



Standards Alignment

Kentucky | 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.

Instructional Activities	
Instructional Key: (P) Phonics, (F) Fluency, (V) Vocabulary & (C) Comprehension	
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 Word List/Spelling Words
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

click here!



► **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

click here!



- **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



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

click here!



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



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Read Live



Kentucky State Standards English Language Arts: Grades 1-8	Read Naturally Live	Word Warm-ups Live	One Minute Reader Live (Grades 1-5)	Read Naturally Live— Español
Reading Foundational Skills—Phonics & Word Recognition				
Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3, RF.2.3, RF.3.3, RF.4.3 & RF.5.3	<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	
Reading Foundational Skills—Fluency				
Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension. RF.1.4, RF.2.4, RF.3.4, RF.4.4 & RF.5.4	✓ 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
Reading Standards for Informational Text—Key Ideas & Details				
With prompting and support, ask and answer explicit questions about key concepts and details, and make and support logical inferences to construct meaning from the text. RI.1.1	✓ RN.7-C		✓ O.1.6-C	✓ RN.7-C
Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text. RI.2.1	✓ RN.7-C		✓ O.1.6-C	✓ RN.7-C
Ask and answer questions, and make and support logical inferences in order to construct meaning from the text. RI.3.1	✓ RN.7-C		✓ O.1.6-C	✓ RN.7-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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Reading Standard for Informational Text—Key Ideas & Details <i>(Continued)</i>				
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.1	✓ 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. RI.5.1	✓ 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. RI.6.1	✓ 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. RI.7.1	✓ RN.7-C ✓ RN.8-C			✓ RN.7-C ✓ RN.8-C
Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.1	✓ RN.7-C ✓ RN.8-C			✓ RN.7-C ✓ RN.8-C
With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text. RI.1.2	✓ RN.7-C ✓ RN.8-C		✓ O.1.6-C	✓ RN.7-C ✓ RN.8-C

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Reading Standard for Informational Text—Key Ideas & Details <i>(Continued)</i>				
Identify implicit and explicit information from a summary to determine the central idea of a text. RI.2.2	✓ RN.7-C ✓ RN.8-C		✓ O.1.6-C	✓ RN.7-C ✓ RN.8-C
Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text. RI.3.2	✓ RN.7-C ✓ RN.8-C		✓ O.1.6-C	✓ RN.7-C ✓ RN.8-C
Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text (to support thinking). RI.4.2 & RI.5.2	✓ RN.7-C ✓ RN.8-C		✓ O.1.6-C	✓ RN.7-C ✓ RN.8-C
Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary. RI.6.2	✓ RN.7-C ✓ RN.8-C			✓ RN.7-C ✓ RN.8-C
Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. RI.7.2	✓ RN.7-C ✓ RN.8-C			✓ RN.7-C ✓ RN.8-C
Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing. RI.8.2	✓ RN.7-C ✓ RN.8-C			✓ RN.7-C ✓ RN.8-C

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Reading Standards for Informational Text—Craft & Structure				
Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text. RI.1.4	✓ 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 words and phrases and how those words and phrases shape meaning in a grade-level text. RI.2.4	✓ 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 grade-level text. RI.3.4, RI.4.4 & RI.5.4	✓ 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. RI.6.4, RI.7.4 & RI.8.4	✓ RN.2-V ✓ RN.5.F ✓ RN.7-C			✓ RN.2-V ✓ RN.5.F ✓ RN.7-C
Reading Standards for Informational Text—Range of Reading & Level of Text Complexity				
With prompting and support, flexibly use a variety of comprehension strategies (i.e. questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts. RI.1.10	✓ 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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Reading Standards for Informational Text—Range of Reading & Level of Text Complexity (Continued)				
By the end of year, flexibly use a variety of comprehension strategies (i.e. questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently. RI.2.10, RI.3.10, RI.4.10, RI.5.10, RI.6.10, RI.7.10 & RI.8.10	✓ 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
Language—Conventions of Standard English				
When writing: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.2.d	Phonics Series Only ✓ RN.8-P	✓ W.2.4-P		
When writing: Spell untaught words, phonetically, drawing on phonemic awareness and spelling conventions. L.1.2.e	Phonics Series Only ✓ RN.8-P	✓ W.2.4-P		
When writing: Generalize spelling patterns. L.2.2.d	Phonics Series Only ✓ RN.8-P	✓ W.2.4-P		
When writing: Use conventional spelling for high-frequency words where suffixes are added to base words. L.3.2.e	Phonics Series Only ✓ RN.8-P	✓ W.2.4-P		
When writing: Use spelling patterns and generalizations in writing words. L.3.2.f	Phonics Series Only ✓ RN.8-P	✓ W.2.4-P		

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Language—Vocabulary Acquisition & Use				
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 of strategies. L.1.4, L.2.4, L.3.4, L.4.4, L.5.4, L.6.4, L.7.4 & L.8.4	✓ 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

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