



Standards Alignment

Colorado | English Language Arts (Grades 1-8)



Read Live

Read Live uses the Science of Reading to accelerate reading achievement for struggling or developing readers of all ages. It delivers four highly-effective instructional programs in one user-friendly platform. These programs use the evidence-based Read Naturally Strategy, which builds reading proficiency through the research-proven methods of teacher modeling, repeated reading, and progress monitoring. Read Live is highly customizable to meet the needs of students who need reading support. Engaging activities and content keep students motivated and on task.

Read Live Programs



**Read
Naturally Live**



**One Minute
Reader Live**



**Word
Warm-ups Live**



**Read Naturally
Live—Español**





Read Live Read Naturally Live

Read Naturally Live accelerates reading achievement by utilizing the evidence-based Read Naturally Strategy, which combines the research-proven methods of teacher modeling, repeated reading, and progress monitoring. Students work at their own pace in an appropriate level of material. Text and audio guide the student through the steps. The student masters a story by reading along with audio and then practicing the story until able to read it fluently and with comprehension. The program automatically tracks student progress and makes data-driven suggestions to teachers.

| Phonics Series: Instructional Activities Instructional Key: (P) Phonics, (F) Fluency & (C) Comprehension |
|--|
| RN.1-C Select a Story: Select a Story in the Level |
| RN.2-P Phonics Lesson: Learn About and Read Words With Featured Phonics Pattern |
| RN.3-C Prediction: Review Title, Picture and Key Words to Devise and Write a Prediction |
| RN.4-F Cold Timing: Establish Fluency Baseline Through a One-Minute Timed Reading |
| RN.5-F Read Along: Read Along With a Teacher-Modeled Recording of the Story |
| RN.6-F Practice: Read Story Multiple Times (Repeated Reading) Without Audio Support |
| RN.7-C Quiz: Answer Questions About the Story |
| RN.8-F Word List: Read Word List With Fluency |
| RN.8-P Word List: Spell Words With Phonetically Regular Patterns |
| RN.9-F Pass: Reach Fluency Goal Through a Final One-Minute Timed Reading |

| Sequenced & Idioms Series: Instructional Activities Instructional Key: (F) Fluency, (V) Vocabulary, & (C) Comprehension |
|---|
| RN.1-C Select a Story: Select a Story in the Level |
| RN.2-V Key Words: Read Key Words and Definitions |
| RN.3-C Prediction: Review Title, Picture and Key Words to Devise and Write a Prediction |
| RN.4-F Cold Timing: Establish Fluency Baseline Through a One-Minute Timed Reading |
| RN.5-F Read Along: Read Along With a Teacher-Modeled Recording of the Story |
| RN.6-F Practice: Read Story Multiple Times (Repeated Reading) Without Audio Support |
| RN.7-C Quiz: Answer Questions About the Story |
| RN.8-C Retell: Retell or Summarize the Story in Writing |
| RN.9-F Pass: Reach Fluency Goal Through a Final One-Minute Timed Reading |

click here! →



- **Phonics Series:** [Phonics Elements by Level](#)
 - Includes 6 levels (0.8 – 2.7) with 24 stories per level
 - Each story teaches specific phonics patterns
- **Sequenced Series**
 - Includes 13 levels (1.0 – 8.0) with 24 stories per level
- **Idioms Series:** [Featured Idioms](#)
 - Includes 4 levels (3.0 – 4.5) with 12 stories per level
 - Teaches common American idioms



Read Live Word Warm-ups Live

Word Warm-ups Live develops accuracy and automaticity in decoding through the evidence-based Read Naturally Strategy of teacher modeling, repeated reading, and progress monitoring. Students work on short, audio-supported phonics and word analysis lessons for as little as 10 minutes a day as a reading warm-up or up to 30 minutes a day as an intervention. Students progress through three sequential levels.

| <h3>Instructional Activities</h3> <p style="font-size: small; margin: 0;">Instructional Key: (P) Phonics, (F) Fluency, (V) Vocabulary & (C) Comprehension</p> | |
|---|--|
| Introduction to Each Section | |
| W.1.1-P Introduction: | Hear a Lesson About Word or Letter |
| Word-List Exercise | |
| W.2.1-P Look, Listen & Respond: | Hear a Lesson About Sound, Syllable, or Affix |
| W.2.2-P Decode & Read Along: | Decode and Read Words With a Teacher-Modeled Recording |
| W.2.3-P Word List: | Timed and Practice Readings |
| W.2.4-P Spelling: | Spell Words From Word List |
| W.2.5-P Phontastic: | Review Phonetic Skills While Waiting to Pass Story |
| W.2.6-P Pass Timing & Review: | Read Word List At or Above WCPM Goal |
| Story Exercise | |
| W.3.1-F Read Along: | Read Along With Teacher-Modeled Recording of the Story |
| W.3.2-F Practice: | Read Story Multiple Times (Repeated Reading) Without Audio Support |
| W.3.3-V/C Quick Quiz: | Complete a Cloze Question About the Story |
| W.3.4-F Pass/Story Review: | Read Story and Apply Phonics Skills |
| W.3.5-V/C Pass/Review Quick Quiz: | Review Quiz and Receive Feedback |

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► **Word Warm-ups Live Scope & Sequence**

- **Level 1:** One-syllable words
- **Level 2:** Two-syllable words
- **Level 3:** Multi-syllabic words



Read Live

One Minute Reader Live

One Minute Reader Live transforms independent reading time into an exciting, guided reading experience. Utilizing the evidence-based Read Naturally Strategy in a fully independent and motivating system, One Minute Reader Live accelerates reading achievement and builds confidence. Students work at their own pace in an appropriate level of material as the motivating program guides them through the steps and automatically tracks their progress. One Minute Reader Live includes six levels (Level E-Level 5).

Instructional Activities

Instructional Key: (F) Fluency, (V) Vocabulary & (C) Comprehension

O.1.1-C Select a Story: Select a Story in the Level

O.1.2-V Key Words: Student Reads Key Words and Definitions

O.1.3-F Cold Read & Graph: Establish Fluency Baseline Through a One-Minute Timed Reading

O.1.4-F Read Along: Read Along With a Teacher-Modeled Recording of the Story

O.1.5-F Read Alone & Graph: Read Story Multiple Times (Repeated Reading) Without Audio Support

O.1.6-C Quick Quiz: Answer Questions About the Story

O.1.7-F Story Summary: Review Fluency Progress for Story

O.1.8-F Book Summary: Compare Fluency Progress for All Stories

O.1.9-C Did You Know: Learn Additional Facts About Each Topic

- **Level E Stories (Early 1st Grade)**
 - Short, simple sentences with several words repeated
- **Level 1 Stories (Middle 1st Grade)**
 - Short, simple sentences with very few difficult words
- **Level 2 Stories (Middle 2nd Grade)**
 - Simple sentences with a few difficult words
- **Level 3 Stories (Middle 3rd Grade)**
 - Longer sentences with several difficult words
- **Level 4 Stories (Middle 4th Grade)**
 - Some complex sentences with more difficult words
- **Level 5 Stories (Middle 5th Grade)**
 - Complex text with more advanced concepts

click here!





Read Live

Read Naturally Live—Español

This Spanish language version of Read Naturally Live develops the literacy skills of multilingual learners. Read Naturally Live—Español utilizes the evidence-based Read Naturally Strategy. This mostly independent reading program builds fluency, vocabulary, and comprehension in Spanish. The program may be used with Spanish-speaking students before or while they learn to read in English. The program also helps native English speakers or speakers of other languages learn to read Spanish text fluently as an additional language.

Instructional Activities

Instructional Key: (F) Fluency, (V) Vocabulary, & (C) Comprehension

| |
|---|
| RN.1-C Selecciona una Lectura (Select a Story): Select a Story in the Level |
| RN.2-V Palabras Claves (Key Words): Read Key Words and Definitions |
| RN.3-C Predicción (Prediction): Review Title, Picture and Key Words to Devise and Write a Prediction |
| RN.4-F Primer Intento (Cold Timing): Establish Fluency Baseline Through a One-Minute Timed Reading |
| RN.5-F Leer Juntos (Read Along): Read Along With a Teacher-Modeled Recording of the Story |
| RN.6-F Práctica (Practice): Read Story Multiple Times (Repeated Reading) Without Audio Support |
| RN.7-C Prueba (Quiz): Answer Questions About the Story |
| RN.8-C Volver a Contar (Retell): Retell or Summarize the Story in Writing |
| RN.9-F Aprobar (Pass): Reach Fluency Goal Through a Final One-Minute Timed Reading |

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- **Español Series**
 - Includes 10 levels (1.0 – 5.6) with 24 stories per level



Colorado
Reading, Writing, and
Communicating (1-8)
 2020

Colorado Standards Alignment



Read Live



| Colorado State Standards Reading, Writing, and Communicating Grades 1-8 | Read Naturally Live | Word Warm-ups Live | One Minute Reader Live | Read Naturally Live—Español |
|---|----------------------|--------------------|------------------------|-----------------------------|
| Standard 2. Reading for All Purposes: Grade Level Expectation (2)—Use Key Ideas & Details to: | | | | |
| Ask and answer questions about key details in a text. RW.1.2.1.a.i | ✓ RN.7-C | | ✓ O.1.6-C | ✓ RN.7-C |
| Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RW.2.2.2.a.i | ✓ RN.7-C | | ✓ O.1.6-C | ✓ RN.7-C |
| Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RW.3.2.2.a.i | ✓ RN.7-C | | ✓ O.1.6-C | ✓ RN.7-C |
| Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RW.4.2.2.a.i | ✓ RN.7-C ✓ RN.8-C | | | ✓ RN.7-C ✓ RN.8-C |
| Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RW.5.2.2.a.i | ✓ RN.7-C ✓ RN.8-C | | | ✓ RN.7-C ✓ RN.8-C |
| Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RW.6.2.2.a.i | ✓ RN.7-C ✓ RN.8-C | | | ✓ RN.7-C ✓ RN.8-C |
| Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RW.7.2.2.a.i | ✓ RN.7-C ✓ RN.8-C | | | ✓ RN.7-C ✓ RN.8-C |

Grades 9-12



Students in grades 9-12 whose reading skills are below their actual grade level benefit from instructional materials at their intervention level. Read Live programs can be used as an intervention with these students to develop their reading skills.



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Read Live



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|---|----------------------------|---------------------------|--|------------------------------------|
| Standard 2. Reading for All Purposes: Grade Level Expectation (2)—Use Key Ideas & Details to: <i>(Continued)</i> | | | | |
| Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RW.8.2.2.a.i | ✓ RN.7-C ✓ RN.8-C | | | ✓ RN.7-C ✓ RN.8-C |
| Identify the main topic and retell key details of a text. RW.1.2.2.a.ii | ✓ RN.7-C ✓ RN.8-C | | ✓ O.1.6-C | ✓ RN.7-C ✓ RN.8-C |
| Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. RW.2.2.2.a.ii | ✓ RN.7-C ✓ RN.8-C | | ✓ O.1.6-C | ✓ RN.7-C ✓ RN.8-C |
| Determine the main idea of a text; recount the key details and explain how they support the main idea. RW.3.2.2.a.ii | ✓ RN.7-C ✓ RN.8-C | | ✓ O.1.6-C | ✓ RN.7-C ✓ RN.8-C |
| Determine the main idea(s) of a text and explain how it is supported by key details; summarize the text. RW.4.2.2.a.ii & RW.5.2.2.a.ii | ✓ RN.7-C ✓ RN.8-C | | ✓ O.1.6-C | ✓ RN.7-C ✓ RN.8-C |
| Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RW.6.2.2.a.ii | ✓ RN.7-C ✓ RN.8-C | | | ✓ RN.7-C ✓ RN.8-C |
| Determine central idea(s)/theme in a text and analyze their development over the course of the text; provide an objective summary of the text. RW.7.2.2.a.ii & RW.8.2.2.a.ii | ✓ RN.7-C ✓ RN.8-C | | | ✓ RN.7-C ✓ RN.8-C |

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|---|----------------------------------|---|--|----------------------------------|
| Standard 2. Reading for All Purposes: Grade Level Expectation (2)—Use Craft & Structure to: | | | | |
| Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RW.1.2.2.b.i | ✓ RN.2-V ✓ RN.5.F ✓ RN.7-C | | ✓ O.1.2-V ✓ O.1.4-F ✓ O.1.6-C ✓ O.1.9-C | ✓ RN.2-V ✓ RN.5.F ✓ RN.7-C |
| Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. RW.2.2.2.b.i | ✓ RN.2-V ✓ RN.5.F ✓ RN.7-C | | ✓ O.1.2-V ✓ O.1.4-F ✓ O.1.6-C ✓ O.1.9-C | ✓ RN.2-V ✓ RN.5.F ✓ RN.7-C |
| Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade level topic or subject area. RW.3.2.2.b.i, RW.4.2.2.b.i & RW.5.2.2.b.i | ✓ RN.2-V ✓ RN.5.F ✓ RN.7-C | | ✓ O.1.2-V ✓ O.1.4-F ✓ O.1.6-C ✓ O.1.9-C | ✓ RN.2-V ✓ RN.5.F ✓ RN.7-C |
| Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RW.6.2.2.b.i, RW.7.2.2.b.i & RW.8.2.2.b.i | ✓ RN.2-V ✓ RN.5.F ✓ RN.7-C | | | ✓ RN.2-V ✓ RN.5.F ✓ RN.7-C |
| Standard 2. Reading for All Purposes: Grade Level Expectation (2)—Range of Reading & Level of Text Complexity to: | | | | |
| With prompting and support, read informational texts appropriately complex for grade 1. RW.1.2.2.d.i | ✓ RN.1-C ✓ RN.7-C ✓ RN.9-F | ✓ W.3.4-F ✓ W.3.3-V/C ✓ W.3.5-V/C | ✓ O.1.1-C ✓ O.1.6-C ✓ O.1.7-F ✓ O.1.9-C | ✓ RN.1-C ✓ RN.7-C ✓ RN.9-F |

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|---|--|--|---|--|
| Standard 2. Reading for All Purposes: Grade Level Expectation (2)—Range of Reading & Level of Text Complexity to: (Continued) | | | | |
| By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3/4–5 text complexity band proficiently (with scaffolding as needed)/independently at the high end of the range. RW.2.2.2.d.ii, RW.3.2.2.d.i, RW.4.2.2.d.i & RW 5.2.2.d.i | ✓ RN.1-C ✓ RN.7-C ✓ RN.9-F | ✓ W.3.4-F ✓ W.3.3-V/C ✓ W.3.5-V/C | ✓ O.1.1-C ✓ O.1.6-C ✓ O.1.7-F ✓ O.1.9-C | ✓ RN.1-C ✓ RN.7-C ✓ RN.9-F |
| By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently (with scaffolding as needed)/independently at the high end of the range. RW.6.2.2.d.i, RW.7.2.2.d.i & RW.8.2.2.d.i | ✓ RN.1-C ✓ RN.7-C ✓ RN.9-F | ✓ W.3.4-F ✓ W.3.3-V/C ✓ W.3.5-V/C | | ✓ RN.1-C ✓ RN.7-C ✓ RN.9-F |
| Standard 2. Reading for All Purposes: Grade Level Expectation (3) | | | | |
| Know and apply grade-level phonics and word analysis skills in decoding words. RW.1.2.3.c, RW.2.2.3.a, RW.3.2.3.a, RW.4.2.3.a & RW.5.2.3.a | <i>Phonics Series Only</i> ✓ RN.2-P ✓ RN.4-F ✓ RN.6-F ✓ RN.8-F | ✓ W.1.1-P ✓ W.2.1-P ✓ W.2.2-P ✓ W.2.3-P ✓ W.2.5-P ✓ W.2.6-P | ✓ O.1.2-V ✓ O.1.3-F ✓ O.1.5-F | |
| Read with sufficient accuracy and fluency to support comprehension. RW.1.2.3.d, RW.2.2.3.b, RW.3.2.3.b, RW.4.2.3.b & RW 5.2.3.b | ✓ RN.4-F ✓ RN.5-F ✓ RN.6-F ✓ RN.8-F ✓ RN.9-F | ✓ W.3.1-F ✓ W.3.2-F ✓ W.3.4-F | ✓ O.1.3-F ✓ O.1.4-F ✓ O.1.5-F ✓ O.1.7-F ✓ O.1.8-F | ✓ RN.4-F ✓ RN.5-F ✓ RN.6-F ✓ RN.9-F |

Grades 9-12



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|--|--|--|---|--|
| Standard 2. Reading for All Purposes: Grade Level Expectation (3) (Continued) | | | | |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from an array/range of strategies RW.1.2.3.e, RW.2.2.3.d, RW.3.2.3.c, RW.4.2.3.c, RW.5.2.3.d, RW.6.2.3.a RW.7.2.3.a & RW.8.2.3.a | ✓ RN.2-V ✓ RN.5-F ✓ RN.7-C | | ✓ O.1.2-V ✓ O.1.4-F ✓ O.1.6-C ✓ O.1.9-C | ✓ RN.2-V ✓ RN.5-F ✓ RN.7-C |
| Use words and phrases acquired through conversations, reading and being read to, and responding to texts. RW.1.2.3.g & RW.2.2.3.f | ✓ RN.2-V ✓ RN.5-F ✓ RN.6-F ✓ RN.7-C ✓ RN.8-C | ✓ W.3.1-F ✓ W.3.2-F ✓ W.3.3-V/C ✓ W.3.5-V/C | ✓ O.1.2-V ✓ O.1.4-F ✓ O.1.5-F ✓ O.1.6-C ✓ O.1.9-C | ✓ RN.2-V ✓ RN.5-F ✓ RN.6-F ✓ RN.7-C ✓ RN.8-C |
| Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases. RW.3.2.3.e, RW.4.2.3.e, RW.5.2.3.j & RW.6.2.3.c | ✓ RN.2-V ✓ RN.5-F ✓ RN.6-F ✓ RN.7-C ✓ RN.8-C | ✓ W.3.1-F ✓ W.3.2-F ✓ W.3.3-V/C ✓ W.3.5-V/C | ✓ O.1.2-V ✓ O.1.4-F ✓ O.1.5-F ✓ O.1.6-C ✓ O.1.9-C | ✓ RN.2-V ✓ RN.5-F ✓ RN.6-F ✓ RN.7-C ✓ RN.8-C |
| Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. RW.7.2.3.c & RW.8.2.3.c | ✓ RN.2-V ✓ RN.5-F ✓ RN.6-F ✓ RN.7-C ✓ RN.8-C | ✓ W.3.1-F ✓ W.3.2-F ✓ W.3.3-V/C ✓ W.3.5-V/C | ✓ O.1.2-V ✓ O.1.4-F ✓ O.1.5-F ✓ O.1.6-C ✓ O.1.9-C | ✓ RN.2-V ✓ RN.5-F ✓ RN.6-F ✓ RN.7-C ✓ RN.8-C |
| Standard 3. Writing and Composition: Grade Level Expectation (4) | | | | |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. RW.1.3.4.b, RW.2.3.4.b & RW.3.3.4.b | <i>Phonics Series Only</i> ✓ RN.8-P | ✓ W.2.4-P | | |

Grades 9-12



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