



Standards Alignment

Virginia | 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**



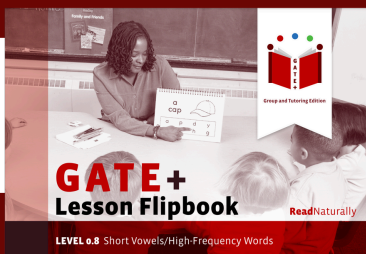


Read Naturally GATE+

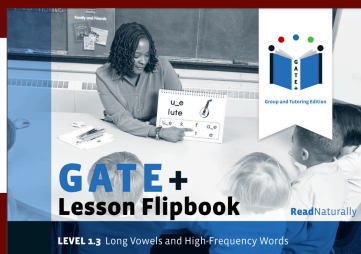
Each GATE+ lesson incorporates the following research-based instructional activities:

| 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 | |

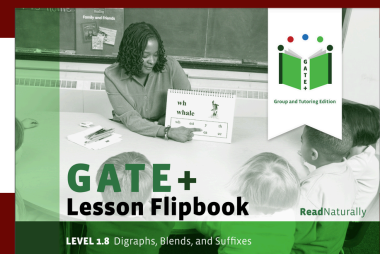
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Level 0.8
Short Vowels &
High-Frequency Words



Level 1.3
Long Vowels &
High-Frequency Words



Level 1.8
Digraphs, Blends,
& Suffixes



Virginia
English Standards
of Learning (K-1)
 Adopted 2024

Virginia Standards Alignment

Read Naturally GATE+



| Virginia State Standards English Standards of Learning Grades K-1 | GATE+ Instructional Activities | | |
|---|--|---|---|
| | Phonological Awareness | Phonics | Fluency, Vocabulary & Comprehension |
| Foundations for Reading—Print Concepts | | | |
| The student will apply knowledge of how print is organized and read. K.FFR.1 & 1.FFR.1 | | ✓ G.2.2-P ✓ G.2.3-P ✓ G.2.4-P ✓ G.2.5-P ✓ G.2.6-P | ✓ G.3.2-F ✓ G.3.3-F ✓ G.3.4-F |
| Foundations for Reading—Phonological & Phonemic Awareness | | | |
| The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling). K.FFR.2 & 1.FFR.2 | ✓ G.1.1-PA ✓ G.1.2-PA ✓ G.1.3-PA | | |
| Foundations for Reading—Phonics & Word Analysis | | | |
| The student will apply phonetic principles to read and spell words. K.FFR.3 & 1.FFR.3 | | ✓ G.2.1-P ✓ G.2.2-P ✓ G.2.3-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 |



GATE+ is strategically designed for...

Classroom Instruction
Grades K-1



Targeted Intervention
Grades 1-3



Virginia

**English Standards
of Learning (K-1)**
Adopted 2024

Virginia Standards Alignment Read Naturally GATE+



| Virginia State Standards English Standards of Learning Grades K-1 | GATE+ Instructional Activities | | |
|--|--------------------------------|-----------|---|
| | Phonological Awareness | Phonics | Fluency, Vocabulary & Comprehension |
| Developing Skilled Readers & Building Reading Stamina | | | |
| <i>The student will</i> use knowledge of letter-sound correspondences to read and reread controlled decodable sentences and texts that include phonic elements and irregular words (Reading Fluency). K.DSR.1.A | | ✓ G.2.6-P | ✓ G.3.2-F ✓ G.3.3-F ✓ G.3.4-F |
| <i>The student will</i> use knowledge of letter-sound correspondences to read a variety of decodable and grade-level texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency). 1.DSR.A | | ✓ G.2.6-P | ✓ G.3.2-F ✓ G.3.3-F ✓ G.3.4-F |
| Reading & Vocabulary—Vocabulary Development & Word Analysis | | | |
| <i>The student will</i> discuss meanings of words (in context) from a variety of texts (and experiences). K.RV.1.A & 1.RV.1.A | | | ✓ G.3.1-V ✓ G.3.3-F |
| <i>The student will</i> ask questions about words not understood. K.RV.1.B | | | ✓ G.3.1-V ✓ G.3.3-F |



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| Virginia State Standards English Standards of Learning Grades K-1 | GATE+ Instructional Activities | | |
|---|--------------------------------|---------|--|
| | Phonological Awareness | Phonics | Fluency, Vocabulary & Comprehension |
| Reading & Vocabulary—Vocabulary Development & Word Analysis (Continued) | | | |
| <i>The student will</i> ask for the meaning of unknown words and make connections to familiar words. 1.RV.1.C | | | ✓ G.3.1-V ✓ G.3.3-F |
| <i>The student will</i> use vocabulary from across content areas. K.RV.1.C & 1.RV.1.D | | | ✓ G.3.1-V ✓ G.3.3-F ✓ G.3.5-C ✓ G.3.6-C |
| <i>The student will</i> determine the meaning of an unknown word using frequently occurring root words and inflectional affixes. 1.RV.1.E | | | ✓ G.3.1-V ✓ G.3.3-F ✓ G.3.5-C ✓ G.3.6-C |
| Reading Informational Text—Key Ideas & Confirming Details | | | |
| With prompting and support, <i>the student will</i> ask and answer literal or inferential questions about what is read. K.RI.1.A | | | ✓ G.3.5-C ✓ G.3.6-C |
| <i>The student will</i> ask and answer literal and inferential questions about what is read, including demonstrating an understanding of the main topics. 1.RI.1.A | | | ✓ G.3.5-C ✓ G.3.6-C |
| With prompting and support, <i>the student will</i> identify main topic and key/supporting details of a text. K.RI.1.B & 1.RI.1.B | | | ✓ G.3.5-C ✓ G.3.6-C |



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|---|--------------------------------|-----------|-------------------------------------|
| | Phonological Awareness | Phonics | Fluency, Vocabulary & Comprehension |
| Foundations for Writing—Spelling | | | |
| <i>The student will</i> encode (spell) one syllable words with short vowels and one syllable words beginning or ending in a digraph. K.FFW.2.A | | ✓ G.2.7-P | ✓ G.3.6-C |
| <i>The student will</i> use phoneme-grapheme (sound/symbol) correspondence to encode (spell) single-syllable words containing closed syllables (cvc, ccvc, cvcc, and ccvc), open syllables (cv, ccv), vowel-consonant-e (cvce, ccvce). 1.FFW.2.A | | ✓ G.2.7-P | ✓ G.3.6-C |
| (With prompting and support), <i>the student will</i> use phoneme/grapheme (sound/symbol) correspondences to spell grade-level high-frequency words with automaticity/accuracy. K.FFW.2.C & 1.FFW.2D | | ✓ G.2.7-P | ✓ G.3.6-C |



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