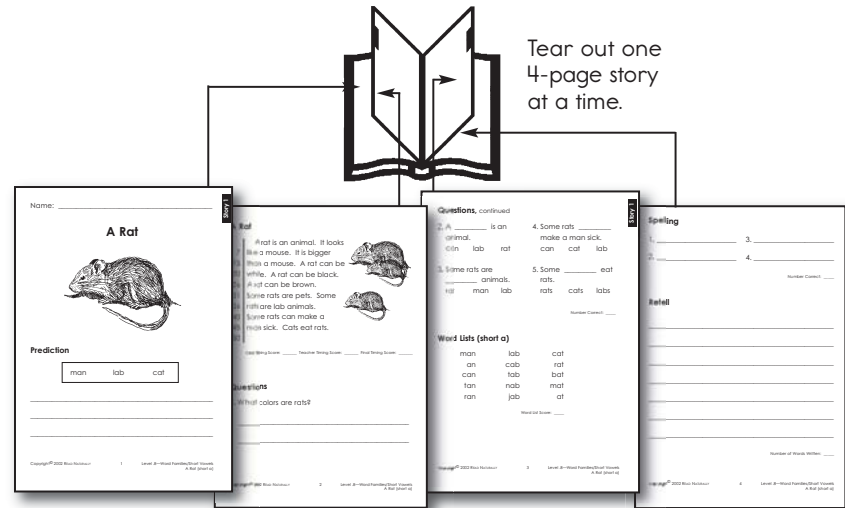
The teacher's guide has two sections. The first section explains how to implement the program and gives instructions for using the second section. The second section is a flipchart with lessons displayed for the students on one side and scripted instructions for the teacher on the opposite side.



Pages 10–19 of this handout provide a reduced-size copy of the lessons and teacher instructions from the Sap story from GATE .8.

# Student Story Books

Each staple-bound student story book includes a parent letter, Great GATE Reader Award, student graphs, and 24 story booklets, one for each story in the level. The story booklets are four pages made from one folded sheet of paper. You can easily remove the parent letter and award then the graphs and then the story booklet for each successive lesson by pulling on the two middle pages of the book while holding down the rest of the pages.



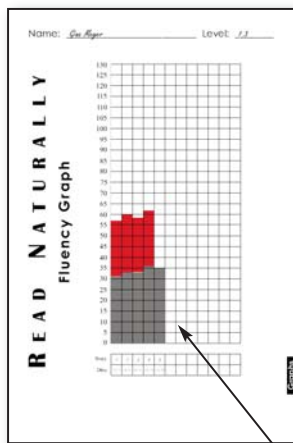
The first page of each story booklet has the title, a picture, three key words with the featured phonetic pattern from the story and lines for a written prediction. The second page has the nonfiction story, containing many words with the featured phonetic pattern. Questions begin on the second page and continue on the third page. The third page also includes the word lists consisting of words with the featured pattern. The fourth page has lines for the spelling activity and for writing the retell. Pages 7–8 on this guide provide a reduced-size copy of the Sap story from GATE .8.

## Student Graphs

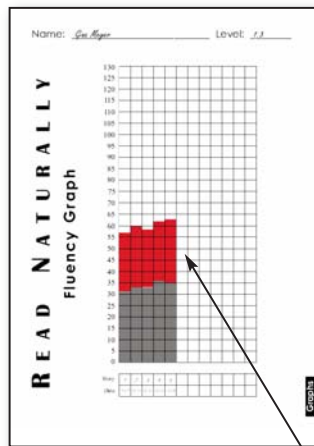
Students use bar graphs to monitor their progress on each story. The student graphs are included in the center of the staple-bound student story book. As a result, after you remove the parent letter and award, the graphs are the next pages you will remove from the student book. The graph pages include two types of graphs:

### Fluency Graph

Students use this bar graph to monitor their progress in fluency on each story. They mark their cold and final timings. The graphs help them to see how much their fluency improves on reading text between their cold and final timings. They use one bar for each story.



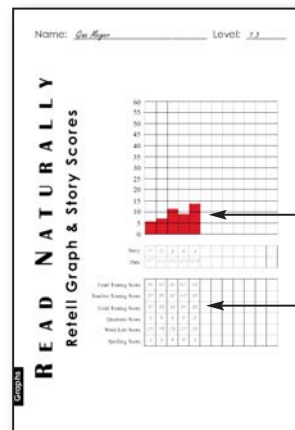
Each student colors up to his/her cold timing score in blue.



Each student colors up to his/her final timing score in red.

## Retell Graph and Story Scores

Students use the retell graph to mark the number of words they wrote in their retells. Students use the score boxes below the retell graph to record their fluency, question, word list, and spelling scores.



The Retell Graph and Story Scores record sheet provides space to track all the scores for each story.

Page 6 of this handout provides a reduced-size copy of the Fluency Graph and Retell Graph and Story Scores record sheet.

## Additional Materials

Items you will need that are not included in a GATE for Phonics Starter Kit include a digital timer with an auditory signal to help you time students reading for one minute and red/blue pencils or crayons to mark the cold- and final-timing scores on the bar graphs. These items are all available from Read Naturally.

Read Naturally also sells replacement student story books in packs of six.

## Time Requirements

You should schedule GATE for Phonics lessons daily. One full lesson generally takes three 30-minute reading periods or four 20-minute reading periods. The first few lessons may take longer because the students will need time to learn the behaviors required in the lessons (see the Preparing Students topic in the next column). The lessons are set up so you and the students can complete as many parts of the lesson during a reading period as possible and continue the lesson during subsequent reading periods until the lesson is complete. You may begin a new lesson immediately upon finishing a lesson if time remains in your reading period.

## Settings

You can use GATE for Phonics in a variety of settings.

### Classroom

The classroom teacher or teacher-trained educational assistant uses GATE for Phonics with a small group of up to six students.

### Resource Room

One to six students come to a resource room to work with a teacher on reading.

### Extended Day

Teachers or teacher-trained parents, community education staff, or other volunteers offer a Read Naturally class before or after school. One to six students work with an instructor at a time.

## Preparing Students

Students need to know the letters of the alphabet, have some knowledge of the letter sounds, and be able to recognize about 15–20 written words in order to work successfully in the first level of GATE for Phonics. The ability to read more words is required for subsequent levels. Students do not need to know the behaviors required for each activity before beginning the first lesson. The students will learn the process by participating in each lesson. However, the first few lessons may take longer than later lessons because the students will be learning behaviors required for GATE for Phonics during the early lessons.

## Grouping Students

Ideally, you will teach the lessons to small groups of six or fewer students with similar reading skills and needs. Teachers, tutors, or teacher-trained educational assistants can also teach these lessons to individual students.

## Preparing the Lessons

You do not need to do extensive planning to teach a GATE for Phonics lesson. The scripted lessons provide you with all the information you need to present all of the activities included in each lesson.

Although the GATE for Phonics lessons require very little planning, you should prepare for each day by quickly reading through the script so you can teach the lesson easily and deliver the script without reading every word. There is a pattern to the lessons, so you will become more at ease with the script and the process with each successive lesson.



# Student Story Book Samples

The following pages include a reduced-size copy of the Retell Graph & Story Scores record sheet, the Fluency Graph, and the story booklet for the GATE .8 story Sap. These pages in the actual student story book measure 6.75 by 9.25 inches.

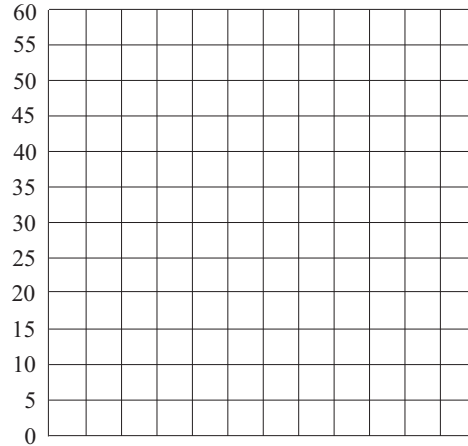
Cut along the dotted lines, and fold the sheet in half to create a reduced-size copy of the two graphs students use in GATE for Phonics.

Name: \_\_\_\_\_ Level: \_\_\_\_\_

Name: \_\_\_\_\_ Level: \_\_\_\_\_

# Read Naturally®

## Retell Graph & Story Scores



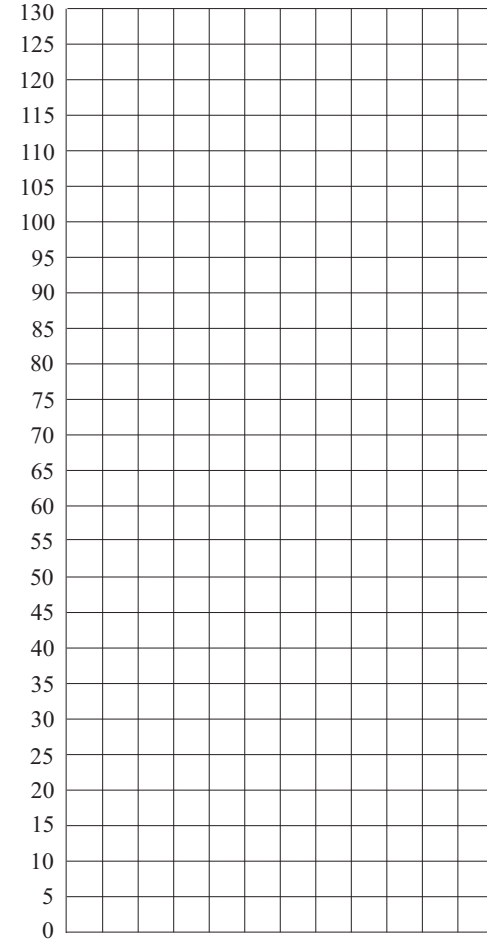
Story									
Date									

Final Timing Score									
Teacher Timing Score									
Cold Timing Score									
Question Score									
Word List Score									
Spelling Score									

Graphs

# Read Naturally®

## Fluency Graph



Story									
Date									

Graphs

Cut along the dotted lines, and fold the sheet in half to create a reduced-size copy of this story booklet as it would look for your student(s).

## Spelling

Story 2

1. \_\_\_\_\_ 3. \_\_\_\_\_
2. \_\_\_\_\_ 4. \_\_\_\_\_

Number Correct: \_\_\_\_

## Retell

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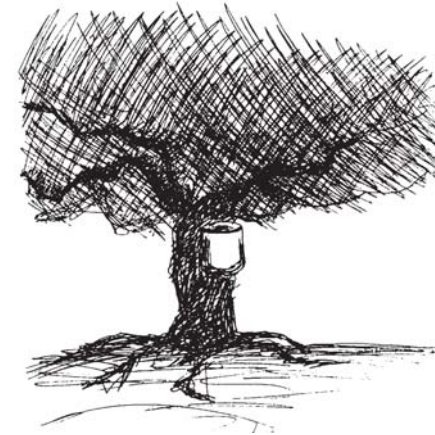
Number of Words Written: \_\_\_\_

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Level .8—Word Families/Short Vowels  
Sap (short a)

Name: \_\_\_\_\_

## Sap



Story 2

## Prediction

tap

tack

can

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---

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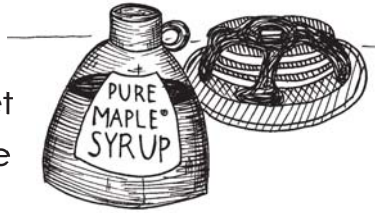
Level .8—Word Families/Short Vowels  
Sap (short a)

Cut along the dotted lines, and fold the sheet in half to create a reduced-size copy of this story booklet as it would look for your student(s).

Story 2

## Sap

6 Sap is like water. Sap is  
12 in trees. Sap is food for  
17 trees. Sap is food for  
23 man. We tap trees to get  
30 sap. We tap a hole in the  
36 tree. We tack a can to  
42 the tree. Sap runs into the  
48 can. We cook the sap. It  
52 makes syrup. It makes  
53 sugar.



Cold Timing Score: \_\_\_\_\_ Teacher Timing Score: \_\_\_\_\_ Final Timing Score: \_\_\_\_\_

## Questions

1. What do we do with sap?

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Level .8—Word Families/Short Vowels  
Sap (short a)

## Questions, continued

2. We tap trees to get

\_\_\_\_\_ .  
sap can tack

3. We \_\_\_\_\_ a  
can to the tree.  
man tack sap

4. Sap runs into the

\_\_\_\_\_ .  
tack tap can

5. Sap is food for

\_\_\_\_\_ .  
man tap tack

Number Correct: \_\_\_\_\_

## Word Lists (short a)

	5	10
15	tap	tack can
18	sap	pack an
21	nap	lack man
24	yap	yack Nan
27	zap	sack pan
30		

Word List Score: \_\_\_\_\_

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Level .8—Word Families/Short Vowels  
Sap (short a)

Story 2



# Teacher's Guide Samples

The following pages include a reduced-size copy of the lessons and instruction pages from the GATE .8 Teacher's Guide for the Sap story. These pages in the actual teacher's guide measure 9.75 x 14.25 inches. Notice that as you view the instructions on one side, your student(s) could view the corresponding lesson on the other side.

**Note:** Instructions to the teacher appear in gray; instructions the teacher speaks to the students appear in red, and variables per story appear in red or black boldface.

## Listening for vowel sounds in words

Position this book so the students can see the opposite page while you read these instructions to them. Point to the title of the story.

The name of this story is **Sap**.

Point to the word **sap**.

Listen to the vowel sound in this word: **sap**. The vowel sound in **sap** is /ă/.

Point to the letter **a** in the word **sap**.

The letter **a** is a vowel, and its sound is /ă/.

What is the sound of the letter **a**? (students respond: /ă/) Yes, /ă/.

Set this book down so the students cannot see the opposite page.

Look at me. Wait until all the students look at you.

Listen to each word I say. If you hear the /ă/ sound in the word, put your thumb up. If you do not hear the /ă/ sound, put your thumb down.

Listen. **Map**. Do you hear /ă/ in **map**?

Check that each student puts a thumb up. If a student does not put a thumb up, say /ă/ and then say the word **map** slowly, emphasizing the vowel sound.

Yes, you hear /ă/ in **map**.

Listen. **Fun**. Do you hear /ă/ in **fun**?

Check that each student puts a thumb down. If a student does not put a thumb down, say /ă/ and then say the word **fun** slowly, emphasizing the vowel sound.

No, you do not hear /ă/ in **fun**.

Continue in the same manner with the following words:

**pack**                      **boss**                      **zap**

## Blending sounds into words

Continue to have the students look at you. Make each letter sound in the word slowly. Hold each sound until you begin to make the next sound.

Listen while I slowly blend letter sounds to make a word: **p a n**

What word? (students respond: **pan**) Yes, **pan**.

Listen: **z a p**

What word? (students respond: **zap**) Yes, **zap**.

Continue in the same manner with the following word:

**l a ck**

## Practicing letter sounds with teacher support

Position this book so the students can see the opposite page while you read these instructions to them. Point to the first letter in the box.

Look at this letter. Wait until all the students look at the letter.

This letter is **a**. The sound of the letter **a** is /ă/.

What is the sound of the letter **a**? (students respond: /ă/) Yes, /ă/.

Point to the next letter.

Look. Wait until all the students look at the letter.

This letter is **s**. Its sound is /s/.

What sound? (students respond: /s/) Yes, /s/.

Continue in the same manner with the following letters from the box:

**p z y n l ck**

## Practicing letter sounds without teacher support

Point to the first letter in the box again.

Look at this letter. Wait until all the students look at the letter.

When you know the letter sound, put your thumb up.

Wait until each student puts a thumb up. If a student does not put a thumb up, provide the sound and then continue.

What sound? (students respond: /ă/) Yes, /ă/.

If a student does not say the letter sound correctly, provide the sound, ask the students to repeat the sound, and then continue.

Point to the next letter.

Look. Wait until each student puts a thumb up.

What sound? (students respond: /s/) Yes, /s/.

Continue in the same manner with the following letters until the students can make the sounds easily. Check by asking individual students to respond.

**p z y n l ck**

When you finish, turn the page.

# Sap



a

s

p

z

y

n

l

ck

## Sounding out key words with teacher support

Position this book so the students can see the opposite page while you read these instructions to them. Point to the first word in the box. Touch each letter as you blend the sounds with the students. Hold each sound until you begin to make the next sound.

**Look at this word.** Wait until all the students look at the word.

**Blend each sound of the word with me slowly. Ready? t a p**

**What word?** (*students respond: tap*) **Yes, tap.**

Point to the next word.

**Look.** Wait until all the students look at the word.

**Blend slowly. Ready? t a ck**

**What word?** (*students respond: tack*) **Yes, tack.**

Continue in the same manner with the following word:

**c a n**

## Sounding out key words without teacher support

Point to the first word in the box again.

**Look at this word.** Wait until all the students look at the word.

**Quietly sound out the word. When you know it, put your thumb up.**

Wait until each student puts a thumb up. If a student does not put a thumb up, sound out the word with the students and then continue.

**What word?** (*students respond: tap*) **Yes, tap.**

If a student does not say the word correctly, sound out the word with the students again, ask the students to repeat the word, and then continue.

Point to the next word.

**Look. Quietly sound out this word.**

Wait until each student puts a thumb up.

**What word?** (*students respond: tack*) **Yes, tack.**

Continue in the same manner with the following word:

**can**

Continue practicing the words in the same manner until the students can read the words easily. Check by asking individual students to respond.

## Making a prediction

Give each student a story booklet.

**Look at the picture on page 1. Now read the title and the key words. Using these clues, what do you think the story will tell you about sap?**

Discuss the clues as a group, and agree upon a sentence. Then write the sentence together, the students writing in their story booklets and you writing on a surface that they can see well (e.g., a chalkboard, a tablet). Sound out phonetically regular words together, encouraging students to write on their papers before you write. Write down phonetically irregular words for the students to copy. Base the amount of guidance you provide on the students' abilities.

When you finish, turn the page.

tap

tack

can

## Cold timing for one minute

Time the group of students reading the story for one minute. The students will read quietly to themselves and record an individual score. Direct students to read quietly enough so no one else can hear them. Listen to one student while the other students read independently. Listen to a different student with each story so over time you will hear each student read an unpracticed story.

Open your story booklets to page 2. I will time you for one minute while you read the story quietly to yourself. Underline any words you do not know.

Keep reading until I tell you to stop.

Set the timer for one minute.

Ready? Wait until the students look at the first word and have a pencil ready.

Start reading. Start the timer. All the students read until the timer sounds.

Stop. Draw a line after the last word you read.

## Mark the cold timing score on the graph

Count the number of words you read, and write that number in the empty space below the story. Count the number of words you underlined, and subtract that number from the number of words you read.

Help students who have difficulty with the calculations.

Write your answer on the line marked "Cold Timing Score."

Wait until all the students mark their scores. Give the students their fluency graphs and blue pencils.

Draw a line on the graph to mark the number of words you read correctly in one minute. Color your graph to that line in blue.

Help any students who have difficulty with the graph.

## Read along with the teacher

Position this book so you and your students can see the story while you read the story with them. Point to each word as you read. Read the story slowly enough so the students can actually read along with you. When you come to a difficult **short a** word, decode it together. Then go back to the beginning of the sentence and reread it, inserting the decoded word. Ask the students if the sentence makes sense. Once they agree, continue reading the story slowly, pointing to each word. Demonstrate decoding three to five different **short a** words. Do not demonstrate decoding all the unfamiliar words.

Read along with me while I read the story. We will stop to sound out a few **short a** words as we read.

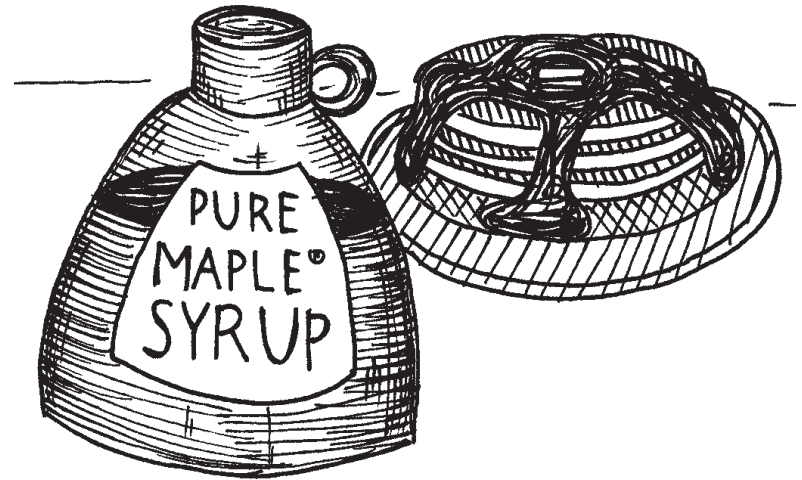
When you finish reading the last sentence, turn the page and continue reading the rest of the story.

# Sap

Sap is like water.

Sap is in trees. Sap  
is food for trees.

Sap is food for  
man. We tap trees  
to get sap.



## Read along with the teacher, continued

Finish reading the story with the students.

Next, read the story with the students a second time. This time ask the students to read along with you from their story booklets. Read slightly faster this time but still slowly enough so they can actually read along with you.

**Open your story booklets to page 2. Read along with me from your story booklets. Point to, listen to, and say the words while you read with me.**

You may need to read along with the students additional times.

## Practice and pass the story

Time the group of students for one minute. Listen to one student read while the others read independently. Sit near the student who will read to you.

**Read the story quietly while I time you for one minute.**

Set the timer for one minute.

**Ready?** Wait until the students look at the first word.

**Start reading.** Start the timer. All the students read until the timer sounds.

**Stop. Draw a line after the last word you read.**

Calculate the score of the student who read to you by subtracting the student's errors from the words attempted. Write that score on the line marked "Teacher Timing Score." You may also want to write the score in the appropriate box on the student's Retell Graph and Story Scores record sheet.

Continue timing students in this way, each time listening to a different student, until you have listened to and recorded the score of each student one time.

To pass the story a student will read 50 words correctly in one minute.

Students who pass while reading with you can continue reading the story with the group, answer the questions, or write retells while waiting for the other students to pass. Students who do not pass while reading to you should continue reading the story during the group timings. If you want all the students to pass while reading to you, continue timing the students who do not pass.

## Mark the final timing score on the graph

**Count the number of words you read the last time, and write your answer on the line marked "Final Timing Score."**

Wait until all the students mark their scores. Give students their fluency graphs and red pencils.

**Look at the number on the line marked "Final Timing Score." Draw a line on your graph to show that number, and color to that line in red.**

Help students who have difficulty with the graph.

**Look at your graph. Notice how much your reading improved since the first time you read the story.**

## Answer the questions

Students can answer the questions as a group, or they can answer them independently while waiting for other students to pass the story.

**Open your story booklets to page 2. Answer the questions on pages 2 and 3.**

Check the answers as a group or individually.

**Write the number of questions you answered correctly on the line marked "Number Correct."**

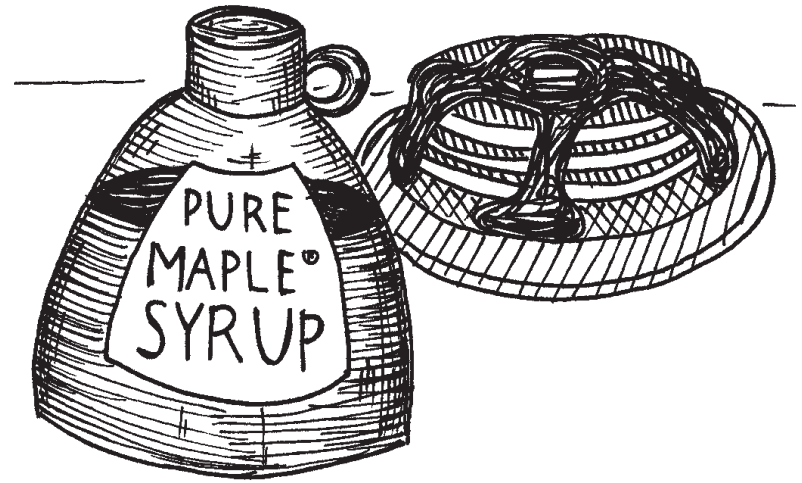
## Write a retell (optional)

Students can write sentences retelling information from the story as a group, or they can write them independently while waiting for other students to pass the story or the word lists. In the interest of time, you may decide not to require students who take a long time to pass the story or word list to write a retell.

**Open your story booklets to page 4. Write sentences retelling information from the story on the retell lines.**

When the students finish writing the retell, ask them to count the number of words they wrote and to write that number on the line marked "Number of Words Written." You may read the retells at a later time. When they finish, turn the page.

We tap a hole in  
the tree. We tack  
a can to the tree.  
Sap runs into the  
can. We cook the  
sap. It makes  
syrup. It makes  
sugar.



## Reading words down

Position this book so the students can see the opposite page while you read these instructions to them. Point to the first column of words.

Look at this column of words.

Wait until all the students look at the column of words.

What do you notice about the words in the column? *(students respond: They end the same.)*

Now listen while I read them slowly for you.

Read the list aloud, pointing to each word.

What do you notice about how they sound? *(students respond: They rhyme.)*

Yes, all the words in the list rhyme. They all have the same vowel and ending sounds, so they rhyme and belong to the same word family.

Point to the first word in the column. Touch each letter as you blend the sounds with the students. Hold each sound until you begin to make the next sound.

Look. Wait until all the students look at the word.

Blend slowly. Ready? **t a p**

What word? *(students respond: tap)* Yes, **tap**.

Continue sounding out all the words in the first column.

Continue in the same manner with the second and third columns.

## Reading words across

Point to the rows of words.

Now we are going to read the words across in rows. Look at these words.

Wait until all the students look at the words.

How are the words alike? *(students respond: They have the same vowel.)*

Yes, they have the same vowel, but they have different beginning and ending letters.

Point to the first word in the row. Touch each letter as you blend the sounds with the students. Hold each sound until you begin to make the next sound.

Look. Wait until all the students look at the word.

Blend slowly. Ready? **t a p**

What word? *(students respond: tap)* Yes, **tap**.

Continue until you have sounded out all the words from each row.

## Reading down and across

Time the group of students for one minute. Listen to one student read while the others read independently. Sit near the student who will read to you.

Turn to page 3 in your story booklets.

Quietly read the word list while I time you for one minute. First read the words down in columns and then across in rows. If you read all the words down and across before the timer sounds, start over.

Set the timer for one minute.

Ready? Wait until the students look at the first word.

Start reading. Start the timer. All the students read until the timer sounds.

Stop. Draw a line after the last word you read.

Calculate the word list score of the student who read for you, and write it on the line marked "Word List Score."

Continue timing students in this way, each time listening to a different student, until you have listened to and recorded the score of each student one time.

## Spelling

Turn to page 4. Write the words I say on the numbered lines at the top of the page. Listen to the sounds in the words as you try to spell them correctly.

**yap zap sack pan**

Correct the words with the students.

Write the number of words you spelled correctly on the line marked "Number Correct."

When all the students finish, congratulate them on finishing the story.

Great job! We have now passed all parts of this story.

At this time, you may direct the students to take out their retell graphs, graph the number of words written for the retell, and record the other scores from their story booklets.

# Word Lists

tap

tack

can

sap

pack

an

nap

lack

man

yap

yack

Nan

zap

sack

pan

# GATE for Phonics Lessons List

This page lists the lessons for the GATE for Phonics levels currently available.

## GATE .8 Lessons

Story #	Title	Featured Sound(s)
1	A Rat	(short a)
2	Sap	(short a)
3	Sad, Glad, and Mad	(short a)
4	Crab	(short a)
5	A Fox	(short o)
6	Fog	(short o)
7	A Dock	(short o)
8	Cod	(short o)
9	Fins	(short i)
10	A Kid	(short i)
11	A Wig	(short i)
12	The Hip	(short i)
13	A Bug Hunt	(short u)
14	A Duck	(short u)
15	Fun	(short u)
16	A Bear Cub	(short u)
17	A Jet	(short e)
18	A Hen	(short e)
19	A Vet	(short e)
20	A Bell	(short e)
21	Jam	(short a, o, u)
22	A Hog	(short i, u, o)
23	A Sub	(short u, e, i)
24	Dens and Pens	(short e, o, a)

## GATE 1.3 Lessons

Story #	Title	Featured Sound(s)
1	Apes	(a_e)
2	A Lake	(a_e)
3	Big Cats With a Mane	(a_e)
4	Beelines	(i_e)
5	Hikes	(i_e)
6	Husband and Wife	(i_e)
7	Moles	(o_e)
8	Nose	(o_e)
9	Jokes	(o_e)
10	Mules	(u_e, i_e, a_e)
11	Rules	(u_e, i_e, o_e)
12	Music	(u_e, a_e, i_e)
13	Rain	(ai)
14	Skates Are Rays	(ay, ai)
15	Toads	(oa)
16	A Load	(oa)
17	Seals	(ea, ee)
18	We Need Seeds	(e, ee, ea)
19	Fireflies	(ie, igh, i_e)
20	Lights in the Night Sky	(y, igh, ie)
21	The Blue Jay	(ue, ay, igh)
22	Sleep	(ee, e, ay)
23	Rainbows	(ow, o, ai)
24	Coal	(oa, ue, ea)



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