



Group and Tutoring Edition

# **GATE+**

## **Teacher's Manual**

**Read**Naturally

**LEVELS** 0.8, 1.3, and 1.8



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# GATE+ (Group and Tutoring Edition)

Welcome to Read Naturally GATE+, a powerful program for beginning or struggling readers. GATE+ is designed to teach and/or support foundational reading skills including phonemic awareness, phonics, fluency, vocabulary, and comprehension to small groups or classrooms of beginning readers using explicit and systematic reading instruction. This motivating program combines the research-based Read Naturally Strategy with interactive phonemic awareness and phonics activities. Students master decodable and high-frequency words as they improve their fluency, comprehension, and vocabulary. Reading skills improve as students do the following:

- Learn letter sounds.
- Learn to blend sounds into words.
- Learn to segment words into sounds.
- Strengthen proficiency with the sounds of letters and letter combinations.
- Learn to decode phonetically regular words.
- Build fluency in decoding words, sentences, and reading passages.
- Learn to read regular and irregular, high-frequency words with automaticity.
- Spell short, regular phonetic words and irregular, high-frequency words.
- Build comprehension by making predictions, answering comprehension questions, and writing short sentences about the story.
- Expand vocabulary by learning key word definitions and reading nonfiction stories that define words and concepts.
- Develop phonemic awareness of common suffixes in words.
- Learn to decode phonetically regular words with common suffixes.

## Who Can Benefit From GATE+?

GATE+ provides the reading instruction and practice students need to become independent readers. This program is designed for beginning and struggling readers who need instruction in phonemic awareness, phonics, fluency, and other foundational reading skills. GATE+ works well as an intervention for small groups in grades 1-3 or as classroom instruction for grades K-1. Teachers can use universal screening data, phonics screening data, and classroom performance data to determine who might benefit from this program.

## The Read Naturally Strategy

GATE+ uses the Read Naturally Strategy. This strategy combines teacher modeling, repeated reading, and progress monitoring to improve reading skills.

### Teacher Modeling

Correct modeling by the teacher is essential in phonemic awareness, phonics, and fluency instruction. The teacher models letter sounds, blending sounds into words, and word segmentation to teach phonemic awareness. During phonics instruction, the teacher models decoding and encoding skills. To develop fluency, the teacher reads a story with the students slowly to model the correct pronunciation of words, and then reads it with the students to model expression.

### Repeated Reading

Repeated practice ensures the students master words, build fluency with expression, and gain confidence. The students practice saying the letter sounds, blending sounds into words, and decoding/reading word lists and sentences to master the skills. They then read the word lists and stories repeatedly, until able to read them fluently.

## Progress Monitoring

Progress monitoring provides proof of the students' progress and motivates students to continue to improve. Students record whether they beat the clock when reading word lists and graph the number of words they read correctly when reading stories. They also record their comprehension and spelling scores.

**Note:** Numbered words lists are available on the USB drive for teachers who prefer to have students actually calculate (words correct per minute) rather than just beat the clock when reading word lists.

## Using the GATE+ Program

### Scope and Sequence

GATE+ has three levels, and each level has 24 lessons. Each lesson provides detailed instruction of reading skills. The student applies these skills and works to master a word list and then a nonfiction story. The skills in each level are listed in the table below.

#### Scope and Sequence

T = Taught | R = Reviewed | A = Applied

	Level 0.8			Level 1.3			Level 1.8		
	T	R	A	T	R	A	T	R	A
Phonemic Awareness	✓	✓	✓	✓	✓	✓	✓	✓	✓
Phonics	✓	✓	✓	✓	✓	✓	✓	✓	✓
Consonants	✓	✓	✓	✓	✓	✓	-	-	✓
Short Vowels	✓	✓	✓	-	✓	✓	-	✓	✓
Long Vowels	-	-	-	✓	✓	✓	-	✓	✓
Blends and Digraphs	-	-	-	-	-	-	✓	✓	✓
Common Suffixes <sup>1</sup>	-	-	-	-	-	-	✓	✓	✓
Spelling Phonetically Regular and Irregular, High-Frequency Words	✓	✓	✓	✓	✓	✓	✓	✓	✓
High-Frequency Words	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fluency	✓	✓	✓	✓	✓	✓	✓	✓	✓
Comprehension <sup>2</sup>	✓	✓	✓	✓	✓	✓	✓	✓	✓
Nonfiction Stories	✓	✓	✓	✓	✓	✓	✓	✓	✓
Vocabulary	✓	✓	✓	✓	✓	✓	✓	✓	✓

<sup>1</sup>Common suffixes: -s, -es, -ing, -er, -est, -ed (/d/), -ed (/t/), -ed (/ed/), -y, -ies, -ied, -ly

<sup>2</sup>Read Naturally uses Lexile® measures and the Spache and Fry readability formulas to determine the level of each story.

Beyond application, students develop mastery through repeated readings of word lists and stories.



# Activities

Each lesson consists of several activities carefully constructed to ensure the development and mastery of foundational skills. The activities are organized by the area of instruction in the following list.

## Phonemic Awareness

- Listening for specific sounds in words
- Blending sounds and syllables into words
- Segmenting words into sounds

## Phonics

- Learning the sounds of letters and letter combinations
- Decoding words with the featured patterns
- Spelling words with the featured patterns
- Decoding one-syllable words
- Decoding words with common suffixes
- Spelling words with common suffixes

## Word Recognition

- Decoding phonetically regular words
- Learning regular and irregular, high-frequency words
- Reading decodable sentences
- Reading word lists and stories with and without teacher support

## Fluency

- Reading the word list repeatedly
- Reading the story repeatedly

## Comprehension

- Making a prediction about the story
- Answering comprehension questions about the story
- Writing a sentence about the story

## Vocabulary

- Learning definitions of key words for each story
- Reading stories that in themselves define terms and concepts (e.g., *What Is Sap?*, *What Are Mimes?* and *What Are Glaciers?*)

## Motivation

- Tracking word list progress (marking instances when able to beat the clock, i.e., read word list down and across in a minute or less or timing and graphing words correct per minute on numbered word lists)
- Timing and graphing words correct per story
- Tracking number correct for comprehension questions and spelling words
- Observing progress by analyzing records and graphs over multiple lessons

# Program Materials

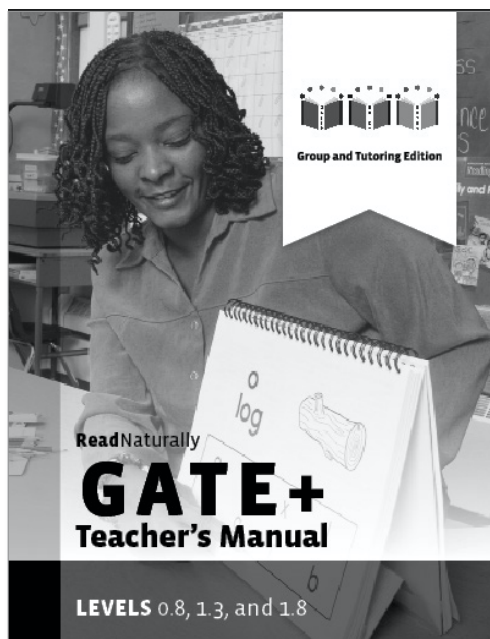
Teachers will need the following materials to implement GATE+:

- Teacher's Manual
- Lesson Flipbook
- USB Drive (downloads):
  - Lesson Folders (one folder for each lesson 01-24)
    - Crossword Puzzle
    - Numbered Word List
    - PowerPoint Slideshows (optional alternative to demonstration pages in the lesson flipbook)
    - Student Booklet
  - Additional Materials Folder
    - Bonus Word Lists (optional)
    - Comprehension Builder
    - Crossword Puzzles (all)
    - Crossword Puzzles Answer Key (all)
    - Featured Sounds and Patterns Table
    - Fidelity Checklist
    - Great Reader Award Certificate
    - High-Frequency Word Assessment
    - High-Frequency Word List
    - Level Lessons and Sounds
    - Numbered Word Lists (all)
    - Parent Letter
    - Prediction and Retell Organizer
    - Progress Check
    - Pronunciation Guide
    - Quiz Answer Key (all)
    - Record Sheets
    - Scope and Sequence
    - Student Booklets (all)
    - Teacher's Manual (digital file)
- Digital Timer
- Red/Blue Crayons or Colored Pencils
- Pencils
- Student Folders

**Note:** The following sections include descriptions of materials and sample images to help you understand each component.

## Teacher's Manual

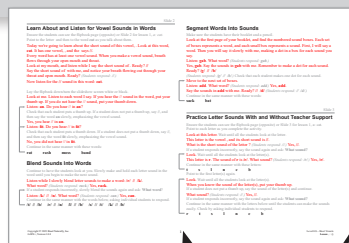
This manual provides information about implementing the program and instructions for presenting the activities found in each lesson.



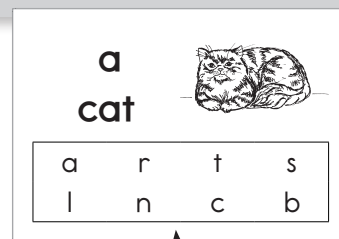
## Lesson Flipbook

The Lesson Flipbook includes demonstration pages displayed for the students on one side and direction pages with scripted instructions for the teacher on the opposite side.

The **directions** page faces the teacher—providing directions and a script for teaching the lesson.



The **demonstration** page faces the students—providing the letters, words, and text for students during the lessons.



As the teacher views the directions and script on one side, students view the corresponding lesson on the other side.

## USB Drive

The USB drive contains the digital downloads for each lesson, as well as additional materials such as record sheets, assessments, answer keys, and more. The USB drive is compatible with both USB-A and USB-C ports. This copyrighted material is licensed to one educator to use with that educator's students.

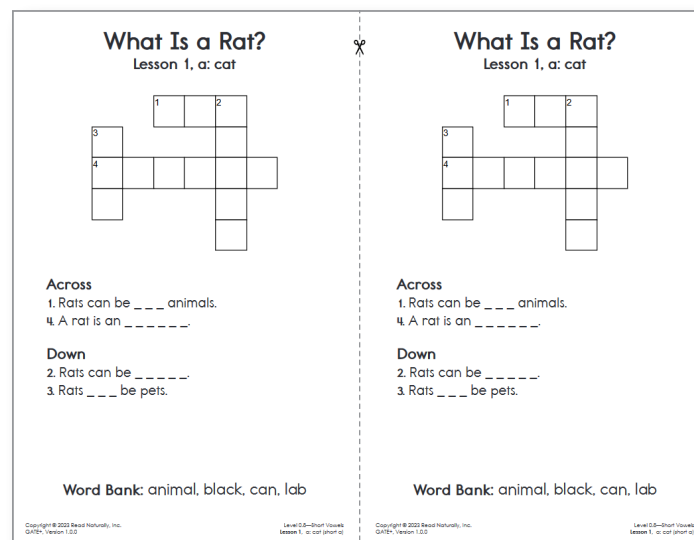
### Lesson Folders

Each folder is labeled with a lesson number and descriptor:  Lesson 01 short a-cat

Within each lesson folder, you will find the following materials: a crossword puzzle for the lesson, a numbered version of the lesson word list (for wcpm timings instead of beat-the-clock timings), a PowerPoint slideshow for the lesson (an alternative to the demonstration pages in the flipbook), and the student booklet for the lesson.

### Crossword Puzzle (optional)

Each story has a corresponding crossword puzzle. The crossword puzzle provides additional practice reading and writing words with the featured sound(s). Each crossword puzzle includes a word bank from which the student can select the correct answer and then check off each word as it is used in the puzzle, so most students are able to complete the crossword puzzle fairly independently. The crossword puzzles are printed two to a page to be cut apart by the teacher. The answer key for all the lesson crosswords is in the Additional Materials folder on the USB drive.



## Numbered Word List (optional)

The word lists in the student booklets are designed for beat-the-clock practices. Numbered words lists are available for teachers who want students to calculate wcpm scores during the Read Down and Across activity. Directions for counting the number of words read and recording the score on the Word List Record Sheet are found in the Scoring One-Minute Timings section of this manual. Each page in the Numbered Words Lists document has two copies of a word list to be cut apart by the teacher.


Two identical copies of a word list worksheet are shown, separated by a dashed line. Each worksheet includes a name line, a word list, a cat illustration, and a record sheet.

**Worksheet 1 (Top):**

Name \_\_\_\_\_

Word List

a  
cat



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Level 0.8—Short Vowels  
Lesson 1, a: cat (short a)

	4	8	12	
16	an	cat	lab	be
20	tan	rat	nab	a
24	can	sat	tab	be
28	ran	at	cab	a

Words Read \_\_\_\_\_ Words Read \_\_\_\_\_  
- Open \_\_\_\_\_ = Practice Score \_\_\_\_\_ - Open \_\_\_\_\_ = Final Score \_\_\_\_\_


Did you beat the clock? \_\_\_\_\_

**Worksheet 2 (Bottom):**

Name \_\_\_\_\_

Word List

a  
cat



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Level 0.8—Short Vowels  
Lesson 1, a: cat (short a)

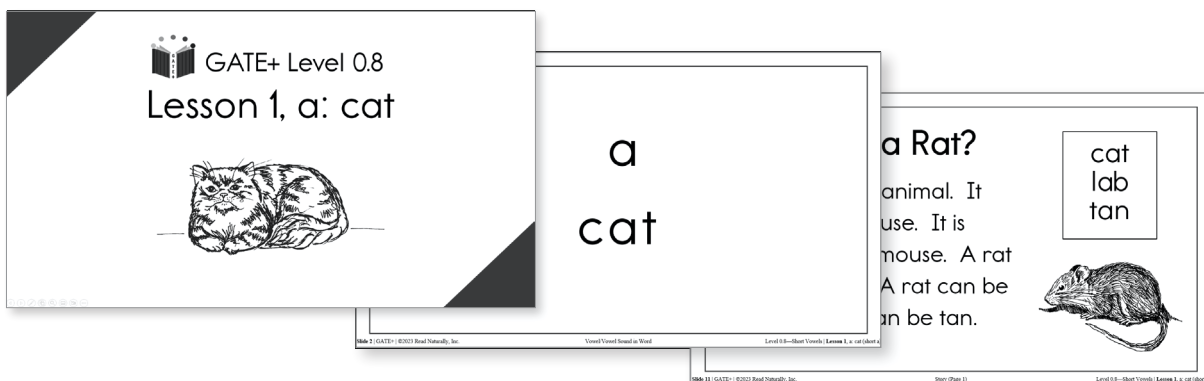
	4	8	12	
16	an	cat	lab	be
20	tan	rat	nab	a
24	can	sat	tab	be
28	ran	at	cab	a

Words Read \_\_\_\_\_ Words Read \_\_\_\_\_  
- Open \_\_\_\_\_ = Practice Score \_\_\_\_\_ - Open \_\_\_\_\_ = Final Score \_\_\_\_\_

Did you beat the clock? \_\_\_\_\_

## PowerPoint Slideshow (optional)

Each lesson folder on the USB drive has a PowerPoint slideshow for the lesson. These slideshows can be used in place of the demonstration pages in the flipbook. Download the slideshow to a device and display it on a screen for students to view. Following the scripted directions found in the Lesson Flipbook, advance through the slideshow by using the keyboard, clicking the mouse, using a presentation remote, or hovering over the lower-left corner of the slide to access the tools that allow the user to present the slides. Note that there are a few more slides than demonstration pages, and there are a few slide transitions. The flipbook includes prompts/instructions for advancing the slides.



## Student Booklet

The student booklets are four pages made from one folded sheet of paper printed on both sides. The first page (front of the booklet) includes the lesson title, featured sound, a picture, sound boxes, and a word list consisting of words with the featured pattern(s) and the high-frequency word(s) presented in the current and previous lessons. The second and third pages (inside the booklet) include decodable sentences, lines for writing the spell-out word(s), lines for spelling the sound-out words, a nonfiction story that contains many words with the featured pattern(s), and the first comprehension question. The fourth page (back of the booklet) has four more questions, as well as lines for writing a sentence about the story.

2. Rats can live in \_\_\_\_\_.

an cat packs

3. A \_\_\_\_\_ is an animal.

tan lab rat

4. Some rats \_\_\_\_\_ make us sick.

can tan lab

5. Some \_\_\_\_\_ eat rats.

rats cats packs

Number Correct \_\_\_\_\_ /5

**Sentence About the Story**

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

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Name \_\_\_\_\_

a  
cat



**Sound Boxes**

1. [ ] [ ] [ ] [ ] 2. [ ] [ ] [ ] [ ]

3. [ ] [ ] [ ] [ ] 4. [ ] [ ] [ ] [ ]

**Word List**

an	cat	lab	be
tan	rat	nab	a
can	sat	tab	be
ran	at	cab	a

Did you beat the clock? \_\_\_\_\_

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**Sentences**

A cat sat.

A rat can be tan.

Can a cat be tan?

A cat ran.

A rat ran at a lab.

\_\_\_\_\_

**Spell-Out Word**

be \_\_\_\_\_

**Sound-Out Words**

1. \_\_\_\_\_ 2. \_\_\_\_\_


3. \_\_\_\_\_ 4. \_\_\_\_\_

Number Correct \_\_\_\_\_ /4

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**What Is a Rat?**

A rat is an animal. What does it look like? It looks like a mouse. It is bigger than a mouse. A rat can be white. A rat can be black. A rat can be tan. Rats can live in packs. Rats can be pets. Rats can be lab animals. Some rats can make us sick. Some cats eat rats.



**Questions**

1. What can rats be?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## Additional Materials Folder

### Bonus Word Lists

Bonus word lists are available for teachers to use with students for review, for extra practice, or for a challenge. For example, after students have worked on the short a lessons in level 0.8, teachers could give students a basic review word list that features four rhyming columns (similar to those in the lessons), a review list in which the words in the last row end in s, or a challenge word list in which the ending of short a words change within the columns (i.e., the columns do not rhyme). Each list is available in two formats (types): beat-the-clock and numbered for scoring words correct per minute. Bonus Word Lists are printed two to a page to be cut apart by the teacher.

**Bonus Word List**  
for practice and review

Name \_\_\_\_\_

4 8 12

ram	fax	pad	lass
ham	wax	mad	pass
tam	max	dad	sass
yam	lax	add	mass

Words Read \_\_\_\_\_ Words Read \_\_\_\_\_ Words Read \_\_\_\_\_ Words Read \_\_\_\_\_

Score \_\_\_\_\_ Score \_\_\_\_\_ Score \_\_\_\_\_ Score \_\_\_\_\_

Type: wcpm scoring

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**Bonus Word List**  
for practice and review

Name \_\_\_\_\_

4 8 12

ram	fax	pad	lass
ham	wax	mad	pass
tam	max	dad	sass
yam	lax	add	mass

Words Read \_\_\_\_\_ Words Read \_\_\_\_\_ Words Read \_\_\_\_\_ Words Read \_\_\_\_\_

Score \_\_\_\_\_ Score \_\_\_\_\_ Score \_\_\_\_\_ Score \_\_\_\_\_

Type: beat the clock

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**Bonus Word List**  
for practice and review

Name \_\_\_\_\_

4 8 12

ram	fax	pad	lass
ham	wax	mad	pass
tam	max	dad	sass
yam	lax	add	mass

Words Read \_\_\_\_\_ Words Read \_\_\_\_\_ Words Read \_\_\_\_\_ Words Read \_\_\_\_\_

Score \_\_\_\_\_ Score \_\_\_\_\_ Score \_\_\_\_\_ Score \_\_\_\_\_

Type: wcpm scoring

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**Bonus Word List**  
for practice and review

Name \_\_\_\_\_

4 8 12

ram	fax	pad	lass
ham	wax	mad	pass
tam	max	dad	sass
yam	lax	add	mass

Words Read \_\_\_\_\_ Words Read \_\_\_\_\_ Words Read \_\_\_\_\_ Words Read \_\_\_\_\_

Score \_\_\_\_\_ Score \_\_\_\_\_ Score \_\_\_\_\_ Score \_\_\_\_\_

Type: beat the clock

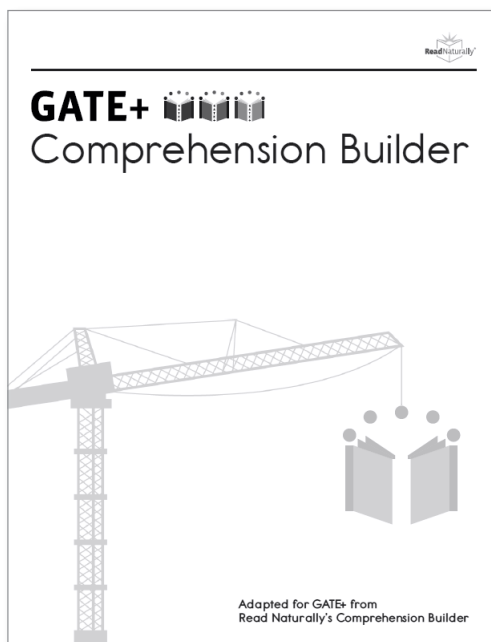
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WCPM Scoring

Beat the Clock

## Comprehension Builder

The Comprehension Builder is a set of lessons to explicitly teach comprehension skills. The teacher can decide when and if to use these lessons based on when a group of students is ready for and/or needs to work on these skills directly.

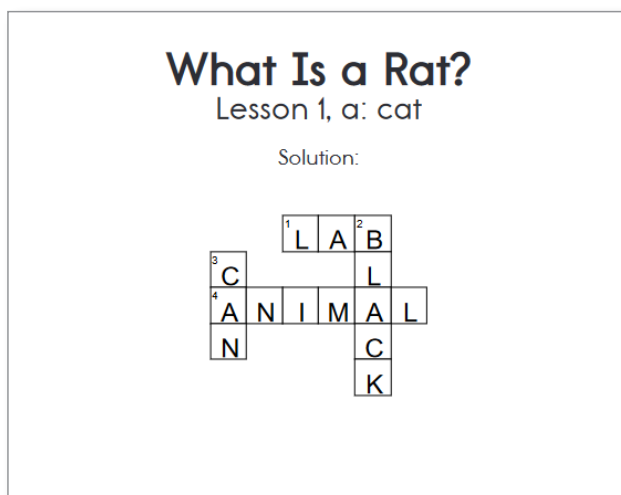


## Crossword Puzzles (all)

This file contains the crossword puzzles for all lessons.

## Crossword Puzzles Answer Key (all)


Answer keys for the crossword puzzles can be printed so teachers and students can use them to check student work.





## Featured Sounds and Patterns Table

The Featured Sounds and Patterns Table lists the sounds and phonics patterns taught in all three levels of GATE+.

<div>  </div>		
Featured Sounds and Patterns		
Levels 0.8, 1.3, and 1.8		
GATE+ Level 0.8 Short Vowels	GATE+ Level 1.3 Long Vowels	GATE+ Level 1.8 Digraphs, Blends, and Suffixes
<p>Level 0.8 includes four lessons for each short-vowel sound and four lessons with mixed short-vowel sounds.</p> <p>Sounds taught in level 0.8 are:</p> <ul style="list-style-type: none"> <li>• short a</li> <li>• short e</li> <li>• short i</li> <li>• short o</li> <li>• short u</li> </ul> <p>The level also reviews the regular sounds of all the consonants.</p>	<p>Level 1.3 includes lessons featuring long-vowel patterns.</p> <p>Sounds taught in level 1.3 are:</p> <ul style="list-style-type: none"> <li>• long vowels with silent e <ul style="list-style-type: none"> <li>• a_e</li> <li>• e_e</li> <li>• i_e</li> <li>• o_e</li> <li>• u_e</li> </ul> </li> <li>• long-vowel patterns <ul style="list-style-type: none"> <li>• ai</li> <li>• ay</li> <li>• oa</li> <li>• ee</li> <li>• ie</li> <li>• oo</li> <li>• igh</li> <li>• ow</li> <li>• o</li> </ul> </li> </ul> <p>The level also reviews the regular sounds of all the consonants and short-vowel sounds.</p>	<p>Level 1.8 includes lessons featuring beginning and ending digraphs and blends as well as common suffixes.</p> <p>Beginning and ending digraphs include:</p> <ul style="list-style-type: none"> <li>• th</li> <li>• sh</li> <li>• ck</li> <li>• ng</li> </ul> <p>Beginning and ending blends include:</p> <ul style="list-style-type: none"> <li>• blends with l <ul style="list-style-type: none"> <li>e.g., bl, cl, fl, gl, pl, lk, ld, lt</li> </ul> </li> <li>• blends with r <ul style="list-style-type: none"> <li>e.g., br, cr, dr, fr, gr, pr, tr</li> </ul> </li> <li>• blends with s <ul style="list-style-type: none"> <li>e.g., sp, st, ss, sk, sl</li> </ul> </li> <li>• blends with n <ul style="list-style-type: none"> <li>e.g., nk, nd, nt</li> </ul> </li> <li>• three-letter blends (none with digraphs) <ul style="list-style-type: none"> <li>e.g., str, spl, scr, thr, shr, tch</li> </ul> </li> </ul> <p>Common suffixes include:</p> <ul style="list-style-type: none"> <li>• -s</li> <li>• -es</li> <li>• -ing</li> <li>• -ed</li> <li>• -er</li> <li>• -est</li> <li>• -ed (ed)</li> <li>• -ed (es)</li> <li>• -ed (ed)</li> </ul> <p>The level also reviews the regular sounds of all the consonants and short- and long-vowel sounds.</p>
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## Fidelity Checklists

The Observations Checklist can be used to monitor the set-up and implementation of GATE+. The Follow-Up Questions Checklist can be used to refine the implementation of the program to ensure maximum progress for each student. The checklists can be used as a self-review of a teacher's own implementation. Or, they can be used by an observer to provide a starting point for conversation and coaching with the teacher.

Group: \_\_\_\_\_ Date: \_\_\_\_\_

### GATE+ Fidelity Checklists

Use the Observations Checklist to monitor the set-up and implementation of Read Naturally GATE+. Use the Follow-Up Questions Checklist to refine the implementation of the program to ensure maximum progress for each student. Use these checklists as a self-review of your own implementation or use them as an observer to provide a starting point for conversation and coaching with another teacher. For detailed information about setting up and effectively implementing the program, refer to the GATE+ Teacher's Manual.

#### Observations Checklist: What Should I See?

Observe a GATE+ lesson as it is taught to an individual student or to a group and check each item that is implemented correctly.

#### Planning and Setting Up

- ☐ Setting promotes students' engagement for entire session (location, room arrangement).
- ☐ Session length is 20-30 minutes.
- ☐ Students attend 4-5 sessions per week.
- ☐ Ratio of teachers/adults to students is no greater than 1:6.

#### Implementing the Steps

Observe the students' response to the lesson as it is taught by the teacher.

- ☐ **Learn About and Listen for Sounds in Words:** The teacher tells the students a letter sound. The students repeat the sound. The teacher says a word. The students listen and indicate if the word has the featured sound by showing their thumbs up or thumbs down.
- ☐ **Blend Sounds Into Words:** The teacher blends letter sounds together slowly to make a word. The students listen carefully to determine what word the teacher said. The teacher says, "What word?" The students say the word in unison.
- ☐ **Segment Words Into Sounds:** The teacher says a word. The students repeat the word. The teacher and students segment the sounds in the word aloud while the students make a dot representing each sound in a sound box in their student booklet. The teacher checks that they made the correct number of dots.
- ☐ **Practice Letter Sounds With Teacher Support:** The teacher points to each letter or letter combination and tells the students the name and sound of the letter(s). The teacher says, "What sound?" The students repeat the sound in unison.
- ☐ **Practice Letter Sounds Without Teacher Support:** The teacher points to a letter or letter combination. The students indicate they know the sound by putting a thumb up. When all students have a thumb up, the teacher says, "What sound?" The students say the sound in unison.
- ☐ **Decode Sound-Out Words With Teacher Support:** The teacher and students slowly blend the letter sounds into a word. The teacher says, "What word?" The students respond by reading the word in unison.
- ☐ **Read the Spell-Out Word(s) With Teacher Support:** The teacher points out the letter sounds in the high-frequency word that are regular and can be sounded out based on what the students already know. Then, the teacher explains the irregular parts by pointing out the letters and the sound(s) they make. The students watch the teacher read the word, spell the word, and then read the word again (I do it). Next, students read the word, spell the word, and then read the word again with the teacher (We do it). Finally, students read the word, spell the word, and then read the word again independently (You do it).
- ☐ **Read the Lesson Words Without Teacher Support:** The teacher points to a word and waits for each student to put a thumb up to indicate they can read the word. The teacher says, "What word?" The students respond by reading the word in unison.

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All Levels  
Fidelity Checklist

teacher reviews words before directing students to read each word group. The teacher times the group for several one-minute timings. The word list—first down, then across—while other students read orally each student marks the last word they read. The teacher listens to a student reads the entire list down and across before the timer sounds. Student booklet with a checklist. Optionally, each student reads from a list score on a Word List Record Sheet.

er reads the first two sentences with the students. The students then in the first two sentences in their booklet. The teacher checks their work (sentence and put a thumb up to indicate they can read the sentence. a or the teacher calls on an individual student to read the sentence aloud to fold booklets to hide decodable sentences. The teacher and students gather as students write letters on the lines. The teacher dictates four ch word and then self-correct as the teacher writes the word or reveals each student records the number of words they spelled correctly

set the picture, title, and key words with students. The teacher and (and the teacher writes the sentence on a visible surface. Optionally, or own prediction, on the prediction graphic organizer.

cher times the group as each student reads the story independently, one student read while other students read orally to themselves, then the timer sounds, each student makes a vertical mark after the last

**Graph:** Each student counts and records the number of words read (s), and subtracts to get number of words read correctly (Cold Score). score in blue on their Student Record Sheet.

teacher models reading story from the demonstration pages in the read along quietly. The teacher and students stop to decode three featured sound(s) while reading the text. The teacher reads with students can actually read along.

her times the group for several one-minute timings. The teacher listens read orally to themselves. When the timer sounds, each student marks read to a different student for each timing. When a student reads to the of words read (Teacher Score). Each student counts and records the last timing (Final Score).

Each student records their Final Score in red (above the cold score in answer the questions and then check the answers as a group or number of questions answered correctly (Number Correct).

ptional): The students write a sentence about the story either as a group to complete teacher-directed lesson in 4 to 5 sessions (20-30 minutes to the teacher's instruction.

that story booklets and record sheets.

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All Levels  
Fidelity Checklist

### Checklist: What Should I Ask?

Check each item that is implemented correctly.

ledge of decoding skills of the group to choose the appropriate level? who read from early to late first-grade level and who need its frequency words. Results from Quick Phonics Screener (QPS) or sent may be used to screen for students who need instruction in the TE= level.

and using the demonstration pages or slideshow?

birds, word lists, sentences, and story text on the demonstration pages the lesson from the directions pages. The teacher directions include at the teacher should do, a script for what to say, and text describing

lete the steps as you present the lesson?

By completing the steps using the story booklets and record sheets. and for specific details and suggestions.

#### Rating Student Performance

for the first few lessons?

times and results during the lesson presentation for the first few is placed at the appropriate GATE+ level?

to keep each student challenged?

ring students' responses during lessons and by reviewing progress on assess progress in phonics skills and mastery of high-frequency words s to inform instruction.

ally's Quick Phonics Screener (QPS) or another diagnostic reading to assess student progress in the sequence of phonics skills. Use assess each student's progress in mastering the letters and sounds Level.

se GATE+ High-Frequency Word Assessment to assess each be high-frequency words explicitly taught in each GATE+ level. ch student individually after every fourth lesson.

ds, refer to the Teaching Suggestions for Each Section in the opt the program for students having difficulty or to move at a faster

to parents/guardians and colleagues?

in communication. Record sheets, letters, and awards can be sent e.

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All Levels  
Fidelity Checklist

## Great Reader Award Certificate

Each level has a Great Reader Award that can be presented to students upon completion of all the lessons in the level.



# Great Reader Award

*has completed all the lessons in GATE+ level 0.8!*

This great reader has practiced reading the words, sentences, and stories in this level and is now able to read them well. Your child has also successfully answered the comprehension questions. Please share your great reader's success by listening to your child read the elements in these booklets and by discussing them. Then, return the bottom of this sheet to school with your comments.

\_\_\_\_\_

Teacher Comments

\_\_\_\_\_

Teacher Signature

\_\_\_\_\_

Parent/Guardian Comments

\_\_\_\_\_

Parent/Guardian Signature

## High-Frequency Word Assessment

The High-Frequency Word Assessment is an individually administered assessment used to track a student's progress in learning the high-frequency words explicitly taught in each level. This assessment can be administered after each four lessons to confirm mastery of the newly taught high-frequency words and those words taught in previous lessons. The teacher page of the assessment includes instructions.

**Note:** The assessment may not include every high-frequency, decodable lesson word, but all patterns taught in the level are included.

### GATE+ 0.8 High-Frequency Word Assessment

Administer the High-Frequency Word Assessment after each set of four lessons to confirm mastery of the high-frequency words explicitly taught in GATE+ Level 0.8. Have the student read the words from the student copy, starting at the beginning each time. Record the date of the assessment at the top of the column and indicate an error with a check mark or by recording what the student says. Write the number correct out of the number possible for the column.

Say to the student: *I am going to ask you to read some words so I can find out which words are easy for you and which ones you still need to learn. I want you to try to do your best. Do you have any questions?* For each set of lessons, point to the first word and say to the student: *Please read these words.*

Lessons 1-4				Lessons 5-8				Lessons 9-12				Lessons 13-16				Lessons 17-20			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
be	a	an	can	ran	at														
what	man	back	you	had	where														
on	not	hot	got																
from																			
big	with	did	will																
sit	of	pick																	
sun	the	up	cut																
let	tell	well	yes																
red	your	set																	

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### GATE+ 0.8 High-Frequency Word Assessment

Student Copy


Lessons 1-4

be	a	an	can	ran	at
what	man	back	you	had	where
on	not	hot	got		
from					
big	with	did	will		
sit	of	pick			
sun	the	up	cut		
let	tell	well	yes		
red	your	set			

Level 0.8—Short Words  
High-Frequency Word Assessment

## High-Frequency Word List

The High-Frequency Word List is a document that lists all the high-frequency words explicitly taught and practiced as decodable or spell-out lesson words. The level's decodable sentences, spelling, and story activities include many additional decodable and irregular, high-frequency words.



### High-Frequency Word List

Level 0.8—Short Vowels

1. be*	12. where*	23. in	34. run	45. well
2. a*	13. to*	24. big	35. sun	46. yes
3. an	14. are*	25. with*	36. the*	47. men
4. can	15. on	26. did	37. up	48. ten
5. ran	16. not	27. will	38. cut	49. red
6. at	17. hot	28. it	39. but	50. your*
7. what*	18. got	29. some*	40. go*	51. set
8. man	19. top	30. sit	41. how*	52. then*
9. back	20. they*	31. of*	42. get	53. six
10. you*	21. from*	32. pick	43. let	
11. had	22. have*	33. for*	44. tell	


\* High-frequency words taught as spell-out words (phonetically irregular words or phonetically regular words with patterns not yet taught).

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Level 0.8—Short Vowels  
High-Frequency Word List

## Level Lessons and Sounds

(**Level Lessons and Sounds/Suffixes** for level 1.8)

The Level Lessons and Sounds document provides the focus sound(s) of each lesson along with its title lesson word and the featured patterns in the word list.



### Level Lessons and Sounds

Level 0.8—Short Vowels

Lesson #	Lesson Sound(s)	Lesson Word	Featured Patterns in Word List
1	short a	cat	_an _at _ab
2		tack	_ap _an _ack
3		cap	_ad _ap _an
4		jab	_ab _at _ack
5	short o	log	_ok _oh _og
6		top	_on _ot _op
7		rod	_ock _op _od
8		cod	_od _ock _ot
9	short i	fin	_in _ig _ip
10		lull	_il _ill _it
11		wig	_ig _it _ill
12		pick	_ick _it _in
13	short u	tub	_um _ug _ub
14		nut	_up _ut _uck
15		mug	_ud _um _ug
16		sun	_ub _um _uck
17	short e	web	_et _ell _ess
18		neck	_eck _en _ed
19		vet	_et _ell _ed
20		bed	_et _ed _ell
21	mixed short vowels	mix	_ix _ed _ut
22		hog	_ot _ig _et
23		sub	_ub _ack _et
24		pet	_en _og _an

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Level 0.8—Short Vowels  
Level Lessons and Sounds


## Numbered Word Lists (all)

This file contains the Numbered Word Lists for all lessons for teachers who prefer students to do wcpm timings instead of beat-the-clock timings.

Name \_\_\_\_\_

Word List

a  
cat



	4	8	12	
16	an	cat	lab	be
20	tan	rat	nab	a
24	can	sat	tab	be
28	ran	at	cab	a

Words Read \_\_\_\_\_  
- Errors \_\_\_\_\_ = Practice Score \_\_\_\_\_

Words Read \_\_\_\_\_  
- Errors \_\_\_\_\_ = Final Score \_\_\_\_\_

Did you beat the clock? \_\_\_\_\_

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Level 0.8—Short Vowels  
Lesson 1, a cat (short a)

---

Name \_\_\_\_\_

Word List

a  
cat



	4	8	12	
16	an	cat	lab	be
20	tan	rat	nab	a
24	can	sat	tab	be
28	ran	at	cab	a

Words Read \_\_\_\_\_  
- Errors \_\_\_\_\_ = Practice Score \_\_\_\_\_

Words Read \_\_\_\_\_  
- Errors \_\_\_\_\_ = Final Score \_\_\_\_\_


Did you beat the clock? \_\_\_\_\_

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Level 0.8—Short Vowels  
Lesson 1, a cat (short a)

## Parent Letter

The teacher can send home the Parent Letter to explain the GATE+ program to parents.



Date \_\_\_\_\_

Dear Parent/Guardian:

Your child, \_\_\_\_\_ is working in the Read Naturally® GATE+ (Group and Tutoring Edition +) program. GATE+ is an interactive program designed to teach phonemic awareness, phonics, and high-frequency words, as well as fluency, vocabulary, and comprehension.

GATE+ helps students learn to hear each sound in a word, automatically identify letters and letter sounds, and effortlessly blend those letter sounds to decode written words—abilities critical to building reading fluency. When students can accurately and automatically read words, they can focus on the meaning of the text rather than using their mental energy trying to decode the words.

While working in GATE+, the teacher will present 24 highly structured lessons to your child. Activities in the lessons include developing awareness of the sounds in words; teaching letter/sound relationships, blending, and spelling; practicing high-frequency words; improving fluency in decoding and reading, and enhancing comprehension and vocabulary.

Periodically, your child will bring home packets of completed GATE+ lessons. Please share in your child's success by listening to them read the word lists, sentences, or stories in the lessons. Thank you for your support.

Sincerely,

\_\_\_\_\_

Prediction and Retell Organizer

The Prediction and Retell Organizer is available for teachers who want their students to write a prediction and/or to retell or summarize the story. This file includes a page with two copies of a form for writing a prediction and a page with two copies of a form for retelling a story. The pages can be cut apart and printed individually, or printed back-to-back and cut apart.

Name

Prediction

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Prediction and Retell Organizer

Name

Prediction

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Prediction and Retell Organizer

Name

Retell the Story

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Prediction and Retell Organizer

Name

Retell the Story


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Prediction and Retell Organizer

FrontBack

Progress Check

The Progress Check is a group-administered assessment that tracks students’ progress in learning the letters and sounds explicitly taught in each level of GATE+. The assessment can be given to all students at once to confirm mastery of the newly taught sounds. The teacher page of the assessment includes instructions.



GATE+ Level 0.8

Progress Check

Administer a progress check after each set of four lessons to confirm mastery of the sounds explicitly taught in GATE+ Level 0.8. The students will demonstrate their mastery by encoding sound-out words that have been previously taught. To administer a progress check, you will need the script, word list, and sample sentences. Each student will need a progress check record sheet and a pencil. One record sheet per student will be used for all six progress checks, so store them in a location where they can be easily retrieved.

Give each student their progress check record sheet and ask them to write today's date for the progress check that you are conducting. Read the words to the students and ask them to write each word on the corresponding numbered line. When finished, collect the record sheets. Correct the progress checks and record the number of words correct on the line labeled Number Correct. It is important to make note of the students who do not score greater than 80% and provide necessary remediation (one-on-one instruction, repeat a lesson, slow down the pace, provide multiple opportunities to practice).

**Say to the students:**

*We are going to complete a progress check so I can find out which sounds you have learned, and which sounds you still need to practice. I am going to say some words from the last four lessons we have completed. After I say the word, you are going to write the word on the numbered line. Remember to listen to the sounds in the word, so you spell them correctly. I want you to do your best. Do you have any questions?*

**For each word, say to the students:**

Number \_\_\_\_ Write the word \_\_\_\_ What word? (students repeat the word)  
Use the word in a sentence as the students begin to write. Sample sentences are found on pages 2-3 of this document.

	Sounds	Words
Lessons 3-4	short a 1. pin 2. hat 3. job 4. zap 5. tack 6. nod 7. pop 8. nab	
Lessons 5-8	short o 1. fox 2. gob 3. jog 4. can 5. dot 6. map 7. rock 8. pod	
Lessons 9-11	short i 1. pin 2. wig 3. hip 4. kid 5. quail 6. bit 7. fit 8. tick	
Lessons 13-16	short u 1. bus 2. rug 3. hub 4. cup 5. nut 6. luck 7. mud 8. sun	
Lessons 17-20	short e 1. vet 2. bell 3. less 4. deck 5. hen 6. wed 7. yet 8. quail	
Lessons 21-24	mixed vowels 1. mix 2. bed 3. jet 4. lot 5. zig 6. met 7. cub 8. rack	


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Level 0.8—Short Vowels  
Progress Check

## Pronunciation Guide

The Pronunciation Guide is a reference tool that provides the letters/graphemes taught in GATE+ and how to pronounce their sounds. It also includes sample words for the sounds. Teachers may want to review these pronunciations before teaching lessons to students.



### Pronunciation Guide

All Levels—0.8, 1.3, 1.8

This table is a reference tool that includes the graphemes and phonemes taught in GATE+. The teacher may decide to make adjustments when teaching some phonemes to account for dialect.

Letter/Grapheme	Sound/Phoneme	Sample Word(s) from GATE+
a, ai, e, o, ou	/a/	what, the, from, young
ä, e, ey, oy	/ä/	me
ä, e, ey, oy	/ä/	aw, pain, boy, they
ai, ei, ee	/ai/	chair, city, where
ay, ie	/ai/	are, start
ai	/ai/	wait
ä	/ä/	bad
c, ck	/k/	cat, back
ck, tch	/ch/	chop, catch
d	/d/	dog
e, ä	/ä/	wet, many
ea, ee, ä, e, y	/ä/	eat, sea, even, happy
ee	/ai/	here
er, or	/er/	other, work
f, ff	/f/	fun, puff
g	/g/	gas
h, wh	/h/	ham, who
i	/i/	it
i, ä, ie, igh, i, y, ye	/i/	time, pie, light, hi, why, bye
j	/j/	jam
k	/k/	kid
l, ll	/l/	lot, all
m	/m/	man
n	/n/	nap
ng	/ŋ/	long
o	/o/	off
oo, ou, u	/oo/	good, would, put
o, oo	/oo/	do, too
o, ä, ö, ow	/ö/	nose, cat, go, low
or	/er/	for
ow, ou	/oo/	how, out
p	/p/	pic
pt	/pt/	quick

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Levels 0.8, 1.3, 1.8  
Pronunciation Guide

run
ant, mouse
his
shell
ten
than
the
up
late, glue
use, case
van
will
whip
see, rocks
yes
zip, buzz

ld digraph t-h, consider doing the following activity:  
sands. Tell them the difference is that the throat vibrates  
up  
are not vibrating.  
ting sound: /d/. Ask if they feel their throats vibrate.  
ting sound: /th/. Ask if they feel their throats vibrate.  
he consonant y as /i/ can help students avoid adding a

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Levels 0.8, 1.3, 1.8  
Pronunciation Guide

## Quiz Answer Key

Teachers can download and print the Quiz Answer Key to use when grading the quiz questions.

### Quiz Questions Answer Key

GATE+ Level 0.8

Note: The list of answers for some of the questions may not include all the possibilities.

**1 What Is a Rat?**

- Possible answers: tan; black; white
- packs
- cat
- can
- cats

**2 What Is Sap?**

- Possible answers: cook the sap; make syrup from sap; make sugar from sap
- sap
- tick
- pan
- cans

**3 Sad, Glad, Mad**

- Possible answers: good news; your pal
- can
- mad
- mad
- pal

**4 Crabs**

- Possible answers: in the water; on land
- at
- has
- back
- job

**5 A Fox Pup**

- Possible answers: in a log; on a rock
- fox
- lot
- dog
- job

**6 Fog**

- Possible answer: little drops of water
- not
- bat
- top
- on

**7 Fun on Docks**

- Possible answers: swim; sit in the sun; fish with a rod; lock a boat; have fun
- top
- docks
- lock
- rod

**8 Cool Are Fish**

- Possible answer: on top
- rod
- deck
- let
- not

**9 Fins**

- Possible answer: the side fins
- leg
- tip
- fin
- zip

**10 A Kid**

- Possible answers: play; jump; run up a hill; slip with its lips; hit with its head
- hill
- hit
- kid
- slip

**11 Wigs**

- Possible answers: pins; tape
- wig
- skin
- fit
- will

**12 The Hip**

- Possible answers: kick; skip; sit; pick things up
- tip
- sit
- in
- hip

**19 A Vet**

- Possible answers: check the pet; give the pet a shot; help your pet
- vet
- bed
- pet
- well

**20 Bells**

- Possible answers: tell us people are here; tell when school starts; tell when school ends; tell when to get out of bed; send messages
- bed
- tell
- when
- send

**21 Making Jam**

- Possible answers: bun; crackers
- cat
- red
- pan
- mix

**22 Hogs Are Pigs**

- Possible answers: brushes; shoes; ham
- pigs
- hogs
- get
- dig

**23 How a Sub Works**

- Possible answer: the tubes fill with water
- sub
- has
- let
- gets

**24 Animals In Dens and Pens**

- Possible answers: in den; in rocks; in legs; in pens
- den
- leg
- can
- dog

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Level 0.8—Short Vowels  
Quiz Questions Answer Key

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Level 0.8—Short Vowels  
Quiz Questions Answer Key

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Levels 0.8, 1.3, and 1.8  
Teacher's Manual

Record Sheets

**Story Record Sheet**

Each student uses a Story Record Sheet to monitor their progress. The story record sheet includes a fluency graph and has space to record scores for all 24 stories in each level. Teachers print one copy of the story record sheet for each student to keep in their folder.

The teacher directs each student to record the story number, date, goal score, cold score, final score, comprehension score, teacher score, and expression score. The student will also record cold and final scores on the bar graph, using one bar for each story. This graph helps a student see how much their fluency improves between the cold and final timings. The student colors the bar graph for the cold timing in blue and final timing in red.

Story Record Sheet

GATE+ Level 0.8

Name

Class

Fluency Graph

90

85

80

75

70

65

60

55

50

45

40

35

30

25

20

15

10

5

0

Story

Date

Scores

Goal Score

Cold Score

Final Score

Comprehension Score

Teacher Score

Expression Score

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GATE+, Version 1.0.2

Level 0.8 - Short Vowels

Story Record Sheet

**Word List Record Sheet (optional)**

The Word List Record Sheet is optional and used to record a student’s progress in fluency reading the word lists. If the teacher has students complete the Read Down and Across activity using the numbered word lists and calculate wcpm scores, the students will color the number of words read in red on the word list graph and either the teacher or the student will record the student’s word list score on the bottom of the record sheet. The student or teacher can also record spelling scores. Teachers can print the Story Record Sheet and the Word List Record Sheet back-to-back.

Word List Record Sheet

GATE+ Level 0.8

Name

Class

Word List Graph

90

85

80

75

70

65

60

55

50

45

40

35

30

25

20

15

10

5

0

Words

Date

Scores

Goal Score

Word List Score

Spelling Score

Teacher Score

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GATE+, Version 1.0.2

Level 0.8 - Short Vowels

Word List Record Sheet



## Scope and Sequence

The Scope And Sequence document lists all the skills taught in GATE+ and the order in which they're taught.

	LEVEL 0.8			LEVEL 1.3			LEVEL 1.8		
	T	R	A	T	R	A	T	R	A
Phonemic Awareness	✓	✓	✓	✓	✓	✓	✓	✓	✓
Phonics	✓	✓	✓	✓	✓	✓	✓	✓	✓
Consonants	✓	✓	✓	✓	✓	✓	✓	✓	✓
Short Vowels	✓	✓	✓	✓	✓	✓	✓	✓	✓
Long Vowels	✓	✓	✓	✓	✓	✓	✓	✓	✓
Blends and Digraphs	✓	✓	✓	✓	✓	✓	✓	✓	✓
Structural Analysis	✓	✓	✓	✓	✓	✓	✓	✓	✓
Inflected Endings	✓	✓	✓	✓	✓	✓	✓	✓	✓
Common Suffixes <sup>1</sup>	✓	✓	✓	✓	✓	✓	✓	✓	✓
Spelling Phonetically Regular and Irregular High-Frequency Words	✓	✓	✓	✓	✓	✓	✓	✓	✓
High-Frequency Words	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fluency	✓	✓	✓	✓	✓	✓	✓	✓	✓
Comprehension	✓	✓	✓	✓	✓	✓	✓	✓	✓
Nonfiction Stories <sup>2</sup>	✓	✓	✓	✓	✓	✓	✓	✓	✓
Vocabulary	✓	✓	✓	✓	✓	✓	✓	✓	✓

T = Taught    R = Reviewed    A = Applied

<sup>1</sup>Common suffixes: -s, -es, -ing, -er, -ed, -ed (ed), -ed (ed), -y, -ies, -ies, -ly

<sup>2</sup>Read Naturally uses Lexile measures and the Spache and Fry readability formulas to determine the level of each story.

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Levels 0.8, 1.3, and 1.8  
Scope and Sequence of Skills

## Student Booklets (all)

A file containing all 24 Student Booklets for the level is available to download for teachers who prefer to print all of them at once.

## Teacher's Manual (digital file)

A digital copy of the Teacher's Manual is available for teachers to download and refer to on their devices.

## Digital Timer

A digital timer with an auditory signal enables the teacher to accurately time students for the cold timings, practice timings, and final timings without watching the timer. Timers can be purchased from the Read Naturally website at [readnaturally.com](https://readnaturally.com).

## Red/Blue Crayons or Colored Pencils

Students use crayons or colored pencils to mark the cold- and final-timing scores on the bar graphs. Using blue for the cold timing and red for the final timing works very well. Pencils with red on one end and blue on the other end can be purchased from the Read Naturally website at [readnaturally.com](https://readnaturally.com).

## Pencils

Students use pencils when completing their student booklet, prediction and retell graphic organizer, story record sheet, numbered word list, word list record sheet, progress check, bonus word list, and crossword puzzle.

## Student Folders

Students use a folder to store the following lesson materials:

- Student booklet
- Record sheets (print story and word list record sheets back-to-back)
- Optional materials
  - Prediction and retell graphic organizer (print back-to-back and cut into half-sheets)
  - Numbered word list (print and cut into half sheets)
  - Crossword puzzle (print and cut into half sheets)

## Time Requirements

Schedule GATE+ lessons daily. One full lesson generally takes approximately four 30-minute reading periods or five 20-minute reading periods. The first few lessons may take longer because the students will need time to learn what to do in the lessons. The time required will also depend on whether the teacher chooses to complete all the activities and/or adds to the activities, the age of the students and how quickly they master the skills taught, etc. The lessons are set up so teachers and 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. Teachers may begin a new lesson immediately upon finishing a lesson if time remains in the reading period.

## Settings

GATE+ works well in classrooms, intervention/resource rooms, tutoring programs, before- and after-school programs, and summer schools.

## Grouping Students

GATE+ works well as whole-class instruction in K-1 and with groups of six or fewer students with similar reading skills and needs in K-3.

### Whole-Class Instruction

The teacher uses the directions and script from the GATE+ Lesson Flipbook while showing the PowerPoint slides to a classroom of students.

### Small-Group Instruction

The classroom teacher or teacher-trained educational assistant uses the directions and script from the GATE+ Lesson Flipbook, while showing either the Lesson Flipbook demonstration pages or the PowerPoint slides to the students.

## Choosing a Level

The instruction in GATE+ follows the sequence of a typical continuum of phonics skills. The table below shows the featured sounds and patterns taught at each level.

### Featured Sounds and Patterns in GATE+

GATE+ Level 0.8 Short Vowels	GATE+ Level 1.3 Long Vowels	GATE+ Level 1.8 Digraphs, Blends, and Suffixes
<p>Level 0.8 includes four lessons for each short-vowel sound and four lessons with mixed short-vowel sounds.</p> <p>Sounds taught in level 0.8 are:</p> <ul style="list-style-type: none"> <li>■ short a</li> <li>■ short o</li> <li>■ short i</li> <li>■ short u</li> <li>■ short e</li> </ul> <p>The level also reviews the regular sounds of all the consonants.</p>	<p>Level 1.3 includes lessons featuring long-vowel patterns.</p> <p>Sounds taught in level 1.3 are:</p> <ul style="list-style-type: none"> <li>■ long vowels with silent e <ul style="list-style-type: none"> <li>● a_e</li> <li>● o_e</li> <li>● i_e</li> <li>● u_e</li> <li>● e_e</li> </ul> </li> <li>■ long-vowel patterns <ul style="list-style-type: none"> <li>● ai</li> <li>● ay</li> <li>● oa</li> <li>● ea</li> <li>● ee</li> <li>● ie</li> <li>● ue</li> <li>● igh</li> <li>● ow</li> <li>● e</li> <li>● y</li> <li>● o</li> </ul> </li> </ul> <p>The level also reviews the regular sounds of all the consonants and short-vowel sounds.</p>	<p>Level 1.8 includes lessons featuring beginning and ending digraphs and blends as well as common suffixes.</p> <p>Beginning and ending digraphs include:</p> <ul style="list-style-type: none"> <li>■ sh</li> <li>■ th</li> <li>■ wh</li> <li>■ ch</li> <li>■ ng</li> </ul> <p>Beginning and ending blends include:</p> <ul style="list-style-type: none"> <li>■ blends with l <i>e.g., bl, cl, fl, gl, pl, _lk, _ld, _lt</i></li> <li>■ blends with r <i>e.g., br, cr, dr, fr, gr, pr, tr</i></li> <li>■ blends with s <i>e.g., sp, st, sn, sk, sl</i></li> <li>■ blends with n <i>e.g., _nk, _nd, _nt</i></li> <li>■ three-letter blends (some with digraphs) <i>e.g., str, spl, scr, thr, shr, tch</i></li> </ul> <p>Common suffixes include:</p> <ul style="list-style-type: none"> <li>■ -s</li> <li>■ -es</li> <li>■ -ing</li> <li>■ -er</li> <li>■ -est</li> <li>■ -ed (/d/)</li> <li>■ -ed (/t/)</li> <li>■ -ed (/ed/)</li> <li>■ -y</li> <li>■ -ies</li> <li>■ -ied</li> <li>■ -ly</li> </ul> <p>The level also reviews the regular sounds of all the consonants and short- and long-vowel sounds.</p>

The stories within each level of GATE+ have similar text complexity. In each successive level, the stories become longer and more complex. The readability levels of the stories are as follows:

- Level 0.8 – early to mid first-grade level
- Level 1.3 – mid first-grade level
- Level 1.8 – late first-grade to early second-grade level

Read Naturally uses Lexile® measures\* and the Spache and Fry readability formulas to determine the level of each story. Use the information in the table below to select the appropriate level of GATE+ for students. Be sure to consider that the text is more difficult in the higher levels, and take care to group students with similar needs together.

Choose level	for students who...	and who need to learn to decode and/or become fluent readers of:
0.8	know the letters of the alphabet, have some knowledge of the letter sounds, and are able to recognize at least 15 to 20 written words	<ul style="list-style-type: none"> <li>• short-vowel words</li> <li>• phonetically regular, high-frequency words</li> <li>• phonetically irregular, high-frequency words</li> </ul>
1.3	read at an early to mid first-grade level	<ul style="list-style-type: none"> <li>• long-vowel words</li> <li>• phonetically regular, high-frequency words</li> <li>• phonetically irregular, high-frequency words</li> </ul>
1.8	read at a mid to late first-grade to early second-grade level	<ul style="list-style-type: none"> <li>• words with blends, digraphs, and common suffixes</li> <li>• phonetically regular, high-frequency words</li> <li>• phonetically irregular, high-frequency words</li> </ul>

**Note:** In GATE+, teacher modeling and repeated reading provide scaffolding to enable students to be successful reading challenging text. Consequently, a student knowing as few as 15 to 20 words can be successful in level 0.8.

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## High-Frequency Words

In addition to explicitly teaching phonemic awareness, phonics, and fluency skills, GATE+ systematically presents phonetically regular and irregular, high-frequency words in each level. Phonetically regular, high-frequency words are taught as sound-out words and are included in the lessons that feature the corresponding spelling pattern.

Phonetically irregular, high-frequency words (and phonetically regular words with patterns not yet taught) are taught by first drawing attention to the parts of the word that students can sound out. These words are then practiced as spell-out words. Students are also exposed to a number of other high-frequency words found in the decodable sentences, stories, and questions of each lesson.

## Preparing the Lessons

The teacher does not need to do extensive planning to teach a GATE+ lesson. The scripted lessons in the Lesson Flipbook provide the teacher with the information needed to present all of the activities included in each lesson. For additional teaching tips, see Teaching Suggestions for Each Section (p. 32).

Although the GATE+ lessons require little planning, the teacher should prepare for each day by quickly reading through the script in order to teach the lesson easily and deliver the script without reading every word. If using the PowerPoint slides, the teacher should have the lesson downloaded to a device and ready to display on a screen. There is a pattern to the lesson activities, and the teacher will become more at ease with the script and the process with each successive lesson taught.

## Assessing Progress

As students work in GATE+ throughout the school year, the teacher can informally monitor their progress by observing their responses during lessons and by reviewing their progress on their GATE+ story and word list record sheets. The teacher can also formally assess students' progress in phonics skills and in mastering high-frequency words several times each year.

### Phonics Skills

The teacher can use a district or core program phonics assessment or Read Naturally's Quick Phonics Screener (QPS) throughout the year to assess student progress in the sequence of phonics skills. Use the results to inform the instruction for the GATE+ group. Teachers can purchase the Quick Phonics Screener on the Read Naturally website at [readnaturally.com](http://readnaturally.com).

### Progress Checks

Use the GATE+ Progress Checks to assess each student's progress in mastering the letters and sounds taught by dictating decodable words for students to write. The teacher can quickly administer these assessments to the whole group. The Progress Check assessment and teacher directions are found on the USB drive as a downloadable file.

### High-Frequency Word Assessment

Use the GATE+ High-Frequency Word Assessment to assess each student's progress in mastering the high-frequency words explicitly taught in each GATE+ level. The teacher can administer the assessment to each student individually after completing four lessons. Each section of the assessment is cumulative and includes all the high-frequency words that have been taught up to that time. The High-Frequency Word Assessment includes the assessment, a recording sheet with teacher directions, and a student copy for the student to read. This assessment is on the USB drive as a downloadable file.

## Teaching the Lessons

The teacher can use the directions/scripts in the Lesson Flipbook with either the Lesson Flipbook demonstration pages or the PowerPoint slideshows. If using the Lesson Flipbook demonstration pages, the teacher can read from the directions/script pages while students view the corresponding demonstration pages. If using the slideshow, the teacher can read from the directions/script pages and direct the students' attention to the screen. The script/directions pages include instructions explaining what to do, scripts telling what to say, indications of expected student responses, and prompts for when (and how) to advance through the (optional) slideshow. The Lesson Flipbook demonstration pages and slideshows display the letters, words, sentences, story text, and word list for the students to view during the lesson.

Grey	Instructions explaining what the teacher should do during the lesson
<i>Grey, italics</i>	Expected student response
Red	The script telling the teacher what to say
<b>Red, bold</b>	Responses given by the teacher and students together
<b>Black, bold</b>	Additional examples for the teacher to present
→ (arrow)	Guidance back to the beginning of the script to use with additional examples
/ _ /	Letter between slashes indicates letter sound
(slide [#])	Indicator to advance the slideshow

## Making Letter Sounds

Correct modeling of the letter sounds is essential. The following are suggestions for correct modeling of letter sounds:

- Before introducing a letter sound (indicated by /\_ / in the Lesson Flipbook), check the pronunciation listed in the Pronunciation Guide, which can be downloaded from the Additional Materials folder on the USB drive.
- Many letters, such as the letters f, h, l, m, n, r, s, v, w, x, and z, are continuous letters, and the teacher can keep their sounds going. For example, when making the sound of the letter m, keep the lips together and keep the sound going. Do not inadvertently add an extra short vowel sound to the end of the letter's sound.
- Some letters, such as the letters b, c, d, g, j, k, p, qu, and t, are “stop” letters, and their sounds end abruptly with the teacher's mouth open. Be careful not to add a short u sound at the end of these stop letters.
- Notice that the Pronunciation Guide offers alternative pronunciations for the consonants w and y to help students avoid adding a schwa sound to the end of these consonants.

## Learning to Blend Sounds Into Words (Sound-Out Words)

Early reading instruction should focus on developing automaticity in blending sounds into words—first without print (phonemic awareness) and then with print (decoding). Phonetically regular words are presented as sound-out words in GATE+. The sounds directly correspond to the letters.

Correct modeling of the blending of sounds into words is essential. When teaching students to blend letters with continuous sounds into words (see the previous topic, Making Letter Sounds), touch the first letter or letter combination and hold the sound. Then, make a distinct move to touch the next letter(s), blend to the next sound, and hold the sound. Continue in this way until each letter or letter combination has been touched and the word has been blended sound-by-sound. Students have to be taught how to hold a sound until they begin to make the next sound. One way to refer to holding the sound is “keeping your motors running.” Students will be more successful if the teacher distinctly moves to touch each new letter or letter combination when blending to the next sound.

To blend letters with stop sounds (see the previous topic, Making Letter Sounds), move quickly from a stop sound to blend with the next continuous sound. Don't attempt to hold a stop sound, and don't repeat the stop sound over and over.

Some demonstration pages display phonetically regular, high-frequency words in red. Students should learn to read these high-frequency sound-out words with automaticity.

## Learning Irregular, High-Frequency Words (Spell-Out Words)

Early reading instruction should include mastery of high-frequency words. Some demonstration pages/slides display phonetically irregular, high-frequency words in red. Phonetically regular, high-frequency words can be easily decoded and learned as sound-out words. Phonetically irregular, high-frequency words (and phonetically regular words with patterns not yet taught) are first taught by drawing attention to the parts of the word that students can sound out. These words are then modeled and practiced as spell-out words. The spell-out routine described in this section helps students commit these words to memory.

Correct presentation of the spell-out routine is essential. When teaching students to read phonetically irregular words, use an “I do it, we do it, you do it” model.

- First, students watch the teacher read the word, spell the word, and then read the word again.
- Next, students read the word, spell the word, and then read the word again with the teacher.
- Finally, students read the word, spell the word, and then read the word again independently.

For each step in the spell-out routine, the teacher moves a finger under the word when reading it, touches each letter when spelling the word, and then moves the finger under the word when reading it again.

## One-Minute Timings for Word Lists and Stories

The teacher will conduct one-minute timings during the following activities of GATE+:

- Read Down and Across (word list)
- Cold Timing for One Minute (story)
- Practice and Pass the Story (story)

**Note:** Timings are an excellent way to monitor student performance and are very motivating for most students. However, timings are not appropriate for all students, e.g., students dealing with speech or anxiety issues and some very young students. Teachers may want these students to simply practice reading the whole story a few times, and make a checkmark on a score line for each practice.

### Overview of Steps for Conducting One-Minute Timings

1. The teacher sits or stands next to one student so that both teacher and student can see the story text or word list.
2. The teacher sets the timer for one minute and follows the scripted directions to conduct the timed activity for the group of students.
3. As all the students read, the teacher listens to one student (a different student for each timing), tallying that student’s errors.
4. When the timer sounds, the teacher tells the students to stop reading and draw a line after the last word they read. Then, the teacher records the score of the student as a teacher-monitored score.

## Scoring One-Minute Timings

During the Word List and Story activities, the teacher listens to one student read while the others read independently. The teacher scores the student they listen to, and the students who read independently score themselves (with guidance from the teacher as needed). By rotating which student the teacher listens to and scores between activities and lesson, the teacher has opportunities to work with each student individually.

### Word List Timings

If the student reads the words both down and across the list before the timer sounds, the student beat the clock and puts a checkmark on the line under the word list. For the student who read to the teacher, circle the line after the last word read or the checkmark under the word list to indicate that it was the teacher-monitored timing.

If the teacher wants the students to calculate wcpm scores for word lists rather than having them perform beat-the-clock timings, numbered word lists are available on the USB drive.



## Story Timings


The teacher will write the score of the student who read for them in the upper right-hand corner and circle it to indicate that it was the score of a teacher-monitored timing. All other students should write their cold and final scores on the lines marked Cold Score and Final Score on their student booklet.

## Guidelines for Counting Errors and Counting Words

- Be consistent in what is counted as an error.
- Each number on the left side of the story indicates the total number of words through the end of the previous line of text.
- The words in the title do not count as words in the story. If the student reads the title, do not start the timer until the student reads the first word of the story.
- Each word in the story counts as one word.
- A number written as a numeral counts as one word.
- Each word in a number written in words counts as a word.
- An abbreviation counts as one word.
- Each initial counts as one word when it appears within a person's name.
- If two full words are connected by a hyphen, each word counts as one word.

**Note:** The examples for what to count/not count as errors in the tables below are examples from connected text, but the same rules apply when scoring word lists.

## What Counts as an Error?

Description	Examples	Errors
<b>Mispronunciations and dropped endings</b> If a student mispronounces a word or does not pronounce the ending, count it as an error.	Sentence: John caught a bass. Student: John caught a <i>base</i> .	1
<b>Transpositions (out of sequence)</b> If a student transposes two or more words, count each word read out of order as an error.	Sentence: Tim walked quietly away. Student: Tim <i>quietly</i> walked away.	2
<b>Hesitations (words supplied by the examiner)</b> If a student hesitates for three seconds, tell the word to the student, and count the word as an error.	Sentence: Sentence: Tom walked his dog. Student: Tom . . . (3-second pause) Examiner: <i>walked</i> Student: his dog.	1
<b>Omissions</b> If a student skips a word, several words, or an entire line, count each skipped word as an error.	Sentence: He is in the big chair. Student: He is in the  chair.	1
<b>Substitutions</b> If a student substitutes one word for another, even if the substitution is a synonym, count it as an error.	Sentence: I went to my house. Student: I went to my <i>home</i> .	1
<b>Repeated errors</b> If a student makes the same error more than once, count each instance as an error.	Passage: The cat likes milk. she drinks it every day. The cat likes me. Student: The cat <i>licks</i> milk. She drinks it every day. The cat <i>licks</i> me.	2

## What Doesn't Count as an Error?

Description	Examples	Errors
<b>Mispronunciations and dropped endings due to speech problems or dialect</b> Mispronunciations due to speech problems or dialect are typically not counted as errors.	Sentence: Pam made it for him. Student: Pam made it <i>fo</i> him.	0
<b>Self-corrections</b> If a student self-corrects an error, count the word(s) as correct.	Sentence: I ran to the park. Student: I ran to the <i>pan</i> . . . park.	0
<b>Repetitions</b> If a student repeats words or phrases while reading, do not count the repetitions as errors.	Sentence: I am happy. Student: I am . . . <i>I am</i> happy.	0
<b>Insertions</b> If a student adds words, do not count the words as errors. Counting insertions as errors would result in subtracting them from the number of words read correctly, resulting in a lower wcpm (fewer words correct per minute than the student actually read).	Sentence: Sheila cried hard. Student: Sheila cried <i>very</i> hard.	0

## Calculating WCPM (Words Correct Per Minute) for Numbered Word Lists

Students and teachers need to know how to count the number of words read in a word list. The following examples illustrate how to correctly count the number of words read in different situations.

**Example 1** shows how to count the number of words when the student only read down some of the columns in one minute.

**Example 2** shows how to count the number of words when the student read down the columns and across some of the rows in one minute.

**Example 3** shows how to count the number of words when the student read the entire list down and across and started reading down the columns again before the one-minute timer sounded.

### Example 1: Student read down some of the columns.

**1** During the one-minute practice timing, the student read down two and a half columns.

**2** The student underlined any words they struggled with.

**3** When the timer sounded, the student drew a vertical line after the last word read in this column.

**4** The student started counting from the number at the top of the column (8) and counted down to the last number read (10).

**5** After marking the last word read, the student calculated and recorded the score:

Words Read	Errors	Practice Score
10	1	9

10 (words attempted in one minute)  
- 1 (underlined words)  
9 (score)

Notice the vertical line after the word *nab*. The student only read down the columns to the word *nab* before the timer sounded. To find the number of words read, the student started with the number at the top of the third column (8), because the student was reading down that column when the timer sounded. Beginning with this number, the student counted the words down the column, stopping at the last word read (10). To calculate the practice score, the student subtracted the number of underlined words (1).  $10 - 1 = 9$ .

Example 2: Student read down the columns and across some of the rows.

1

During the one-minute practice timing, the student read down all the columns and across one and a half rows.

2

The student underlined any words they struggled with.

3

When the timer sounded, the student drew a vertical line after the last word read in this row.

4

The student started counting from the number on the left-hand side of the row (20) and counted across to the last word read (22).

5

After marking the last word read, the student calculated and recorded the score:

Word List

4

8

12

16

20

24

28

an

cat

tan

rat

can


sat

tab

ran

at

cab



Words Read 22

- Errors 2 = Practice Score 20

Words Read \_\_\_\_\_

- Errors \_\_\_\_\_ = Final Score \_\_\_\_\_

22 (words attempted in one minute)

- 2 (underlined words)

20 (score)

Notice the vertical line after the word *rat*. The student read down all the columns and across one and a half rows. The student read the word *rat* as the timer sounded. To find the number of words read, the student started at the number on the left-hand side of the row (20), because the student was reading across that row when the timer sounded. Beginning with this number, the student counted the words across the row, stopping at the last word read (22). To calculate the practice score, the student subtracted the number of underlined words (2).  $22 - 2 = 20$ .

**Example 3: Student read down and across and began reading down the columns again before the timer sounded.**

**1**

The student read all the words down and across and then started reading down the columns again until the timer sounded.

**Word List**

a  
cat

	4	8	12
16	an	cat	lab
20	tan	rat	nab
24	can	sat	
28	nan	at	cab

**2**

When the timer sounded, the student drew a vertical line after the last word read in this column.

**3**

The student added the number of the last row (28) with the number of words in the row (4). This gives the student the number of words read down and across (32).

**4**

The student started counting from the number at the top of the column (4) and counted down to the last word (7).

<p>Words Read <u>32</u></p> <p>Errors <u>0</u> = Practice Score <u>32</u></p>	<p>Words Read <u>7</u></p> <p>Errors <u>0</u> = Final Score <u>39</u></p>
---	---

32	(words read down and across the first time)
+ 7	(words read the second time)
39	(words read in one minute)

Notice the vertical line after the word *sat*. The student read down every column and across every row, and then the student started reading down the columns again. The student read the word *sat* as the timer sounded. To find the number of words read, the student started with the number of the last row (28) and added the number of words in the row (4). This gives the student the number read down and across (32). Next, the student looked at the number at the top of the column with the last word read (4). Beginning with this number, the student counted the words down the column, stopping at the last word read (7). To calculate the wcpm, the student added the number read down and across (32) and number read the second time (7).  $32 + 7 = 39$ .

Calculating WCPM (Words Correct Per Minute) for Stories

Students and teachers need to know how to count and calculate the number of words read in stories.

**Example 1** shows how to count the number of words read and how to calculate the wcpm when the timer sounds before the student finishes reading the story.

**Example 2** shows how to count the words read when a student reads the entire story and starts reading the story again before the one-minute timer sounds.

Example 1: Student read part of the story before the timer sounded.

**1** During the cold timing, the student read the story for one minute.

**2** The student underlined any unknown words.

**3** When the timer sounded, the student drew a vertical line after the last word read.

**4** The student started with the number on the left-hand side of the line (25) and counted across to the last word read (28).

**5** After marking the last word read, the student calculated and recorded the cold score:

What Is a Rat?

A rat is an animal. What does it like? It looks like a mouse. It is bigger than a mouse. A rat can be white. A rat can be black. A rat can be tan.

Rats can live in packs. Rats can be pets. Rats can be sick. So

Teacher Score

9  
18  
25  
30  
34  
36  
41  
47  
55  
60

Words Read 28  
- Errors 2 = Cold Score 26

Words  
28 (words attempted in one minute)  
- 2 (underlined words)  
26 (wcpm score)

Notice the vertical line after the word *rat*. *Rat* was the last word the student read before the timer sounded. To find the number of words read, the student started at the number on the left-hand side of the row (25). Beginning with this number, the student counted the words across the row, stopping at the last word read (28). To calculate the wcpm score, the student subtracted the number of underlined words (2).  $28 - 2 = 26$ .

**Example 2: The student read the entire story and started reading it again before the timer sounded.**

1

During the one-minute practice timing, the student read the entire story and started reading the story again before the timer sounded.

72

Teacher Score

What Is a Rat?

A rat is an animal. What does it look like? It looks like a mouse. A rat can be white. A rat can be black. A rat can live in a cage. Rats can be pets. Rats can be lab animals. Some rats can make us sick. Some cats eat rats.

9

18

25

30

41

47

55

60

2

When the timer sounded, the student drew a vertical line after the last word read.

3

The student noted the total number of words in the story (60).

4

The student started with the number on the left-hand side of the line (9) and counted across to the last word read (12).

5

After marking the last word read, the teacher calculated and recorded the score on the Teacher Score line:

Words Read

72

- Errors

0

= Cold Score

72

Words Read

60

- Errors

+ 12

72

(words in the story)

(words read second time)

(words read in one minute)

Notice the vertical line after the word *looks*. The student read the entire story once before the timer sounded and then started to read the story a second time. *Looks* was the last word the student read before the timer sounded, so the student drew a vertical line after *looks*.

To find the total number of words read in one minute, the student first noted the number of words in the story (60), because the student read the entire story once. Next, the student counted the number of words read the second time by started with the number on the left-hand side of the line (9) and counted across to the last word read before the timer sounded (12). Then, the student added the number of words in the story (60) to the number of words read the second time (12) to get the number of words attempted (72). Because the student had no errors, the total number of words read in one minute was 72.  $60 + 12 = 72$ .

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GATE+, Version 1.0.2

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Levels 0.8, 1.3, and 1.8  
Teacher's Manual



## Rating Expression

Developing proper expression is very important for becoming a fluent reader. The teacher should take care to model good expression when reading for the students. The teacher can also remind students to try to read the way that they talk. Once students are ready to begin working on expression, the teacher can provide specific feedback to each student after listening to that student read (e.g., remember to stop for periods). The teacher can also rate a student's expression from 1-4 for teacher-scored stories using the rubric below. The expression rating is recorded on the story record sheet for the stories the teacher listened to and rated expression for.

### Expression Rubric

Expression Rating	Description
1	Reads haltingly, seldom uses phrasing, and reads without expression.
2	Reads phrases of three or four words and usually pauses for end punctuation.
3	Uses correct phrasing and appropriate inflection most of the time, and shows attention to punctuation in some of the story.
4	Reads conversationally, consistently uses correct phrasing and inflection, and attends to all punctuation.

## Entering Scores on Record Sheets

The teacher will print out story and word list (optional) record sheets for each student. These record sheets are in the Additional Materials folder of the USB drive.

The story record sheet provides a visual indication of how much the student has improved between the cold and final timings on each story. It also shows how a student has improved over multiple stories or throughout the level. For each story, the cold-timing score is recorded in blue, and the final-timing score is recorded on the same bar in red. Space is also provided to record the teacher score (the words-correct-per-minute score when the teacher listened to the student) and an expression rating. Note that the teacher score and expression rating boxes will only be filled in for stories the teacher listened to the student read.

The word list record sheet is optional and will only be used if students are using numbered word lists. This record sheet provides a visual indication of the number of words on the word list the student read correctly in one minute. This graph also shows how a student's decoding has improved over time. The student records their word list score and colors in the appropriate number of squares in the graph. Space is also provided to record scores for the spelling activities.

# Teaching Suggestions for Each Section

Teachers may want to follow these general suggestions when teaching GATE+:

- Students should sit so that the teacher can see each of their faces and they can see the student side of the flipbook or the slideshow well. The least attentive students should be seated directly in front of the teacher.
- Rules for the group are established immediately. The rules are kept short and simple. Some examples of rules the teacher could use are:
  - Sit up tall.
  - Keep your eyes on either the teacher or the demonstration pages/slideshow.
  - Speak clearly when asked to respond.
- The teacher begins teaching the lesson as soon as the students are all seated.
- Directions are short and clear. The teacher uses the same signal words each time students are expected to respond, e.g., “What sound?” and “Look.” These words are in the script.
- The teacher points to the letters and words on the demonstration pages or slideshow as each activity is completed.
- The teacher praises the students for good behavior and correct responses.
- The teacher corrects the students with clear instructions so they know exactly what to do.
- The teacher teaches each skill until all of the students can respond quickly and confidently.

# Rationale, Description, Script, and Suggestions for Each Activity

This section provides information about the activities in each GATE+ lesson.

**Note:** In some places, the script instructions for level 1.8 include pronunciation supports in grey text. Sometimes, they help teachers quickly identify particular sounds/words in the lesson. Other times, they remind teachers which sounds of various letters/letter combinations GATE+ has taught through the current lesson.

## Learn About and Listen for Vowel Sounds in Words

(Learn About and Listen for Sounds and Suffixes in Words in level 1.8)

### Rationale

This listening activity promotes phonemic awareness, in particular the ability to recognize the featured sound(s) in each word. In level 1.8, students also listen for syllables and suffixes.

### Description of the Activity

The teacher tells the students the sounds of the featured letter or letter combination. Next, the teacher asks the students to look at the teacher's mouth while they listen to the sound again and the students repeat the sound. Then, the teacher says several words, one at a time. Most of the words contain the featured sound but from some of the words do not. Students listen, decide whether the word has the featured sound in it, and put a thumb up or down accordingly. Level 1.8 also includes asking students to listen for featured suffixes.

### Samples

#### Script

Ensure the students can see the flipbook page (opposite) or Slide 2 for lesson 1, *a: cat*.

Point to the letter **a** and then to the word **cat** as you talk about them.

Today we're going to learn about the short sound of this vowel, **a**. Look at this word, **cat**. It has one vowel, **a**, and the **a** says /ă/.

Every word has at least one vowel sound. When you make a vowel sound, breath flows through your open mouth and throat.

Look at my mouth, and listen while I say the short sound of **a**. Ready? /ă/

Say the short sound of **a** with me, and notice your breath flowing out through your throat and open mouth. Ready? (*Students respond: /ă/.*)

Now listen for the /ă/ sound in this word: **cat**.

Lay the flipbook down/turn the slideshow screen white or black.

Look at me. 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: an. Do you hear /ă/ in an?**

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

**Yes, you hear /ă/ in an.**

→ **Listen: fit. Do you hear /ă/ in fit?**

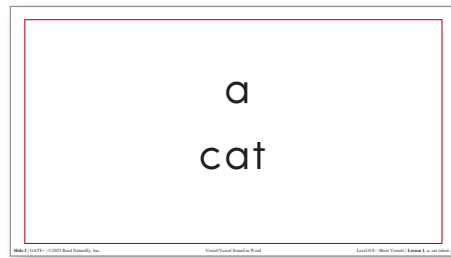
Check that each student puts a thumb down. If a student does not put a thumb down, say /ă/, and then say the word **fit** slowly, emphasizing the vowel sound.

**No, you did not hear /ă/ in fit.**

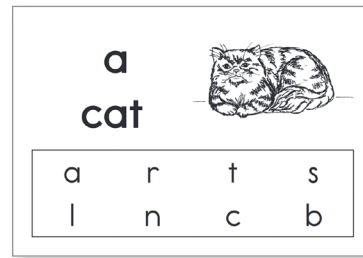
Continue in the same manner with these words:

**rat      rash      moss      band**

### Slideshow



### Flipbook



### Suggestions

- Students should look at the teacher, paying attention to the teacher's mouth while listening for the sounds in each word.
- In the first lessons, say the stimulus words slowly, emphasizing the vowel sounds. In later lessons, say the stimulus words as they are said in everyday speech.
- Anytime a student responds incorrectly, slowly blend the sounds again, and ask the group: "What word?"
- When modeling words with suffixes in level 1.8, start by saying the words as they are said in normal speech. If students have trouble hearing the suffix, say the word again, pausing between the base word and the suffix.

## Blend Sounds Into Words

(Blend Sounds and Suffixes into Words in level 1.8)

### Rationale

This listening activity improves phonemic awareness, in particular the ability to recognize words made by sounds or word parts blended together.

### Description of the Activity

The teacher blends letter sounds together slowly to make a word while the students listen carefully to determine what word the teacher said. The students then say the word in unison.

### Sample

#### Script

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: /r/ /ă/ /k/.**

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

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

**Listen: /k/ /ă/ /n/. What word?** (*Students respond: can.*) **Yes, can.**

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

/t/ /ă/ /b/   /r/ /ă/ /n/   /l/ /ă/ /b/   /s/ /ă/ /t/   /k/ /ă/ /b/

### Suggestions

- Students should look at the teacher or close their eyes while listening for the sounds in each word.
- Correct modeling by the teacher is essential. See the Blending Sounds Into Words (Sound-Out Words) section in this manual for more information. This activity increases knowledge of the names and sounds of the featured letter(s).
- Anytime a student responds incorrectly, slowly blend the sounds again, and ask the group: “What word?”
- If students mimic the teacher and slowly repeat the word as the teacher said it, prompt them with, “Say it faster.”
- Once the group responds to each word at least once, ask for individual responses.

## Segment Words Into Sounds

### Rationale

This segmenting activity promotes phonemic awareness by teaching the students to identify the individual sounds (phonemes) in a word.

### Description of the Activity

The teacher directs the students' attention to the sound boxes found on the first page of the student booklet. Each set of boxes represents a word. The teacher says a word and asks the students to say it slowly while making a dot in a box for each sound that they say. (In level 1.8, remember to count each sound in a blend.)

### Samples

#### Script

Make sure the students have their booklet and a pencil.

Look at the first page of your booklet, and find the numbered sound boxes. Each set of boxes represents a word, and each small box represents a sound. First, I will say a word. Then you will say it slowly with me, making a dot in a box for each sound you say.

Listen: **gab**. What word? *(Students respond: gab.)*

Yes, **gab**. Say the sounds in **gab** with me. Remember to make a dot for each sound. Ready? /g/ /ă/ /b/ *(Students respond: /g/ /ă/ /b/.)* Check that each student makes one dot for each sound.

Move to the next set of boxes.

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

Say the sounds in **add** with me. Ready? /ă/ /d/ *(Students respond: /ă/ /d/.)*

Continue in the same manner with these words:

**sack**      **bat**

#### Student Booklet

Sound Boxes							
1.					2.		
3.					4.		

### Suggestions

- In the first few lessons, the teacher can model the use of sound boxes for students.
- If students struggle making dots in the sound box for each sound, first demonstrate using manipulatives for each sound on a large sound box mat, then teach the students how to transfer this to making a dot on paper in the small sound boxes.
- Ask the students, "How many dots did you make?" and "How many sounds were in the word?" to confirm their understanding.

## Practice Letter Sounds With and Without Teacher Support

(Practice Sounds With and Without Teacher Support in level 1.8)

### Rationale

This activity increases knowledge of the names and sounds of the featured letter(s) and then promotes the mastery of the sounds of the featured letters.

### Description of the Activity

The teacher points to each letter or letter combination and tells the students the name and sound of the letter(s). The students repeat the sound in unison. Then the teacher points to each letter or letter combination again. When the students know the sound, they each raise a thumb. When all students have raised a thumb, they make the sound of the letter or letter combination in unison and/or the teacher asks individual students to say each sound.

### Samples

#### Script

Ensure the students can see the flipbook page (opposite) or Slide 3 for lesson 1, a: cat.

Point to each letter as you complete the activity.

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

**This letter is the vowel **a**, and its short sound is /ă/.**

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

If a student responds incorrectly, say the sound again and ask: **What sound?**

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

**This letter is **r**. The sound of **r** is /r/. What sound?** (Students respond: /r/.) **Yes, /r/.**

Continue in the same manner with these letters:

**t s l n c b**

Point to the first letter(s) again.

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

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

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

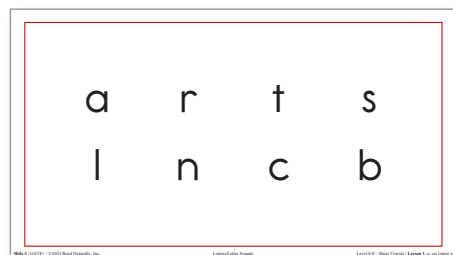
**What sound?** (Students respond: /ă/.) **Yes, /ă/.**

If a student responds incorrectly, say the sound again and ask: **What sound?**

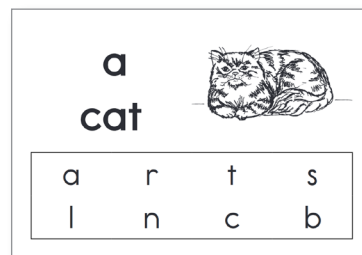
Continue in the same manner with the letters below until the students can make the sounds easily. Check by asking individual students to respond.

→ **r t s l n c b**

#### Slideshow



#### Flipbook



## **Suggestions**

- Students should look at the letter(s)/letter combinations on the demonstration page in the Lesson Flipbook or the PowerPoint slide. They should listen carefully as the teacher models the sounds, repeat the sounds exactly as the teacher makes them, and then try to bring to mind and produce the correct sounds as the teacher prompts by pointing to the letter(s).
- Listen carefully to the students' responses and correct them if they inadvertently add a short vowel sound after the consonant sounds.
- Anytime a student responds incorrectly, say the sound of the letter or letter combination again, and ask the group: "What sound?"
- Continue to practice the sounds with the students. Once the group responds to each letter or letter combination accurately at least once, ask for individual responses. Continue until each student can make the sounds quickly and confidently.



## Decode Sound-Out Words With Teacher Support

### Rationale

This activity teaches the decoding of phonetically regular words containing the featured sound(s) (shown above the line on the demonstration pages/slides). Many of these lesson words are also high-frequency words (displayed in red).

### Description of the Activity

The teacher and the students slowly blend the letter sounds into words. Then, the students say the words in unison.

### Samples

#### Script

Ensure the students can see the flipbook page (opposite) or Slide 4 for lesson 1, *a*: *cat*.

Point to the decodable lesson words.

**Look at these words.** Wait until all the students look at the words. **They are called sound-out words because you can use what you have learned to sound them out.**

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

**The red words are high-frequency words. High-frequency words are words we see often when we read. It is important that you learn to read high-frequency words correctly and quickly.**

Point to 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? /ă/ /n/**

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

If a student responds incorrectly, slowly blend the sounds again and ask: **What word?** Point to the next decodable word.

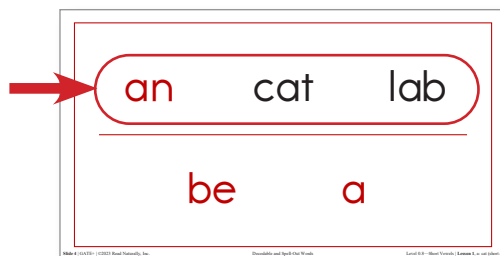
→ **Look.** Wait until all the students look at the word.

**Blend slowly with me. Ready? /k/ /ă/ /t/**

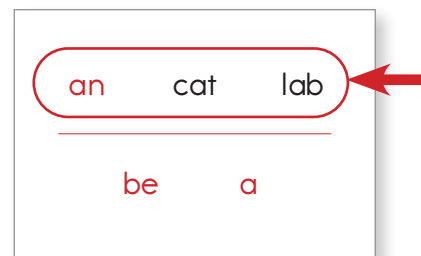
**What word?** (*Students respond: cat.*) **Yes, cat.**

— Continue in the same manner with this word: /l/ /ă/ /b/.

#### Slideshow



#### Flipbook



### Suggestions

- Students should look at the demonstration page in the Lesson Flipbook or the PowerPoint slide while sounding out the words with the teacher.
- Correct modeling by the teacher is essential. See the Learning to Blend Sounds Into Words (Sound-Out Words) section in this manual for more information.
- Anytime a student responds incorrectly, slowly blend the word with the students again, and ask the group: “What word?”

## Read the Spell-Out Word(s) With Teacher Support

### Rationale

This activity teaches the students a strategy for learning phonetically irregular, high-frequency words. These words, displayed in red (and under the line on the demonstration pages/slides), are called spell-out words.

### Description of the Activity

Phonetically irregular, high-frequency words (and phonetically regular words with patterns not yet taught) are first presented with a focus on the part(s) of the word that students can sound out. Next, the script describes the letter(s) that the students cannot (or cannot yet) decode and the sounds the letters make in the word being taught. These words are then taught as spell-out words. The activity uses an “I do it, we do it, you do it” model. First, students watch the teacher read the word, spell the word, and then read the word again. Next, students read the word, spell the word, and then read the word again with the teacher. Finally, the students read the word, spell the word, and then read the word again independently.

### Samples

#### Script

Point to the first high-frequency, spell-out word.

Look at this high-frequency word: **be**.

Wait until all the students look at the word.

Point to the word/letter(s) as you talk about them and their sounds.

The word **be** has two sounds: /b/ /ē/.

You already know the sound the letter **b** makes is /b/.

Now you need to learn about the other letter in the word **be**. The sound the vowel **e** makes is /ē/.

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

You need to learn by heart the sound **e** makes in the word **be**.

Say the sounds and then read the word with me. Ready? /b/ /ē/ ... **be**

We call this word a spell-out word. To learn this word well, you will read it, spell it, and then read it again.

Listen while I read, spell, and then read the word again: **be ... b-e ... be**.

Do it with me. Ready? **be ... b-e ... be**

Now you do it. Ready? *(Students respond: be ... b-e ... be.)*

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

If a student responds incorrectly, read ... spell ... read the word again and ask: **What word?**

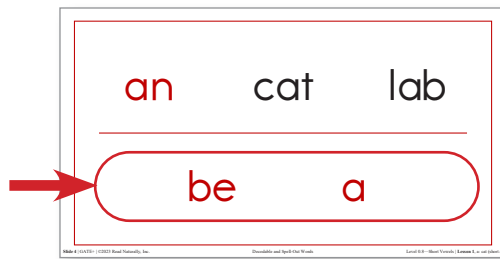
Look at this high-frequency word: **a**.

When the letter **a** stands alone, it is a word. This is the word **a**.

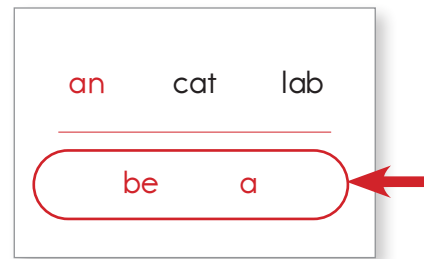
Read it with me. Ready? **a**

Now you read it. Ready? *(Students respond: a.)* Yes, **a**.

## Slideshow



## Flipbook



### Suggestions

- Students should look at the demonstration page in the Lesson Flipbook or the PowerPoint slide while doing the spell-out word activity.
- Following the spell-out routine is essential. See the Learning Irregular, High-Frequency Words (Spell-Out Words) section in this manual for more information.
- Anytime a student responds incorrectly, read ... spell ... read the word with the students again, and ask the group: “What word?”
- If students say short or long /a/ for the word “a” say to them,  
**That is a sound of the letter a. It says a when it is a word. What does it say when it is a word?**  
(Students respond: *a.*) **Yes, a.**

## Read the Lesson Words Without Teacher Support

### Rationale

This activity promotes mastery of decoding phonetically regular words (sound-out words) containing featured sound(s) and mastery of reading the irregular, high-frequency word(s) (spell-out words) taught in the lesson. Give special attention to the high-frequency words. They are displayed in red.

### Description of the Activity

The teacher points to a word and waits for each student to put a thumb up before saying, “What word?” Students respond by reading each word in unison.

### Samples

#### Script

Point to the first decodable lesson word.

→ **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: an.*) **Yes, an.**

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

Continue in the same manner with these words:

**cat lab**

Point to the first high-frequency, spell-out word.

**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: be.*) **Yes, be.**

If a student responds incorrectly, read ... spell ... read the word and ask: **What word?**

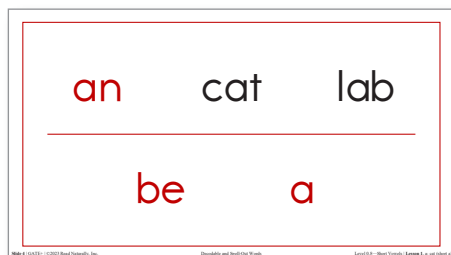
**Look at this spell-out word.** Wait until all the students look at the word.

**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, say the word **a** and then continue.

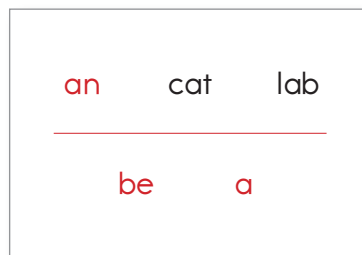
**What word?** (*Students respond: a.*) **Yes, a.**

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

#### Slideshow



#### Flipbook



## **Suggestions**

- Students should look at the demonstration page in the Lesson Flipbook or the PowerPoint slide while reading the words quietly to themselves.
- For sound-out words, anytime a student responds incorrectly, slowly blend the word with the students again, and ask the group: “What word?”
- For spell-out words, anytime a student responds incorrectly, read ... spell ... read the word with the students again, and ask the group: “What word?”
- Continue to practice reading the words with the students. Once the group responds to each word accurately at least one time, ask the students to respond individually. Continue until each student can read each word quickly and confidently.

## Read Words Down

### Rationale

This reading activity provides students with an opportunity to see the patterns in words, teaches students common word families (in levels 0.8 and 1.3), and teaches the decoding of words with the featured sound(s). Students develop automaticity in reading both phonetically regular and irregular, high-frequency words.

### Description of the Activity

The teacher focuses the students' attention on the types of words that are in the columns. For example, in level 0.8, the students observe the presence of high-frequency words throughout the columns. They also see the patterns of letters in each column, and the fact that words in a column can rhyme and belong to the same word family. Then, the students blend the words in the first three columns with the teacher. Next the students and teacher do the spell-out routine together, learning the phonetically irregular, high-frequency words in the last column.

### Samples

### Script

Ensure the students can see the flipbook page (opposite) or Slide 5 for lesson 1, *a: cat*.  
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?** (*Students respond: They end the same. And, if any words are red: Some are high-frequency words.*)

**Listen while I read the words for you.**

Read the column aloud, pointing to each word.

**What do you notice about how these words sound?** (*Students respond: They rhyme.*) **Yes, all the words in the column 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 first column again. Point to 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? /ă/ /n/**

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

Continue sounding out all the words in the first column.

Continue sounding out all the words through the third column.

Point to the first word in the last (high-frequency, spell-out) column.


Note that the words **be** and **a** are each listed twice in this lesson because they are the only spell-out words taught so far. Teach them once each in this lesson.

**Look at this spell-out word. We are going to read the word, spell it, and then read the word again. Read, spell, and read the word with me. Ready? be ... b-e ... be**

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

**Look at this high-frequency word. What is this word?** (*Students respond: a.*) **Yes, a.**

## Slideshow



an	cat	lab	be
tan	rat	nab	a
can	sat	tab	be
ran	at	cab	a

Word List (Slide 1) © 2023 Read Naturally, Inc. Word List (Slide 2) © 2023 Read Naturally, Inc. Word List (Slide 3) © 2023 Read Naturally, Inc. Word List (Slide 4) © 2023 Read Naturally, Inc.

## Flipbook

an	cat	lab	be
tan	rat	nab	a
can	sat	tab	be
ran	at	cab	a

### Suggestions

- In the early lessons of levels 0.8 and 1.3, the teacher may need to help the students notice when the words in the first three columns end the same and rhyme.
- Students should look at the demonstration page in the Lesson Flipbook or the PowerPoint slide and decode the words with the teacher orally.
- Correct modeling by the teacher is essential. See the Blending Sounds Into Words (Sound-Out Words) or Learning Irregular, High-Frequency Words (Spell-Out Words) sections in this manual for more information (p. 22).
- Anytime a student does not say the word correctly, sound out or spell out the word with the students, and then ask the group: “What word?”

## Read Words Across

### Rationale

This reading activity provides students with the opportunity to apply the phonics skills of the lesson by reading the rows of words without the support of rhyming or word families. In addition, students develop automaticity in reading irregular, high-frequency words by reading one at the end of each row.

### Description of the Activity

The teacher points out that the first three words in each row are sound-out words and the last word is a phonetically irregular, high-frequency word from the current lesson or the previous lesson. Students are directed to read each word silently and then to respond as a group going across the rows.

### Samples

#### Script

Point to the rows of words. Point to each word as the students read.

**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.

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

Wait until each student puts a thumb up.


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

If a student does not say the word correctly, sound out and read or spell out and read the word and ask:

**What word?**

Continue in the same manner with the rest of the words in the rows.

#### Slideshow



an	cat	lab	be
tan	rat	nab	a
can	sat	tab	be
ran	at	cab	a

#### Flipbook

an	cat	lab	be
tan	rat	nab	a
can	sat	tab	be
ran	at	cab	a

### Suggestions

- Students should look at the demonstration page in the Lesson Flipbook or the PowerPoint slide and mentally decode the words.
- Anytime a student does not say the word correctly, sound out or spell out the word with the students, and then ask the group: What word?



## Read Down and Across

### Rationale

This reading activity promotes mastery in decoding words containing the featured sounds and reading both phonetically regular and irregular, high-frequency words with automaticity.

### Description of the Activity

The teacher times the students for one minute while each student quietly reads the word list first down and then across. The teacher listens to one student read while the other students read the word list independently. When the timer sounds, each student makes a vertical mark after the last word they read. If a student reads all the words down and across before the timer sounds, that means they beat the clock. If a student beats the clock, they will put a checkmark on a line found under the word list. To indicate that a teacher-monitored timing occurred, the teacher circles the line after the last word read or the checkmark under the word list of the student who read. The teacher continues to time the students in this manner in order to listen to as many students as possible.

### Samples

#### Script

Make sure the students have their booklet and a pencil.

Time the group of students for one minute about 4-6 times as they read down and across. Listen to one student read while the others read independently or in pairs.

**Look at your booklet and find the word list on the bottom of the first page.**

**You will quietly read the word list while I time you for one minute.**

**First read the words down the columns, and then read across the rows.**

**If you read all the words down and across before the timer sounds, that means you beat the clock.**

**If you beat the clock and the timer is still running, write a number 1 to the right of the word list and start reading it again.**

→ Set the timer for one minute.

**Ready?** Wait until all the students look at the words.

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

**Stop. Draw a line after the last word you read. Did you read all the words down and across before the timer sounded? Make a checkmark under the word list if you did.**

Circle the line after the last word read or the checkmark under the word list for the student who read for you to indicate that it was the teacher-monitored timing.

Continue timing all the students in this way, each time listening to a different student.

If you want students to use numbered word lists for more exact scoring, see the teacher's manual for instructions.

## Student Booklet

Word List			
an	cat	lab	be
tan	rat	nab	a
can	sat	tab	be
ran	at	cab	a

Did you beat the clock? \_\_\_\_\_

### Suggestions

- The students should read the word list from their student booklet or numbered word list. If the teacher wants students to use numbered word lists for more exact scoring, see the Calculating WCPM (Words Correct Per Minute) for Numbered Word Lists section of this manual (p. 26).
- Students should try to read down and across in one minute. Students who finish reading down and across before the timer sounds should start over.
- Some students may have difficulty reading the word list both down and across in one minute during the reading period. The teacher may want to work with those students at another time.

Read Decodable Sentences

Rationale

This reading activity provides an opportunity for students to apply their decoding skills by reading sentences containing words made from the letters and sounds they have been taught in the current and previous lessons. The sentences also contain the high-frequency words that have been taught as spell-out words.

Description of the Activity

The teacher directs the group to look at the demonstration page in the Lesson Flipbook or at the PowerPoint slide as the students read the first two decodable sentences with the teacher. As they are reading, the teacher points to each word and stops to sound out some of the decodable words and point out high-frequency, spell-out words. The students then open their student booklet to the decodable sentences found at the top of page 2. Students are directed to read the first two sentences quietly to themselves and put a dot under instances of the featured sound.

Samples

Script

Ensure the students can see the flipbook page (opposite) or Slide 8 for lesson 1, a: cat.  
Point to the sentences.

Look at these sentences. They are made up of words you now know how to read. Remember that the red words are high-frequency words. What does that mean? (Students respond: We see them often when we read.)

Let’s read the first two sentences together.

Slowly read the first two sentences with the students. Point to each word. Stop to sound out some of the decodable words and to point out a few spell-out words.

Make sure the students have their booklet and a pencil.

Open your booklet, and look at the sentences at the top of page 2. Read the first two sentences quietly to yourself, and make a dot under each vowel a that makes the /ă/ sound in a word.

Pause. Then ask individual students to identify a word with an a that makes the /ă/ sound.

Read the next sentence quietly to yourself. When you think you can read it, put your thumb up. Pause. When all the students have a thumb up, read the sentence together as a group or ask an individual to read it aloud while everyone else reads silently.

Continue in the same manner with the remaining sentences.

Slideshow

A cat sat.

A rat can be tan.

Can a cat be tan?

A cat ran.

A rat ran at a lab.

Flipbook

A cat sat.

A rat can be tan.

Can a cat be tan?

A cat ran.

A rat ran at a lab.

Student Booklet

Sentences

A cat sat.

A rat can be tan.

Can a cat be tan?

A cat ran.

A rat ran at a lab.

## **Suggestions**

- Students should look at the demonstration page in the Lesson Flipbook or the PowerPoint slide for the first two sentences and then transition to the student booklet for the remaining sentences.
- If students have difficulty identifying words with the featured sound, model for them how to find the words, using the Lesson Flipbook demonstration page or the PowerPoint slide as a visual.
- Anytime a student does not say the word correctly, sound out or spell out the word with the students, and then ask the group: “What word?”
- To promote automaticity, encourage students to practice the decodable sentences multiple times.

## Spelling

### Rationale

This activity provides the students with practice writing words from the story to develop their phonemic awareness and spelling skills. Students write the irregular, high-frequency, spell-out word(s) and four sound-out words with sounds featured in the lesson. In most lessons, the fourth decodable spelling word is also a high-frequency word.

### Description of the Activity

The teacher directs the students to fold their student booklet so they cannot see the decodable sentences. For spell-out words, the teacher and students read ... spell ... read each spell-out word together as the students write the letters on the lines. The number of lines in each set of lines corresponds to the number of letters in the word.

For sound-out words, the teacher dictates the four sound-out words from the script. These words contain the featured sounds found in the current and previous lessons. The students write each word on the corresponding numbered line in their student booklet.

The students correct their own spelling words as the teacher writes on a surface the students can see well or reveals the correct spelling on the PowerPoint slide. Then, the students write the number of words they spelled correctly on the line labeled Number Correct at the bottom of their student booklet.

### Samples

#### Script

Lay the flipbook down/click to the blank spelling lines on Slide 9.

**Fold page 3 of your booklet behind page 2. Now find the fold line on page 2, fold the booklet along that line, and look at the lines for spelling.**

**Look at the spell-out word and the sets of lines after the word.**

Wait until all the students look at the word and sets of lines.

**We'll read the 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 this word.**

→ **Ready? be ... b-e ... be**

— Continue in the same manner for the remaining set(s) of lines.

Slide 10 (Click to transition through the spelling of each word)

→ **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. I will say the word to spell, use it in a sentence, and then say the word again.**

**Ready? 1. lab: Some rats are lab animals. lab**

**Say the sounds in lab with me. Ready? /l/ /ă/ /b/**

As the students say the sounds with you, you may want to raise one finger for each sound said.

**Write the word lab on line 1.**

When the students have finished writing the word, slowly blend the sounds with the students as you write the letters on a surface they can see well (or show the slide transition for the word).

**Say the sounds in lab with me as I write the letters. Ready? /l/ /ă/ /b/**

**Check the spelling of your word and change any letters that are not correct.**

— Continue in the same manner with these words:

2. sat: I sat and watched the cat. sat

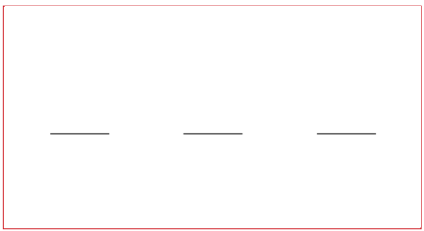
3. ran: I ran to see the rat. ran

4. an: A rat is an animal. an

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

Help the students as necessary.

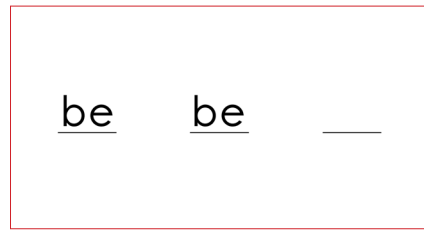
Slideshow



Three blank lines for writing words.

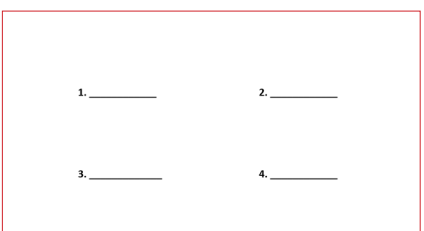


Click to reveal words one at a time.



be be

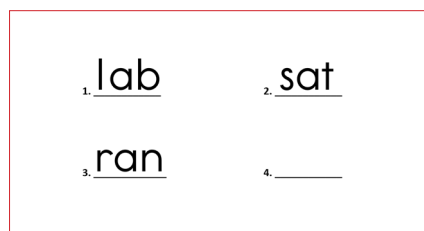
Slideshow



1. 2.  
3. 4.



Click to reveal words one at a time.



1. lab 2. sat  
3. ran 4.

### Student Booklet

Spell-Out Word	
be	_ _ _ _
Sound-Out Words	
1. _____	2. _____
3. _____	4. _____
Number Correct ____ / 4	

## Suggestions

- If using the PowerPoint slide, the teacher will click to reveal the spelling of the spell-out and sound-out words.
  - For the spell-out word, the teacher will click the first time they read the word in the spell-out routine.
  - For the sound-out words, the teacher will click after cuing the students to say each sound in the word. Together, they will check their spelling.
- In the early lessons:
  - Dictate the sound-out words slowly, isolating each letter sound.
  - Write each letter after students have already written the letter to provide sound-by-sound reinforcement and/or correction.
- If a student spells a word incorrectly, repeat the word slowly, emphasizing the sound the student misrepresented when writing the word. Then, ask the student to spell the word again.
- In later lessons, say the words as they are spoken in speech.
- Have students check their spelling by comparing the words they wrote with the ones the teacher wrote/ displayed. Checking and correcting (if necessary) each word immediately after attempting to spell it will help students remember how to spell the word.

## Make a Prediction

### Rationale

This pre-reading activity prepares the students to read the story.

### Description of the Activity

The teacher discusses the title, key words, and picture with the students, and they agree upon a prediction sentence. The teacher uses the key word definitions provided in the script to define key words the students may not understand. The teacher then writes the prediction sentence on a surface the students can see well (e.g., a whiteboard, a chalkboard, or a tablet).

### Samples

#### Script

Ensure the students can see the flipbook page (opposite) or Slide 11 for lesson 1, *a: cat*.

Point to the story title, key words (in the box), and picture as you talk about them.

**A good reader thinks about a story before reading it.**

**Read the story title with me: *What Is a Rat?***

**These words are in the story. Read them with me: packs lab tan**

Read the definitions below for the key words your students may not already understand well.

**Packs are groups of animals.**

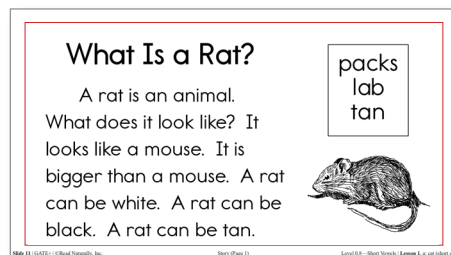
**A lab is a place where people do science experiments.**

**Tan is light brown.**

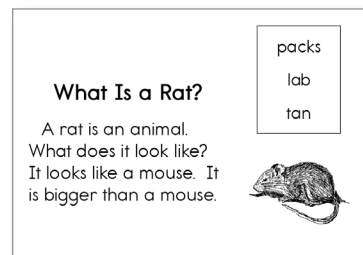
**Look at the picture too. Using these clues, what do you think the story will tell us?**

Discuss the clues as a group. Agree on a prediction sentence and write it on a surface the students can see well. As you write, sound out the decodable words in your sentence, and draw attention to the spell-out words.

#### Slideshow



#### Flipbook



### Alternate Methods

1. Students compose and write their sentences independently on the prediction and retell organizer, available to download from the USB drive.
2. Students make predictions orally, and the predictions are not written down.



## Suggestions

- Students should use the title, key words, and picture to decide on a prediction. Guide them to include the title and at least one key word in the prediction.
- In early lessons, provide students with sentence starters such as: “I think this story will be about...” and “In this story I will learn about...”
- As the teacher writes the agreed upon prediction, sound out the decodable words in the sentence and draw attention to the spell-out words.
- If/when transitioning to having students write the predictions themselves, the teacher should sound out phonetically regular words together with the students as they write them. The students should write the letter(s) for each sound as the teacher makes each sound of the word. They should write on their papers before the teacher writes as much as possible to develop their phonemic awareness and to develop the ability to write predictions independently. Write phonetically irregular words for the students to copy. Base the amount of guidance provided on the students’ abilities. As students become better at writing, they can write their predictions independently.

## Cold Timing

### Rationale

This timing activity determines how well the students can read the story before reading along with the teacher or reading independently.

### Description of the Activity

The teacher times the group of students for one minute while each student reads the story independently. The students should not read in unison. The teacher listens to one of the students read while the other students read orally to themselves, underlining words they do not know. When the timer sounds, each student makes a vertical mark after the last word they read.

### Samples

#### Script

Make sure the students have their booklet and a pencil.

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. Note that while timings are an excellent way to monitor student performance and are very motivating for most students, they are not appropriate for all students. See the teacher's manual for more information about an alternative way to implement this step.

**Unfold your booklet, and look at the story on page 3.**

**You will read the story to yourself for one minute. 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.**

**Ready?** Wait until all the students look at the first word and have their 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.

### Student Booklet

What Is a Rat?

Teacher Score \_\_\_\_\_

A rat is an animal. What does it look  
like? It looks like a mouse. It is bigger  
than a mouse. A rat can be  
white. A rat can be  
black. A rat can  
be tan.



Rats can live in packs.  
Rats can be pets. Rats can  
be lab animals. Some rats can make us  
sick. Some cats eat rats.

Words Read \_\_\_\_\_ Words Read \_\_\_\_\_  
Errors \_\_\_\_\_ = Cold Score \_\_\_\_\_ Errors \_\_\_\_\_ = Final Score \_\_\_\_\_

## **Suggestions**

- Teach the students how to do cold timings by telling them to hold a pencil while reading and to underline any word they stop in front of, stumble on, or skip. Their scores will not be as accurate as if the teacher timed each student. However, time does not permit the teacher to listen to each student each time, nor is it necessary. Students learn to monitor their reading by underlining the words they are unsure of and then getting immediate feedback on their self-assessments when they read the story with the teacher.
- Rotate which student the teacher listens to during the cold timing so, over time, the teacher will hear each student read an unpracticed story. Make a mark on the student's graph to indicate which cold timing the teacher monitored so later it is easier to assess the student's progress in reading unpracticed text.
- Demonstrate to the students how to read quietly enough so no one else can hear them.

## **Alternate Method**

Time the group of students reading the story in unison for one minute. The students will record the group score on the graph on their individual story record sheet.

Mark the Cold-Timing Score on the Graph

Rationale

This graphing activity results in a record of each student’s cold score. The fluency graph provides each student with proof of their own progress.

Description of the Activity

The students count the number of words they read, and they write that number on the line labeled Words Read below the story on page 3 of their student booklet. Then, they count the number of underlined words (words they were unsure of) and write that number on the line labeled Errors. Next, the students subtract the errors from the number of words read to get the number of words they read correctly. The students write that number on the line labeled Cold Score. Finally, the students draw a blue line on the fluency graph on their story record sheet to mark the score and color the bar up to the line to show the number of words they read correctly before practicing the story.

Samples

Script

Make sure the students have their booklet, record sheet, pencil, and red pencil.  
Each student will record an individual score on the line labeled Final Score. (Students who passed early while reading for you may use that score.)

Count the number of words you read during the last timing, and write that number on the line labeled Words Read. Now subtract your errors, and write your answer on the line labeled Final Score.

Wait until the students write their score in their booklet.

Take out your record sheet and red pencil. Look at the number you wrote on the line labeled Final Score in your booklet. Draw a red line on your fluency graph 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.

Student Booklet

What Is a Rat?

Teacher Score \_\_\_\_\_

A rat is an animal. What does it look like? It looks like a mouse. It is bigger than a mouse. A rat can be white. A rat can be black. A rat can be tan.



Rats can live in packs. Rats can be pets. Rats can be lab animals. Some rats can make us sick. Some cats eat rats.

Words Read \_\_\_\_\_ Words Read \_\_\_\_\_

- Errors \_\_\_\_\_ = Cold Score \_\_\_\_\_ - Errors \_\_\_\_\_ = Final Score \_\_\_\_\_

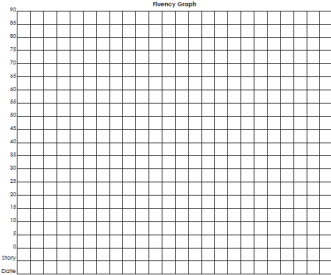
Record Sheet

Story Record Sheet

GATE+ Level 0.8

Name \_\_\_\_\_ Class \_\_\_\_\_

Fluency Graph



Fluency Scores

Cold Score	
Cold Score	
Final Score	
Teacher Score	
Expression	

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GATE+, Version 1.0.2

Level 0.8 - Short Stories  
2023 Read Naturally

## **Suggestions**

- Students record the number of words read and the number of errors on the lines below the story and then calculate the number of words read correctly. Students record their score on the line labeled Cold Score.
- Help students count, subtract, and mark the fluency graph on their story record sheet until they can do these activities independently.
- The teacher may want to record the story number, date, and teacher score along with the cold score, on each student's story record sheet.

Read Along With the Teacher

Rationale

This reading activity presents a model of the correct reading of the story so the students can learn new words, improve their understanding of words that tend to confuse them, and master other words. This activity also teaches students appropriate phrasing and expression.

Description of the Activity

The teacher models reading the story from the demonstration pages in the Lesson Flipbook or from the PowerPoint slides while the students read along quietly. The teacher and students stop to decode three to five unfamiliar words containing the featured sound(s) while reading the text. The teacher reads with expression, but slowly enough so the students can actually read along.

Samples

Script

Ensure the students can see the flipbook page (opposite) or Slide 11 for lesson 1, *a: cat*. 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. Demonstrate decoding three to five different **short a** words as you read. Do not demonstrate decoding all the unfamiliar words. When you come to a **short a** word you choose to decode, sound it out together. Then go back to the beginning of the sentence, reminding the students that sentences begin with uppercase letters. Reread the sentence, inserting the decoded word. Ask the students if the sentence makes sense. Once they agree, continue reading the story slowly, pointing to each word.

**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 on the page or slide, turn the page or advance to the next slide and continue reading the rest of the story.

Student Booklet


What Is a Rat?

Teacher Score \_\_\_\_\_

9  
18  
25  
30  
34  
36  
41  
47  
55  
60

A rat is an animal. What does it look like? It looks like a mouse. It is bigger than a mouse. A rat can be white. A rat can be black. A rat can be tan.

Rats can live in packs. Rats can be pets. Rats can be lab animals. Some rats can make us sick. Some cats eat rats.



Words Read \_\_\_\_\_

Words Read \_\_\_\_\_

- Errors \_\_\_\_\_ = Cold Score \_\_\_\_\_

- Errors \_\_\_\_\_ = Final Score \_\_\_\_\_

## **Suggestions**

- Students should look at the demonstration pages in the Lesson Flipbook or the PowerPoint slides and read along with the teacher orally.
- For additional read-alongs, each student should read from their own student booklet.
- Stop to decode three to five words while reading with the students the first time. The words the teacher decodes should be words with the featured sound(s) in the story.
- Reread the sentence after decoding the word and ask the students if the sentence makes sense with that word.
- Do not decode every unknown word with the students. Provide words with phonetically unfamiliar patterns and model decoding only those words with the featured sound(s) or with previously learned sounds.
- During the second read-along, after reading a sentence with a featured spell-out word, reread the word together and direct the students to underline the spell-out word.
- Read slightly faster each time, modeling good expression.

## Practice and Pass the Story

### Rationale

This reading activity provides the students with the practice necessary to read the story fluently and master some of the words within the story. Also, it provides the teacher with the opportunity to listen to each student read one time.

### Description of the Activity

The teacher times the students for one minute while each student reads the story independently. The students should not read in unison. The teacher listens to one of the students read while the other students read orally to themselves. When the timer sounds, each student makes a vertical mark after the last word they read. Then, the teacher times the students several more times, each time listening to a different student. Whenever the timer sounds, each student makes a vertical mark after the last word they read. For the student who read to the teacher, the teacher writes the number of words read on the line labeled Teacher Score in the upper right-hand corner. This process continues for 4-6 timings. Then, each student counts the number of words they read during the last timed practice and writes the score on the line labeled Final Score. Depending on the size of the group, it may take multiple lessons for each student to get a teacher-monitored timing.

### Samples

#### Script

Time the group of students for one minute about 4-6 times. Listen to one student read while the others read independently or in pairs.

**Read the story to yourself, using a quiet voice, 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 for you by subtracting the student's errors from the words attempted. Write the score in the upper right-hand corner and circle it to indicate it was the score of a teacher-monitored timing.

Continue timing the students in this way, each time listening to a different student in order to hear every student read over time.

To pass the story, most students should read 30-55 words correctly with expression in one minute. Set a goal that most of your students can meet with the repeated practices built into the lesson (or set individual goals based on each student's needs). Emphasize accuracy.

Students who pass while reading with you can continue practicing the story with the group or count that score as their Final Score and work independently answering the questions, writing sentences about the story, or completing the lesson's crossword puzzle. Students who do not pass while reading with you should continue reading during the group timings. You can revisit the story at another time with any students who did not meet your expectations during the lesson.




## Student Booklet

**What Is a Rat?**

Teacher Score \_\_\_\_\_

A rat is an animal. What does it look  
9 like? It looks like a mouse. It is bigger  
18 than a mouse. A rat can be  
25 white. A rat can be  
30 black. A rat can  
34 be tan.



36 Rats can live in packs.  
41 Rats can be pets. Rats can  
47 be lab animals. Some rats can make us  
55 sick. Some cats eat rats.  
60

Words Read \_\_\_\_\_ Words Read \_\_\_\_\_  
Errors \_\_\_\_\_ = Cold Score \_\_\_\_\_ Errors \_\_\_\_\_ = Final Score \_\_\_\_\_

### Suggestions

- Be aware that the teacher-timing score, recorded after the teacher listens to a student, will be more accurate than the final-timing score, recorded after a student has self-monitored their reading. Also note, the final-timing scores may be higher because the students have had more practice timings.
- To pass a story, a student should read to a words-correct-per-minute goal (in level 0.8, 30-55 wcpm; in level 1.3, 50-75 wcpm; and in level 1.8, 65-90 wcpm). Encourage students to read with accuracy and expression, and select a reading rate goal most students can meet with the repeated practices built into the lessons.
- The teacher may adjust the number of words the students must read in one minute to pass a story in order to meet the needs of individual students. For example, the teacher may lower the required score by ten words per minute for a struggling reader or raise the required score by ten words per minute for a more able reader.
- Most students will be able to pass. If a student does not pass during the final timing, the teacher can continue to time the student until they pass. However, moving the group on to the next lesson may be more important than using group time to continue timing the student who can't pass. If the teacher decides to move the group on, the student who did not pass should practice independently, with a partner, or at home. The teacher may choose to then re-time the student later.
- Students who pass while reading with the teacher can continue reading the story with the group or be directed to answer the questions, write a sentence about the story, work on the corresponding crossword puzzle, or read previously passed stories while the teacher works with students who have yet to pass. For these students, the teacher score will be used as the final score.
- Plan to read last with the students who require the most reading practice. By practicing with the group multiple times before reading with the teacher, they will be more prepared to pass the story. These last students should answer the questions immediately after passing the story.
- Writing a sentence about the story is optional for the students who require more practice to pass the story. The teacher may ask these story to orally tell something they remember from the story.
- Students who have already passed the story, answered the questions, and written a sentence about the story can work on the crossword puzzle that corresponds to the lesson or practice a bonus word list (available on the USB drive) while waiting for other students to finish practicing and passing with the teacher.

## Alternate Methods

1. The teacher may want to listen to the weakest reader first in order to assist with difficult words and then listen to the remaining students in a consistent order. Though the teacher-timing score of the first student to read with the teacher will be low and the score of the student who reads last will be higher, the teacher will be better able to see the students' progress because the teacher will be measuring the students' fluency after they have practiced a set number of times. However, because some competition may develop in the group and the students who read first will not have a chance to record high teacher-timing scores, downplay the teacher-timing scores while working with the group.
2. The teacher may want to listen to the weakest reader first as they read alone for the first time. Then, listen to the strongest reader while timing the group of students practicing independently. As soon as the strongest reader can read the story correctly at the required rate in one minute, direct them to begin to answer the questions and write a sentence about the story. Then, listen to the next most able reader while timing the group. After that student passes, direct them to answer the questions and then write a sentence about the story. Continue in this way until all the students have passed the story. Most students will have answered the questions, and some will have written a sentence about the story by that time.
3. Once all the students are strong enough readers that they do not need the teacher's help on the first practice reading, the teacher may want to rotate who reads with the teacher first. This method will allow the teacher to listen to each student read at various levels of proficiency and allow all students the chance to read last and record a higher score.
4. The teacher may want to listen to the strongest reader first while timing the students practicing independently. As soon as that student can read the story at the required rate correctly in one minute, direct the student to begin to answer the questions and then write a sentence about the story. Then, listen to the next most able reader while timing the group until that student passes. Direct that student to answer the questions and then write a sentence about the story.
5. Students can read in pairs. There are two ways to do the paired reading. One student can read while the other monitors the reading or the students can read together, as in a duet. The duet style allows both students to actually read for each practice timing. When picking partners, it is important to consider the reading ability of each student and be sensitive to the special needs of the readers. The teacher might pair a more fluent reader with a less fluent reader or pair readers with similar abilities.

### Mark the Final Score on the Graph

## Rationale

This graphing activity provides the students with a record of their final-timing scores so they can see their improvement in reading the story fluently.

### Description of the Activity

The students transfer their scores from the line labeled Final Score in their student booklet to the fluency graph on their record sheet. They draw a red line on the fluency graph to mark the number of words read in one minute and color the graph red to that line (above the cold score in blue). Then, the students look at their graphs and note their progress.

## Samples

## Script

Make sure the students have their booklet, record sheet, pencil, and red pencil.

Each student will record an individual score on the line labeled Final Score. (Students who passed early while reading for you may use that score.)

Count the number of words you read during the last timing, and write that number on the line labeled Words Read. Now subtract your errors, and write your answer on the line labeled Final Score.

Wait until the students write their score in their booklet.

Take out your record sheet and red pencil. Look at the number you wrote on the line labeled Final Score in your booklet. Draw a red line on your fluency graph 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.

# Student Booklet

**What Is a Rat?**

Teacher Score \_\_\_\_\_

A rat is an animal. What does it look like? It looks like a mouse. It is bigger than a mouse. A rat can be white. A rat can be black. A rat can be tan.



Rats can live in packs. Rats can be pets. Rats can be lab animals. Some rats can make us sick. Some cats eat rats.

Words Read \_\_\_\_\_

• Brail \_\_\_\_\_ • Cold Score \_\_\_\_\_

Words Read \_\_\_\_\_

• Brail \_\_\_\_\_ • Final Score \_\_\_\_\_

## Record Sheet

# Word List Record Sheet

GATE+ Level 08

Name \_\_\_\_\_ Class \_\_\_\_\_

**Word List Length**

95	
90	
85	
80	
75	
70	
65	
60	
55	
50	
45	
40	
35	
30	
25	
20	
15	
10	
5	
0	
UNKNOWN	
DATE	

**Scores**

Good Score	
Word List Score	
Spelling Score	
Teacher Score	

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Word List - Sheet 08  
 Good and Beautiful

## Suggestions

- Help students count, record their scores, and mark their graphs until they can do these activities independently.
- The teacher may want to have any student who reads the story correctly at the minimum required rate or higher draw a star at the top of the red bar on the graph.
- The teacher may want to record the story number, date, and teacher score along with the cold score, final score, and question score on each student's record sheet.

## Answer the Questions

### Rationale

This comprehension activity encourages students to remember what they have read, shows them that they are reading for information and not speed, provides them with an opportunity to write words with the featured sounds, and assesses their comprehension of the story.

### Description of the Activity

Students answer the questions and then check the answers either as a group or individually. The students then write the number of questions they answered correctly on the lines labeled Number Correct on page 4 of their student booklet.

### Samples

#### Script

Make sure the students have their booklet, record sheet, pencil, and red pencil.

Each student will record an individual score on the line labeled Final Score. (Students who passed early while reading for you may use that score.)

Count the number of words you read during the last timing, and write that number on the line labeled Words Read. Now subtract your errors, and write your answer on the line labeled Final Score.

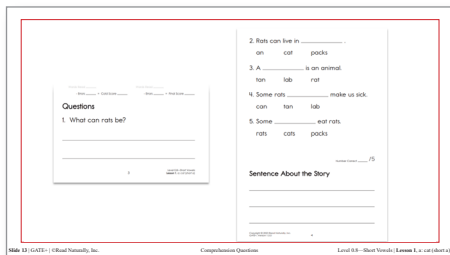
Wait until the students write their score in their booklet.

Take out your record sheet and red pencil. Look at the number you wrote on the line labeled Final Score in your booklet. Draw a red line on your fluency graph to mark your final score. Color your graph red to that line.

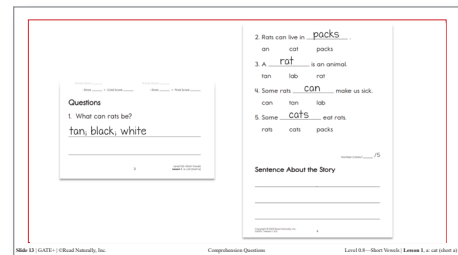
Help students who have difficulty with the graph.

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

Slideshow



Click to reveal answers one at a time.



Student Booklet

Questions

1. What can rats be?

\_\_\_\_\_

\_\_\_\_\_

### Student Booklet

2. Rats can live in \_\_\_\_\_.

an    cat    packs

3. A \_\_\_\_\_ is an animal.

tan    lab    rat

4. Some rats \_\_\_\_\_ make us sick.

can    tan    lab

5. Some \_\_\_\_\_ eat rats.

rats    cats    packs

Number correct \_\_\_\_\_ /5

### Suggestions

- Work with the students as they answer the questions until they can answer them independently.
- Once students know how to answer the questions independently, they can answer the questions while waiting for other students to pass the story.

## Write a Sentence About the Story (optional)

### Rationale

This writing activity encourages comprehension because the students must write about something they remember from the story. It is considered optional because it may require more time than the teacher has for these lessons (especially in the case of students who take a long time to pass the story).

### Description of the Activity

The students write a sentence about the story either as a group or individually.

### Alternate Method

Students tell about the story orally. This method is excellent for multilingual learners who may need more practice with oral language.

### Samples

#### Script

You can come up with a sentence as a group. Either write it on a surface the students can see well and have them copy the sentence, or dictate it for them to try to spell. Students could also write a sentence independently while waiting for other students to pass the story or as homework.

**Can you think of a sentence about the story?**

You could provide a sentence starter like one of these:

**This story is about...** or **From this story, I learned...**

**Write the sentence on the lines near the bottom of page 4. Start your sentence with an uppercase letter and end it with a period.**

Record the scores (word list, spelling, story timings, and questions) in the appropriate boxes on the students' record sheets at an appropriate time.

Slideshow

2. Rats can live in packs.  
an cat packs  
3. A rat is an animal.  
ton lab rat  
4. Some rats can make us sick.  
can ton lab  
5. Some cats eat rats.  
rats cats packs

Questions  
1. What can rats be?  
tan, black, white

Sentence About the Story  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Click to reveal a sample sentence.

2. Rats can live in packs.  
an cat packs  
3. A rat is an animal.  
ton lab rat  
4. Some rats can make us sick.  
can ton lab  
5. Some cats eat rats.  
rats cats packs

Questions  
1. What can rats be?  
tan, black, white

Sentence About the Story  
Rats can be pets.

### Student Booklet

Sentence About the Story  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **Suggestions**

- Work with the students to compose and write a sentence together until they can write one independently.
- In early lessons, provide students with sentence starters such as: “This story is about...” or “From this story I learned...”
- Once students know how to write a sentence about the story independently, they can write a sentence while waiting for other students to pass the story.
- Use the Prediction and Retell Organizer, available for download from the USB drive for students who would benefit from retelling the story instead of just writing a sentence.







