

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

- decode by using all letter-sound correspondences within a word (1-3)
- demonstrate the concept of word by dividing spoken sentences into individual words (K-1)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- name and identify each letter of the alphabet (K-1);
- write his/her own name and other important words (K-1)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- understand that written words are composed of letters that represent sounds (K-1);
- use common spelling patterns to read words (1)
- write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1)
- write with more proficient spelling of inflectional endings such as plurals and verb tenses (1-2)
- identify words that name persons, places, or things and words that name actions (K-1).
- learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1);
- use phonological knowledge to map sounds to letters to write messages (K-1)
- use structural cues to recognize words such as compounds, base words, and inflections such as -s, -es, -ed, and -ing (1-2);
- identify and isolate the initial and final sound of a spoken word (K-1);
- know the difference between individual letters and printed words (K-1);
- learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee (1);
- use alphabetical order to locate information (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1);
- know the order of the alphabet (1);
- recognize high frequency irregular words such as said, was, where, and is (1-2)
- decode by using all letter-sound correspondences within regularly spelled words (1-3);
- segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- recognize how readers use capitalization and punctuation to comprehend (K-1);

- use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught)
- recognize that there are correct spellings for words (1) Reads words containing consonant blends and digraphs.

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

- decode by using all letter-sound correspondences within a word (1-3)
- demonstrate the concept of word by dividing spoken sentences into individual words (K-1)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- write his/her own name and other important words (K-1)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- understand that written words are composed of letters that represent sounds (K-1);
- use common spelling patterns to read words (1)
- write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1)
- identify words that name persons, places, or things and words that name actions (K-1).
- learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1);
- use phonological knowledge to map sounds to letters to write messages (K-1)
- know the difference between individual letters and printed words (K-1);
- learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee (1);
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1);
- decode by using all letter-sound correspondences within regularly spelled words (1-3);
- segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- recognize how readers use capitalization and punctuation to comprehend (K-1);
- use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)

- use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught)
- recognize that there are correct spellings for words (1)

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

- decode by using all letter-sound correspondences within a word (1-3)
- demonstrate the concept of word by dividing spoken sentences into individual words (K-1)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- write his/her own name and other important words (K-1)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- understand that written words are composed of letters that represent sounds (K-1);
- use common spelling patterns to read words (1)
- write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1)
- identify words that name persons, places, or things and words that name actions (K-1).
- use phonological knowledge to map sounds to letters to write messages (K-1)
- know the difference between individual letters and printed words (K-1);
- decode by using all letter-sound correspondences within regularly spelled words (1-3);
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- recognize how readers use capitalization and punctuation to comprehend (K-1);
- use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught)
- recognize that there are correct spellings for words (1)

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

- decode by using all letter-sound correspondences within a word (1-3)
- demonstrate the concept of word by dividing spoken sentences into individual words (K-1)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- write his/her own name and other important words (K-1)

- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- understand that written words are composed of letters that represent sounds (K-1);
- use common spelling patterns to read words (1)
- write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1)
- write with more proficient spelling of inflectional endings such as plurals and verb tenses (1-2)
- identify words that name persons, places, or things and words that name actions (K-1).
- learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1);
- spell single syllable words that have r-controlled vowels such as in burn or star; that have the final consonants f, l, and s such as in miss or doll; and that have ck as the final consonants such as in buck (1)
- use phonological knowledge to map sounds to letters to write messages (K-1)
- use structural cues to recognize words such as compounds, base words, and inflections such as -s, -es, -ed, and -ing (1-2);
- identify and isolate the initial and final sound of a spoken word (K-1);
- know the difference between individual letters and printed words (K-1);
- learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee (1);
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1);
- decode by using all letter-sound correspondences within regularly spelled words (1-3);
- segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- recognize how readers use capitalization and punctuation to comprehend (K-1);
- use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught)
- recognize that there are correct spellings for words (1)

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

- decode by using all letter-sound correspondences within a word (1-3)
- demonstrate the concept of word by dividing spoken sentences into individual words (K-1)

- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- write his/her own name and other important words (K-1)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- understand that written words are composed of letters that represent sounds (K-1);
- use common spelling patterns to read words (1)
- write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1)
- write with more proficient spelling of inflectional endings such as plurals and verb tenses (1-2)
- identify words that name persons, places, or things and words that name actions (K-1).
- learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1);
- use phonological knowledge to map sounds to letters to write messages (K-1)
- use structural cues to recognize words such as compounds, base words, and inflections such as -s, -es, -ed, and -ing (1-2);
- identify and isolate the initial and final sound of a spoken word (K-1);
- know the difference between individual letters and printed words (K-1);
- learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee (1);
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1);
- decode by using all letter-sound correspondences within regularly spelled words (1-3);
- segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- recognize how readers use capitalization and punctuation to comprehend (K-1);
- use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught)
- recognize that there are correct spellings for words (1)

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

- decode by using all letter-sound correspondences within a word (1-3)
- demonstrate the concept of word by dividing spoken sentences into individual words (K-1)

- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- write his/her own name and other important words (K-1)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- understand that written words are composed of letters that represent sounds (K-1);
- use common spelling patterns to read words (1)
- write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1)
- identify words that name persons, places, or things and words that name actions (K-1).
- use phonological knowledge to map sounds to letters to write messages (K-1)
- identify and isolate the initial and final sound of a spoken word (K-1);
- know the difference between individual letters and printed words (K-1);
- learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee (1);
- decode by using all letter-sound correspondences within regularly spelled words (1-3);
- segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- recognize how readers use capitalization and punctuation to comprehend (K-1);
- use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught)
- recognize that there are correct spellings for words (1)

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

- decode by using all letter-sound correspondences within a word (1-3)
- demonstrate the concept of word by dividing spoken sentences into individual words (K-1)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- write his/her own name and other important words (K-1)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- understand that written words are composed of letters that represent sounds (K-1);
- use common spelling patterns to read words (1)

- write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1)
- identify words that name persons, places, or things and words that name actions (K-1).
- learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1);
- use phonological knowledge to map sounds to letters to write messages (K-1)
- identify and isolate the initial and final sound of a spoken word (K-1);
- know the difference between individual letters and printed words (K-1);
- learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee (1);
- blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1);
- decode by using all letter-sound correspondences within regularly spelled words (1-3);
- segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- recognize how readers use capitalization and punctuation to comprehend (K-1);
- use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught)
- recognize that there are correct spellings for words (1) Isolates beginning, middle, and ending sounds in single-syllable words.

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

- decode by using all letter-sound correspondences within a word (1-3)
- demonstrate the concept of word by dividing spoken sentences into individual words (K-1)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- write his/her own name and other important words (K-1)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- understand that written words are composed of letters that represent sounds (K-1);
- use common spelling patterns to read words (1)
- write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1)

- identify words that name persons, places, or things and words that name actions (K-1).
- learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1);
- use phonological knowledge to map sounds to letters to write messages (K-1)
- identify and isolate the initial and final sound of a spoken word (K-1);
- know the difference between individual letters and printed words (K-1);
- learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee (1);
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1);
- recognize high frequency irregular words such as said, was, where, and is (1-2)
- decode by using all letter-sound correspondences within regularly spelled words (1-3);
- segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- recognize how readers use capitalization and punctuation to comprehend (K-1);
- use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught)
- recognize that there are correct spellings for words (1)

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

- decode by using all letter-sound correspondences within a word (1-3)
- demonstrate the concept of word by dividing spoken sentences into individual words (K-1)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- write his/her own name and other important words (K-1)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- understand that written words are composed of letters that represent sounds (K-1);
- use common spelling patterns to read words (1)
- write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1)
- identify words that name persons, places, or things and words that name actions (K-1).

- learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1);
- use phonological knowledge to map sounds to letters to write messages (K-1)
- identify and isolate the initial and final sound of a spoken word (K-1);
- know the difference between individual letters and printed words (K-1);
- learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee (1);
- blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1);
- decode by using all letter-sound correspondences within regularly spelled words (1-3);
- segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- recognize how readers use capitalization and punctuation to comprehend (K-1);
- use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught)
- recognize that there are correct spellings for words (1)

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

- decode by using all letter-sound correspondences within a word (1-3)
- demonstrate the concept of word by dividing spoken sentences into individual words (K-1)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- write his/her own name and other important words (K-1)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- understand that written words are composed of letters that represent sounds (K-1);
- use common spelling patterns to read words (1)
- write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1)
- write with more proficient spelling of inflectional endings such as plurals and verb tenses (1-2)
- identify words that name persons, places, or things and words that name actions (K-1).
- learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1);

- spell single syllable words that have r-controlled vowels such as in burn or star; that have the final consonants f, l, and s such as in miss or doll; and that have ck as the final consonants such as in buck (1)
- use phonological knowledge to map sounds to letters to write messages (K-1)
- use structural cues to recognize words such as compounds, base words, and inflections such as -s, -es, -ed, and -ing (1-2);
- identify and isolate the initial and final sound of a spoken word (K-1);
- know the difference between individual letters and printed words (K-1);
- learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee (1);
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1);
- decode by using all letter-sound correspondences within regularly spelled words (1-3);
- segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught)
- recognize that there are correct spellings for words (1) Reads words containing consonant blends and digraphs.

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

- decode by using all letter-sound correspondences within a word (1-3)
- demonstrate the concept of word by dividing spoken sentences into individual words (K-1)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- name and identify each letter of the alphabet (K-1);
- write his/her own name and other important words (K-1)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- understand that written words are composed of letters that represent sounds (K-1);
- use common spelling patterns to read words (1)
- write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1)
- write with more proficient spelling of inflectional endings such as plurals and verb tenses (1-2)

- identify words that name persons, places, or things and words that name actions (K-1).
- learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1);
- use phonological knowledge to map sounds to letters to write messages (K-1)
- use structural cues to recognize words such as compounds, base words, and inflections such as -s, -es, -ed, and -ing (1-2);
- identify and isolate the initial and final sound of a spoken word (K-1);
- know the difference between individual letters and printed words (K-1);
- learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee (1);
- use alphabetical order to locate information (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1);
- know the order of the alphabet (1);
- recognize high frequency irregular words such as said, was, where, and is (1-2)
- decode by using all letter-sound correspondences within regularly spelled words (1-3);
- segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught)
- recognize that there are correct spellings for words (1)

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

- decode by using all letter-sound correspondences within a word (1-3)
- demonstrate the concept of word by dividing spoken sentences into individual words (K-1)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- write his/her own name and other important words (K-1)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- understand that written words are composed of letters that represent sounds (K-1);
- use common spelling patterns to read words (1)
- write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1)
- write with more proficient spelling of inflectional endings such as plurals and verb tenses (1-2)

- identify words that name persons, places, or things and words that name actions (K-1).
- use phonological knowledge to map sounds to letters to write messages (K-1)
- use structural cues to recognize words such as compounds, base words, and inflections such as -s, -es, -ed, and -ing (1-2);
- know the difference between individual letters and printed words (K-1);
- decode by using all letter-sound correspondences within regularly spelled words (1-3);
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- recognize how readers use capitalization and punctuation to comprehend (K-1);
- use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught)
- recognize that there are correct spellings for words (1)

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

- decode by using all letter-sound correspondences within a word (1-3)
- demonstrate the concept of word by dividing spoken sentences into individual words (K-1)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- write his/her own name and other important words (K-1)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- understand that written words are composed of letters that represent sounds (K-1);
- use common spelling patterns to read words (1)
- write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1)
- identify words that name persons, places, or things and words that name actions (K-1).
- learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1);
- use phonological knowledge to map sounds to letters to write messages (K-1)
- know the difference between individual letters and printed words (K-1);
- learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee (1);
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1);

- recognize high frequency irregular words such as said, was, where, and is (1-2)
- decode by using all letter-sound correspondences within regularly spelled words (1-3);
- segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- recognize how readers use capitalization and punctuation to comprehend (K-1);
- use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught)
- recognize that there are correct spellings for words (1)

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

- decode by using all letter-sound correspondences within a word (1-3)
- demonstrate the concept of word by dividing spoken sentences into individual words (K-1)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- name and identify each letter of the alphabet (K-1);
- write his/her own name and other important words (K-1)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- understand that written words are composed of letters that represent sounds (K-1);
- use common spelling patterns to read words (1)
- write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1)
- write with more proficient spelling of inflectional endings such as plurals and verb tenses (1-2)
- identify words that name persons, places, or things and words that name actions (K-1).
- learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1);
- use phonological knowledge to map sounds to letters to write messages (K-1)
- use structural cues to recognize words such as compounds, base words, and inflections such as -s, -es, -ed, and -ing (1-2);
- know the difference between individual letters and printed words (K-1);
- learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee (1);
- use alphabetical order to locate information (1-3)

- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1);
- know the order of the alphabet (1);
- recognize high frequency irregular words such as said, was, where, and is (1-2)
- decode by using all letter-sound correspondences within regularly spelled words (1-3);
- segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- recognize how readers use capitalization and punctuation to comprehend (K-1);
- use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught)
- recognize that there are correct spellings for words (1)

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

- decode by using all letter-sound correspondences within a word (1-3)
- demonstrate the concept of word by dividing spoken sentences into individual words (K-1)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- write his/her own name and other important words (K-1)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- understand that written words are composed of letters that represent sounds (K-1);
- use common spelling patterns to read words (1)
- write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1)
- identify words that name persons, places, or things and words that name actions (K-1).
- use phonological knowledge to map sounds to letters to write messages (K-1)
- identify and isolate the initial and final sound of a spoken word (K-1);
- know the difference between individual letters and printed words (K-1);
- learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee (1);
- decode by using all letter-sound correspondences within regularly spelled words (1-3);

- segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- recognize how readers use capitalization and punctuation to comprehend (K-1);
- use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught)
- recognize that there are correct spellings for words (1)

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

- decode by using all letter-sound correspondences within a word (1-3)
- demonstrate the concept of word by dividing spoken sentences into individual words (K-1)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- write his/her own name and other important words (K-1)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- understand that written words are composed of letters that represent sounds (K-1);
- use common spelling patterns to read words (1)
- write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1)
- identify words that name persons, places, or things and words that name actions (K-1).
- learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1);
- use phonological knowledge to map sounds to letters to write messages (K-1)
- identify and isolate the initial and final sound of a spoken word (K-1);
- know the difference between individual letters and printed words (K-1);
- learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee (1);
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1);
- decode by using all letter-sound correspondences within regularly spelled words (1-3);
- segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).

- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught)
- recognize that there are correct spellings for words (1)

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

- decode by using all letter-sound correspondences within a word (1-3)
- demonstrate the concept of word by dividing spoken sentences into individual words (K-1)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- write his/her own name and other important words (K-1)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- understand that written words are composed of letters that represent sounds (K-1);
- use common spelling patterns to read words (1)
- write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1)
- identify words that name persons, places, or things and words that name actions (K-1).
- learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1);
- use phonological knowledge to map sounds to letters to write messages (K-1)
- identify and isolate the initial and final sound of a spoken word (K-1);
- know the difference between individual letters and printed words (K-1);
- learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee (1);
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1);
- recognize high frequency irregular words such as said, was, where, and is (1-2)
- decode by using all letter-sound correspondences within regularly spelled words (1-3);
- segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- recognize how readers use capitalization and punctuation to comprehend (K-1);
- use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)

- use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught)
- recognize that there are correct spellings for words (1)

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

- decode by using all letter-sound correspondences within a word (1-3)
- demonstrate the concept of word by dividing spoken sentences into individual words (K-1)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- write his/her own name and other important words (K-1)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- understand that written words are composed of letters that represent sounds (K-1);
- use common spelling patterns to read words (1)
- write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1)
- write with more proficient spelling of inflectional endings such as plurals and verb tenses (1-2)
- identify words that name persons, places, or things and words that name actions (K-1).
- learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1);
- use phonological knowledge to map sounds to letters to write messages (K-1)
- use structural cues to recognize words such as compounds, base words, and inflections such as -s, -es, -ed, and -ing (1-2);
- know the difference between individual letters and printed words (K-1);
- learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee (1);
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1);
- decode by using all letter-sound correspondences within regularly spelled words (1-3);
- segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- recognize how readers use capitalization and punctuation to comprehend (K-1);
- use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)

- use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught)
- recognize that there are correct spellings for words (1)

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

- decode by using all letter-sound correspondences within a word (1-3)
- demonstrate the concept of word by dividing spoken sentences into individual words (K-1)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- name and identify each letter of the alphabet (K-1);
- write his/her own name and other important words (K-1)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- understand that written words are composed of letters that represent sounds (K-1);
- use common spelling patterns to read words (1)
- write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1)
- write with more proficient spelling of inflectional endings such as plurals and verb tenses (1-2)
- identify words that name persons, places, or things and words that name actions (K-1).
- learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1);
- use phonological knowledge to map sounds to letters to write messages (K-1)
- use structural cues to recognize words such as compounds, base words, and inflections such as -s, -es, -ed, and -ing (1-2);
- identify and isolate the initial and final sound of a spoken word (K-1);
- know the difference between individual letters and printed words (K-1);
- learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee (1);
- use alphabetical order to locate information (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1);
- know the order of the alphabet (1);
- recognize high frequency irregular words such as said, was, where, and is (1-2)
- decode by using all letter-sound correspondences within regularly spelled words (1-3);
- segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).

- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- recognize how readers use capitalization and punctuation to comprehend (K-1);
- use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught)
- recognize that there are correct spellings for words (1) Reads words containing consonant blends and digraphs.

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

- decode by using all letter-sound correspondences within a word (1-3)
- demonstrate the concept of word by dividing spoken sentences into individual words (K-1)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- write his/her own name and other important words (K-1)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1);
- understand that written words are composed of letters that represent sounds (K-1);
- use common spelling patterns to read words (1)
- write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1)
- write with more proficient spelling of inflectional endings such as plurals and verb tenses (1-2)
- identify words that name persons, places, or things and words that name actions (K-1).
- learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1);
- spell single syllable words that have r-controlled vowels such as in burn or star; that have the final consonants f, l, and s such as in miss or doll; and that have ck as the final consonants such as in buck (1)
- use phonological knowledge to map sounds to letters to write messages (K-1)
- use structural cues to recognize words such as compounds, base words, and inflections such as -s, -es, -ed, and -ing (1-2);
- identify multisyllabic words by using common syllable patterns (1-3)
- know the difference between individual letters and printed words (K-1);
- learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr;

consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee (1);

- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
 - blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1);
 - decode by using all letter-sound correspondences within regularly spelled words (1-3);
 - segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).
 - use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
 - recognize how readers use capitalization and punctuation to comprehend (K-1);
 - use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
 - use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught)
 - recognize that there are correct spellings for words (1)
- Reads words containing consonant blends and digraphs.

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

- decode by using all letter-sound correspondences within a word (1-3)
- demonstrate the concept of word by dividing spoken sentences into individual words (K-1)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- write his/her own name and other important words (K-1)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- understand that written words are composed of letters that represent sounds (K-1);
- use common spelling patterns to read words (1)
- write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1)
- identify words that name persons, places, or things and words that name actions (K-1).
- learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1);
- use phonological knowledge to map sounds to letters to write messages (K-1)
- identify and isolate the initial and final sound of a spoken word (K-1);
- know the difference between individual letters and printed words (K-1);
- learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr;

- consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee (1);
- blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1);
 - decode by using all letter-sound correspondences within regularly spelled words (1-3);
 - segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).
 - use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
 - recognize how readers use capitalization and punctuation to comprehend (K-1);
 - use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
 - use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught)
 - recognize that there are correct spellings for words (1)

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

- decode by using all letter-sound correspondences within a word (1-3)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- blend initial letter - sounds with common vowel spelling patterns to read words (1-3)
- use alphabetical order to locate information (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);
- develop vocabulary through reading (2-3)
- use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2)
- edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3)
- write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2)
- use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- blend initial letter - sounds with common vowel spelling patterns to read words (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);
- develop vocabulary through reading (2-3)
- recognize high frequency irregular words such as said, was, where, and is (1-2)
- use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3)
- write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- blend initial letter - sounds with common vowel spelling patterns to read words (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);
- develop vocabulary through reading (2-3)
- recognize high frequency irregular words such as said, was, where, and is (1-2)
- use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2)
- edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3)
- write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2)
- use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)

- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- blend initial letter - sounds with common vowel spelling patterns to read words (1-3)
- use alphabetical order to locate information (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);
- develop vocabulary through reading (2-3)
- recognize high frequency irregular words such as said, was, where, and is (1-2)
- use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2)
- edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3)
- write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2)
- use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- blend initial letter - sounds with common vowel spelling patterns to read words (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);
- develop vocabulary through reading (2-3)
- recognize high frequency irregular words such as said, was, where, and is (1-2)
- use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)

- write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2)
- edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3)
- write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2)
- use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- blend initial letter - sounds with common vowel spelling patterns to read words (1-3)
- use alphabetical order to locate information (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);
- develop vocabulary through reading (2-3)
- recognize high frequency irregular words such as said, was, where, and is (1-2)
- use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3)
- write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2)
- use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- blend initial letter - sounds with common vowel spelling patterns to read words (1-3)

- use alphabetical order to locate information (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);
- develop vocabulary through reading (2-3)
- recognize high frequency irregular words such as said, was, where, and is (1-2)
- use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2)
- edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3)
- write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2)
- use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- blend initial letter - sounds with common vowel spelling patterns to read words (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);
- develop vocabulary through reading (2-3)
- recognize high frequency irregular words such as said, was, where, and is (1-2)
- use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2)
- edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3)
- write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2)
- use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- blend initial letter - sounds with common vowel spelling patterns to read words (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);
- develop vocabulary through reading (2-3)
- recognize high frequency irregular words such as said, was, where, and is (1-2)
- use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2)
- edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3)
- identify multisyllabic words by using common syllable patterns (1-3)
- write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2)
- use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- blend initial letter - sounds with common vowel spelling patterns to read words (1-3)
- use alphabetical order to locate information (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);
- develop vocabulary through reading (2-3)
- use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3)

- write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2)
- use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- blend initial letter - sounds with common vowel spelling patterns to read words (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);
- develop vocabulary through reading (2-3)
- use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2)
- edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3)
- identify multisyllabic words by using common syllable patterns (1-3)
- write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2)
- use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- blend initial letter - sounds with common vowel spelling patterns to read words (1-3)
- use alphabetical order to locate information (1-3)

- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);
- develop vocabulary through reading (2-3)
- recognize high frequency irregular words such as said, was, where, and is (1-2)
- use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2)
- edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3)
- identify multisyllabic words by using common syllable patterns (1-3)
- write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2)
- use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- blend initial letter - sounds with common vowel spelling patterns to read words (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);
- develop vocabulary through reading (2-3)
- recognize high frequency irregular words such as said, was, where, and is (1-2)
- use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2)
- edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3)
- identify multisyllabic words by using common syllable patterns (1-3)
- write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2)
- use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)

- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- blend initial letter - sounds with common vowel spelling patterns to read words (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);
- develop vocabulary through reading (2-3)
- recognize high frequency irregular words such as said, was, where, and is (1-2)
- use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2)
- edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3)
- write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2)
- use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- blend initial letter - sounds with common vowel spelling patterns to read words (1-3)
- use alphabetical order to locate information (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);
- develop vocabulary through reading (2-3)
- use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2)

- edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3)
- write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2)
- use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- blend initial letter - sounds with common vowel spelling patterns to read words (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);
- develop vocabulary through reading (2-3)
- recognize high frequency irregular words such as said, was, where, and is (1-2)
- use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2)
- edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3)
- write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2)
- use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- blend initial letter - sounds with common vowel spelling patterns to read words (1-3)

- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);
- develop vocabulary through reading (2-3)
- use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2)
- edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3)
- write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2)
- use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- blend initial letter - sounds with common vowel spelling patterns to read words (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);
- develop vocabulary through reading (2-3)
- recognize high frequency irregular words such as said, was, where, and is (1-2)
- use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3)
- write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2)
- use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- blend initial letter - sounds with common vowel spelling patterns to read words (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);
- develop vocabulary through reading (2-3)
- recognize high frequency irregular words such as said, was, where, and is (1-2)
- use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2)
- edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3)
- identify multisyllabic words by using common syllable patterns (1-3)
- write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2)
- use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- blend initial letter - sounds with common vowel spelling patterns to read words (1-3)
- use alphabetical order to locate information (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);
- develop vocabulary through reading (2-3)
- use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2)
- edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3)
- identify multisyllabic words by using common syllable patterns (1-3)
- write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2)

- use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- blend initial letter - sounds with common vowel spelling patterns to read words (1-3)
- use alphabetical order to locate information (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);
- develop vocabulary through reading (2-3)
- recognize high frequency irregular words such as said, was, where, and is (1-2)
- use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2)
- edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3)
- write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2)
- use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- blend initial letter - sounds with common vowel spelling patterns to read words (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);

- develop vocabulary through reading (2-3)
- recognize high frequency irregular words such as said, was, where, and is (1-2)
- use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2)
- edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3)
- identify multisyllabic words by using common syllable patterns (1-3)
- write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2)
- use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- blend initial letter - sounds with common vowel spelling patterns to read words (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);
- develop vocabulary through reading (2-3)
- recognize high frequency irregular words such as said, was, where, and is (1-2)
- use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2)
- edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3)
- write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2)
- use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- blend initial letter - sounds with common vowel spelling patterns to read words (1-3)
- use alphabetical order to locate information (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);
- develop vocabulary through reading (2-3)
- recognize high frequency irregular words such as said, was, where, and is (1-2)
- use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2)
- edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3)
- identify multisyllabic words by using common syllable patterns (1-3)
- write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2)
- use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- blend initial letter - sounds with common vowel spelling patterns to read words (1-3)
- use alphabetical order to locate information (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);
- develop vocabulary through reading (2-3)
- recognize high frequency irregular words such as said, was, where, and is (1-2)
- use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2)
- edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3)

- write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2)
- use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- blend initial letter - sounds with common vowel spelling patterns to read words (1-3)
- use alphabetical order to locate information (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);
- develop vocabulary through reading (2-3)
- recognize high frequency irregular words such as said, was, where, and is (1-2)
- use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2)
- edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3)
- identify multisyllabic words by using common syllable patterns (1-3)
- write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2)
- use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- blend initial letter - sounds with common vowel spelling patterns to read words (1-3)

- use alphabetical order to locate information (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);
- develop vocabulary through reading (2-3)
- recognize high frequency irregular words such as said, was, where, and is (1-2)
- use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)
- write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2)
- edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3)
- identify multisyllabic words by using common syllable patterns (1-3)
- write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2)
- use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use alphabetical order to locate information (1-3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- identify multisyllabic words by using common syllable patterns (1-3)
- write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)
- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)

- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)
- write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6)

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

- decode by using all letter-sound correspondences within a word (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- identify multisyllabic words by using common syllable patterns (1-3)
- write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)
- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)
- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)
- write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6)

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

- decode by using all letter-sound correspondences within a word (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- identify multisyllabic words by using common syllable patterns (1-3)
- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)

- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)
- write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6)

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

- decode by using all letter-sound correspondences within a word (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use alphabetical order to locate information (1-3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- identify multisyllabic words by using common syllable patterns (1-3)
- write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)
- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)
- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)
- write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6)

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

- decode by using all letter-sound correspondences within a word (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use alphabetical order to locate information (1-3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- identify multisyllabic words by using common syllable patterns (1-3)
- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)
- write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6)

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

- decode by using all letter-sound correspondences within a word (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use alphabetical order to locate information (1-3)

- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)
- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)
- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use alphabetical order to locate information (1-3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- identify multisyllabic words by using common syllable patterns (1-3)
- write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)
- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)
- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)

- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)
- write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6)

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

- decode by using all letter-sound correspondences within a word (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- identify multisyllabic words by using common syllable patterns (1-3)
- write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)
- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)
- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)
- write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6)

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

- decode by using all letter-sound correspondences within a word (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use alphabetical order to locate information (1-3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)
- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)
- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)

- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)
- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)
- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)
- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)
- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)
- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- identify multisyllabic words by using common syllable patterns (1-3)

- write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)
- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)
- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)
- write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6)

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

- decode by using all letter-sound correspondences within a word (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- identify multisyllabic words by using common syllable patterns (1-3)
- write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)
- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)
- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)

- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)
- write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6)

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

- decode by using all letter-sound correspondences within a word (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- identify multisyllabic words by using common syllable patterns (1-3)
- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)
- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)
- write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6)

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

- decode by using all letter-sound correspondences within a word (1-3)

- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use alphabetical order to locate information (1-3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)
- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)
- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use alphabetical order to locate information (1-3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)

- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)
- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use alphabetical order to locate information (1-3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- identify multisyllabic words by using common syllable patterns (1-3)
- write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)
- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)
- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)

- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)
- write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6)

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

- decode by using all letter-sound correspondences within a word (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use alphabetical order to locate information (1-3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- identify multisyllabic words by using common syllable patterns (1-3)
- write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)
- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)
- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)
- write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6)

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

- decode by using all letter-sound correspondences within a word (1-3)

- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use alphabetical order to locate information (1-3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)
- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)
- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)
- write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6)

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

- decode by using all letter-sound correspondences within a word (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)

- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)
- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- identify multisyllabic words by using common syllable patterns (1-3)
- write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)
- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)
- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)
- write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6)

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

- decode by using all letter-sound correspondences within a word (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use alphabetical order to locate information (1-3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)
- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)
- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)

- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)
- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)
- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use alphabetical order to locate information (1-3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)
- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)
- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)

- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use alphabetical order to locate information (1-3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)
- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)
- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)
- spell words ending in -tion and -sion such as station and procession (3)

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

- decode by using all letter-sound correspondences within a word (1-3)

- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use alphabetical order to locate information (1-3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)
- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)
- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)
- write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6)

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

- decode by using all letter-sound correspondences within a word (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- identify multisyllabic words by using common syllable patterns (1-3)

- write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)
- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)
- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)
- write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6)

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

- decode by using all letter-sound correspondences within a word (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)
- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)
- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)

- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)
- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)
- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

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

- decode by using all letter-sound correspondences within a word (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)

- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use alphabetical order to locate information (1-3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- identify multisyllabic words by using common syllable patterns (1-3)
- write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)
- demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)
- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)
- write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6)

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

- decode by using all letter-sound correspondences within a word (1-3)
- write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)
- blend initial letter-sounds with common vowel spelling patterns to read words (1-3)
- develop vocabulary through reading (2-3)
- spell multisyllabic words using regularly spelled phonogram patterns (3)
- use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)
- identify multisyllabic words by using common syllable patterns (1-3)
- write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)
- edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)

- write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)
- write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)
- read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)
- write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un- (4-8)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)

- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un- (4-8)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)

- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un- (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un- (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un- (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)

- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un- (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un- (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un- (4-8)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)

- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un- (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un- (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un- (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un- (4-8)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un- (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)

- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un- (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)

- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un- (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- proofread his/her own writing and that of others (4-8)

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

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un- (4-8)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)

- use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un- (4-8)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- proofread his/her own writing and that of others (4-8)

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

- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un- (4-8)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)

- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)

- use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un- (4-8)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)

- use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un- (4-8)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- proofread his/her own writing and that of others (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un- (4-8)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- proofread his/her own writing and that of others (4-8)

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

- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un- (4-8)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)

- use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un- (4-8)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- proofread his/her own writing and that of others (4-8)

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

- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un- (4-8)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- proofread his/her own writing and that of others (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6)

- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un- (4-8)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)

- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un- (4-8)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un- (4-8)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6)

- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- proofread his/her own writing and that of others (4-8)

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

- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un- (4-8)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6)

- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un- (4-8)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un- (4-8)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un- (4-8)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- spell accurately in final drafts (4-8)

- study word meanings systematically such as across curricular content areas and through current events (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un- (4-8)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un- (4-8)
- spell accurately in final drafts (4-8)

- study word meanings systematically such as across curricular content areas and through current events (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)
- use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un- (4-8)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)
- spell accurately in final drafts (4-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)
- proofread his/her own writing and that of others (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- understand the influence of other languages and cultures on the spelling of English words (6-8)
- use word origins as an aid to understanding historical influences on English word meanings (6-8)
- proofread his/her own writing and that of others (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- proofread his/her own writing and that of others (4-8)
- write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- understand the influence of other languages and cultures on the spelling of English words (6-8)
- use word origins as an aid to understanding historical influences on English word meanings (6-8)
- proofread his/her own writing and that of others (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- understand the influence of other languages and cultures on the spelling of English words (6-8)
- use word origins as an aid to understanding historical influences on English word meanings (6-8)
- proofread his/her own writing and that of others (4-8)

- write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- understand the influence of other languages and cultures on the spelling of English words (6-8)
- use word origins as an aid to understanding historical influences on English word meanings (6-8)
- proofread his/her own writing and that of others (4-8)
- write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- understand the influence of other languages and cultures on the spelling of English words (6-8)
- use word origins as an aid to understanding historical influences on English word meanings (6-8)

- proofread his/her own writing and that of others (4-8)
- write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- proofread his/her own writing and that of others (4-8)
- write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- proofread his/her own writing and that of others (4-8)
- write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- understand the influence of other languages and cultures on the spelling of English words (6-8)
- use word origins as an aid to understanding historical influences on English word meanings (6-8)
- proofread his/her own writing and that of others (4-8)
- write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- understand the influence of other languages and cultures on the spelling of English words (6-8)

- use word origins as an aid to understanding historical influences on English word meanings (6-8)
- proofread his/her own writing and that of others (4-8)
- write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- understand the influence of other languages and cultures on the spelling of English words (6-8)
- use word origins as an aid to understanding historical influences on English word meanings (6-8)
- proofread his/her own writing and that of others (4-8)
- write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- understand the influence of other languages and cultures on the spelling of English words (6-8)
- use word origins as an aid to understanding historical influences on English word meanings (6-8)
- proofread his/her own writing and that of others (4-8)

- write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- proofread his/her own writing and that of others (4-8)
- write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- understand the influence of other languages and cultures on the spelling of English words (6-8)
- use word origins as an aid to understanding historical influences on English word meanings (6-8)
- proofread his/her own writing and that of others (4-8)
- write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- proofread his/her own writing and that of others (4-8)
- write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- proofread his/her own writing and that of others (4-8)

- write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- proofread his/her own writing and that of others (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- understand the influence of other languages and cultures on the spelling of English words (6-8)
- use word origins as an aid to understanding historical influences on English word meanings (6-8)

- proofread his/her own writing and that of others (4-8)
- write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- understand the influence of other languages and cultures on the spelling of English words (6-8)
- use word origins as an aid to understanding historical influences on English word meanings (6-8)
- proofread his/her own writing and that of others (4-8)
- write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- understand the influence of other languages and cultures on the spelling of English words (6-8)
- use word origins as an aid to understanding historical influences on English word meanings (6-8)
- proofread his/her own writing and that of others (4-8)

- write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- understand the influence of other languages and cultures on the spelling of English words (6-8)
- use word origins as an aid to understanding historical influences on English word meanings (6-8)
- proofread his/her own writing and that of others (4-8)
- write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- understand the influence of other languages and cultures on the spelling of English words (6-8)
- use word origins as an aid to understanding historical influences on English word meanings (6-8)

- proofread his/her own writing and that of others (4-8)
- write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- proofread his/her own writing and that of others (4-8)
- write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- understand the influence of other languages and cultures on the spelling of English words (6-8)

- use word origins as an aid to understanding historical influences on English word meanings (6-8)
- proofread his/her own writing and that of others (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- understand the influence of other languages and cultures on the spelling of English words (6-8)
- use word origins as an aid to understanding historical influences on English word meanings (6-8)
- proofread his/her own writing and that of others (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)

- understand the influence of other languages and cultures on the spelling of English words (6-8)
- use word origins as an aid to understanding historical influences on English word meanings (6-8)
- proofread his/her own writing and that of others (4-8)
- write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- understand the influence of other languages and cultures on the spelling of English words (6-8)
- use word origins as an aid to understanding historical influences on English word meanings (6-8)
- proofread his/her own writing and that of others (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)

- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- understand the influence of other languages and cultures on the spelling of English words (6-8)
- use word origins as an aid to understanding historical influences on English word meanings (6-8)
- proofread his/her own writing and that of others (4-8)
- write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- understand the influence of other languages and cultures on the spelling of English words (6-8)
- use word origins as an aid to understanding historical influences on English word meanings (6-8)
- proofread his/her own writing and that of others (4-8)
- write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)

- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- understand the influence of other languages and cultures on the spelling of English words (6-8)
- use word origins as an aid to understanding historical influences on English word meanings (6-8)
- proofread his/her own writing and that of others (4-8)
- write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- proofread his/her own writing and that of others (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)

- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- proofread his/her own writing and that of others (4-8)
- write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- understand the influence of other languages and cultures on the spelling of English words (6-8)
- use word origins as an aid to understanding historical influences on English word meanings (6-8)
- proofread his/her own writing and that of others (4-8)
- write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8)

- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- understand the influence of other languages and cultures on the spelling of English words (6-8)
- use word origins as an aid to understanding historical influences on English word meanings (6-8)
- proofread his/her own writing and that of others (4-8)
- write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8)

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

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6)
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8)
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)
- study word meanings systematically such as across curricular content areas and through current events (4-8)
- spell accurately in final drafts (4-8)
- proofread his/her own writing and that of others (4-8)