

# Oklahoma Standards for Reading Eggs Lessons and Fast Phonics Peaks



Kindergarten				
Overarching College- and Career-Ready Standard for English Language Arts	Strand and Guiding Principle	Standard Objective	Standard Code	Reading Eggs Lesson (RE), Fast Phonics (FP)
1. Speaking and Listening	<b>Reading</b> Students will develop and apply effective communication skills through speaking and active listening.	Students will follow one and two step directions.	K.1.R.4	RE: 1–50, FP: 1–7
		Students will distinguish spoken words in a sentence.	K.2.PA.1	RE: 5, 10, 13, 16, 20, 22, 28, 43, 45, 47, 50
2. Reading Foundations/ Reading and Writing Processes	<b>Phonological Awareness</b> Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.	Students will recognize and produce pairs of rhyming words, and distinguish them from non-rhyming pairs.	K.2.PA.2	RE: 10, 13, 16, 20, 22, 26, 27, 33, 35, 37, 39, 41, 42, 43, 46
		Students will isolate and pronounce the same initial sounds in a set of spoken words.	K.2.PA.3	RE: 1–3, 6–9, 11–12, 14, 15, 17, 21, 23, 25, 27, 30, 31, 32, 34, 36, 39, 41 FP: 1–7
		Students will blend and segment onset and rime in one syllable spoken words.	K.2.PA.6	RE: 3, 5, 8, 9, 10, 13, 16, 22, 26, 43, 44, 45, 46, 47, 48, 49, 50 FP: 1, 2, 3, 5, 6
		Students will blend phonemes to form one syllable spoken words with 3 to 5 phonemes.	K.2.PA.7	RE: 3, 5, 7–11, 13–24, 26–29, 31–35, 37–50 FP: 4, 5, 6, 7
		Students will segment phonemes in one syllable spoken words with 3 to 5 phonemes.	K.2.PA.8	RE: 18, 20, 26, 30, 33, 35, 37, 38, 44, 46, 50 FP: 4, 5, 6, 7
		<b>Print Concepts</b> Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.	Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly.	K.2.PC.1
	<b>Phonics and Word Study</b> Students will decode and read words in context and isolation by applying phonics and word analysis skills.	Students will name all uppercase and lowercase letters.	K.2.PWS.1	RE: 1, 2, 3, 6, 7, 8, 9, 11, 12, 14, 15, 17, 18, 21, 23, 25, 27, 30, 31, 32, 34, 36, 38, 39, 41, 47
		Students will produce the primary or most common sound for each consonant, short and long vowel sounds.	K.2.PWS.3	RE: 1–50, FP: 1–7 Library: 150+ Phonics books
		Students will blend letter sounds to decode simple VC and CVC words.	K.2.PWS.4	RE: 3, 5, 7–11, 13–24, 26–29, 31–35, 37–50, FP: 1–7
	<b>Fluency</b> Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.	Students will read common high-frequency grade-level words by sight.	K.2.F.2	RE: 3, 5, 9–13, 16, 18–26, 28–31, 33, 35–38, 40, 42–50 FP: 1–7
3. Critical Reading and Writing	<b>Reading</b> Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	Students will tell what is happening in a picture or illustration.	K.3.R.3	RE: 22, 24, 28, 29, 33, 40, 47
		Students will ask and answer basic questions.	K.3.R.4	RE: 1–50, FP: 1–7
4. Vocabulary	<b>Reading</b> Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.	K.4.R.1	RE: 1–50
		Students will name and sort pictures of objects into categories based on common attributes with guidance and support.	K.4.R.3	



# Oklahoma Standards for Reading Eggs Lessons, Fast Phonics Peaks, and Reading Eggspress Lessons



## 1st Grade

Overarching College- and Career-Ready Standard for English Language Arts	Strand and Guiding Principle	Standard Objective	Standard Code	Reading Eggs Lesson (RE), Spelling Bank (SB), Fast Phonics (FP), Storylands (SL), Reading Eggspress Lesson (REX), Reading Eggspress Spelling (REX Spelling)
1. Speaking and Listening	<b>Reading</b> Students will develop and apply effective communication skills through speaking and active listening.	Students will restate and follow simple two-step directions.	1.1.R.4	RE: 51–100, FP: 8–13
2. Reading Foundations/ Reading and Writing Processes	<b>Phonological Awareness</b> Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.	Students will blend and segment onset and rime in spoken words.	1.2.PA.1	RE: 53, 54, 58, 60, 63, 73, 74, 75, 76, 79, 84, 91, 92, 93, 94, 95, 96, FP: 8–13
		Students will isolate and pronounce initial, medial, and final sounds in spoken words.	1.2.PA.3	RE: 54, 56, 59, 61, 62, 64, 66, 68, 69, 71, 74, 76, 77, 79, FP: 9, 10, 11
		Students will blend phonemes to form spoken words with 4 to 6 phonemes) including consonant blends.	1.2.PA.4	RE: 51–61, 63–68, 70, 72, 73, 76–80, FP: 8–13
		Students will segment phonemes in spoken words with 4 to 6 phonemes into individual phonemes.	1.2.PA.5	RE: 54, 56, 59, 61, 62, 64, 66, 68, 69, 71, 74, 76, 77, 79, FP: 8–13
		Students will add, delete, and substitute phonemes in spoken words.	1.2.PA.6	RE: 55, 58, 63, 70, 72–76, 79, 84, 88, 90, 91–96, 99, FP: 8, 9, 12
	<b>Print Concepts</b> Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.	Students will recognize the distinguishing features of a sentence.	1.2.PC.2	RE: 51–55, 57, 59, 61, 63–65, 67–69, 71–78, 82–86, 88–99
	<b>Phonics and Word Study</b> Students will decode and read words in context and isolation by applying phonics and word analysis skills.	Students will decode phonetically regular words by using their knowledge of single consonants, consonant blends, consonant digraphs and trigraphs, vowel sounds, r-controlled vowels, and vowel spelling patterns.	1.2.PWS.1	RE: 51–100, FP: 8–13
		Students will decode words by applying knowledge of structural analysis.	1.2.PWS.2	RE: 51–100, FP: 8–13
		Students will read words in common word families.	1.2.PWS.3	RE: 63, 73, 74, 75, 76, 79, 84, 91, 92, 93, 94, 95, 96, FP: 8–13
	<b>Fluency</b> Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.	Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.	1.2.F.1	RE: 51–100, SL: 1–20, FP: 8–13, REX: 1–20
		Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.	1.2.F.2	RE: 51–100, SL: 1–20, FP: 8–13, REX: 1–20
	<b>Reading</b> Students will read and comprehend increasingly complex literary and informational texts.	Students will retell or reenact major events in a text, focusing on important details to recognize the main idea.	1.2.R.1	REX: 5, 8, 12, 17, FP: 8–13
		Students will discriminate between fiction and nonfiction/informational text.	1.2.R.2	REX: 1–20
		Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text.	1.2.R.3	SL: 2, 4, 6–11, 15, 19, 20
	<b>Writing</b> Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	Students will correctly spell grade-appropriate, highly decodable words (e.g., cup, like, cart) and common, irregularly spelled sight words.	1.2.W.3	SB: Levels E–H, Lessons 33–64, REX Spelling: 1.1–1.36, FP: 8–13
3. Critical Reading and Writing	<b>Reading</b> Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	Students will ask and answer basic questions (e.g., who, what, where, why, and when) about texts.	1.3.R.4	RE: 51–100, SL: 1–20, FP: 8–13, REX: 1–20
		Students will begin to locate facts that are clearly stated in a text.	1.3.R.5	REX: 3, 4, 6, 14, 16, 18
4. Vocabulary	<b>Reading</b> Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.	1.4.R.1	RE: 51–100, SL: 1–20, FP: 8–13, REX: 1–20
8. Independent Reading and Writing	<b>Reading</b> Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time with guidance and support.	1.8.R	Library: 180+ Fiction books, 160+ Nonfiction books (BR–300L)

# Oklahoma Standards for Reading Eggs Lessons, Fast Phonics Peaks, and Reading Eggspress Lessons



2nd Grade					
Overarching College- and Career-Ready Standard for English Language Arts	Strand and Guiding Principle	Standard Objective	Standard Code	Reading Eggs Lesson (RE), Spelling Bank (SB), Fast Phonics (FP), Storylands (SL), Reading Eggspress Lesson (REX), Reading Eggspress Spelling (REX Spelling)	
1. Speaking and Listening	<b>Reading</b> Students will develop and apply effective communication skills through speaking and active listening.	Students will restate and follow multi-step directions.	2.1.R.4	<b>RE:</b> 101–120, <b>FP:</b> 14–20, <b>REX:</b> 21–60	
2. Reading Foundations/ Reading and Writing Processes	<b>Phonics and Word Study</b> Students will decode and read words in context and isolation by applying phonics and word analysis skills.	Students will decode one- and two- syllable words by using their knowledge of single consonants, consonant digraphs and trigraphs, vowel sounds, vowel spelling patterns.	2.2.PWS.1	<b>RE:</b> 101–120, <b>FP:</b> 14–20, <b>REX:</b> 21–60	
		Students will decode words by applying knowledge of structural analysis.	2.2.PWS.2		
		Students will read words in common word families.	2.2.PWS.3		
	<b>Fluency</b> Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.	Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.	2.2.F.1		
		Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.	2.2.F.2		
	<b>Reading</b> Students will read and comprehend increasingly complex literary and informational texts.	Students will locate the main idea and supporting details of a text.	2.2.R.1		<b>REX:</b> 24, 25, 28, 33, 44, 45, 55
		Students will begin to compare and contrast details to discriminate genres.	2.2.R.2		<b>REX:</b> 21–60
<b>Writing</b> Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	Students will correctly spell grade-appropriate words.	2.2.W.3	<b>SB:</b> Levels I–L, Lessons 65–96, <b>FP:</b> 14–20, <b>REX Spelling:</b> 2.1–2.36		
3. Critical Reading and Writing	<b>Reading</b> Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	Students will determine the author’s purpose.	2.3.R.1	<b>REX:</b> 21–60	
		Students will locate facts that are clearly stated in a text.	2.3.R.5	<b>REX:</b> 21, 22, 26, 34, 41, 47	
		Students will describe the structure of a text.	2.3.R.6	<b>REX:</b> 21–60	
		Students will answer inferential questions with guidance and support.	2.3.R.7	<b>REX:</b> 23, 27, 31, 32, 35, 37, 38, 40, 42, 43, 48, 49, 50, 51, 54, 56, 57, 59, 60	
4. Vocabulary	<b>Reading</b> Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.	2.4.R.1	<b>REX:</b> 21–60	
		Students will use word parts to define and determine the meaning of new words.	2.4.R.2		
		Students will use context clues to determine the meaning of words with guidance and support.	2.4.R.3		
		Students will infer relationships among words, including synonyms, antonyms, and simple multiple-meaning words.	2.4.R.4		
		Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings of words or phrases.	2.4.R.5		
8. Independent Reading and Writing	<b>Reading</b> Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time.	2.8.R	<b>Library:</b> 400+ Fiction books, 270+ Nonfiction books with comprehension quizzes (Lexile range 140L–500L)	



# Oklahoma Standards for Reading Eggspress Lessons



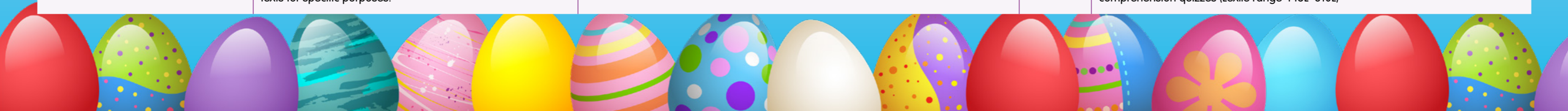
3rd Grade				
Overarching College- and Career-Ready Standard for English Language Arts	Strand and Guiding Principle	Standard Objective	Standard Code	Reading Eggspress Lesson (REX), Reading Eggspress Spelling (REX Spelling)
2. Reading Foundations/ Reading and Writing Processes	<b>Phonics and Word Study</b> Students will decode and read words in context and isolation by applying phonics and word analysis skills.	Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words.	3.2.PWS.3	REX: 61–100
	<b>Fluency</b> Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.	Students will read high frequency and/or irregularly spelled grade-level words with automaticity in text.	3.2.F.1	
		Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.	3.2.F.2	
	<b>Reading</b> Students will read and comprehend increasingly complex literary and informational texts.	Students will locate the main idea and key supporting details of a text or section of text.	3.2.R.1	REX: 73, 79, 90, 97
		Students will compare and contrast details to discriminate genres.	3.2.R.2	REX: 61–100
<b>Writing</b> Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	Students will correctly spell grade-appropriate words.	3.2.W.3	REX Spelling: 3.1–3.36	
3. Critical Reading and Writing	<b>Reading</b> Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	Students determine the author’s stated and implied purpose.	3.3.R.1	REX: 61–100
		Students will find examples of literary devices.	3.3.R.4	REX: 71, 81, 84, 93
		Students will distinguish fact from opinion in a text.	3.3.R.5	REX: 63, 70, 77, 78, 80, 84, 96, 99, 100
		Students will describe the structure of a text.	3.3.R.6	REX: 61–100
		Students will ask and answer inferential questions using the text to support answers with guidance and support.	3.3.R.7	REX: 62, 67, 68, 70, 72, 74, 76, 78, 80, 85, 87, 88, 89, 91, 92, 93, 95, 99
4. Vocabulary	<b>Reading</b> Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	3.4.R.1	REX: 61–100
		Students will use word parts to define and determine the meaning of new words.	3.4.R.2	
		Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.	3.4.R.3	
		Students will infer relationships among words, including synonyms, antonyms, homographs, and homonyms.	3.4.R.4	
		Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.	3.4.R.5	
8. Independent Reading and Writing	<b>Reading</b> Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	Students will select appropriate texts for specific purposes and read independently for extended periods of time.	3.8.R	<b>Library:</b> 630+ fiction texts (including poetry, drama, nursery rhymes, fables, and folk, fairy, and tall tales) with comprehension quizzes (Lexile range 330L–700L) 400+ nonfiction texts (including informational texts and biographies) with comprehension quizzes (Lexile range 330L–700L)



# Oklahoma Standards for Reading Eggspress Lessons



4th Grade				
Overarching College- and Career-Ready Standard for English Language Arts	Strand and Guiding Principle	Standard Objective	Standard Code	Reading Eggspress Lesson (REX), Reading Eggspress Spelling (REX Spelling)
2. Reading Foundations/ Reading and Writing Processes	<b>Phonics and Word Study</b> Students will decode and read words in context and isolation by applying phonics and word analysis skills.	Students will use their combined knowledge of letter-sound correspondences, syllable patterns, morphology and semantics to accurately read unfamiliar words, including multisyllabic words.	4.2.PWS.1	REX: 101–140
	<b>Fluency</b> Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.	Students will read high frequency and/or irregularly spelled grade-level words with automaticity in text.	4.2.F.1	
		Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.	4.2.F.2	
	<b>Reading</b> Students will read and comprehend increasingly complex literary and informational texts.	Students will distinguish how key details support the main idea of a passage.	4.2.R.1	REX: 104, 106, 117, 120, 125
		Students will compare and contrast details in literary and nonfiction/informational texts to discriminate various genres.	4.2.R.2	REX: 101–140
		Students will begin to paraphrase main ideas with supporting details in a text.	4.2.R.4	REX: 104, 106, 117, 120, 125
	<b>Writing</b> Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	Students will correctly spell grade-appropriate words.	4.2.W.3	REX Spelling: 4.1–4.36
3. Critical Reading and Writing	<b>Reading</b> Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	Students will describe key literary elements.	4.3.R.3	REX: 101–140
		Students will find examples of literary devices.	4.3.R.4	REX: 102, 113, 121, 129, 133
		Students will distinguish fact from opinion in a text and investigate facts for accuracy.	4.3.R.5	REX: 104, 109, 111, 118, 121, 128, 129, 132, 140
		Students will describe the structure of a text.	4.3.R.6	REX: 101–140
		Students will ask and answer inferential questions using the text to support answers.	4.3.R.7	REX: 103, 107, 110, 112, 113, 119, 124, 126, 127, 129, 131, 132, 134, 135, 137, 139, 140
4. Vocabulary	<b>Reading</b> Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	4.4.R.1	REX: 101–140
		Students will use word parts to define and determine the meaning of new words.	4.4.R.2	
		Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.	4.4.R.3	
		Students will infer relationships among words with multiple meanings, including synonyms, antonyms, and more complex homographs and homonyms.	4.4.R.4	
		Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.	4.4.R.5	
8. Independent Reading and Writing	<b>Reading</b> Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	Students will select appropriate texts for specific purposes and read independently for extended periods of time.	4.8.R	<b>Library:</b> 300+ fiction texts (including poetry, drama, nursery rhymes, fables, and folk, fairy, and tall tales) with comprehension quizzes (Lexile range 445L–810L) 300+ nonfiction texts (including informational texts and biographies) with comprehension quizzes (Lexile range 445L–810L)



# Oklahoma Standards for Reading Eggspress Lessons



5th Grade				
Overarching College- and Career-Ready Standard for English Language Arts	Strand and Guiding Principle	Standard Objective	Standard Code	Reading Eggspress Lesson (REX)
2. Reading and Writing Processes	<b>Reading</b> Students will read and comprehend increasingly complex literary and informational texts.	Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.	5.2.R.1	<b>REX:</b> 159
		Students will compare and contrast details in literary and nonfiction/informational texts to distinguish genres.	5.2.R.2	<b>REX:</b> 141–180
		Students will begin to paraphrase main ideas with supporting details in a text.	5.2.R.3	<b>REX:</b> 146, 150, 153, 155, 158, 159, 161, 162, 171, 172, 176, 178
3. Critical Reading and Writing	<b>Reading</b> Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	Students will determine the point of view and describe how it affects grade-level literary and/or informational text.	5.3.R.2	<b>REX:</b> 143, 144, 152, 160, 162, 165, 179
		Students will describe and find textual evidence of key literary elements.	5.3.R.3	<b>REX:</b> 141–180
		Students will evaluate literary devices to support interpretations of literary texts.	5.3.R.4	<b>REX:</b> 151, 154, 165, 174
		Students will distinguish fact from opinion in a text and investigate facts for accuracy.	5.3.R.5	<b>REX:</b> 149, 167, 170, 177
		Students will distinguish the structures of texts and content by making inferences about texts and use textual evidence to support understanding.	5.3.R.6	<b>REX:</b> 141–180
		Students will compare and contrast texts and ideas within and between texts.	5.3.R.7	<b>REX:</b> 141, 144, 176
4. Vocabulary	<b>Reading</b> Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	5.4.R.1	<b>REX:</b> 141–180
		Students will use word parts to define and determine the meaning of new words.	5.4.R.2	
		Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.	5.4.R.3	
		Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms.	5.4.R.4	
		Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.	5.4.R.5	
8. Independent Reading and Writing	<b>Reading</b> Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	Students will select appropriate texts for specific purposes and read independently for extended periods of time.	5.8.R	<b>Library:</b> 350+ fiction texts (including poetry, drama, nursery rhymes, legends, fairy tales and myths) with comprehension quizzes (Lexile range 565L–910L), 350+ nonfiction texts (including informational texts and biographies) with comprehension quizzes (Lexile range 565L–910L)
6th Grade				
2. Reading and Writing Processes	<b>Reading</b> Students will read and comprehend increasingly complex literary and informational texts.	Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.	6.2.R.1	<b>REX:</b> 185, 191, 202
		Students will analyze details in literary and nonfiction/informational texts to distinguish genres.	6.2.R.2	<b>REX:</b> 181–220
		Students will paraphrase main ideas with supporting details in a text.	6.2.R.3	<b>REX:</b> 183, 187, 191, 193, 198, 201, 204, 212, 213
3. Critical Reading and Writing	<b>Reading</b> Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	Students will determine the point of view and describe how it affects grade-level literary and/or informational text.	6.3.R.2	<b>REX:</b> 182, 188, 189, 192, 202, 205, 209, 212
		Students will analyze how key literary elements.	6.3.R.3	<b>REX:</b> 181–220
		Students will evaluate literary devices to support interpretations of literary texts.	6.3.R.4	<b>REX:</b> 181, 182, 189, 194, 195, 214
		Students will analyze the structures of texts and content by making inferences about texts and use textual evidence to support understanding.	6.3.R.6	<b>REX:</b> 181–220
		Students will analyze texts and ideas within and between texts and provide textual evidence to support their inferences.	6.3.R.7	<b>REX:</b> 181–220
4. Vocabulary	<b>Reading</b> Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	6.4.R.1	<b>REX:</b> 181–220
		Students will use word parts to define and determine the meaning of increasingly complex words.	6.4.R.2	
		Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.	6.4.R.3	
		Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms.	6.4.R.4	
		Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.	6.4.R.5	
8. Independent Reading and Writing	<b>Reading</b> Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	Students will select appropriate texts for specific purposes and read independently for extended periods of time.	6.8.R	<b>Library:</b> 300+ fiction texts (including poetry, drama, nursery rhymes, legends, fairy tales and myths) with comprehension quizzes (Lexile range 665L–1000L), 500+ nonfiction texts (including informational texts and biographies) with comprehension quizzes (Lexile range 655L–1000L)