Alaska Standards for Reading Eggs Lessons and Fast Phonics Peaks

KINDERGARTEN				
Strand		**Standard**	**Code**	**Reading Eggs Lesson (RE), Skills Bank (SB), Storylands (SL), Fast Phonics (FP), Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)**
Literature	Key Ideas and Details	With prompting and support, ask and answer questions about a literary text using key details from the text.	RL.K.1	**FP:** 1–7
	Craft and Structure	Ask and answer questions about unknown words in a text.	RL.K.4	**FP:** 1–7
Reading: Foundational Skills	Print Awareness	Recognize that spoken words are represented in written language by specific sequences of letters.	RF.K.1.b	**FP:** 1
		Understand that words are separated by spaces in print.	RF.K.1.c	**RE:** 5, 10, 13, 16, 19, 20, 22, 24, 28, 35, 37, 40, 43–47, 50
		Recognize and name all upper- and lowercase letters of the alphabet.	RF.K.1.d	**RE:** 1–4, 6–12, 14–18, 20, 21, 23, 25, 27, 29–32, 34, 36–42, 47
	Phonological Awareness	Recognize and produce rhyming words.	RF.K.2.a	**RE:** 10, 13, 16, 20, 22, 26, 27, 33, 35, 37, 39, 41, 42, 43, 46
		Count, pronounce, blend, and segment syllables in spoken words.	RF.K.2.b	**FP:** 4-7
		Blend and segment onsets and rimes of single-syllable spoken words.	RF.K.2.c	**RE:** 13, 16, 22, 26, 35, 40, 42, 43, 48–50 **FP:** 1, 2, 3, 5, 6
		Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	RF.K.2.d	**RE:** 18, 20, 26, 30, 33, 35, 37, 38, 44, 46, 50 **FP:** 1–7
		Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	RF.K.2.e	**FP:** 1, 2, 3, 5, 6
	Phonics and Word Recognition	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	RF.K.3.a	**RE:** 1–50 **FP:** 1–7 **Library:** 150+ Phonics books
		Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	RF.K.3.b	**FP:** 1–7
		Read common high-frequency words by sight.	RF.K.3.c	**RE:** 3, 5, 9–13, 16, 18–26, 28–31, 33, 35–38, 40, 42–50 **FP:** 1–7
	Fluency	Read emergent-reader texts with purpose and understanding.	RF.K.4	**RE:** 9, 10, 13, 16, 19, 20, 22, 24, 26, 28, 29, 33, 35, 37, 40, 43–48 **FP:** 1–7 **Library:** 250+ Fiction books, 35+ Poems, and 220+ Informational texts with comprehension quizzes (Lexile Range BR–120L)
Language	Conventions of Standard English	Print many upper- and lowercase letters.	LS.K.1.a	**RE:** 1–3, 6–9, 11–12, 14, 15, 17, 18, 21, 23, 25, 27, 30, 31, 32, 34, 36, 38, 39, 41, 45, 46
		Write a letter or letters for most consonant and short- vowel sounds (phonemes).	LS.K.2.c	**RE:** 5, 6, 8–10, 12–17, 19–20, 22, 24–25, 28–29, 31, 33, 35–36, 38, 41, 43–45, 48 **FP:** 1–7
		Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	LS.K.2.d	**FP:** 1–7 **SB:** Levels A–D, Lessons 1–32
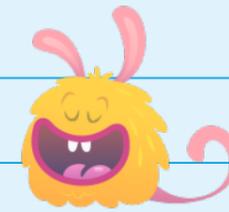
Alaska Standards for Reading Eggs Lessons, Fast Phonics Peaks, and Reading Eggspress

		GRADE 1		
Strand		**Standard**	**Code**	**Reading Eggs Lesson (RE), Skills Bank (SB), Storylands (SL), Fast Phonics (FP), Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)**
Reading: Literature	Key Ideas and Details	Ask and answer questions about a literary text using key details from the text.	RL.1.1	**SL:** 1–10 **FP:** 8–13 **REX:** 1–5, 11–15
		Retell stories, using key details, and demonstrate understanding their message or lesson.	RL.1.2	**SL:** 1–10 **FP:** 8–13 **REX:** 1–5, 11–15
		Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.	RL.1.3	**SL:** 1–10 **FP:** 8–13 **REX:** 1–5, 11–15
	Integration of Knowledge and Ideas	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.	RL.1.7	**SL:** 7, 8, 10 **REX:** 3, 5, 13, 15
		With prompting and support, compare and contrast the adventures and experiences of characters in stories.	RL.1.9	**SL:** 1, 5, 9
	Range of Reading and Level of Text Complexity	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.	RL.1.10	**RE:** 51–57, 59, 62–66, 69, 71–73, 75, 76, 78, 82, 84–86, 88–90, 92–96, 99 **SL:** 1–10 **FP:** 8–13 **REX:** 1–5, 11–15 **Library:** 180+ Fiction books and 75+ Poems with comprehension quizzes (Lexile Range 130L–340L)
Reading: Informational Text	Key Ideas and Details	With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.	RI.1.1	**REX:** 6–10, 16–20
		Identify the main topic or author's purpose (e.g., to teach or tell us about …) and retell key details of a text.	RI.1.2	**REX:** 6–10, 16–20
	Craft and Structure	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	RI.1.4	**REX:** 6–10, 16–20
	Integration of Knowledge and Ideas	Use the illustrations and details in a text to describe its key ideas.	RI.1.7	**REX:** 7, 10, 20
	Range of Reading and Level of Text Complexity	With prompting and support, read informational texts on a range of topics appropriately complex for grade 1, with scaffolding as needed.	RI.1.10	**RE:** 61, 67, 68, 74, 77, 81, 83, 91, 97, 98 **REX:** 6–10, 16–20 **Library:** 160+ Informational texts with comprehension quizzes (Lexile Range 130L–340L)
Reading: Foundational Skills	Phonological Awareness	Distinguish long from short vowel sounds in spoken single-syllable words.	RF.1.2.a	**RE:** 52–55, 58–59, 98
		Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	RF.1.2.b	**RE:** 51–61, 63–68, 70, 72, 73, 76–80 **FP:** 8–13
		Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	RF.1.2.c	**RE:** 54, 56, 59, 61, 62, 64, 68, 69, 71, 74, 76, 77, 79 **FP:** 9, 10, 11
		Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	RF.1.2.d	**RE:** 54, 56, 59, 61, 62, 64, 66, 68, 69, 71, 74, 76, 77 **FP:** 8–13
	Phonics and Word Recognition	Know the spelling-sound correspondences for common consonant digraphs.	RF.1.3.a	**RE:** 85, 86, 88, 89, 90 **FP:** 8
		Decode regularly spelled one-syllable words.	RF.1.3.b	**RE:** 51–100 **FP:** 8–13
		Know final -e and common vowel team conventions for representing long vowel sounds.	RF.1.3.c	**RE:** 82, 83, 84, 87, 92, 94, 95, 96, 98, 100
		Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	RF.1.3.d	**FP:** 8–13
		Decode two-syllable words following basic patterns by breaking the words into syllables.	RF.1.3.e	**FP:** 8–13
		Recognize and read grade-appropriate irregularly spelled words.	RF.1.3.g	**RE:** 51–100 **FP:** 8–13
	Fluency	Read on-level text with purpose and understanding.	RF.1.4.a	**RE:** 51–100 **SL:** 1–10 **FP:** 8–13 **REX:** 1–20 **Library:** 180+ Fiction books, 75+ Poems, and 160+ Informational texts with comprehension quizzes (Lexile Range 130L–340L)
Writing	Production and Distribution of Writing	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.1.6	**Story Factory:** Weekly contest available through Reading Eggs dashboard
Language	Conventions of Standard English	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	L.1.2.D, L.1.2.E	**RE:** 81, 87, 91, 92, 96, 100 **SB:** Levels E–H, Lessons 33–64 **FP:** 8–13 **REX Spelling:** 1.1–1.36

	GRADE 2		
Strand	**Standard**	**Code**	**Reading Eggs Lesson (RE), Skills Bank (SB), Storylands (SL), Fast Phonics (FP), Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)**

Strand		Standard	Code	Reading Eggs Lesson (RE), Skills Bank (SB), Storylands (SL), Fast Phonics (FP), Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Reading: Literature	Key Ideas and Details	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of a literary text using key details from the text.	RL.2.1	**SL:** 11–20 **REX:** 21–25, 31–35, 41–45, 51–55
		Retell stories, including fables and folktales from diverse cultures, and determine the author's purpose, lesson or moral.	RL.2.2	**REX:** 21–25, 31–35, 41–45, 51–55 **Library (Grades 2–3 text complexity):** 25+ Fables and folktales
		Describe how characters in a story, play or poem respond to major events, problems, and challenges.	RL.2.3	**REX:** 42, 55
	Craft and Structure	Identify words and phrases that supply rhythm or sensory images and meaning in a story, poem, or song and describe how they make a reader feel or what a reader might see in his or her mind.	RL.2.4	**REX:** 34, 54 **Library (Grades 2–3 text complexity):** 270+ Poems
	Integration of Knowledge and Ideas	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot (e.g., problem-solution; chronology).	RL.2.7	**SL:** 11–20 **REX:** 21–25, 31–35, 41–45, 51–55
	Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.	RL.2.10	**RE:** 101–120 **SL:** 11–20 **FP:** 14–20 **REX:** 21–25, 31–35, 41–45, 51–55 **Library (Grades 2–3 text complexity):** 630+ Fiction books and 270+ Poems with comprehension quizzes (Lexile Range 350L–720L)
Reading: Informational Text	Key Ideas and Details	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of informational texts using key details from the text.	RI.2.1	**REX:** 26–30, 36–40, 46–50, 56–60
		Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	RI.2.2	**REX:** 26–30, 36–40, 46–50, 56–60
		Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	RI.2.3	**REX:** 29, 30, 36, 50
	Craft and Structure	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	RI.2.4	**REX:** 26–30, 36–40, 46–50, 56–60
		Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	RI.2.6	**REX:** 26–30, 36–40, 46–50, 56–60
		Describe how reasons given support specific opinions the author states in a text.	RI.2.8	**REX:** 26–30, 36–40, 46–50, 56–60
	Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.	RI.2.10	**REX:** 26–30, 36–40, 46–50, 56–60 **Library (Grades 2–3 text complexity):** 400+ Informational texts with comprehension quizzes (Lexile Range 350L–720L)
Reading: Foundational Skills	Phonics and Word Recognition	Distinguish long and short vowels when reading regularly spelled one-syllable words.	RF.2.3.a	**FP:** 15–19
		Know spelling-sound correspondences for additional common vowel teams.	RF.2.3.b	**RE:** 101, 102, 107, 114, 116 **FP:** 15–19
		Decode regularly spelled two-syllable words with long vowels.	RF.2.3.c	**FP:** 15–19
		Decode words with common prefixes and suffixes.	RF.2.3.d	**FP:** 14
		Recognize and read grade-appropriate irregularly spelled words.	RF.2.3.f	**RE:** 101–120 **FP:** 14–20
	Fluency	Read on-level text with purpose and understanding.	RF.2.2.a	**RE:** 101–120 **SL:** 11–20 **FP:** 14–20 **REX:** 21–60 **Library (Grades 2–3 text complexity):** 630+ Fiction books, 270+ Poems, and 400+ Informational texts with comprehension quizzes (Lexile Range 350L–720L)
Writing	Production and Distribution of Writing	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.2.6	**Story Factory:** Weekly contest available through Reading Eggs dashboard
Language	Conventions of Standard English	Form and use frequently occurring irregular plural nouns.	L.2.1.b	**REX Spelling:** 2.10, 2.15, 2.27
		Form and use the past tense of frequently occurring irregular verbs.	L.2.1.d	**REX Spelling:** 2.1, 2.28
		Use an apostrophe to form contractions and frequently occurring possessives.	L.2.2.c	**REX Spelling:** 2.26
		Generalize learned spelling patterns when writing words.	L.2.2.d	**FP:** 14–20 **SB:** Levels I–L, Lessons 65–96 **REX Spelling:** 2.1–2.36
	Vocabulary Acquisition and Use	Use sentence-level context as a clue to the meaning of a word or phrase.	L.2.4.a	**REX:** 21–60
		Determine the meaning of the new word formed when a known prefix is added to a known word.	L.2.4.b	**REX:** 21–60
		Use a known root word as a clue to the meaning of an unknown word with the same root.	L.2.4.c	**REX:** 21–60

Alaska Standards for Reading Eggspress

GRADE 3				
Strand		**Standard**	**Code**	**Reading Eggs Lesson (RE), Skills Bank (SB), Storylands (SL), Fast Phonics (FP), Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)**
Reading: Literature	Key Ideas and Details	Ask and answer questions to demonstrate understanding of a text, referring explicitly to details from the text as the basis for the answers.	RL.3.1	**REX:** 61–65, 71–75, 81–85, 91–95
		Determine the author's purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures.	RL.3.2	**REX:** 64, 73, 85, 94 **Library (Grades 2–3 text complexity):** 25+ Fables and folktales
		Describe characters in a story and explain how their actions contribute to the sequence of events.	RL.3.3	**REX:** 63, 65, 75, 84
	Craft and Structure	Determine the meaning of words and phrases as they are used in a text, distinguishing literal meanings from use of figurative language.	RL.3.4	**REX:** 61–65, 71–75, 81–85, 91–95
	Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.	RL.3.10	**REX:** 61–65, 71–75, 81–85, 91–95 **Library (Grades 2–3 text complexity):** 630+ Fiction books and 270+ Poems with comprehension quizzes (Lexile Range 350L–720L)
Reading: Informational Text	Key Ideas and Details	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.3.1	**REX:** 66–70, 76–80, 86–90, 96–100
		Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.	RI.3.2	**REX:** 79, 90, 96, 97
		Describe the relationship or connection among a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	RI.3.3	**REX:** 66, 67, 68, 69, 86, 88, 90, 98
	Craft and Structure	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	RI.3.4	**REX:** 66–70, 76–80, 86–90, 96–100
		Determine author's purpose; distinguish own point of view from that of the author of a text.	RI.3.6	**REX:** 79, 100
	Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.	RI.3.10	**REX:** 66–70, 76–80, 86–90, 96–100 **Library (Grades 2–3 text complexity):** 400+ Informational texts with comprehension quizzes (Lexile Range 350L–720L)
Reading: Foundational Skills	Phonics and Word Recognition	Decode multisyllable words.	RF.3.3.c	**REX:** 61–100
		Read grade-appropriate irregularly spelled words	RF.3.3.d	**REX:** 61–100
	Fluency	Read on-level text with purpose and understanding.	RF.3.4	**REX:** 61–100 **Library (Grades 2–3 text complexity):** 630+ Fiction books, 270+ Poems, and 400+ Informational texts with comprehension quizzes (Lexile Range 350L–720L)
Language	Conventions of Standard English	Form and use regular and irregular plural nouns.	L.3.1.b	**REX Spelling:** 3.7, 3.31
		Form and use regular and irregular verbs.	L.3.1.d	**REX Spelling:** 3.9, 3.11, 3.14, 3.19, 3.21, 3.23
		Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.	L.3.2.e	**REX Spelling:** 3.9, 3.11, 3.14, 3.15, 3.16, 3.21, 3.25, 3.26, 3.29, 3.32, 3.35, 3.36
		Use spelling patterns and generalizations in writing words.	L.3.2.f	**REX Spelling:** 3.1–3.36
	Vocabulary Acquisition and Use	Use a sentence-level context as a clue to the meaning of a word or phrase.	L.3.4.a	**REX:** 61–100
		Determine the meaning of a new word formed when a known affix is added to a known word.	L.3.4.b	
		Use a known root word as a clue to the meaning of an unknown word with the same root.	L.3.4.c	
		Distinguish the literal and nonliteral meanings of words and phrases in context.	L.3.5.a	

Alaska Standards for Reading Eggspress

		GRADE 4		
Strand		**Standard**	**Code**	**Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)**
Reading: Literature	Key Ideas and Details	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.4.1	**REX:** 101–105, 111–115, 121–125, 131–135
		Determine a theme or author's message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize main ideas or events, in correct sequence, including how conflicts are resolved.	RL.4.2	**REX:** 101–105, 111–115, 121–125, 131–135
		Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	RL.4.3	**REX:** 115, 122
	Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices.	RL.4.4	**REX:** 101–105, 111–115, 121–125, 131–135 Figurative language: 102, 121
	Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.	RL.4.10	**REX:** 101–105, 111–115, 121–125, 131–135 **Library (Grades 4–5 text complexity):** 140+ Fiction books and 210+ Poems with comprehension quizzes (Lexile Range 730L–970L)
Reading: Informational Text	Key Ideas and Details	Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.	RI.4.1	**REX:** 106–110, 116–120, 126–130, 136–140
		Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.	RI.4.2	**REX:** 106, 110, 117, 120, 140
		Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	RI.4.3	**REX:** 108, 117, 136
	Craft and Structure	Determine the meaning of general academic and domain- specific words or phrases in a text relevant to a grade 4 topic or subject area.	RI.4.4	**REX:** 106–110, 116–120, 126–130, 136–140
		Describe the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	RI.4.5	**REX:** 107, 126, 129, 139
		Determine author's purpose; compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	RI.4.6	**REX:** 106, 109, 116, 118, 119, 126
	Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.	RI.4.10	**REX:** 106–110, 116–120, 126–130, 136–140 **Library (Grades 4–5 text complexity):** 290+ Informational texts with comprehension quizzes (Lexile Range 730L–970L)
Reading: Foundational Skills	Phonics and Word Recognition	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	RF.4.3	**REX:** 101–140
	Fluency	Read on-level text with purpose and understanding.	RF.4.4	**REX:** 101–140 **Library (Grades 4–5 text complexity):** 140+ Fiction books, 210+ Poems, and 290+ Informational texts with comprehension quizzes (Lexile Range 730L–970L)
Language	Conventions of Standard English	Spell grade-appropriate words correctly, consulting references as needed.	L.4.2.d	**REX Spelling:** 4.1–4.36
	Vocabulary Acquisition and Use	Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text, use context as a clue to the meaning of a word or phrase.	L.4.4.a	**REX:** 101–140
		Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	L.4.5.a	**REX:** 102, 121, 129

Alaska Standards for Reading Eggspress

GRADE 5

Strand		Standard	Code	Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Reading: Literature	Key Ideas and Details	Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1	**REX:** 141–145, 151–155, 161–165, 171–175
		Determine a theme or author's message or purpose of a story, drama, or poem using details and evidence from the text as support, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize main ideas or events, in correct sequence.	RL.5.2	**REX:** 141–145, 151–155, 161–165, 171–175
		Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	RL.5.3	**REX:** 141, 142, 144, 153
	Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices.	RL.5.4	**REX:** 141–145, 151–155, 161–165, 171–175 Figurative language: 151, 154, 165, 174
		Describe how a narrator's or speaker's point of view influences how events are described or how characters are developed and portrayed.	RL.5.6	**REX:** 143, 144, 152, 160, 162, 165
	Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.	RL.5.10	**REX:** 141–145, 151–155, 161–165, 171–175 **Library (Grades 4–5 text complexity):** 140+ Fiction books and 210+ Poems with comprehension quizzes (Lexile Range 730L–970L)
Reading: Informational Text	Key Ideas and Details	Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.	RI.5.1	**REX:** 146–150, 156–160, 166–170, 176–180
		Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.	RI.5.2	**REX:** 146–150, 156–160, 166–170, 176–180
		Explain the relationships or interactions among two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	RI.5.3	**REX:** 147, 150, 158, 159, 166, 169, 170, 176, 178, 180
	Craft and Structure	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	RI.5.4	**REX:** 146–150, 156–160, 166–170, 176–180
		Determine author's purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent.	RI.5.6	**REX:** 147, 148, 160, 168, 170, 179
	Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.	RI.5.10	**REX:** 146–150, 156–160, 166–170, 176–180 **Library (Grades 4–5 text complexity):** 290+ Informational texts with comprehension quizzes (Lexile Range 730L–970L)
Reading: Foundational Skills	Phonics and Word Recognition	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	RF.5.3	**REX:** 141–180
	Fluency	Read on-level text with purpose and understanding.	RF.5.4	**REX:** 141–180 **Library (Grades 4–5 text complexity):** 140+ Fiction books, 210+ Poems, and 290+ Informational texts with comprehension quizzes (Lexile Range 730L–970L)
Language	Conventions of Standard English	Spell grade-appropriate words correctly, consulting references as needed.	L.5.2.e	**REX Spelling:** 5.1–5.36
	Vocabulary Acquisition and Use	Determine meaning of unfamiliar words by using knowledge of word structure and language structure through reading words in text, use context as a clue to the meaning of a word or phrase.	L.5.4.a	**REX:** 141–180

Alaska Standards for Reading Eggspress

		GRADE 6		
Strand		**Standard**	**Code**	**Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)**
Reading: Literature	Key Ideas and Details	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.6.1	**REX:** 181–185, 191–195, 201–205, 211–215
		Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text.	RL.6.2	**REX:** 181–185, 191–195, 201–205, 211–215
	Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of a specific word choice on meaning and tone.	RL.6.4	**REX:** 181–185, 191–195, 201–205, 211–215 Figurative language: 181, 182, 194, 195, 214
		Determine author's purpose and explain how an author develops the point of view of the narrator or speaker in a text.	RL.6.6	**REX:** 184, 193, 214
	Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.	RL.6.10	**REX:** 181–185, 191–195, 201–205, 211–215 **Library (Grades 6–8 text complexity):** 120+ Fiction books and 70+ Poems with comprehension quizzes (Lexile Range 980L+)
Reading: Informational Text	Key Ideas and Details	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1	**REX:** 186–190, 196–200, 206–210, 216–220
		Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.	RI.6.2	**REX:** 186–190, 196–200, 206–210, 216–220
	Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	RI.6.4	**REX:** 186–190, 196–200, 206–210, 216–220
		Determine an author's purpose and point of view in a text and explain how it is conveyed in the text.	RI.6.6	**REX:** 188, 196, 199, 206, 209, 217
	Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend literary nonfiction, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.	RI.6.10	**REX:** 186–190, 196–200, 206–210, 216–220 **Library (Grades 6–8 text complexity):** 190+ Informational texts with comprehension quizzes (Lexile Range 980L+)
Language	Conventions of Standard English	Spell correctly.	L.6.2.b	**REX Spelling:** 6.1–6.36
	Vocabulary Acquisition and Use	Determine meaning of unfamiliar words by using knowledge of word structure and language structure through reading words in text, context as a clue to the meaning of a word or phrase.	L.6.4.a	**REX:** 181–220
		Interpret the intent or meaning of figures of speech as used in context.	L.6.5.a	**REX:** 181, 182, 189, 214

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