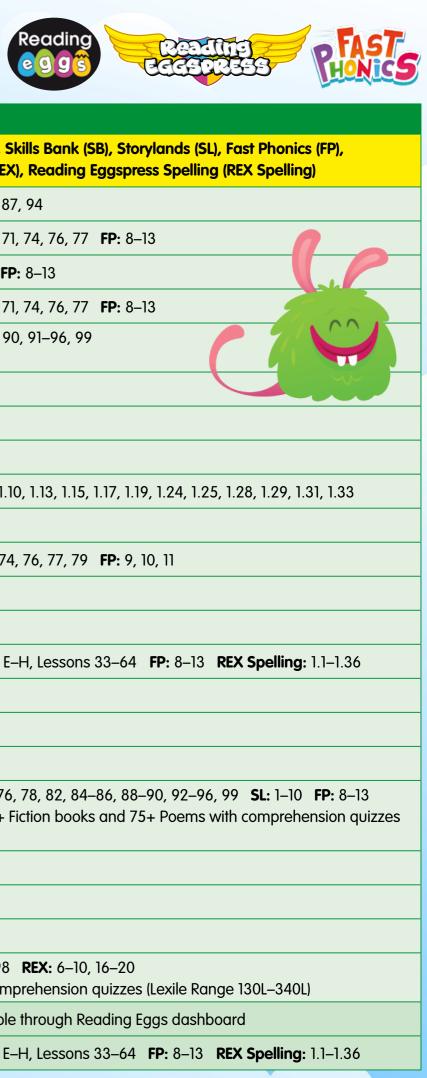
# Virginia Standards for Reading Eggs Lessons and Fast Phonics Peaks



KINDERGARTEN							
Strand	Strand Standards		Reading Eggs Lesson (RE), Skills Bank (SB), Storylands (SL), Fast Phonics (FP), Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)				
	Identify and produce words that rhyme.	K.3.b	<b>RE:</b> 10, 13, 16, 20, 22, 26, 27, 33, 35, 37, 39, 41, 42, 43, 46				
	Blend and segment multisyllabic words at the syllable level.	K.3.c	<b>FP:</b> 4, 5, 6, 7				
	Blend and segment one-syllable words into phonemes including onset and rime.	K.3.d	<b>RE:</b> 13, 16, 22, 26, 35, 40, 42, 43, 48–50				
	Identify words according to shared beginning and/or ending sounds.	K.3.e	<b>FP:</b> 1, 2, 3, 5, 6				
	Blend sounds to make one-syllable words.	K.3.f	<b>RE:</b> 3, 5, 7–11, 13–24, 26–29, 31–35, 37–50 FP: 1–7				
	Segment one-syllable words into individual phonemes.	K.3.g	<b>RE:</b> 18, 20, 26, 30, 33, 35, 37, 38, 44, 46, 50 FP: 1–7				
Reading	Read his/her name and commonly used high-frequency words.	K.5.d	<b>RE:</b> 3, 5, 9–13, 16, 18–26, 28–31, 33, 35–38, 40, 42–50 <b>FP:</b> 1–7				
	Identify and name the capital and lowercase letters of the alphabet.	K.6.a	<b>RE:</b> 3, 5, 9–13, 16, 18–26, 28–31, 33, 35–38, 40, 42–50 <b>FP:</b> 1–7				
	Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.	K.6.b	<b>RE:</b> 1–50 <b>FP:</b> 1–7 <b>Library:</b> 150+ Phonics Books				
	Identify initial consonant sounds in one-syllable words.	K.6.d	<b>RE:</b> 1–3, 6–9, 11–12, 14, 15, 17, 21, 23, 25, 27, 30, 31, 32, 34, 36, 39, 41 <b>FP:</b> 1–7				
	Identify final consonant sounds in one-syllable words.	K.6.e	<b>KE:</b> 1-3, 0-9, 11-12, 14, 13, 17, 21, 23, 23, 27, 30, 31, 32, 34, 30, 39, 41 <b>FF:</b> 1-7				
	Ask and answer questions about what is read.	K.8.d	<b>RE:</b> 9, 10, 13, 16, 19, 20, 22, 24, 26, 28, 29, 33, 35, 37, 40, 43–48 <b>FP:</b> 1–7 <b>Library</b> : 250+ Fiction books, 35+ Poems (Lexile Range 0L–120L)				
	Ask and answer questions about what is read.	K.9.c	Library: 220+ Nonfiction texts with comprehension quizzes (Lexile Range 0L–120L)				
Writing	Use letters to phonetically spell words that describe pictures or experiences.	K.11.c	SB: Levels A–D, Lessons 1–33 FP: 1–7				



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



	GRAI		
Strand	Standards	Code	Reading Eggs Lesson (RE), Skills Bank Reading Eggspress (REX), Reading
	Create rhyming words.	1.3.a	<b>RE:</b> 52, 57, 63, 66, 69, 74, 75, 77, 79, 87, 94
	Count phonemes (sounds) in one-syllable words.	1.3.b	<b>RE:</b> 54, 56, 59, 61, 62, 64, 66, 68, 69, 71, 74, 76, 7
	Blend sounds to make one-syllable words.	1.3.c	<b>RE:</b> 51–61, 63–68, 70, 72, 73, 76–80 <b>FP:</b> 8–13
	Segment one-syllable words into individual phonemes.	1.3.d	<b>RE:</b> 54, 56, 59, 61, 62, 64, 66, 68, 69, 71, 74, 76, 7
	Add or delete phonemes to make new words.	1.3.e	<b>RE:</b> 55, 58, 63, 70, 72–76, 79, 84, 88, 90, 91–96, 9 <b>SL:</b> 16, 15, 17, 18, 19
	Blend and segment multisyllabic words at the syllable level.	1.3.f	<b>FP:</b> 8–13
	Use initial and final consonants to decode and spell one- syllable words.	1.5.a	<b>RE:</b> 51–100 <b>FP:</b> 8–13
	Use two-letter consonant blends to decode and spell one-syllable words.	1.5.b	<b>FP:</b> 8–13
	Use consonant digraphs to decode and spell one-syllable words.	1.5.c	<b>FP:</b> 8 <b>REX Spelling:</b> 1.5, 1.6, 1.7, 1.8, 1.10, 1.13, 1.15
	Use short vowel sounds to decode and spell one-syllable words.	1.5.d	<b>FP:</b> 8–13
	Blend initial, medial, and final sounds to recognize and read words.	1.5.e	<b>RE:</b> 54, 56, 59, 61, 62, 64, 68, 69, 71, 74, 76, 77, 79
Reading	Use word patterns to decode unfamiliar words.	1.5.f	<b>RE:</b> 51–100 <b>FP:</b> 8–13
	Read and spell simple two-syllable compound words.	1.5.g	<b>FP:</b> 8–13
	Read and spell commonly used sight words.	1.5.h	RE: 81, 87, 91, 92, 96, 100 SB: Levels E–H, Lesson
	Develop vocabulary by listening to and reading a variety of texts.	1.7.b	<b>REX:</b> 1–20
	Ask and answer who, what, when, where, why, and how questions about what is read.	1.9.e	<b>SL</b> : 1–10 <b>REX</b> : 1–5, 11–15
	Identify characters, setting, and important events.	1.9.f	<b>SL:</b> 7, 8, 10 <b>REX:</b> 3, 5, 13, 15
	Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.	1.9.i	<b>RE:</b> 51–57, 59, 62–66, 69, 71–73, 75, 76, 78, 82, 84 <b>REX:</b> 1–5, 11–15 <b>Library:</b> Library: 180+ Fiction bool (Lexile Range 130L–340L)
	Make and confirm predictions.	1.10.e	<b>REX:</b> 6–10, 16–20
	Ask and answer who, what, where, when, why, and how questions about what is read.	1.10.f	<b>REX:</b> 6–10, 16–20
	Identify the main idea.	1.10.g	<b>REX:</b> 6–10, 16–20
	Read and reread familiar texts with fluency, accuracy, and meaningful expression.	1.10.h	<b>RE:</b> 61, 67, 68, 74, 77, 81, 83, 91, 97, 98 <b>REX:</b> 6–10 <b>Library:</b> 160+ Nonfiction texts with comprehension
Writing	The student will write in a variety of forms to include narrative.	1.12	Story Factory: Weekly contest available through R
winnig	Use correct spelling for commonly used sight words and phonetically regular words.	1.13.c	<b>RE:</b> 81, 87, 91, 92, 96, 100 <b>SB:</b> Levels E–H, Lesson

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



	GRADE 2				
Strand	Standards	Code	Reading Eggs Lesson (RE), Skills Reading Eggspress (REX), Re		
	Count phonemes within one-syllable words.	2.3.a	<b>FP:</b> 14–20		
	Blend sounds to make one-syllable words.	2.3.b	<b>RE</b> : 101–120 <b>FP</b> : 14–20		
	Segment one-syllable words into phonemes.	2.3.c	<b>FP:</b> 14–20		
	Add or delete phonemes to make words.	2.3.d	<b>FP:</b> 14–20		
	Blend and segment multisyllabic words at the syllable level.	2.3.e	<b>FP:</b> 14–20		
	Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.	2.4.a	<b>RE</b> : 101–120 <b>FP</b> : 14–20		
	Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.	2.4.b	<b>RE</b> : 101, 102, 107, 114, 116 <b>FP</b> : 15–19		
	Decode regular multisyllabic words.	2.4.c	<b>FP:</b> 14–20		
	Apply decoding strategies to confirm or correct while reading.	2.4.d	<b>RE</b> : 101–120 <b>FP</b> : 14–20 <b>REX</b> : 1–20		
	Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.	2.6.d	<b>REX:</b> 21–60		
Donding	Make and confirm predictions.	2.6.a	<b>REX:</b> 21–25, 31–35, 41–45, 51–55		
Reading	Ask and answer questions using the text for support.	2.7.c	<b>SL:</b> 11–20 <b>REX:</b> 21–25, 31–35, 41–45,		
	Describe characters, setting, and plot events in fiction and poetry.	2.7.e	<b>SL:</b> 11–20 <b>REX:</b> 21–25, 31–35, 41–45,		
	Draw conclusions based on the text.	2.7.h	<b>REX:</b> 22, 24, 31, 33, 43, 45, 52		
	Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.	2.7.i	RE: 101–120 SL: 11–20 FP: 14–20 RE Library (Grades 2–3 text complexity) comprehension quizzes (Lexile Range		
	Make and confirm predictions.	2.8.b	<b>REX:</b> 26–30, 36–40, 46–50, 56–60		
	Ask and answer questions using the text as support.	2.8.e	<b>REX:</b> 26–30, 36–40, 46–50, 56–60		
	Identify the main idea.	2.8.f	<b>REX:</b> 26–30, 36–40, 46–50, 56–60		
	Draw conclusions based on the text.	2.8.g	<b>REX:</b> 26, 28, 29, 37, 39, 40, 46, 49, 56		
	Read and reread familiar texts with fluency, accuracy, and meaningful expression.	2.8.h	<b>REX:</b> 26–30, 36–40, 46–50, 56–60 <b>Library (Grades 2–3 text complexity)</b> quizzes (Lexile Range 350L–720L)		
144.545	The student will write in a variety of forms to include narrative.	2.1	Story Factory: Weekly contest availab		
Writing	Use correct spelling for commonly used sight words, including compound words and regular plurals.	2.11.h	FP: 14–20 SB: Levels I–L, Lessons 65-		

#### ls Bank (SB), Storylands (SL), Fast Phonics (FP), Reading Eggspress Spelling (REX Spelling)

5, 51–55
5, 51–55
<b>REX:</b> 21–25, 31–35, 41–45, 51–55 <b>ty):</b> 630+ Fiction books and 270+ Poems with ge 350L–720L)
56, 60
ty): 400+ Nonfiction texts with comprehension
able through Reading Eggs dashboard

65–96 **REX Spelling:** 2.1–2.36

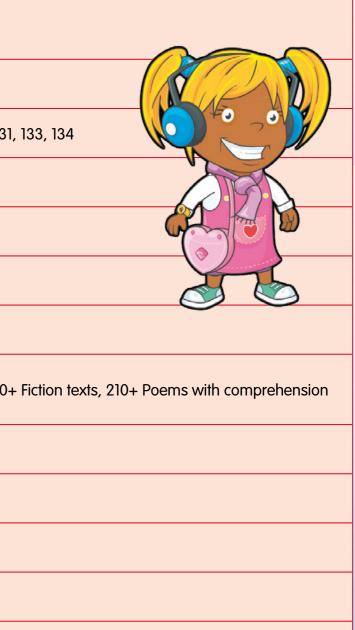


Reading   Use knowledge of regular and irregular vowel patterns.   3.3.a     Decode regular multisyllabic words.   3.3.b   Note that the pattern pa		GRADE 3			
Reading   Decode regular multisyllabic words.   3.3.b.   Receive of the second se	Strand	Standard	Code	Reading Eggspress (REX), R	
Reading   Rex: 61-00     Biscuss meanings of words and develop vocabulary by listening to and reading a variety of texts.   3.4.e     Use word-reference resources including the glossary, dictionary, and thesaurus.   3.4.f     Make, confirm, and revise predictions.   3.4.c     Ask and answer questions about what is read.   3.5.g     Draw conclusions using the text for support.   3.5.l     Identify the theme.   3.5.l     Use reading strategies to monitor comprehension throughout the reading process.   3.5.l     Prevention of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the year, read and comprehend store support.   3.6.d     Identify the author's purpose.   3.6.d   REX: 60-70, 76-80, 86-90, 96-1     Draw conclusions using the text for support.   3.6.d		Use knowledge of regular and irregular vowel patterns.	3.3.a		
Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.   3.4.e     Use word-reference resources including the glossary, dictionary, and thesaurus.   3.4.f     Make, confirm, and revise predictions.   3.4.c     Ask and answer questions about what is read.   3.5.g     Draw conclusions using the text for support.   3.5.h     Identify the theme.   3.5.j     Use reading strategies to monitor comprehension throughout the reading process.   3.5.k     Prove conclusions using the text for support.   3.5.l     Use reading strategies to monitor comprehension throughout the reading process.   3.5.k     Prove conclusions using the text for support.   3.5.l     By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the year, read and sourt what is read using the text for support.   3.6.a     REX: 61-67, 71-75, 81-85, 91-95   81-85     Identify the author's purpose.   3.6.a     Ask and answer questions about what is read using the text for support.   3.6.d     Ask and answer questions about what is read using the text for support.   3.6.d     REX: 60-70, 76-80, 86-90, 96-1   3.6.d		Decode regular multisyllabic words.	3.3.b		
Make, confirm, and revise predictions.   3.4.c   REX: 61-65, 71-75, 81-85, 91-95     Ask and answer questions about what is read.   3.5.g   REX: 61-65, 71-75, 81-85, 91-95     Draw conclusions using the text for support.   3.5.h   REX: 61-65, 71-75, 81-85, 91-95     Use reading strategies to monitor comprehension throughout the reading process.   3.5.k   REX: 61-65, 71-75, 81-85, 91-95     Differentiate between fiction and nonfiction.   3.5.l   REX: 61-65, 71-75, 81-85, 91-95     By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the year, read and comprehend literature including stories, dramas, and poetry, at the high end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the year, read and comprehend literature including stories, dramas, and poetry, at the high end of the year, read and comprehend literature.   3.6.a   REX: 61-00     Ask and answer questions about what is read using the text for support.   3.6.a   REX: 67, 78, 79, 86, 89, 100   REX: 61-70, 76-80, 86-90, 96-11     Draw conclusions using the text for support.   3.6.d   REX: 67, 78, 79, 86, 89, 100   REX: 67, 78, 79, 96, 89, 100     Identify the main idea.   3.6.i   R		Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.	3.4.e	<b>KEX:</b> 01-100	
Reading   Ask and answer questions about what is read.   3.5.g   REX: 61-65, 71-75, 81-85, 91-95     Draw conclusions using the text for support.   3.5.h   REX: 61, 62, 63, 65, 81, 94   3.5.h     Identify the theme.   3.5.j   REX: 61, 62, 63, 65, 81, 94   3.5.h     Use reading strategies to monitor comprehension throughout the reading process.   3.5.h   REX: 61-65, 71-75, 81-85, 91-95     Differentiate between fiction and nonfiction.   3.5.h   REX: 61-65, 71-75, 81-85, 91-95   3.5.h     By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.   3.6.a   REX: 61-70, 76-80, 86-90, 96-1     Identify the author's purpose.   3.6.a   REX: 67, 78, 79, 66, 89, 100   3.6.a     Ask and answer questions about what is read using the text for support.   3.6.d   REX: 67, 78, 79, 66, 89, 100     Identify the main idea.   3.6.d   REX: 67, 78, 79, 66, 89, 100   3.6.a     Identify the main idea.   3.6.d   REX: 67, 78, 79, 66, 89, 100   3.6.a     Identify the main idea.   3.6.d   REX: 67, 78, 79, 66, 89, 100   3.6.a     Identify the main idea.   3.6.d   REX: 67, 70, 76-		Use word-reference resources including the glossary, dictionary, and thesaurus.	3.4.f		
Reading   Draw conclusions using the text for support.   3.5.h   REX: 61, 62, 63, 65, 81, 94     Identify the theme.   3.5.j   REX: 64, 73, 85, 94     Use reading strategies to monitor comprehension throughout the reading process.   3.5.k   REX: 61-65, 71-75, 81-85, 91-95     Differentiate between fiction and nonfiction.   3.5.l   REX: 61-65, 71-75, 81-85, 91-95     By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the year, read and comprehension throughout the reading process.   3.6.a   REX: 79, 100     Ask and answer questions about what is read using the text for support.   3.6.d   REX: 79, 90, 97     Identify supporting details.   3.6.d   REX: 79, 90, 97     Identify supporting details.   3.6.i   REX: 67-70, 76-80, 86-90, 96-11     Use reading strategies to monitor comprehension throughout the reading process.   3.6.i   REX: 67, 78, 79, 80, 89, 100     Identify supporting details.   3.6.i   REX: 67-70, 76-80, 86-90, 96-11   3.6.i   REX: 66-70, 76-80, 86-90, 96-11     Identif		Make, confirm, and revise predictions.	3.4.c	<b>REX:</b> 61–65, 71–75, 81–85, 91–95	
Reading   Identify the theme.   3.5.1   REX: 64, 73, 85, 94     Use reading strategies to monitor comprehension throughout the reading process.   3.5.4   REX: 61-65, 71-75, 81-85, 91-95     Differentiate between fiction and nonfiction.   3.5.1   REX: 61-65, 71-75, 81-85, 91-95     By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high and of the grades 2-3 text complexity band independently and proficiently.   3.6.0   REX: 61-65, 71-75, 81-85, 91-95     Identify the author's purpose.   3.6.a   REX: 79, 100   REX: 61-70, 76-80, 86-90, 96-11     Ask and answer questions about what is read using the text for support.   3.6.d   REX: 67, 78, 78, 68, 91.00     Identify supporting details.   3.6.d   REX: 67, 76, 70, 68, 08, -90, 96-11     Identify supporting details.   3.6.d   REX: 79, 90, 97     Use reading strategies to monitor comprehension throughout the reading process.   3.6.i   REX: 66-70, 76-80, 86-90, 96-11     Identify supporting details.   3.6.i   REX: 61-70, 76-80, 86-90, 96-11   Read with fluency, accuracy, and meaningful expression.   3.6.i   REX: 61-70, 76-80, 86-90, 96-11     Identify the main idea.   Read with fluency, accuracy, and meaningful expression.   3.6.i   REX: 66-70, 76-80, 86-90, 96-11		Ask and answer questions about what is read.	3.5.g	<b>REX:</b> 61–65, 71–75, 81–85, 91–95	
Reading Its reading strategies to monitor comprehension throughout the reading process. 3.5.k REX: 61-65, 71-75, 81-85, 91-95   Differentiate between fiction and nonfiction. 3.5.l REX: 61-65, 71-75, 81-85, 91-95   By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. REX: 61-65, 71-75, 81-85, 91-95   Identify the author's purpose. 3.6.a REX: 67, 78, 79, 80, 89, 100   Ask and answer questions about what is read using the text for support. 3.6.e REX: 67, 78, 79, 86, 89, 100   Identify the main idea. 3.6.g REX: 79, 90, 97   Identify supporting details. 3.6.i REX: 66-70, 76-80, 86-90, 96-1   Use reading strategies to monitor comprehension throughout the reading process. 3.6.i REX: 67, 78, 79, 90, 97   Identify supporting details. 3.6.i REX: 66-70, 76-80, 86-90, 96-1   Use reading strategies to monitor comprehension throughout the reading process. 3.6.i REX: 66-70, 76-80, 86-90, 96-1   Use reading strategies to monitor comprehension throughout the reading process. 3.6.i REX: 66-70, 76-80, 86-90, 96-1   Use reading strategies to monitor comprehension throughout the reading process. 3.6.i REX: 66-70, 76-80, 86-90, 96-1   Quizzes (Le		Draw conclusions using the text for support.	3.5.h	<b>REX:</b> 61, 62, 63, 65, 81, 94	
Reading   Differentiate between fiction and nonfiction.   3.5.1   REX: 61-100     By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.   3.5.m   REX: 61-65, 71-75, 81-85, 91-95 Library (Grades 2-3 text complexity band independently and proficiently.     Identify the author's purpose.   3.6.a   REX: 67, 78, 79, 100     Ask and answer questions about what is read using the text for support.   3.6.d   REX: 67, 78, 79, 86, 89, 100     Identify the main idea.   3.6.g   REX: 67, 78, 79, 86, 89, 100   REX: 67, 78, 79, 90, 97     Identify supporting details.   3.6.i   REX: 67, 76-80, 86-90, 96-11     Use reading strategies to monitor comprehension throughout the reading process.   3.6.i   REX: 67, 76-80, 86-90, 96-11     Read with fluency, accuracy, and meaningful expression.   3.6.i   REX: 66-70, 76-80, 86-90, 96-11     Writing   The student will write in a variety of forms to include narrative.   3.8.g   Story Factory: Weekly contest and private story of pactory: Weekly contest and private story pactory: Weekly contest and private story pactor		Identify the theme.	3.5.j	<b>REX:</b> 64, 73, 85, 94	
Redding   Rex   Image: First and the second comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.   S.5.m   Rex: 61-65, 71-75, 81-85, 91-95     Identify the author's purpose.   3.6.a   REX: 79, 100   Rex: 67, 78, 79, 86, 89, 100     Ask and answer questions about what is read using the text for support   3.6.a   REX: 67, 78, 79, 86, 89, 100     Identify the main idea.   3.6.a   REX: 79, 90, 97     Identify supporting details.   3.6.i   REX: 79, 90, 97     Use reading strategies to monitor comprehension throughout the reading process.   3.6.i   REX: 66-70, 76-80, 86-90, 96-11     Read with fluency, accuracy, and meaningful expression.   3.6.i   REX: 67, 78, 79, 90, 97     Writing   The student will write in a variety of forms to include narrative.   3.6.i   REX: 66-70, 76-80, 86-90, 96-11		Use reading strategies to monitor comprehension throughout the reading process.	3.5.k	<b>REX:</b> 61–65, 71–75, 81–85, 91–95	
By the end of the grades 2-3 text complexity band independently and proficiently. 3.5.m Library (Grades 2-3 text complexity band independently and proficiently.   Identify the author's purpose. 3.6.a REX: 79, 100   Ask and answer questions about what is read using the text for support. 3.6.d REX: 66–70, 76–80, 86–90, 96–1   Draw conclusions using the text for support. 3.6.e REX: 67, 78, 79, 86, 89, 100   Identify the main idea. 3.6.g REX: 79, 90, 97   Identify supporting details. 3.6.h REX: 79, 90, 97   Use reading strategies to monitor comprehension throughout the reading process. 3.6.i REX: 66–70, 76–80, 86–90, 96–1   Read with fluency, accuracy, and meaningful expression. 3.6.i REX: 67, 78, 79, 86, 89, 100   The student will write in a variety of forms to include narrative. 3.8 Story Factory: Weekly contest at a start complexity contest at a st	Reading	Differentiate between fiction and nonfiction.	3.5.I	<b>REX:</b> 61–100	
Ask and answer questions about what is read using the text for support. 3.6.d REX: 66-70, 76-80, 86-90, 96-1   Draw conclusions using the text for support. 3.6.e REX: 67, 78, 79, 86, 89, 100   Identify the main idea. 3.6.g REX: 79, 90, 97   Identify supporting details. 3.6.h REX: 66-70, 76-80, 86-90, 96-1   Use reading strategies to monitor comprehension throughout the reading process. 3.6.i REX: 66-70, 76-80, 86-90, 96-1   Read with fluency, accuracy, and meaningful expression. 3.6.j REX: 66-70, 76-80, 86-90, 96-1   Writing The student will write in a variety of forms to include narrative. 3.8 Story Factory: Weekly contest on the story of t			3.5.m	<b>REX:</b> 61–65, 71–75, 81–85, 91–95 <b>Library (Grades 2–3 text complexit</b> comprehension quizzes (Lexile Rang	
Praw conclusions using the text for support. 3.6.e REX: 67, 78, 79, 86, 89, 100   Identify the main idea. 3.6.g REX: 79, 90, 97   Identify supporting details. 3.6.h REX: 79, 90, 97   Use reading strategies to monitor comprehension throughout the reading process. 3.6.i REX: 66-70, 76-80, 86-90, 96-11   Read with fluency, accuracy, and meaningful expression. 3.6.j REX: 66-70, 76-80, 86-90, 96-11   Writing The student will write in a variety of forms to include narrative. 3.8 Story Factory: Weekly contest and procest		Identify the author's purpose.	3.6.a	REX: 79, 100	
Identify the main idea. 3.6.g REX: 79, 90, 97   Identify supporting details. 3.6.h REX: 79, 90, 97   Use reading strategies to monitor comprehension throughout the reading process. 3.6.i REX: 66-70, 76-80, 86-90, 96-1   Read with fluency, accuracy, and meaningful expression. 3.6.j REX: 66-70, 76-80, 86-90, 96-1   Writing The student will write in a variety of forms to include narrative. 3.8 Story Factory: Weekly contest and st		Ask and answer questions about what is read using the text for support	3.6.d	<b>REX:</b> 66–70, 76–80, 86–90, 96–100	
Writing Identify supporting details. 3.6.h REX: 79, 90, 97   Identify supporting details. 3.6.h REX: 66–70, 76–80, 86–90, 96–10   Identify supporting details. 3.6.i REX: 66–70, 76–80, 86–90, 96–10   Identify supporting details. 3.6.i REX: 66–70, 76–80, 86–90, 96–10   Identify supporting details. 3.6.i REX: 66–70, 76–80, 86–90, 96–10   Identify supporting details. 3.6.i REX: 66–70, 76–80, 86–90, 96–10   Identify supporting details. 3.6.i REX: 66–70, 76–80, 86–90, 96–10   Identify supporting details. 3.6.i Rex: 66–70, 76–80, 86–90, 96–10   Identify supporting details. 3.6.i Rex: 66–70, 76–80, 86–90, 96–10   Identify supporting details. 3.6.i Rex: 66–70, 76–80, 86–90, 96–10   Identify supporting details. 3.6.i Rex: 66–70, 76–80, 86–90, 96–10   Identify supporting details. 3.6.i Story Factory: Weekly contest on the supporting details.		Draw conclusions using the text for support.	3.6.e	<b>REX:</b> 67, 78, 79, 86, 89, 100	
Writing The student will write in a variety of forms to include narrative. 3.6 3.6 REX: 66-70, 76-80, 86-90, 96-10   Writing The student will write in a variety of forms to include narrative. 3.6		Identify the main idea.	3.6.g	<b>REX:</b> 79, 90, 97	
Writing The student will write in a variety of forms to include narrative. 3.6.1 REX: 66–70, 76–80, 86–90, 96–1   Library (Grades 2–3 text complexity) 3.6.1 1.11111111111111111111111111111111111		Identify supporting details.	3.6.h	<b>REX:</b> 79, 90, 97	
Read with fluency, accuracy, and meaningful expression. 3.6.j Library (Grades 2–3 text complexity complexity)   Writing The student will write in a variety of forms to include narrative. 3.8 Story Factory: Weekly contest and the student will write in a variety of forms to include narrative.		Use reading strategies to monitor comprehension throughout the reading process.	3.6.i	<b>REX:</b> 66–70, 76–80, 86–90, 96–100	
Writing		Read with fluency, accuracy, and meaningful expression.	3.6.j	<b>REX:</b> 66–70, 76–80, 86–90, 96–100 <b>Library (Grades 2–3 text complexit</b> quizzes (Lexile Range 350L–720L)	
	144.141	The student will write in a variety of forms to include narrative.	3.8	Story Factory: Weekly contest availe	
Use correct spelling. 3.9 <b>REX Spelling:</b> 3.1–3.36	vvriting	Use correct spelling.	3.9	REX Spelling: 3.1–3.36	



	GRADE 4				
Strand	Standard	Code	Reading Eggspress (REX), Read		
	Use context to clarify meanings of unfamiliar words.	4.4.a	DEX. 101 140		
	Develop and use general and specialized vocabulary through reading.	4.4.e	<b>REX</b> : 101–140		
	Describe how the choice of language, setting, and characters contributes to the development of plot.	4.5.a	<b>REX</b> : 101–105, 111–115, 121–125, 131–135		
	Draw conclusions/make inferences about text using the text as support.	4.5.c	<b>REX:</b> 101, 104, 105, 111, 113, 115, 122, 125, 131,		
	Identify the conflict and resolution.	4.5.f	<b>REX</b> : 115, 122		
	Identify sensory words.	4.5.g	<b>REX:</b> 102, 113, 121, 133		
	Identify cause and effect relationships.	4.5.j	<b>REX:</b> 103, 105, 112, 115, 122, 125, 134		
	Use reading strategies throughout the reading process to monitor comprehension.	4.5.k	<b>REX:</b> 101–105, 111–115, 121–125, 131–135		
Reading	Read with fluency, accuracy, and meaningful expression.	4.5.1	<b>REX:</b> 101–105, 111–115, 121–125, 131–135 <b>Library (Grades 4–5 text complexity):</b> 140+ quizzes (Lexile Range 730L–970L)		
	Explain the author's purpose.	4.5.b	REX: 106, 109, 116, 118, 119, 126		
	Identify the main idea.	4.6.c	<b>REX</b> : 106, 110, 117, 120, 140		
	Summarize supporting details.	4.6.d	<b>REX</b> : 106, 110, 117, 120, 140		
	Distinguish between cause and effect.	4.6.f	<b>REX</b> : 107, 117, 126, 127, 129, 137		
	Distinguish between fact and opinion.	4.6.g	<b>REX:</b> 108, 119, 138		
	Use reading strategies throughout the reading process to monitor comprehension.	4.6.h	<b>REX:</b> 106–110, 116–120, 126–130, 136–140		
	Read with fluency, accuracy, and meaningful expression.	4.6.i	<b>REX:</b> 106–110, 116–120, 126–130, 136–140 <b>Library (Grades 4–5 text complexity):</b> 290+ (Lexile Range 730L–970L)		
Writing	Use correct spelling.	4.8	REX Spelling: 4.1–4.36		

### ading Eggspress Spelling (REX Spelling)



0+ Nonfiction texts with comprehension quizzes



	GRADE 5		
Strand	Standard	Code	Reading Eggspress (REX), R
	Use context to clarify meanings of unfamiliar words.	5.4.a	
	Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.	5.4.b	<b>REX:</b> 141–180
	Develop and use general and specialized vocabulary through reading.	5.4.f	
	Describe character development.	5.5.c	<b>REX:</b> 141, 142, 144, 153
	Draw conclusions and make inferences with support from the text.	5.5.j	<b>REX:</b> 141, 142, 144, 145, 151, 153, 155
	Identify cause and effect relationships.	5.5.k	<b>REX:</b> 142, 151, 161, 172, 175
Reading	Use reading strategies throughout the reading process to monitor comprehension.	5.5.m	<b>REX:</b> 141–145, 151–155, 161–165, 171– <b>Library (Grades 4–5 text complexit</b> comprehension quizzes (Lexile Rang
	Identify the main idea.	5.6.c	<b>REX:</b> 146, 158, 176
	Summarize supporting details.	5.6.d	<b>REX:</b> 146, 158, 176
	Locate information from the text to support opinions, inferences, and conclusions.	5.6.g	<b>REX:</b> 146–150, 156–160, 166–170, 176
	Identify cause and effect relationships.	5.6.h	<b>REX:</b> 147, 156, 158, 166, 169, 170
	Differentiate between fact and opinion.	5.6.i	<b>REX:</b> 149, 160, 167, 170, 177, 179
	Use reading strategies throughout the reading process to monitor comprehension.	5.6.k	<b>REX:</b> 146–150, 156–160, 166–170, 176 <b>Library (Grades 4–5 text complexit</b> quizzes (Lexile Range 730L–970L)
Writing	Use correct spelling.	5.9	REX Spelling: 5.1–5.36

, Reading Eggspress Spelling (REX Spelling)

55, 163, 164, 173, 174

71–175 exity): 140+ Fiction books and 210+ Poems with ange 730L–970L)

176–180

176–180 exity): 290+ Nonfiction texts with comprehension

00



		GRADE 6					
	Strand	Standard	Code	Reading Eggspress (REX), Reading Eg			
		Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.	6.4.c	<b>REX:</b> 181–220			
		Identify and analyze the construction and impact of figurative language.	6.4.d	<b>REX:</b> 181, 182, 194, 195, 214			
		Describe cause and effect relationships and their impact on plot.	6.5.b	<b>REX:</b> 184, 194, 201, 204, 211, 215			
		Describe how word choice and imagery contribute to the meaning of a text.	6.5.e	<b>REX:</b> 181–185, 191–195, 201–205, 211–215 <b>Figurative language:</b> 181, 182, 194, 195, 214			
		Draw conclusions and make inferences using the text for support.	6.5.f	<b>REX:</b> 181, 182, 184, 193, 195, 202, 205, 213, 215			
		Identify and analyze the author's use of figurative language.	6.5.h	<b>REX:</b> 181–185, 191–195, 201–205, 211–215 <b>Figurative language:</b> 181, 182, 194, 195, 214			
	Reading	Use reading strategies to monitor comprehension throughout the reading process.	6.5.k	<b>REX:</b> 186–190, 196–200, 206–210, 216–220 <b>Library:</b> 120+ Fiction texts and 70+ Poems with co			
		Identify main idea.	6.6.b	<b>REX:</b> 187, 198			
		Summarize supporting details.	6.6.c	<b>REX:</b> 187, 198			
		Draw conclusions and make inferences based on explicit and implied information.	6.6.e	<b>REX:</b> 186, 187, 188, 190, 197, 198, 199, 200, 207, 1			
		Differentiate between fact and opinion.	6.6.h	<b>REX:</b> 190, 209			
		Use reading strategies to monitor comprehension throughout the reading process.	6.6.k	<b>REX:</b> 186–190, 196–200, 206–210, 216–220 <b>Library (Grades 6–8 text complexity):</b> 190+ Nor with comprehension quizzes (Lexile Range 980L			
	Writing	Use correct spelling.	6.8	REX Spelling: 6.1–6.36			



#### Eggspress Spelling (REX Spelling)

comprehension quizzes (Lexile Range 980L+)

### 7, 208, 210, 216, 218, 219, 220

Nonfiction texts 30L+)