

TEACHER GUIDE

Read, listen, and understand a story

Read Along is a graded reading space for Israeli students in grades 7-10. It joins short stories, slow audio, meaning groups, level-based help, and pictures that make each event easier to understand.

111 active stories	3 age bands	3 groups in each band
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[Open the online English guide](#) | [Open the Hebrew translation](#)

Purpose and target readers

The learning need	The students
Some students need clear language and support, but they still need a real story. Read Along helps them follow an event, understand a choice and its result, and connect sound, sentence form, and meaning. It supports fluency, listening, useful vocabulary, and confidence. It does not replace a teacher or a full English course.	The readers are Israeli students in grades 7-10. The three age bands overlap: grades 7-8, 8-9, and 9-10. A teacher can choose by age, class needs, and the demands of a specific story.

Three age bands and three groups

Site choice	What changes	Support
Band 1 Grades 7-8	Shorter stories, clear event order, and mostly direct sentences. Active stories have 8-17 scenes.	Hebrew or Simple English, based on the group.
Band 2 Grades 8-9	Longer stories, social choices, and more cause and result. Active stories have 10-20 scenes.	Hebrew or Simple English, based on the group.
Band 3 Grades 9-10	Longer stories and more complex moral choices. Active stories have 12-23 scenes.	Hebrew or Simple English, based on the group.
A1 group	Useful vocabulary, more direct sentence forms, clear event order, and natural repetition.	Focused Hebrew help for each meaning group.
A2 group	Somewhat longer and more complex text, with time links, cause and result, and simple inference.	Focused Hebrew help for each meaning group.
English Speakers	More demanding words and sentence forms, less direct motives, and more complex events.	Simple English, not Hebrew.

An important note about level names: A1 and A2 are group names inside this site. They are not a claim of formal CEFR certification. Stories in one group are not all equal in length or difficulty. Check the specific story before teaching it.

How the reader works

Listen and navigate	See the right help
Students first see the title, cover, and number of scenes. They tap the sentence to hear all short meaning groups in order, or tap one group to hear only that part. They use the buttons to move. On a phone, they can also swipe on the picture. The browser uses an available English voice at a slow rate of 0.8.	When students tap a meaning group, they see help that matches the same English part. A1 and A2 use focused Hebrew help. English Speakers use Simple English. The sentence view also gives the full meaning, so a learner can move between one small part and the whole sentence.

Meaning groups, not word counting

A sentence is divided by meaning, grammar, and speech rhythm. It is not cut after a fixed number of words. In the current system, a group can have up to six words, but a complete phrase matters more than equal size.

English boundaries and support boundaries must match. The Hebrew meaning or Simple English help should explain the exact English group that the student tapped.

Keep grammar together

- Determiners stay with the noun phrase: the quiet student.
- Auxiliaries and negation stay with the verb phrase: did not answer.
- Infinitive to stays with the infinitive when this makes a complete group.
- Prepositions stay with their phrase: after the lesson.
- Focus words such as yet, still, already, again, and together may stand alone when this sounds natural and helps understanding.

Professional terms in plain English

noun phrase A group built around a noun, such as the quiet student.	verb phrase A verb and words that belong with it, such as did not answer.
prepositional phrase A group that starts with a preposition, such as after the lesson.	clause A group with a subject and a verb. It may be part of a longer sentence.
collocation Words that often appear together, such as make a choice.	formulaic language A useful expression learned as one unit, such as No problem.
determiner A word such as the, a, this, or my that introduces a noun.	auxiliary A helping verb such as is, have, can, or will.

Literary and narrative design

Story before lesson	A voice close to teen life
Each story needs a real event. Something changes or goes wrong. Conflict begins, a person makes a choice, and that choice has a result. Feelings grow through action, detail, silence, and dialogue. The value comes from what people do and what happens next. It is not given as a speech to the reader.	Stories use first person, second person, plural forms, and dialogue. These forms bring English closer to the social world of students. The collection keeps a central theme and a clear value, but it uses different story forms: misunderstanding, mistake and repair, a second try, discovery, a race against time, role reversal, and more.

The picture is a meaning anchor. A cover should show an event, person, object, or central tension from the story. It helps students build context before and during reading. It is not only decoration.

Knowledge used to build Read Along

EFL/ESL means teaching English as a foreign or additional language. Graded readers are texts controlled for language load. Applied linguistics uses knowledge about language to solve teaching needs.

Phraseology studies word groups and expressions. Syntax studies sentence form. Discourse analysis looks at how sentences work together in a full text.

The project also uses vocabulary acquisition, reading fluency, listening comprehension, literary writing, and narrative design. Visual literacy means finding meaning in pictures. Accessibility means making the site easier for more people to use. Mobile UX means planning a clear experience on a phone.

Ideas for classroom use

- Guided reading: Predict from the cover, read one scene, and check understanding.
- Repeated listening: Listen once with the text and again without looking at the help.
- Pronunciation imitation: Listen to one group and copy its sound, rhythm, and stress.
- Phrase finding: Mark a noun phrase, verb phrase, or useful collocation.
- Short discussion: What was the choice? Who felt its result? Was there another option?
- Drama: Choose a short dialogue and act it in pairs.
- Continue the story: Write one more scene that shows whether the change lasts.
- Compare levels: Compare length, words, syntax, and support. Do not assume all stories in one group are equal.

A living project: The stories are not a closed product. They are reviewed and updated through pedagogical review and feedback from teachers and students in real classrooms. A future update may improve language, meaning groups, translation, support, or pictures.