

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. 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 and Without Teacher Support:** The teacher points to a letter or letter combination and tells the students the name and sound of the letter(s). The teacher says, “What sound?” The students say the sound in unison. The teacher points to each letter or letter combination again, and 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 and/or the teacher asks individual students to say each sound.
- 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.

- Read Words Down/Read Words Across/Read Words Down and Across:** These activities include the teacher reviewing the words, a discussion of the words' similarities/differences, and students reading the words together and independently. The teacher times the group for several one-minute timings while the students read the list down, then across. The teacher listens to one student each timing while the rest read orally to themselves. When the timer sounds, each student marks the last word they read. Those that read the whole list down and across beat the clock and mark their booklets accordingly. (Alternatively, students read from numbered word lists, recording their final scores on a Word List Record Sheet.)
- Read Decodable Sentences:** The teacher reads the first two sentences with the students. The students then make a dot under each featured sound in the first two sentences in their booklet. The teacher checks their work as a group. The students then read each sentence and put a thumbs up to indicate they can read the sentence. The students read the sentence in unison or the teacher calls on an individual student to read the sentence aloud while everyone else reads silently.
- Spelling:** The teacher directs students to fold booklets to hide decodable sentences. The teacher and students read/spell/read the spell-out word(s) together as students write letters on the lines. The teacher dictates four sound-out words. The students write each word and then self-correct as the teacher writes the word or reveals the correct spelling on the slideshow. Each student records the number of words they spelled correctly (Number Correct).
- Make a Prediction:** The teacher discusses the picture, title, and key words with students. The teacher uses the key word definitions provided in the script to define key words the students may not understand. The teacher and students agree on a prediction sentence, and the teacher writes the sentence on a visible surface. Optionally, each student writes the sentence, or their own prediction, on the Prediction and Retell Organizer.
- Cold Timing for One Minute:** The teacher times the group as each student reads the story independently, but not in unison. The teacher listens to one student read while 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.
- Mark the Cold-Timing Score on the Graph:** Each student counts and records the number of words read (Words Read), underlined words (Errors), and subtracts to get number of words read correctly (Cold Score). Then each student records their Cold Score in blue on their Story Record Sheet.
- Read Along With the Teacher:** The teacher models reading story from the demonstration pages in the teacher's guide or slideshow as 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.
- Practice and Pass the Story:** The teacher times the group for several one-minute timings. The teacher listens to one student read while other students read orally to themselves. When the timer sounds, each student marks the last word they read. The 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 they read during the last timing (Final Score).
- Mark the Final Score on the Graph:** Each student records their Final Score in red (above the cold score in blue) on their Story Record Sheet.
- Answer the Questions:** The 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):** The students write a sentence about the story either as a group or individually.

Student Behavior

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

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 or early second-grade 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 directions and using the demonstration pages or slideshow?
 - Students should view the letters, words, word lists, sentences, and story text on the demonstration pages or slideshow as the teacher presents the lesson from the directions pages. The teacher directions include detailed instructions explaining what the teacher should do, a script for what to say, and text describing the 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 student booklets and record sheets. Refer to the GATE+ Teacher's Manual for specific details and suggestions.

Monitoring and Communicating Student Performance

- Have you checked each student's results for the first few lessons?
 - Monitor students' responses and results during the lesson presentation for the first few lessons to confirm that each student is placed in 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. Use assessment results to inform instruction.

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 the GATE+ progress checks to assess each student's progress in mastering the letters and sounds explicitly taught in each GATE+ level.

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.

To meet individual student needs, refer to the *Teaching Suggestions for Each Section* in the GATE+ Teacher's Manual for ways to adapt the program for students having difficulty or to move at a faster pace.

- 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 student booklets.