

Oklahoma State Standards Mapped to Reading Eggs • Kindergarten



Overarching College- and Career-Ready Standard for English Language Arts	Strand and Guiding Principle	Standard Objectives	Standard Code	Reading Eggs Lesson (RE), Skills Bank (SB), Fast Phonics Peak (FP), Library
1. Speaking and Listening	Listening Students will develop and apply effective communication skills through active listening.	Students will follow simple one- and two-step oral directions.	K.1.L.2	RE: 1–50
		Students will distinguish rhyming and non-rhyming pairs and produce a rhyme when given a word.	K.2.PA.2	RE: 10, 13, 16, 20, 22, 26, 27, 33, 35, 37, 39, 41, 42, 43, 46
		Students will isolate and pronounce initial and final sounds in spoken words.	K.2.PA.3	RE: 1–3, 6–9, 11–12, 14, 15, 17, 21, 23, 25, 27, 30, 31, 32, 34, 36, 39, 41 FP: 1–7
		Students will count, segment, and blend syllables in spoken words.	K.2.PA.4	FP: 4, 5, 6, 7
		Students will blend and segment onset and rime in one-syllable spoken words.	K.2.PA.5	RE: 3, 5, 8, 9, 10, 13, 16, 22, 26, 43, 44, 45, 46, 47, 48, 49, 50
		Students will blend phonemes to form one-syllable spoken words with 2-4 phonemes.	K.2.PA.6	RE: 3, 5, 7–11, 13–24, 26–29, 31–35, 37–50 FP: 1–7
		Students will segment phonemes in one-syllable spoken words with 2-4 phonemes.	K.2.PA.7	RE: 18, 20, 26, 30, 33, 35, 37, 38, 44, 46, 50 FP: 1–7
2. Reading and Writing Foundations	Phonological Awareness Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.	Students will recognize that written words are made up of letters and are separated by spaces.	K.2.PC.4	RE: 5, 10, 13, 16, 19, 20, 22, 24, 28, 35, 37, 40, 43–47, 50 FP: 1
		Students will name all uppercase and lowercase letters.	K.2.PWS.1	RE: 1, 2, 3, 6, 7, 8, 9, 11, 12, 14, 15, 17, 18, 21, 23, 25, 27, 30, 31, 32, 34, 36, 38, 39, 41, 47
		Students will produce the sounds for short and long vowels and the most common sound for consonants.	K.2.PWS.3	RE: 1–50 FP: 1–7 Library: 450+ Decodable phonics books. For more information on these decodable phonics books, please see <i>Fast Phonics Decodable Book Catalog</i> .
		Students will blend letter sounds to decode simple Vowel/Consonant (VC) and Consonant/Vowel/Consonant (CVC) words.	K.2.PWS.4	RE: 3, 5, 7–11, 13–24, 26–29, 31–35, 37–50 FP: 1–7 Library: 450+ Decodable phonics books. For more information on these decodable phonics books, please see <i>Fast Phonics Decodable Book Catalog</i> .
		Students will represent major consonants logically in phonetic spelling.	K.2.SE.1	FP: 1–7 SB: Levels A–D, Lessons 1–32
		Students will represent all of the sounds in a Consonant/Vowel/Consonant (CVC) word logically in phonetic spelling.	K.2.SE.2	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
		Students will begin to develop a sight word vocabulary by decoding and reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.	K.2.F.3	RE: 3, 5, 9–13, 16, 18–26, 28–31, 33, 35–38, 40, 42–50 FP: 1–7
		Students will name and sort familiar objects into categories based on similarities and differences with prompting.	K.4.R.1	RE: 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 13, 14, 15, 16, 18, 19, 20, 21, 25, 26, 27, 28, 29, 30, 31, 32, 34, 36, 38, 39, 41, 44, 47, 50
		Students will begin to acquire new vocabulary and relate new words to prior knowledge.	K.4.R.3	RE: 1–50
		Students will recognize simple sentences with prompting.	K.5.R.1	RE: 5, 10, 13, 16, 19, 20, 22, 24, 28, 35, 37, 40, 43, 44, 45, 46, 47, 50
5. Language	Reading Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.	Students will recognize parts of speech in sentences with prompting including the pronoun I.	K.5.R.2	RE: 3, 9, 10, 11
		Students will listen and respond to read-alouds, participate in shared reading, and interact independently with texts.	K.8.R	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.

Oklahoma State Standards Mapped to Reading Eggs • First Grade



Overarching College- and Career-Ready Standard for English Language Arts	Strand and Guiding Principle	Standard Objectives	Standard Code	Reading Eggs Lesson (RE), Spelling Bank (SB), Storylands (SL), Fast Phonics (FP), Reading Eggspress Lesson (REX), English Skills Spelling (REX Spelling), Library
1. Speaking and Listening	Reading Students will develop and apply effective communication skills through active listening.	Students will follow simple two- and three-step oral directions.	1.1.L.2	RE: 51–100
2. Reading and Writing Foundations	Phonological Awareness Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.	Students will count, segment, blend, and delete syllables in spoken words.	1.2.PA.1	FP: 8–13
		Students will blend and segment onset and rime in spoken words.	1.2.PA.2	RE: 53, 54, 58, 60, 63, 73, 74, 75, 76, 79, 84, 91–96
		Students will isolate and pronounce initial, medial, and final sounds in spoken words.	1.2.PA.3	FP: 9, 10, 11
		Students will blend phonemes to form spoken words with 4-6 phonemes, including consonant blends.	1.2.PA.4	RE: 51–61, 63–68, 70, 72, 73, 76–80 FP: 8–13
		Students will segment phonemes in spoken words with 4-6 phonemes into individual phonemes.	1.2.PA.5	RE: 54, 56, 59, 61, 62, 64, 66, 68, 69, 71, 74, 76, 77, 79 FP: 8–13
		Students will add*, delete*, and substitute* phonemes in one-syllable spoken words with 3-5 phonemes.	1.2.PA.6	RE: 55, 58, 63, 70, 72–76, 79, 84, 88, 90, 91–96, 99 FP: 8, 9, 12
	Print Concepts Students will demonstrate their understanding of the organization and basic features of print.	Students will recognize the distinguishing features of a sentence.	1.2.PC.1	RE: 51–55, 57, 59, 61, 63–65, 67–69, 71–78, 82–86, 88–99
	Phonics and Word Study Students will decode words by applying phonics and word analysis skills in context and isolation.	Students will decode one-syllable phonetically-regular words by using their knowledge of the following phonics skills:		RE: 51–100 FP: 8–13 <i>These skills are taught and then practice in subsequent lessons in both Reading Eggs and Fast Phonics. The listing here refers to the explicit teaching but these are always reviewed in the lessons that follow. For single consonant and short vowel sounds, these are taught in the kindergarten content and then practiced in the lessons for Grade 1.</i>
		single consonants (e.g., b = /b/, f = /f/, t = /t/)	1.2.PWS.1.a	RE: 91, 92, 93
		short vowel sounds (i.e., ä, ě, ĩ, õ, ū)	1.2.PWS.1.b	RE: 97, 98
		consonant blends (e.g., bl, br, cr)	1.2.PWS.1.c	FP: 13
		consonant digraphs and trigraphs (e.g., sh, tch)	1.2.PWS.1.d	RE: 85, 86, 88, 89, 90 FP: 8
		vowel-consonant-silent e (e.g., lake)	1.2.PWS.1.e	RE: 82, 83, 84, 87, 92, 93, 94, 95, 96, 97, 98, 100
		r-controlled vowels (i.e., ar, er, ir, or, ur)	1.2.PWS.1.f	FP: 10
		vowel digraphs (e.g., ea, oa, ee)	1.2.PWS.1.g	FP: 9, 10, 11
		Students will decode words by applying knowledge of syllable types in one-syllable words.	1.2.PWS.2	RE: 51–100 FP: 8–13
		Students will decode words by applying knowledge of structural analysis.	1.2.PWS.3	RE: 51–100 FP: 8–13
	Spelling/Encoding Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.	Students will use correct spelling when writing the following sounds in words, consonants, short vowels, digraphs, consonant blends and vowel-consonant-silent e.	1.2.SE.1	RE: 51–100 REX Spelling: 1.1–1.36
		Students will correctly spell high-frequency and irregularly-spelled words by using common letter/sound correspondences and recalling the irregular parts of words.	1.2.SE.2	REX Spelling: 1.35
	Fluency Students will read grade-level text smoothly and accurately, with appropriate expression.	Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.	1.2.F.1	RE: 51–100 REX: 1–20 SL: 1–10
		Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.	1.2.F.2	RE: 51–100 REX: 1–20 SL: 1–10 450+ Decodable phonics books. For more information on these decodable phonics books, please see <i>Fast Phonics Decodable Book Catalog</i> .
2. Reading and Writing Process	Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	Students will identify the topic or main idea with some supporting details of a text.	1.2.R.1	REX: 5, 8, 12, 17
		Students will discriminate between fiction and nonfiction genres.	1.2.R.2	REX: 1–20
		Students will sequence the plot (i.e., beginning, middle, and end) of a story.	1.2.R.3	SL: 2, 4, 6–10 RE: 60, 62, 70, 78, 87, 99
		Students will retell facts and details from an informational text.	1.2.R.4	REX: 6–10, 16–20
	Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.	Students will develop drafts by sequencing the action in a story or details about a topic through writing sentences.	1.2.W.2	Story Factory: Weekly contest available through <i>Reading Eggs</i> dashboard
		Students will correctly spell grade-appropriate, highly decodable words (e.g., cup, like, cart) and common, irregularly spelled sight words.	1.2.W.4	SB: Levels E–H, Lessons 33–64 REX Spelling: 1.1–1.36
3. Critical Reading and Writing	Reading Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.	Students will find textual evidence when provided with examples of literary elements.	1.3.R.3	REX: 1–20
		Students will ask and answer basic questions (e.g., who, what, where, why, and when) about texts.	1.3.R.4	RE: 53, 54, 57, 59, 60, 61, 62, 64, 65, 67, 68, 69, 70, 72, 73, 74, 76, 77, 78, 79, 80, 83, 87, 88, 89, 93, 98, 100 REX: 1–20
		Students will begin to use details from a text to draw conclusions and make predictions.	1.3.R.5	REX: 3, 4, 6, 14, 16, 18
		Students will begin to locate facts that are clearly stated in a text.	1.3.R.6	REX: 6–10, 16–20
4. Vocabulary	Reading Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.	1.4.R.1	RE: 51–100 REX: 1–20
	Reading Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a	Students will recognize simple sentences.	1.5.R.1	RE: 52–55, 57, 59, 61, 63–69, 71–78, 81–86, 88–99
8. Independent Reading and Writing	Reading Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	Students will select texts for academic and personal purposes and read independently for extended periods of time.	1.8.R	Library: 460+ fiction 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.

Oklahoma State Standards Mapped to Reading Eggs • Second Grade



Overarching College- and Career-Ready Standard for English Language Arts	Strand and Guiding Principle	Standard Objectives	Standard Code	Reading Eggs Lesson (RE), Spelling Bank (SB), Storylands (SL), Fast Phonics (FP) Reading Eggspress Lesson (REX), English Skills Spelling (REX Spelling), Library
1. Speaking and Listening	Reading Students will develop and apply effective communication skills through speaking and active listening.	Students will follow multi-step oral directions.	2.1.L.2	RE: 101–120 REX: 21–60
2. Reading and Writing Foundations	Phonological Awareness Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.	Students will add, delete, and substitute phonemes in spoken words with 5-6 phonemes.	2.2.PA	FP: 14–20
		Students will decode one- and two-syllable words by using their knowledge of the following phonics skills:		RE: 101–120 FP: 14–20 SL: 11–20 REX: 21–60 <i>These skills are taught and then practice in subsequent lessons in both Reading Eggs and Fast Phonics. The listing here refers to the explicit teaching but these are always reviewed in the lessons that follow.</i>
	Phonics and Word Study Students will decode and read words in context and isolation by applying phonics and word analysis skills.	single consonants, including those with two different sounds (e.g., soft and hard c [cent, cat] and g [gem, goat])	2.2.PWS.1.a	FP: 19
		consonant blends (e.g., bl, br, cr, spr, spl)	2.2.PWS.1.b	RE: 105, 106, 110, 11, 113 FP: 14
		consonant digraphs and trigraphs (e.g., sh, tch)	2.2.PWS.1.c	FP: 16, 20
		vowel-consonant-silent e (e.g., lake)	2.2.PWS.1.d	RE: 103, 104, 108 FP: 18
		r-controlled vowels (i.e., ar, er, ir or, ur)	2.2.PWS.1.e	RE: 109, 118 FP: 15
		vowel digraphs (e.g., ea, oa, ee)	2.2.PWS.1.f	RE: 101, 102, 107, 114, 120 FP: 15, 16, 17, 19
		vowel diphthongs (i.e., vowel combinations having two vowel sounds [e.g., oi as in boil, oy as in boy])*	2.2.PWS.1.g	RE: 120 FP: 15, 17, 19 <i>*These sounds are taught following best practice guidelines for learning diphthongs (one pair at a time with the pronunciation emphasized) but aren't called diphthongs in the program.</i>
		silent letter combinations (knew, could, ghost)	2.2.PWS.1.i	FP: 16, 20
		Students will decode words by applying knowledge of all major syllable types.	2.2.PWS.2	RE: 112 FP: 14–20
		Students will decode words by applying knowledge of structural analysis.	2.2.PWS.3	REX Spelling: 2.1–2.36
	Spelling/Encoding Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.	Students will use correct spelling when writing the following sounds in words		RE: 101–120 FP: 14–20 <i>These skills are taught and then practice in subsequent lessons in Reading Eggspress Spelling. The listing here refers to the explicit teaching.</i>
		digraphs	2.2.SE.1.a	REX Spelling: 2.3, 2.13, 2.18, 2.30, 2.32
		vowel digraphs	2.2.SE.1.c	REX Spelling: 2.8, 2.16, 2.30, 2.32
		r-controlled	2.2.SE.1.d	REX Spelling: 2.2, 2.31
		Students will use structural analysis to correctly spell the following parts of words:		
		common prefixes	2.2.SE.3.a	
		common suffixes	2.2.SE.3.b	REX Spelling: 2.1, 2.6, 2.7, 2.17, 2.19, 2.21, 2.23, 2.27, 2.33, 2.34, 2.36
		common spelling rules related to adding prefixes and suffixes (e.g., dropping the final -e, doubling a consonant)	2.2.SE.3.c	
	Fluency Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.	Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.	2.2.F.1	RE: 101–120 REX: 21–60 FP: 14–20 SL: 11–20 450+ Decodable phonics books. For more information on these decodable phonics books, please see <i>Fast Phonics Decodable Book Catalog</i> .
		Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.	2.2.F.2	
2. Reading and Writing Process	Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	Students will identify the main idea and supporting details of a text.	2.2.R.1	REX: 24, 25, 28, 33, 44, 45, 55
		Students will identify elements of various genres in fiction and nonfiction texts.	2.2.R.2	REX: 21–60
	Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.	Students will prewrite and develop drafts by sequencing the action in a story or details about a topic through writing sentences.	2.2.W.1	Story Factory: Weekly contest available through <i>Reading Eggs</i> dashboard
		Students will correctly spell grade-level words while editing using resources as needed.	2.2.W.4	SB: Levels I–L, Lessons 65–96 REX Spelling: 2.1–2.36
3. Critical Reading and Writing	Reading Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.	Students will determine the author's purpose.	2.3.R.1	REX: 21–60
		Students will find examples of literary elements.	2.3.R.3	REX: 23, 32, 43, 60
		Students will find examples of literary devices.	2.3.R.4	REX: 41
		Students will use details from the literary or informational text to draw conclusions and make predictions.	2.3.R.5	REX: 22, 24, 26, 28, 29, 31, 33, 37, 39, 40, 43, 45, 46, 49, 52, 56, 60
		Students will locate facts that are clearly stated in an informational text.	2.3.R.6	REX: 26, 30, 39, 47, 49, 57
		Students will determine relationships among words, including synonyms, antonyms, and simple multiple-meaning words	2.4.R.1	RE: 101–120 REX: 21–60
4. Vocabulary	Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.	Students will use context clues to determine the meaning of words.	2.4.R.2	
		Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define and determine the meaning of new words.	2.4.R.3	
		Students will use grade-level resource materials (e.g., simple dictionary, glossary) to clarify the meaning of words.	2.4.R.4	
		Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.	2.4.R.5	
8. Independent Reading and Writing	Reading Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.	Students will select texts for academic and personal purposes and read independently for extended periods of time.	2.8.R	Library: 900+ fiction and 380+ nonfiction titles for students to independently peruse and choose books. Some books for this grade level come with read-aloud audio and all include targeted questions to guide comprehension.

Oklahoma State Standards Mapped to Reading Eggs • Third Grade



Overarching College- and Career-Ready Standard for English Language Arts	Strand and Guiding Principle	Standard Objectives	Standard Code	Reading Eggspress Lesson (REX), English Skills Spelling (REX Spelling), Library
2. Reading and Writing Foundations	Phonics and Word Study Students will decode words by applying phonics and word analysis skills in context and isolation.	Students will decode multisyllabic words using their knowledge of the following phonics skills: vowel diphthongs and all major syllable types.	3.2.PWS.1	REX: 61–100
		Students will decode words by applying knowledge of structural analysis: contractions, abbreviations, common roots and related prefixes and suffixes, and morphology.	3.2.PWS.2	
		Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words.	3.2.PWS.3	
	Spelling/Encoding Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.	Students will use correct spelling when writing the following sounds in words: diphthongs, schwa, silent letter combinations, hard/soft c, g.	3.2.SE.1	REX Spelling: 3.1, 3.4, 3.8, 3.12, 3.16, 3.20, 3.22, 3.26 <i>*These sounds are taught following best practice guidelines for learning diphthongs (one pair at a time with the pronunciation emphasized) as well as schwa (explicitly naming and demonstrating) but aren't called diphthongs in the program.</i>
		Students will use correct spelling when writing the following syllable types in single-syllable and multisyllabic words: vowel digraphs and consonant + -le.	3.2.SE.2	REX Spelling: 3.1–3.36
		Students will use structural analysis to correctly spell the following parts of words: common prefixes, common suffixes and common spelling rules related to adding prefixes and suffixes.	3.2.SE.3	REX Spelling: 3.7, 3.9, 3.11, 3.14, 3.17, 3.21, 3.25, 3.29, 3.32, 3.34, 3.36
	Fluency Students will read grade-level text smoothly and accurately, with appropriate expression.	Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.	3.2.F.1	REX: 61–100
		Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.	3.2.F.2	
	Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	Students will determine the main idea and supporting details of a text.	3.2.R.1	REX: 73, 79, 90, 97
2. Reading and Writing Process		Students will identify elements of various genres in fiction, poetry, and nonfiction texts.	3.2.R.2	REX: 61–100
3. Critical Reading and Writing	Reading Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	Students will determine if the author's purpose is to entertain, inform, or persuade	3.3.R.1	REX: 61–100
		Students will find examples of literary elements: setting, plot, characters, characterization.	3.3.R.3	REX: 61, 63, 64, 65, 72, 74, 75, 81, 84, 85, 92
		Students will find examples of literary devices.	3.3.R.4	REX: 71, 81, 84, 93
		Students will answer inferential questions, using a text to support answers.	3.3.R.5	REX: 62, 67, 68, 70, 72, 74, 76, 78, 80, 85, 87, 88, 89, 91, 92, 93, 95, 99
		Students will distinguish fact from opinion in an informational text.	3.3.R.6	REX: 70, 77, 78, 80, 96, 99, 100
4. Vocabulary	Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.	Students will use context clues to clarify the meaning of words.	3.4.R.2	REX: 61–100
		Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define and determine the meaning of new words.	3.4.R.3	
		Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.	3.4.R.4	
		Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.	3.4.R.5	
8. Independent Reading and Writing	Reading Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.	3.8.R	Library: 400+ fiction (including poetry, drama, nursery rhymes, fables, and folk, fairy, and tall tales) and 350+ nonfiction titles (including informational texts and biographies) with targeted questions to guide comprehension.

Oklahoma State Standards Mapped to Reading Eggs • Fourth Grade



Overarching College- and Career-Ready Standard for English Language Arts	Strand and Guiding Principle	Standard Objectives	Standard Code	Reading Eggspress Lesson (REX), English Skills Spelling (REX Spelling), Library
2. Reading and Writing Foundations	Phonics and Word Study Students will decode words by applying phonics and word analysis skills in context and isolation.	Students will decode unfamiliar and multisyllabic words using their combined knowledge of the following phonics skills: letter-sound correspondences and all major syllable types.	4.2.PWS.1	REX: 101–140
		Students will decode words by applying knowledge of structural analysis: contractions, abbreviations, common roots and related affixes, morphology and semantics.	4.2.PWS.2	
	Spelling/Encoding Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.	Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills: letter-sound correspondences and all major syllable types.	4.2.SE.1	REX Spelling: 4.1–4.36
		Students will use structural analysis to correctly spell the following parts of words: contractions, abbreviations, and common spelling rules related to adding prefixes and suffixes.	4.2.SE.2	
	Fluency Students will read grade-level text smoothly and accurately, with appropriate expression.	Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.	4.2.F.1	REX: 101–140
		Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.	4.2.F.2	
2. Reading and Writing Process	Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	Students will determine the key details that support the main idea of a text.	4.2.R.1	REX: 104, 106, 117
3. Critical Reading and Writing	Reading Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.	Students will determine the author’s purpose (i.e., entertain, inform, persuade) by identifying key details.	4.3.R.1	REX: 101–140
		Students will find textual evidence of literary elements: setting, plot, characters (i.e., protagonist, antagonist), characterization, conflict.	4.3.R.3	REX: 102, 103, 104, 111, 115, 121, 122, 124, 132, 135
		Students will find textual evidence of literary devices: metaphor, idiom, personification, hyperbole, simile, alliteration and onomatopoeia.	4.3.R.4	REX: 102, 113, 121, 129, 133
		Students will answer inferential questions using evidence from one or more texts to support answers.	4.3.R.5	REX: 103, 107, 110, 112, 113, 119, 124, 126, 127, 129, 131, 132, 134, 135, 137, 139, 140
		Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.	4.3.R.6	REX: 109, 118, 128, 129, 140
4. Vocabulary	Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.	Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.	4.4.R.1	REX: 101–140
		Students will use context clues to clarify the meaning of words.	4.4.R.2	
		Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.	4.4.R.3	
		Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.	4.4.R.4	
		Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.	4.4.R.5	
8. Independent Reading and Writing	Reading Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.	4.8.R	Library: 110+ fiction (including poetry, drama, nursery rhymes, fables, and folk, fairy, and tall tales) and 270+ nonfiction titles (including informational texts and biographies) with targeted questions to guide comprehension.



Oklahoma State Standards Mapped to Reading Eggs • Fifth Grade



Overarching College- and Career-Ready Standard for English Language Arts	Strand and Guiding Principle	Standard Objectives	Standard Code	Reading Eggspress Lesson (REX), English Skills Spelling (REX Spelling), Library
2. Reading and Writing Foundations	Spelling/Encoding Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.	Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills: letter-sound correspondences and all major syllable types.	5.2.SE.1	REX Spelling: 5.1–5.36
		Students will use structural analysis to correctly spell the following parts of words: contractions, abbreviations, and common spelling rules related to adding prefixes and suffixes.	5.2.SE.2	
	Fluency Students will read grade-level text smoothly and accurately, with appropriate expression.	Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.	5.2.F.1	REX: 141–180
		Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.	5.2.F.2	
2. Reading and Writing Process	Reading Students will read and comprehend increasingly complex literary and informational texts.	Students will explain how key supporting details support the main idea of a text.	5.2.R.1	REX: 146, 150, 153, 155, 158, 159, 161, 162, 171, 172, 176, 178
		Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres.	5.2.R.2	REX: 141–180
		Students will summarize facts and details from an informational text.	5.2.R.4	REX: 159
3. Critical Reading and Writing	Reading Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.	Students will determine the author’s purpose (i.e., entertain, inform, persuade), and draw conclusions to determine if the author’s purpose was achieved.	5.3.R.1	REX: 147, 148, 154, 160, 168, 170, 172, 179
		Students will find textual evidence of literary elements: setting, plot, characters (i.e., protagonist, antagonist), characterization, conflict, theme.	5.3.R.3	REX: 143, 144, 152, 160, 162, 165, 179
		Students will find textual evidence of literary devices: imagery, metaphor, idiom, personification, hyperbole, simile, alliteration and onomatopoeia.	5.3.R.4	REX: 151, 154, 165, 174
		Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.	5.3.R.6	REX: 149, 167, 170, 177
4. Vocabulary	Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.	Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.	5.4.R.1	REX: 141–180
		Students will use context clues to clarify the meaning of words.	5.4.R.2	
		Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.	5.4.R.3	
		Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.	5.4.R.4	
		Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.	5.4.R.5	
8. Independent Reading and Writing	Reading Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.	5.8.R	Library: 80+ fiction (including poetry, drama, nursery rhymes, legends, fairy tales and myths) and 280+ nonfiction titles (including informational texts and biographies) with targeted questions to guide comprehension.



Oklahoma State Standards Mapped to Reading Eggs • Sixth Grade



Overarching College- and Career-Ready Standard for English Language Arts	Strand and Guiding Principle	Standard Objectives	Standard Code	Reading Eggspress Lesson (REX), English Skills Spelling (REX Spelling), Library
2. Reading and Writing Processes	Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	Students will summarize alphabetic and/or multimodal texts, including main idea, to demonstrate comprehension.	6.2.R.1	REX: 185, 191, 202
		Students will analyze details in fiction, poetry, and nonfiction texts to distinguish genres	6.2.R.2	REX: 181–220
		Students will paraphrase a paragraph in their own words to demonstrate comprehension.ww	6.2.R.3	REX: 183, 187, 191, 193, 198, 201, 204, 212, 213
3. Critical Reading and Writing	Reading Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres	Students will analyze how literary elements contribute to the meaning of a literary text: setting, plot, characters (i.e., protagonist, antagonist), characterization, conflict (i.e., internal, external) and point of view	6.3.R.3	REX: 181–185, 191–195, 201–205, 211–215
		Students will analyze how literary devices contribute to the meaning of a text: figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom) and sound devices.	6.3.R.4	REX: 181, 182, 189, 194, 195, 214
		Students will analyze one or more ideas from a text, providing textual evidence to support their inferences.	6.3.R.8	REX: 181–220
4. Vocabulary	Vocabulary Students will expand their grade-level vocabularies through reading, word study, and class discussion.	Students will analyze the relationships among synonyms, antonyms, and analogies.	6.4.R.1	REX: 181–220
		Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.	6.4.R.2	
		Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of increasingly complex words.	6.4.R.3	
		Students will use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words.	6.4.R.4	
8. Independent Reading and Writing	Reading Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.	Students will read self-selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.	6.8.R	Library: 150+ fiction (including poetry, drama, nursery rhymes, legends, fairy tales and myths) and 270+ nonfiction titles (including informational texts and biographies) with targeted questions to guide comprehension.

