



Reporting to Standards: Teachers can keep track of individual and class level progress through the *Reporting Dashboard* where lessons are mapped to Kentucky Academic 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.1.b	FP: 1
		Recognize 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 orally 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 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 <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.3.b	FP: 1–7
		Read common high-frequency words by sight.	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 fluently (accuracy, speed, and prosody) on grade-level to support comprehension.	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.	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

Kentucky Standards for Reading Eggs Lessons, Fast Phonics Peaks, and Reading Eggspress



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
		Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds (phonemes).	RF.1.2.c	RE: 54, 56, 59, 61, 62, 64, 68, 69, 71, 74, 76, 77, 79 FP: 9, 10, 11
	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
		Demonstrate 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
		With adult support, decode two-syllable words 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 fluently (accuracy, speed and prosody) on grade-level 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: 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 a story's illustrations and details to describe its characters, setting and events.	RL.1.7	SL: 7, 8, 10 REX: 3, 5, 13, 15
		Compare/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, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.	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 grade-level text.	RI.1.4	REX: 6–10, 16–20
	Integration of Knowledge and Ideas	Use the visuals 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, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.	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 <i>Reading Eggspress Spelling Teaching Guide</i> .
Composition	Text Types and Purposes	Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.	C.1.3	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)
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
		Identify, decode and know the meaning of words with the most common prefixes and derivational 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 fluently (accuracy, speed and prosody) on grade-level 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: Literature	Key Ideas and Details	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> and <i>how</i> , and make and support logical inferences to construct meaning from the text.	RL.2.1	SL: 11–20 REX: 21–25, 31–35, 41–45, 51–55
		Identify implicit and explicit information from a summary to determine the author’s message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures.	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 in order to make meaning of the story development.	RL.2.3	REX: 42, 55
	Craft and Structure	Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or repeated lines, supply rhythm and shape meaning in a story, poem or song.	RL.2.4	REX: 34, 54
	Integration of Knowledge and Ideas	Use a story’s illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and 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: <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	Key Ideas and Details	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	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).
		Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text.	RI.2.1	REX: 26–30, 36–40, 46–50, 56–60
		Identify implicit and explicit information from a summary to determine the central idea of a text.	RI.2.2	REX: 28
	Craft and Structure	Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	RI.2.3	REX: 29, 30, 36, 50
		Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.	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, and how that purpose shapes the content of the text.	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	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	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.	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 <i>Reading Eggspress Spelling Teaching Guide</i> .
Composition	Text Types and Purposes	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.	C.2.3	Story Factory: Weekly contest available through <i>Reading Eggs</i> dashboard

