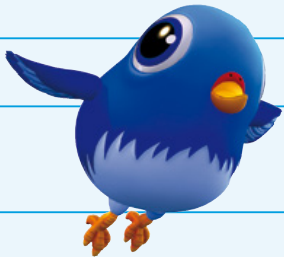


KINDERGARTEN				
Strand		Standard	Code	Reading Eggs Lesson (RE), Skills Bank (SB), Fast Phonics (FP)
Foundations for Reading	Print Concepts	Demonstrate knowledge that spoken words are represented in print and separated by spaces.	K.FFR.1.C	RE: 5, 10, 13, 16, 19, 20, 22, 24, 28, 35, 37, 40, 43–47, 50 FP: 1
	Phonological and Phonemic Awareness	Demonstrate ability to segment spoken words in sentences and syllables in words.	K.FFR.2.A	FP: 4, 5, 6, 7
		Blend and segment one syllable words by onset and rime.	K.FFR.2.B	RE: 13, 16, 22, 26, 35, 40, 42, 43, 48–50
		Isolate the initial, medial, and final sounds in three phoneme (individual sound) words (excluding words ending with /l/, /r/, or /x/).	K.FFR.2.C	RE: 18, 20, 26, 30, 33, 35, 37, 38, 44, 46, 50 FP: 1–7
		Demonstrate ability to segment and blend one syllable words with two, three, and four phonemes (including words with consonant digraphs th, sh, ch, wh).	K.FFR.2.D	FP: 1–7
	Phonics and Word Analysis	Identify capital and lowercase letters of the alphabet.	K.FFR.3.A	RE: 1–4, 6–12, 14–18, 20, 21, 23, 25, 27, 29–32, 34, 36–42, 47 FP: 1–7
		Identify common letter-sound correspondences.	K.FFR.3.B	RE: 1–50 FP: 1–7
		Demonstrate knowledge that every word has a vowel sound.	K.FFR.3.D	FP: 4–7
		Demonstrate knowledge of letter-sound correspondences to blend CV, CVC, VC words.	K.FFR.3.F	RE:
		Decode (read) and encode (spell) words with short vowels, including words beginning or ending in a digraph (e.g., ch, sh, th, wh).	K.FFR.3.G	FP: 1–7
		Use letter-sound correspondences to read grade-level high frequency words, including decodable and irregular words, with automaticity and accuracy.	K.FFR.3.H	RE: 3, 5, 9–13, 16, 18–26, 28–31, 33, 35–38, 40, 42–50 FP: 1–7
	Developing Skilled Readers and Building Reading Stamina	Use knowledge of letter-sound correspondences to read and reread controlled decodable sentences and texts that include phonic elements and irregular words	K.DSR.1.A	RE: 9, 10, 13, 16, 19, 20, 22, 24, 26, 28, 29, 33, 35, 37, 40, 43–48 FP: 1–7 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> . Library: 350 Decodable phonics books. For more information on these decodable phonics books, please see <i>Fast Phonics Decodable Book Catalog</i> .
	Reading Literary Text	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard, to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.	K.RL	Library: 250+ fiction emergent-level titles. Books for this grade level all come with read-aloud audio and targeted questions to guide comprehension.
	Reading Informational Text	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard.	K.RI	Library: 230+ nonfiction emergent-level titles. Books for this grade level all come with read-aloud audio and targeted questions to guide comprehension.
Foundations for Writing	Spelling	Encode (spell) one syllable words with short vowels and one syllable words beginning or ending in a digraph (e.g., ch, sh, th, wh).	K.FFW.2.A	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 SB: Levels A–D, Lessons 1–32
		With prompting and support, use phoneme/grapheme (sound/symbol) correspondences to spell grade-level high-frequency words with accuracy.	K.FFW.2.C	RE: 19, 24, 28, 31, 35 FP: 1–7



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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)
Foundations for Reading	Phonological and Phonemic Awareness	Isolate sounds in four and five phoneme words.	1.FFR.2.A	RE: 54, 56, 59, 61, 62, 64, 66, 68, 69, 71, 74, 76, 77 FP: 8–13
		Demonstrate ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch, wh) and consonant blends (e.g., fr, st, bl).	1.FFR.2.B	RE: 51–61, 63–68, 70, 72, 73, 76–80 FP: 8–13
		Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends e.g., fr, st, bl).	1.FFR.2.C	RE: 54, 56, 59, 61, 62, 64, 66, 68, 69, 71, 74, 76, 77 FP: 8–13
	Phonics and Word Analysis	Decode and encode words with short vowels to include blends with digraphs, closed syllables (CVC, CCVC, CVCC, CCVCC).	1.FFR.3.A	RE: 51–100 FP: 8–13
		Decode and encode words with long vowels, open syllables, (CV, CCV) and vowel, consonant-e (CVCE, CCVCE).	1.FFR.3.B	RE: 52–55, 58–59, 98 FP: 8–13
		Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.	1.FFR.3.C	FP: 8–13
		Decode multisyllabic words following basic patterns by breaking the words into syllables.	1.FFR.3.D	FP: 8–13
		Read grade-level high-frequency words, including decodable and irregular words with automaticity and accuracy.	1.FFR.3.E	RE: 51–100 FP: 8–13
		Write grade-level high-frequency words with automaticity and accuracy.	1.FFR.3.F	RE: 51–100 FP: 8–13
	Developing Skilled Readers and Building Reading Stamina	Use knowledge of letter-sound correspondences to read a variety of decodable and grade-level texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary.	1.DSR.A	RE: 51–100 SL: 1–10 FP: 8–13 REX: 1–20 Reading Eggspress Reading Fluency Program: Use these printable booklets of phonetically decodable texts to practice reading fluency. For Grade 1 there are 6 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> . 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).
	Reading and Vocabulary	Discuss meanings of words in context from a variety of texts.	1.RV.1.A	REX: 1–20
	Reading Literary Texts	Ask and answer literal (who, what, when, where) or inferential (how, why) questions about what is read.	1.RL.1.C	REX: 1–5, 11–15 SL: 1–10
		Generate predictions about story characters and events using the text.	1.RL.1.D	REX: 1–5, 11–15
		Make connections between characters, settings, and major events in stories heard, using key details.	1.RL.3.B	REX: 1, 15 SL: 7, 8, 10
	Reading Informational Text	Ask and answer literal (who, what, when, where) and inferential (why, how) questions about what is read, including demonstrating an understanding of the main topics.	1.RI.1.A	REX: 6–10, 16–20
		Identify the main idea and supporting details of a text.	1.RI.1.B	REX: 8, 10, 17
		Describe the connection between two individuals, events, ideas, or pieces of information in a text.	1.RI.3	REX: 7, 19
Foundations for Writing	Spelling	Use phoneme-grapheme (sound/symbol) correspondence to encode (spell) single-syllable words containing closed syllables (cvc, ccvc, cvcc, and ccvcc), open syllables (cv, ccv), vowel-consonant-e (cvce, ccvce).	1.FFW.2.A	RE: 51–53, 55, 58–60, 67, 68, 73, 78, 81, 87, 91, 92, 96, 100 SB: Levels E–H, Lessons 33–64 FP: 8–13 REX Spelling: 1.2, 1.3, 1.4, 1.6, 1.7, 1.9, 1.13, 1.15, 1.16, 1.17, 1.19, 1.24, 1.25, 1.28, 1.31, 1.33
		Encode (spell) 2-syllable words (e.g., pancake) following basic patterns by breaking the words into syllables.	1.FFW.2.B	FP: 8–13
		Encode (spell) unfamiliar words by recognizing and applying taught word patterns.	1.FFW.2.C	RE: 51–53, 55, 58–60, 67, 68, 73, 78, 80, 81, 87, 91, 92, 96, 100 FP: 8–13
		Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.	1.FFW.2.D	SB: Levels E–H, Lessons 33–64



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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)
Foundations for Reading	Phonological and Phonemic Awareness	Isolate sounds in four and five phoneme words.	2.FFR.2.A	FP: 14–20
		Demonstrate the ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends (e.g., fr, st, bl).	2.FFR.2.B	FP: 14–20
		Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends (e.g., fr, st, bl).	2.FFR.2.C	FP: 14–20
	Phonics and Word Analysis	Decode and encode words with short vowels to include blends, digraphs, and trigraphs in closed syllables (CVCC, CCVC, CVCC, CCVCC, and CCVCCC) and open syllables (CV, CCV).	2.FFR.3.A	RE: 101–120 FP: 14–20 REX Spelling: 2.2, 2.8, 2.16, 2.29, 2.30, 2.31, 2.32
		Decode and encode words with vowel teams and r-controlled vowels.	2.FFR.3.B	RE: 101, 102, 107, 114, 116 FP: 14–20 REX Spelling: 2.2, 2.8, 2.16, 2.29, 2.30, 2.31, 2.32
		Use knowledge of syllabication and syllable types to decode words.	2.FFR.3.C	RE: 102, 104, 107, 114, 116, 120 FP: 14–20
		Use knowledge of affixes (e.g., suffixes, prefixes) to decode words.	2.FFR.3.D	RE: 109
		Read grade-level high frequency words, including decodable and irregular words, with automaticity and accuracy.	2.FFR.3.E	RE: 101–120 FP: 14–20 SL: 11–20 Reading Eggspress Reading Fluency Program: Use these printable booklets of phonetically decodable texts to practice reading fluency. For Grade 2 there are 7 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> .
	Developing Skilled Readers and Building Reading Stamina	Read a variety of grade-level text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding as necessary.	2.DSR.A	RE: 101–120 SL: 11–20 FP: 14–20 REX: 21–60 Library: 350+ Decodable phonics books. For more information on these decodable phonics books, please see <i>Fast Phonics Decodable Book Catalog</i> .
		Proficiently read and comprehend texts from a variety of literary forms that exhibit complexity at the lower range of the grades 2–3 band.	2.DSR.B	1300+ fiction, 270 poems, and 700+ nonfiction texts for students to independently peruse and choose books. All books include targeted questions to guide comprehension (350L–720L).
	Reading and Vocabulary	Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.	2.RV.1	REX: 21–60
	Reading Literary Text	Describe character’s attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges.	2.RL.1.C	REX: 23, 32, 43
		Generate predictions about story characters and events using the text.	2.RL.1.D	REX: 21–25, 31–35, 41–45, 51–55
		Compare and contrast characters, settings, and plots in two versions of the same story from different cultures.	2.RL.3.C	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 <i>Multiple Versions Stories</i> .
	Reading Informational Text	Ask and answer literal and inferential questions (who, what, where, when, how, and why) about key details in a text.	2.RI.1.A	REX: 26–30, 36–40, 46–50, 56–60
		Retell key details of texts that demonstrate an understanding of the main topics of texts.	2.RI.1.B	REX: 28, 46
		Differentiate facts from opinions within a text.	2.RI.1.C	REX: 22, 34, 39, 51, 54
		Compare and contrast the most important points presented by two texts on the same topic.	2.RI.3.B	REX: 27, 37, 38, 48, 57, 59
Foundations for Writing	Spelling	Use phoneme-grapheme (sound/symbol correspondence to encode (spell) single-syllable words containing closed syllables (cvc, ccvc, cvcc, and ccvcc), open syllables (cv, ccv), vowel-consonant-e (cvce, ccvce), vowel teams, and r-controlled vowels.	FFW.2.A	RE: 102, 105, 106, 108, 111, 112, 113, 114, 115, 116, 117, 119, 120 FP: 14–20 REX Spelling: 2.2, 2.8, 2.16, 2.29, 2.30, 2.31, 2.32
		Use phoneme-grapheme (sound/symbol) correspondence to encode (spell) multisyllabic words.	FFW.2.B	RE: 102, 105, 106, 108, 111-117, 119, 120
		Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.	FFW.2.C	SB: Levels I–L, Lessons 65–96



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GRADE 3				
Strand		Standard	Code	Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Foundations for Reading	Developing Skilled Readers and Building Reading Stamina	Read a variety of grade-level text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding as necessary.	3.DSR.A	REX: 61–100 Library: 1300+ fiction, 270 poems, and 700+ nonfiction texts for students to independently peruse and choose books. All books include targeted questions to guide comprehension (350L–720L).
		Proficiently read and comprehend texts from a variety of literary forms that exhibit complexity at the higher range of the grades 2–3 band.	3.DSR.B	
		Use reading strategies as needed to monitor comprehension when encountering challenging sections of text. These sense-making strategies attended to common text organizational structures, summarizing, asking questions of the text, and others.	3.DSR.E	REX: 61–100
	Reading and Vocabulary	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.	3.RV.1.A	REX: 61–100
	Reading Literary Text	Identify thematic topics of stories (e.g. friendship, survival, determination) and the lessons learned.	3.RL.1.A	REX: 64, 73, 85, 94
		Describe a character’s attributes, including their traits, motivations, or feelings and how they develop throughout the text.	3.RL.1.C	REX: 61, 64, 65, 72, 74, 81, 92
		Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	3.RL.3.C	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 <i>Multiple Versions Stories</i> .
	Reading Informational Text	Determine the main idea of multi-paragraph texts as well as specific paragraphs within them.	3.RI.1.A	REX: 79, 90, 97
		Identify the author’s purpose for writing, including what the author wants to answer, explain, or describe.	3.RI.2.C	REX: 79, 100
		Compare and contrast the most important points and key details presented in two texts on the same topic.	3.RI.3.B	REX: 67, 76, 77
Foundations for Writing	Spelling	Use phoneme-grapheme correspondence to encode (spell) multisyllabic words.	3.FFW.2.A	REX Spelling: 3.1–3.36
		Use common affixes to encode (spell) words.	3.FFW.2.B	
		Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.	3.FFW.2.C	

GRADE 4				
Strand		Standard	Code	Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Foundations for Reading	Developing Skilled Readers and Building Reading Stamina	Read a variety of grade-level text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding as necessary.	4.DSR.A	REX: 101–140 Library: 190+ fiction, 210+ poems, and 550+ nonfiction titles for students to independently peruse and choose books. All books include targeted questions to guide comprehension (Lexile Range 730L–970L).
		Proficiently read and comprehend texts from a variety of literary forms that exhibit complexity at the lower range of the grades 4–5 band.	4.DSR.B	
		Use reading strategies as needed to monitor comprehension when encountering challenging sections of text. These sense-making strategies attended to common text organizational structures, summarizing, asking questions of the text, and others.	4.DSR.E	REX: 101–140
	Reading and Vocabulary	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area.	4.RV.1.A	REX: 101–140
	Reading Literary Text	Analyze characters in-depth, drawing on specific details from the text, including their words, actions, or a character’s thoughts.	4.RL.1.C	REX: 115, 122
	Reading Informational Text	Summarize the main idea of multi-paragraph texts and the specific paragraphs within them, explaining how key details support the main ideas.	4.RI.1.A	REX: 106, 110, 117, 120, 140
		Distinguish between fact and opinion and explain how an author uses reasons and evidence to support opinions within texts.	4.RI.1.C	REX: 108, 119, 138
		Explain the author’s purpose for writing, including what the author wants to answer, explain, or describe based on the connections between particular sentences and paragraphs.	4.RI.2.C	REX: 106, 109, 116, 118, 119, 126
Foundations for Writing	Spelling	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to spell accurately.	4.FFW.2.A	REX Spelling: 4.1–4.36
		Use phoneme/grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.	4.FFW.2.B	



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GRADE 5

Strand	Standard	Code	Reading Eggspress (REX) Reading Eggspress Spelling (REX Spelling)
Foundations for Reading	Developing Skilled Readers and Building Reading Stamina	Read a variety of grade-level text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding as necessary.	5.DSR.A REX: 141–180 Library: 190+ fiction, 210+ poems, and 550+ nonfiction titles for students to independently peruse and choose books. All books include targeted questions to guide comprehension (Lexile Range 730L–970L).
		Proficiently read and comprehend texts from a variety of literary forms that exhibit complexity at the higher range of the grades 4–5 band.	5.DSR.B
		Use reading strategies as needed to monitor comprehension when encountering challenging sections of text. These sense-making strategies attended to common text organizational structures, summarizing, asking questions of the text, and others.	5.DSR.E REX: 141–180
	Reading and Vocabulary	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.	5.RV.1.A REX: 141–180
	Reading Literary Text	Describe how an author develops a character through what characters say, think, do, and how other characters respond.	5.RL.2.A REX: 141, 142, 144, 153
		Analyze the author's use of language (e.g., synonyms, figurative language, sensory words, dialogue, dialect) and their impact on understanding characters, setting, and plot events	5.RL.2.B REX: 151, 154, 165, 174
		Analyze how the characteristics of a poem and the author's use of patterns of sound (e.g., rhyme, rhythm, alliteration, consonance) impact meaning.	5.RL.2.C REX: 151, 174
	Reading Informational Text	Summarize the main ideas of texts and specific paragraphs within them, including how they are developed through the details.	5.RI.1.A REX: 106, 110, 117, 120, 140
		Determine the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of the text.	5.RI.2.C REX: 147, 148, 160, 168, 170, 179
Foundations for Writing	Spelling	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to spell accurately.	5.FFW.2.A
		Use phoneme/grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.	5.FFW.2.B REX Spelling: 5.1–5.36

GRADE 6

Strand	Standard	Code	Reading Eggspress (REX) Reading Eggspress Spelling (REX Spelling)
Foundations for Reading	Developing Skilled Readers and Building Reading Stamina	Read a variety of grade-level text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding as necessary.	6.DSR.A REX: 181–220 Library: 150+ fiction, 70+ poems, and 270+ nonfiction texts for students to independently peruse and choose books. All books include targeted questions to guide comprehension (Lexile Range 980L+).
		Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6–8 band.	6.DSR.B
		Use reading strategies as needed to monitor comprehension when encountering challenging sections of text. These sense-making strategies attended to common text organizational structures, summarizing, asking questions of the text, and others.	6.DSR.E REX: 181–220
	Reading and Vocabulary	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.	6.RV.1.A REX: 181–220

