

TEKS ELA Standards Scaffolding

Read Live

Strand	Description of Grade-level Standard	Read Live Program Connection
<p>1. Foundational language skills: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking.</p>	<p>Beginning reading and writing: The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.</p> <p>Kindergarten (110.2): (B) demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap</p> <p>(C) demonstrate and apply spelling knowledge by: (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns</p> <p>Grade 1 (110.3): (B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es</p> <p>(C) demonstrate and apply spelling knowledge by (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs</p> <p>Grade 2 (110.4): (B) demonstrate and apply phonetic knowledge by: (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (ii) decoding words with silent letters such as knife and gnat;</p>	<p>Phonetic Knowledge Connections</p> <p>Word Warm-ups Live teaches students individual letter/sound correspondence.</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>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>Read Naturally Live Phonics Series Phonics Elements by Story</p> <p>WWL Scope and Sequence (readnaturally.com)</p>

	<p>(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(iv) decoding compound words, contractions, and common abbreviations;</p> <p>(v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;</p> <p>(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(ii) spelling words with silent letters such as knife and gnat;</p> <p>(iii) spelling compound words, contractions, and common abbreviations;</p> <p>(iv) spelling multisyllabic words with multiple sound-spelling patterns;</p> <p>(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and</p> <p>(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p> <p>Grade 3 (110.5):</p> <p>(A) Demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;</p> <p>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(iii) decoding compound words, contractions, and abbreviations;</p> <p>(iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;</p> <p>(v) decoding words using knowledge of prefixes</p> <p>(B) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(iii) spelling compound words, contractions, and abbreviations;</p> <p>(iv) spelling multisyllabic words with multiple sound-spelling patterns;</p> <p>(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;</p> <p>(vi) spelling words using knowledge of prefixes; and</p> <p>(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</p>	<p>Spelling Knowledge Connections</p> <p>Word Warm-ups Live lessons incorporate encoding practice using the featured phonics pattern through the Spelling Step. 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. Students receive immediate corrective feedback after attempting to spell the word.</p> <p>Word Warm-ups Live Steps Poster</p>
--	--	--

	<p>Grade 4 (110.6): (A) demonstrate and apply phonetic knowledge by: (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;</p> <p>(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (v) spelling words using knowledge of prefixes; (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</p> <p>Grade 5 (110.7): (A) demonstrate and apply phonetic knowledge by: (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words</p> <p>(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns; (v) spelling words using knowledge of prefixes; and (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</p>	
	<p>Vocabulary: The student uses newly acquired vocabulary expressively.</p> <p>Grade 1 (110.3): (A) use a resource such as a picture dictionary or digital resource to find words;</p>	<p>The engaging, non-fiction passages in Read Naturally Live provide opportunities for students to learn content vocabulary. During the Key</p>

	<p>(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; (C) identify the meaning of words with the affixes -s, - ed, and -ing</p> <p>Grade 2 (110.4): (A) use print or digital resources to determine meaning and pronunciation of unknown words; (B) use context within and beyond a sentence to determine the meaning of unfamiliar words; (C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and</p> <p>Grade 3 (110.5): (A) use print or digital resources to determine meaning, syllabication, and pronunciation; (B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; (C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and</p> <p>Grade 4 (110.6): (A) use print or digital resources to determine meaning, syllabication, and pronunciation; (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; (C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and</p> <p>Grade 5 (110.7): (A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; (C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo</p> <p>Grade 6 – 8 (110.22, 110.23, 110.24): (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;</p>	<p>Words step, students are shown student-friendly definitions that help to activate their background knowledge. Vocabulary words in the stories in the program are highlighted, clickable, and include definitions and images, and audio support provides a definition for unfamiliar words.</p> <p>Knowledge of key vocabulary words is reinforced throughout the steps of the program. 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 via an audio recording.</p> <p>In the Quiz step, vocabulary questions reinforce, extend, and evaluate students' understanding of key words.</p> <p>In Wordtastic activities, students identify antonyms and synonyms of key vocabulary words.</p> <p>In Word Warm-ups Live, students are taught common</p>
--	--	---

		<p>affixes. See scope and sequence for more information. WVL Scope and Sequence (readnaturally.com)</p>
	<p>Fluency: The student reads grade-level text with fluency and comprehension.</p> <p>Grade 1 - 5 (110.3, 110.4, 110.5, 110.6, 110.7) (A) use appropriate fluency (rate, accuracy, prosody) when reading grade-level text</p>	<p>All Read Naturally Live, and Read Naturally Live-Español lessons, as well as the Word Warm-ups Live and One Minute Reader Live stories, incorporate teacher modeling, repeated reading, and progress monitoring to guide students to improved reading fluency.</p> <p>During the Pass step, the teacher evaluates the student's prosody using a rubric.</p>
	<p>Self-sustained reading: The student reads grade-appropriate texts independently.</p> <p>Kindergarten – Grade 5 (110.2 – 110.7): (A) Self-select text and interact independently with text for increasing periods of time.</p>	<p>One Minute Reader Live provides students with the opportunity to read grade-level text independently.</p>

<p>2. Comprehension skills: listening, speaking, reading, writing and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.</p>	<p>Comprehension: The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.</p> <p>Grade 1 – English IV (110.2 – 110.39): (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; (D) create mental images to deepen understanding (F) make inferences and use evidence to support understanding (G) evaluate details to determine what is most important (H) synthesize information to create new understanding (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down</p>	<p>The Prediction and Quiz steps of Read Naturally Live and Read Naturally Live-Español provide students opportunities to think analytically and to connect ideas within and beyond the text through short answer and inference questions for each story. In the Prediction step, the student uses the title, picture, and key words to write a prediction about the story.</p> <p>The Quiz step provides students with opportunities to demonstrate and check their understanding of the text, including determining the main idea and making predictions and inferences. Students have the opportunity to review the story during this step.</p> <p>During the Pass step, teachers and students dialogue about the story, student’s predictions, and the quiz.</p> <p>Read Naturally Live Steps poster</p>
---	--	--

<p>3. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.</p>	<p>Response Skills: The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.</p> <p>Kindergarten – Grade 8 (110.2 – 110.24): (C) make and confirm predictions using text features and structures</p> <p>Kindergarten – English IV (110.2 – 110.39): (D) retell and paraphrase texts in ways that maintain meaning and logical order (F) respond using newly acquired vocabulary as appropriate</p>	<p>In the Prediction step of Read Naturally Live and Read Naturally Live-Español, the student uses the title, picture, and key words to write a prediction about the story.</p> <p>In the Retell step, students retell the story or write a summary. This activity allows students to synthesize information to create new understanding and utilize new vocabulary.</p>
---	--	--