



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

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.1b	FP: 1
		Understand that words are separated by spaces in print.	RF.K.1c	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.1d	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.2a	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.2b	FP: 4, 5, 6, 7
		Blend and segment onsets and rimes of single-syllable spoken words.	RF.K.2c	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.2d	RE: 18, 20, 26, 30, 33, 35, 37, 38, 44, 46, 50 FP: 1–7
		Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	RF.K.2e	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.3a	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 sounds with the common spellings (graphemes) for the five major vowels.	RF.K.3b	FP: 1–7
		Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	RF.K.3c	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 Standardized English	Phonetically spell simple words drawing on knowledge of letter-sound relationships.	L.K.6c	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
		Writes letters for most consonant and short vowel sounds (phonemes).	L.K.6d	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



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.1.2a	RE: 52–55, 58–59, 98
		Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	RF.1.2b	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.1.2c	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.1.2d	RE: 54, 56, 59, 61, 62, 64, 66, 68, 69, 71, 74, 76, 77 FP: 8–13
		Add, delete, or substitute individual sounds (phonemes) in simple one-syllable words to make new words.	RF.1.2e	RE: 55, 58, 63, 70, 72–76, 79, 84, 88, 90, 91–96, 99 FP: 8, 9, 12
	Phonics and Word Recognition	Know the spelling-sound correspondences for common consonant digraphs.	RF.1.3a	RE: 85, 86, 88, 89, 90 FP: 8
		Decode and encode regularly spelled one-syllable words.	RF.1.3b	RE: 51–100 FP: 8–13
		Know final -e and common vowel team conventions for representing long vowel sounds.	RF.1.3c	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.1.3d	FP: 8–13
		Decode two-syllable words following basic patterns by breaking the words into syllables.	RF.1.3e	FP: 8–13
		Recognize and read grade-appropriate irregularly spelled words.	RF.1.3g	RE: 51–100 FP: 8–13
	Fluency	Read emergent-reader texts with purpose, understanding, and 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 <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	Key Ideas and Details	Develop and answer questions about key ideas and details in a text.	R.1.1	RE: 51–100 FP: 8–13 SL: 1–10 REX: 1–20
		Identify a main topic or central idea in a text with guidance and support; retell important details.	R.1.2	SL: 1–10 REX: 1–20
		Describe characters, settings, and important events in a story or pieces of information in a text.	R.1.3	SL: 1–10 REX: 1–20
	Integration of Knowledge and Ideas	Use illustrations and details in literary and informational texts to discuss story elements and/or topics.	R.1.7	SL: 7, 8, 10 REX: 3, 5, 7, 10, 13, 15, 20
		Compare and contrast two texts; recognize that texts reflect one's own and others' culture.	R.1.9	SL: 1, 5, 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> .
Language	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.	L.1.2	REX: 1–20
	Conventions of Standardized English	Use conventional spelling for words with common spelling patterns and draw on phonological awareness and spelling conventions to spell other words phonetically.	L.1.6d	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> .
Writing	Production and Distribution of Writing	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.1.6	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)
Reading Foundational Skills	Phonics and Word Recognition	Distinguish long and short vowels when reading regularly spelled one-syllable words.	RF.2.3a	RE: 122, 127, 128, 130 FP: 15–19
		Know spelling-sound correspondences for additional common vowel teams.	RF.2.3b	RE: 101, 102, 107, 114, 116, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130 FP: 15–19
		Decode and encode regularly spelled one, two, and some three syllable CVC pattern words.	RF.2.3c	RE: 102, 104, 107, 114, 116, 120–130 FP: 14–20
		Decode words with common prefixes and suffixes.	RF.2.3d	RE: 109
		Recognize and read grade-appropriate irregularly spelled words.	RF.2.3f	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 <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	Key Ideas and Details	Develop and answer questions to demonstrate an understanding of key ideas and details in a text.	R.2.1	SL: 11–20 REX: 21–60
		Summarize portions of a text in order to identify a main topic or central idea and key details in a text.	R.2.2	REX: 24, 25, 28, 33, 44, 45, 55
		Describe how characters respond to major events and challenges. (RL) Describe the connections between ideas, concepts, or a series of events. (RI)	R.2.3	REX: 29, 30, 36, 42, 50, 55
	Craft and Structure	Explain how specific words and phrases express feelings, appeals to the senses, or determine the meaning of content-specific words within a text. (RI&RL)	R.2.4	REX: 21–60
	Integration of Knowledge and Ideas	Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)	R.2.7	REX: 21, 23, 32, 43, 56, 59, 60
		Compare and contrast key points or perspectives presented in two texts; recognize that texts reflect one’s own and others’ culture. (RI&RL)	R.2.9	REX: 27, 37, 38, 48, 53, 57, 59 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> .
Language	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.	L.2.2	REX: 21–60
	Conventions of Standardized English	Use common spelling patterns, phonemic awareness, and basic reference materials to solve words.	L.2.6d	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> .
Writing	Production and Distribution of Writing	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.2.6	Story Factory: Weekly contest available through <i>Reading Eggs</i> dashboard

