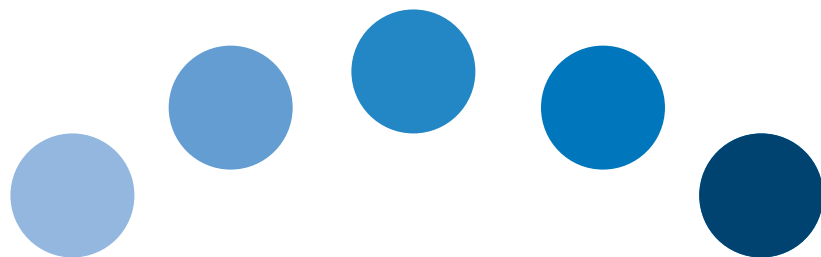


PHONEMIC
AWARENESS

NONFICTION
STORIES

COMPRE-
HENSION



Read Naturally
GATE

*Reading Intervention
for Small Groups*

TEACHER'S SAMPLE

PHONICS

FLUENCY

LONG
VOWELS

HIGH-
FREQUENCY
WORDS

WORD
FAMILIES

SPELLING

LEVEL 1.3 Long Vowels/High-Frequency Words



Read Naturally
GATE
LEVEL 1.3

Student Booklet Samples

- Student Booklet for Story 1
- Student Record Sheet Booklet
- Crossword Puzzle Booklet

Directions for Using the Student Booklet Samples

Print the student materials on pages S-1 through S-6 back-to-back, and fold on the dotted line to form booklets.

Word List

	4	8	12	
16	same	ape	take	of
20	game	shape	lake	with
24	came	cape	make	of
28	name	tape	wake	with
32				

Word List Score _____

-----fold-----

Spell-out Words

of _____

with _____

Sound-out Words

1. _____

2. _____

3. _____

4. _____

Number Correct _____

Name _____

Apes



Prediction

same	ape	take
------	-----	------

Apes

5 Apes look like monkeys. They
11 have the same body shape. But
16 apes are not monkeys. Monkeys
23 have tails. Apes do not have tails.
28 Monkeys are smaller than apes.

34 Some apes live in groups. Some
40 apes live with one mate. Some
46 apes live alone. Apes take good
50 care of their babies.

58 Apes live in many places. Some live in
67 trees. Some live on the ground. Some live in
77 the zoo. Go to the zoo. See the apes make
84 funny faces. See the apes play games.



2. Apes and monkeys have the same body _____.

shape game take

3. Apes _____ funny faces.

tape make name

4. See the apes play _____ at the zoo.

shapes games lake

5. Monkeys look like _____.

apes games make

fold

Number Correct _____

Words Read _____

- Errors _____ = Cold Score _____ Teacher Score _____ Final Score _____

Questions

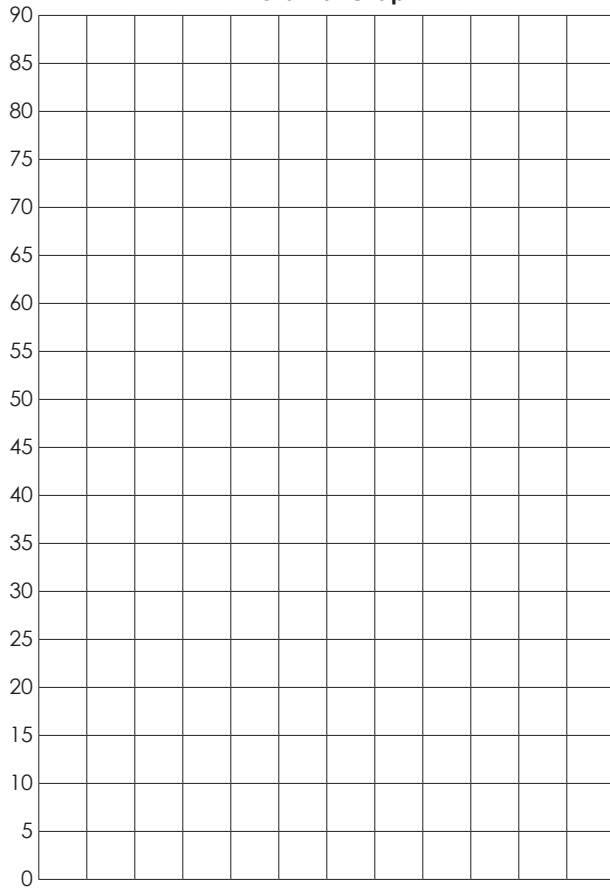
1. How are apes different from monkeys?

Sentence About the Story

GATE Record Sheet

Level 1.3

Word List Graph

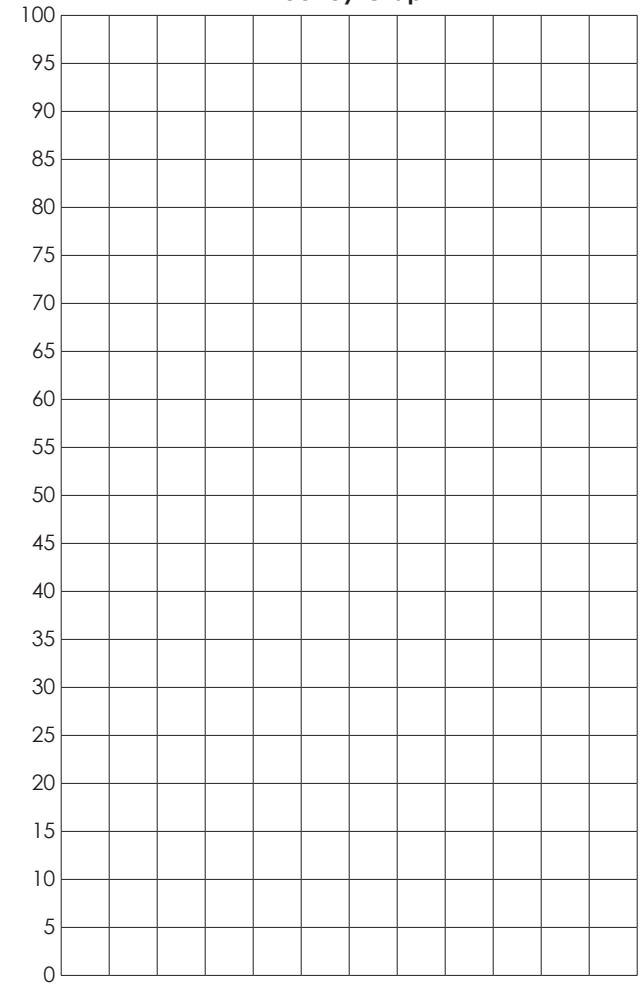


Lesson Scores

Story Number										
Word List Score										
Question Score										
Spelling Score										
Date										

Name _____ Class _____

Fluency Graph



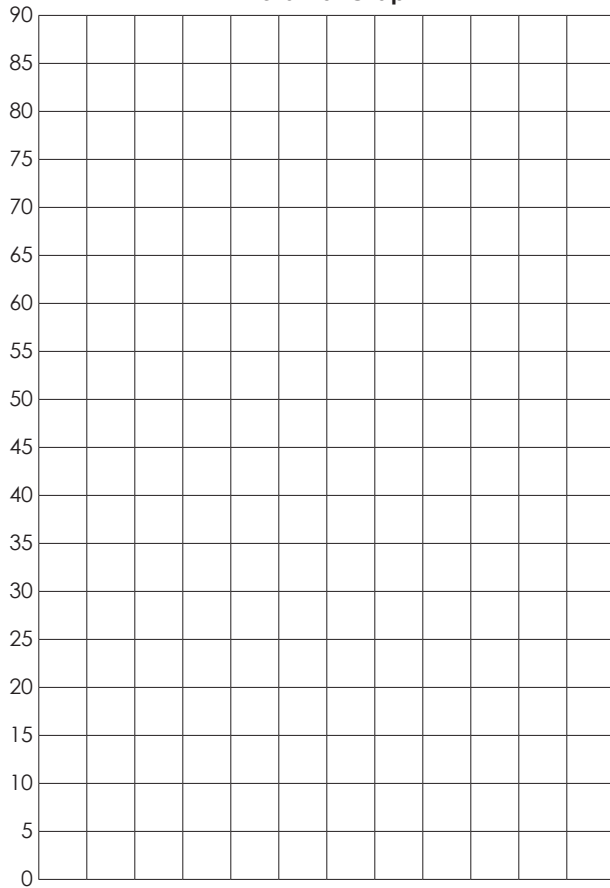
Fluency Scores

Story Number										
Cold Score										
Teacher Score										
Final Score										
Date										

GATE Record Sheet

Level 1.3

Word List Graph



Lesson Scores

Story Number									
Word List Score									
Question Score									
Spelling Score									
Date									

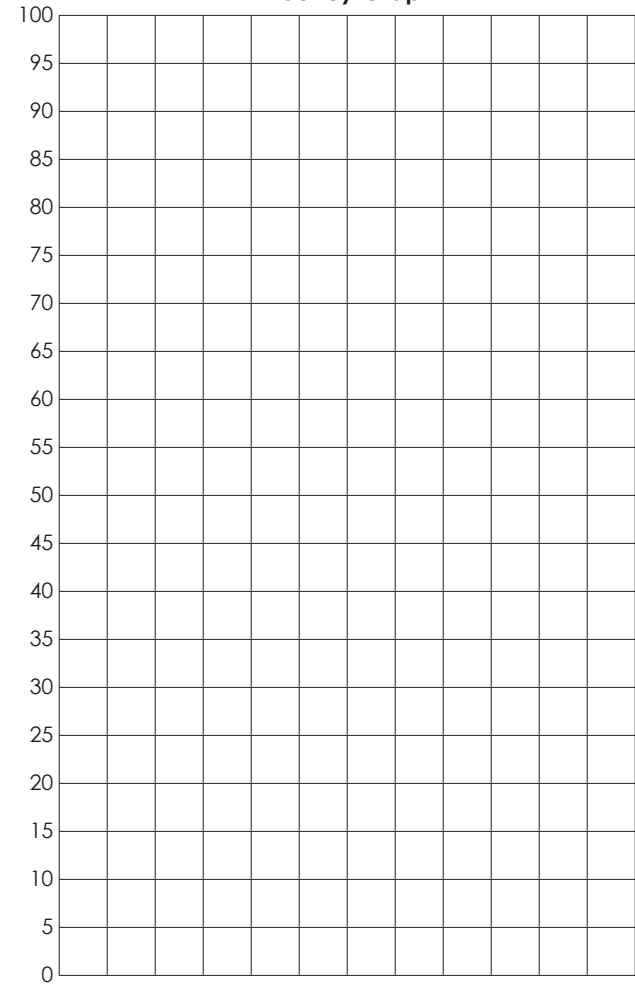
fold

Name _____ Class _____

GATE Record Sheet

Level 1.3

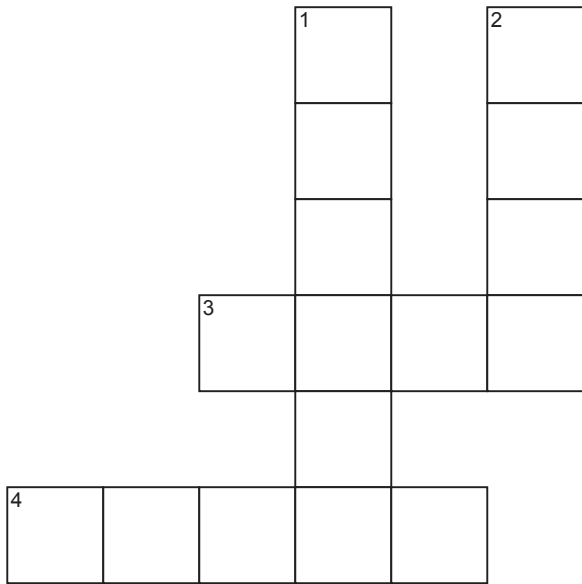
Fluency Graph



Fluency Scores

Story Number									
Cold Score									
Teacher Score									
Final Score									
Date									

Beelines



Across

3. Bees fly miles to find _____ flowers.
 4. Bees fly in straight _____ .

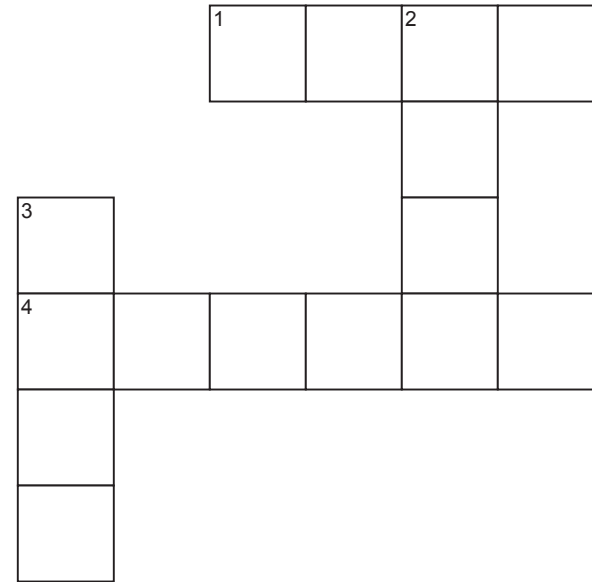
Down

1. Bees go _____ the hive.
 2. Bees have _____ eyes.

Word Bank: five, inside, lines, ripe

Name _____

Apes



Across

1. Some apes live with one _____ .
 4. Apes live in many _____ .

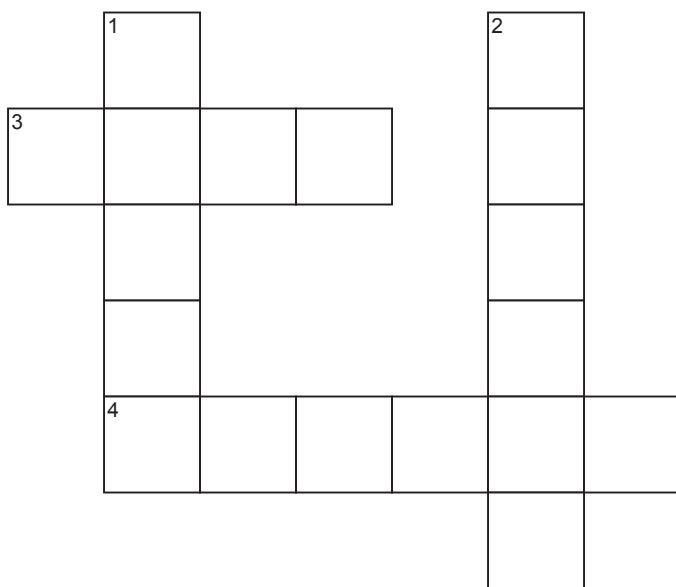
Down

2. Apes _____ good care of their babies.
 3. Monkeys are smaller than _____ .

Word Bank: apes, mate, places, take

fold

A Lake



Across

- Some lakes are _____ by people.
- Some _____ live in lakes.

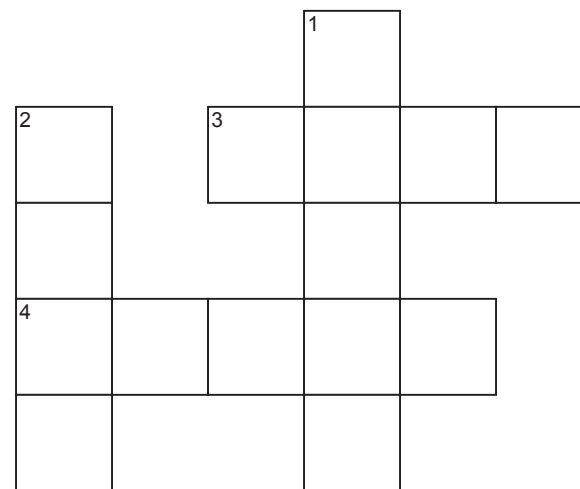
Down

- Make some _____ in a lake.
- Lakes are good _____ for animals.

Word Bank: made, places, snakes, waves

Name _____

Big Cats With Manes



Across

- Lions are _____ yellow.
- Male lions have manes around their _____.

Down

- Lions hate to be in _____.
- Male lions make the group _____.

Word Bank: cages, faces, pale, safe

fold



Read Naturally
GATE
LEVEL 1.3

Teacher's Guide Samples

The following pages include a reduced-size copy of the lessons and instruction pages from the GATE Teacher's Guide for the first story. The pages in the actual Teacher's Guide measure 9.75 by 14.25 inches and follow a flipchart model. As you view the instructions on one side, your students 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.

Listen for Vowel Sounds in Words

Position this book so the students can see the opposite page while you use this script with them.

Point to the title of the story.

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

Every word has at least one vowel sound. The vowel sound in the word **apes** is /ā/.

Listen for the /ā/ sound in this word: **apes**.

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 /ā/ sound in the word, put your thumb up.

If you do not hear the /ā/ sound, put your thumb down.

Listen: **game**. Do you hear /ā/ in **game**?

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

Yes, you hear /ā/ in **game**.

Listen: **sip**. Do you hear /ā/ in **sip**?

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

No, you do not hear /ā/ in **sip**.

Continue in the same manner with these words:

case pet came sale

Blend Sounds Into Words

Continue to have the students look at you. Slowly make and hold each letter sound in the word until you begin to make the next sound.

Listen while I slowly blend letter sounds to make a word: **sh a pe**

What word? (Students respond: **shape**.) Yes, **shape**.

Anytime a student responds incorrectly, slowly blend the sounds again, and ask the group: **What word?**

Listen: **g a te**

What word? (Students respond: **gate**.) Yes, **gate**.

Continue in the same manner with these words, asking individual students to respond.

s a me t a ke w a ke t a pe m a ke

Practice Letter Sounds With Teacher Support

Position this book so the students can see the opposite page.

Point to the first letters in the box.

Look at these letters. Wait until all the students look at the letters.

These letters are the vowels **a and e**. Notice there is a space for one letter between the vowels **a and e**. When there is one letter between a vowel and the letter **e**, the vowel usually says its name and the **e** is silent. The sound of the vowel **a with silent e** is /ā/.

What is the sound of the letter **a with silent e**? (Students respond: /ā/.) Yes, /ā/.

Anytime a student responds incorrectly, say the sound of the letter(s) again, and ask the group: **What sound?**

Point to the next letter.

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

This letter is **p**. The sound of **p** is /p/.

What sound? (Students respond: /p/.) Yes, /p/.

Point to and continue in the same manner with these letters from the box:

g m t w s k

Practice Letter Sounds Without Teacher Support

Point to the first letter(s) in the box again.

Look at the letter(s). Wait until all the students look at the letter(s).

When you know the sound of the letter(s), put your thumb up.

Wait until each student puts a thumb up. If a student does not put a thumb up, say the sound of the letter(s), and then continue.

What sound? (Students respond: /ā/.) Yes, /ā/.

Anytime a student responds incorrectly, say the sound of the letter(s), and ask the group: **What sound?**

Point to and continue in the same manner with these letters until the students can make the sounds easily. Check by asking individual students to respond.

p g m t w s k

Apes



a_e

p

g

m

t

w

s

k

Decode Sound-Out Words With Teacher Support

Position this book so the students can see the opposite page.

Point to the words in the black box.

Look at the words in the black box. Wait until all the students look at the words. These words are called sound-out words. You can use what you have learned to sound them out.

Point to the first word in the black box.

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

This word is a high-frequency word because we see it often when we read. In this book, the red words are high-frequency words. It is important that you learn to read high-frequency words correctly and quickly.

Touch each letter and hold each sound as you blend the word with the students.

Slowly blend each sound of this high-frequency word with me. Ready? *s a me*

What word? (Students respond: *same*.) Yes, **same**.

Anytime a student responds incorrectly, slowly blend the sounds with the students again, and ask the group: **What word?**

Point to the next word.

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

Blend slowly with me. Ready? *a pe*

What word? (Students respond: *ape*.) Yes, **ape**.

Point to and continue in the same manner with this word: **t a ke**

Read the Spell-Out Words With Teacher Support

Point to the words in the red box.

Look at these high-frequency words. Wait until all the students look at the words.

You cannot sound out these words using what you have learned about letter sounds.

To learn to read these words, you will read each word, spell it, and then read it again.

So we call these words spell-out words. Point to the first word.

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

Move your finger under the word when reading it, touch each letter when spelling the word, and then move your finger under the word when reading it again.

Listen while I read, spell, and then read the word again: *of ... o-f ... of*.

Do it with me. Ready? *of ... o-f ... of*

Now you do it. Ready? (Students respond: *of ... o-f ... of*.)

What word? (Students respond: *of*.) Yes, **of**.

Anytime a student responds incorrectly, read ... spell ... read the word with the students again, and ask the group: **What word?**

Point to and continue in the same manner with this word: **with**.

Read the Lesson Words Without Teacher Support

Point to the first word in the black box.

Look at this sound-out 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, and then continue.

What word? (Students respond: *same*.) Yes, **same**.

Anytime a student responds incorrectly, slowly blend the sounds with the students, and ask the group: **What word?**

Point to and continue in the same manner with these words:

ape **take**

Point to the first word in the red box.

Look at this spell-out word. Wait until all the students look at 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, read ... spell ... read the word, and then continue.

What word? (Students respond: *of*.) Yes, **of**.

Anytime a student responds incorrectly, read ... spell ... read the word with the students, and ask the group: **What word?**

Point to and continue in the same manner with this word: **with**.

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

Make a Prediction

Give each student a story booklet.

A good reader thinks about a story before reading it. Look at the picture on page 1.

Now read the title and the sound-out words. Using these clues, what do you think the story will tell you about **apes**?

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. Sound out phonetically regular words together, encouraging students to write on their papers before you write. Write phonetically irregular words for the students to copy, emphasizing any spell-out words featured in this lesson.

Base the amount of guidance you provide on the students' needs.

same

ape

take

of

with

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. Listen to one student while the other students read independently. Listen to a different student with each new story so you will hear each student read an unpracticed story over time.

Open your story booklet to page 2. I will time you for one minute while you read the story to yourself. Read using a quiet voice, so no one else can hear you. Underline any words you do not know. Keep reading until I tell you to stop.

Set the timer for one minute.

Ready? Wait until all the students look at the first word and have their pencils 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 on the line labeled Words Read. Wait until all the students count the words and write the number on the line.

Count the number of words you underlined, and write that number on the line labeled Errors. Wait until all the students count the words and write the number on the line.

Subtract the number of errors from the number of words you read.

Help students who have difficulty with the calculation.

Write your answer on the line labeled Cold Score.

Wait until all the students write their scores in their story booklets.

Give the students their record sheets and blue pencils.

Look at the number you wrote on the line labeled Cold Score in your story booklet.

Now find the fluency graph on your record sheet.

Wait until all the students find the graph.

Draw a blue line on your fluency graph to mark your cold score. Color your graph blue to that line.

Help 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 with good expression, but slowly enough that the students can actually read along with you. When you come to a difficult **a_e** 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 **a_e** 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 a with silent e words as we read.

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

Apes

Apes look like monkeys.
They have the same body
shape. But apes are not
monkeys. Monkeys have
tails. Apes do not have tails.
Monkeys are smaller than apes.
Some apes live in groups.
Some apes live with one mate.



Read Along With the Teacher (continued)

Finish reading the story with the students.

Now ask the students to read along with you from their story booklets. Read slightly faster this time, but still slowly enough that they can actually read along with you.

After you read a sentence with a featured spell-out word, reread the spell-out word together and direct the students to underline the spell-out word. Then go back to the beginning of the sentence and reread it, emphasizing the high-frequency spell-out word.

Open your story booklet to page 2. Read along with me from your story booklet.

Point to, listen to, and say the words while you read with me. We will stop to underline the spell-out words we learned in this lesson each time they appear.

If the students are not yet ready to practice reading the story independently, read along with them again.

Practice and Pass the Story

Time the group of students for one minute. Listen to one student read while the others read independently.

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

Set the timer for one minute.

Ready? Wait until all 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 read. Write that score on the line labeled Teacher Score.

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

To pass the story, a student should read approximately 60 to 70 words correctly with expression in one minute. Set the goal based on your students' needs. Emphasize accuracy, and set a reading rate goal most of your students can meet with the repeated practices built into the lesson.

Students who pass while reading with you can continue reading the story with the group, or you can copy the score from the Teacher Score line onto the Final Score line for each of these students. While waiting for the other students to pass, these students can work independently on the following activities: answer the questions, write a sentence about the story, complete the corresponding crossword puzzle, or read previously passed stories. 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 Score on the Graph

Each student who continues to practice with the group through the final timing will record an individual score on the line labeled Final Score.

Count the number of words you read during your last timing, and write that number on the line labeled Final Score.

Wait until these students write their scores in their story booklets.

Give all students their record sheets and red pencils.

Look at the number you wrote on the line labeled Final Score in your story booklet.

Now find the fluency graph on your record sheet.

Wait until all the students find the graph.

Above the blue cold-timing bar on your fluency graph, draw a red line to mark your final score. Color your graph red to that line.

Help students who have difficulty with the graph.

Look at your graph. Notice how much your reading has 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 booklet 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 labeled Number Correct in your story booklet.

Write a Sentence About the Story (optional)

Students can write a sentence about the story as a group, or they can write a sentence independently while waiting for other students to pass the story or the word list.

However, in the interest of time, you may exempt students who take a long time to pass the story or word list from writing a sentence.

Open your story booklet to page 3. Write a sentence about the story on the lines near the bottom of the page.

You may read the sentences at a later time.

Write the timing, question, word list, and spelling scores in the appropriate boxes on the students' record sheets at a convenient time.

Some apes live alone. Apes take good care of their babies.

Apes live in many places. Some live in trees. Some live on the ground. Some live in the zoo. Go to the zoo. See the apes make funny faces. See the apes play games.



Read Words Down

Position this book so the students can see the opposite page.

Point to the first column of words.

Look at these sound-out words. Wait until all the students look at the words.

What do you notice about the words in this column? (Possible student responses: *Some are high-frequency words; they have the same vowel(s); they end the same; they have a silent e.*)

Listen while I read the words for you. Read the list aloud, pointing to each word.

What do you know about how these words sound? (Students respond: *They rhyme.*)

Yes, the words rhyme. Rhyming words have the same vowel and ending sounds.

Words that rhyme belong to the same word family.

Point to the first word in the column.

Touch each letter and hold each sound as you blend the word with the students.

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

Blend slowly with me. Ready? *s a me*

What word? (Students respond: *same.*) Yes, **same**.

Point to and continue sounding out each word in the column.

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

Point to the words in the boxed column.

Look at these spell-out words. Wait until all the students look at the words.

We are going to read each word, spell it, and then read the word again.

Point to the first word in the boxed column.

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

Read, spell, and read the word with me. Ready? *of ... o-f ... of*

Point to and continue in the same manner with each word in the column.

Read Words Across

Point to the rows of words.

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

The first three words in each row are sound-out words, and the last word is a spell-out word. We are going to read the words across the rows.

Point to the first word in the first row.

Look at this word. When you know it, put your thumb up.

Wait until each student puts a thumb up.

What word? (Students respond: *same.*) Yes, **same**.

Anytime a student does not say the word correctly, sound out or spell out the word, and ask the group: **What word?**

Point to and continue in the same manner with each word on the page.

Read Down and Across

Time the group of students for one minute. Listen to one student read while the others read independently.

Turn to page 4 in your story booklet. Quietly read the word list while I time you for one minute. First read the words down the columns and then across the 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 all 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 labeled Word List Score in the story booklet. Direct the student to graph this score on the word list graph on the record sheet.

Continue timing students in this way, each time listening to a different student, until you have listened to each student.

Spelling

Turn to page 4 in your story booklet. Look at the spell-out words and the sets of lines after each word. Wait until all the students look at the words and sets of lines.

We'll read each word, spell it together as you write each letter on a line, and then read the word again. We'll do this until you fill in all the sets of lines for each word.

Look at the spell-out word: **of**. Wait until all students look at the word.

Read, spell, and then read the word again with me as you write each letter on a line.

Ready? *of ... o-f ... of*

Read ... spell ... read the word until the sets of lines for the word are filled.

Point to and continue in the same manner with this word: **with**.

Now you will write the sound-out words I say on the numbered lines. Listen to the sounds in the words so you spell them correctly.

Ready? **1. tape**

When the students have finished writing the word, slowly blend the sounds as you write the letters on a surface the students can see well.

Listen and watch while I say the sounds in the word and write the letters. Check the spelling of your word, and change any letters that are not correct.

Continue in the same manner with these words:

2. same 3. make 4. take

Write the number of sound-out words you spelled correctly the first time on the line labeled Number Correct in your story booklet. Help students if necessary.

same

game

came

name

ape

shape

cape

tape

take

lake

make

wake

of

with

of

with