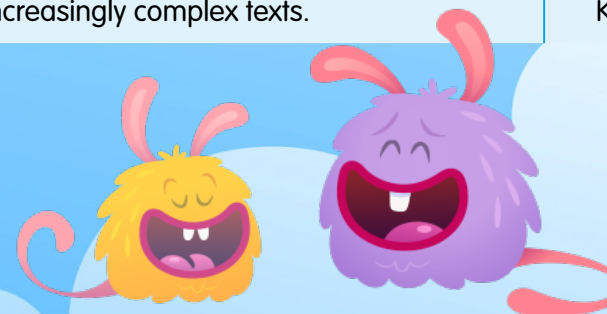


TEKS for Reading Eggs Lessons, Fast Phonics Peaks, and Reading Eggspress Lessons



KINDERGARTEN			
Strand	Knowledge & Skill Statement	Codes	Reading Eggs Lesson (RE), Skills Bank (SB), Fast Phonics Peak (FP)
Phonological Awareness Demonstrate phonological awareness by:	identifying and producing rhyming words.	K.2.A.i	RE: 10, 13, 16, 20, 22, 26, 27, 33, 35, 37, 39, 41, 42, 43, 46
	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound.	K.2.A.ii	RE: 1–3, 6–9, 11–12, 14, 15, 17, 21, 23, 25, 27, 30, 31, 32, 34, 36, 39, 41
	identifying the individual words in a spoken sentence.	K.2.A.iii	RE: 5, 10, 13, 16, 20, 22, 28, 43, 45, 47, 50
	identifying syllables in spoken words.	K.2.A.iv	FP: 4, 5, 6, 7
	blending syllables to form multisyllabic words.	K.2.A.v	FP: 4, 5, 6, 7
	segmenting multisyllabic words into syllables.	K.2.A.vi	FP: 4, 5, 6, 7
	blending spoken onsets and rimes to form simple words.	K.2.A.vii	RE: 13, 16, 22, 26, 35, 40, 42, 43, 48–50 FP: 1, 2, 3, 5, 6
	blending spoken phonemes to form one-syllable words.	K.2.A.viii	RE: 3, 5, 7–11, 13–24, 26–29, 31–35, 37–50
	manipulating syllables within a multisyllabic word.	K.2.A.ix	FP: 4, 5, 6, 7
	segmenting spoken one-syllable words into individual phonemes.	K.2.A.x	RE: 18, 20, 26, 30, 33, 35, 37, 38, 44, 46, 50 FP: 1–7
Phonetic Knowledge Demonstrate and apply phonetic knowledge by:	identifying and matching the common sounds that letters represent.	K.2.B.i	RE: 1–50 FP: 1–7 Library: 150+ Phonics books
	using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.	K.2.B.ii	RE: 3, 5, 7–11, 13–24, 26–29, 31–35, 37–50 FP: 1–7
	recognizing that new words are created when letters are changed, added, or deleted.	K.2.B.iii	RE: 49 FP: 1, 2, 3, 5, 6
	identifying and reading at least 25 high-frequency words from a research-based list.	K.2.B.iv	RE: 3, 5, 9–13, 16, 18–26, 28–31, 33, 35–38, 40, 42–50 FP: 1–7
Spelling Knowledge Demonstrate and apply spelling knowledge by:	spelling words with VC, CVC, and CCVC.	K.2.C.i	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 SB: Levels A–D, Lessons 1–32
	spelling words using sound-spelling patterns.	K.2.C.ii	
	spelling high-frequency words from a research-based list.	K.2.C.iii	
Print Awareness Demonstrate print awareness by:	recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.	K.2.D.iii	RE: 5, 10, 13, 16, 19, 20, 22, 24, 28, 35, 37, 40, 43–47, 50
	recognizing the difference between a letter and a printed word.	K.2.D.iv	RE: 1, 2, 4, 6, 7, 8, 11, 12, 14, 15, 17, 18, 21, 23, 25, 27, 30, 31, 32, 34 FP: 1
	identifying upper- and lower-case letters.	K.2.D.v	RE: 1–4, 6–12, 14–18, 20, 21, 23, 25, 27, 29–32, 34, 36–42, 47
	develop handwriting by accurately forming all uppercase and lowercase letters.	K.2.E	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
Comprehension Skills The student is expected to:	read grade-appropriate texts independently.	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 0L–120L)
	use metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	K.5	



TEKS for Reading Eggs Lessons, Fast Phonics Peaks, and Reading Eggspress Lessons



GRADE 1			
Strand	Knowledge & Skill Statement	Codes	Reading Eggs Lesson (RE), Skills Bank (SB), Storylands (SL), Fast Phonics (FP) Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Phonological Awareness Demonstrate phonological awareness by:	producing a series of rhyming words.	1.2.A.i	RE: 52, 57, 63, 66, 69, 74, 75, 77, 79, 87, 94
	distinguishing between long and short vowel sounds in one-syllable words.	1.2.A.iii	RE: 52–55, 58–59, 98
	recognizing the change in spoken word when a specified phoneme is added, changed, or removed.	1.2.A.iv	RE: 63, 70, 72–76, 79, 84, 88, 90, 91–96, 99 FP: 8, 9, 12
	blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends.	1.2.A.v	RE: 51–61, 63–68, 70, 72, 73, 76–80 FP: 8–13
	manipulating phonemes within base words.	1.2.A.vi	RE: 54, 56, 59, 72, 75, 88, 90, 99 FP: 13
	segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends.	1.2.A.vii	RE: 54, 56, 59, 61, 62, 64, 66, 68, 69, 71, 74, 76, 77 FP: 8–13
Phonetic Knowledge Demonstrate and apply phonetic knowledge by:	decoding words in isolation and in context by applying common letter sound correspondences.	1.2.B.i	RE: 51–100 FP: 8–13
	decoding words with initial and final consonant blends, digraphs, and trigraphs.	1.2.B.ii	RE: 51–100 FP: 8–13
	decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.	1.2.B.iii	RE: 51–100 FP: 8–13
	identifying and reading at least 100 high-frequency words from a research-based list.	1.2.B.vi	RE: 51–100 FP: 8–13
Spelling Knowledge Demonstrate and apply spelling knowledge by:	spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.	1.2.C.i	RE: 51–53, 55, 58–60, 81, 87, 91, 92, 96, 100 SB: Levels E–H, Lessons 33–64 REX Spelling: 1.2, 1.3, 1.4, 1.6, 1.7, 1.9, 1.13, 1.15, 1.16, 1.17, 1.19, 1.24, 1.25, 1.28, 1.31, 1.33
	spelling words with initial and final consonant blends, digraphs, and trigraphs.	1.2.C.ii	REX Spelling: 1.5, 1.6, 1.7, 1.8, 1.10, 1.13, 1.15, 1.17, 1.19, 1.24, 1.25, 1.28, 1.29, 1.31, 1.33
	spelling words using sound-spelling patterns.	1.2.C.iii	RE: 81, 87, 91, 92, 96, 100 SB: Levels E–H, Lessons 33–64 REX Spelling: 1.1–1.36
	spelling high-frequency words from a research-based list.	1.2.C.iv	SB: Levels E–H, Lessons 33–64
Print Awareness Demonstrate print awareness by:	identifying the information that different parts of a book provide.	1.2.D	REX: 1–20
Dictionary Work The student is expected to:	alphabetize a series of words to the first or second letter and use a dictionary to find words.	1.2.E	REX: 1–20
Vocabulary The student is expected to:	use a resource such as a picture dictionary or digital resource to find words.	1.3.A	REX: 1–20
Foundational Language Skills The student is expected to:	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	1.4	RE: 51–100 SL: 1–10 FP: 8–13 REX: 1–20
	self-select text and read independently for a sustained period of time.	1.5	Library: 180+ Fiction books, 75+ Poems, and 160+ Informational texts with comprehension quizzes (Lexile Range 130L–340L)
Comprehension Skills The student is expected to:	make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.	1.6.C	REX: 1–20
	create mental images to deepen understanding with adult assistance.	1.6.D	REX: 1, 7, 10, 13, 15, 19, 20
	make connections to personal experiences, ideas in other texts, and society with adult assistance.	1.6.E	REX: 1, 7, 15, 19
	make inferences and use evidence to support understanding with adult assistance.	1.6.F	SL: 7, 8, 10 REX: 1–20
	evaluate details to determine what is most important with adult assistance.	1.6.G	REX: 1–20
	synthesize information to create new understanding with adult assistance.	1.6.H	REX: 1–20
Response Skills The student responds to:	respond to an increasingly challenging variety of sources that are read, heard, or viewed.	1.7	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)
Composition Skills The student is expected to:	dictate or compose literary texts, including personal narratives and poetry.	1.12.A	Story Factory: Weekly contest available through Reading Eggs dashboard

TEKS for Reading Eggs Lessons, Fast Phonics Peaks, and Reading Eggspress Lessons



GRADE 2			
Strand	Knowledge & Skill Statement	Codes	Reading Eggs Lesson (RE), Skills Bank (SB), Storylands (SL), Fast Phonics (FP), Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Phonological Awareness Demonstrate phonological awareness by:	producing a series of rhyming words.	2.2.A.i	FP: 14, 15, 18, 19, 20
	distinguishing between long and short vowel sounds in one-syllable and multisyllable words.	2.2.A.ii	FP: 15–19
	recognizing the change in spoken word when a specified phoneme is added, changed, or removed.	2.2.A.iii	RE: 101, 103, 104, 109, 111–118, 120 SL: 15, 16, 17, 18, 19 FP: 14, 15, 16, 17, 18, 19
	manipulating phonemes within base words.	2.2.A.iv	RE: 101, 103, 104, 107, 109, 112, 113, 117 SL: 15, 16, 17, 18, 19 FP: 14–20
Phonetic Knowledge Demonstrate and apply phonetic knowledge by:	decoding words with short, long, or variant vowels, trigraphs, and blends.	2.2.B.i	RE: 101–120 FP: 14–20
	decoding words with silent letters such as knife and gnat.	2.2.B.ii	FP: 20
	decoding multisyllabic words with closed syllables; open syllables; Vce syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.	2.2.B.iii	RE: 101–120 FP: 14–20
	decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.	2.2.B.v	FP: 19, 20
	identifying and reading high-frequency words from a research-based list.	2.2.B.vii	RE: 101–120 FP: 14–20
Spelling Knowledge Demonstrate and apply spelling knowledge by:	spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.	2.2.C.i	RE: 102, 105, 106, 108, 111, 112, 113, 114, 115, 116, 117, 119, 120 FP: 14–20 REX Spelling: 2.2, 2.8, 2.16, 2.29, 2.30, 2.31, 2.32
	spelling words with silent letters such as knife and gnat.	2.2.C.ii	FP: 14–20 REX Spelling: 2.18
	spelling compound words, contractions, and common abbreviations.	2.2.C.iii	REX Spelling: 2.25, 2.26
	spelling multisyllabic words with multiple sound-spelling patterns.	2.2.C.iv	RE: 102, 105, 106, 108, 111–117, 119, 120 SL: 16, 15, 17, 18, 19 REX Spelling: 2.1–2.36
	spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.	2.2.C.v	REX Spelling: 2.21, 2.33, 2.34 FP: 14–20
	spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est	2.2.C.vi	REX Spelling: 2.1, 2.6, 2.7, 2.15, 2.19, 2.23, 2.27, 2.34, 2.36
Vocabulary The student is expected to:	use context within and beyond a sentence to determine the meaning of unfamiliar words.	2.3.B	REX: 21–60
Foundational Language Skills The student is expected to:	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	2.4	RE: 101–120 SL: 11–20 FP: 14–20 REX: 21–60
	self-select text and read independently for a sustained period of time.	2.4	Library: 400+ Fiction books, 270+ Poems, and 400+ Informational texts with comprehension quizzes (Lexile Range 350L–570L)
Comprehension Skills The student is expected to:	make and correct or confirm predictions using text features, characteristics of genre, and structures.	2.6.C	REX: 21–60
	create mental images to deepen understanding.	2.6.D	REX: 21, 32, 34, 35, 41, 43, 49, 54, 56
	make connections to personal experiences, ideas in other texts, and society.	2.6.E	REX: 21, 34, 39, 41
	make inferences and use evidence to support understanding.	2.6.F	SL: 12, 13, 15, 16, 18 REX: 21–60
	evaluate details read to determine key ideas.	2.6.G	REX: 21–60
	synthesize information to create new understanding.	2.6.H	REX: 21–60
Response Skills The student responds to:	an increasingly challenging variety of sources that are read, heard, or viewed.	2.7	RE: 101–120 SL: 11–20 FP: 14–20 REX: 21–60 Library: 400+ Fiction books, 270+ Poems, and 400+ Informational texts with comprehension quizzes (Lexile Range 350L–570L)
Composition Skills The student is expected to:	dictate or compose literary texts, including personal narratives and poetry.	2.12.A	Story Factory: Weekly contest available through Reading Eggs dashboard

TEKS for Reading Eggspress Lessons



GRADE 3			
Strand	Knowledge & Skill Statement	Codes	Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Spelling Knowledge Demonstrate and apply spelling knowledge by:	spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.	3.2.B.i	REX Spelling: 3.1, 3.6, 3.10, 3.12, 3.13, 3.20, 3.27, 3.33
	spelling homophones.	3.2.B.ii	REX Spelling: 3.15
	spelling compound words, contractions, and abbreviations.	3.2.B.iii	REX Spelling: 3.27, 3.30
	spelling multisyllabic words with multiple sound-spelling patterns.	3.2.B.iv	REX Spelling: 3.1–3.36
	spelling words using knowledge of prefixes.	3.2.B.vi	REX Spelling: 3.34
	spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.	3.2.B.vii	REX Spelling: 3.7, 3.9, 3.11, 3.14, 3.17, 3.21, 3.25, 3.29, 3.32, 3.36
Dictionary Work The student is expected to:	alphabetize a series of words to the third letter.	3.2.C	REX: 61–100
Vocabulary The student is expected to:	use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.	3.3.B	REX: 61–100
Foundational Language Skills The student is expected to:	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	3.4	REX: 61–100 Library: 230+ Fiction books, 150+ Poems, and 150+ Informational texts with comprehension quizzes (Lexile Range 580L–720L)
	self-select text and read independently for a sustained period of time.	3.5	
Comprehension Skills The student is expected to:	establish purpose for reading assigned and self-selected texts.	3.6.A	REX: 79, 95, 100
	make and correct or confirm predictions using text features, characteristics of genre, and structures.	3.6.C	REX: 61–100
	create mental images to deepen understanding.	3.6.D	REX: 64, 71, 72, 81, 84, 89, 93, 95, 96
	make connections to personal experiences, ideas in other texts, and society.	3.6.E	REX: 85, 87, 93
	make inferences and use evidence to support understanding.	3.6.F	REX: 61–100
	evaluate details read to determine key ideas.	3.6.G	REX: 61–100
	synthesize information to create new understanding.	3.6.H	REX: 61–100
Response Skills The student responds to:	an increasingly challenging variety of sources that are read, heard, or viewed.	3.7	REX: 61–100 Library: 230+ Fiction books, 150+ Poems, and 150+ Informational texts with comprehension quizzes (Lexile Range 580L–720L)
Composition Skills The student is expected to:	compose literary texts, including personal narratives and poetry, using genre characteristics and craft.	3.12.A	Story Factory: Weekly contest available through Reading Eggs dashboard

TEKS for Reading Eggspress Lessons



GRADE 4			
Strand	Knowledge & Skill Statement	Codes	Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Spelling Knowledge Demonstrate and apply spelling knowledge by:	spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.	4.2.B.i	REX Spelling: 4.1, 4.2, 4.3, 4.7, 4.12, 4.14, 4.18, 4.20, 4.22, 4.24, 4.27, 4.31
	spelling homophones.	4.2.B.ii	REX Spelling: 4.16
	spelling multisyllabic words with multiple sound-spelling patterns.	4.2.B.iii	REX Spelling: 4.1–4.36
	spelling words using knowledge of prefixes.	4.2.B.v	REX Spelling: 4.10, 4.26, 4.28
	spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.	4.2.B.vi	REX Spelling: 4.4, 4.9, 4.11, 4.13, 4.15, 4.25, 4.29, 4.34
Vocabulary The student is expected to:	use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.	4.2.B	REX: 101–140
Foundational Language Skills The student is expected to:	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	4.4	REX: 101–140 Library: 80+ Fiction books, 150+ Poems, and 160+ Informational texts with comprehension quizzes (Lexile Range 730L–850L)
	self-select text and read independently for a sustained period of time.	4.5	
Comprehension Skills The student is expected to:	establish purpose for reading assigned and self-selected texts.	4.6.A	REX: 106, 109, 116, 118, 119, 123, 126, 132, 134
	make and correct or confirm predictions using text features, characteristics of genre, and structures.	4.6.C	REX: 101–140
	create mental images to deepen understanding.	4.6.D	REX: 102, 113, 119, 121, 129, 133
	make connections to personal experiences, ideas in other texts, and society.	4.6.E	REX: 103, 121, 124, 131, 137
	make inferences and use evidence to support understanding.	4.6.F	REX: 101–140
	evaluate details read to determine key ideas.	4.6.G	REX: 101–140
	synthesize information to create new understanding.	4.6.H	REX: 101–140
Response Skills The student responds to:	an increasingly challenging variety of sources that are read, heard, or viewed.	4.7	REX: 101–140 Library: 80+ Fiction books, 140+ Poems, and 160+ Informational texts with comprehension quizzes (Lexile Range 730L–850L)

GRADE 5			
Strand	Knowledge & Skill Statement	Codes	Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Spelling Knowledge Demonstrate and apply spelling knowledge by:	spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.	5.2.B.i	REX Spelling: 5.1, 5.3, 5.7, 5.11, 5.28
	spelling words with consonant changes, including/t/ to/sh/ such as in select and selection and/k/ to/sh/ such as music and musician.	5.2.B.ii	REX Spelling: 5.2, 5.3, 5.4, 5.6, 5.22, 5.25, 5.26, 5.30
	spelling multisyllabic words with multiple sound-spelling patterns.	5.2.B.iii	REX Spelling: 5.1–5.36
	spelling words using knowledge of prefixes.	5.2.B.v	REX Spelling: 5.15, 5.36
	spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.	5.2.B.vi	REX Spelling: 5.5, 5.8, 5.10, 5.13, 5.17, 5.19, 5.23, 5.25, 5.32
Vocabulary The student is expected to:	use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.	5.2.B	REX: 141–180
Foundational Language Skills The student is expected to:	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	5.4	REX: 141–180 Library: 60+ Fiction books, 70+ Poems, and 130+ Informational texts with comprehension quizzes (Lexile Range 860L–970L)
	self-select text and read independently for a sustained period of time.	5.4	
Comprehension Skills The student is expected to:	establish purpose for reading assigned and self-selected texts.	5.6.A	REX: 147, 148, 154, 160, 168, 170, 172, 179
	make and correct or confirm predictions using text features, characteristics of genre, and structures.	5.6.C	REX: 141–180
	create mental images to deepen understanding.	5.6.D	REX: 146, 151, 154, 165, 174
	make connections to personal experiences, ideas in other texts, and society.	5.6.E	REX: 152, 162, 170, 175, 178
	make inferences and use evidence to support understanding.	5.6.F	REX: 141–180
	evaluate details read to determine key ideas.	5.6.G	REX: 141–180
	synthesize information to create new understanding.	5.6.H	REX: 141–180
Response Skills The student responds to:	an increasingly challenging variety of sources that are read, heard, or viewed.	5.7	REX: 141–180 Library: 60+ Fiction books, 70+ Poems, and 130+ Informational texts with comprehension quizzes (Lexile Range 860L–970L)

TEKS for Reading Eggspress Lessons



GRADE 6			
Strand	Knowledge & Skill Statement	Codes	Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Vocabulary The student is expected to:	use context such as definition, analogy, and examples to clarify the meaning of words.	6.2.B	REX: 181–220
Foundational Language Skills The student is expected to:	adjust fluency when reading grade-level text based on the reading purpose.	6.3	REX: 181–220 Library: 120+ Fiction books, 70+ Poems, and 190+ Informational texts with comprehension quizzes (Lexile Range 980L+)
	self-select text and read independently for a sustained period of time.	6.4	
Comprehension Skills The student is expected to:	establish purpose for reading assigned and self-selected texts.	6.6.A	REX: 184, 193, 196, 199, 206, 209, 214, 217
	make and correct or confirm predictions using text features, characteristics of genre, and structures.	6.6.C	REX: 181–220
	create mental images to deepen understanding.	6.6.D	REX: 194, 195, 205, 214
	make connections to personal experiences, ideas in other texts, and society.	6.6.E	REX: 189, 213, 219
	make inferences and use evidence to support understanding.	6.6.F	REX: 181–220
	evaluate details read to determine key ideas.	6.6.G	REX: 181–220
	synthesize information to create new understanding.	6.6.H	REX: 181–220
Response Skills The student responds to:	an increasingly challenging variety of sources that are read, heard, or viewed.	6.7	REX: 181–220 Library: 120+ Fiction books, 70+ Poems, and 190+ Informational texts with comprehension quizzes (Lexile Range 980L+)

