North Carolina Standards for Reading Eggs Lessons, Fast Phonics Peaks, and Reading Eggspress Lessons

KINDERGARTEN				
Strand	**Cluster**	**Standard**	**Code**	**Reading Eggs Lesson (RE), Skills Bank (SB), Fast Phonics Peak (FP)**
Reading Standards for Foundational Skills	Print Concepts	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
	Handwriting	Print many upper- and lowercase letters.	RF.K.2	**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
	Phonological Awareness	Recognize and produce rhyming words.	RF.K.3.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.3.b	**FP:** 4, 5, 6, 7
		Blend and segment onsets and rimes of single-syllable spoken words.	RF.K.3.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 in three-phoneme words.	RF.K.3.d	**RE:** 18, 20, 26, 30, 33, 35, 37, 38, 44, 46, 50 **FP:** 1–7
		Add or substitute individual sounds in simple, one-syllable words to make new words.	RF.K.3.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 sound or many of the most frequent sounds for each consonant.	RF.K.4.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.4.b	**FP:** 1–7
		Read common high-frequency words by sight.	RF.K.4.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.5	**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 0L–120L)
Language	Conventions of Standard English	Write a letter or letters for most consonant and short-vowel sounds.	L.K.2	**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.		**FP:** 1–7 **SB:** Levels A–D, Lessons 1–32
		Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions.		**FP:** 1–7
		Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words.		**SB:** Levels A–D, Lessons 1–32

GRADE 1				
Strand	**Cluster**	**Standard**	**Code**	**Reading Eggs Lesson (RE), Skills Bank (SB), Storylands (SL), Fast Phonics (FP) Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)**
Reading Standards for Literature	Key Ideas and Evidence	Identify key ideas, details and characters in stories.	RL.1.1, RL.1.2, RL.1.3	**SL:** 1–10 **REX:** 1–5, 11–15
	Integration of Knowledge and Analysis	Use illustrations and details in a story to describe its characters, setting, or events.	RL.1.7	**SL:** 7, 8, 10 **REX:** 3, 5, 13, 15
		Compare and contrast the adventures and experiences of characters in stories.	RL.1.9	**SL:** 1, 5, 9
	Range of Reading and Level of Complexity	With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.	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:** Library: 180+ Fiction books and 75+ Poems with comprehension quizzes (Lexile Range 130L–340L)
Reading Standards for Informational Text	Key Ideas and Evidence	Identify key ideas, details and facts in nonfiction texts.	RI.1.1, RI.1.2, RI.1.3	**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 Ideas and Analysis	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 Complexity	With prompting and support, read and understand informational texts appropriately complex for grade 1 for sustained periods of time.	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 Standards for Foundational Skills	Phonological Awareness	Distinguish long from short vowel sounds in spoken single-syllable words.	RF.1.3.a	**RE:** 52–55, 58–59, 98
		Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	RF.1.3.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.1.3.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.1.3.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.1.4.a	**RE:** 85, 86, 88, 89, 90 **FP:** 8
		Decode regularly spelled one-syllable words.	RF.1.4.b	**RE:** 51–100 **FP:** 8–13
		Know final -e and common vowel team conventions for representing long vowel sounds.	RF.1.4.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.1.4.d	**FP:** 8–13
		Decode two-syllable words following basic patterns by breaking the words into syllables.	RF.1.4.e	**FP:** 8–13
		Recognize and read grade-appropriate irregularly spelled words.	RF.1.4.g	**RE:** 51–100 **FP:** 8–13
	Fluency	Read with sufficient accuracy and fluency to support comprehension.	RF.1.5	**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)
Language	Conventions of Standard English	Write a letter or letters for most consonant and short-vowel sounds. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words phonetically, drawing on knowledge of phonemic awareness and spelling conventions.	L.1.2	**RE:** 81, 87, 91, 92, 96, 100 **SB:** Levels E–H, Lessons 33–64 **FP:** 8–13 **REX Spelling:** 1.1–1.36
Writing	Text Types, Purposes, and Publishing	Write narratives in which they recount two or more appropriately sequenced events.	W.1.3	**Story Factory:** Weekly contest available through Reading Eggs dashboard

North Carolina Standards for Reading Eggs Lessons, Fast Phonics Peaks, and Reading Eggspress Lessons

GRADE 2

Strand	Cluster	Standard	Code	Reading Eggs Lesson (RE), Skills Bank (SB), Storylands (SL), Fast Phonics (FP) Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Reading Standards for Literature	Key Ideas and Evidence	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RL.2.1	**SL:** 11–20 **REX:** 21–25, 31–35, 41–45, 51–55
		Recount stories, including fables and folktales from diverse cultures, and determine their central message, 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 respond to major events and challenges.	RL.2.3	**REX:** 42, 55
	Craft and Structure	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	RL.2.4	**REX:** 34, 54
	Integration of Knowledge and Analysis	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	RL.2.7	**SL:** 11–20 **REX:** 21–25, 31–35, 41–45, 51–55
	Range of Reading and Level of Complexity	By the end of grade 2, read and understand literature within the 2–3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	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 Standards for Informational Text	Key Ideas and Evidence	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RI.2.1	**REX:** 26–30, 36–40, 46–50, 56–60
		Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	RI.2.2	**REX:** 28
		Describe the connection between a series in procedures.	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 author's 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
	Integration of Knowledge and Analysis	Identify the reasons an author gives to support ideas in a text.	RI.2.8	**REX:** 26–30, 36–40, 46–50, 56–60
	Range of Reading and Level of Complexity	By the end of grade 2, read and understand informational texts within the 2–3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	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 Standards for Foundational Skills	Phonics and Word Recognition	Distinguish long and short vowels when reading regularly spelled one-syllable words.	RF.2.4.a	**FP:** 15–19
		Know spelling-sound correspondences for additional common vowel teams.	RF.2.4.b	**RE:** 101, 102, 107, 114, 116 **FP:** 15–19
		Decode regularly spelled two-syllable words with long vowels.	RF.2.4.c	**FP:** 14–20
		Recognize and read grade-appropriate irregularly spelled words.	RF.2.4.f	**RE:** 101–120 **FP:** 14–20
	Fluency	Read with sufficient accuracy and fluency to support comprehension.	RF.2.5	**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)
Language	Conventions of Standard English	Use conventional spelling for high frequency and other studied words and for adding suffixes to base words. Use spelling patterns and generalizations when writing words.	L.2.2	**FP:** 14–20 **SB:** Levels I–L, Lessons 65–96 **REX Spelling:** 2.1–2.36
Writing	Text Types, Purposes and Publishing	Write narratives in which they recount a well-elaborated event or short sequence of events.	W.2.3	**Story Factory:** Weekly contest available through Reading Eggs dashboard

North Carolina Standards for Reading Eggspress Lessons

GRADE 3

Strand	Cluster	Standard	Code	Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Reading Standards for Literature	Key Ideas and Evidence	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.3.1	**REX:** 61–65, 71–75, 81–85, 91–95
		Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	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, identifying words that impact the meaning in a text.	RL.3.4	**REX:** 61–65, 71–75, 81–85, 91–95
	Range of Reading and Level of Complexity	By the end of grade 3, read and understand literature at the high end of the 2–3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	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 Standards for Informational Text	Key Ideas and Evidence	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; recount the key details and explain how they support the main idea.	RI.3.2	**REX:** 79, 90, 97
		Describe the relationship between 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
	Range of Reading and Level of Complexity	By the end of grade 3, read and understand informational texts at the high end of the 2–3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	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 Standards for Foundational Skills	Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words.	RF.3.4	**REX:** 61–100
	Fluency	Read with sufficient accuracy and fluency to support comprehension.	RF.3.5	**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	Use conventional spelling for high frequency and other studied words and for adding suffixes to base words. Use spelling patterns and generalizations when writing words.	L.3.2	**REX Spelling:** 3.1–3.36
Writing	Text Types, Purposes, and Publishing	Write narratives to develop real or imagined experiences.	W3.3	**Story Factory:** Weekly contest available through Reading Eggs dashboard

North Carolina Standards for Reading Eggspress Lessons

		GRADE 4		
Strand	**Cluster**	**Standard**	**Code**	**Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)**
Reading Standards for Literature	Key Ideas and Evidence	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 of a story, drama, or poem from details in the text; summarize the text.	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 words that affect meaning and tone.	RL.4.4	**REX:** 101–105, 111–115, 121–125, 131–135
	Range of Reading and Level of Complexity	By the end of grade 4, read and understand literature within the 4–5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	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 Standards for Informational Text	Key Ideas and Evidence	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	**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; summarize the text.	RI.4.2	**REX:** 106, 110, 117, 120, 140
		Explain 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 of events, ideas, concepts, or information in a text or part of a text.	RI.4.5	**REX:** 107, 126, 129, 139
	Range of Reading and Level of Complexity	By the end of grade 4, read and understand informational texts within the 4–5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	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 Standards for Foundational Skills	Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words.	RF.4.4	**REX:** 101–140
	Fluency	Read with sufficient accuracy and fluency to support comprehension.	RF.4.5	**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	Continue to use conventional spelling for high frequency words and other studied words. Continue to use conventional spelling for adding suffixes to base words. Continue to use spelling patterns and generalizations when writing words. Spell grade-appropriate words correctly.	L.4.2	**REX Spelling:** 4.1–4.36

North Carolina Standards for Reading Eggspress Lessons

GRADE 5

Strand	Cluster	Standard	Code	Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Reading Standards for Literature	Key Ideas and Evidence	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 of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	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, recognizing specific word choices that contribute to meaning and tone.	RL.5.4	**REX:** 141–145, 151–155, 161–165, 171–175
		Describe how a narrator's or speaker's point of view influences how events are described.	RL.5.6	**REX:** 152
	Range of Reading and Level of Complexity	By the end of grade 5, read and understand literature at the high end of the 4–5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	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 Standards for Informational Text	Key Ideas and Evidence	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1	**REX:** 146–150, 156–160, 166–170, 176–180
		Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RI.5.2	**REX:** 146–150, 156–160, 166–170, 176–180
		Explain the relationships or interactions between 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
	Range of Reading and Level of Complexity	By the end of grade 5, read and understand informational texts at the high end of the 4–5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	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 Standards for Foundational Skills	Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words.	RF.5.4	**REX:** 141–180
	Fluency	Read with sufficient accuracy and fluency to support comprehension.	RF.5.5	**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	Continue to use conventional spelling for high frequency words and other studied words. Continue to use conventional spelling for adding suffixes to base words. Continue to use spelling patterns and generalizations when writing words. Spell grade-appropriate words correctly.	L.5.2	**REX Spelling:** 5.1–5.36

GRADE 6

Strand	Cluster	Standard	Code	Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Reading Standards for Literature	Key Ideas and Evidence	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; provide a summary of the text distinct from personal opinions or judgments.	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; analyze the impact of a specific word choice on meaning and tone.	RL.6.4	**REX:** 181–185, 191–195, 201–205, 211–215
	Range of Reading and Level of Complexity	By the end of grade 6, read and understand literature within the 6–8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	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 Standards for Informational Text	Key Ideas and Evidence	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 of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	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; analyze the impact of a specific word choice on meaning.	RI.6.4	**REX:** 186–190, 196–200, 206–210, 216–220
		Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	RI.6.6	**REX:** 188, 189, 196, 199, 206, 209, 217
	Range of Reading and Level of Complexity	By the end of grade 6, read and understand informational texts within the 6–8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	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	Consistently apply conventional rules to spell words correctly.	L.6.2	**REX Spelling:** 6.1–6.36

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