

TEKS Standards Alignment

English Language Arts

Grade 1

Read Naturally GATE+

GATE+ is a systematic, direct-instruction phonics program for beginning readers that can be used for classroom instruction in K-1 or as an intervention with readers in 1st-3rd grade who are reading at a 1st grade skill level. The three levels of GATE+ include 0.8, 1.3, and 1.8. Instruction includes all five components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension) in every interactive lesson. The evidence based instructional activities found in each GATE+ lesson include the following:

1. Learn About and Listen for Vowel Sounds in Words
2. Blend Sounds Into Words
3. Segment Words Into Sounds
4. Practice Letter Sounds With and Without Teacher Support
5. Decode Sound-Out Words With Teacher Support
6. Read the Spell-Out Word(s) With Teacher Support
7. Read the Lesson Words Without Teacher Support
8. Read Words Down, Read Words Across, and Read Words Down and Across
9. Read Decodable Sentences
10. Spelling
11. Key Words and Make a Prediction
12. Cold Timing for One Minute and Mark the Cold-Timing Score on the Graph
13. Read Along With the Teacher
14. Practice and Pass the Story and Mark the Final Score on the Graph
15. Answer the Questions
16. Write a Sentence About the Story

[Read Naturally GATE+ Scope and Sequence](#)



A detailed explanation of each instructional activity is found in the GATE+ Teacher's Manual. GATE+ also includes a supplemental comprehension resource called the Comprehension Builder.

The alignment of the Read Naturally GATE+ instructional activities with the Texas (TEKS) English Language Arts standards for 1st grade is found in the table below.

Strand	Description of Grade-level Standard	Read Naturally GATE+ Instructional Activities Read Naturally GATE+ Scope and Sequence
<p>1. Foundational language skills: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking.</p>	<p>Phonological Awareness and Phonics: The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.</p> <p>Grade 1 (110.3) (A) Demonstrate phonological awareness by:</p> <ul style="list-style-type: none"> (iii) distinguishing between long and short vowel sounds in one-syllable words; (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; (v & vi) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) manipulating phonemes within base words; and (viii & ix) segmenting spoken one-syllable words or three to five phonemes into individual phonemes, including words with initial and or final consonant blends. 	<p>Learn About and Listen for Vowel Sounds in Words Blend Sounds Into Words Segment Words Into Sounds Practice Letter Sounds With and Without Teacher Support Decode Sound-Out Words With Teacher Support Read the Spell-Out Word(s) With Teacher Support Read the Lesson Words Without Teacher Support Read Words Down, Read Words Across, and Read Words Down and Across Read Decodable Sentences</p>
<p>1. Foundational language skills: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking.</p>	<p>(B) Demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list. 	<p>Practice Letter Sounds With and Without Teacher Support Decode Sound-Out Words With Teacher Support Read the Spell-Out Word(s) With Teacher Support Read the Lesson Words Without Teacher Support Read Words Down, Read Words Across, and Read Words Down and Across Read Decodable Sentences Read Along With the Teacher Practice and Pass the Story</p>

<p>1. Foundational language skills: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking.</p>	<p>(C) Demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; and (iv) spelling high frequency words from a research-based list. 	<p>Read the Spell-Out Word(s) With Teacher Support Spelling</p>
<p>1. Foundational language skills: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking.</p>	<p>Vocabulary: The student uses newly acquired vocabulary expressively.</p> <p>Grade 1 (110.3): (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;</p>	<p>Key Words and Make a Prediction Read Along With the Teacher Practice and Pass the Story Answer the Questions Write a Sentence About the Story</p>
<p>1. Foundational language skills: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking.</p>	<p>Fluency: The student reads grade-level text with fluency and comprehension.</p> <p>Grade 1 (110.3) (A) use appropriate fluency (rate, accuracy, prosody) when reading grade-level text</p>	<p>Read Words Down, Read Words Across, and Read Words Down and Across Read Decodable Sentences Cold Timing for One Minute and Mark the Cold Timing Score on the Graph Read Along With the Teacher Practice and Pass the Story and Mark the Final Score on the Graph</p>

<p>2. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.</p>	<p>Comprehension: The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.</p> <p>Grade 1 – English IV (110.3): (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; (D) create mental images to deepen understanding (F) make inferences and use evidence to support understanding (G) evaluate details to determine what is most important (H) synthesize information to create new understanding (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down</p>	<p>Key Words and Make a Prediction Answer the Questions Write a Sentence About the Story Comprehension Builder</p>
<p>3. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.</p>	<p>Response Skills: The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.</p> <p>1st Grade (110.3): (C) use text evidence to support an appropriate response; (D) retell texts in ways that maintain meaning; (F) respond using newly acquired vocabulary as appropriate</p>	<p>Key Words and Make a Prediction Answer the Questions Write a Sentence About the Story Comprehension Builder</p>