Reporting to Standards: Teachers can keep track of individual and class level progress through the *Reporting Dashboard* where lessons are mapped to Maryland State Standard

KINDERGARTEN

Strand		Standard	Code	Reading Eggs Lesson (RE), Skills Bank (SB), Fast Phonics Peak (FP)
Reading: Foundational Skills	Print Concepts	Recognize that spoken words are represented in written language by specific sequences of letters.	RF.K.1.b	**FP:** 1
		Understand that words are separated by spaces in print.	RF.K.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.	RF.K.1.d	**RE:** 1–4, 6–12, 14–18, 20, 21, 23, 25, 27, 29–32, 34, 36–42, 47
	Phonological Awareness	Recognize and produce rhyming words.	RF.K.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.	RF.K.2.b	**FP:** 4, 5, 6, 7
		Blend and segment onsets and rimes of single-syllable spoken words.	RF.K.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 three-phoneme (consonant- vowel-consonant, or CVC) words.	RF.K.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.	RF.K.2.e	**FP:** 1, 2, 3, 5, 6
	Phonics and Word Recognition	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	RF.K.3.a	**RE:** 1–50 **FP:** 1–7 **Library:** 350+ Decodable phonics books For more information on these decodable phonics books, please see *Fast Phonics Decodable Book Catalog*.
		Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	RF.K.3.b	**FP:** 1–7
		Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	RF.K.3.c	**RE:** 3, 5, 9–13, 16, 18–26, 28–31, 33, 35–38, 40, 42–50 **FP:** 1–7
	Fluency	Read emergent-reader texts with purpose and understanding.	RF.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, 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.
Language	Conventions of Standard English	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	L.K.2.c	**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
		Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	L.K.2.d	**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

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)
Reading: Foundational Skills	Phonological Awareness	Distinguish long from short vowel sounds in spoken single-syllable words.	RF.1.2.a	**RE:** 52–55, 58–59, 98
		Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	RF.1.2.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.	RF.1.2.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).	RF.1.2.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.	RF.1.3.a	**RE:** 85, 86, 88, 89, 90 **FP:** 8
		Decode regularly spelled one-syllable words.	RF.1.3.b	**RE:** 51–100 **FP:** 8–13
		Know final -e and common vowel team conventions for representing long vowel sounds.	RF.1.3.c	**RE:** 82, 83, 84, 87, 92, 94, 95, 96, 98, 100
		Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	RF.1.3.d	**FP:** 8–13
		Decode two-syllable words following basic patterns by breaking the words into syllables.	RF.1.3.e	**FP:** 8–13
		Recognize and read grade-appropriate irregularly spelled words.	RF.1.3.g	**RE:** 51–100 **FP:** 8–13
	Fluency	Read with sufficient accuracy and fluency to support comprehension.	RF.1.4	**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 *Fast Phonics Decodable Book Catalog*. 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.	RL.1.1, RL.1.2, RL.1.3	**SL:** 1–10 **REX:** 1–5, 11–15
	Integration of Knowledge and Ideas	Use illustrations and details in a story to describe its characters, setting, or events.	RL.1.7	**SL:** 7, 8, 10 **REX:** 3, 5, 13, 15
		Compare and contrast the adventures and experiences of characters in stories.	RL.1.9	**SL:** 1, 5, 9
	Range of Reading and Level of Text Complexity	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	RL.1.10	**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.	RI.1.1, RI.1.2, RI.1.3	**REX:** 6–10, 16–20
	Craft and Structure	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	RI.1.4	**REX:** 6–10, 16–20
	Integration of Knowledge and Ideas	Use the illustrations and details in a text to describe its key ideas.	RI.1.7	**REX:** 7, 10, 20
	Range of Reading and Level of Text Complexity	With prompting and support, read informational texts appropriately complex for grade 1.	RI.1.10	**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).
Language	Conventions of Standard English	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	L.1.2.d, L.1.2.e	**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 *Reading Eggspress Spelling Teaching Guide*.
Writing	Text Types and Purposes	Write narratives in which they recount two or more appropriately sequenced events.	W.1.3	**Story Factory:** Weekly contest available through *Reading Eggs* 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)
Reading: Foundational Skills	**Phonics and Word Recognition**	Distinguish long and short vowels when reading regularly spelled one-syllable words.	RF.2.3.a	**RE:** 122, 127, 128, 130 **FP:** 15–19
		Know spelling-sound correspondences for additional common vowel teams.	RF.2.3.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.	RF.2.3.c	**RE:** 102, 104, 107, 114, 116, 120–130 **FP:** 14–20
		Decode words with common prefixes and suffixes.	RF.2.3.d	**RE:** 109
		Recognize and read grade-appropriate irregularly spelled words.	RF.2.3.f	**RE:** 101–130 **FP:** 14–20
	Fluency	Read with sufficient accuracy and fluency to support comprehension.	RF.2.4	**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 *Fast Phonics Decodable Book Catalog*. 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.	RL.2.1	**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.	RL.2.2	**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.	RL.2.3	**REX:** 42, 55
	Craft and Structure	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	RL.2.4	**REX:** 34, 54
	Integration of Knowledge and Ideas	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	RL.2.7	**SL:** 11–20 **REX:** 21–25, 31–35, 41–45, 51–55
		Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	RL.2.9	**Library:** *The Reading Eggspress Library* contains multiple versions of the same text told by different authors, across different cultures, and through different times in history. For more information, see *Multiple Versions Stories*.
	Range of Reading and Level of Text Complexity	Read and comprehend literature in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.2.10	**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).
Reading: Informational Text	**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.	RI.2.1	**REX:** 26–30, 36–40, 46–50, 56–60
		Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	RI.2.2	**REX:** 28
		Describe the connection between a series in procedures.	RI.2.3	**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.	RI.2.4	**REX:** 26–30, 36–40, 46–50, 56–60
		Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	RI.2.6	**REX:** 26–30, 36–40, 46–50, 56–60
	Integration of Knowledge and Ideas	Describe how reasons support specific points the author makes in a text.	RI.2.8	**REX:** 26–30, 36–40, 46–50, 56–60
	Range of Reading and Level of Text Complexity	Read and comprehend informational texts in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.2.10	**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).
Language	**Conventions of Standard English**	Generalize learned spelling patterns when writing words.	L.2.2.d	**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 *Reading Eggspress Spelling Teaching Guide*.
Writing	**Text Types and Purposes**	Write narratives in which they recount a well-elaborated event or short sequence of events.	W.2.3	**Story Factory:** Weekly contest available through *Reading Eggs* dashboard