

Tennessee Standards for Reading Eggs Lessons and Fast Phonics Peaks



Reporting to Standards: Teachers can keep track of individual and class level progress through the *Reporting Dashboard* where lessons are mapped to Tennessee Language Arts Standards

KINDERGARTEN				
Strand	Standard	Code	Reading Eggs Lesson (RE), Skills Bank (SB), Fast Phonics Peak (FP)	
Foundational Literacy	Print Concepts	Recognize that spoken words are represented in written language by specific sequences of letters.	K.FL.PC.1.b	FP: 1
		Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print.	K.FL.PC.1.c	RE: 5, 10, 13, 16, 19, 20, 22, 24, 28, 35, 37, 40, 43–47, 50
		Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.	K.FL.PC.1.d	RE: 1–4, 6–12, 14–18, 20, 21, 23, 25, 27, 29–32, 34, 36–42, 47
	Phonological Awareness	Recognize and begin to produce rhyming words.	K.FL.PA.2.a	RE: 10, 13, 16, 20, 22, 26, 27, 33, 35, 37, 39, 41, 42, 43, 46
		Count, pronounce, blend, and segment syllables in spoken words.	K.FL.PA.2.b	FP: 4, 5, 6, 7
		Blend and segment onsets and rimes of single-syllable spoken words.	K.FL.PA.2.c	RE: 13, 16, 22, 26, 35, 40, 42, 43, 48–50 FP: 1, 2, 3, 5, 6
		Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.	K.FL.PA.2.d	RE: 18, 20, 26, 30, 33, 35, 37, 38, 44, 46, 50 FP: 1–7
		Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	K.FL.PA.2.e	FP: 1, 2, 3, 5, 6
	Phonics and Word Recognition	Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.	K.FL.PWR.3.a	RE: 1–50 FP: 1–7 Library: 350+ Decodable phonics books For more information on these decodable phonics books, please see <i>Fast Phonics Decodable Book Catalog</i> .
		Associate the long and short phonemes with common spellings for the five major vowels.	K.FL.PWR.3.b	FP: 1–7
		Read common high-frequency words by sight.	K.FL.PWR.3.c	RE: 3, 5, 9–13, 16, 18–26, 28–31, 33, 35–38, 40, 42–50 FP: 1–7
		Decode regularly spelled CVC words.	K.FL.PWR.3.d	RE: 18, 20, 26, 30, 33, 35, 37, 38, 44, 46, 50 FP: 1–7
	Word Composition	Write a letter/letters for most consonant and short vowel sounds (phonemes).	K.FL.WC.4.b	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
		Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope.	K.FL.WC.4.c	RE: 5, 8, 10, 13, 16, 19, 20, 22, 24, 27, 28, 31, 34, 36, 38, 39, 41, 42, 43, 44, 45, 48, 49 FP: 1–7 SB: Levels A–D, Lessons 1–32
		Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, l) and CV (be, go) words with long vowels.	K.FL.WC.4.d	
		Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.	K.FL.WC.4.e	FP: 4, 5, 6, 7
		Write some common, frequently used words (am, and, like, the).	K.FL.WC.4.f	RE: 8, 24, 29, 31, 33, 35, 36
	Fluency	Read emergent-reader texts with purpose and understanding.	K.FL.F.5.a	Reading Eggspress Reading Fluency Program: Use these printable booklets of phonetically decodable texts to practice reading fluency. For Kindergarten there are 3 sets of 10 texts that can be used for modeled, choral, paired, and independent reading fluency. To find out more, see <i>Reading Fluency Program Placement Guide</i> . RE: 9, 10, 13, 16, 19, 20, 22, 24, 26, 28, 29, 33, 35, 37, 40, 43–48 FP: 1–7 Library: 250+ fiction, 35+ poems, and 230+ nonfiction emergent-level titles. Books for this grade level all come with read-aloud audio and targeted questions to guide comprehension. Assignments: Teachers can create assignments and book collections to ensure students are reading selected texts.



GRADE 1				
Strand		Standard	Code	Reading Eggs Lesson (RE), Skills Bank (SB), Storylands (SL), Fast Phonics (FP), Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Foundational Literacy	Phonological Awareness	Distinguish long from short vowel sounds in spoken single-syllable words.	1.FL.PA.2.a	RE: 52–55, 58–59, 98
		Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words.	1.FL.PA.2.b	RE: 51–61, 63–68, 70, 72, 73, 76–80 FP: 8–13
		Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	1.FL.PA.2.c	RE: 54, 56, 59, 61, 62, 64, 68, 69, 71, 74, 76, 77, 79 FP: 9, 10, 11
		Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	1.FL.PA.2.d	RE: 54, 56, 59, 61, 62, 64, 66, 68, 69, 71, 74, 76, 77 FP: 8–13
	Phonics and Word Recognition	Know the spelling-sound correspondences for common consonant digraphs.	1.FL.PWR.3.a	RE: 85, 86, 88, 89, 90 FP: 8
		Decode regularly spelled one-syllable words.	1.FL.PWR.3.b	RE: 51–100 FP: 8–13
		Know the final -e and common vowel team conventions for representing long vowel sounds, including r controlled vowels.	1.FL.PWR.3.c	RE: 82, 83, 84, 87, 92, 94, 95, 96, 98, 100 FP: 9, 10, 11
		Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	1.FL.PWR.3.d	FP: 8–13
		Decode two-syllable words following basic patterns by breaking the words into syllables.	1.FL.PWR.3.e	FP: 8–13
		Recognize and read grade-appropriate irregularly spelled words.	1.FL.PWR.3.g	RE: 51–100 FP: 8–13
		Read grade-level decodable text with purpose and understanding.	1.FL.PWR.3.h	RE: 51–57, 59, 62–66, 69, 71–73, 75, 76, 78, 82, 84–86, 88–90, 92–96, 99 SL: 1–10 FP: 8–13 Reading Eggspress Reading Fluency Program: Use these printable booklets of texts to practice reading fluency. These can be used for modeled, choral, paired, and independent reading fluency. To find out more, see <i>Reading Fluency Program Placement Guide</i> . Library: 460+ fiction, 75+ poems and 240+ nonfiction titles (Lexile range 130L–340L). Books for Grade 1 all come with read-aloud audio so that students can listen to texts being fluently read aloud to support independent fluent reading practices. Assignments: Teachers can assign any book in the library for a read-aloud fluency assessment and receive an audio file of students’ recorded reading.
		Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends.	1.FL.WC.4.a	RE: 81, 87, 91, 92, 96, 100 SB: Levels E–H, Lessons 33–64 FP: 8–13 REX Spelling: 1.1–1.36 For more information on spelling rules, patterns, and generalizations taught for Grade 1, please see <i>Reading Eggspress Spelling Teaching Guide</i> . Reading Eggs and Reading Eggspress Spelling lessons all come with downloadable worksheets to support online teaching.
		Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels.	1.FL.WC.4.b	
		Spell words with inflectional endings.	1.FL.WC.4.c	
		Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables.	1.FL.WC.4.d	
		Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	1.FL.WC.4.e	
	Word Composition	Write many common, frequently used words and some irregular words.	1.FL.WC.4.f	
	Fluency	Read with sufficient accuracy and fluency to support comprehension.	1.FL.F.5	RE: 51–100 SL: 1–10 FP: 8–13 REX: 1–20 Library: 350+ Decodable phonics books. For more information on these decodable phonics books, please see <i>Fast Phonics Decodable Book Catalog</i> . 460+ fiction, 75+ poems, and 240+ nonfiction titles for students to independently peruse and choose books. Books for this grade level all come with read-aloud audio and targeted questions to guide comprehension (Lexile range 130L–340L). Assignments: Teachers can create assignments and book collections to ensure students are reading selected texts. Teachers can assign any book in the library for a read-aloud fluency assessment and receive an audio file of students’ recorded reading.
Reading Literature	Key Ideas and Details	Identify key ideas, details and characters in stories.	1.RL.KID.1, 1.RL.KID.2, 1.RL.KID.3	SL: 1–10 REX: 1–5, 11–15
	Integration of Knowledge and Ideas	Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.	1.RL.IKI.7	SL: 7, 8, 10 REX: 3, 5, 13, 15
		Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.	1.RL.IKI.9	SL: 1, 5, 9
	Range of Reading and Level of Text Complexity	With prompting and support, read stories and poems of appropriate complexity for grade 1.	1.RL.RRTC.10	RE: 51–57, 59, 62–66, 69, 71–73, 75, 76, 78, 82, 84–86, 88–90, 92–96, 99 SL: 1–10 FP: 8–13 REX: 1–5, 11–15 Library: 460+ fiction titles and 75+ poems for students to independently peruse and choose books. Books for this grade level all come with read-aloud audio and targeted questions to guide comprehension (Lexile range 130L–340L).
Reading Informational Text	Key Ideas and Details	Identify key ideas, details and facts in nonfiction texts.	1.RI.KID.1, 1.RI.KID.2, 1.RI.KID.3	REX: 6–10, 16–20
	Craft and Structure	Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.	1.RI.CS.4	REX: 6–10, 16–20
	Integration of Knowledge and Ideas	Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.	1.RI.IKI.7	REX: 7, 10, 20
	Range of Reading and Level of Text Complexity	With prompting and support, read informational texts of appropriate complexity for grade 1.	1.RI.RRTC.10	RE: 61, 67, 68, 74, 77, 81, 83, 91, 97, 98 REX: 6–10, 16–20 Library: 240+ nonfiction titles for students to independently peruse and choose books. Books for this grade level all come with read-aloud audio and targeted questions to guide comprehension (Lexile range 130L–340L).
Writing	Text Types and Protocol	With prompting and support, write narratives recounting an event.	1.W.TTP.3	Story Factory: Weekly contest available through <i>Reading Eggs</i> dashboard





GRADE 2				
Strand		Standard	Code	Reading Eggs Lesson (RE), Skills Bank (SB), Storylands (SL), Fast Phonics (FP), Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Foundational Literacy	Phonics and Word Recognition	Distinguish long and short vowels when reading regularly spelled one-syllable words.	2.FL.PWR.3.a	RE: 122, 127, 128, 130 FP: 15–19
		Know spelling-sound correspondences for additional common vowel teams.	2.FL.PWR.3.b	RE: 101, 102, 107, 114, 116, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130 FP: 15–19
		Decode regularly spelled two-syllable words with long vowels.	2.FL.PWR.3.c	RE: 102, 104, 107, 114, 116, 120–130 FP: 14–20
		Decode words with common prefixes and suffixes.	2.FL.PWR.3.d	RE: 109
		Recognize and read grade-appropriate irregularly spelled words.	2.FL.PWR.3.f	RE: 101–130 FP: 14–20
		Decode grade-level texts with purpose and understanding.	2.FL.PWR.3.g	RE: 101–130 SL: 11–20 FP: 14–20 REX: 21–60 Reading Eggspress Reading Fluency Program: Use these printable booklets of texts to practice reading fluency. These can be used for modeled, choral, paired, and independent reading fluency. To find out more, see <i>Reading Fluency Program Placement Guide</i> . REX Library: 400+ fiction, 75+ poems and 250+ nonfiction titles (Lexile Range 350L–570L). Some books for Year 2 come with read-aloud audio so that students can listen to texts being fluently read aloud to support independent fluent reading practices. Assignments: Teachers can assign any book in the library for a read-aloud fluency assessment and receive an audio file of students’ recorded reading.
	Word Composition	Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives.	2.FL.WC.4.a	RE: 101–130 FP: 14–20 SB: Levels I–L, Lessons 65–96 REX Spelling: 2.1–2.36 For more information on spelling rules, patterns, and generalizations taught for Grade 2, please see <i>Reading Eggspress Spelling Teaching Guide</i> . Reading Eggs and Reading Eggspress Spelling lessons all come with downloadable worksheets to support online teaching.
		Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes.	2.FL.WC.4.b	
		Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i.	2.FL.WC.4.c	
		Write most common, frequently used words and most irregular words.	2.FL.WC.4.d	
	Fluency	Read with sufficient accuracy and fluency to support comprehension.	2.FL.F.5	RE: 101–130 SL: 11–20 FP: 14–20 REX: 21–60 Library (Grades 2–3 text complexity): 350+ Decodable phonics books. For more information on these decodable phonics books, please see <i>Fast Phonics Decodable Book Catalog</i> . 1300+ fiction, 270+ poems, and 700+ nonfiction titles for students to independently peruse and choose books. Some books for this grade level include read-aloud audio and all have targeted questions to guide comprehension (Lexile Range 350L–720L). Assignments: Teachers can create assignments and book collections to ensure students are reading selected texts. Teachers can assign any book in the library for a read-aloud fluency assessment and receive an audio file of students’ recorded reading.
Reading Literature	Key Ideas and Details	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2.RL.KID.1	SL: 11–20 REX: 21–25, 31–35, 41–45, 51–55
		Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2.RL.KID.2	REX: 21–25, 31–35, 41–45, 51–55 Library (Grades 2–3 text complexity): 25+ Fables and folktales
		Describe how characters in a story respond to major events and challenges.	2.RL.KID.3	REX: 42, 55
	Craft and Structure	Describe how words and phrases supply meaning in a story, poem, or song.	2.RL.CS.4	REX: 34, 54
	Integration of Knowledge and Ideas	Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	2.RL.IKI.7	SL: 11–20 REX: 21–25, 31–35, 41–45, 51–55
		Compare and contrast two or more versions of the same story by different authors or different cultures.	2.RL.IKI.9	Library: <i>The Reading Eggspress Library</i> contains multiple versions of the same text told by different authors, across different cultures, and through different times in history. For more information, see <i>Multiple Versions Stories</i> .
Reading Informational Text	Range of Reading and Level of Text Complexity	Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	2.RL.RRTC.10	RE: 101–111, 113–114, 116–117, 120, 121, 122, 123, 125, 126, 127, 128 SL: 11–20 FP: 14–20 REX: 21–25, 31–35, 41–45, 51–55 Library (Grades 2–3 text complexity): 1300+ fiction and 270+ poems for students to independently peruse and choose books. Some books for this grade level include read-aloud audio and all have targeted questions to guide comprehension (Lexile Range 350L–720L).
	Key Ideas and Details	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2.RI.KID.1	REX: 26–30, 36–40, 46–50, 56–60
		Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.	2.RI.KID.2	REX: 28
		Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.	2.RI.KID.3	REX: 29, 30, 36, 50
	Craft and Structure	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	2.RI.CS.4	REX: 26–30, 36–40, 46–50, 56–60
		Identify the main purpose of a text, including what an author wants to answer, explain, or describe.	2.RI.CS.6	REX: 26–30, 36–40, 46–50, 56–60
	Integration of Knowledge and Ideas	Describe how reasons support specific points an author makes in a text.	2.RI.IKI.8	REX: 26–30, 36–40, 46–50, 56–60
	Range of Reading and Level of Text Complexity	Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	2.RI.RRTC.10	RE: 112, 115, 118, 119, 124, 129, 130 REX: 26–30, 36–40, 46–50, 56–60 Library (Grades 2–3 text complexity): 700+ nonfiction titles for students to independently peruse and choose books. Some books for this grade level include read-aloud audio and all have targeted questions to guide comprehension (Lexile Range 350L–720L).
Writing	Text Types and Protocol	Write narratives recounting an event or short sequence of events.	2.W.TTP.3	Story Factory: Weekly contest available through <i>Reading Eggs</i> dashboard

