

Arizona ELA Standards Scaffolding

Rubric Connection: Scaffolding of reading and writing skills, K-3 and 4-8.

Skills	Arizona Standards	Read Naturally Program Connection
Reading Standards for Informational Text	K.RI.1, 1.RI.1, 1.RI.2, 2.RI.1, 2.RI.2, 3.RI.2, 4.RI.1,	Students answer questions about the text at the end of each nonfiction passage.
	K.RI.2, 1.RI.7, 4.RI.2, 4.RI.3, 5.RI.2, 5.RI.3, 6.RI.2, 7.RI.2	Students retell the story as part of closing activities for each passage. This can be done in writing or orally.
	K.RI.3	Students answer questions about the text at the end of each nonfiction passage.
	K.RI.4, 1.RI.4, 2.RI.4, 5.RI.4, 6.RI.4	Students are shown key words at the beginning of each story accompanied by definitions and illustrations. In upper-level stories, students respond to cloze activities with words from the passages.
	2.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade two. 3.RI.10, 4.RI.10, 5.RI.10, 6.RI.10, 7.RI.10	Nonfiction passages are written to meet text complexity similar to grade-level passages.
Phonological Awareness (K & 1 only)	K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Identify and produce sounds (phonemes) in a spoken word. b. Recognize and produce rhyming words. c. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment	In Word Warm-ups Live Phontastic activities students manipulate sounds (individual sounds, onsets, and rimes), learn beginning sounds and rhymes, blend sounds to pronounce words. Source: https://www.readnaturally.com/research/recommended-practices/read-live-aligns-with-ies-recommendations

	<p>onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/ /a/ /n/). d. Isolate and pronounce the initial, medial vowel (long and short vowels), and final sounds (phonemes) in three-phoneme words. (*This does not include CVCs (Consonant-Vowel-Consonant) ending with /l/, /r/, or /x/.)</p> <p>1.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>1.RF.2f Manipulate phonemes (add, substitute, and delete individual phonemes) in words to make new words.</p>	
Phonics and Word Recognition	<p>K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.</p>	<p>Word Warm-ups Live teaches students individual letter/sound correspondence.</p> <p>https://www.readnaturally.com/article/word-warm-ups-live-phonics-elements</p>
	<p>K.RF.3b Decode regularly spelled closed-syllable words.</p>	<p>Word Warm-ups Live and Read Naturally Live Phonics Series guide students through a series of lessons teaching them how to decode and become automatic with decoding a series of increasingly complex words.</p>
	<p>1.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. d. Recognize and apply all six syllable types when decoding grade level texts. e. Read words with</p>	<p>Word Warm-ups Live has 3 levels. Level 1 focuses on one-syllable words, Level 2 focuses on two-syllable words, and Level 3 focuses on multi-syllabic words.</p> <p>https://www.readnaturally.com/article/word-warm-ups-live-phonics-elements</p>

	<p>inflectional endings. f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>2.RF.3 (decoding one- and two-syllable words)</p> <p>3.RF.3 (multi-syllabic words)</p> <p>4.RF.3 (multi-syllabic words)</p> <p>5.RF.3 (multi-syllabic words)</p>	
Fluency	<p>K.RF.4 Read emergent-reader texts with purpose and understanding.</p> <p>1.RF.4, 2.RF.4, 3.RF.4, 4.RF.4, 5.RF.4</p>	<p>All Read Naturally Live lessons incorporate teacher modeling, repeated reading, and progress monitoring to guide students to improved reading fluency.</p>
Spelling	<p>K.WF.3 Know and apply phonics and word analysis skills when encoding words.</p>	<p>Word Warm-ups lessons incorporate encoding practice using the featured phonics pattern. Students are guided through the encoding process by being presented with the sounds or syllables that make up words, then listening to the whole word pronounced.</p>
	<p>1.WF.3 (one- and two-syllable words)</p> <p>2.WF.3 (multi-syllabic words)</p> <p>3.WF.3 (two- and three-syllable words)</p>	<p>Word Warm-ups Level 1 focuses on decoding and encoding one-syllable words, with a scope and sequence that progresses through short vowels, long vowels, consonant digraphs, consonant blends, soft and silent consonant sounds and other vowel sounds.</p> <p>Word Warm-ups Level 2 focuses on decoding and encoding two-syllable words, including compound words, words with affixes, and different syllable types.</p> <p>Word Warm-ups level 3 focuses on multi-syllabic words.</p> <p>https://www.readnaturally.com/article/word-warm-ups-live-phonics-elements</p>