

## KINDERGARTEN

Strand	Key Idea	Standard	Indicator	Code	Reading Eggs Lesson (RE), Fast Phonics (FP)
Reading- Literary Text and Reading Informational Text	P	<b>Standard 1:</b> Demonstrate understanding of the organization and basic features of print.	Recognize that spoken words are represented in written language by specific sequences of letters.	1.2	RE: 1, 2, 4, 6, 7, 8, 11, 12, 14, 15, 17, 18, 21, 23, 25, 27, 30, 31, 32, 34 FP: 1
			Understand that words are separated by spaces in print.	1.3	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.	1.4	RE: 1–8, 11–15, 17–18, 21, 23, 25, 27, 30, 31, 32, 34, 36, 38, 39, 41, 42
		<b>Standard 2:</b> Demonstrate understanding of spoken words, syllables, and sounds.	Recognize and produce rhyming words.	2.1	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.	2.2	FP: 4, 5, 6, 7
			Blend and segment onsets and rimes of single-syllable spoken words.	2.3	RE: 13, 16, 22, 26, 35, 40, 42, 43, 48–50 FP: 1, 2, 3, 5, 6
			Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.	2.4	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.	2.5	FP: 1, 2, 3, 5, 6
		<b>Standard 3:</b> Know and apply grade-level phonics and word analysis skills when decoding words.	Produce one-to-one letter-sound correspondences for each consonant.	3.1	RE: 1–50 FP: 1–7 Library: 150+ Phonics books
			Associate long and short sounds of the five major vowels with their common spellings.	3.2	FP: 1–7
			Read regularly spelled one-syllable words.	3.3	FP: 1–7
			Distinguish between similarly spelled consonant-vowel-consonant-patterned words by identifying the sounds of the letters that differ.	3.4	FP: 1, 2, 3, 5, 6
			Read common high-frequency words.	3.5	RE: 3, 5, 9–13, 16, 18–26, 28–31, 33, 35–38, 40, 42–50 FP: 1–7
			Recognize grade-appropriate irregularly spelled words.	3.6	FP: 1–7
		<b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension.	Read emergent-reader texts with purpose and understanding.	4.1	RE: 9, 10, 13, 16, 19, 20, 22, 24, 26, 28, 29, 33, 35, 37, 40, 43–48 FP: 1–7
			Read emergent texts orally with accuracy, appropriate rate, and expression.	4.2	Library: 250+ Fiction books, 35+ Poems, and 220+ Informational texts with comprehension quizzes (Lexile Range 0L–120L)
	RC	<b>Standard 13 (Literary Text ONLY):</b> Read independently and comprehend a variety of texts.	Read independently for sustained periods of time to build stamina.	13.2	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 (Lexile Range 0L–120L)
Writing	L	<b>Standard 5:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	13.3	
			Capitalize the first word in a sentence and the pronoun I.	5.1	RE: 3 FP: 4
			Recognize and name end punctuation.	5.2	RE: 5, 10, 13, 16, 19, 20, 22, 24, 28, 35, 37, 40, 43–47, 50
			Write letter(s) for familiar consonant and vowel sounds.	5.3	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
	RC	<b>Standard 6:</b> Write independently for a variety of tasks, purposes, and audiences.	Spell simple words phonetically.	5.4	FP: 1–7
	Print upper-and lower-case letters.	6.2	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		
	Recognize that print moves from left to right and that there are spaces between words.	6.3	RE: 5, 10, 13, 16, 19, 20, 22, 24, 28, 35, 37, 40, 43–47, 50		
	Locate letter keys on an electronic device.	6.4	RE: 1–50 FP: 1–7		



# 5th Carolina Standards for Reading Eggs Lessons, Fast Phonics Peaks, and Reading Eggspress Lessons



## GRADE 1

Strand	Key Idea	Standard	Indicator	Code	Reading Eggs Lesson (RE), Storylands (SL), Fast Phonics (FP) Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Reading - Literary and Informational Text	P	<b>Standard 1:</b> Demonstrate understanding of the organization and basic features of print.	Recognize the distinguishing features of a sentence.	1.1	RE: 81–85, 89–91, 93, 95, 97, 98 SL: 2, 4, 6, 7, 8, 10, 11, 15, 20
			Distinguish long from short vowel sounds in spoken single-syllable words.	2.1	RE: 52–55, 58–59, 98
		<b>Standard 2:</b> Demonstrate understanding of spoken words, syllables, and sounds.	Orally produce single-syllable words by blending sounds, including consonant blends in spoken words.	2.2	RE: 51–100 FP: 8–13
			Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.	2.3	RE: 54, 56, 59, 61, 62, 64, 68, 69, 71, 74, 76, 77, 79 FP: 9, 10, 11
		<b>Standard 3:</b> Know and apply grade-level phonics and word analysis skills when decoding words.	Segment spoken single-syllable words into their complete sequence of individual sounds.	2.4	RE: 54, 56, 59, 61, 62, 64, 66, 68, 69, 71, 74, 76, 77 FP: 8–13
			Demonstrate the sound correspondences for common consonant blends and digraphs.	3.1	RE: 85, 86, 88, 89, 90 FP: 8
			Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	3.2	FP: 8–13
			Read a two-syllable word by breaking the word into syllables.	3.3	FP: 8–13
			Use final -e and common vowel team conventions to read words with long vowel sounds.	3.4	RE: 82, 83, 84, 87, 92, 94, 95, 96, 98, 100
		<b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension.	Recognize and read grade-appropriate irregularly spelled words.	3.6	RE: 51–100 FP: 8–13
			Read on-level text with purpose and understanding.	4.1	RE: 51–57, 59, 62–66, 69, 71–73, 75, 76, 78, 82, 84–86, 88–90, 92–96, 99
			Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.	4.2	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)
			Use context to confirm or self-correct word recognition and understanding rereading as necessary.	4.3	
Reading - Literary Text	MC	<b>Standard 5:</b> Determine meaning and develop logical interpretations.	Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	5.1	SL: 1–10 FP: 8–13 REX: 1–5, 11–15
			Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	5.2	SL: 7, 8, 10 REX: 3, 5, 13, 15
		<b>Standard 6:</b> Summarize key details and ideas to support analysis of thematic development.	Describe the relationship between the illustrations and the characters, setting or events.	6.1	SL: 1–10 FP: 8–13 REX: 1–5, 11–15
			Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.	7.1	SL: 1–10 FP: 8–13 REX: 1–5, 11–15
	LCS	<b>Standard 7:</b> Analyze the relationship among ideas, themes, or topics.	Read or listen closely to compare and contrast familiar texts and texts in author and genre studies.	7.2	REX: 1–20
			Read or listen closely to describe characters' actions, and feelings; compare and contrast characters; describe setting; identify the plot; and describe cause and effect relationships.	8.1	SL: 1–10 FP: 8–13 REX: 1–5, 11–15
		<b>Standard 9:</b> Interpret and analyze the author's use of words, phrases, and conventions, and relationships.	Identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.	9.2	REX: 10, 13, 20
			Ask and answer questions about known and unknown words.	10.1	RE: 51–100 SL: 1–10 REX: 1–5, 11–15 Library: 180+ Fiction Texts and 160+ Nonfiction Texts with Comprehension Quizzes (Lexile Range 130L–340L)
	RC	<b>Standard 10:</b> Apply a range of strategies to determine and deepen the meaning of words.	Identify new meanings for familiar words and apply them accurately.	10.2	
			Identify the individual words used to form a compound word.	10.4	FP: 8–13
			Use words and phrases acquired through talk and text; explore nuances of words and phrases.	10.6	RE: 51–100 SL: 1–10 REX: 1–5, 11–15 Library: 170+ Fiction Texts and 180+ Nonfiction Texts with Comprehension Quizzes (Lexile Range 120L–440L)
		<b>Standard 11:</b> Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.	Identify the author's purpose—to explain, entertain, inform, or convince.	11.1	REX: 1–20
Reading - Informational Text	MC	<b>Standard 13:</b> Read independently and comprehend a variety of texts.	Read independently for sustained periods of time to build stamina.	13.2	RE: 51–57, 59, 62–66, 69, 71–73, 75, 76, 78, 82, 84–86, 88–90, 92–96, 99
			Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	13.3	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)
		<b>Standard 5:</b> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	5.1	REX: 6–10, 16–20
	LCS	<b>Standard 6:</b> Summarize key details and ideas to support analysis of thematic development.	Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	5.2	REX: 6–10, 16–20
			Retell the central idea and key details to summarize a text heard, read, or viewed.	6.1	REX: 6–10, 16–20
		<b>Standard 8:</b> Interpret and analyze the author's use of words, phrases, text features, conventions, and structures.	Identify words, phrases, illustrations, and photographs used to provide information.	8.1	REX: 7, 10, 20
	RC	<b>Standard 9:</b> Apply a range of strategies to determine and deepen the meaning of words.	Ask and answer questions about known and unknown words in a text.	9.1	
			Identify new meanings for familiar words and apply them accurately.	9.2	REX: 6–10, 16–20
		<b>Standard 12:</b> Read independently and comprehend a variety of texts.	Use words and phrases acquired through talk and text; explore nuances of words and phrases.	9.5	
Writing	L	<b>Standard 5:</b> Demonstrate command of the conventions of standard English spelling when writing.	Read independently for sustained periods of time.	12.2	RE: 61, 67, 68, 74, 77, 81, 83, 91, 97, 98 REX: 6–10, 16–20 REX Library: 160+ Informational texts with comprehension quizzes (Lexile Range 130L–340L)
	RC	<b>Standard 6:</b> Write independently for a variety of tasks, purposes, and audiences.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	12.3	
	L		Use conventional spelling for words with common spelling patterns.	5.3	FP: 8–13 REX Spelling: 1.1–1.36
	RC		Spell unknown words phonetically; spell common irregularly-spelled, gradeappropriate high-frequency words.	5.4	
	L		Write routinely and persevere in writing tasks for a variety of purposes and audiences.	6.1	Story Factory: Weekly contest available through Reading Eggs dashboard
	RC		Locate letter keys on an electronic device to type simple messages.	6.4	RE: 51–100 SL: 1–10 REX: 1–20



## GRADE 2

Strand	Key Idea	Standard	Indicator	Code	Reading Eggs Lesson (RE), Storylands (SL), Fast Phonics (FP) Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Reading - Literary and Informational Text	P	<b>Standard 3:</b> Know and apply grade-level phonics and word analysis skills when decoding words.	Use knowledge of r-controlled vowels to read.	3.1	RE: 101, 102, 107, 114, 116 FP: 15–19
			Use knowledge of how syllables work to read multisyllabic words.	3.2	FP: 14–20
			Read irregularly spelled two-syllable words and words with common prefixes and suffixes	3.3	FP: 14
			Recognize and read grade-appropriate irregularly spelled words.	3.6	RE: 101–120 FP: 14–20
		<b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension.	Read grade-level texts with purpose and understanding.	4.1	RE: 101–120 SL: 11–20 FP: 14–20 REX: 21–60
			Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	4.2	Library (Grades 2–3 text complexity): 630+ Fiction books, 270+ Poems, and 400+ Informational texts with comprehension quizzes (Lexile Range 350L–720L)
	MC	<b>Standard 5:</b> Determine meaning and develop logical interpretations.	Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.	5.1	SL: 11–20 REX: 21–25, 31–35, 41–45, 51–55
			Make predictions before and during reading; confirm or modify thinking.	5.2	REX: 21–25, 31–35, 41–45, 51–55
		<b>Standard 6:</b> Summarize key details and ideas to support analysis of thematic development.	Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.	6.1	SL: 11–20 REX: 21–25, 31–35, 41–45, 51–55
		<b>Standard 7:</b> Analyze the relationship among ideas, themes, or topics.	Retell the sequence of major events using key details; determine the theme in a text heard or read.	7.1	REX: 21–25, 31–35, 41–45, 51–55 Library (Grades 2–3 text complexity): 25+ Fables and folktales
		<b>Standard 8:</b> Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	Read or listen closely to compare and contrast characters' actions, feelings, and responses.	8.1	REX: 23, 32, 41, 42, 43, 55
Reading - Informational Text	LCS	<b>Standard 10:</b> Apply a range of strategies to determine and deepen the meaning of words.	Use context to determine the meaning of words and phrases.	10.1	REX: 21–25, 31–35, 41–45, 51–55
	RC	<b>Standard 13:</b> Read independently and comprehend a variety of texts.	Read independently for sustained periods of time to build stamina.	13.2	RE: 101–120 SL: 11–20 FP: 14–20 REX: 21–25, 31–35, 41–45, 51–55
			Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	13.3	Library (Grades 2–3 text complexity): 630+ Fiction books and 270+ Poems with comprehension quizzes (Lexile Range 350L–720L)
	MC	<b>Standard 5:</b> Determine meaning and develop logical interpretations.	Ask and answer literal and inferential questions to demonstrate understanding of a text; make inferences and draw conclusions.	5.1	REX: 26–30, 36–40, 46–50, 56–60
			Make predictions before and during reading; confirm or modify thinking.	5.2	
		<b>Standard 6:</b> Summarize key details and ideas to support analysis of thematic development.	Retell the central idea and key details from multi-paragraph texts; summarize the text.	6.1	
	LCS	<b>Standard 9:</b> Apply a range of strategies to determine and deepen the meaning of words.	Use context to determine the meaning of words and phrases.	9.1	
	RC	<b>Standard 12:</b> Read independently and comprehend a variety of texts.	Read independently for sustained periods of time.	12.2	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)
			Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	12.3	
Writing	L	<b>Standard 5:</b> Demonstrate command of the conventions of standard English spelling when writing.	Generalize learned spelling patterns and word families.	5.3	FP: 14–20 REX Spelling: 2.1–2.36
			Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high frequency words.	5.4	
	RC	<b>Standard 6:</b> Write independently for a variety of tasks, purposes, and audiences.	Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.	6.1	Story Factory: Weekly contest available through Reading Eggs dashboard

# 5th Carolina Standards for Reading Eggspress Lessons



## GRADE 3

Strand	Key Idea	Standard	Indicator	Code	Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Reading - Literary Text	P	<b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension.	Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	4.2	<b>REX:</b> 61–65, 71–75, 81–85, 91–95 <b>Library (Grades 2–3 text complexity):</b> 630+ Fiction books and 270+ Poems with comprehension quizzes (Lexile Range 350L–720L)
	MC	<b>Standard 5:</b> Determine meaning and develop logical interpretations.	Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	5.1	<b>REX:</b> 61–65, 71–75, 81–85, 91–95
		<b>Standard 6:</b> Summarize key details and ideas to support analysis of thematic development.	Determine the theme by recalling key details that support the theme.	6.2	
		<b>Standard 7:</b> Analyze the relationship among ideas, themes, or topics.	Explain how illustrations contribute to create mood or emphasize aspects of character or setting.	7.1	
	LCS	<b>Standard 8:</b> Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	Use text evidence to describe characters' traits, motivations, and feelings.	8.1	<b>REX:</b> 63, 65, 75, 84
		<b>Standard 9:</b> Interpret and analyze the author's use of words, phrases, and conventions.	Identify and explain how the author uses idioms, metaphor, or personification to shape meaning.	9.1	<b>REX:</b> 71, 95
		<b>Standard 10:</b> Apply a range of strategies to determine and deepen the meaning of words.	Use paragraph-level context to determine the meaning of words and phrases.	10.1	<b>REX:</b> 61–65, 71–75, 81–85, 91–95
			Determine the meaning of a word when an affix is added to a base word.	10.2	
	RC	<b>Standard 13:</b> Read independently and comprehend a variety of texts.	Read independently for sustained periods of time to build stamina.	13.2	<b>REX:</b> 61–65, 71–75, 81–85, 91–95 <b>Library (Grades 2–3 text complexity):</b> 630+ Fiction books and 270+ Poems with comprehension quizzes (Lexile Range 350L–720L)
			Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	13.3	
Reading - Informational Text	P	<b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension.	Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	4.2	<b>REX:</b> 66–70, 76–80, 86–90, 96–100 <b>Library:</b> 400+ Informational texts with comprehension quizzes (Lexile Range 350L–720L)
	MC	<b>Standard 5:</b> Determine meaning and develop logical interpretations.	Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	5.1	<b>REX:</b> 66–70, 76–80, 86–90, 96–100
		<b>Standard 6:</b> Summarize key details and ideas to support analysis of thematic development.	Summarize multi-paragraph texts using key details to support the central idea.	6.1	<b>REX:</b> 66–70, 76–80, 86–90, 96–100
	LCS	<b>Standard 9:</b> Apply a range of strategies to determine and deepen the meaning of words.	Use paragraph-level context to determine the meaning of words and phrases.	9.1	<b>REX:</b> 66–70, 76–80, 86–90, 96–100
	RC	<b>Standard 12:</b> Read independently and comprehend a variety of texts.	Read independently for sustained periods of time.	12.2	<b>REX:</b> 66–70, 76–80, 86–90, 96–100 <b>Library:</b> 400+ Informational texts with comprehension quizzes (Lexile Range 350L–720L)
			Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	12.3	
Writing	L	<b>Standard 5:</b> Demonstrate command of the conventions of standard English spelling when writing.	Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.	5.3	<b>REX Spelling:</b> 3.1–3.36
			Use spelling patterns and generalizations.	5.4	
	RC	<b>Standard 6:</b> Write independently for a variety of tasks, purposes, and audiences.	Continue to develop effective keyboarding skills.	6.4	<b>Story Factory:</b> Weekly contest available through Reading Eggs dashboard

# 5th Carolina Standards for Reading Eggspress Lessons



## GRADE 4

Strand	Key Idea	Standard	Indicator	Code	Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Reading - Literary text	P	<b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension.	Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	4.2	<b>REX:</b> 101–105, 111–115, 121–125, 131–135 <b>Library (Grades 4–5 text complexity):</b> 140+ Fiction books and 210+ Poems with comprehension quizzes (Lexile Range 730L–970L)
	MC	<b>Standard 5:</b> Determine meaning and develop logical interpretations.	Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.	5.1	<b>REX:</b> 101–105, 111–115, 121–125, 131–135
		<b>Standard 6:</b> Summarize key details and ideas to support analysis of thematic development.	Determine the development of a theme within a text; summarize using key details.	6.1	
	LCS	<b>Standard 9:</b> Interpret and analyze the author's use of words, phrases, and conventions.	Identify and explain how the author uses imagery, hyperbole, adages, or proverbs to shape meaning and tone.	9.1	<b>REX:</b> 102, 113, 121, 129, 133
		<b>Standard 10:</b> Apply a range of strategies to determine and deepen the meaning of words.	Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.	10.6	<b>REX:</b> 101–105, 111–115, 121–125, 131–135
	RC	<b>Standard 13:</b> Read independently and comprehend a variety of texts.	Read independently for sustained periods of time to build stamina.	13.2	<b>REX:</b> 101–105, 111–115, 121–125, 131–135 <b>Library (Grades 4–5 text complexity):</b> 140+ Fiction books and 210+ Poems with comprehension quizzes (Lexile Range 730L–970L)
			Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	13.3	
Reading - Informational Text	P	<b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension.	Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	4.2	<b>REX:</b> 106–110, 116–120, 126–130, 136–140 <b>Library (Grades 4–5 text complexity):</b> 290+ Informational texts with comprehension quizzes (Lexile Range 730L–970L)
	MC	<b>Standard 5:</b> Determine meaning and develop logical interpretations.	Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.	5.1	<b>REX:</b> 106–110, 116–120, 126–130, 136–140
		<b>Standard 6:</b> Summarize key details and ideas to support analysis of thematic development.	Summarize multi-paragraph texts using key details to support the central idea.	6.1	<b>REX:</b> 106–110, 116–120, 126–130, 136–140
	LCS	<b>Standard 9:</b> Apply a range of strategies to determine and deepen the meaning of words.	Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.	9.5	<b>REX:</b> 106–110, 116–120, 126–130, 136–140
		<b>Standard 11:</b> Analyze and critique how the author uses structures to craft informational and argument writing.	Explain how an author uses reasons and evidence to support particular points.	11.2	<b>REX:</b> 109, 119
	RC	<b>Standard 12:</b> Read independently and comprehend a variety of texts.	Read independently for sustained periods of time.	12.2	<b>REX:</b> 106–110, 116–120, 126–130, 136–140 <b>Library (Grades 4–5 text complexity):</b> 290+ Informational texts with comprehension quizzes (Lexile Range 730L–970L)
			Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	12.3	
Writing	L	<b>Standard 5:</b> Demonstrate command of the conventions of standard English spelling when writing.	Use spelling patterns and generalizations.	5.4	<b>REX Spelling:</b> 4.1–4.36

# 5th Carolina Standards for Reading Eggspress Lessons



## GRADE 5

Strand	Key Idea	Standard	Indicator	Code	Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Reading - Literary text	P	<b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension.	Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	4.2	<b>REX:</b> 141–145, 151–155, 161–165, 171–175 <b>Library (Grades 4–5 text complexity):</b> 140+ Fiction books and 210+ Poems with comprehension quizzes (Lexile Range 730L–970L)
	MC	<b>Standard 5:</b> Determine meaning and develop logical interpretations.	Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.	5.1	<b>REX:</b> 141–145, 151–155, 161–165, 171–175
		<b>Standard 6:</b> Summarize key details and ideas to support analysis of thematic development.	Determine and analyze the development of a theme within a text; summarize using key details.	6.1	
	LCS	<b>Standard 9:</b> Interpret and analyze the author's use of words, phrases, and conventions.	Cite examples of the author's use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.	9.1	<b>REX:</b> 143, 144, 152, 160, 162, 165
		<b>Standard 10:</b> Apply a range of strategies to determine and deepen the meaning of words.	Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.	10.6	<b>REX:</b> 141–145, 151–155, 161–165, 171–175
	RC	<b>Standard 13:</b> Read independently and comprehend a variety of texts.	Read independently for sustained periods of time to build stamina.	13.2	<b>REX:</b> 141–145, 151–155, 161–165, 171–175 <b>Library (Grades 4–5 text complexity):</b> 140+ Fiction books and 210+ Poems with comprehension quizzes (Lexile Range 730L–970L)
			Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	13.3	
Reading - Informational Text	P	<b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension.	Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	4.2	<b>REX:</b> 146–150, 156–160, 166–170, 176–180 <b>Library (Grades 4–5 text complexity):</b> 290+ Informational texts with comprehension quizzes (Lexile Range 730L–970L)
	MC	<b>Standard 5:</b> Determine meaning and develop logical interpretations.	Quote accurately from a text to analyze meaning in and beyond the text.	5.1	<b>REX:</b> 146–150, 156–160, 166–170, 176–180
		<b>Standard 6:</b> Summarize key details and ideas to support analysis of thematic development.	Summarize a text with two or more central ideas; cite key supporting details.	6.1	<b>REX:</b> 146–150, 156–160, 166–170, 176–180
	LCS	<b>Standard 9:</b> Apply a range of strategies to determine and deepen the meaning of words.	Use the overall meaning of a text or word's position or function to determine the meaning of a word or phrase.	9.1	<b>REX:</b> 146–150, 156–160, 166–170, 176–180
		<b>Standard 11:</b> Analyze and critique how the author uses structures to craft informational and argument writing.	Explain how an author uses reasons and evidence to support particular points.	11.2	<b>REX:</b> 159
	RC	<b>Standard 12:</b> Read independently and comprehend a variety of texts.	Read independently for sustained periods of time.	12.2	<b>REX:</b> 146–150, 156–160, 166–170, 176–180 <b>Library (Grades 4–5 text complexity):</b> 290+ Informational texts with comprehension quizzes (Lexile Range 730L–970L)
			Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	12.3	
Writing	L	<b>Standard 5:</b> Demonstrate command of the conventions of standard English spelling when writing.	Use spelling patterns and generalizations.	5.4	<b>REX Spelling:</b> 5.1–5.36

# 5th Carolina Standards for Reading Eggspress Lessons



## GRADE 6

Strand	Key Idea	Standard	Indicator	Code	Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Reading - Literary text	P	<b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension.	Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	4.2	<b>REX:</b> 181–185, 191–195, 201–205, 211–215 <b>Library (Grades 6–8 text complexity):</b> 120+ Fiction books and 70+ Poems with comprehension quizzes (Lexile Range 980L+)
	MC	<b>Standard 5:</b> Determine meaning and develop logical interpretations.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	5.1	<b>REX:</b> 181–185, 191–195, 201–205, 211–215
	LCS	<b>Standard 9:</b> Interpret and analyze the author's use of words, phrases, and conventions.	Determine the figurative and connotative meaning of words and phrases.	9.1	<b>REX:</b> 181, 182, 194, 195, 214
	RC	<b>Standard 10:</b> Apply a range of strategies to determine and deepen the meaning of words.	Use the overall meaning of a text or a word's position or function to determine the meaning of a word or phrase.	10.1	<b>REX:</b> 181–185, 191–195, 201–205, 211–215
	RC	<b>Standard 13:</b> Read independently and comprehend a variety of texts.	Read independently for sustained periods of time to build stamina.	13.2	<b>REX:</b> 181–185, 191–195, 201–205, 211–215
			Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	13.3	<b>REX:</b> 181–185, 191–195, 201–205, 211–215 <b>Library (Grades 6–8 text complexity):</b> 120+ Fiction books and 70+ Poems with comprehension quizzes (Lexile Range 980L+)
Reading - Informational Text	P	<b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension.	Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	4.2	<b>REX:</b> 186–190, 196–200, 206–210, 216–220 <b>Library (Grades 6–8 text complexity):</b> 190+ Informational texts with comprehension quizzes (Lexile Range 980L+)
	MC	<b>Standard 5:</b> Determine meaning and develop logical interpretations.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	5.1	<b>REX:</b> 186–190, 196–200, 206–210, 216–220
	LCS	<b>Standard 6:</b> Summarize key details and ideas to support analysis of thematic development.	Summarize a text with two or more central ideas; cite key supporting details.	6.1	<b>REX:</b> 186–190, 196–200, 206–210, 216–220
	RC	<b>Standard 9:</b> Apply a range of strategies to determine and deepen the meaning of words.	Use the overall meaning of a text or word's position or function to determine the meaning of a word or phrase.	9.1	<b>REX:</b> 186–190, 196–200, 206–210, 216–220
	RC	<b>Standard 11:</b> Analyze and critique how the author uses structures to craft informational and argument writing.	Explain how an author uses reasons and evidence to support particular points.	11.2	<b>REX:</b> 186, 189, 190, 197, 199
			Read independently for sustained periods of time.	12.2	<b>REX:</b> 186–190, 196–200, 206–210, 216–220
Writing	L	<b>Standard 5:</b> Demonstrate command of the conventions of standard English spelling when writing.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	12.3	<b>REX:</b> 186–190, 196–200, 206–210, 216–220 <b>Library (Grades 6–8 text complexity):</b> 190+ Informational texts with comprehension quizzes (Lexile Range 980L+)
			Use spelling patterns and generalizations.	5.4	<b>REX Spelling:</b> 6.1–6.36

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