

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

- 1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
- 1.1.5 Recognize different vowel sounds in orally stated single-syllable words.
- 1.1.6 Recognize that vowels' sounds can be represented by different letters.
- 1.1.7 Create and state a series of rhyming words.
- 1.1.8 Add, delete, or change sounds to change words.
- 1.1.9 Blend two to four phonemes (sounds) into recognizable words.
- 1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
- 1.1.12 Use phonic and context clues as self-correction strategies when reading.
- 1.1.13 Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
- 1.1.17 Read and understand root words (look) and their inflectional forms (looks, looked, looking).
- 1.6.3 Identify and correctly use singular and plural nouns (dog/dogs).
- 1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun I.
- 1.6.8 Spell correctly three- and four-letter words (can, will) and grade-level-appropriate sight words (red, fish).

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

- 1.1.5 Recognize different vowel sounds in orally stated single-syllable words.
- 1.1.6 Recognize that vowels' sounds can be represented by different letters.
- 1.1.7 Create and state a series of rhyming words.
- 1.1.8 Add, delete, or change sounds to change words.
- 1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
- 1.1.12 Use phonic and context clues as self-correction strategies when reading.
- 1.1.18 Classify categories of words
- 1.6.6 Correctly use periods (I am five.), exclamation points (Help!), and question marks (How old are you?) at the end of sentences.
- 1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun I.
- 1.6.8 Spell correctly three- and four-letter words (can, will) and grade-level-appropriate sight words (red, fish).

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

- 1.1.18 Classify categories of words
- 1.6.6 Correctly use periods (I am five.), exclamation points (Help!), and question marks (How old are you?) at the end of sentences.
- 1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun I.
- 1.6.8 Spell correctly three- and four-letter words (can, will) and grade-level-appropriate sight words (red, fish).

Sourcebook Level 1, Unit 4 (pp. 21-26)

- 1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
- 1.1.5 Recognize different vowel sounds in orally stated single-syllable words.
- 1.1.6 Recognize that vowels' sounds can be represented by different letters.
- 1.1.7 Create and state a series of rhyming words.
- 1.1.8 Add, delete, or change sounds to change words.
- 1.1.9 Blend two to four phonemes (sounds) into recognizable words.
- 1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
- 1.1.12 Use phonic and context clues as self-correction strategies when reading.
- 1.1.14 Read common word patterns (-ite, -ate).
- 1.1.17 Read and understand root words (look) and their inflectional forms (looks, looked, looking).
- 1.1.18 Classify categories of words
- 1.6.3 Identify and correctly use singular and plural nouns (dog/dogs).
- 1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun I.
- 1.6.8 Spell correctly three- and four-letter words (can, will) and grade-level-appropriate sight words (red, fish).

Sourcebook Level 1, Unit 5 (pp. 27-34)

- 1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
- 1.1.5 Recognize different vowel sounds in orally stated single-syllable words.
- 1.1.6 Recognize that vowels' sounds can be represented by different letters.
- 1.1.7 Create and state a series of rhyming words.
- 1.1.8 Add, delete, or change sounds to change words.

- 1.1.9 Blend two to four phonemes (sounds) into recognizable words.
- 1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
- 1.1.12 Use phonic and context clues as self-correction strategies when reading.
- 1.1.13 Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
- 1.1.16 Read and understand simple compound words (birthday, anything) and contractions (isn't, aren't, can't, won't).
- 1.1.17 Read and understand root words (look) and their inflectional forms (looks, looked, looking).
- 1.1.18 Classify categories of words
- 1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun I.
- 1.6.8 Spell correctly three- and four-letter words (can, will) and grade-level-appropriate sight words (red, fish).

Sourcebook Level 1, Unit 6 (pp. 35-40)

- 1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
- 1.1.7 Create and state a series of rhyming words.
- 1.1.9 Blend two to four phonemes (sounds) into recognizable words.
- 1.1.12 Use phonic and context clues as self-correction strategies when reading.
- 1.1.14 Read common word patterns (-ite, -ate).
- 1.1.16 Read and understand simple compound words (birthday, anything) and contractions (isn't, aren't, can't, won't).
- 1.1.18 Classify categories of words
- 1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun I.
- 1.6.8 Spell correctly three- and four-letter words (can, will) and grade-level-appropriate sight words (red, fish).

Sourcebook Level 1, Unit 7 (pp. 41-48)

- 1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
- 1.1.7 Create and state a series of rhyming words.
- 1.1.8 Add, delete, or change sounds to change words.
- 1.1.9 Blend two to four phonemes (sounds) into recognizable words.

- 1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
- 1.1.12 Use phonic and context clues as self-correction strategies when reading.
- 1.1.13 Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
- 1.1.16 Read and understand simple compound words (birthday, anything) and contractions (isn't, aren't, can't, won't).
- 1.1.18 Classify categories of words
- 1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun I.
- 1.6.8 Spell correctly three- and four-letter words (can, will) and grade-level-appropriate sight words (red, fish).

Sourcebook Level 1, Unit 8 (pp. 49-56)

- 1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
- 1.1.5 Recognize different vowel sounds in orally stated single-syllable words.
- 1.1.6 Recognize that vowels' sounds can be represented by different letters.
- 1.1.7 Create and state a series of rhyming words.
- 1.1.8 Add, delete, or change sounds to change words.
- 1.1.9 Blend two to four phonemes (sounds) into recognizable words.
- 1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
- 1.1.12 Use phonic and context clues as self-correction strategies when reading.
- 1.1.13 Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
- 1.1.16 Read and understand simple compound words (birthday, anything) and contractions (isn't, aren't, can't, won't).
- 1.1.18 Classify categories of words
- 1.6.6 Correctly use periods (I am five.), exclamation points (Help!), and question marks (How old are you?) at the end of sentences.
- 1.6.8 Spell correctly three- and four-letter words (can, will) and grade-level-appropriate sight words (red, fish).

Sourcebook Level 1, Unit 9 (pp. 57-62)

- 1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
- 1.1.9 Blend two to four phonemes (sounds) into recognizable words.
- 1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
- 1.1.12 Use phonic and context clues as self-correction strategies when reading.
- 1.1.13 Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
- 1.1.14 Read common word patterns (-ite, -ate).
- 1.1.18 Classify categories of words
- 1.6.6 Correctly use periods (I am five.), exclamation points (Help!), and question marks (How old are you?) at the end of sentences.
- 1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun I.
- 1.6.8 Spell correctly three- and four-letter words (can, will) and grade-level-appropriate sight words (red, fish).

Sourcebook Level 1, Unit 10 (pp. 63-70)

- 1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
- 1.1.5 Recognize different vowel sounds in orally stated single-syllable words.
- 1.1.6 Recognize that vowels' sounds can be represented by different letters.
- 1.1.7 Create and state a series of rhyming words.
- 1.1.8 Add, delete, or change sounds to change words.
- 1.1.9 Blend two to four phonemes (sounds) into recognizable words.
- 1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
- 1.1.12 Use phonic and context clues as self-correction strategies when reading.
- 1.1.13 Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
- 1.1.16 Read and understand simple compound words (birthday, anything) and contractions (isn't, aren't, can't, won't).
- 1.1.17 Read and understand root words (look) and their inflectional forms (looks, looked, looking).
- 1.1.18 Classify categories of words
- 1.6.3 Identify and correctly use singular and plural nouns (dog/dogs).
- 1.6.8 Spell correctly three- and four-letter words (can, will) and grade-level-appropriate sight words (red, fish).

Sourcebook Level 1, Unit 11 (pp. 71-78)

- 1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
- 1.1.5 Recognize different vowel sounds in orally stated single-syllable words.
- 1.1.6 Recognize that vowels' sounds can be represented by different letters.
- 1.1.7 Create and state a series of rhyming words.
- 1.1.9 Blend two to four phonemes (sounds) into recognizable words.
- 1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
- 1.1.12 Use phonic and context clues as self-correction strategies when reading.
- 1.1.13 Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
- 1.1.16 Read and understand simple compound words (birthday, anything) and contractions (isn't, aren't, can't, won't).
- 1.1.17 Read and understand root words (look) and their inflectional forms (looks, looked, looking).
- 1.1.18 Classify categories of words
- 1.6.3 Identify and correctly use singular and plural nouns (dog/dogs).
- 1.6.8 Spell correctly three- and four-letter words (can, will) and grade-level-appropriate sight words (red, fish).

Sourcebook Level 1, Unit 12 (pp. 79-84)

- 1.1.12 Use phonic and context clues as self-correction strategies when reading.
- 1.1.17 Read and understand root words (look) and their inflectional forms (looks, looked, looking).
- 1.1.18 Classify categories of words
- 1.1.7 Create and state a series of rhyming words.
- 1.6.3 Identify and correctly use singular and plural nouns (dog/dogs).
- 1.6.6 Correctly use periods (I am five.), exclamation points (Help!), and question marks (How old are you?) at the end of sentences.
- 1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun I.
- 1.6.8 Spell correctly three- and four-letter words (can, will) and grade-level-appropriate sight words (red, fish).

Sourcebook Level 1, Unit 13 (pp. 85-92)

- 1.1.5 Recognize different vowel sounds in orally stated single-syllable words.
- 1.1.6 Recognize that vowels' sounds can be represented by different letters.
- 1.1.7 Create and state a series of rhyming words.
- 1.1.8 Add, delete, or change sounds to change words.
- 1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
- 1.1.12 Use phonic and context clues as self-correction strategies when reading.
- 1.1.18 Classify categories of words
- 1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun I.
- 1.6.8 Spell correctly three- and four-letter words (can, will) and grade-level-appropriate sight words (red, fish).

Sourcebook Level 1, Unit 14 (pp. 93-98)

- 1.1.5 Recognize different vowel sounds in orally stated single-syllable words.
- 1.1.6 Recognize that vowels' sounds can be represented by different letters.
- 1.1.7 Create and state a series of rhyming words.
- 1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
- 1.1.12 Use phonic and context clues as self-correction strategies when reading.
- 1.1.16 Read and understand simple compound words (birthday, anything) and contractions (isn't, aren't, can't, won't).
- 1.1.17 Read and understand root words (look) and their inflectional forms (looks, looked, looking).
- 1.1.18 Classify categories of words
- 1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun I.
- 1.6.8 Spell correctly three- and four-letter words (can, will) and grade-level-appropriate sight words (red, fish).

Sourcebook Level 1, Unit 15 (pp. 99-104)

- 1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
- 1.1.7 Create and state a series of rhyming words.
- 1.1.9 Blend two to four phonemes (sounds) into recognizable words.
- 1.1.12 Use phonic and context clues as self-correction strategies when reading.
- 1.1.14 Read common word patterns (-ite, -ate).
- 1.1.18 Classify categories of words

- 1.6.6 Correctly use periods (I am five.), exclamation points (Help!), and question marks (How old are you?) at the end of sentences.
- 1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun I.
- 1.6.8 Spell correctly three- and four-letter words (can, will) and grade-level-appropriate sight words (red, fish).

Sourcebook Level 1, Unit 16 (pp. 105-112)

- 1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
- 1.1.5 Recognize different vowel sounds in orally stated single-syllable words.
- 1.1.6 Recognize that vowels' sounds can be represented by different letters.
- 1.1.7 Create and state a series of rhyming words.
- 1.1.9 Blend two to four phonemes (sounds) into recognizable words.
- 1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
- 1.1.12 Use phonic and context clues as self-correction strategies when reading.
- 1.1.13 Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
- 1.1.16 Read and understand simple compound words (birthday, anything) and contractions (isn't, aren't, can't, won't).
- 1.1.18 Classify categories of words
- 1.6.3 Identify and correctly use singular and plural nouns (dog/dogs).
- 1.6.8 Spell correctly three- and four-letter words (can, will) and grade-level-appropriate sight words (red, fish).

Sourcebook Level 1, Unit 17 (pp. 113-120)

- 1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
- 1.1.5 Recognize different vowel sounds in orally stated single-syllable words.
- 1.1.6 Recognize that vowels' sounds can be represented by different letters.
- 1.1.7 Create and state a series of rhyming words.
- 1.1.9 Blend two to four phonemes (sounds) into recognizable words.
- 1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
- 1.1.12 Use phonic and context clues as self-correction strategies when reading.

- 1.1.16 Read and understand simple compound words (birthday, anything) and contractions (isn't, aren't, can't, won't).
- 1.1.18 Classify categories of words
- 1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun I.
- 1.6.8 Spell correctly three- and four-letter words (can, will) and grade-level-appropriate sight words (red, fish).

Sourcebook Level 1, Unit 18 (pp. 121-126)

- 1.1.5 Recognize different vowel sounds in orally stated single-syllable words.
- 1.1.6 Recognize that vowels' sounds can be represented by different letters.
- 1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
- 1.1.12 Use phonic and context clues as self-correction strategies when reading.
- 1.1.17 Read and understand root words (look) and their inflectional forms (looks, looked, looking).
- 1.1.18 Classify categories of words
- 1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun I.
- 1.6.8 Spell correctly three- and four-letter words (can, will) and grade-level-appropriate sight words (red, fish).

Sourcebook Level 1, Unit 19 (pp. 127-134)

- 1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
- 1.1.5 Recognize different vowel sounds in orally stated single-syllable words.
- 1.1.6 Recognize that vowels' sounds can be represented by different letters.
- 1.1.9 Blend two to four phonemes (sounds) into recognizable words.
- 1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
- 1.1.12 Use phonic and context clues as self-correction strategies when reading.
- 1.1.13 Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
- 1.1.17 Read and understand root words (look) and their inflectional forms (looks, looked, looking).
- 1.1.18 Classify categories of words
- 1.6.6 Correctly use periods (I am five.), exclamation points (Help!), and question marks (How old are you?) at the end of sentences.

1.6.8 Spell correctly three- and four-letter words (can, will) and grade-level-appropriate sight words (red, fish).

Sourcebook Level 1, Unit 20 (pp. 135-142)

1.1.5 Recognize different vowel sounds in orally stated single-syllable words.

1.1.6 Recognize that vowels' sounds can be represented by different letters.

1.1.8 Add, delete, or change sounds to change words.

1.1.9 Blend two to four phonemes (sounds) into recognizable words.

1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.

1.1.12 Use phonic and context clues as self-correction strategies when reading.

1.1.13 Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).

1.1.17 Read and understand root words (look) and their inflectional forms (looks, looked, looking).

1.6.6 Correctly use periods (I am five.), exclamation points (Help!), and question marks (How old are you?) at the end of sentences.

1.6.8 Spell correctly three- and four-letter words (can, will) and grade-level-appropriate sight words (red, fish).

Sourcebook Level 1, Unit 21 (pp. 143-148)

1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).

1.1.9 Blend two to four phonemes (sounds) into recognizable words.

1.1.12 Use phonic and context clues as self-correction strategies when reading.

1.1.13 Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).

1.1.16 Read and understand simple compound words (birthday, anything) and contractions (isn't, aren't, can't, won't).

1.1.18 Classify categories of words

1.6.6 Correctly use periods (I am five.), exclamation points (Help!), and question marks (How old are you?) at the end of sentences.

1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun I.

1.6.8 Spell correctly three- and four-letter words (can, will) and grade-level-appropriate sight words (red, fish).

Sourcebook Level 2, Unit 1 (pp. 1-10)

- 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by: • distinguishing beginning, middle, and ending sounds in words. • rhyming words. • clearly pronouncing blends and vowel sounds.
- 2.1.2 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
- 2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation).
- 2.1.4 Recognize common abbreviations (Jan., Fri.).
- 2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).
- 2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
- 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 2.6.7 Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.
- 2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.
- 2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

Sourcebook Level 2, Unit 2 (pp. 11-20)

- 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by: • distinguishing beginning, middle, and ending sounds in words. • rhyming words. • clearly pronouncing blends and vowel sounds.
- 2.1.2 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
- 2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation).
- 2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).
- 2.1.10 Identify simple multiple-meaning words (change, duck).
- 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 2.6.7 Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.

- 2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.
- 2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

Sourcebook Level 2, Unit 3 (pp. 21-30)

- 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by: • distinguishing beginning, middle, and ending sounds in words. • rhyming words. • clearly pronouncing blends and vowel sounds.
- 2.1.2 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
- 2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation).
- 2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words (lunchtime, lunchroom, daydream, raindrop).
- 2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
- 2.1.10 Identify simple multiple-meaning words (change, duck).
- 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 2.6.7 Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.
- 2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.
- 2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

Sourcebook Level 2, Unit 4 (pp. 31-40)

- 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by: • distinguishing beginning, middle, and ending sounds in words. • rhyming words. • clearly pronouncing blends and vowel sounds.
- 2.1.2 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
- 2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation).
- 2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).

- 2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words (lunchtime, lunchroom, daydream, raindrop).
- 2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
- 2.1.10 Identify simple multiple-meaning words (change, duck).
- 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 2.6.7 Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.
- 2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.
- 2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

Sourcebook Level 2, Unit 5 (pp. 41-50)

- 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by: • distinguishing beginning, middle, and ending sounds in words. • rhyming words. • clearly pronouncing blends and vowel sounds.
- 2.1.2 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
- 2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation).
- 2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).
- 2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
- 2.1.10 Identify simple multiple-meaning words (change, duck).
- 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 2.6.7 Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.
- 2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.
- 2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

Sourcebook Level 2, Unit 6 (pp. 51-60)

- 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by: • distinguishing beginning, middle, and ending sounds in words. • rhyming words. • clearly pronouncing blends and vowel sounds.
- 2.1.2 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
- 2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation).
- 2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).
- 2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words (lunchtime, lunchroom, daydream, raindrop).
- 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 2.6.7 Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.
- 2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.
- 2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

Sourcebook Level 2, Unit 7 (pp. 61-70)

- 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by: • distinguishing beginning, middle, and ending sounds in words. • rhyming words. • clearly pronouncing blends and vowel sounds.
- 2.1.2 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
- 2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation).
- 2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
- 2.1.10 Identify simple multiple-meaning words (change, duck).
- 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 2.6.7 Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.
- 2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.
- 2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

Sourcebook Level 2, Unit 8 (pp. 71-80)

- 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by: • distinguishing beginning, middle, and ending sounds in words. • rhyming words. • clearly pronouncing blends and vowel sounds.
- 2.1.2 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
- 2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation).
- 2.1.4 Recognize common abbreviations (Jan., Fri.).
- 2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).
- 2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
- 2.1.10 Identify simple multiple-meaning words (change, duck).
- 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 2.6.7 Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.
- 2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.
- 2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

Sourcebook Level 2, Unit 9 (pp. 81-90)

- 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by: • distinguishing beginning, middle, and ending sounds in words. • rhyming words. • clearly pronouncing blends and vowel sounds.
- 2.1.2 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
- 2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation).
- 2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
- 2.1.10 Identify simple multiple-meaning words (change, duck).
- 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 2.6.7 Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.

- 2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.
- 2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

Sourcebook Level 2, Unit 10 (pp. 91-100)

- 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by: • distinguishing beginning, middle, and ending sounds in words. • rhyming words. • clearly pronouncing blends and vowel sounds.
- 2.1.2 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
- 2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation).
- 2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).
- 2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words (lunchtime, lunchroom, daydream, raindrop).
- 2.1.10 Identify simple multiple-meaning words (change, duck).
- 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 2.6.7 Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.
- 2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.
- 2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

Sourcebook Level 2, Unit 11 (pp. 101-110)

- 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by: • distinguishing beginning, middle, and ending sounds in words. • rhyming words. • clearly pronouncing blends and vowel sounds.
- 2.1.2 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
- 2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation).
- 2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).
- 2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
- 2.1.10 Identify simple multiple-meaning words (change, duck).

- 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 2.6.7 Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.
- 2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.
- 2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

Sourcebook Level 2, Unit 12 (pp. 111-120)

- 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by: • distinguishing beginning, middle, and ending sounds in words. • rhyming words. • clearly pronouncing blends and vowel sounds.
- 2.1.2 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
- 2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation).
- 2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).
- 2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words (lunchtime, lunchroom, daydream, raindrop).
- 2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
- 2.1.10 Identify simple multiple-meaning words (change, duck).
- 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 2.6.7 Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.
- 2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.
- 2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

Sourcebook Level 2, Unit 13 (pp. 121-130)

- 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by: • distinguishing beginning, middle, and ending sounds in words. • rhyming words. • clearly pronouncing blends and vowel sounds.
- 2.1.2 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.

- 2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation).
- 2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).
- 2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
- 2.1.10 Identify simple multiple-meaning words (change, duck).
- 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 2.6.7 Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.
- 2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.
- 2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

Sourcebook Level 2, Unit 14 (pp. 131-140)

- 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by: • distinguishing beginning, middle, and ending sounds in words. • rhyming words. • clearly pronouncing blends and vowel sounds.
- 2.1.2 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
- 2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation).
- 2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).
- 2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words (lunchtime, lunchroom, daydream, raindrop).
- 2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
- 2.1.10 Identify simple multiple-meaning words (change, duck).
- 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 2.6.7 Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.
- 2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.
- 2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

Sourcebook Level 2, Unit 15 (pp. 141-150)

- 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by: • distinguishing beginning, middle, and ending sounds in words. • rhyming words. • clearly pronouncing blends and vowel sounds.
- 2.1.2 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
- 2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation).
- 2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).
- 2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words (lunchtime, lunchroom, daydream, raindrop).
- 2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
- 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 2.6.7 Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.
- 2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.
- 2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

Sourcebook Level 2, Unit 16 (pp. 151-160)

- 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by: • distinguishing beginning, middle, and ending sounds in words. • rhyming words. • clearly pronouncing blends and vowel sounds.
- 2.1.2 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
- 2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation).
- 2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).
- 2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words (lunchtime, lunchroom, daydream, raindrop).
- 2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
- 2.1.10 Identify simple multiple-meaning words (change, duck).

- 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 2.6.7 Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.
- 2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.
- 2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

Sourcebook Level 2, Unit 17 (pp. 161-170)

- 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by: • distinguishing beginning, middle, and ending sounds in words. • rhyming words. • clearly pronouncing blends and vowel sounds.
- 2.1.2 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
- 2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation).
- 2.1.4 Recognize common abbreviations (Jan., Fri.).
- 2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).
- 2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words (lunchtime, lunchroom, daydream, raindrop).
- 2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
- 2.1.10 Identify simple multiple-meaning words (change, duck).
- 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 2.6.7 Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.
- 2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.
- 2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

Sourcebook Level 2, Unit 18 (pp. 171-180)

- 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by: • distinguishing beginning, middle, and ending sounds in words. • rhyming words. • clearly pronouncing blends and vowel sounds.

- 2.1.2 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
- 2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation).
- 2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).
- 2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words (lunchtime, lunchroom, daydream, raindrop).
- 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 2.6.7 Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.
- 2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.
- 2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

Sourcebook Level 2, Unit 19 (pp. 181-190)

- 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by: • distinguishing beginning, middle, and ending sounds in words. • rhyming words. • clearly pronouncing blends and vowel sounds.
- 2.1.2 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
- 2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation).
- 2.1.4 Recognize common abbreviations (Jan., Fri.).
- 2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).
- 2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
- 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 2.6.7 Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.
- 2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.
- 2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

Sourcebook Level 2, Unit 20 (pp. 191-200)

- 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by: • distinguishing beginning, middle, and ending sounds in words. • rhyming words. • clearly pronouncing blends and vowel sounds.
- 2.1.2 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
- 2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation).
- 2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).
- 2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
- 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 2.6.7 Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.
- 2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.
- 2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

Sourcebook Level 2, Unit 21 (pp. 201-210)

- 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by: • distinguishing beginning, middle, and ending sounds in words. • rhyming words. • clearly pronouncing blends and vowel sounds.
- 2.1.2 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
- 2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation).
- 2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).
- 2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
- 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 2.6.7 Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.
- 2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.

2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

Sourcebook Level 2, Unit 22 (pp. 211-220)

- 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by: • distinguishing beginning, middle, and ending sounds in words. • rhyming words. • clearly pronouncing blends and vowel sounds.
- 2.1.2 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
- 2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation).
- 2.1.4 Recognize common abbreviations (Jan., Fri.).
- 2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).
- 2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
- 2.1.10 Identify simple multiple-meaning words (change, duck).
- 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 2.6.7 Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.
- 2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.
- 2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

Sourcebook Level 2, Unit 23 (pp. 221-230)

- 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by: • distinguishing beginning, middle, and ending sounds in words. • rhyming words. • clearly pronouncing blends and vowel sounds.
- 2.1.2 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
- 2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation).
- 2.1.4 Recognize common abbreviations (Jan., Fri.).
- 2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).
- 2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words (lunchtime, lunchroom, daydream, raindrop).

- 2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
- 2.1.10 Identify simple multiple-meaning words (change, duck).
- 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 2.6.7 Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.
- 2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.
- 2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

Sourcebook Level 2, Unit 24 (pp. 231-240)

- 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by: • distinguishing beginning, middle, and ending sounds in words. • rhyming words. • clearly pronouncing blends and vowel sounds.
- 2.1.2 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
- 2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation).
- 2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
- 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 2.6.7 Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.
- 2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.
- 2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

Sourcebook Level 2, Unit 25 (pp. 241-250)

- 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by: • distinguishing beginning, middle, and ending sounds in words. • rhyming words. • clearly pronouncing blends and vowel sounds.

- 2.1.2 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
- 2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation).
- 2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).
- 2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words (lunchtime, lunchroom, daydream, raindrop).
- 2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
- 2.1.10 Identify simple multiple-meaning words (change, duck).
- 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 2.6.7 Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.
- 2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.
- 2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

Sourcebook Level 2, Unit 26 (pp. 251-260)

- 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by: • distinguishing beginning, middle, and ending sounds in words. • rhyming words. • clearly pronouncing blends and vowel sounds.
- 2.1.2 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
- 2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation).
- 2.1.4 Recognize common abbreviations (Jan., Fri.).
- 2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).
- 2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words (lunchtime, lunchroom, daydream, raindrop).
- 2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
- 2.1.10 Identify simple multiple-meaning words (change, duck).
- 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 2.6.7 Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.

- 2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.
- 2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

Sourcebook Level 2, Unit 27 (pp. 261-270)

- 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by: • distinguishing beginning, middle, and ending sounds in words. • rhyming words. • clearly pronouncing blends and vowel sounds.
- 2.1.2 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
- 2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation).
- 2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).
- 2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words (lunchtime, lunchroom, daydream, raindrop).
- 2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
- 2.1.10 Identify simple multiple-meaning words (change, duck).
- 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 2.6.7 Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.
- 2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.
- 2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

Sourcebook Level 3, Unit 1 (pp. 1-10)

- 3.1.2 Read words with several syllables.
- 3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).
- 3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.
- 3.1.9 Identify more difficult multiple-meaning words (such as puzzle or fire).

3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

3.6.9 Arrange words in alphabetical order.

Sourcebook Level 3, Unit 2 (pp. 11-20)

3.1.2 Read words with several syllables.

3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).

3.1.7 Use a dictionary to learn the meaning and pronunciation of unknown words.

3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.

3.1.9 Identify more difficult multiple-meaning words (such as puzzle or fire).

3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

Sourcebook Level 3, Unit 3 (pp. 21-30)

3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).

3.1.9 Identify more difficult multiple-meaning words (such as puzzle or fire).

3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

Sourcebook Level 3, Unit 4 (pp. 31-40)

3.1.2 Read words with several syllables.

3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).

3.1.9 Identify more difficult multiple-meaning words (such as puzzle or fire).

3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

Sourcebook Level 3, Unit 5 (pp. 41-50)

- 3.1.2 Read words with several syllables.
- 3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).
- 3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.
- 3.1.9 Identify more difficult multiple-meaning words (such as puzzle or fire).
- 3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 3.6.9 Arrange words in alphabetical order.

Sourcebook Level 3, Unit 6 (pp. 51-60)

- 3.1.2 Read words with several syllables.
- 3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).
- 3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 3.6.9 Arrange words in alphabetical order.

Sourcebook Level 3, Unit 7 (pp. 61-70)

- 3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).
- 3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.
- 3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 3.6.9 Arrange words in alphabetical order.

Sourcebook Level 3, Unit 8 (pp. 71-80)

- 3.1.2 Read words with several syllables.
- 3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).
- 3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.
- 3.1.9 Identify more difficult multiple-meaning words (such as puzzle or fire).
- 3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 3.6.9 Arrange words in alphabetical order.

Sourcebook Level 3, Unit 9 (pp. 81-90)

- 3.1.2 Read words with several syllables.
- 3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).
- 3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.
- 3.1.9 Identify more difficult multiple-meaning words (such as puzzle or fire).
- 3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

Sourcebook Level 3, Unit 10 (pp. 91-100)

- 3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).
- 3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.
- 3.1.9 Identify more difficult multiple-meaning words (such as puzzle or fire).
- 3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

3.6.9 Arrange words in alphabetical order.

Sourcebook Level 3, Unit 11 (pp. 101-110)

- 3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).
- 3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.
- 3.1.9 Identify more difficult multiple-meaning words (such as puzzle or fire).
- 3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

Sourcebook Level 3, Unit 12 (pp. 111-120)

- 3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).
- 3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.
- 3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

Sourcebook Level 3, Unit 13 (pp. 121-130)

- 3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).
- 3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.
- 3.1.9 Identify more difficult multiple-meaning words (such as puzzle or fire).
- 3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

Sourcebook Level 3, Unit 14 (pp. 131-140)

- 3.1.2 Read words with several syllables.
- 3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).
- 3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.
- 3.1.9 Identify more difficult multiple-meaning words (such as puzzle or fire).
- 3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

Sourcebook Level 3, Unit 15 (pp. 141-150)

- 3.1.2 Read words with several syllables.
- 3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).
- 3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.
- 3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

Sourcebook Level 3, Unit 16 (pp. 151-160)

- 3.1.2 Read words with several syllables.
- 3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).
- 3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.
- 3.1.9 Identify more difficult multiple-meaning words (such as puzzle or fire).
- 3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

Sourcebook Level 3, Unit 17 (pp. 161-170)

- 3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).
- 3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.
- 3.1.9 Identify more difficult multiple-meaning words (such as puzzle or fire).
- 3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 3.6.9 Arrange words in alphabetical order.

Sourcebook Level 3, Unit 18 (pp. 171-180)

- 3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).
- 3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.
- 3.1.9 Identify more difficult multiple-meaning words (such as puzzle or fire).
- 3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 3.6.9 Arrange words in alphabetical order.

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

- 3.1.2 Read words with several syllables.
- 3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).
- 3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.

3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

3.6.9 Arrange words in alphabetical order.

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

3.1.2 Read words with several syllables.

3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).

3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.

3.1.9 Identify more difficult multiple-meaning words (such as puzzle or fire).

3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

3.6.9 Arrange words in alphabetical order.

Sourcebook Level 3, Unit 21 (pp. 201-210)

3.1.2 Read words with several syllables.

3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).

3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.

3.1.9 Identify more difficult multiple-meaning words (such as puzzle or fire).

3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

3.6.9 Arrange words in alphabetical order.

Sourcebook Level 3, Unit 22 (pp. 211-220)

3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).

- 3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.
- 3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

Sourcebook Level 3, Unit 23 (pp. 221-230)

- 3.1.2 Read words with several syllables.
- 3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).
- 3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.
- 3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

Sourcebook Level 3, Unit 24 (pp. 231-240)

- 3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).
- 3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.
- 3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 3.6.9 Arrange words in alphabetical order.

Sourcebook Level 3, Unit 25 (pp. 241-250)

- 3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).

- 3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.
- 3.1.9 Identify more difficult multiple-meaning words (such as puzzle or fire).
- 3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

Sourcebook Level 3, Unit 26 (pp. 251-260)

- 3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).
- 3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.
- 3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 3.6.9 Arrange words in alphabetical order.

Sourcebook Level 3, Unit 27 (pp. 261-270)

- 3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).
- 3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.
- 3.1.9 Identify more difficult multiple-meaning words (such as puzzle or fire).
- 3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 3.6.9 Arrange words in alphabetical order.

Sourcebook Level 3, Unit 28 (pp. 271-280)

- 3.1.2 Read words with several syllables.
- 3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the

same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).

- 3.1.7 Use a dictionary to learn the meaning and pronunciation of unknown words.
- 3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.
- 3.1.9 Identify more difficult multiple-meaning words (such as puzzle or fire).
- 3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 3.6.9 Arrange words in alphabetical order.

Sourcebook Level 3, Unit 29 (pp. 281-290)

- 3.1.2 Read words with several syllables.
- 3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).
- 3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.
- 3.1.9 Identify more difficult multiple-meaning words (such as puzzle or fire).
- 3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

Sourcebook Level 3, Unit 30 (pp. 291-300)

- 3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).
- 3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.
- 3.1.9 Identify more difficult multiple-meaning words (such as puzzle or fire).
- 3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

Sourcebook Level 3, Unit 31 (pp. 301-310)

- 3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).
- 3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.
- 3.1.9 Identify more difficult multiple-meaning words (such as puzzle or fire).
- 3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

Sourcebook Level 3, Unit 32 (pp. 311-320)

- 3.1.2 Read words with several syllables.
- 3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).
- 3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.
- 3.1.9 Identify more difficult multiple-meaning words (such as puzzle or fire).
- 3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 3.6.9 Arrange words in alphabetical order.

Sourcebook Level 3, Unit 33 (pp. 321-330)

- 3.1.2 Read words with several syllables.
- 3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).
- 3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.
- 3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

Sourcebook Level 4, Unit 1 (pp. 1-10)

- 4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.
- 4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 2 (pp. 11-20)

- 4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.
- 4.1.6 Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word).
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 3 (pp. 21-30)

- 4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.
- 4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.

- 4.1.6 Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word).
- 4.1.7 Use context to determine the meaning of unknown words.
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 4 (pp. 31-40)

- 4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 5 (pp. 41-50)

- 4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.
- 4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.
- 4.1.6 Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word).
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 6 (pp. 51-60)

- 4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.
- 4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 7 (pp. 61-70)

- 4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.
- 4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.
- 4.1.6 Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word).
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 8 (pp. 71-80)

- 4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.

- 4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.
- 4.1.6 Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word).
- 4.3.5 Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works. • Simile: a comparison that uses like or as • Metaphor: an implied comparison • Hyperbole: an exaggeration for effect • Personification: a description that represents a thing as a person
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 9 (pp. 81-90)

- 4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.
- 4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.
- 4.1.6 Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word).
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 10 (pp. 91-100)

- 4.1.4 Use common roots (meter = measure) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).
- 4.1.6 Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word).
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.

4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 11 (pp. 101-110)

4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.

4.1.6 Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word).

4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.

4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 12 (pp. 111-120)

4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.

4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.

4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.

4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 13 (pp. 121-130)

4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings

of the words in the expression, such as couch potato) to determine the meaning of words and phrases.

- 4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 14 (pp. 131-140)

- 4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.
- 4.1.4 Use common roots (meter = measure) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).
- 4.1.6 Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word).
- 4.3.5 Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works. • Simile: a comparison that uses like or as • Metaphor: an implied comparison • Hyperbole: an exaggeration for effect • Personification: a description that represents a thing as a person
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 15 (pp. 141-150)

- 4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.
- 4.1.6 Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word).
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.

4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 16 (pp. 151-160)

4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.

4.1.4 Use common roots (meter = measure) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).

4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.

4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 17 (pp. 161-170)

4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.

4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.

4.1.6 Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word).

4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.

4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 18 (pp. 171-180)

4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different

meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.

- 4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 19 (pp. 181-190)

- 4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.
- 4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.
- 4.3.5 Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works. • Simile: a comparison that uses like or as • Metaphor: an implied comparison • Hyperbole: an exaggeration for effect • Personification: a description that represents a thing as a person
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 20 (pp. 191-200)

- 4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.
- 4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.

- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 21 (pp. 201-210)

- 4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.
- 4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.
- 4.1.6 Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word).
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 22 (pp. 211-220)

- 4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.
- 4.1.6 Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word).
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 23 (pp. 221-230)

- 4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.
- 4.1.4 Use common roots (meter = measure) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).
- 4.1.6 Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word).
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 24 (pp. 231-240)

- 4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.
- 4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.
- 4.1.6 Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word).
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 25 (pp. 241-250)

- 4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.
- 4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.

- 4.1.6 Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word).
- 4.3.5 Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works. • Simile: a comparison that uses like or as • Metaphor: an implied comparison • Hyperbole: an exaggeration for effect • Personification: a description that represents a thing as a person
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 26 (pp. 251-260)

- 4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.
- 4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.
- 4.1.6 Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word).
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 27 (pp. 261-270)

- 4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.
- 4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.

- 4.1.6 Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word).
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 28 (pp. 271-280)

- 4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.
- 4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 29 (pp. 281-290)

- 4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.
- 4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.
- 4.1.4 Use common roots (meter = measure) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser),

suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 30 (pp. 291-300)

- 4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.
- 4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.
- 4.1.4 Use common roots (meter = measure) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).
- 4.1.6 Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word).
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 31 (pp. 301-310)

- 4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.
- 4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.
- 4.1.4 Use common roots (meter = measure) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).
- 4.1.6 Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word).
- 4.3.5 Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works. • Simile: a comparison that uses like or as • Metaphor: an implied comparison • Hyperbole: an exaggeration for effect • Personification: a description that represents a thing as a person

- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 32 (pp. 311-320)

- 4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.
- 4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.
- 4.1.4 Use common roots (meter = measure) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 4, Unit 33 (pp. 321-330)

- 4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.
- 4.1.4 Use common roots (meter = measure) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).

Sourcebook Level 5, Unit 1 (pp. 1-9)

- 5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).
- 5.1.4 Know less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology).
- 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- 5.6.6 Use correct capitalization.
- 5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 2 (pp. 10-18)

- 5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).
- 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- 5.6.6 Use correct capitalization.
- 5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 3 (pp. 19-27)

- 5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).
- 5.1.4 Know less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology).
- 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- 5.6.6 Use correct capitalization.
- 5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 4 (pp. 28-36)

- 5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).
- 5.1.4 Know less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology).
- 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- 5.6.6 Use correct capitalization.
- 5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 5 (pp. 37-45)

- 5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).
- 5.1.4 Know less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology).
- 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- 5.6.6 Use correct capitalization.
- 5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 6 (pp. 46-54)

- 5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).
- 5.1.4 Know less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology).
- 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- 5.6.6 Use correct capitalization.

5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 7 (pp. 55-63)

5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).

5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.

5.6.6 Use correct capitalization.

5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 8 (pp. 64-72)

5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).

5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.

5.6.6 Use correct capitalization.

5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 9 (pp. 73-81)

5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).

5.1.4 Know less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology).

5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.

5.6.6 Use correct capitalization.

5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 10 (pp. 82-90)

5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).

5.1.4 Know less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology).

5.1.6 Understand unknown words by using word, sentence, and paragraph clues to determine meaning.

5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.

5.6.6 Use correct capitalization.

5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 11 (pp. 91-99)

5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).

5.1.6 Understand unknown words by using word, sentence, and paragraph clues to determine meaning.

5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.

5.6.6 Use correct capitalization.

5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 12 (pp. 100-108)

5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).

- 5.1.4 Know less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology).
- 5.1.5 Understand and explain the figurative use of words in similes (comparisons that use like or as: The stars were like a million diamonds in the sky.) and metaphors (implied comparisons: The stars were brilliant diamonds in the night sky.).
- 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- 5.6.6 Use correct capitalization.
- 5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 13 (pp. 109-117)

- 5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).
- 5.1.4 Know less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology).
- 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- 5.6.6 Use correct capitalization.
- 5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 14 (pp. 118-126)

- 5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).
- 5.1.4 Know less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology).
- 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- 5.6.6 Use correct capitalization.

5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 15 (pp. 127-135)

5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).

5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.

5.6.6 Use correct capitalization.

5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 16 (pp. 136-144)

5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).

5.1.4 Know less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology).

5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.

5.6.6 Use correct capitalization.

5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 17 (pp. 145-153)

5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).

5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.

5.6.6 Use correct capitalization.

5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 18 (pp. 154-162)

5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).

5.1.5 Understand and explain the figurative use of words in similes (comparisons that use like or as: The stars were like a million diamonds in the sky.) and metaphors (implied comparisons: The stars were brilliant diamonds in the night sky.).

5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.

5.6.6 Use correct capitalization.

5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 19 (pp. 163-175)

5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).

5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.

5.6.6 Use correct capitalization.

5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 20 (pp. 176-180)

5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).

5.1.4 Know less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology).

- 5.1.5 Understand and explain the figurative use of words in similes (comparisons that use like or as: The stars were like a million diamonds in the sky.) and metaphors (implied comparisons: The stars were brilliant diamonds in the night sky.).
- 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- 5.6.6 Use correct capitalization.
- 5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 21 (pp. 181-189)

- 5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).
- 5.1.4 Know less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology).
- 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- 5.6.6 Use correct capitalization.
- 5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 22 (pp. 190-198)

- 5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).
- 5.1.4 Know less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology).
- 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- 5.6.6 Use correct capitalization.
- 5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 23 (pp. 199-207)

- 5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).
- 5.1.4 Know less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology).
- 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- 5.6.6 Use correct capitalization.
- 5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 24 (pp. 208-216)

- 5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).
- 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- 5.6.6 Use correct capitalization.
- 5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 25 (pp. 217-225)

- 5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).
- 5.1.4 Know less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology).
- 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- 5.6.6 Use correct capitalization.
- 5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 26 (pp. 226-234)

- 5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).
- 5.1.5 Understand and explain the figurative use of words in similes (comparisons that use like or as: The stars were like a million diamonds in the sky.) and metaphors (implied comparisons: The stars were brilliant diamonds in the night sky.).
- 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- 5.6.6 Use correct capitalization.
- 5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 27 (pp. 235-243)

- 5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).
- 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- 5.6.6 Use correct capitalization.
- 5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 28 (pp. 244-252)

- 5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).
- 5.1.4 Know less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology).
- 5.1.5 Understand and explain the figurative use of words in similes (comparisons that use like or as: The stars were like a million diamonds in the sky.) and metaphors (implied comparisons: The stars were brilliant diamonds in the night sky.).

- 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- 5.6.6 Use correct capitalization.
- 5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 29 (pp. 253-261)

- 5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).
- 5.1.4 Know less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology).
- 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- 5.6.6 Use correct capitalization.
- 5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 30 (pp. 262-270)

- 5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).
- 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- 5.6.6 Use correct capitalization.
- 5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 31 (pp. 271-279)

- 5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).

- 5.1.4 Know less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology).
- 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- 5.6.6 Use correct capitalization.
- 5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 32 (pp. 280-288)

- 5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).
- 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- 5.6.6 Use correct capitalization.
- 5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 33 (pp. 289-297)

- 5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).
- 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- 5.6.6 Use correct capitalization.
- 5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 34 (pp. 298-306)

- 5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).

- 5.1.4 Know less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology).
- 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- 5.6.6 Use correct capitalization.
- 5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 5, Unit 35 (pp. 307-315)

- 5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).
- 5.1.4 Know less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology).
- 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- 5.6.6 Use correct capitalization.
- 5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Sourcebook Level 6, Unit 1 (pp. 1-9)

- 6.1.2 Identify and interpret figurative language (including similes, comparisons that use like or as, and metaphors, implied comparisons) and words with multiple meanings.
- 6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.6.4 Use correct capitalization.
- 6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 2 (pp. 10-18)

- 6.1.2 Identify and interpret figurative language (including similes, comparisons that use like or as, and metaphors, implied comparisons) and words with multiple meanings.
- 6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.6.4 Use correct capitalization.
- 6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 3 (pp. 19-27)

- 6.1.2 Identify and interpret figurative language (including similes, comparisons that use like or as, and metaphors, implied comparisons) and words with multiple meanings.
- 6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.6.4 Use correct capitalization.
- 6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 4 (pp. 28-36)

- 6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.6.4 Use correct capitalization.
- 6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 5 (pp. 37-45)

- 6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.6.4 Use correct capitalization.

6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 6 (pp. 46-54)

6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.

6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.

6.6.4 Use correct capitalization.

6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 7 (pp. 55-63)

6.1.2 Identify and interpret figurative language (including similes, comparisons that use like or as, and metaphors, implied comparisons) and words with multiple meanings.

6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.

6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.

6.6.4 Use correct capitalization.

6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 8 (pp. 64-72)

6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.

6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.

6.6.4 Use correct capitalization.

6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 9 (pp. 73-81)

6.1.2 Identify and interpret figurative language (including similes, comparisons that use like or as, and metaphors, implied comparisons) and words with multiple meanings.

- 6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.6.4 Use correct capitalization.
- 6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 10 (pp. 82-90)

- 6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.6.4 Use correct capitalization.
- 6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 11 (pp. 91-99)

- 6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.6.4 Use correct capitalization.
- 6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 12 (pp. 100-108)

- 6.1.2 Identify and interpret figurative language (including similes, comparisons that use like or as, and metaphors, implied comparisons) and words with multiple meanings.
- 6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.6.4 Use correct capitalization.
- 6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 13 (pp. 109-117)

- 6.1.2 Identify and interpret figurative language (including similes, comparisons that use like or as, and metaphors, implied comparisons) and words with multiple meanings.
- 6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.6.4 Use correct capitalization.
- 6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 14 (pp. 118-126)

- 6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.6.4 Use correct capitalization.
- 6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 15 (pp. 127-135)

- 6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.6.4 Use correct capitalization.
- 6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 16 (pp. 136-144)

- 6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.6.4 Use correct capitalization.

6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 17 (pp. 145-153)

6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.

6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.

6.6.4 Use correct capitalization.

6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 18 (pp. 154-162)

6.1.2 Identify and interpret figurative language (including similes, comparisons that use like or as, and metaphors, implied comparisons) and words with multiple meanings.

6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.

6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.

6.6.4 Use correct capitalization.

6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 19 (pp. 163-171)

6.1.2 Identify and interpret figurative language (including similes, comparisons that use like or as, and metaphors, implied comparisons) and words with multiple meanings.

6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.

6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.

6.6.4 Use correct capitalization.

6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 20 (pp. 172-180)

- 6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.6.4 Use correct capitalization.
- 6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 21 (pp. 181-189)

- 6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.6.4 Use correct capitalization.
- 6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 22 (pp. 190-198)

- 6.1.2 Identify and interpret figurative language (including similes, comparisons that use like or as, and metaphors, implied comparisons) and words with multiple meanings.
- 6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.6.4 Use correct capitalization.
- 6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 23 (pp. 199-207)

- 6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.6.4 Use correct capitalization.
- 6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 24 (pp. 208-216)

- 6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.6.4 Use correct capitalization.
- 6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 25 (pp. 217-225)

- 6.1.2 Identify and interpret figurative language (including similes, comparisons that use like or as, and metaphors, implied comparisons) and words with multiple meanings.
- 6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.6.4 Use correct capitalization.
- 6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 26 (pp. 226-234)

- 6.1.2 Identify and interpret figurative language (including similes, comparisons that use like or as, and metaphors, implied comparisons) and words with multiple meanings.
- 6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.6.4 Use correct capitalization.
- 6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 27 (pp. 235-243)

- 6.1.2 Identify and interpret figurative language (including similes, comparisons that use like or as, and metaphors, implied comparisons) and words with multiple meanings.

- 6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.6.4 Use correct capitalization.
- 6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 28 (pp. 244-252)

- 6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.6.4 Use correct capitalization.
- 6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 29 (pp. 253-261)

- 6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.6.4 Use correct capitalization.
- 6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 30 (pp. 262-270)

- 6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.6.4 Use correct capitalization.
- 6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 31 (pp. 271-279)

- 6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.6.4 Use correct capitalization.
- 6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 32 (pp. 280-289)

- 6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.6.4 Use correct capitalization.
- 6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 33 (pp. 289-297)

- 6.1.2 Identify and interpret figurative language (including similes, comparisons that use like or as, and metaphors, implied comparisons) and words with multiple meanings.
- 6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.6.4 Use correct capitalization.
- 6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 34 (pp. 298-306)

- 6.1.2 Identify and interpret figurative language (including similes, comparisons that use like or as, and metaphors, implied comparisons) and words with multiple meanings.
- 6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.6.4 Use correct capitalization.

6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

Sourcebook Level 6, Unit 35 (pp. 307-315)

6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.

6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.

6.6.4 Use correct capitalization.

6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).