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.
• 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 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)
• develop vocabulary through reading (2-3)
• 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 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 possesses 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 possesses 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 cant 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 possesses 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)

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)