



COLORADO
Department of Education

Read Live and the Colorado Standards in Reading, Writing, and Communicating

Read Naturally has specialized in providing quality reading intervention programs that implement research to improve the lives of students for over 30 years.

It is true that through the conferencing that occurs between teachers and students during the Pass Steps of programs, students have the opportunities to practice **Oral Expression and Listening** through interpersonal engagement around their reading experiences.

Likewise, writing a prediction before reading, writing a retelling of a story, answering short answer quiz questions, and practicing the spelling of word with a featured phonics pattern all provide opportunities for students to work on their **Writing and Composition**.

However, Read Naturally is self-aware enough to know that the many benefits afforded to students in the areas of phonemic/phonological awareness, oral language, vocabulary, and comprehension do not reflect the comprehensive instructional approaches that students need in these areas. Therefore, you will not see claims in our literature that Read Live and its print programs are sufficient to meet standards in these areas, even while they contribute powerfully to students' educational experience across their school day.

This alignment articulation describes how the programs submitted for inclusion on Colorado's advisory lists contribute in the areas to which we have applied, **phonics, fluency** to ensure that all learners develop proficiency with the literacy skills necessary to read successfully for all purposes.

Prepared Graduates

Read Live programs directly target the skills necessary for proficiency reading, and especially contribute to career and college ready standards #4. Read a wide range of informational texts to build knowledge and to better understand the human experience. All of Read Live program passages are non-fiction, spanning a breadth of topics across disciplines and drawing from diverse cultural experiences and communities.

Reading for All Purposes

Literacy is a human right. At a time when advocates are making a push to instill understanding from reading science into classrooms and infuse effective, evidence-based practices into every classroom, Read Naturally is proud to be celebrating its 30th year providing curriculum built to apply those practices in a cohesive, motivating framework.

Proportion of Informational Text to Literary Text

Through use of a reading intervention focused on information texts, students gain additional opportunities to background knowledge (content knowledge, academic language, vocabulary, and positive experiences with text to build confidence and proficiency.

Early Literacy: Kindergarten through Third Grade

The importance of developing a strong foundation in early literacy cannot be refuted.

Evidence Outcomes in Standard 1: Oral Expression and Listening and in Standard 2: Reading for all Purposes marked with an asterisk (*) are the minimum competencies identified in the READ Act. The Standards, as represented by the minimum skills competencies, move students through the foundational skills to establish the strong foundation for proficient readers in phonemic awareness, phonics, fluency, and vocabulary. Ultimately, the end goal is for readers to be able to comprehend texts of varying levels of complexity, and in later grades, in all content areas.

Read Live programs focus on the foundational skills that mark the acquisition of effective word recognition through **phonemic awareness**, **phonics**, and **fluency**, and support the ongoing development of **vocabulary** and **comprehension**.

Read Live Platform: Programs Summary

Instructional Focus	Adult-assisted Independent Practice			Independent Practice
	 Read Naturally Live	 Read Naturally Live-Español	 Word Warm-ups Live	 One Minute Reader Live
Skill Levels	1–8	1–4*	1–3	1–5
Intervention Range	Gr. 1 – Adult	Gr. 1 – Adult	Gr. 1 – Adult	Gr. 1 – Adult
Phonemic Awareness			○	
Phonics	●		●	
Fluency	●	●	○	●
Vocabulary	○	○		○
Comprehension	○	○		○
Other	English Language Development	Spanish Language Development	Spelling	

Key: ● = Program Focus; ○ = Additional Support

*Levels 4.5 and 5.0 to be released in early 2022.

“Close Reading” Practices and Other Instructional Approaches

The lesson structures of Read Live programs include effective practices to foster closer reading, including key word previews, repeated reading, retelling and question answering to demonstrate understanding of text and to apply new skills across domains.

Alignment to the *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*

Read Live programs aligns closely to the four recommendations of the *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* (2016; revised 2019), including nearly all of the practices advocated under each recommendation. A matrix detailing how Read Live delivers on these practices can be found on our website:

<https://www.readnaturally.com/research/recommended-practices/read-live-aligns-with-ies-recommendations>

The charts below describe how Read Live programs incorporate practices which implement all the recommendations from this evidence-based practice guide.



Read Live and Recommendation 1: Oral Language Development

Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

To implement Recommendation 1:	RNL Phonics series	RNL Sequenced series	Word Warm-ups Live	Features of Read Live programs
1. Engage students in conversations that support the use and comprehension of inferential language.				The Prediction and Quiz steps of Read Naturally Live provide students opportunities to think analytically and to connect ideas within and beyond the text through short answer and inference questions for each story. During the Pass step, teachers and students dialogue about the story, student's predictions, and the quiz.
2. Explicitly engage students in developing				The Retelling and Pass steps of RNL provide practice and feedback on student's retelling of passages, including many

narrative language skills.				narrative non-fiction stories, allowing students to practice the ability to clearly relate series of events.
3. Teach academic vocabulary in the context of other reading activities.				The engaging non-fiction passages provide many opportunities to learn contextualized content vocabulary. Reinforcement occurs through the following experiences: • During the Key Words step, students encounter student-friendly definitions, sample sentences, and illustrations for key words. • During the Read Along step, important vocabulary words in the story are clickable and shown in blue font. By clicking a word, a student learns the meaning of the word. • In the Quiz step, vocabulary questions reinforce, extend, and evaluate students' understanding of key words. • While playing the Wordtastic vocabulary activity, students learn additional words and explore their

				relationships with available audio support. The Quiz and Pass steps provide modeling and opportunities to teach and reinforce academic language through use of various question types. Questions utilize academic language and sentence stems to reinforce the vocabulary and grammatical structures common to formal writing.
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Read Live and Recommendation 2: Phonemic Awareness & Letter-Sound Correspondence

Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters.

To implement Recommendation 2:	RNL Phonics series	RNL Sequenced series	Word Warm-ups Live	Features of Read Live programs
1. Teach students to recognize and manipulate segments of sound in speech.				The explicit, systematic lessons in Word Warm-ups Live, Level 1 (Look, Listen, & Respond; Phontastic) provide ongoing modeling and practice opportunities to develop phonological awareness. During the Practice step, students practice reading word lists requiring them to manipulate sounds (individual sounds, onsets, and rimes). For additional phonemic awareness instruction, see the programs Funēemics and GATE:

				Reading Intervention for Small Groups.
2. Teach students letter-sound relations.				Both the Read Naturally Live Phonics series (phonics lesson) and Word Warm-ups Live, Level 1 (Look, Listen, and Respond) explicitly teach and reinforce the alphabetic principle. Activities provide many opportunities to apply letter-sound knowledge.
3. Use word-building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness.				During the Introduction and Look, Listen, Respond steps of exercises, students are guided to listen to the sounds before applying the instruction to print. The Word Warm-ups Live Phontastic wait-time activity utilizes questions with either auditory or visual prompts to reinforce and provide practice using letter-sound knowledge and skills (for example, identifying and matching beginning sounds or rhymes). The Word Warm-ups Spelling step provides students with opportunities to make words from audio prompts with immediate corrective feedback.

Read Live and Recommendation 3: Decoding and Encoding

Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.

To implement Recommendation 3:	RNL Phonics series	RNL Sequenced series	Word Warm-ups Live	Features of Read Live programs
1. Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation.				Both the Read Naturally Live Phonics series (phonics lesson) and Word Warm-ups Live (Look, Listen, and Respond) explicitly model blending of sounds to pronounce words.
2. Instruct students in common sound-spelling patterns.				These Read Naturally programs are all phonics-based and incorporate a systematic approach to instruction. Each program offers a scope and sequence summary this shows the progression of skills by level or section.
3. Teach students to recognize common word parts.				The Read Naturally Live Phonics series and Word Warm-ups, Levels 2 and 3 (print editions) provide explicit instruction and practice applying common word parts.
4. Have students read decodable words in isolation and in text.				In the Read Naturally Live Sequenced series, students read along with Key Words; whereas in both the Read Naturally Live

				Phonics series and in Word Warm-ups Live, students practice reading lists of words containing featured phonics patterns. In Read Naturally Live and Word Warm-ups Live, students conduct repeated oral reading of passages containing many decodable words.
5. Teach regular and irregular high-frequency words so that students can recognize them efficiently.				High-frequency words are embedded throughout both Read Naturally Live and Word Warm-ups Live, and students have multiple opportunities to hear, read, and write these words. However, irregular high-frequency words are not explicitly taught. For explicit instruction in high-frequency words, see the GATE: Reading Intervention for Small Groups and Signs for Sounds programs, as well as the Word Nerds card game.
6. Introduce non-decodable words that are essential to the meaning of the text as whole words.				Read Naturally Live provides explicit word preview of Key Words for each story. All story words within the program are clickable with audio support. Vocabulary words are clickable during the Read Along step in both the Phonics and Sequenced series. When clicked, the word, definition, and often a sample sentence are shown with accompanying audio.

				For explicit instruction in high-frequency words, including non-decodable words, see the GATE: Reading Intervention for Small Groups and Signs for Sounds programs, as well as the Word Nerds card game.
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Read Live and Recommendation 4: Reading of Connected Text

Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

To implement Recommendation 4:	RNL Phonics series	RNL Sequenced series	Word Warm-ups Live	Features of Read Live programs
1. As students read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word identification.				While reading during the Cold Timing step of Read Naturally Live, a student clicks on unknown words to hear the correct pronunciation. In addition, this step offers the opportunity for teachers to model strategies, review phonics features, build vocabulary knowledge, or provide other feedback about words read incorrectly to support a student's word reading. The Read Along step provides teacher modeling as the student reads along with a proficient reader several times. In order to pass, the student has to read

				passages or word lists with no more than three errors, so the student is motivated to develop accurate and efficient word identification while completing the steps of the program.
2. Teach students to self-monitor their understanding of the text and to self-correct word-reading errors.				In Read Naturally Live, students receive multiple methods of feedback and support to build comprehension: • The student is required to click unknown words in the Cold Timing step. At first, the teacher points out errors, but the student soon becomes proactive at identifying errors before the teacher can tell the student to click the word. • The Read Along step provides modeling of fluent pronunciations, expression, and phrasing at three recorded speeds. • Reading for understanding is the purpose of reading. Read Naturally programs emphasize comprehension

				through its use in checking placement, monitoring progression, and deciding when to exit a student from the program. The Quiz step provides students with opportunities to demonstrate and check their understanding; it also provides teachers opportunities to support students in a variety of comprehension skills, such as determining the main idea, making predictions and inferences, using key vocabulary, and more.
3. Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.				The Practice step utilizes the research-based practice of repeated oral reading of non-fiction passages or word lists. Teachers may provide additional instruction or support during the Pass step while evaluating the student's practiced reading and assigning an

				expression score using the scale provided.
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