Virginia English Standards of Learning (2024)
Read Live Crosswalk
Grades 6-8

Read Live includes access to four reading intervention programs, described in the submitted program materials, for striving readers with a skill level of grades 1 – 8 and an intervention range from beginning reader to adult learner. Read Live programs include:

- Read Naturally Live (RNL)
- Word Warmups Live (WWL)
- One Minute Reader Live (OMRL)
- Read Naturally Live–Español (RNL–ESP

Students complete a series of steps as they work in their assigned programs. The program steps that align with the Virginia Standards of Learning are indicated using the following codes:

Read Naturally Live (RNL)/Read Naturally Live—Español (RNL-ESP)		Word Warm-ups Live (WWL)		One Minute Reader Live (OMRL)	
Program Step	Code	Program Step	Code	Program Step	Code
Select a Story	SAS	Look, Listen, Respond	LLR	Select a Story	SAS
Key Words	KW	Word List	WL	Cold Read	CR
Key Words Phonics Lesson	KWP	Spelling	SP	Graph	GR
Prediction	PRED	Phontastic	PH	Read Along	RA
Cold Timing	CT	Pass Timing	PT	Read Alone (practice)	PR
Read Along	RA	Read Along	RA	Quiz	Q
Practice	PR	Practice	PR	Story Summary	SS
Quiz	Q	Quiz	Q	Book Summary	BS
Retell	RT			Did you know?	DYK
Word List	WL				
Spelling	SP				
Pass Timing	PT				
Graph	GR				
Wordtastic	WT				

Read Naturally Live and Read Naturally Live-Español Program Steps

Code	Program Step	Description
SAS	Select a Story	The student selects a story to work through. Choosing the story deepens the student's investment in the material.
KW	Key Words	The student reads the key words and their definitions while listening to an audio recording.
KWP	Key Words Phonics Lesson	During the key words step in the Phonics series, the student listens to a phonics lesson and reads words that have the featured phonics patterns.
PRED	Prediction	The student uses the title, picture, and key words to write a prediction about the story.
CT	Cold Timing	The student reads the selected story for the first time for one minute. The student clicks unknown words while reading, and then clicks the last word read when the timer expires. Read Naturally Live calculates the number of words read correctly per minute and displays this cold-timing score on a graph. This step establishes a baseline for progress monitoring, the component of the Read Naturally Strategy that motivates the student to improve.
RA	Read Along	The student reads along quietly with a recording of the story, typically three times. This step is the teacher-modeling component of the Read Naturally Strategy, which helps the student learn new words and master others, as well as learn proper pronunciation, expression, and phrasing.
PR	Practice	The student practices reading the story without audio support three to ten times until able to read it accurately, with expression, and at the goal rate. This step is the repeated-reading component of the Read Naturally Strategy, which helps the student improve fluency, master difficult words, and understand the story.
Q	Quiz	The student answers questions about the story. Responding to the text holds the student accountable for meaning, develops the ability to answer many types of questions, and provides teachers with information about how well the student comprehends the story.
RT	Retell	The student retells the story or writes a summary.
WL	Word List	In the Phonics series, the student works on decoding skills by practicing the word list until able to read it accurately at a predetermined rate.
SP	Spelling	The Phonics series includes a spelling step to give students practice encoding words from the word list.
P	Pass	The student reads the story for the teacher to show that he or she can read it at the goal rate, with appropriate expression, and with three or fewer errors. The teacher corrects or reviews the comprehension questions with the student and the retelling of the story.
G	Graph	A graph shows how much the student's fluency has improved since the cold timing. Additional graphs show results for the comprehension questions, the retelling, and the word lists.
W	Wordtastic	The students play Wordtastic, a vocabulary game, while waiting for the teacher.

Word Warm-ups Live Program Description

Word Warm-ups Live Scope and Sequence by Level

Code	Program Step	Description
LLR	Look, Listen, & Respond	The student clicks a picture to hear a lesson about a featured sound, syllable, or affix. The student responds to the instruction by segmenting the featured word before reading it aloud. Then, the student clicks each of the five words to segment and reads each word with the narrator. This step helps the student learn the featured sounds or phonics patterns and provides teacher modeling.
WL	Word List	Before a timing, a student can click any word to see it divided into word parts and hear each word part, as well as the whole word. Then, the student reads the words in the exercise word list, down the columns and across the rows, clicking any word he or she doesn't know to hear the word read. The student clicks finished and sees the number of words read per minute. The student practices reading the word lists independently until he or she can read all of the words correctly. This step is the repeated reading component of the Read Naturally Strategy, which helps the student apply the featured sounds, phonics patterns, or language structure to master the words. This step also allows a student to monitor progress, the component of the Read Naturally Strategy that motivates the student to improve.
SP	Spelling	The student spells five words from the word list. The student listens to a word and sentence about the word and attempts to spell the word. Then, the student clicks Show Me to see if her spelling of the word is correct or if any changes are needed to make the spelling correct.
PH	Phontastic	While the student waits for the teacher to do the pass timing on the word list and spelling words, the student reviews skills in a game format. All items in the game are clickable to support students' varying needs and support growth in phonemic awareness, phonics, and word analysis.
PT	Pass Timing	The teacher listens to the student read the word list. To pass, the student must read all the words down the columns, then across the rows, at or above the student's wcpm goal rate with three or fewer errors.
RA	Read Along	The read along gives students a chance to read words with the featured phonics patterns in connected text. The student reads along quietly with a recording of a passage that contains words with the featured sounds taught in the section. The read along provides the teacher modeling component of the Read Naturally Strategy, which models correct pronunciation and helps the student learn new words and master others.
PR	Practice	The student practices reading all or part of the story independently a set number of times chosen by the teacher. The purpose of the story is to have students read words with the featured phonics patterns in connected text.
Q	Quiz	The student completes a modified cloze question about the story. Each answer choice uses a featured sound from the section and provides another opportunity for the student to use the featured patterns in connected text. Responding to the text also holds the student accountable for meaning.

Read Live
State of Virginia Standards Crosswalk

One Minute Reader Live Program Description
Levels E– 5 (Early 1ˢᵗ Grade - 5thGrade)

Code	Program Step	Description
SAS	Select a Story	The student clicks the story he or she wants to read and thinks about what he or she might learn from it. Choosing the story deepens the student's investment in the material, and thinking of a prediction prepares the student's mind for reading the story.
CR	Cold Read	The student reads the story for one minute and then clicks the last word read when the bell sounds. A graph displays the student's cold-timing score, establishing a baseline for progress monitoring, the component of the Read Naturally Strategy that motivates the student to improve.
GR	Graph	A graph of the student's fluency scores is displayed to help students monitor their progress.
RA	Read Along	The student reads along quietly with a recording of the story, typically three times. This step is the teacher-modeling component of the Read Naturally Strategy, which helps the student learn new words and master others, as well as learn proper pronunciation, expression, and phrasing.
PR	Practice	The student practices reading the story without audio support until able to read it accurately and with expression. This step is the repeated-reading component of the Read Naturally Strategy, which helps the student improve fluency, master difficult words, and understand the story.
Q	Quiz	The student answers questions about the story. Responding to the text holds the student accountable for meaning, develops the ability to answer many types of questions, and provides information about how well the reader comprehends the story.
SS	Story Summary	The student reviews the results from completing the story, including a graph that shows how much the student has improved since the cold read.
BS	Book Summary	The student reviews the results from other stories completed in the level. Graphs are included.
DYK	Did you know?	After the student has completed all the stories in a book, he or she is presented with additional facts related to the stories from the book.

Developing Skilled Readers and Building Reading Stamina
DSR.1

Grade Six	Grade Seven	Grade Eight	Read Live Program Step		
A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding when necessary **(Reading Fluency, K-12)**.	A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary **(Reading Fluency, K-12)**.	A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary **(Reading Fluency, K-12)**.	**RNL** SAS KW CT RA PR P G	**WWL** WL RA PR	**OMRL** SAS CR G RA PR
	B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) **(Text Complexity, 2-12)**.	B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) **(Text Complexity, 2-12)**.	Read Naturally stories are grouped by level and the levels are sequenced so that the text complexity gradually increases as the student moves to higher levels. The stories in the lower levels are shorter and easier to understand, the ideas are explicitly stated, and the vocabulary is familiar. At each successive level, the stories become longer and more complex. The ideas require more inference, and the vocabulary is more sophisticated. Use the following link to access tables showing the gradually increasing difficulty: Read Naturally Live Text Complexity		