

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

- R.CS.01.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others with teacher guidance.
- R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.01.02 recognize that words are composed of sounds blended together and carry meaning.
- R.WS.01.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.01.04 use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs th, ch, sh.
- R.WS.01.10 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
- W.GR.01.01 in the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I.
- W.PR.01.04 attempt to proofread and edit writing/pictures using appropriate resources including a word wall and a class-developed checklist, both individually and in groups.
- W.SP.01.01 in the context of writing, correctly spell frequently encountered one-syllable words from common word families.
- W.SP.01.02 in the context of writing, correctly spell less frequently encountered words using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists).

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

- R.CS.01.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others with teacher guidance.
- R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.01.02 recognize that words are composed of sounds blended together and carry meaning.
- R.WS.01.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
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- W.GR.01.01 in the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I.

- W.PR.01.04 attempt to proofread and edit writing/pictures using appropriate resources including a word wall and a class-developed checklist, both individually and in groups.
- W.SP.01.01 in the context of writing, correctly spell frequently encountered one-syllable words from common word families.
- W.SP.01.02 in the context of writing, correctly spell less frequently encountered words using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists).

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

- R.CS.01.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others with teacher guidance.
- R.WS.01.02 recognize that words are composed of sounds blended together and carry meaning.
- R.WS.01.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.01.10 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
- W.GR.01.01 in the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I.
- W.PR.01.04 attempt to proofread and edit writing/pictures using appropriate resources including a word wall and a class-developed checklist, both individually and in groups.
- W.SP.01.01 in the context of writing, correctly spell frequently encountered one-syllable words from common word families.
- W.SP.01.02 in the context of writing, correctly spell less frequently encountered words using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists).

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

- R.CS.01.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others with teacher guidance.
- R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.01.02 recognize that words are composed of sounds blended together and carry meaning.
- R.WS.01.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.01.04 use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs th, ch, sh.
- R.WS.01.10 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.

- W.GR.01.01 in the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I.
- W.PR.01.04 attempt to proofread and edit writing/pictures using appropriate resources including a word wall and a class-developed checklist, both individually and in groups.
- W.SP.01.01 in the context of writing, correctly spell frequently encountered one-syllable words from common word families.
- W.SP.01.02 in the context of writing, correctly spell less frequently encountered words using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists).

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

- R.CS.01.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others with teacher guidance.
- R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.01.02 recognize that words are composed of sounds blended together and carry meaning.
- R.WS.01.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.01.04 use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs th, ch, sh.
- R.WS.01.10 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
- W.GR.01.01 in the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I.
- W.PR.01.04 attempt to proofread and edit writing/pictures using appropriate resources including a word wall and a class-developed checklist, both individually and in groups.
- W.SP.01.01 in the context of writing, correctly spell frequently encountered one-syllable words from common word families.
- W.SP.01.02 in the context of writing, correctly spell less frequently encountered words using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists).

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

- R.CS.01.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others with teacher guidance.
- R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.01.02 recognize that words are composed of sounds blended together and carry meaning.
- R.WS.01.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.

- R.WS.01.04 use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs th, ch, sh.
- R.WS.01.10 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
- W.GR.01.01 in the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I.
- W.PR.01.04 attempt to proofread and edit writing/pictures using appropriate resources including a word wall and a class-developed checklist, both individually and in groups.
- W.SP.01.01 in the context of writing, correctly spell frequently encountered one-syllable words from common word families.
- W.SP.01.02 in the context of writing, correctly spell less frequently encountered words using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists).

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

- R.CS.01.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others with teacher guidance.
- R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.01.02 recognize that words are composed of sounds blended together and carry meaning.
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- W.GR.01.01 in the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I.
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- W.SP.01.02 in the context of writing, correctly spell less frequently encountered words using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists).

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

- R.CS.01.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others with teacher guidance.
- R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
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- W.SP.01.02 in the context of writing, correctly spell less frequently encountered words using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists).

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

- R.CS.01.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others with teacher guidance.
- R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.01.02 recognize that words are composed of sounds blended together and carry meaning.
- R.WS.01.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.01.04 use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs th, ch, sh.
- R.WS.01.10 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
- W.GR.01.01 in the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I.
- W.PR.01.04 attempt to proofread and edit writing/pictures using appropriate resources including a word wall and a class-developed checklist, both individually and in groups.
- W.SP.01.01 in the context of writing, correctly spell frequently encountered one-syllable words from common word families.

W.SP.01.02 in the context of writing, correctly spell less frequently encountered words using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists).

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

R.CS.01.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others with teacher guidance.

R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

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

R.CS.01.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others with teacher guidance.

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

R.CS.01.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others with teacher guidance.

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

R.CS.01.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others with teacher guidance.

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

- R.CS.01.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others with teacher guidance.
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Sourcebook Level 1, Unit 15 (pp. 99-104)

- R.CS.01.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others with teacher guidance.
- R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.01.02 recognize that words are composed of sounds blended together and carry meaning.
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- R.WS.01.10 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
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- W.SP.01.01 in the context of writing, correctly spell frequently encountered one-syllable words from common word families.
- W.SP.01.02 in the context of writing, correctly spell less frequently encountered words using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists).

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

- R.CS.01.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others with teacher guidance.
- R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.01.02 recognize that words are composed of sounds blended together and carry meaning.
- R.WS.01.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.01.04 use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs th, ch, sh.
- R.WS.01.10 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
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- W.SP.01.01 in the context of writing, correctly spell frequently encountered one-syllable words from common word families.
- W.SP.01.02 in the context of writing, correctly spell less frequently encountered words using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists).

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

- R.CS.01.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others with teacher guidance.
- R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

- R.WS.01.02 recognize that words are composed of sounds blended together and carry meaning.
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- R.WS.01.10 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
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- W.SP.01.01 in the context of writing, correctly spell frequently encountered one-syllable words from common word families.
- W.SP.01.02 in the context of writing, correctly spell less frequently encountered words using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists).

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

- R.CS.01.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others with teacher guidance.
- R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.01.02 recognize that words are composed of sounds blended together and carry meaning.
- R.WS.01.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.01.04 use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs th, ch, sh.
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- W.SP.01.02 in the context of writing, correctly spell less frequently encountered words using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists).

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

- R.CS.01.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others with teacher guidance.
- R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.01.02 recognize that words are composed of sounds blended together and carry meaning.
- R.WS.01.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.01.04 use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs th, ch, sh.
- R.WS.01.10 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
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- W.SP.01.01 in the context of writing, correctly spell frequently encountered one-syllable words from common word families.
- W.SP.01.02 in the context of writing, correctly spell less frequently encountered words using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists).

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

- R.CS.01.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others with teacher guidance.
- R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.01.02 recognize that words are composed of sounds blended together and carry meaning.
- R.WS.01.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.01.04 use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs th, ch, sh.
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Sourcebook Level 1, Unit 21 (pp. 143-148)

R.CS.01.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others with teacher guidance.

R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

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W.PR.01.04 attempt to proofread and edit writing/pictures using appropriate resources including a word wall and a class-developed checklist, both individually and in groups.

W.SP.01.01 in the context of writing, correctly spell frequently encountered one-syllable words from common word families.

W.SP.01.02 in the context of writing, correctly spell less frequently encountered words using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists).

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

R.CS.02.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.

R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning.  
Phonics

R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.

R.WS.02.04 use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: lettersound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue.

- R.WS.02.05 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.02.08 use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.
- R.WS.02.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.02.10 use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.
- R.WS.02.11 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
- W.GR.02.01 in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.
- W.PR.02.07 attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.
- W.SP.02.01 in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).

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

- R.CS.02.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning.  
Phonics
- R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.02.04 use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: lettersound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue.
- R.WS.02.05 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.02.08 use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a

basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.

- R.WS.02.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.02.10 use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.
- R.WS.02.11 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
- W.GR.02.01 in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.
- W.PR.02.07 attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.
- W.SP.02.01 in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).

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

- R.CS.02.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning.  
Phonics
- R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.02.04 use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: lettersound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue.
- R.WS.02.05 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.02.08 use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.
- R.WS.02.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

- R.WS.02.10 use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.
- R.WS.02.11 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
- W.GR.02.01 in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.
- W.PR.02.07 attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.
- W.SP.02.01 in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).

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

- R.CS.02.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning.  
Phonics
- R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.02.04 use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: lettersound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue.
- R.WS.02.05 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.02.08 use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.
- R.WS.02.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.02.10 use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.
- R.WS.02.11 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.

- W.GR.02.01 in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.
- W.PR.02.07 attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.
- W.SP.02.01 in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).

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

- R.CS.02.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning.  
Phonics
- R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.02.04 use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: lettersound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue.
- R.WS.02.05 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.02.08 use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.
- R.WS.02.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.02.10 use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.
- R.WS.02.11 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
- W.GR.02.01 in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.
- W.PR.02.07 attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.

W.SP.02.01 in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).

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

R.CS.02.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.

R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning.  
Phonics

R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.

R.WS.02.04 use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: lettersound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue.

R.WS.02.05 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.

R.WS.02.08 use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.

R.WS.02.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

R.WS.02.10 use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.

R.WS.02.11 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.

W.GR.02.01 in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.

W.PR.02.07 attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.

W.SP.02.01 in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).

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

- R.CS.02.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning.  
Phonics
- R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.02.04 use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: lettersound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue.
- R.WS.02.05 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.02.08 use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.
- R.WS.02.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.02.10 use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.
- R.WS.02.11 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
- W.GR.02.01 in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.
- W.PR.02.07 attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.
- W.SP.02.01 in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).

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

- R.CS.02.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

- R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning.  
Phonics
- R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.02.04 use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: lettersound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue.
- R.WS.02.05 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.02.08 use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.
- R.WS.02.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.02.10 use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.
- R.WS.02.11 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
- W.GR.02.01 in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.
- W.PR.02.07 attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.
- W.SP.02.01 in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).

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

- R.CS.02.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning.  
Phonics
- R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.02.04 use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: lettersound,

- onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue.
- R.WS.02.05 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.02.08 use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.
- R.WS.02.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.02.10 use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.
- R.WS.02.11 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
- W.GR.02.01 in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.
- W.PR.02.07 attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.
- W.SP.02.01 in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).

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

- R.CS.02.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning.  
Phonics
- R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.02.04 use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: lettersound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue.
- R.WS.02.05 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.

- R.WS.02.08 use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.
- R.WS.02.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.02.10 use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.
- R.WS.02.11 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
- W.GR.02.01 in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.
- W.PR.02.07 attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.
- W.SP.02.01 in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).

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

- R.CS.02.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning.  
Phonics
- R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.02.04 use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: lettersound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue.
- R.WS.02.05 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.02.08 use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.
- R.WS.02.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

- R.WS.02.10 use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.
- R.WS.02.11 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
- W.GR.02.01 in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.
- W.PR.02.07 attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.
- W.SP.02.01 in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).

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

- R.CS.02.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning.  
Phonics
- R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.02.04 use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: lettersound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue.
- R.WS.02.05 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.02.08 use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.
- R.WS.02.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.02.10 use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.
- R.WS.02.11 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.

- W.GR.02.01 in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.
- W.PR.02.07 attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.
- W.SP.02.01 in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).

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

- R.CS.02.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning.  
Phonics
- R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.02.04 use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: lettersound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue.
- R.WS.02.05 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.02.08 use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.
- R.WS.02.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.02.10 use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.
- R.WS.02.11 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
- W.GR.02.01 in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.
- W.PR.02.07 attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.

W.SP.02.01 in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).

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

R.CS.02.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.

R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning.  
Phonics

R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.

R.WS.02.04 use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: lettersound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue.

R.WS.02.05 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.

R.WS.02.08 use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.

R.WS.02.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

R.WS.02.10 use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.

R.WS.02.11 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.

W.GR.02.01 in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.

W.PR.02.07 attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.

W.SP.02.01 in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).

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

- R.CS.02.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning.  
Phonics
- R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.02.04 use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: lettersound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue.
- R.WS.02.05 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.02.08 use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.
- R.WS.02.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.02.10 use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.
- R.WS.02.11 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
- W.GR.02.01 in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.
- W.PR.02.07 attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.
- W.SP.02.01 in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).

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

- R.CS.02.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

- R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning.  
Phonics
- R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.02.04 use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: lettersound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue.
- R.WS.02.05 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.02.08 use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.
- R.WS.02.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.02.10 use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.
- R.WS.02.11 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
- W.GR.02.01 in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.
- W.PR.02.07 attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.
- W.SP.02.01 in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).

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

- R.CS.02.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning.  
Phonics
- R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.02.04 use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: lettersound,

- onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue.
- R.WS.02.05 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.02.08 use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.
- R.WS.02.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.02.10 use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.
- R.WS.02.11 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
- W.GR.02.01 in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.
- W.PR.02.07 attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.
- W.SP.02.01 in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).

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

- R.CS.02.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning.  
Phonics
- R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.02.04 use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: lettersound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue.
- R.WS.02.05 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.

- R.WS.02.08 use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.
- R.WS.02.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.02.10 use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.
- R.WS.02.11 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
- W.GR.02.01 in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.
- W.PR.02.07 attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.
- W.SP.02.01 in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).

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

- R.CS.02.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning.  
Phonics
- R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.02.04 use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: lettersound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue.
- R.WS.02.05 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.02.08 use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.
- R.WS.02.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

- R.WS.02.10 use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.
- R.WS.02.11 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
- W.GR.02.01 in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.
- W.PR.02.07 attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.
- W.SP.02.01 in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).

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

- R.CS.02.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning.  
Phonics
- R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.02.04 use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: lettersound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue.
- R.WS.02.05 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.02.08 use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.
- R.WS.02.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.02.10 use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.
- R.WS.02.11 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.

- W.GR.02.01 in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.
- W.PR.02.07 attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.
- W.SP.02.01 in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).

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

- R.CS.02.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning.  
Phonics
- R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.02.04 use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: lettersound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue.
- R.WS.02.05 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.02.08 use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.
- R.WS.02.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.02.10 use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.
- R.WS.02.11 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
- W.GR.02.01 in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.
- W.PR.02.07 attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.

W.SP.02.01 in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).

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

R.CS.02.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.

R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning.  
Phonics

R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.

R.WS.02.04 use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: lettersound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue.

R.WS.02.05 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.

R.WS.02.08 use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.

R.WS.02.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

R.WS.02.10 use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.

R.WS.02.11 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.

W.GR.02.01 in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.

W.PR.02.07 attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.

W.SP.02.01 in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).

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

- R.CS.02.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning.  
Phonics
- R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.02.04 use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: lettersound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue.
- R.WS.02.05 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.02.08 use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.
- R.WS.02.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.02.10 use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.
- R.WS.02.11 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
- W.GR.02.01 in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.
- W.PR.02.07 attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.
- W.SP.02.01 in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).

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

- R.CS.02.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

- R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning.  
Phonics
- R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.02.04 use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: lettersound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue.
- R.WS.02.05 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.02.08 use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.
- R.WS.02.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.02.10 use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.
- R.WS.02.11 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
- W.GR.02.01 in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.
- W.PR.02.07 attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.
- W.SP.02.01 in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).

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

- R.CS.02.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning.  
Phonics
- R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.02.04 use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: lettersound,

- onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue.
- R.WS.02.05 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.02.08 use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.
- R.WS.02.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.02.10 use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.
- R.WS.02.11 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
- W.GR.02.01 in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.
- W.PR.02.07 attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.
- W.SP.02.01 in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).

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

- R.CS.02.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning.  
Phonics
- R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.02.04 use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: lettersound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue.
- R.WS.02.05 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.

- R.WS.02.08 use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.
- R.WS.02.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.02.10 use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.
- R.WS.02.11 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
- W.GR.02.01 in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.
- W.PR.02.07 attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.
- W.SP.02.01 in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).

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

- R.CS.02.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning.  
Phonics
- R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.02.04 use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: lettersound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue.
- R.WS.02.05 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.02.08 use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.
- R.WS.02.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

- R.WS.02.10 use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.
- R.WS.02.11 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
- W.GR.02.01 in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.
- W.PR.02.07 attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.
- W.SP.02.01 in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.

- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.

- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.

- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.

- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common

homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.

- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.

- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.

- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.

- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common

homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.

- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.

- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.03.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.
- R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
- R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
- W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.
- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.
- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.

- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.
- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.
- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.
- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.

- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.
- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.
- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.
- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.

- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.
- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.
- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.
- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.

- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.
- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.
- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.
- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.

- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.
- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.
- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.
- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.

- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.
- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.
- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.
- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.

- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.
- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.
- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.
- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.

- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.
- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.
- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.04.01 develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.
- R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

- R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
- R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
- W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.
- W.PR.04.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.
- R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.
- R.WS.05.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.05.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.05.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.05.05 acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.
- R.WS.05.07 in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.
- W.PR.05.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.05.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use

structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.
- R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.
- R.WS.05.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.05.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.05.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.05.05 acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.
- R.WS.05.07 in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.
- W.PR.05.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.05.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.
- R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.
- R.WS.05.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.05.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.

- R.WS.05.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.05.05 acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.
- R.WS.05.07 in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.
- W.PR.05.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.05.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.
- R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.
- R.WS.05.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.05.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.05.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.05.05 acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.
- R.WS.05.07 in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.
- W.PR.05.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.05.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.
- R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.
- R.WS.05.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.05.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.05.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.05.05 acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.
- R.WS.05.07 in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.
- W.PR.05.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.05.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.
- R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.
- R.WS.05.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.05.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.05.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.05.05 acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.

- R.WS.05.07 in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.
- W.PR.05.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.05.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.
- R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.
- R.WS.05.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.05.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.05.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.05.05 acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.
- R.WS.05.07 in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.
- W.PR.05.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.05.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.

- R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.
- R.WS.05.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.05.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.05.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.05.05 acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.
- R.WS.05.07 in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.
- W.PR.05.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.05.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.
- R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.
- R.WS.05.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.05.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.05.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.05.05 acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.
- R.WS.05.07 in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.
- W.PR.05.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.

W.SP.05.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.

R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.

R.WS.05.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.

R.WS.05.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.

R.WS.05.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

R.WS.05.05 acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.

R.WS.05.07 in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.

W.PR.05.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.

W.SP.05.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.

R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.

R.WS.05.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.

- R.WS.05.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.05.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.05.05 acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.
- R.WS.05.07 in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.
- W.PR.05.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.05.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.
- R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.
- R.WS.05.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.05.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.05.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.05.05 acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.
- R.WS.05.07 in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.
- W.PR.05.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.05.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.
- R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.
- R.WS.05.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.05.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.05.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.05.05 acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.
- R.WS.05.07 in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.
- W.PR.05.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.05.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.
- R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.
- R.WS.05.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.05.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.05.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

- R.WS.05.05 acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.
- R.WS.05.07 in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.
- W.PR.05.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.05.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.
- R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.
- R.WS.05.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.05.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.05.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.05.05 acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.
- R.WS.05.07 in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.
- W.PR.05.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.05.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.
- R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.
- R.WS.05.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.05.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.05.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.05.05 acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.
- R.WS.05.07 in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.
- W.PR.05.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.05.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.
- R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.
- R.WS.05.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.05.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.05.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.05.05 acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.

- R.WS.05.07 in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.
- W.PR.05.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.05.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.
- R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.
- R.WS.05.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.05.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
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- W.SP.05.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.

- R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.
- R.WS.05.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
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- W.SP.05.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.
- R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.
- R.WS.05.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.05.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
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W.SP.05.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.

R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.

R.WS.05.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.

R.WS.05.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.

R.WS.05.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

R.WS.05.05 acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.

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W.SP.05.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.

R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.

R.WS.05.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.

- R.WS.05.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.05.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.05.05 acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.
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Sourcebook Level 5, Unit 23 (pp. 199-207)

- R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.
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Sourcebook Level 5, Unit 24 (pp. 208-216)

- R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.
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- R.WS.05.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
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Sourcebook Level 5, Unit 25 (pp. 217-225)

- R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.
- R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.
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Sourcebook Level 5, Unit 26 (pp. 226-234)

- R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.
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Sourcebook Level 5, Unit 27 (pp. 235-243)

- R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.
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Sourcebook Level 5, Unit 28 (pp. 244-252)

- R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.
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Sourcebook Level 5, Unit 29 (pp. 253-261)

- R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.
- R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.
- R.WS.05.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
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Sourcebook Level 5, Unit 30 (pp. 262-270)

- R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.

- R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.
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Sourcebook Level 5, Unit 31 (pp. 271-279)

- R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.
- R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.
- R.WS.05.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.05.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.05.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.05.05 acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.
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Sourcebook Level 5, Unit 32 (pp. 280-288)

R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.

R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.

R.WS.05.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.

R.WS.05.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.

R.WS.05.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

R.WS.05.05 acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.

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

R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.

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

- R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.
- R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.
- R.WS.05.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
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- R.WS.05.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.05.05 acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.
- R.WS.05.07 in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.
- W.PR.05.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.05.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.
- R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.
- R.WS.05.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.05.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.05.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.05.05 acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.
- R.WS.05.07 in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.
- W.PR.05.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.05.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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

- R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.
- R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
- R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.
- R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.

- W.GR.06.01 in the context of writing, correctly use style conventions (e.g., *Modern Language Association Handbook*) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.
- W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

- R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.
- R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
- R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.
- R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.
- W.GR.06.01 in the context of writing, correctly use style conventions (e.g., *Modern Language Association Handbook*) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.
- W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

- R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.

- R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
- R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.
- R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.
- W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.
- W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

- R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.
- R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
- R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.
- R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.
- W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses;

introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.

W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.

W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.

R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.

R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.

R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.

R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.

W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.

W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.

W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.

R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.

R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.

- R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.
- W.GR.06.01 in the context of writing, correctly use style conventions (e.g., *Modern Language Association Handbook*) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.
- W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

- R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.
- R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
- R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.
- R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.
- W.GR.06.01 in the context of writing, correctly use style conventions (e.g., *Modern Language Association Handbook*) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.
- W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.

W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

- R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.
- R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
- R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.
- R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.
- W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.
- W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

- R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.
- R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
- R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.
- R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

- R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.
- W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.
- W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

- R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.
- R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
- R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.
- R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.
- W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.
- W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

- R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.
- R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
- R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.
- R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.
- W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.
- W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

- R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.
- R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
- R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.
- R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.
- W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite

and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.

W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.

W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.

R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.

R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.

R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.

R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.

W.GR.06.01 in the context of writing, correctly use style conventions (e.g., *Modern Language Association Handbook*) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.

W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.

W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.

R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.

- R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.
- R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.
- W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.
- W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

- R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.
- R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
- R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.
- R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.
- W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.

W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.

W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.

R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.

R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.

R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.

R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.

W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.

W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.

W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.

R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.

R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.

R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.

- R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.
- W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.
- W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

- R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.
- R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
- R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.
- R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.
- W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.
- W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

- R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.
- R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
- R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.
- R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.
- W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.
- W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

- R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.
- R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
- R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.
- R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.

- W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.
- W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

- R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.
- R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
- R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.
- R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.
- W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.
- W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

- R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.

- R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
- R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.
- R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.
- W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.
- W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

- R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.
- R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
- R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.
- R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.
- W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses;

introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.

W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.

W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.

R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.

R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.

R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.

R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.

W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.

W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.

W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.

R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.

R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.

- R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.
- W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.
- W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

- R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.
- R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
- R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.
- R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.
- W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.
- W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.

W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

- R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.
- R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
- R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.
- R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.
- W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.
- W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

- R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.
- R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
- R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.
- R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

- R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.
- W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.
- W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

- R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.
- R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
- R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.
- R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.
- W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.
- W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

- R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.
- R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
- R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.
- R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.
- W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.
- W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

- R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.
- R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
- R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.
- R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.
- W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite

and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.

W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.

W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.

R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.

R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.

R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.

R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.

W.GR.06.01 in the context of writing, correctly use style conventions (e.g., *Modern Language Association Handbook*) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.

W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.

W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.

R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.

- R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.
- R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.
- W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.
- W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

- R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.
- R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
- R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.
- R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.
- W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.

W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.

W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

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

R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.

R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.

R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.

R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.

R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.

W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.

W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.

W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.