

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

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

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

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

- decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
- read accurately many irregularly spelled words, special vowel spellings, and common word endings;

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

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

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

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

- decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
- read accurately many irregularly spelled words, special vowel spellings, and common word endings;

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

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

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

- understanding and applying rules for capitalization at the beginning of a sentence, for names and places ("Janet," "I," "George Washington," "Springfield"), and capitalization and commas in dates ("February 24, 2001");
- use correct standard English mechanics such as - printing upper- and lower-case letters legibly and using them to make words;
- using correct spelling of sight and/or spelling words
- recognize that there are correct spellings for words;
- use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
- generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words
- know and use more difficult word families (-ought) and known words to decode unknown words

- apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
- decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
- read accurately many irregularly spelled words, special vowel spellings, and common word endings;

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

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

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

- use correct standard English mechanics such as - printing upper- and lower-case letters legibly and using them to make words;
- using appropriate end marks such as periods and question marks.
- using correct spelling of sight and/or spelling words
- recognize that there are correct spellings for words;
- use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
- generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words

- apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
- decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
- read accurately many irregularly spelled words, special vowel spellings, and common word endings;

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

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

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

- use correct standard English mechanics such as - printing upper- and lower-case letters legibly and using them to make words;
- using correct spelling of sight and/or spelling words
- recognize that there are correct spellings for words;
- use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;

- generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words
- apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
- decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
- read accurately many irregularly spelled words, special vowel spellings, and common word endings;

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

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

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

- understanding and applying rules for capitalization at the beginning of a sentence, for names and places ("Janet," "I," "George Washington," "Springfield"), and capitalization and commas in dates ("February 24, 2001");
- use correct standard English mechanics such as - printing upper- and lower-case letters legibly and using them to make words;
- using appropriate end marks such as periods and question marks.
- using correct spelling of sight and/or spelling words
- recognize that there are correct spellings for words;
- use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;

- decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
- read accurately many irregularly spelled words, special vowel spellings, and common word endings;

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

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

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

- understanding and applying rules for capitalization at the beginning of a sentence, for names and places ("Janet," "I," "George Washington," "Springfield"), and capitalization and commas in dates ("February 24, 2001");
- use correct standard English mechanics such as - printing upper- and lower-case letters legibly and using them to make words;
- using correct spelling of sight and/or spelling words
- know the order of the letters in the alphabet;
- recognize that there are correct spellings for words;
- use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
- generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words

- apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
- decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
- read accurately many irregularly spelled words, special vowel spellings, and common word endings;

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

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

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

- use correct standard English mechanics such as - printing upper- and lower-case letters legibly and using them to make words;
- using correct spelling of sight and/or spelling words
- recognize that there are correct spellings for words;
- use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;



- generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words
- apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
- decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
- read accurately many irregularly spelled words, special vowel spellings, and common word endings;

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

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

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

- understanding and applying rules for capitalization at the beginning of a sentence, for names and places ("Janet," "I," "George Washington," "Springfield"), and capitalization and commas in dates ("February 24, 2001");
- use correct standard English mechanics such as - printing upper- and lower-case letters legibly and using them to make words;
- using correct spelling of sight and/or spelling words
- recognize that there are correct spellings for words;

- use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
- generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words
- apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
- decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
- read accurately many irregularly spelled words, special vowel spellings, and common word endings;

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

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

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

- use correct standard English mechanics such as - printing upper- and lower-case letters legibly and using them to make words;
- using appropriate end marks such as periods and question marks.
- using correct spelling of sight and/or spelling words
- recognize that there are correct spellings for words;
- use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;

- generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words
- apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
- apply knowledge of letter patterns to identify syllables
- decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
- read accurately many irregularly spelled words, special vowel spellings, and common word endings;
- read words with several syllables

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

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

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

- using correct spelling of sight and/or spelling words
- know the order of the letters in the alphabet
- recognize that there are correct spellings for words;
- use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;

- use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
- generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
- apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
- decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
- read accurately many irregularly spelled words, special vowel spellings, and common word endings;

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

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

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

- using correct spelling of sight and/or spelling words
- recognize that there are correct spellings for words;
- use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
- use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.

- generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
- recognize common irregularly spelled words by sight (have, said, where).
- apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
- decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
- read accurately many irregularly spelled words, special vowel spellings, and common word endings;

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

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

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

- using correct spelling of sight and/or spelling words
- recognize that there are correct spellings for words;
- use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
- use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.

- generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
- use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
- recognize common irregularly spelled words by sight (have, said, where).
- apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
- decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
- read accurately many irregularly spelled words, special vowel spellings, and common word endings;

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

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

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

- using correct spelling of sight and/or spelling words
- know the order of the letters in the alphabet
- recognize that there are correct spellings for words;
- use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;

- generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
- recognize common irregularly spelled words by sight (have, said, where).
- apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
- decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
- read accurately many irregularly spelled words, special vowel spellings, and common word endings;

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

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

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

- using correct spelling of sight and/or spelling words
- recognize that there are correct spellings for words;
- use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
- generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;

- use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
- recognize common irregularly spelled words by sight (have, said, where).
- apply knowledge of letter patterns to identify syllables;
- read words with several syllables;
- apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
- decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
- read accurately many irregularly spelled words, special vowel spellings, and common word endings;

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

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

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

- using correct spelling of sight and/or spelling words
- recognize that there are correct spellings for words;
- use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
- use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.



- generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
- apply knowledge of letter patterns to identify syllables;
- read words with several syllables;
- apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
- decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
- read accurately many irregularly spelled words, special vowel spellings, and common word endings;

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

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

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

- using correct spelling of sight and/or spelling words
- recognize that there are correct spellings for words;
- use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;

- use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
- generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
- use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
- recognize common irregularly spelled words by sight (have, said, where).
- apply knowledge of letter patterns to identify syllables;
- read words with several syllables;
- apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
- decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
- read accurately many irregularly spelled words, special vowel spellings, and common word endings;

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

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

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

- using correct spelling of sight and/or spelling words
- know the order of the letters in the alphabet
- recognize that there are correct spellings for words;

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

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

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

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

- using correct spelling of sight and/or spelling words
- recognize that there are correct spellings for words;
- use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;

- generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
- use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
- apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
- decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
- read accurately many irregularly spelled words, special vowel spellings, and common word endings;

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

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

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

- using correct spelling of sight and/or spelling words
- recognize that there are correct spellings for words;
- use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
- generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;

- use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
- recognize common irregularly spelled words by sight (have, said, where).
- apply knowledge of letter patterns to identify syllables;
- read words with several syllables;
- apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
- decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
- read accurately many irregularly spelled words, special vowel spellings, and common word endings;

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

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

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

- using correct spelling of sight and/or spelling words
- know the order of the letters in the alphabet
- recognize that there are correct spellings for words;

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

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

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

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

- using correct spelling of sight and/or spelling words
- recognize that there are correct spellings for words;
- use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;

- use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
- generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
- recognize common irregularly spelled words by sight (have, said, where).
- apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
- decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
- read accurately many irregularly spelled words, special vowel spellings, and common word endings;

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

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

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

- using correct spelling of sight and/or spelling words
- know the order of the letters in the alphabet
- recognize that there are correct spellings for words;

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

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

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

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

- using correct spelling of sight and/or spelling words
- know the order of the letters in the alphabet



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

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

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

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

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

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

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

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

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

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

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

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

- use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
- use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.

- spell most commonly used homophones correctly in their writing (there, they're, their; two, too, to).
- use letter-sound knowledge to decode written English

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- use letter-sound knowledge to decode written English

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- use letter-sound knowledge to decode written English

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

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

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

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

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

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

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

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

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

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

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

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

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

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



- use letter-sound knowledge to decode written English

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- use letter-sound knowledge to decode written English.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- use letter-sound knowledge to decode written English.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- use letter-sound knowledge to decode written English.

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

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

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

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

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

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

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

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

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

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

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

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

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

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



- use letter-sound knowledge to decode written English.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- use letter-sound knowledge to decode written English.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of

fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

- use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of

fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

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

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

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

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

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

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

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

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

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

- use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of

fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

- use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of

fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of



fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.

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

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

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

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