



Standards Alignment

Missouri | English Language Arts (Grades K-1)



Read Naturally GATE+

GATE+ is a systematic, direct-instruction phonics program for beginning readers that can be used for classroom instruction in kindergarten and first grade or as an intervention for students in first through third grade. There are three levels of GATE+ (0.8, 1.3, and 1.8). The interactive lessons in each level teach all five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). The lessons and instructional activities in GATE+ are research-based and aligned with the Science of Reading.



**Systematic, Direct
Instruction**



**Aligned to the
Science of Reading**



**Research-Proven
Strategies**



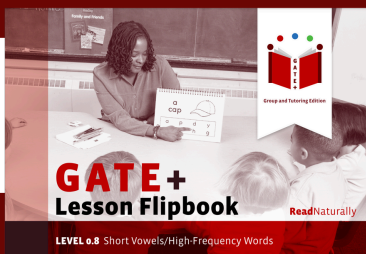


Read Naturally GATE+

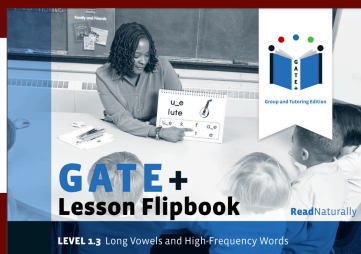
Each GATE+ lesson incorporates the following research-based instructional activities:

| Instructional Activities | |
|---|--|
| Instructional Key: (PA) Phonemic Awareness, (P) Phonics, (F) Fluency, (V) Vocabulary & (C) Comprehension | |
| Phonemic Awareness | |
| G.1.1-PA Learn About and Listen for Vowel Sounds in Words | |
| G.1.2-PA Blend Sounds Into Words | |
| G.1.3-PA Segment Words Into Sounds | |
| Phonics | |
| G.2.1-P Practice Letter Sounds With and Without Teacher Support | |
| G.2.2-P Decode Sound-Out Words With Teacher Support | |
| G.2.3-P Read the Spell-Out Word(s) With Teacher Support | |
| G.2.4-P Read the Lesson Words Without Teacher Support | |
| G.2.5-P Read Words Down, Read Words Across, and Read Words Down and Across | |
| G.2.6-P Read Decodable Sentences | |
| G.2.7-P Spelling | |
| Fluency, Vocabulary & Comprehension | |
| G.3.1-V Key Words and Make a Prediction | |
| G.3.2-F Cold Timing for One Minute and Mark the Cold Timing Score on the Graph | |
| G.3.3-F Read Along With the Teacher | |
| G.3.4-F Practice and Pass the Story and Mark the Final Score on the Graph | |
| G.3.5-C Answer the Questions | |
| G.3.6-C Write a Sentence About the Story | |

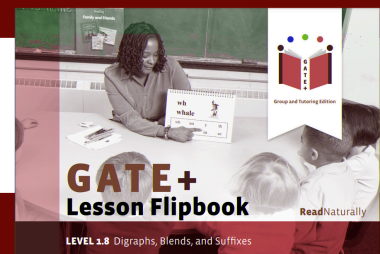
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Level 0.8
Short Vowels &
High-Frequency Words



Level 1.3
Long Vowels &
High-Frequency Words



Level 1.8
Digraphs, Blends,
& Suffixes



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| Missouri State Standards English Language Arts Grades K-1 | GATE+ Instructional Activities | | |
|---|--------------------------------|--|-------------------------------------|
| | Phonological Awareness | Phonics | Fluency, Vocabulary & Comprehension |
| Reading Foundations—Print Awareness | | | |
| Develop print awareness in the reading process by: | | | |
| Identifying all upper- and lower-case letters RF.K.1.A.a | | ✓ G.2.1-P | |
| Knowing that a sentence is comprised of a group of words separated by spaces. RF.K.1.A.e | | ✓ G.2.6-P | ✓ G.3.2-F ✓ G.3.3-F ✓ G.3.4-F |
| Recognizing that sentences are comprised of words separated by spaces. RF.1.1.A.a | | ✓ G.2.6-P | ✓ G.3.2-F ✓ G.3.3-F ✓ G.3.4-F |
| Demonstrating one-to-one correspondence between spoken words and written words. RF.K.1.A.f | | ✓ G.2.2-P ✓ G.2.3-P ✓ G.2.4-P ✓ G.2.5-P | ✓ G.3.2-F ✓ G.3.3-F ✓ G.3.4-F |
| Recognizing the distinguishing features of a sentence. RF.1.1.A.b | | ✓ G.2.6-P | ✓ G.3.2-F ✓ G.3.3-F ✓ G.3.4-F |
| Reading Foundations—Phonemic Awareness | | | |
| Develop phonemic awareness in the reading process by: | | | |
| Identifying sounds in spoken words. RF.K.2.A.a | ✓ G.1.1-PA | | |



GATE+ is strategically designed for...

Classroom Instruction
Grades K-1



Targeted Intervention
Grades 1-3



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| Missouri State Standards English Language Arts Grades K-1 | GATE+ Instructional Activities | | |
|---|--------------------------------|-----------|-------------------------------------|
| | Phonological Awareness | Phonics | Fluency, Vocabulary & Comprehension |
| Reading Foundations—Phonemic Awareness <i>(Continued)</i> Develop phonemic awareness in the reading process by: | | | |
| Producing and identifying sounds and syllables in spoken words. RF.1.2.A.a | ✓ G.1.1-PA | | |
| Blending spoken words phonemes to form one-syllable words RF.K.2.A.f | ✓ G.1.2-PA | | |
| Blending spoken words phonemes to form one- or two-syllable words including consonant blends. RF.1.2.A.d | ✓ G.1.2-PA | | |
| Segmenting spoken words into two or three phonemes. RF.K.2.A.h | ✓ G.1.3-PA | | |
| Segmenting spoken words of three to five phonemes into individual phonemes. RF.1.2.A.e | ✓ G.1.1-PA | | |
| Reading Foundations—Phonics Develop phonics in the reading process by: | | | |
| Producing and writing letter(s) for most short vowel and consonant sounds. RF.K.3.A.a | | ✓ G.2.1-P | |



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|--|--------------------------------|---|---|
| | Phonological Awareness | Phonics | Fluency, Vocabulary & Comprehension |
| Reading Foundations—Phonics <i>(Continued)</i> Develop phonics in the reading process by: | | | |
| Decoding words in context by using letter-sound knowledge. RF.1.3.A.a | | ✓ G.2.2-P ✓ G.2.4-P ✓ G.2.5-P ✓ G.2.6-P | ✓ G.3.1-V ✓ G.3.2-F ✓ G.3.3-F ✓ G.3.4-F |
| Reading high-frequency words. RF.K.3.A.b & RF.1.3.A.j | | ✓ G.2.3-P | ✓ G.3.1-V ✓ G.3.2-F ✓ G.3.3-F ✓ G.3.4-F |
| Blending letter sounds to decode simple words. RF.K.3.c | | ✓ G.2.2-P ✓ G.2.4-P ✓ G.2.5-P ✓ G.2.6-P | ✓ G.3.1-V ✓ G.3.2-F ✓ G.3.3-F ✓ G.3.4-F |
| Combining sounds from letters and common spelling patterns to create and decode recognizable words. RF.1.3.e | | ✓ G.2.2-P ✓ G.2.4-P ✓ G.2.5-P ✓ G.2.6-P ✓ G.2.7-P | ✓ G.3.1-V ✓ G.3.2-F ✓ G.3.3-F ✓ G.3.4-F ✓ G.3.6-C |
| Recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words. RF.K.3.d | | ✓ G.2.2-P ✓ G.2.4-P ✓ G.2.5-P ✓ G.2.6-P ✓ G.2.7-P | ✓ G.3.1-V ✓ G.3.2-F ✓ G.3.3-F ✓ G.3.4-F ✓ G.3.6-C |
| Demonstrating decoding skills when reading. RF.1.3.k | | ✓ G.2.2-P ✓ G.2.3-P ✓ G.2.4-P ✓ G.2.5-P ✓ G.2.6-P | ✓ G.3.1-V ✓ G.3.2-F ✓ G.3.3-F ✓ G.3.4-F |



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|---|--------------------------------|-----------|-------------------------------------|
| | Phonological Awareness | Phonics | Fluency, Vocabulary & Comprehension |
| Reading Foundations—Fluency | | | |
| Read with support, appropriate texts with purpose and understanding. RF.K.4 | | ✓ G.2.6-P | ✓ G.3.2-F ✓ G.3.3-F ✓ G.3.4-F |
| Read appropriate texts with fluency with purpose, and for comprehension. RF.1.4 | | ✓ G.2.6-P | ✓ G.3.2-F ✓ G.3.3-F ✓ G.3.4-F |
| Reading Informational—Comprehension | | | |
| With assistance/develop and demonstrate reading skills in response to reading text/read-alouds by: | | | |
| Predicting what might happen next in a text based on the cover, title, and illustrations. RI.K.1.A.a | | | ✓ G.3.1-V |
| Predicting what will happen next using prior knowledge. RI.1.1.A.a | | | ✓ G.3.1-V |
| Asking and responding to questions about texts read aloud. RI.K.1.A.b | | | ✓ G.3.5-C |
| Asking and responding to relevant questions. RI.1.1.A.b | | | ✓ G.3.5-C |



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| | Phonological Awareness | Phonics | Fluency, Vocabulary & Comprehension |
| Reading Informational—Comprehension (<i>Continued</i>) With assistance/develop and demonstrate reading skills in response to reading text/read-alouds by: | | | |
| Retelling main ideas or important facts from a read aloud or familiar story. RI.K.1.A.c | | | ✓ G.3.6-C |
| Retelling main ideas in sequence including key details. RI.1.A.d | | | ✓ G.3.6-C |
| Reading—Vocabulary With assistance/develop an understanding of vocabulary by: | | | |
| Using words and phrases acquired through conversations, reading and being read to, and responding to texts. RI.K.1.B.e | | | ✓ G.3.5-C ✓ G.3.6-C |
| Determining what words mean from how they are used in context of a sentence either heard or read. RI.1.1.B.e | | | ✓ G.3.5-C ✓ G.3.6-C |
| Using words and phrases acquired through conversations, reading and being read to, and responding to texts. RI.1.1.B.i | | | ✓ G.3.5-C ✓ G.3.6-C |



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| | Phonological Awareness | Phonics | Fluency, Vocabulary & Comprehension |
| Reading—Independent Text Reading independently for (multiple purposes over) sustained periods of time by: | | | |
| Engaging with text as developmentally appropriate. RI.K.1.D.a & RI.1.1.D.a | | | ✓ G.3.4-F |
| Producing evidence of reading. RI.1.1.D.b | | | ✓ G.3.4-F ✓ G.3.5-C ✓ G.3.6-C |
| Reading—Text Structures Reading independently for (multiple purposes over) sustained periods of time by: | | | |
| Ask and answer questions to clarify meaning. RI.K.3.C.a & RI.1.3.C.a | | | ✓ G.3.5-C ✓ G.3.6-C |
| Name the main topic and recall key details of the text. RI.K.3.C.b | | | ✓ G.3.5-C ✓ G.3.6-C |
| Identify main ideas and supporting details. RI.1.3.C.b | | | ✓ G.3.5-C ✓ G.3.6-C |
| Ask and answer questions about unknown words in a text. RI.K.3.C.d | | | ✓ G.3.5-C ✓ G.3.6-C |



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|--|--------------------------------|-----------|-------------------------------------|
| | Phonological Awareness | Phonics | Fluency, Vocabulary & Comprehension |
| Language—Punctuation, Capitalization, Spelling | | | |
| In written text: | | | |
| Write and name letters for consonant and vowel sounds. L.K.1.B.h | | ✓ G.2.7-P | ✓ G.3.6-C |
| Spell words using regular spelling patterns. L.1.1.B.e | | ✓ G.2.7-P | ✓ G.3.6-C |
| Spell words phonetically using phonemic awareness and spelling knowledge. L.1.1.B.f | | ✓ G.2.7-P | ✓ G.3.6-C |



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