Correlated to:
Massachusetts Language Arts Standards

Sourcebook Level 1, Unit 1 (pp. 1-6)
- understanding and applying rules for capitalization at the beginning of a sentence, for names and places ("Janet," "I," "George Washington," "Springfield"), and capitalization and commas in dates ("February 24, 2001");
- use correct standard English mechanics such as - printing upper- and lower-case letters legibly and using them to make words;
- using correct spelling of sight and/or spelling words
- know the order of the letters in the alphabet;
- recognize that there are correct spellings for words;
- use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
- generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words
- apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
- decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
- read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 1, Unit 2 (pp. 7-12)
- understanding and applying rules for capitalization at the beginning of a sentence, for names and places ("Janet," "I," "George Washington," "Springfield"), and capitalization and commas in dates ("February 24, 2001");
- use correct standard English mechanics such as - printing upper- and lower-case letters legibly and using them to make words;
- using appropriate end marks such as periods and question marks.
- using correct spelling of sight and/or spelling words
- recognize that there are correct spellings for words;
- use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
- generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words
- apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 1, Unit 3 (pp. 13-20)
• understanding and applying rules for capitalization at the beginning of a sentence, for names and places ("Janet," "I," "George Washington," "Springfield"), and capitalization and commas in dates ("February 24, 2001");
• use correct standard English mechanics such as - printing upper- and lower-case letters legibly and using them to make words;
• using appropriate end marks such as periods and question marks.
• using correct spelling of sight and/or spelling words
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 1, Unit 4 (pp. 21-26)
• understanding and applying rules for capitalization at the beginning of a sentence, for names and places ("Janet," "I," "George Washington," "Springfield"), and capitalization and commas in dates ("February 24, 2001");
• use correct standard English mechanics such as - printing upper- and lower-case letters legibly and using them to make words;
• using correct spelling of sight and/or spelling words
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words
• know and use more difficult word families (-ought) and known words to decode unknown words
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 1, Unit 5 (pp. 27-34)
• understanding and applying rules for capitalization at the beginning of a sentence, for names and places ("Janet," "I," "George Washington," "Springfield"), and capitalization and commas in dates ("February 24, 2001");
• use correct standard English mechanics such as - printing upper- and lower-case letters legibly and using them to make words;
• using correct spelling of sight and/or spelling words
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 1, Unit 6 (pp. 35-40)
• understanding and applying rules for capitalization at the beginning of a sentence, for names and places ("Janet," "I," "George Washington," "Springfield"), and capitalization and commas in dates ("February 24, 2001");
• use correct standard English mechanics such as - printing upper- and lower-case letters legibly and using them to make words;
• using correct spelling of sight and/or spelling words
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words
• know and use more difficult word families (-ought) and known words to decode unknown words
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 1, Unit 7 (pp. 41-48)
• understanding and applying rules for capitalization at the beginning of a sentence, for names and places ("Janet," "I," "George Washington," "Springfield"), and capitalization and commas in dates ("February 24, 2001");
• use correct standard English mechanics such as - printing upper- and lower-case letters legibly and using them to make words;
• using correct spelling of sight and/or spelling words
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 1, Unit 8 (pp. 49-56)
• use correct standard English mechanics such as - printing upper- and lower-case letters legibly and using them to make words;
• using appropriate end marks such as periods and question marks.
• using correct spelling of sight and/or spelling words
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 1, Unit 9 (pp. 57-62)
• understanding and applying rules for capitalization at the beginning of a sentence, for names and places ("Janet," "I," "George Washington," "Springfield"), and capitalization and commas in dates ("February 24, 2001");
• use correct standard English mechanics such as - printing upper- and lower-case letters legibly and using them to make words;
• using appropriate end marks such as periods and question marks.
• using correct spelling of sight and/or spelling words
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words
• know and use more difficult word families (-ought) and known words to decode unknown words
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 1, Unit 10 (pp. 63-70)
• use correct standard English mechanics such as - printing upper- and lower-case letters legibly and using them to make words;
• using correct spelling of sight and/or spelling words
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 1, Unit 11 (pp. 71-78)
• use correct standard English mechanics such as - printing upper- and lower-case letters legibly and using them to make words;
• using correct spelling of sight and/or spelling words
• know the order of the letters in the alphabet;
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 1, Unit 12 (pp. 79-84)
• understanding and applying rules for capitalization at the beginning of a sentence, for names and places ("Janet," "I," "George Washington," "Springfield"), and capitalization and commas in dates ("February 24, 2001");
• use correct standard English mechanics such as - printing upper- and lower-case letters legibly and using them to make words;
• using appropriate end marks such as periods and question marks.
• using correct spelling of sight and/or spelling words
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 1, Unit 13 (pp. 85-92)
• understanding and applying rules for capitalization at the beginning of a sentence, for names and places ("Janet," "I," "George Washington," "Springfield"), and capitalization and commas in dates ("February 24, 2001");
• use correct standard English mechanics such as - printing upper- and lower-case letters legibly and using them to make words;
• using correct spelling of sight and/or spelling words
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 1, Unit 14 (pp. 93-98)
• understanding and applying rules for capitalization at the beginning of a sentence, for names and places ("Janet," "I," "George Washington," "Springfield"), and capitalization and commas in dates ("February 24, 2001");
• use correct standard English mechanics such as - printing upper- and lower-case letters legibly and using them to make words;
• using correct spelling of sight and/or spelling words
• know the order of the letters in the alphabet;
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 1, Unit 15 (pp. 99-104)
• understanding and applying rules for capitalization at the beginning of a sentence, for names and places ("Janet," "I," "George Washington," "Springfield"), and capitalization and commas in dates ("February 24, 2001");
• use correct standard English mechanics such as - printing upper- and lower-case letters legibly and using them to make words;
• using appropriate end marks such as periods and question marks.
• using correct spelling of sight and/or spelling words
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words
• know and use more difficult word families (-ought) and known words to decode unknown words
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 1, Unit 16 (pp. 105-112)
• use correct standard English mechanics such as - printing upper- and lower-case letters legibly and using them to make words;
• using correct spelling of sight and/or spelling words
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 1, Unit 17 (pp. 113-120)
• understanding and applying rules for capitalization at the beginning of a sentence, for names and places ("Janet," "I," "George Washington," "Springfield"), and capitalization and commas in dates ("February 24, 2001");
• use correct standard English mechanics such as printing upper- and lower-case letters legibly and using them to make words;
• using correct spelling of sight and/or spelling words
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 1, Unit 18 (pp. 121-126)
• understanding and applying rules for capitalization at the beginning of a sentence, for names and places ("Janet," "I," "George Washington," "Springfield"), and capitalization and commas in dates ("February 24, 2001");
• use correct standard English mechanics such as printing upper- and lower-case letters legibly and using them to make words;
• using correct spelling of sight and/or spelling words
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 1, Unit 19 (pp. 127-134)
• use correct standard English mechanics such as - printing upper- and lower-case letters legibly and using them to make words;
• using appropriate end marks such as periods and question marks.
• using correct spelling of sight and/or spelling words
• know the order of the letters in the alphabet;
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 1, Unit 20 (pp. 135-142)
• use correct standard English mechanics such as - printing upper- and lower-case letters legibly and using them to make words;
• using appropriate end marks such as periods and question marks.
• using correct spelling of sight and/or spelling words
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words
apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
apply knowledge of letter patterns to identify syllables
decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
read accurately many irregularly spelled words, special vowel spellings, and common word endings;
read words with several syllables

Sourcebook Level 1, Unit 21 (pp. 143-148)
understanding and applying rules for capitalization at the beginning of a sentence, for names and places ("Janet," "I," "George Washington," "Springfield"), and capitalization and commas in dates ("February 24, 2001");
use correct standard English mechanics such as - printing upper- and lower-case letters legibly and using them to make words;
using appropriate end marks such as periods and question marks.
using correct spelling of sight and/or spelling words
recognize that there are correct spellings for words;
use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words
apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 2, Unit 1 (pp. 1-10)
using correct spelling of sight and/or spelling words
know the order of the letters in the alphabet
recognize that there are correct spellings for words;
use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 2, Unit 2 (pp. 11-20)
• using correct spelling of sight and/or spelling words
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
• recognize common irregularly spelled words by sight (have, said, where).
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 2, Unit 3 (pp. 21-30)
• using correct spelling of sight and/or spelling words
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
• recognize common irregularly spelled words by sight (have, said, where).
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 2, Unit 4 (pp. 31-40)
• using correct spelling of sight and/or spelling words
• know the order of the letters in the alphabet
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
• recognize common irregularly spelled words by sight (have, said, where).
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 2, Unit 5 (pp. 41-50)
• using correct spelling of sight and/or spelling words
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
• use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
• recognize common irregularly spelled words by sight (have, said, where).
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 2, Unit 6 (pp. 51-60)
• using correct spelling of sight and/or spelling words
• know the order of the letters in the alphabet
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
• use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
• recognize common irregularly spelled words by sight (have, said, where).
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 2, Unit 7 (pp. 61-70)
• using correct spelling of sight and/or spelling words
• know the order of the letters in the alphabet
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
• recognize common irregularly spelled words by sight (have, said, where).
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 2, Unit 8 (pp. 71-80)
• using correct spelling of sight and/or spelling words
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
• use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
• recognize common irregularly spelled words by sight (have, said, where).
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 2, Unit 9 (pp. 81-90)
• using correct spelling of sight and/or spelling words
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
• use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
• recognize common irregularly spelled words by sight (have, said, where).
• apply knowledge of letter patterns to identify syllables;
• read words with several syllables;
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 2, Unit 10 (pp. 91-100)
• using correct spelling of sight and/or spelling words
• know the order of the letters in the alphabet
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 2, Unit 11 (pp. 101-110)
• using correct spelling of sight and/or spelling words
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
• apply knowledge of letter patterns to identify syllables;
• read words with several syllables;
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 2, Unit 12 (pp. 111-120)
• using correct spelling of sight and/or spelling words
• know the order of the letters in the alphabet
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
• use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
• recognize common irregularly spelled words by sight (have, said, where).
• apply knowledge of letter patterns to identify syllables;
• read words with several syllables;
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 2, Unit 13 (pp. 121-130)
• using correct spelling of sight and/or spelling words
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
• use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
• recognize common irregularly spelled words by sight (have, said, where).
• apply knowledge of letter patterns to identify syllables;
• read words with several syllables;
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 2, Unit 14 (pp. 131-140)
• using correct spelling of sight and/or spelling words
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
• recognize common irregularly spelled words by sight (have, said, where).
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 2, Unit 15 (pp. 141-150)
• using correct spelling of sight and/or spelling words
• know the order of the letters in the alphabet
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
• use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 2, Unit 16 (pp. 151-160)
• using correct spelling of sight and/or spelling words
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
• recognize common irregularly spelled words by sight (have, said, where).
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 2, Unit 17 (pp. 161-170)
• using correct spelling of sight and/or spelling words
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
• use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 2, Unit 18 (pp. 171-180)
• using correct spelling of sight and/or spelling words
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
• recognize common irregularly spelled words by sight (have, said, where).
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 2, Unit 19 (pp. 181-190)
• using correct spelling of sight and/or spelling words
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
• use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
• recognize common irregularly spelled words by sight (have, said, where).
• apply knowledge of letter patterns to identify syllables;
• read words with several syllables;
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 2, Unit 20 (pp. 191-200)
• using correct spelling of sight and/or spelling words
• know the order of the letters in the alphabet
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
• use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
• apply knowledge of letter patterns to identify syllables;
• read words with several syllables;
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 2, Unit 21 (pp. 201-210)
• using correct spelling of sight and/or spelling words
• know the order of the letters in the alphabet
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
• recognize common irregularly spelled words by sight (have, said, where).
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 2, Unit 22 (pp. 211-220)
• using correct spelling of sight and/or spelling words
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
• recognize common irregularly spelled words by sight (have, said, where).
• apply knowledge of letter patterns to identify syllables;
• read words with several syllables;
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 2, Unit 23 (pp. 221-230)
• using correct spelling of sight and/or spelling words
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
• recognize common irregularly spelled words by sight (have, said, where).
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 2, Unit 24 (pp. 231-240)
• using correct spelling of sight and/or spelling words
• know the order of the letters in the alphabet
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
• recognize common irregularly spelled words by sight (have, said, where).
• apply knowledge of letter patterns to identify syllables;
• read words with several syllables;
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 2, Unit 25 (pp. 241-250)
• using correct spelling of sight and/or spelling words
• know the order of the letters in the alphabet
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
• recognize common irregularly spelled words by sight (have, said, where).
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 2, Unit 26 (pp. 251-260)
• using correct spelling of sight and/or spelling words
• know the order of the letters in the alphabet
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
• use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
• recognize common irregularly spelled words by sight (have, said, where).
• apply knowledge of letter patterns to identify syllables;
• read words with several syllables;
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 2, Unit 27 (pp. 261-270)
• using correct spelling of sight and/or spelling words
• know the order of the letters in the alphabet
• recognize that there are correct spellings for words;
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
• recognize common irregularly spelled words by sight (have, said, where).
• apply knowledge of letter patterns to identify syllables;
• read words with several syllables;
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

Sourcebook Level 3, Unit 1 (pp. 1-10)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 2 (pp. 11-20)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English
Sourcebook Level 3, Unit 3 (pp. 21-30)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 4 (pp. 31-40)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 5 (pp. 41-50)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 6 (pp. 51-60)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 7 (pp. 61-70)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 8 (pp. 71-80)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 9 (pp. 81-90)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 10 (pp. 91-100)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 11 (pp. 101-110)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 12 (pp. 111-120)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 13 (pp. 121-130)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).

• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 14 (pp. 131-140)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 15 (pp. 141-150)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 16 (pp. 151-160)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 17 (pp. 161-170)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 18 (pp. 171-180)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 19 (pp. 181-190)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 20 (pp. 191-200)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 21 (pp. 201-210)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 22 (pp. 211-220)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 23 (pp. 221-230)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 24 (pp. 231-240)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 25 (pp. 241-250)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 26 (pp. 251-260)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 27 (pp. 261-270)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 28 (pp. 271-280)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 29 (pp. 281-290)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 30 (pp. 291-300)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 31 (pp. 301-310)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 32 (pp. 311-320)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 3, Unit 33 (pp. 321-330)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English

Sourcebook Level 4, Unit 1 (pp. 1-10)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 2 (pp. 11-20)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 3 (pp. 21-30)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 4 (pp. 31-40)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 5 (pp. 41-50)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 6 (pp. 51-60)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 7 (pp. 61-70)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 8 (pp. 71-80)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 9 (pp. 81-90)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 10 (pp. 91-100)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 11 (pp. 101-110)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 12 (pp. 111-120)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 13 (pp. 121-130)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 14 (pp. 131-140)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 15 (pp. 141-150)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 16 (pp. 151-160)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 17 (pp. 161-170)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 18 (pp. 171-180)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 19 (pp. 181-190)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 20 (pp. 191-200)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 21 (pp. 201-210)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 22 (pp. 211-220)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 23 (pp. 221-230)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 24 (pp. 231-240)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 25 (pp. 241-250)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 26 (pp. 251-260)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 27 (pp. 261-270)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 28 (pp. 271-280)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 29 (pp. 281-290)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 30 (pp. 291-300)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 31 (pp. 301-310)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 32 (pp. 311-320)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 4, Unit 33 (pp. 321-330)
• use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
• use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
• spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).
• use letter-sound knowledge to decode written English.

Sourcebook Level 5, Unit 1 (pp. 1-9)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 2 (pp. 10-18)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 3 (pp. 19-27)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 4 (pp. 28-36)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.
Sourcebook Level 5, Unit 5 (pp. 37-45)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 6 (pp. 46-54)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 7 (pp. 55-63)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 8 (pp. 64-72)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 9 (pp. 73-81)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 10 (pp. 82-90)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.
fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 11 (pp. 91-99)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 12 (pp. 100-108)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 13 (pp. 109-117)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 14 (pp. 118-126)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 15 (pp. 127-135)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.
Sourcebook Level 5, Unit 16 (pp. 136-144)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 17 (pp. 145-153)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 18 (pp. 154-162)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 19 (pp. 163-175)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 20 (pp. 176-180)
• Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature.
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.
Sourcebook Level 5, Unit 21 (pp. 181-189)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 22 (pp. 190-198)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 23 (pp. 199-207)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 24 (pp. 208-216)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 25 (pp. 217-225)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 26 (pp. 226-234)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 27 (pp. 235-243)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 28 (pp. 244-252)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 29 (pp. 253-261)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 30 (pp. 262-270)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 31 (pp. 271-279)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of
fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 32 (pp. 280-288)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 33 (pp. 289-297)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 34 (pp. 298-306)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 5, Unit 35 (pp. 307-315)
• Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature.
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 1 (pp. 1-9)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of
fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 2 (pp. 10-18)
- use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 3 (pp. 19-27)
- use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 4 (pp. 28-36)
- use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 5 (pp. 37-45)
- use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 6 (pp. 46-54)
- use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.
Sourcebook Level 6, Unit 7 (pp. 55-63)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 8 (pp. 64-72)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 9 (pp. 73-81)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 10 (pp. 82-90)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 11 (pp. 91-99)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 13 (pp. 109-117)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 14 (pp. 118-126)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 15 (pp. 127-135)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 16 (pp. 136-144)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 17 (pp. 145-153)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of
fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 18 (pp. 154-162)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indents), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 19 (pp. 163-171)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indents), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 20 (pp. 172-180)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indents), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 21 (pp. 181-189)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indents), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 22 (pp. 190-198)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indents), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.
Sourcebook Level 6, Unit 23 (pp. 199-207)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 24 (pp. 208-216)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 25 (pp. 217-225)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 26 (pp. 226-234)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 27 (pp. 235-243)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 28 (pp. 244-252)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 29 (pp. 253-261)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 30 (pp. 262-270)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 31 (pp. 271-279)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 32 (pp. 280-289)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 33 (pp. 289-297)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of
fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 34 (pp. 298-306)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

Sourcebook Level 6, Unit 35 (pp. 307-315)
• use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.