

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

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

## Read Naturally GATE Fidelity Checklists

Use the Observation 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. You can 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, see the *Read Naturally GATE Teacher's Guide*.

### Read Naturally GATE Observation 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 student response to teacher-presented lesson.)*

- Listen for Sounds in Words: Teacher tells students a letter sound. Students repeat the sound. Teacher says a word. Students listen and indicate if the word has the featured sound by showing thumbs up or thumbs down.
- Blend Sounds Into Words: Teacher blends letter sounds together slowly to make a word. Students listen carefully to determine what word the teacher said. Teacher says, "What word?" Students say the word in unison.
- Practice Letter Sounds With Teacher Support: Teacher points to each letter or letter combination and tells students the name and sound of the letter(s). Teacher says, "What sound?" Students repeat the sound in unison.
- Practice Letter Sounds Without Teacher Support: Teacher points to a letter or letter combination. Students indicate they know the sound by putting a thumb up. When all students have a thumb up, teacher says, "What sound?" Students say the sound in unison.
- Decode Sound-Out Words With Teacher Support: Teacher and students slowly blend the letter sounds into a word. Teacher says, "What word?" Students respond by reading the word in unison.
- Read the Spell-Out Word(s) With Teacher Support: *(I do it.)* First, students watch the teacher read the word, spell the word, and then read the word again. *(We do it.)* Next, students read the word, spell the word, and then read the word again with the teacher. *(You do it.)* Finally, students read the word, spell the word, and then read the word again independently.
- Read the Lesson Words Without Teacher Support: Teacher points to a word, waits for each student to put a thumb up (to indicate s/he can read the word). Teacher says, "What word?" Students respond by reading the word in unison.
- Make a Prediction: Teacher discusses picture, title, and lesson words with students. Teacher and students agree on a prediction sentence and write the sentence together. (Teacher writes on a visible surface as students write in story booklets.)
- Cold Timing for One Minute: Teacher times group as each student reads story independently, but not in unison. Teacher listens to one student read while other students read orally to themselves, underlining words they do not know. When timer sounds, each student makes a vertical mark after the last word s/he read.
- Mark the Cold-Timing Score on the Graph: Each student counts and records number of words read (*Words Read*), underlined words (*Errors*), and subtracts to get number of words read correctly (*Cold Score*). Then each student records his/her Cold Score in blue on a *Fluency Graph*.
- Read Along With the Teacher: Teacher models reading story from demonstration pages in teacher's guide as students read along quietly. Teacher and students stop to decode three to five unfamiliar words containing the featured sound(s) while reading the text. Teacher reads with expression, but slowly enough so students can actually read along.
- Practice and Pass the Story: Teacher times group for several one-minute timings. Teacher listens to one student read while other students read orally to themselves. When timer sounds, each student marks the last word s/he read. Teacher listens to a different student for each timing. When a student reads to the teacher, the teacher records the number of words read (*Teacher Score*). Each student counts and records the number of words s/he read during the last timing (*Final Score*).

- Mark the Final Score on the Graph: Each student records his/her *Final Score* in red (above the cold score in blue) on a *Fluency Graph*.
- Answer the Questions: Students answer the questions and then check the answers as a group or individually. Each student records the number of questions answered correctly (*Number Correct*).
- Write a Sentence About the Story (optional): Students write a sentence about the story either as a group or individually.
- Read Words Down and Across: Teacher reviews words before directing students to read each word independently and then to respond as a group. Teacher times group for several one-minute timings. Teacher listens to one student read the word list—first down and then across—while other students read orally to themselves. When timer sounds, each student marks the last word s/he read. Teacher listens to a different student for each timing. When a student reads to the teacher, the teacher records the number of words read (*Word List Score*). Each student records his/her score on a *Word List Graph*.
- Spelling: Teacher directs students to fold booklets to hide word list. Teacher and students read/spell/read the spell-out word(s) together as students write letters on the lines. Teacher dictates four sound-out words. Students write each word and then self-correct as teacher writes word. Each student records the number of words s/he spelled correctly (*Number Correct*).

### Student Behavior

- Students' time on task is high. Students complete teacher-directed lesson in 4 to 5 sessions (20-30 minutes per session).
- Students are attentive and responsive to teacher instruction.
- Students know how to use their individual story booklets and graphs.

## Read Naturally GATE Follow-Up Questions Checklist: What Should I Ask?

Ask these questions as a follow-up and check each item that is implemented correctly.

### Assessment and Placement

- Have you used the reading level and knowledge of decoding skills of the group to choose the appropriate level?  
GATE is appropriate for students who read from early to late first-grade level and who need instruction in phonics skills and high frequency words. Results from Quick Phonics Screener (QPS) or another diagnostic reading assessment may be used to screen for students who need instruction in the specific phonics skills for each GATE level.

### Implementing the Steps

- Are you carefully following the demonstration pages and directions?  
Students should view the letters, words, story text, and word list on the demonstration pages as you present the lesson from the directions pages. The teacher directions pages include detailed instructions explaining what you should do, a script telling you what to say, and text describing expected student responses.
- Have you taught the students how to complete the steps as you present the lesson?  
Train students in how to successfully complete the steps using the story booklets and graphs. Refer to the GATE teacher's guide for specific details and suggestions.

### Monitoring and Communicating Student Performance

- Have you checked each student's results for the first few lessons?  
Have you monitored students' responses and results during the lesson presentation for the first few lessons to confirm that each student is placed at the appropriate GATE level?
- Are you monitoring student performance to keep each student challenged?  
Monitor student progress by observing students' responses during lessons and by reviewing progress on GATE Record Sheets. Formally assess progress in phonics skills and mastery of high-frequency words periodically.  
  
Phonics Skills: Use *Read Naturally's Quick Phonics Screener (QPS)* or another diagnostic reading assessment throughout the year to assess student progress in the sequence of phonics skills. Use results to inform instruction.  
  
High-Frequency Words: 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. Administer the assessment to each student individually after every fourth lesson.  
  
Refer to the *General Teaching Suggestions* and additional suggestions following each step in the *Instructions* section of the teacher's guide for ways to adapt the program for students having difficulty or to move at a faster pace for stronger students.
- Are you communicating student progress to parents/guardians and colleagues?  
Use the GATE resources to support communication. Record sheets, letters, and awards can be sent home with packets of story booklets and graphs.