Correlated to:

California English Language Arts Content Standards

Sourcebook Level 1, Unit 1 (pp. 1-6)

- Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).
- Distinguish initial, medial, and final sounds in single-syllable words.
- Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).
- Create and state a series of rhyming words, including consonant blends.
- Use knowledge of the basic rules of punctuation and capitalization when writing.
- Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).
- Capitalize the first word of a sentence, names of people, and the pronoun I.
- Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
- Segment single-syllable words into their components (e.g., cat = /c/a/t/; splat = s/p/l/a/t/; rich = /r/i/ch/)

Sourcebook Level 1, Unit 2 (pp. 7-12)

- Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).
- Use a period, exclamation point, or question mark at the end of sentences.
- Create and state a series of rhyming words, including consonant blends.
- Use knowledge of the basic rules of punctuation and capitalization when writing.
- Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).
- Capitalize the first word of a sentence, names of people, and the pronoun I.
- Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
- Segment single-syllable words into their components (e.g., cat = /c/a/t/; splat = s/p/l/a/t/; rich = /r/i/ch/)

Sourcebook Level 1, Unit 3 (pp. 13-20)

- Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- Use a period, exclamation point, or question mark at the end of sentences.
● Use knowledge of the basic rules of punctuation and capitalization when writing.
● Capitalize the first word of a sentence, names of people, and the pronoun I.
● Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Sourcebook Level 1, Unit 4 (pp. 21-26)
● Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
● Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).
● Read common word families (e.g., -ite, -ate)
● Distinguish initial, medial, and final sounds in single-syllable words.
● Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).
● Create and state a series of rhyming words, including consonant blends.
● Use knowledge of the basic rules of punctuation and capitalization when writing.
● Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).
● Capitalize the first word of a sentence, names of people, and the pronoun I.
● Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
● Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
● Segment single-syllable words into their components (e.g., cat = /c/a/t/; splat = s/p/l/a/t/; rich = /r/i/ch/)

Sourcebook Level 1, Unit 5 (pp. 27-34)
● Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
● Read compound words and contractions.
● Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).
● Identify and correctly use contractions (e.g., isn’t, aren’t, can’t, won’t) and singular possessive pronouns (e.g., my/mine, his/her, hers, your/s) in writing and speaking.
● Distinguish initial, medial, and final sounds in single-syllable words.
● Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).
● Create and state a series of rhyming words, including consonant blends.
● Use knowledge of the basic rules of punctuation and capitalization when writing.
● Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).
● Capitalize the first word of a sentence, names of people, and the pronoun I.
● Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
● Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Segment single-syllable words into their components (e.g., cat = /c/a/t/; splat = s/p/l/a/t/; rich = /r/i/ch/)

Sourcebook Level 1, Unit 6 (pp. 35-40)
- Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- Read compound words and contractions.
- Read common word families (e.g., -ite, -ate)
- Distinguish initial, medial, and final sounds in single-syllable words.
- Create and state a series of rhyming words, including consonant blends.
- Use knowledge of the basic rules of punctuation and capitalization when writing.
- Capitalize the first word of a sentence, names of people, and the pronoun I.
- Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
- Segment single-syllable words into their components (e.g., cat = /c/a/t/; splat = s/p/l/a/t/; rich = /r/i/ch/)

Sourcebook Level 1, Unit 7 (pp. 41-48)
- Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- Read compound words and contractions.
- Identify and correctly use contractions (e.g., isn’t, aren’t, can’t, won’t) and singular possessive pronouns (e.g., my/mine, his/her, hers, your/s) in writing and speaking.
- Distinguish initial, medial, and final sounds in single-syllable words.
- Create and state a series of rhyming words, including consonant blends.
- Use knowledge of the basic rules of punctuation and capitalization when writing.
- Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).
- Capitalize the first word of a sentence, names of people, and the pronoun I.
- Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
- Segment single-syllable words into their components (e.g., cat = /c/a/t/; splat = s/p/l/a/t/; rich = /r/i/ch/)

Sourcebook Level 1, Unit 8 (pp. 49-56)
- Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- Read compound words and contractions.
- Distinguish initial, medial, and final sounds in single-syllable words.
- Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).
- Use a period, exclamation point, or question mark at the end of sentences.
- Create and state a series of rhyming words, including consonant blends.
- Use knowledge of the basic rules of punctuation and capitalization when writing.
- Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).
- Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
- Segment single-syllable words into their components (e.g., cat = /c/a/t/; splat = s/p/l/a/t/; rich = /r/i/ch/)

Sourcebook Level 1, Unit 9 (pp. 57-62)
- Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- Read common word families (e.g., -ite, -ate)
- Distinguish initial, medial, and final sounds in single-syllable words.
- Use a period, exclamation point, or question mark at the end of sentences.
- Use knowledge of the basic rules of punctuation and capitalization when writing.
- Capitalize the first word of a sentence, names of people, and the pronoun I.
- Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
- Segment single-syllable words into their components (e.g., cat = /c/a/t/; splat = s/p/l/a/t/; rich = /r/i/ch/)

Sourcebook Level 1, Unit 10 (pp. 63-70)
- Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- Read compound words and contractions.
- Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).
- Distinguish initial, medial, and final sounds in single-syllable words.
- Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).
- Create and state a series of rhyming words, including consonant blends.
- Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).
● Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
● Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
● Segment single-syllable words into their components (e.g., cat = /c/a/t/; splat = s/p/l/a/t/; rich = /r/i/ch/)

Sourcebook Level 1, Unit 11 (pp. 71-78)
● Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
● Read compound words and contractions.
● Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).
● Identify and correctly use contractions (e.g., isn’t, aren’t, can’t, won’t) and singular possessive pronouns (e.g., my/mine, his/her, hers, your/s) in writing and speaking.
● Distinguish initial, medial, and final sounds in single-syllable words.
● Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).
● Create and state a series of rhyming words, including consonant blends.
● Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).
● Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
● Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
● Segment single-syllable words into their components (e.g., cat = /c/a/t/; splat = s/p/l/a/t/; rich = /r/i/ch/)

Sourcebook Level 1, Unit 12 (pp. 79-84)
● Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
● Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).
● Use a period, exclamation point, or question mark at the end of sentences.
● Create and state a series of rhyming words, including consonant blends.
● Use knowledge of the basic rules of punctuation and capitalization when writing.
● Capitalize the first word of a sentence, names of people, and the pronoun I.
● Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Sourcebook Level 1, Unit 13 (pp. 85-92)
● Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
● Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).
● Create and state a series of rhyming words, including consonant blends.
● Use knowledge of the basic rules of punctuation and capitalization when writing.
● Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).
● Capitalize the first word of a sentence, names of people, and the pronoun I.
● Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
● Segment single-syllable words into their components (e.g., cat = /c/a/t/; splat = s/p/l/a/t/; rich = /r/i/ch/)

Sourcebook Level 1, Unit 14 (pp. 93-98)
● Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
● Read compound words and contractions.
● Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).
● Identify and correctly use contractions (e.g., isn’t, aren’t, can’t, won’t) and singular possessive pronouns (e.g., my/mine, his/her, hers, your/s) in writing and speaking.
● Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).
● Create and state a series of rhyming words, including consonant blends.
● Use knowledge of the basic rules of punctuation and capitalization when writing.
● Capitalize the first word of a sentence, names of people, and the pronoun I.
● Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Sourcebook Level 1, Unit 15 (pp. 99-104)
● Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
● Read common word families (e.g., -ite, -ate).
● Distinguish initial, medial, and final sounds in single-syllable words.
● Use a period, exclamation point, or question mark at the end of sentences.
● Create and state a series of rhyming words, including consonant blends.
● Use knowledge of the basic rules of punctuation and capitalization when writing.
● Capitalize the first word of a sentence, names of people, and the pronoun I.
● Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
● Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
● Segment single-syllable words into their components (e.g., cat = /c/a/t/; splat = s/p/l/a/t/; rich = /r/i/ch/)
Sourcebook Level 1, Unit 16 (pp. 105-112)
- Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- Read compound words and contractions.
- Distinguish initial, medial, and final sounds in single-syllable words.
- Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).
- Create and state a series of rhyming words, including consonant blends.
- Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).
- Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
- Segment single-syllable words into their components (e.g., cat = /c/a/t/; splat = s/p/l/a/t/; rich = /r/i/ch/)

Sourcebook Level 1, Unit 17 (pp. 113-120)
- Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- Read compound words and contractions.
- Identify and correctly use contractions (e.g., isn’t, aren’t, can’t, won’t) and singular possessive pronouns (e.g., my/mine, his/her, hers, your/s) in writing and speaking.
- Distinguish initial, medial, and final sounds in single-syllable words.
- Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).
- Use knowledge of the basic rules of punctuation and capitalization when writing.
- Capitalize the first word of a sentence, names of people, and the pronoun I.
- Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
- Segment single-syllable words into their components (e.g., cat = /c/a/t/; splat = s/p/l/a/t/; rich = /r/i/ch/)

Sourcebook Level 1, Unit 18 (pp. 121-126)
- Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).
- Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).
- Use knowledge of the basic rules of punctuation and capitalization when writing.
• Capitalize the first word of a sentence, names of people, and the pronoun I.

• Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Sourcebook Level 1, Unit 19 (pp. 127-134)
• Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
• Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).
• Distinguish initial, medial, and final sounds in single-syllable words.
• Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).
• Use a period, exclamation point, or question mark at the end of sentences.
• Use knowledge of the basic rules of punctuation and capitalization when writing.
• Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).
• Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
• Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
• Segment single-syllable words into their components (e.g., cat = /c/a/t/; splat = s/p/l/a/t/; rich = /r/i/ch/)

Sourcebook Level 1, Unit 20 (pp. 135-142)
• Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
• Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).
• Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).
• Use a period, exclamation point, or question mark at the end of sentences.
• Use knowledge of the basic rules of punctuation and capitalization when writing.
• Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).
• Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
• Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
• Segment single-syllable words into their components (e.g., cat = /c/a/t/; splat = s/p/l/a/t/; rich = /r/i/ch/)

Sourcebook Level 1, Unit 21 (pp. 143-148)
• Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
• Read compound words and contractions.
- Distinguish initial, medial, and final sounds in single-syllable words.
- Use a period, exclamation point, or question mark at the end of sentences.
- Use knowledge of the basic rules of punctuation and capitalization when writing.
- Capitalize the first word of a sentence, names of people, and the pronoun I.
- Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
- Segment single-syllable words into their components (e.g., cat = /c/a/t/; splat = s/p/l/a/t; rich = /r/i/ch/)

Sourcebook Level 2, Unit 1 (pp. 1-10)
- Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
- Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).
- Understand and explain common antonyms and synonyms.
- Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
- Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

Sourcebook Level 2, Unit 2 (pp. 11-20)
- Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
- Identify simple multiple-meaning words.
- Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).
- Understand and explain common antonyms and synonyms.
- Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.

Sourcebook Level 2, Unit 3 (pp. 21-30)
- Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
- Identify simple multiple-meaning words.
- Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).
- Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).
- Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
- Use knowledge of individual words in unknown compound words to predict their meaning.
- Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

Sourcebook Level 2, Unit 4 (pp. 31-40)
• Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
• Identify simple multiple-meaning words.
• Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).
• Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).
• Understand and explain common antonyms and synonyms.
• Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
• Use knowledge of individual words in unknown compound words to predict their meaning.
• Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

Sourcebook Level 2, Unit 5 (pp. 41-50)
• Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
• Identify simple multiple-meaning words.
• Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).
• Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).
• Understand and explain common antonyms and synonyms.
• Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
• Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

Sourcebook Level 2, Unit 6 (pp. 51-60)
• Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
• Identify simple multiple-meaning words.
• Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).
• Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).
• Understand and explain common antonyms and synonyms.
• Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
• Use knowledge of individual words in unknown compound words to predict their meaning.

Sourcebook Level 2, Unit 7 (pp. 61-70)
• Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
• Identify simple multiple-meaning words.
• Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).
• Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).
• Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
• Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

Sourcebook Level 2, Unit 8 (pp. 71-80)
• Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
• Identify simple multiple-meaning words.
• Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).
• Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).
• Understand and explain common antonyms and synonyms.
• Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
• Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

Sourcebook Level 2, Unit 9 (pp. 81-90)
• Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
• Identify simple multiple-meaning words.
• Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = super; vowel-consonant/consonant-vowel = super).
• Decode two-syllable nonsense words and regular multisyllable words.
• Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).
• Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).
• Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
• Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

Sourcebook Level 2, Unit 10 (pp. 91-100)
• Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
• Identify simple multiple-meaning words.
• Understand and explain common antonyms and synonyms.
• Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
• Use knowledge of individual words in unknown compound words to predict their meaning.

Sourcebook Level 2, Unit 11 (pp. 101-110)
• Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
• Identify simple multiple-meaning words.
● Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/er).
● Decode two-syllable nonsense words and regular multisyllable words.
● Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).
● Understand and explain common antonyms and synonyms.
● Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
● Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

Sourcebook Level 2, Unit 12 (pp. 111-120)
● Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
● Identify simple multiple-meaning words.
● Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/er).
● Decode two-syllable nonsense words and regular multisyllable words.
● Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).
● Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).
● Understand and explain common antonyms and synonyms.
● Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
● Use knowledge of individual words in unknown compound words to predict their meaning.
● Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

Sourcebook Level 2, Unit 13 (pp. 121-130)
● Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
● Identify simple multiple-meaning words.
● Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/er).
● Decode two-syllable nonsense words and regular multisyllable words.
● Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).
● Understand and explain common antonyms and synonyms.
● Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
● Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

Sourcebook Level 2, Unit 14 (pp. 131-140)
● Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
● Identify simple multiple-meaning words.
● Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).
● Understand and explain common antonyms and synonyms.
● Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
● Use knowledge of individual words in unknown compound words to predict their meaning.
● Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

Sourcebook Level 2, Unit 15 (pp. 141-150)
● Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
● Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).
● Understand and explain common antonyms and synonyms.
● Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
● Use knowledge of individual words in unknown compound words to predict their meaning.
● Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

Sourcebook Level 2, Unit 16 (pp. 151-160)
● Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
● Identify simple multiple-meaning words.
● Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).
● Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).
● Understand and explain common antonyms and synonyms.
● Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
● Use knowledge of individual words in unknown compound words to predict their meaning.
● Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

Sourcebook Level 2, Unit 17 (pp. 161-170)
● Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
● Identify simple multiple-meaning words.
● Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).
● Understand and explain common antonyms and synonyms.
● Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
● Use knowledge of individual words in unknown compound words to predict their meaning.
● Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

Sourcebook Level 2, Unit 18 (pp. 171-180)
• Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
• Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).
• Understand and explain common antonyms and synonyms.
• Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
• Use knowledge of individual words in unknown compound words to predict their meaning.

Sourcebook Level 2, Unit 19 (pp. 181-190)
• Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
• Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = super; vowel-consonant/consonant-vowel = super).
• Decode two-syllable nonsense words and regular multisyllable words.
• Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).
• Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).
• Understand and explain common antonyms and synonyms.
• Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
• Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

Sourcebook Level 2, Unit 20 (pp. 191-200)
• Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
• Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = super; vowel-consonant/consonant-vowel = super).
• Decode two-syllable nonsense words and regular multisyllable words.
• Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).
• Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).
• Understand and explain common antonyms and synonyms.
• Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
• Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

Sourcebook Level 2, Unit 21 (pp. 201-210)
• Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
• Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).
• Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).
• Understand and explain common antonyms and synonyms.
● Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
● Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

Sourcebook Level 2, Unit 22 (pp. 211-220)
● Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
● Identify simple multiple-meaning words.
● Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/per).
● Decode two-syllable nonsense words and regular multisyllable words.
● Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).
● Understand and explain common antonyms and synonyms.
● Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
● Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

Sourcebook Level 2, Unit 23 (pp. 221-230)
● Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
● Identify simple multiple-meaning words.
● Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).
● Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).
● Understand and explain common antonyms and synonyms.
● Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
● Use knowledge of individual words in unknown compound words to predict their meaning.
● Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

Sourcebook Level 2, Unit 24 (pp. 231-240)
● Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
● Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/per).
● Decode two-syllable nonsense words and regular multisyllable words.
● Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).
● Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).
● Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
● Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).
Sourcebook Level 2, Unit 25 (pp. 241-250)
- Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
- Identify simple multiple-meaning words.
- Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).
- Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).
- Understand and explain common antonyms and synonyms.
- Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
- Use knowledge of individual words in unknown compound words to predict their meaning.
- Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

Sourcebook Level 2, Unit 26 (pp. 251-260)
- Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
- Identify simple multiple-meaning words.
- Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = sup/er; vowel-consonant/consonant-vowel = sup/er).
- Decode two-syllable nonsense words and regular multisyllable words.
- Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).
- Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).
- Understand and explain common antonyms and synonyms.
- Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
- Use knowledge of individual words in unknown compound words to predict their meaning.
- Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

Sourcebook Level 2, Unit 27 (pp. 261-270)
- Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
- Identify simple multiple-meaning words.
- Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = sup/er; vowel-consonant/consonant-vowel = sup/er).
- Decode two-syllable nonsense words and regular multisyllable words.
- Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).
- Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).
- Understand and explain common antonyms and synonyms.
- Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
- Use knowledge of individual words in unknown compound words to predict their meaning.
- Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).
Sourcebook Level 3, Unit 1 (pp. 1-10)
● Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
● Decode regular multisyllabic words.
● Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
● Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
● Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
● Arrange words in alphabetic order.
● Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

Sourcebook Level 3, Unit 2 (pp. 11-20)
● Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
● Decode regular multisyllabic words.
● Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
● Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
● Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
● Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
● Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

Sourcebook Level 3, Unit 3 (pp. 21-30)
● Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
● Decode regular multisyllabic words.
● Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
● Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
● Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.
Sourcebook Level 3, Unit 4 (pp. 31-40)
- Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
- Decode regular multisyllabic words.
- Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
- Identify and use subjects and verbs correctly in speaking and writing simple sentences.
- Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
- Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
- Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

Sourcebook Level 3, Unit 5 (pp. 41-50)
- Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
- Decode regular multisyllabic words.
- Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
- Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
- Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
- Arrange words in alphabetic order.
- Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

Sourcebook Level 3, Unit 6 (pp. 51-60)
- Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
- Decode regular multisyllabic words.
- Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
- Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
- Arrange words in alphabetic order.
- Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.
Sourcebook Level 3, Unit 7 (pp. 61-70)
- Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
- Decode regular multisyllabic words.
- Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
- Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
- Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
- Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
- Arrange words in alphabetic order.

Sourcebook Level 3, Unit 8 (pp. 71-80)
- Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
- Decode regular multisyllabic words.
- Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
- Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
- Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
- Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
- Arrange words in alphabetic order.
- Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

Sourcebook Level 3, Unit 9 (pp. 81-90)
- Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
- Decode regular multisyllabic words.
- Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
- Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
● Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).

● Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.

● Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

Sourcebook Level 3, Unit 10 (pp. 91-100)
● Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
● Decode regular multisyllabic words.
● Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
● Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
● Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
● Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.

Sourcebook Level 3, Unit 11 (pp. 101-110)
● Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
● Decode regular multisyllabic words.
● Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
● Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
● Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.

Sourcebook Level 3, Unit 12 (pp. 111-120)
● Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
● Decode regular multisyllabic words.
• Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
• Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
• Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
• Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.

Sourcebook Level 3, Unit 13 (pp. 121-130)
• Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
• Decode regular multisyllabic words.
• Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
• Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
• Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
• Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

Sourcebook Level 3, Unit 14 (pp. 131-140)
• Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
• Decode regular multisyllabic words.
• Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
• Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
• Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.

Sourcebook Level 3, Unit 15 (pp. 141-150)
• Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
• Decode regular multisyllabic words.
• Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
- Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
- Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
- Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

Sourcebook Level 3, Unit 16 (pp. 151-160)
- Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
- Decode regular multisyllabic words.
- Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
- Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
- Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
- Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
- Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

Sourcebook Level 3, Unit 17 (pp. 161-170)
- Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
- Decode regular multisyllabic words.
- Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
- Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
- Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
- Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
- Arrange words in alphabetic order.
- Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

Sourcebook Level 3, Unit 18 (pp. 171-180)
Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.

Decode regular multisyllabic words.

Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.

Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.

Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).

Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.

Arrange words in alphabetic order.

Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

Sourcebook Level 3, Unit 19 (pp. 181-190)

Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.

Decode regular multisyllabic words.

Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.

Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).

Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.

Arrange words in alphabetic order.

Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

Sourcebook Level 3, Unit 20 (pp. 191-200)

Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.

Decode regular multisyllabic words.

Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.

Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.

Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).

Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
● Arrange words in alphabetic order.
● Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

Sourcebook Level 3, Unit 21 (pp. 201-210)
● Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
● Decode regular multisyllabic words.
● Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
● Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
● Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
● Arrange words in alphabetic order.
● Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

Sourcebook Level 3, Unit 22 (pp. 211-220)
● Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
● Decode regular multisyllabic words.
● Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
● Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
● Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
● Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
● Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

Sourcebook Level 3, Unit 23 (pp. 221-230)
● Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
● Decode regular multisyllabic words.
● Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
● Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
● Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
● Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
● Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

Sourcebook Level 3, Unit 24 (pp. 231-240)
● Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
● Decode regular multisyllabic words.
● Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
● Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
● Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
● Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
● Arrange words in alphabetic order.
● Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

Sourcebook Level 3, Unit 25 (pp. 241-250)
● Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
● Decode regular multisyllabic words.
● Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
● Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
● Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
● Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.

Sourcebook Level 3, Unit 26 (pp. 251-260)
● Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
● Decode regular multisyllabic words.
● Identify and use subjects and verbs correctly in speaking and writing simple sentences.
● Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
● Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
● Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
● Arrange words in alphabetic order.
● Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

Sourcebook Level 3, Unit 27 (pp. 261-270)
● Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
● Decode regular multisyllabic words.
● Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
● Identify and use subjects and verbs correctly in speaking and writing simple sentences.
● Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
● Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
● Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
● Arrange words in alphabetic order.

Sourcebook Level 3, Unit 28 (pp. 271-280)
● Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
● Decode regular multisyllabic words.
● Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
● Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
● Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
● Arrange words in alphabetic order.
● Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.
Sourcebook Level 3, Unit 29 (pp. 281-290)
● Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
● Decode regular multisyllabic words.
● Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
● Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
● Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
● Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
● Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

Sourcebook Level 3, Unit 30 (pp. 291-300)
● Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
● Decode regular multisyllabic words.
● Identify and use subjects and verbs correctly in speaking and writing simple sentences.
● Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
● Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
● Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
● Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

Sourcebook Level 3, Unit 31 (pp. 301-310)
● Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
● Decode regular multisyllabic words.
● Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
● Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
● Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

Sourcebook Level 3, Unit 32 (pp. 311-320)
• Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
• Decode regular multisyllabic words.
• Identify and use subjects and verbs correctly in speaking and writing simple sentences.
• Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
• Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
• Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
• Arrange words in alphabetic order.
• Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

Sourcebook Level 3, Unit 33 (pp. 321-330)
• Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
• Decode regular multisyllabic words.
• Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
• Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
• Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.

Sourcebook Level 4, Unit 1 (pp. 1-10)
• Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
• Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Sourcebook Level 4, Unit 2 (pp. 11-20)
• Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
● Distinguish and interpret words with multiple meanings.
● Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Sourcebook Level 4, Unit 3 (pp. 21-30)
● Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
● Distinguish and interpret words with multiple meanings.
● Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Sourcebook Level 4, Unit 4 (pp. 31-40)
● Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
● Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Sourcebook Level 4, Unit 5 (pp. 41-50)
● Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
● Distinguish and interpret words with multiple meanings.
● Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Sourcebook Level 4, Unit 6 (pp. 51-60)
● Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
● Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Sourcebook Level 4, Unit 7 (pp. 61-70)
● Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
● Distinguish and interpret words with multiple meanings.
● Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Sourcebook Level 4, Unit 8 (pp. 71-80)
● Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
● Distinguish and interpret words with multiple meanings.
● Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
● Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.

Sourcebook Level 4, Unit 9 (pp. 81-90)
● Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
● Distinguish and interpret words with multiple meanings.
● Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Sourcebook Level 4, Unit 10 (pp. 91-100)
● Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
● Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).
● Distinguish and interpret words with multiple meanings.
● Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Sourcebook Level 4, Unit 11 (pp. 101-110)
● Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
● Distinguish and interpret words with multiple meanings.
● Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Sourcebook Level 4, Unit 12 (pp. 111-120)
● Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
● Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Sourcebook Level 4, Unit 13 (pp. 121-130)
● Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
● Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Sourcebook Level 4, Unit 14 (pp. 131-140)
● Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
Sitton Spelling and Word Skills™ Sourcebook correlated to California English Language Arts Content Standards

- Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).
- Distinguish and interpret words with multiple meanings.
- Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
- Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.

Sourcebook Level 4, Unit 15 (pp. 141-150)
- Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
- Distinguish and interpret words with multiple meanings.
- Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Sourcebook Level 4, Unit 16 (pp. 151-160)
- Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
- Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).
- Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Sourcebook Level 4, Unit 17 (pp. 161-170)
- Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
- Distinguish and interpret words with multiple meanings.
- Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Sourcebook Level 4, Unit 18 (pp. 171-180)
- Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
- Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Sourcebook Level 4, Unit 19 (pp. 181-190)
- Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
- Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
- Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.
Sourcebook Level 4, Unit 20 (pp. 191-200)
● Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
● Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Sourcebook Level 4, Unit 21 (pp. 201-210)
● Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
● Distinguish and interpret words with multiple meanings.
● Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Sourcebook Level 4, Unit 22 (pp. 211-220)
● Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
● Distinguish and interpret words with multiple meanings.
● Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Sourcebook Level 4, Unit 23 (pp. 221-230)
● Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
● Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).
● Distinguish and interpret words with multiple meanings.
● Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Sourcebook Level 4, Unit 24 (pp. 231-240)
● Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
● Distinguish and interpret words with multiple meanings.
● Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Sourcebook Level 4, Unit 25 (pp. 241-250)
● Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
● Distinguish and interpret words with multiple meanings.
● Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
● Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.

Sourcebook Level 4, Unit 26 (pp. 251-260)
● Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
● Distinguish and interpret words with multiple meanings.
● Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Sourcebook Level 4, Unit 27 (pp. 261-270)
● Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
● Distinguish and interpret words with multiple meanings.
● Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Sourcebook Level 4, Unit 28 (pp. 271-280)
● Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
● Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Sourcebook Level 4, Unit 29 (pp. 281-290)
● Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
● Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).
● Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Sourcebook Level 4, Unit 30 (pp. 291-300)
● Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
● Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).
● Distinguish and interpret words with multiple meanings.
● Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Sourcebook Level 4, Unit 31 (pp. 301-310)
• Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
• Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).
• Distinguish and interpret words with multiple meanings.
• Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
• Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.

Sourcebook Level 4, Unit 32 (pp. 311-320)
• Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
• Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).
• Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Sourcebook Level 4, Unit 33 (pp. 321-330)
• Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
• Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).
• Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Sourcebook Level 5, Unit 1 (pp. 1-9)
• Use word origins to determine the meaning of unknown words.
• Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).
• Use correct capitalization.
• Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Sourcebook Level 5, Unit 2 (pp. 10-18)
• Use word origins to determine the meaning of unknown words.
• Understand and explain frequently used synonyms, antonyms, and homographs.
• Use correct capitalization.
• Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Sourcebook Level 5, Unit 3 (pp. 19-27)
• Use word origins to determine the meaning of unknown words.
● Understand and explain frequently used synonyms, antonyms, and homographs.
● Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).
● Use correct capitalization.
● Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Sourcebook Level 5, Unit 4 (pp. 28-36)
● Use word origins to determine the meaning of unknown words.
● Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).
● Use correct capitalization.
● Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Sourcebook Level 5, Unit 5 (pp. 37-45)
● Use word origins to determine the meaning of unknown words.
● Understand and explain frequently used synonyms, antonyms, and homographs.
● Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).
● Use correct capitalization.
● Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Sourcebook Level 5, Unit 6 (pp. 46-54)
● Use word origins to determine the meaning of unknown words.
● Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).
● Use correct capitalization.
● Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Sourcebook Level 5, Unit 7 (pp. 55-63)
● Use word origins to determine the meaning of unknown words.
● Use correct capitalization.
● Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Sourcebook Level 5, Unit 8 (pp. 64-72)
● Use word origins to determine the meaning of unknown words.
● Understand and explain frequently used synonyms, antonyms, and homographs.
● Use correct capitalization.
● Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.
Sourcebook Level 5, Unit 9 (pp. 73-81)
● Use word origins to determine the meaning of unknown words.
● Understand and explain frequently used synonyms, antonyms, and homographs.
● Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).
● Use correct capitalization.
● Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Sourcebook Level 5, Unit 10 (pp. 82-90)
● Use word origins to determine the meaning of unknown words.
● Understand and explain frequently used synonyms, antonyms, and homographs.
● Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).
● Use correct capitalization.
● Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Sourcebook Level 5, Unit 11 (pp. 91-99)
● Use word origins to determine the meaning of unknown words.
● Understand and explain frequently used synonyms, antonyms, and homographs.
● Use correct capitalization.
● Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Sourcebook Level 5, Unit 12 (pp. 100-108)
● Use word origins to determine the meaning of unknown words.
● Understand and explain frequently used synonyms, antonyms, and homographs.
● Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).
● Use correct capitalization.
● Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.
● Understand and explain the figurative and metaphorical use of words in context.

Sourcebook Level 5, Unit 13 (pp. 109-117)
● Use word origins to determine the meaning of unknown words.
● Understand and explain frequently used synonyms, antonyms, and homographs.
● Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).
● Use correct capitalization.
- Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Sourcebook Level 5, Unit 14 (pp. 118-126)
- Use word origins to determine the meaning of unknown words.
- Understand and explain frequently used synonyms, antonyms, and homographs.
- Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).
- Use correct capitalization.
- Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Sourcebook Level 5, Unit 15 (pp. 127-135)
- Use word origins to determine the meaning of unknown words.
- Use correct capitalization.
- Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Sourcebook Level 5, Unit 16 (pp. 136-144)
- Use word origins to determine the meaning of unknown words.
- Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).
- Use correct capitalization.
- Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Sourcebook Level 5, Unit 17 (pp. 145-153)
- Use word origins to determine the meaning of unknown words.
- Understand and explain frequently used synonyms, antonyms, and homographs.
- Use correct capitalization.
- Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Sourcebook Level 5, Unit 18 (pp. 154-162)
- Use word origins to determine the meaning of unknown words.
- Use correct capitalization.
- Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.
- Understand and explain the figurative and metaphorical use of words in context.

Sourcebook Level 5, Unit 19 (pp. 163-175)
- Use word origins to determine the meaning of unknown words.
- Understand and explain frequently used synonyms, antonyms, and homographs.
- Use correct capitalization.
- Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Sourcebook Level 5, Unit 20 (pp. 176-180)
- Use word origins to determine the meaning of unknown words.
- Understand and explain frequently used synonyms, antonyms, and homographs.
- Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).
- Use correct capitalization.
- Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.
- Understand and explain the figurative and metaphorical use of words in context.

Sourcebook Level 5, Unit 21 (pp. 181-189)
- Use word origins to determine the meaning of unknown words.
- Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).
- Use correct capitalization.
- Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Sourcebook Level 5, Unit 22 (pp. 190-198)
- Use word origins to determine the meaning of unknown words.
- Understand and explain frequently used synonyms, antonyms, and homographs.
- Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).
- Use correct capitalization.
- Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Sourcebook Level 5, Unit 23 (pp. 199-207)
- Use word origins to determine the meaning of unknown words.
- Understand and explain frequently used synonyms, antonyms, and homographs.
- Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).
- Use correct capitalization.
- Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Sourcebook Level 5, Unit 24 (pp. 208-216)
- Use word origins to determine the meaning of unknown words.
- Understand and explain frequently used synonyms, antonyms, and homographs.
• Use correct capitalization.
• Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Sourcebook Level 5, Unit 25 (pp. 217-225)
• Use word origins to determine the meaning of unknown words.
• Understand and explain frequently used synonyms, antonyms, and homographs.
• Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).
• Use correct capitalization.
• Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Sourcebook Level 5, Unit 26 (pp. 226-234)
• Use word origins to determine the meaning of unknown words.
• Understand and explain frequently used synonyms, antonyms, and homographs.
• Use correct capitalization.
• Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.
• Understand and explain the figurative and metaphorical use of words in context.

Sourcebook Level 5, Unit 27 (pp. 235-243)
• Use word origins to determine the meaning of unknown words.
• Understand and explain frequently used synonyms, antonyms, and homographs.
• Use correct capitalization.
• Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Sourcebook Level 5, Unit 28 (pp. 244-252)
• Use word origins to determine the meaning of unknown words.
• Understand and explain frequently used synonyms, antonyms, and homographs.
• Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).
• Use correct capitalization.
• Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.
• Understand and explain the figurative and metaphorical use of words in context.

Sourcebook Level 5, Unit 29 (pp. 253-261)
• Use word origins to determine the meaning of unknown words.
• Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).
• Use correct capitalization.
● Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Sourcebook Level 5, Unit 30 (pp. 262-270)
● Use word origins to determine the meaning of unknown words.
● Understand and explain frequently used synonyms, antonyms, and homographs.
● Use correct capitalization.
● Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Sourcebook Level 5, Unit 31 (pp. 271-279)
● Use word origins to determine the meaning of unknown words.
● Understand and explain frequently used synonyms, antonyms, and homographs.
● Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).
● Use correct capitalization.
● Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Sourcebook Level 5, Unit 32 (pp. 280-288)
● Use word origins to determine the meaning of unknown words.
● Understand and explain frequently used synonyms, antonyms, and homographs.
● Use correct capitalization.
● Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Sourcebook Level 5, Unit 33 (pp. 289-297)
● Use word origins to determine the meaning of unknown words.
● Use correct capitalization.
● Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Sourcebook Level 5, Unit 34 (pp. 298-306)
● Use word origins to determine the meaning of unknown words.
● Understand and explain frequently used synonyms, antonyms, and homographs.
● Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).
● Use correct capitalization.
● Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Sourcebook Level 5, Unit 35 (pp. 307-315)
● Use word origins to determine the meaning of unknown words.
● Understand and explain frequently used synonyms, antonyms, and homographs.
● Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).
● Use correct capitalization.
● Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Sourcebook Level 6, Unit 1 (pp. 1-9)
● Identify and interpret figurative language and words with multiple meanings.
● Use correct capitalization.
● Spell frequently misspelled words correctly (e.g., their, they’re, there).
● Understand and explain “shades of meaning” in related words (e.g., softly and quietly).

Sourcebook Level 6, Unit 2 (pp. 10-18)
● Identify and interpret figurative language and words with multiple meanings.
● Use correct capitalization.
● Spell frequently misspelled words correctly (e.g., their, they’re, there).

Sourcebook Level 6, Unit 3 (pp. 19-27)
● Identify and interpret figurative language and words with multiple meanings.
● Use correct capitalization.
● Spell frequently misspelled words correctly (e.g., their, they’re, there).

Sourcebook Level 6, Unit 4 (pp. 28-36)
● Use correct capitalization.
● Spell frequently misspelled words correctly (e.g., their, they’re, there).
● Spell frequently misspelled words correctly (e.g., their, they’re, there).

Sourcebook Level 6, Unit 5 (pp. 37-45)
● Use correct capitalization.
● Spell frequently misspelled words correctly (e.g., their, they’re, there).

Sourcebook Level 6, Unit 6 (pp. 46-54)
● Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
● Use correct capitalization.
● Spell frequently misspelled words correctly (e.g., their, they’re, there).
Sourcebook Level 6, Unit 7 (pp. 55-63)
- Identify and interpret figurative language and words with multiple meanings.
- Use correct capitalization.
- Spell frequently misspelled words correctly (e.g., their, they’re, there).

Sourcebook Level 6, Unit 8 (pp. 64-72)
- Use correct capitalization.
- Spell frequently misspelled words correctly (e.g., their, they’re, there).

Sourcebook Level 6, Unit 9 (pp. 73-81)
- Identify and interpret figurative language and words with multiple meanings.
- Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- Use correct capitalization.
- Spell frequently misspelled words correctly (e.g., their, they’re, there).
- Understand and explain “shades of meaning” in related words (e.g., softly and quietly).

Sourcebook Level 6, Unit 10 (pp. 82-90)
- Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- Use correct capitalization.
- Spell frequently misspelled words correctly (e.g., their, they’re, there).

Sourcebook Level 6, Unit 11 (pp. 91-99)
- Use correct capitalization.
- Spell frequently misspelled words correctly (e.g., their, they’re, there).
- Spell frequently misspelled words correctly (e.g., their, they’re, there).

Sourcebook Level 6, Unit 12 (pp. 100-108)
- Identify and interpret figurative language and words with multiple meanings.
- Use correct capitalization.
- Spell frequently misspelled words correctly (e.g., their, they’re, there).

Sourcebook Level 6, Unit 13 (pp. 109-117)
- Identify and interpret figurative language and words with multiple meanings.
- Use correct capitalization.
● Spell frequently misspelled words correctly (e.g., their, they’re, there).

Sourcebook Level 6, Unit 14 (pp. 118-126)
● Use correct capitalization.
● Spell frequently misspelled words correctly (e.g., their, they’re, there).

Sourcebook Level 6, Unit 15 (pp. 127-135)
● Use correct capitalization.
● Spell frequently misspelled words correctly (e.g., their, they’re, there).

Sourcebook Level 6, Unit 16 (pp. 136-144)
● Use correct capitalization.
● Spell frequently misspelled words correctly (e.g., their, they’re, there).

Sourcebook Level 6, Unit 17 (pp. 145-153)
● Use correct capitalization.
● Spell frequently misspelled words correctly (e.g., their, they’re, there).

Sourcebook Level 6, Unit 18 (pp. 154-162)
● Identify and interpret figurative language and words with multiple meanings.
● Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
● Use correct capitalization.
● Spell frequently misspelled words correctly (e.g., their, they’re, there).

Sourcebook Level 6, Unit 19 (pp. 163-171)
● Identify and interpret figurative language and words with multiple meanings.
● Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
● Use correct capitalization.
● Spell frequently misspelled words correctly (e.g., their, they’re, there).

Sourcebook Level 6, Unit 20 (pp. 172-180)
● Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
● Use correct capitalization.
● Spell frequently misspelled words correctly (e.g., their, they’re, there).

Sourcebook Level 6, Unit 21 (pp. 181-189)
● Use correct capitalization.
● Spell frequently misspelled words correctly (e.g., their, they’re, there).

Sourcebook Level 6, Unit 22 (pp. 190-198)
● Identify and interpret figurative language and words with multiple meanings.
● Use correct capitalization.
● Spell frequently misspelled words correctly (e.g., their, they’re, there).

Sourcebook Level 6, Unit 23 (pp. 199-207)
● Use correct capitalization.
● Spell frequently misspelled words correctly (e.g., their, they’re, there).

Sourcebook Level 6, Unit 24 (pp. 208-216)
● Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
● Use correct capitalization.
● Spell frequently misspelled words correctly (e.g., their, they’re, there).

Sourcebook Level 6, Unit 25 (pp. 217-225)
● Identify and interpret figurative language and words with multiple meanings.
● Use correct capitalization.
● Spell frequently misspelled words correctly (e.g., their, they’re, there).

Sourcebook Level 6, Unit 26 (pp. 226-234)
● Identify and interpret figurative language and words with multiple meanings.
● Use correct capitalization.
● Spell frequently misspelled words correctly (e.g., their, they’re, there).

Sourcebook Level 6, Unit 27 (pp. 235-243)
● Identify and interpret figurative language and words with multiple meanings.
● Use correct capitalization.
● Spell frequently misspelled words correctly (e.g., their, they’re, there).
Sourcebook Level 6, Unit 28 (pp. 244-252)
- Use correct capitalization.
- Spell frequently misspelled words correctly (e.g., their, they’re, there).
- Understand and explain “shades of meaning” in related words (e.g., softly and quietly).

Sourcebook Level 6, Unit 29 (pp. 253-261)
- Use correct capitalization.
- Spell frequently misspelled words correctly (e.g., their, they’re, there).

Sourcebook Level 6, Unit 30 (pp. 262-270)
- Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- Use correct capitalization.
- Spell frequently misspelled words correctly (e.g., their, they’re, there).

Sourcebook Level 6, Unit 31 (pp. 271-279)
- Use correct capitalization.
- Spell frequently misspelled words correctly (e.g., their, they’re, there).

Sourcebook Level 6, Unit 32 (pp. 280-289)
- Use correct capitalization.
- Spell frequently misspelled words correctly (e.g., their, they’re, there).

Sourcebook Level 6, Unit 33 (pp. 289-297)
- Identify and interpret figurative language and words with multiple meanings.
- Use correct capitalization.
- Spell frequently misspelled words correctly (e.g., their, they’re, there).

Sourcebook Level 6, Unit 34 (pp. 298-306)
- Identify and interpret figurative language and words with multiple meanings.
- Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- Use correct capitalization.
- Spell frequently misspelled words correctly (e.g., their, they’re, there).
Sourcebook Level 6, Unit 35 (pp. 307-315)
● Use correct capitalization.
● Spell frequently misspelled words correctly (e.g., their, they’re, there).