

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

- 1-3.1 Use pictures, context, and letter sound relationships to read unfamiliar words.
- 1-3.2 Identify base words and their inflectional endings (including s, es, ing, ed, er, and est).
- 1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).
- 1-3.4 Recognize high frequency words encountered in texts.
- 1-3.9 Create rhyming words in response to an oral prompt.
- 1-3.10 Create words by orally adding, deleting, or changing sounds.
- 1-3.11 Use blending to generate words orally.
- 1-3.12 Use onsets and rimes to decode and generate words.
- 1-3.13 Use knowledge of letter names and their corresponding sounds to spell words independently.
- 1-3.14 Organize a series of words by alphabetizing to the first letter.
- 1-3.15 Identify beginning, middle, and ending sounds in single syllable words.
- 1-3.16 Classify words by categories (for example, beginning and ending sounds).
- 1-3.17 Use blending to read.
- 1-3.18 Spell three and Four-letter Short vowel words and high frequency words correctly. (See Instructional Appendix: High Frequency Words.)
- 1-3.19 Use known words to spell new words.
- 1-4.6 Edit for the correct use of written Standard American English, including • capitalization – first word of a sentence, – names of people, and – pronoun I; • punctuation – periods, – exclamation points, and – question marks; and • spelling high frequency words and three and four letter short vowel words.

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

- 1-3.1 Use pictures, context, and letter sound relationships to read unfamiliar words.
- 1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).
- 1-3.4 Recognize high frequency words encountered in texts.
- 1-3.5 Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 1-3.9 Create rhyming words in response to an oral prompt.
- 1-3.10 Create words by orally adding, deleting, or changing sounds.
- 1-3.13 Use knowledge of letter names and their corresponding sounds to spell words independently.
- 1-3.16 Classify words by categories (for example, beginning and ending sounds).
- 1-3.17 Use blending to read.

- 1-3.18 Spell three and Four-letter Short vowel words and high frequency words correctly. (See Instructional Appendix: High Frequency Words.)
- 1-3.19 Use known words to spell new words.
- 1-4.6 Edit for the correct use of written Standard American English, including • capitalization – first word of a sentence, – names of people, and – pronoun I; • punctuation – periods, – exclamation points, and – question marks; and • spelling high frequency words and three and four letter short vowel words.

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

- 1-3.1 Use pictures, context, and letter sound relationships to read unfamiliar words.
- 1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).
- 1-3.4 Recognize high frequency words encountered in texts.
- 1-3.5 Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 1-3.13 Use knowledge of letter names and their corresponding sounds to spell words independently.
- 1-3.16 Classify words by categories (for example, beginning and ending sounds).
- 1-3.17 Use blending to read.
- 1-3.18 Spell three and Four-letter Short vowel words and high frequency words correctly. (See Instructional Appendix: High Frequency Words.)
- 1-3.19 Use known words to spell new words.
- 1-4.6 Edit for the correct use of written Standard American English, including • capitalization – first word of a sentence, – names of people, and – pronoun I; • punctuation – periods, – exclamation points, and – question marks; and • spelling high frequency words and three and four letter short vowel words.

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

- 1-3.1 Use pictures, context, and letter sound relationships to read unfamiliar words.
- 1-3.2 Identify base words and their inflectional endings (including s, es, ing, ed, er, and est).
- 1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).
- 1-3.4 Recognize high frequency words encountered in texts.
- 1-3.5 Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 1-3.9 Create rhyming words in response to an oral prompt.
- 1-3.10 Create words by orally adding, deleting, or changing sounds.
- 1-3.12 Use onsets and rimes to decode and generate words.

- 1-3.13 Use knowledge of letter names and their corresponding sounds to spell words independently.
- 1-3.15 Identify beginning, middle, and ending sounds in single syllable words.
- 1-3.16 Classify words by categories (for example, beginning and ending sounds).
- 1-3.17 Use blending to read.
- 1-3.18 Spell three and Four-letter Short vowel words and high frequency words correctly. (See Instructional Appendix: High Frequency Words.)
- 1-3.19 Use known words to spell new words.
- 1-4.6 Edit for the correct use of written Standard American English, including • capitalization – first word of a sentence, – names of people, and – pronoun I; • punctuation – periods, – exclamation points, and – question marks; and • spelling high frequency words and three and four letter short vowel words.

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

- 1-3.1 Use pictures, context, and letter sound relationships to read unfamiliar words.
- 1-3.2 Identify base words and their inflectional endings (including s, es, ing, ed, er, and est).
- 1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).
- 1-3.4 Recognize high frequency words encountered in texts.
- 1-3.5 Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 1-3.6 Use structural analysis to determine the meaning of compound words and contractions.
- 1-3.9 Create rhyming words in response to an oral prompt.
- 1-3.10 Create words by orally adding, deleting, or changing sounds.
- 1-3.12 Use onsets and rimes to decode and generate words.
- 1-3.13 Use knowledge of letter names and their corresponding sounds to spell words independently.
- 1-3.15 Identify beginning, middle, and ending sounds in single syllable words.
- 1-3.16 Classify words by categories (for example, beginning and ending sounds).
- 1-3.17 Use blending to read.
- 1-3.18 Spell three and Four-letter Short vowel words and high frequency words correctly. (See Instructional Appendix: High Frequency Words.)
- 1-3.19 Use known words to spell new words.
- 1-4.6 Edit for the correct use of written Standard American English, including • capitalization – first word of a sentence, – names of people, and – pronoun I; • punctuation – periods, – exclamation points, and – question marks; and • spelling high frequency words and three and four letter short vowel words.

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



- 1-3.1 Use pictures, context, and letter sound relationships to read unfamiliar words.
- 1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).
- 1-3.4 Recognize high frequency words encountered in texts.
- 1-3.5 Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 1-3.6 Use structural analysis to determine the meaning of compound words and contractions.
- 1-3.9 Create rhyming words in response to an oral prompt.
- 1-3.12 Use onsets and rimes to decode and generate words.
- 1-3.13 Use knowledge of letter names and their corresponding sounds to spell words independently.
- 1-3.15 Identify beginning, middle, and ending sounds in single syllable words.
- 1-3.16 Classify words by categories (for example, beginning and ending sounds).
- 1-3.17 Use blending to read.
- 1-3.18 Spell three and Four-letter Short vowel words and high frequency words correctly. (See Instructional Appendix: High Frequency Words.)
- 1-3.19 Use known words to spell new words.
- 1-4.6 Edit for the correct use of written Standard American English, including • capitalization – first word of a sentence, – names of people, and – pronoun I; • punctuation – periods, – exclamation points, and – question marks; and • spelling high frequency words and three and four letter short vowel words.

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

- 1-3.1 Use pictures, context, and letter sound relationships to read unfamiliar words.
- 1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).
- 1-3.4 Recognize high frequency words encountered in texts.
- 1-3.5 Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 1-3.6 Use structural analysis to determine the meaning of compound words and contractions.
- 1-3.9 Create rhyming words in response to an oral prompt.
- 1-3.10 Create words by orally adding, deleting, or changing sounds.
- 1-3.12 Use onsets and rimes to decode and generate words.
- 1-3.13 Use knowledge of letter names and their corresponding sounds to spell words independently.
- 1-3.15 Identify beginning, middle, and ending sounds in single syllable words.
- 1-3.16 Classify words by categories (for example, beginning and ending sounds).
- 1-3.17 Use blending to read.
- 1-3.18 Spell three and Four-letter Short vowel words and high frequency words correctly. (See Instructional Appendix: High Frequency Words.)
- 1-3.19 Use known words to spell new words.

1-4.6 Edit for the correct use of written Standard American English, including • capitalization – first word of a sentence, – names of people, and – pronoun I; • punctuation – periods, – exclamation points, and – question marks; and • spelling high frequency words and three and four letter short vowel words.

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

- 1-3.1 Use pictures, context, and letter sound relationships to read unfamiliar words.
- 1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).
- 1-3.4 Recognize high frequency words encountered in texts.
- 1-3.5 Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 1-3.6 Use structural analysis to determine the meaning of compound words and contractions.
- 1-3.10 Create words by orally adding, deleting, or changing sounds.
- 1-3.12 Use onsets and rimes to decode and generate words.
- 1-3.13 Use knowledge of letter names and their corresponding sounds to spell words independently.
- 1-3.15 Identify beginning, middle, and ending sounds in single syllable words.
- 1-3.16 Classify words by categories (for example, beginning and ending sounds).
- 1-3.17 Use blending to read.
- 1-3.18 Spell three and Four-letter Short vowel words and high frequency words correctly. (See Instructional Appendix: High Frequency Words.)
- 1-3.19 Use known words to spell new words.
- 1-4.6 Edit for the correct use of written Standard American English, including • capitalization – first word of a sentence, – names of people, and – pronoun I; • punctuation – periods, – exclamation points, and – question marks; and • spelling high frequency words and three and four letter short vowel words.

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

- 1-3.1 Use pictures, context, and letter sound relationships to read unfamiliar words.
- 1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).
- 1-3.4 Recognize high frequency words encountered in texts.
- 1-3.5 Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 1-3.12 Use onsets and rimes to decode and generate words.
- 1-3.13 Use knowledge of letter names and their corresponding sounds to spell words independently.
- 1-3.15 Identify beginning, middle, and ending sounds in single syllable words.

- 1-3.16 Classify words by categories (for example, beginning and ending sounds).
- 1-3.17 Use blending to read.
- 1-3.18 Spell three and Four-letter Short vowel words and high frequency words correctly. (See Instructional Appendix: High Frequency Words.)
- 1-3.19 Use known words to spell new words.
- 1-4.6 Edit for the correct use of written Standard American English, including • capitalization – first word of a sentence, – names of people, and – pronoun I; • punctuation – periods, – exclamation points, and – question marks; and • spelling high frequency words and three and four letter short vowel words.

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

- 1-3.1 Use pictures, context, and letter sound relationships to read unfamiliar words.
- 1-3.2 Identify base words and their inflectional endings (including s, es, ing, ed, er, and est).
- 1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).
- 1-3.4 Recognize high frequency words encountered in texts.
- 1-3.5 Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 1-3.6 Use structural analysis to determine the meaning of compound words and contractions.
- 1-3.9 Create rhyming words in response to an oral prompt.
- 1-3.10 Create words by orally adding, deleting, or changing sounds.
- 1-3.11 Use blending to generate words orally.
- 1-3.12 Use onsets and rimes to decode and generate words.
- 1-3.13 Use knowledge of letter names and their corresponding sounds to spell words independently.
- 1-3.15 Identify beginning, middle, and ending sounds in single syllable words.
- 1-3.16 Classify words by categories (for example, beginning and ending sounds).
- 1-3.17 Use blending to read.
- 1-3.18 Spell three and Four-letter Short vowel words and high frequency words correctly. (See Instructional Appendix: High Frequency Words.)
- 1-3.19 Use known words to spell new words.
- 1-4.6 Edit for the correct use of written Standard American English, including • capitalization – first word of a sentence, – names of people, and – pronoun I; • punctuation – periods, – exclamation points, and – question marks; and • spelling high frequency words and three and four letter short vowel words.

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

- 1-3.1 Use pictures, context, and letter sound relationships to read unfamiliar words.
- 1-3.2 Identify base words and their inflectional endings (including s, es, ing, ed, er, and est).

- 1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).
- 1-3.4 Recognize high frequency words encountered in texts.
- 1-3.6 Use structural analysis to determine the meaning of compound words and contractions.
- 1-3.9 Create rhyming words in response to an oral prompt.
- 1-3.10 Create words by orally adding, deleting, or changing sounds.
- 1-3.12 Use onsets and rimes to decode and generate words.
- 1-3.13 Use knowledge of letter names and their corresponding sounds to spell words independently.
- 1-3.14 Organize a series of words by alphabetizing to the first letter.
- 1-3.15 Identify beginning, middle, and ending sounds in single syllable words.
- 1-3.16 Classify words by categories (for example, beginning and ending sounds).
- 1-3.17 Use blending to read.
- 1-3.18 Spell three and Four-letter Short vowel words and high frequency words correctly. (See Instructional Appendix: High Frequency Words.)
- 1-3.19 Use known words to spell new words.
- 1-4.6 Edit for the correct use of written Standard American English, including • capitalization – first word of a sentence, – names of people, and – pronoun I; • punctuation – periods, – exclamation points, and – question marks; and • spelling high frequency words and three and four letter short vowel words.

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

- 1-3.1 Use pictures, context, and letter sound relationships to read unfamiliar words.
- 1-3.2 Identify base words and their inflectional endings (including s, es, ing, ed, er, and est).
- 1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).
- 1-3.4 Recognize high frequency words encountered in texts.
- 1-3.5 Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 1-3.13 Use knowledge of letter names and their corresponding sounds to spell words independently.
- 1-3.16 Classify words by categories (for example, beginning and ending sounds).
- 1-3.17 Use blending to read.
- 1-3.18 Spell three and Four-letter Short vowel words and high frequency words correctly. (See Instructional Appendix: High Frequency Words.)
- 1-3.19 Use known words to spell new words.
- 1-4.6 Edit for the correct use of written Standard American English, including • capitalization – first word of a sentence, – names of people, and – pronoun I; • punctuation – periods, – exclamation points, and – question marks; and • spelling high frequency words and three and four letter short vowel words.

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

- 1-3.1 Use pictures, context, and letter sound relationships to read unfamiliar words.
- 1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).
- 1-3.4 Recognize high frequency words encountered in texts.
- 1-3.5 Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 1-3.10 Create words by orally adding, deleting, or changing sounds.
- 1-3.13 Use knowledge of letter names and their corresponding sounds to spell words independently.
- 1-3.16 Classify words by categories (for example, beginning and ending sounds).
- 1-3.17 Use blending to read.
- 1-3.18 Spell three and Four-letter Short vowel words and high frequency words correctly. (See Instructional Appendix: High Frequency Words.)
- 1-3.19 Use known words to spell new words.
- 1-4.6 Edit for the correct use of written Standard American English, including • capitalization – first word of a sentence, – names of people, and – pronoun I; • punctuation – periods, – exclamation points, and – question marks; and • spelling high frequency words and three and four letter short vowel words.

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

- 1-3.1 Use pictures, context, and letter sound relationships to read unfamiliar words.
- 1-3.2 Identify base words and their inflectional endings (including s, es, ing, ed, er, and est).
- 1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).
- 1-3.4 Recognize high frequency words encountered in texts.
- 1-3.6 Use structural analysis to determine the meaning of compound words and contractions.
- 1-3.9 Create rhyming words in response to an oral prompt.
- 1-3.13 Use knowledge of letter names and their corresponding sounds to spell words independently.
- 1-3.14 Organize a series of words by alphabetizing to the first letter.
- 1-3.16 Classify words by categories (for example, beginning and ending sounds).
- 1-3.17 Use blending to read.
- 1-3.18 Spell three and Four-letter Short vowel words and high frequency words correctly. (See Instructional Appendix: High Frequency Words.)
- 1-3.19 Use known words to spell new words.
- 1-4.6 Edit for the correct use of written Standard American English, including • capitalization – first word of a sentence, – names of people, and – pronoun I; • punctuation – periods, –



exclamation points, and – question marks; and • spelling high frequency words and three and four letter short vowel words.

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

- 1-3.1 Use pictures, context, and letter sound relationships to read unfamiliar words.
- 1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).
- 1-3.4 Recognize high frequency words encountered in texts.
- 1-3.5 Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 1-3.9 Create rhyming words in response to an oral prompt.
- 1-3.12 Use onsets and rimes to decode and generate words.
- 1-3.13 Use knowledge of letter names and their corresponding sounds to spell words independently.
- 1-3.15 Identify beginning, middle, and ending sounds in single syllable words.
- 1-3.16 Classify words by categories (for example, beginning and ending sounds).
- 1-3.17 Use blending to read.
- 1-3.18 Spell three and Four-letter Short vowel words and high frequency words correctly. (See Instructional Appendix: High Frequency Words.)
- 1-3.19 Use known words to spell new words.
- 1-4.6 Edit for the correct use of written Standard American English, including • capitalization – first word of a sentence, – names of people, and – pronoun I; • punctuation – periods, – exclamation points, and – question marks; and • spelling high frequency words and three and four letter short vowel words.

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

- 1-3.1 Use pictures, context, and letter sound relationships to read unfamiliar words.
- 1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).
- 1-3.4 Recognize high frequency words encountered in texts.
- 1-3.5 Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 1-3.6 Use structural analysis to determine the meaning of compound words and contractions.
- 1-3.9 Create rhyming words in response to an oral prompt.
- 1-3.10 Create words by orally adding, deleting, or changing sounds.
- 1-3.12 Use onsets and rimes to decode and generate words.
- 1-3.13 Use knowledge of letter names and their corresponding sounds to spell words independently.
- 1-3.15 Identify beginning, middle, and ending sounds in single syllable words.

- 1-3.16 Classify words by categories (for example, beginning and ending sounds).
- 1-3.17 Use blending to read.
- 1-3.18 Spell three and Four-letter Short vowel words and high frequency words correctly. (See Instructional Appendix: High Frequency Words.)
- 1-3.19 Use known words to spell new words.
- 1-4.6 Edit for the correct use of written Standard American English, including • capitalization – first word of a sentence, – names of people, and – pronoun I; • punctuation – periods, – exclamation points, and – question marks; and • spelling high frequency words and three and four letter short vowel words.

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

- 1-3.1 Use pictures, context, and letter sound relationships to read unfamiliar words.
- 1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).
- 1-3.4 Recognize high frequency words encountered in texts.
- 1-3.5 Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 1-3.6 Use structural analysis to determine the meaning of compound words and contractions.
- 1-3.12 Use onsets and rimes to decode and generate words.
- 1-3.13 Use knowledge of letter names and their corresponding sounds to spell words independently.
- 1-3.15 Identify beginning, middle, and ending sounds in single syllable words.
- 1-3.16 Classify words by categories (for example, beginning and ending sounds).
- 1-3.17 Use blending to read.
- 1-3.18 Spell three and Four-letter Short vowel words and high frequency words correctly. (See Instructional Appendix: High Frequency Words.)
- 1-3.19 Use known words to spell new words.
- 1-4.6 Edit for the correct use of written Standard American English, including • capitalization – first word of a sentence, – names of people, and – pronoun I; • punctuation – periods, – exclamation points, and – question marks; and • spelling high frequency words and three and four letter short vowel words.

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

- 1-3.1 Use pictures, context, and letter sound relationships to read unfamiliar words.
- 1-3.2 Identify base words and their inflectional endings (including s, es, ing, ed, er, and est).
- 1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).
- 1-3.4 Recognize high frequency words encountered in texts.

- 1-3.5 Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 1-3.13 Use knowledge of letter names and their corresponding sounds to spell words independently.
- 1-3.16 Classify words by categories (for example, beginning and ending sounds).
- 1-3.17 Use blending to read.
- 1-3.18 Spell three and Four-letter Short vowel words and high frequency words correctly. (See Instructional Appendix: High Frequency Words.)
- 1-3.19 Use known words to spell new words.
- 1-4.6 Edit for the correct use of written Standard American English, including • capitalization – first word of a sentence, – names of people, and – pronoun I; • punctuation – periods, – exclamation points, and – question marks; and • spelling high frequency words and three and four letter short vowel words.

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

- 1-3.1 Use pictures, context, and letter sound relationships to read unfamiliar words.
- 1-3.2 Identify base words and their inflectional endings (including s, es, ing, ed, er, and est).
- 1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).
- 1-3.4 Recognize high frequency words encountered in texts.
- 1-3.11 Use blending to generate words orally.
- 1-3.10 Create words by orally adding, deleting, or changing sounds.
- 1-3.12 Use onsets and rimes to decode and generate words.
- 1-3.13 Use knowledge of letter names and their corresponding sounds to spell words independently.
- 1-3.14 Organize a series of words by alphabetizing to the first letter.
- 1-3.15 Identify beginning, middle, and ending sounds in single syllable words.
- 1-3.16 Classify words by categories (for example, beginning and ending sounds).
- 1-3.17 Use blending to read.
- 1-3.18 Spell three and Four-letter Short vowel words and high frequency words correctly. (See Instructional Appendix: High Frequency Words.)
- 1-3.19 Use known words to spell new words.
- 1-4.6 Edit for the correct use of written Standard American English, including • capitalization – first word of a sentence, – names of people, and – pronoun I; • punctuation – periods, – exclamation points, and – question marks; and • spelling high frequency words and three and four letter short vowel words.

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

- 1-3.1 Use pictures, context, and letter sound relationships to read unfamiliar words.

- 1-3.2 Identify base words and their inflectional endings (including s, es, ing, ed, er, and est).
- 1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).
- 1-3.4 Recognize high frequency words encountered in texts.
- 1-3.9 Create rhyming words in response to an oral prompt.
- 1-3.10 Create words by orally adding, deleting, or changing sounds.
- 1-3.11 Use blending to generate words orally.
- 1-3.13 Use knowledge of letter names and their corresponding sounds to spell words independently.
- 1-3.17 Use blending to read.
- 1-3.18 Spell three and Four-letter Short vowel words and high frequency words correctly. (See Instructional Appendix: High Frequency Words.)
- 1-3.19 Use known words to spell new words.
- 1-4.6 Edit for the correct use of written Standard American English, including • capitalization – first word of a sentence, – names of people, and – pronoun I; • punctuation – periods, – exclamation points, and – question marks; and • spelling high frequency words and three and four letter short vowel words.

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

- 1-3.1 Use pictures, context, and letter sound relationships to read unfamiliar words.
- 1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).
- 1-3.4 Recognize high frequency words encountered in texts.
- 1-3.5 Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 1-3.6 Use structural analysis to determine the meaning of compound words and contractions.
- 1-3.9 Create rhyming words in response to an oral prompt.
- 1-3.12 Use onsets and rimes to decode and generate words.
- 1-3.13 Use knowledge of letter names and their corresponding sounds to spell words independently.
- 1-3.15 Identify beginning, middle, and ending sounds in single syllable words.
- 1-3.16 Classify words by categories (for example, beginning and ending sounds).
- 1-3.17 Use blending to read.
- 1-3.18 Spell three and Four-letter Short vowel words and high frequency words correctly. (See Instructional Appendix: High Frequency Words.)
- 1-3.19 Use known words to spell new words.
- 1-4.6 Edit for the correct use of written Standard American English, including • capitalization – first word of a sentence, – names of people, and – pronoun I; • punctuation – periods, – exclamation points, and – question marks; and • spelling high frequency words and three and four letter short vowel words.

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

- 2-3.2 Construct meaning through a knowledge of base words, prefixes (including un, re, pre, bi, mis, dis) and suffixes (including er, est, ful) in context.
- 2-3.3 Recognize highfrequency words in context.
- 2-3.5 Recognize synonyms, antonyms, and homonyms in context.
- 2-3.8 Use knowledge of spelling patterns and highfrequency words to read fluently.
- 2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).
- 2-3.11 Spell basic shortvowel, longvowel,rcontrolled,and consonant blend patterns correctly.
- 2-3.12 Apply knowledge of alphabetizing a series of words to the second and third letters.
- 2-3.12 Spell highfrequency words.
- 2-4.6 Edit for the correct use of written Standard American English, including • capitalization – proper nouns, – initials of a person’s name, – courtesy titles (Mr., Ms.), – days of the week, – months of the year, and – titles of books, poems, and songs; • punctuation – apostrophes in contractions, – commas in a series, – commas in dates, and – quotation marks to show someone is speaking; and • spelling – words that do not fit regular spelling patterns (for example, was, were, says, said), – highfrequency words, and – basic shortvowel, longvowel, rcontrolled, and consonant blend patterns.

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

- 2-3.3 Recognize highfrequency words in context.
- 2-3.5 Recognize synonyms, antonyms, and homonyms in context.
- 2-3.8 Use knowledge of spelling patterns and highfrequency words to read fluently.
- 2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).
- 2-3.10 Spell frequently used irregular words correctly (for example, was, were, says, said, who, what, why).
- 2-3.11 Spell basic shortvowel, longvowel,rcontrolled,and consonant blend patterns correctly.
- 2-3.12 Spell highfrequency words.
- 2-4.6 Edit for the correct use of written Standard American English, including • capitalization – proper nouns, – initials of a person’s name, – courtesy titles (Mr., Ms.), – days of the week, – months of the year, and – titles of books, poems, and songs; • punctuation – apostrophes in contractions, – commas in a series, – commas in dates, and – quotation marks to show someone is speaking; and • spelling – words that do not fit regular spelling patterns (for example, was, were, says, said), – highfrequency words, and – basic shortvowel, longvowel, rcontrolled, and consonant blend patterns.

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

- 2-3.2 Construct meaning through a knowledge of base words, prefixes (including un, re, pre, bi, mis, dis) and suffixes (including er, est, ful) in context.
- 2-3.3 Recognize highfrequency words in context.
- 2-3.4 Identify idioms in context.
- 2-3.5 Recognize synonyms, antonyms, and homonyms in context.
- 2-3.6 Use knowledge of individual words to determine the meaning of compound words.
- 2-3.8 Use knowledge of spelling patterns and highfrequency words to read fluently.
- 2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).
- 2-3.10 Spell frequently used irregular words correctly (for example, was, were, says, said, who, what, why).
- 2-3.11 Spell basic shortvowel, longvowel,rcontrolled,and consonant blend patterns correctly.
- 2-3.12 Spell highfrequency words.
- 2-4.6 Edit for the correct use of written Standard American English, including • capitalization – proper nouns, – initials of a person’s name, – courtesy titles (Mr., Ms.), – days of the week, – months of the year, and – titles of books, poems, and songs; • punctuation – apostrophes in contractions, – commas in a series, – commas in dates, and – quotation marks to show someone is speaking; and • spelling – words that do not fit regular spelling patterns (for example, was, were, says, said), – highfrequency words, and – basic shortvowel, longvowel, rcontrolled, and consonant blend patterns.

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

- 2-3.2 Construct meaning through a knowledge of base words, prefixes (including un, re, pre, bi, mis, dis) and suffixes (including er, est, ful) in context.
- 2-3.3 Recognize highfrequency words in context.
- 2-3.5 Recognize synonyms, antonyms, and homonyms in context.
- 2-3.6 Use knowledge of individual words to determine the meaning of compound words.
- 2-3.8 Use knowledge of spelling patterns and highfrequency words to read fluently.
- 2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).
- 2-3.10 Spell frequently used irregular words correctly (for example, was, were, says, said, who, what, why).
- 2-3.11 Spell basic shortvowel, longvowel,rcontrolled,and consonant blend patterns correctly.
- 2-3.12 Apply knowledge of alphabetizing a series of words to the second and third letters.
- 2-3.12 Spell highfrequency words.
- 2-4.6 Edit for the correct use of written Standard American English, including • capitalization – proper nouns, – initials of a person’s name, – courtesy titles (Mr., Ms.), – days of the week,

– months of the year, and – titles of books, poems, and songs; • punctuation – apostrophes in contractions, – commas in a series, – commas in dates, and – quotation marks to show someone is speaking; and • spelling – words that do not fit regular spelling patterns (for example, was, were, says, said), – highfrequency words, and – basic shortvowel, longvowel, rcontrolled, and consonant blend patterns.

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

- 2-3.2 Construct meaning through a knowledge of base words, prefixes (including un, re, pre, bi, mis, dis) and suffixes (including er, est, ful) in context.
- 2-3.3 Recognize highfrequency words in context.
- 2-3.4 Identify idioms in context.
- 2-3.5 Recognize synonyms, antonyms, and homonyms in context.
- 2-3.8 Use knowledge of spelling patterns and highfrequency words to read fluently.
- 2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).
- 2-3.10 Spell frequently used irregular words correctly (for example, was, were, says, said, who, what, why).
- 2-3.11 Spell basic shortvowel, longvowel,rcontrolled,and consonant blend patterns correctly.
- 2-3.12 Spell highfrequency words.
- 2-4.6 Edit for the correct use of written Standard American English, including • capitalization – proper nouns, – initials of a person’s name, – courtesy titles (Mr., Ms.), – days of the week, – months of the year, and – titles of books, poems, and songs; • punctuation – apostrophes in contractions, – commas in a series, – commas in dates, and – quotation marks to show someone is speaking; and • spelling – words that do not fit regular spelling patterns (for example, was, were, says, said), – highfrequency words, and – basic shortvowel, longvowel, rcontrolled, and consonant blend patterns.

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

- 2-3.3 Recognize highfrequency words in context.
- 2-3.5 Recognize synonyms, antonyms, and homonyms in context.
- 2-3.6 Use knowledge of individual words to determine the meaning of compound words.
- 2-3.8 Use knowledge of spelling patterns and highfrequency words to read fluently.
- 2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).
- 2-3.10 Spell frequently used irregular words correctly (for example, was, were, says, said, who, what, why).
- 2-3.11 Spell basic shortvowel, longvowel,rcontrolled,and consonant blend patterns correctly.

2-3.12 Apply knowledge of alphabetizing a series of words to the second and third letters.

2-3.12 Spell highfrequency words.

2-4.6 Edit for the correct use of written Standard American English, including • capitalization – proper nouns, – initials of a person’s name, – courtesy titles (Mr., Ms.), – days of the week, – months of the year, and – titles of books, poems, and songs; • punctuation – apostrophes in contractions, – commas in a series, – commas in dates, and – quotation marks to show someone is speaking; and • spelling – words that do not fit regular spelling patterns (for example, was, were, says, said), – highfrequency words, and – basic shortvowel, longvowel, rcontrolled, and consonant blend patterns.

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

2-3.3 Recognize highfrequency words in context.

2-3.4 Identify idioms in context.

2-3.5 Recognize synonyms, antonyms, and homonyms in context.

2-3.8 Use knowledge of spelling patterns and highfrequency words to read fluently.

2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).

2-3.10 Spell frequently used irregular words correctly (for example, was, were, says, said, who, what, why).

2-3.11 Spell basic shortvowel, longvowel,rcontrolled,and consonant blend patterns correctly.

2-3.12 Apply knowledge of alphabetizing a series of words to the second and third letters.

2-3.12 Spell highfrequency words.

2-3.2 Construct meaning through a knowledge of base words, prefixes (including un, re, pre, bi, mis, dis) and suffixes (including er, est, ful) in context.

2-4.6 Edit for the correct use of written Standard American English, including • capitalization – proper nouns, – initials of a person’s name, – courtesy titles (Mr., Ms.), – days of the week, – months of the year, and – titles of books, poems, and songs; • punctuation – apostrophes in contractions, – commas in a series, – commas in dates, and – quotation marks to show someone is speaking; and • spelling – words that do not fit regular spelling patterns (for example, was, were, says, said), – highfrequency words, and – basic shortvowel, longvowel, rcontrolled, and consonant blend patterns.

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

2-3.2 Construct meaning through a knowledge of base words, prefixes (including un, re, pre, bi, mis, dis) and suffixes (including er, est, ful) in context.

2-3.3 Recognize highfrequency words in context.

2-3.4 Identify idioms in context.

2-3.5 Recognize synonyms, antonyms, and homonyms in context.

2-3.8 Use knowledge of spelling patterns and highfrequency words to read fluently.



- 2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).
- 2-3.10 Spell frequently used irregular words correctly (for example, was, were, says, said, who, what, why).
- 2-3.11 Spell basic shortvowel, longvowel,rcontrolled,and consonant blend patterns correctly.
- 2-3.12 Spell highfrequency words.
- 2-4.6 Edit for the correct use of written Standard American English, including • capitalization – proper nouns, – initials of a person’s name, – courtesy titles (Mr., Ms.), – days of the week, – months of the year, and – titles of books, poems, and songs; • punctuation – apostrophes in contractions, – commas in a series, – commas in dates, and – quotation marks to show someone is speaking; and • spelling – words that do not fit regular spelling patterns (for example, was, were, says, said), – highfrequency words, and – basic shortvowel, longvowel, rcontrolled, and consonant blend patterns.

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

- 2-3.3 Recognize highfrequency words in context.
- 2-3.4 Identify idioms in context.
- 2-3.5 Recognize synonyms, antonyms, and homonyms in context.
- 2-3.8 Use knowledge of spelling patterns and highfrequency words to read fluently.
- 2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).
- 2-3.10 Spell frequently used irregular words correctly (for example, was, were, says, said, who, what, why).
- 2-3.11 Spell basic shortvowel, longvowel,rcontrolled,and consonant blend patterns correctly.
- 2-3.12 Spell highfrequency words.
- 2-3.2 Construct meaning through a knowledge of base words, prefixes (including un, re, pre, bi, mis, dis) and suffixes (including er, est, ful) in context.
- 2-4.6 Edit for the correct use of written Standard American English, including • capitalization – proper nouns, – initials of a person’s name, – courtesy titles (Mr., Ms.), – days of the week, – months of the year, and – titles of books, poems, and songs; • punctuation – apostrophes in contractions, – commas in a series, – commas in dates, and – quotation marks to show someone is speaking; and • spelling – words that do not fit regular spelling patterns (for example, was, were, says, said), – highfrequency words, and – basic shortvowel, longvowel, rcontrolled, and consonant blend patterns.

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

- 2-3.3 Recognize highfrequency words in context.
- 2-3.4 Identify idioms in context.
- 2-3.5 Recognize synonyms, antonyms, and homonyms in context.

- 2-3.6 Use knowledge of individual words to determine the meaning of compound words.
- 2-3.8 Use knowledge of spelling patterns and highfrequency words to read fluently.
- 2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).
- 2-3.11 Spell basic shortvowel, longvowel,rcontrolled,and consonant blend patterns correctly.
- 2-3.12 Apply knowledge of alphabetizing a series of words to the second and third letters.
- 2-3.12 Spell highfrequency words.
- 2-4.6 Edit for the correct use of written Standard American English, including • capitalization – proper nouns, – initials of a person’s name, – courtesy titles (Mr., Ms.), – days of the week, – months of the year, and – titles of books, poems, and songs; • punctuation – apostrophes in contractions, – commas in a series, – commas in dates, and – quotation marks to show someone is speaking; and • spelling – words that do not fit regular spelling patterns (for example, was, were, says, said), – highfrequency words, and – basic shortvowel, longvowel, rcontrolled, and consonant blend patterns.

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

- 2-3.2 Construct meaning through a knowledge of base words, prefixes (including un, re, pre, bi, mis, dis) and suffixes (including er, est, ful) in context.
- 2-3.3 Recognize highfrequency words in context.
- 2-3.5 Recognize synonyms, antonyms, and homonyms in context.
- 2-3.8 Use knowledge of spelling patterns and highfrequency words to read fluently.
- 2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).
- 2-3.11 Spell basic shortvowel, longvowel,rcontrolled,and consonant blend patterns correctly.
- 2-3.12 Spell highfrequency words.
- 2-4.6 Edit for the correct use of written Standard American English, including • capitalization – proper nouns, – initials of a person’s name, – courtesy titles (Mr., Ms.), – days of the week, – months of the year, and – titles of books, poems, and songs; • punctuation – apostrophes in contractions, – commas in a series, – commas in dates, and – quotation marks to show someone is speaking; and • spelling – words that do not fit regular spelling patterns (for example, was, were, says, said), – highfrequency words, and – basic shortvowel, longvowel, rcontrolled, and consonant blend patterns.

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

- 2-3.2 Construct meaning through a knowledge of base words, prefixes (including un, re, pre, bi, mis, dis) and suffixes (including er, est, ful) in context.
- 2-3.3 Recognize highfrequency words in context.
- 2-3.4 Identify idioms in context.

- 2-3.5 Recognize synonyms, antonyms, and homonyms in context.
- 2-3.6 Use knowledge of individual words to determine the meaning of compound words.
- 2-3.8 Use knowledge of spelling patterns and highfrequency words to read fluently.
- 2-3.10 Spell frequently used irregular words correctly (for example, was, were, says, said, who, what, why).
- 2-3.11 Spell basic shortvowel, longvowel,rcontrolled,and consonant blend patterns correctly.
- 2-3.12 Apply knowledge of alphabetizing a series of words to the second and third letters.
- 2-3.12 Spell highfrequency words.
- 2-4.6 Edit for the correct use of written Standard American English, including • capitalization – proper nouns, – initials of a person’s name, – courtesy titles (Mr., Ms.), – days of the week, – months of the year, and – titles of books, poems, and songs; • punctuation – apostrophes in contractions, – commas in a series, – commas in dates, and – quotation marks to show someone is speaking; and • spelling – words that do not fit regular spelling patterns (for example, was, were, says, said), – highfrequency words, and – basic shortvowel, longvowel, rcontrolled, and consonant blend patterns.

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

- 2-3.2 Construct meaning through a knowledge of base words, prefixes (including un, re, pre, bi, mis, dis) and suffixes (including er, est, ful) in context.
- 2-3.3 Recognize highfrequency words in context.
- 2-3.4 Identify idioms in context.
- 2-3.5 Recognize synonyms, antonyms, and homonyms in context.
- 2-3.8 Use knowledge of spelling patterns and highfrequency words to read fluently.
- 2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).
- 2-3.10 Spell frequently used irregular words correctly (for example, was, were, says, said, who, what, why).
- 2-3.11 Spell basic shortvowel, longvowel,rcontrolled,and consonant blend patterns correctly.
- 2-3.12 Spell highfrequency words.
- 2-4.6 Edit for the correct use of written Standard American English, including • capitalization – proper nouns, – initials of a person’s name, – courtesy titles (Mr., Ms.), – days of the week, – months of the year, and – titles of books, poems, and songs; • punctuation – apostrophes in contractions, – commas in a series, – commas in dates, and – quotation marks to show someone is speaking; and • spelling – words that do not fit regular spelling patterns (for example, was, were, says, said), – highfrequency words, and – basic shortvowel, longvowel, rcontrolled, and consonant blend patterns.

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



- 2-3.2 Construct meaning through a knowledge of base words, prefixes (including un, re, pre, bi, mis, dis) and suffixes (including er, est, ful) in context.
- 2-3.3 Recognize highfrequency words in context.
- 2-3.4 Identify idioms in context.
- 2-3.5 Recognize synonyms, antonyms, and homonyms in context.
- 2-3.6 Use knowledge of individual words to determine the meaning of compound words.
- 2-3.8 Use knowledge of spelling patterns and highfrequency words to read fluently.
- 2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).
- 2-3.10 Spell frequently used irregular words correctly (for example, was, were, says, said, who, what, why).
- 2-3.11 Spell basic shortvowel, longvowel,rcontrolled,and consonant blend patterns correctly.
- 2-3.12 Spell highfrequency words.
- 2-4.6 Edit for the correct use of written Standard American English, including • capitalization – proper nouns, – initials of a person’s name, – courtesy titles (Mr., Ms.), – days of the week, – months of the year, and – titles of books, poems, and songs; • punctuation – apostrophes in contractions, – commas in a series, – commas in dates, and – quotation marks to show someone is speaking; and • spelling – words that do not fit regular spelling patterns (for example, was, were, says, said), – highfrequency words, and – basic shortvowel, longvowel, rcontrolled, and consonant blend patterns.

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

- 2-3.2 Construct meaning through a knowledge of base words, prefixes (including un, re, pre, bi, mis, dis) and suffixes (including er, est, ful) in context.
- 2-3.3 Recognize highfrequency words in context.
- 2-3.5 Recognize synonyms, antonyms, and homonyms in context.
- 2-3.6 Use knowledge of individual words to determine the meaning of compound words.
- 2-3.8 Use knowledge of spelling patterns and highfrequency words to read fluently.
- 2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).
- 2-3.11 Spell basic shortvowel, longvowel,rcontrolled,and consonant blend patterns correctly.
- 2-3.12 Apply knowledge of alphabetizing a series of words to the second and third letters.
- 2-3.12 Spell highfrequency words.
- 2-4.6 Edit for the correct use of written Standard American English, including • capitalization – proper nouns, – initials of a person’s name, – courtesy titles (Mr., Ms.), – days of the week, – months of the year, and – titles of books, poems, and songs; • punctuation – apostrophes in contractions, – commas in a series, – commas in dates, and – quotation marks to show someone is speaking; and • spelling – words that do not fit regular spelling patterns (for example, was, were, says, said), – highfrequency words, and – basic shortvowel, longvowel, rcontrolled, and consonant blend patterns.

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

- 2-3.2 Construct meaning through a knowledge of base words, prefixes (including un, re, pre, bi, mis, dis) and suffixes (including er, est, ful) in context.
- 2-3.3 Recognize highfrequency words in context.
- 2-3.4 Identify idioms in context.
- 2-3.5 Recognize synonyms, antonyms, and homonyms in context.
- 2-3.6 Use knowledge of individual words to determine the meaning of compound words.
- 2-3.8 Use knowledge of spelling patterns and highfrequency words to read fluently.
- 2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).
- 2-3.10 Spell frequently used irregular words correctly (for example, was, were, says, said, who, what, why).
- 2-3.11 Spell basic shortvowel, longvowel,rcontrolled,and consonant blend patterns correctly.
- 2-3.12 Spell highfrequency words.
- 2-4.6 Edit for the correct use of written Standard American English, including • capitalization – proper nouns, – initials of a person’s name, – courtesy titles (Mr., Ms.), – days of the week, – months of the year, and – titles of books, poems, and songs; • punctuation – apostrophes in contractions, – commas in a series, – commas in dates, and – quotation marks to show someone is speaking; and • spelling – words that do not fit regular spelling patterns (for example, was, were, says, said), – highfrequency words, and – basic shortvowel, longvowel, rcontrolled, and consonant blend patterns.

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

- 2-3.2 Construct meaning through a knowledge of base words, prefixes (including un, re, pre, bi, mis, dis) and suffixes (including er, est, ful) in context.
- 2-3.3 Recognize highfrequency words in context.
- 2-3.4 Identify idioms in context.
- 2-3.5 Recognize synonyms, antonyms, and homonyms in context.
- 2-3.6 Use knowledge of individual words to determine the meaning of compound words.
- 2-3.8 Use knowledge of spelling patterns and highfrequency words to read fluently.
- 2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).
- 2-3.11 Spell basic shortvowel, longvowel,rcontrolled,and consonant blend patterns correctly.
- 2-3.12 Spell highfrequency words.
- 2-4.6 Edit for the correct use of written Standard American English, including • capitalization – proper nouns, – initials of a person’s name, – courtesy titles (Mr., Ms.), – days of the week, – months of the year, and – titles of books, poems, and songs; • punctuation – apostrophes in contractions, – commas in a series, – commas in dates, and – quotation marks to show

someone is speaking; and • spelling – words that do not fit regular spelling patterns (for example, was, were, says, said), – highfrequency words, and – basic shortvowel, longvowel, rcontrolled, and consonant blend patterns.

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

2-3.3 Recognize highfrequency words in context.

2-3.5 Recognize synonyms, antonyms, and homonyms in context.

2-3.6 Use knowledge of individual words to determine the meaning of compound words.

2-3.8 Use knowledge of spelling patterns and highfrequency words to read fluently.

2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).

2-3.10 Spell frequently used irregular words correctly (for example, was, were, says, said, who, what, why).

2-3.11 Spell basic shortvowel, longvowel,rcontrolled,and consonant blend patterns correctly.

2-3.12 Spell highfrequency words.

2-4.6 Edit for the correct use of written Standard American English, including • capitalization – proper nouns, – initials of a person’s name, – courtesy titles (Mr., Ms.), – days of the week, – months of the year, and – titles of books, poems, and songs; • punctuation – apostrophes in contractions, – commas in a series, – commas in dates, and – quotation marks to show someone is speaking; and • spelling – words that do not fit regular spelling patterns (for example, was, were, says, said), – highfrequency words, and – basic shortvowel, longvowel, rcontrolled, and consonant blend patterns.

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

2-3.2 Construct meaning through a knowledge of base words, prefixes (including un, re, pre, bi, mis, dis) and suffixes (including er, est, ful) in context.

2-3.3 Recognize highfrequency words in context.

2-3.5 Recognize synonyms, antonyms, and homonyms in context.

2-3.8 Use knowledge of spelling patterns and highfrequency words to read fluently.

2-3.10 Spell frequently used irregular words correctly (for example, was, were, says, said, who, what, why).

2-3.11 Spell basic shortvowel, longvowel,rcontrolled,and consonant blend patterns correctly.

2-3.12 Spell highfrequency words.

2-4.6 Edit for the correct use of written Standard American English, including • capitalization – proper nouns, – initials of a person’s name, – courtesy titles (Mr., Ms.), – days of the week, – months of the year, and – titles of books, poems, and songs; • punctuation – apostrophes in contractions, – commas in a series, – commas in dates, and – quotation marks to show someone is speaking; and • spelling – words that do not fit regular spelling patterns (for

example, was, were, says, said), – highfrequency words, and – basic shortvowel, longvowel, rcontrolled, and consonant blend patterns.

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

- 2-3.2 Construct meaning through a knowledge of base words, prefixes (including un, re, pre, bi, mis, dis) and suffixes (including er, est, ful) in context.
- 2-3.3 Recognize highfrequency words in context.
- 2-3.5 Recognize synonyms, antonyms, and homonyms in context.
- 2-3.8 Use knowledge of spelling patterns and highfrequency words to read fluently.
- 2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).
- 2-3.11 Spell basic shortvowel, longvowel,rcontrolled,and consonant blend patterns correctly.
- 2-3.12 Apply knowledge of alphabetizing a series of words to the second and third letters.
- 2-3.12 Spell highfrequency words.
- 2-4.6 Edit for the correct use of written Standard American English, including • capitalization – proper nouns, – initials of a person’s name, – courtesy titles (Mr., Ms.), – days of the week, – months of the year, and – titles of books, poems, and songs; • punctuation – apostrophes in contractions, – commas in a series, – commas in dates, and – quotation marks to show someone is speaking; and • spelling – words that do not fit regular spelling patterns (for example, was, were, says, said), – highfrequency words, and – basic shortvowel, longvowel, rcontrolled, and consonant blend patterns.

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

- 2-3.2 Construct meaning through a knowledge of base words, prefixes (including un, re, pre, bi, mis, dis) and suffixes (including er, est, ful) in context.
- 2-3.3 Recognize highfrequency words in context.
- 2-3.5 Recognize synonyms, antonyms, and homonyms in context.
- 2-3.8 Use knowledge of spelling patterns and highfrequency words to read fluently.
- 2-3.10 Spell frequently used irregular words correctly (for example, was, were, says, said, who, what, why).
- 2-3.11 Spell basic shortvowel, longvowel,rcontrolled,and consonant blend patterns correctly.
- 2-3.12 Apply knowledge of alphabetizing a series of words to the second and third letters.
- 2-3.12 Spell highfrequency words.
- 2-4.6 Edit for the correct use of written Standard American English, including • capitalization – proper nouns, – initials of a person’s name, – courtesy titles (Mr., Ms.), – days of the week, – months of the year, and – titles of books, poems, and songs; • punctuation – apostrophes in contractions, – commas in a series, – commas in dates, and – quotation marks to show someone is speaking; and • spelling – words that do not fit regular spelling patterns (for

example, was, were, says, said), – highfrequency words, and – basic shortvowel, longvowel, rcontrolled, and consonant blend patterns.

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

- 2-3.2 Construct meaning through a knowledge of base words, prefixes (including un, re, pre, bi, mis, dis) and suffixes (including er, est, ful) in context.
- 2-3.3 Recognize highfrequency words in context.
- 2-3.4 Identify idioms in context.
- 2-3.5 Recognize synonyms, antonyms, and homonyms in context.
- 2-3.8 Use knowledge of spelling patterns and highfrequency words to read fluently.
- 2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).
- 2-3.10 Spell frequently used irregular words correctly (for example, was, were, says, said, who, what, why).
- 2-3.11 Spell basic shortvowel, longvowel,rcontrolled,and consonant blend patterns correctly.
- 2-3.12 Spell highfrequency words.
- 2-4.6 Edit for the correct use of written Standard American English, including • capitalization – proper nouns, – initials of a person’s name, – courtesy titles (Mr., Ms.), – days of the week, – months of the year, and – titles of books, poems, and songs; • punctuation – apostrophes in contractions, – commas in a series, – commas in dates, and – quotation marks to show someone is speaking; and • spelling – words that do not fit regular spelling patterns (for example, was, were, says, said), – highfrequency words, and – basic shortvowel, longvowel, rcontrolled, and consonant blend patterns.

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

- 2-3.2 Construct meaning through a knowledge of base words, prefixes (including un, re, pre, bi, mis, dis) and suffixes (including er, est, ful) in context.
- 2-3.3 Recognize highfrequency words in context.
- 2-3.4 Identify idioms in context.
- 2-3.5 Recognize synonyms, antonyms, and homonyms in context.
- 2-3.6 Use knowledge of individual words to determine the meaning of compound words.
- 2-3.8 Use knowledge of spelling patterns and highfrequency words to read fluently.
- 2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).
- 2-3.10 Spell frequently used irregular words correctly (for example, was, were, says, said, who, what, why).
- 2-3.11 Spell basic shortvowel, longvowel,rcontrolled,and consonant blend patterns correctly.
- 2-3.12 Spell highfrequency words.



2-4.6 Edit for the correct use of written Standard American English, including • capitalization – proper nouns, – initials of a person’s name, – courtesy titles (Mr., Ms.), – days of the week, – months of the year, and – titles of books, poems, and songs; • punctuation – apostrophes in contractions, – commas in a series, – commas in dates, and – quotation marks to show someone is speaking; and • spelling – words that do not fit regular spelling patterns (for example, was, were, says, said), – highfrequency words, and – basic shortvowel, longvowel, rcontrolled, and consonant blend patterns.

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

- 2-3.2 Construct meaning through a knowledge of base words, prefixes (including un, re, pre, bi, mis, dis) and suffixes (including er, est, ful) in context.
- 2-3.3 Recognize highfrequency words in context.
- 2-3.5 Recognize synonyms, antonyms, and homonyms in context.
- 2-3.8 Use knowledge of spelling patterns and highfrequency words to read fluently.
- 2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).
- 2-3.10 Spell frequently used irregular words correctly (for example, was, were, says, said, who, what, why).
- 2-3.11 Spell basic shortvowel, longvowel,rcontrolled,and consonant blend patterns correctly.
- 2-3.12 Apply knowledge of alphabetizing a series of words to the second and third letters.
- 2-3.12 Spell highfrequency words.
- 2-4.6 Edit for the correct use of written Standard American English, including • capitalization – proper nouns, – initials of a person’s name, – courtesy titles (Mr., Ms.), – days of the week, – months of the year, and – titles of books, poems, and songs; • punctuation – apostrophes in contractions, – commas in a series, – commas in dates, and – quotation marks to show someone is speaking; and • spelling – words that do not fit regular spelling patterns (for example, was, were, says, said), – highfrequency words, and – basic shortvowel, longvowel, rcontrolled, and consonant blend patterns.

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

- 2-3.2 Construct meaning through a knowledge of base words, prefixes (including un, re, pre, bi, mis, dis) and suffixes (including er, est, ful) in context.
- 2-3.3 Recognize highfrequency words in context.
- 2-3.5 Recognize synonyms, antonyms, and homonyms in context.
- 2-3.6 Use knowledge of individual words to determine the meaning of compound words.
- 2-3.8 Use knowledge of spelling patterns and highfrequency words to read fluently.

- 2-3.10 Spell frequently used irregular words correctly (for example, was, were, says, said, who, what, why).
- 2-3.11 Spell basic shortvowel, longvowel,rcontrolled,and consonant blend patterns correctly.
- 2-3.12 Apply knowledge of alphabetizing a series of words to the second and third letters.
- 2-3.12 Spell highfrequency words.
- 2-4.6 Edit for the correct use of written Standard American English, including • capitalization – proper nouns, – initials of a person’s name, – courtesy titles (Mr., Ms.), – days of the week, – months of the year, and – titles of books, poems, and songs; • punctuation – apostrophes in contractions, – commas in a series, – commas in dates, and – quotation marks to show someone is speaking; and • spelling – words that do not fit regular spelling patterns (for example, was, were, says, said), – highfrequency words, and – basic shortvowel, longvowel, rcontrolled, and consonant blend patterns.

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

- 2-3.2 Construct meaning through a knowledge of base words, prefixes (including un, re, pre, bi, mis, dis) and suffixes (including er, est, ful) in context.
- 2-3.3 Recognize highfrequency words in context.
- 2-3.4 Identify idioms in context.
- 2-3.5 Recognize synonyms, antonyms, and homonyms in context.
- 2-3.6 Use knowledge of individual words to determine the meaning of compound words.
- 2-3.8 Use knowledge of spelling patterns and highfrequency words to read fluently.
- 2-3.10 Spell frequently used irregular words correctly (for example, was, were, says, said, who, what, why).
- 2-3.11 Spell basic shortvowel, longvowel,rcontrolled,and consonant blend patterns correctly.
- 2-3.12 Apply knowledge of alphabetizing a series of words to the second and third letters.
- 2-3.12 Spell highfrequency words.
- 2-4.6 Edit for the correct use of written Standard American English, including • capitalization – proper nouns, – initials of a person’s name, – courtesy titles (Mr., Ms.), – days of the week, – months of the year, and – titles of books, poems, and songs; • punctuation – apostrophes in contractions, – commas in a series, – commas in dates, and – quotation marks to show someone is speaking; and • spelling – words that do not fit regular spelling patterns (for example, was, were, says, said), – highfrequency words, and – basic shortvowel, longvowel, rcontrolled, and consonant blend patterns.

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

- 2-3.2 Construct meaning through a knowledge of base words, prefixes (including un, re, pre, bi, mis, dis) and suffixes (including er, est, ful) in context.
- 2-3.3 Recognize highfrequency words in context.
- 2-3.4 Identify idioms in context.

- 2-3.5 Recognize synonyms, antonyms, and homonyms in context.
- 2-3.6 Use knowledge of individual words to determine the meaning of compound words.
- 2-3.8 Use knowledge of spelling patterns and highfrequency words to read fluently.
- 2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).
- 2-3.10 Spell frequently used irregular words correctly (for example, was, were, says, said, who, what, why).
- 2-3.11 Spell basic shortvowel, longvowel,rcontrolled,and consonant blend patterns correctly.
- 2-3.12 Apply knowledge of alphabetizing a series of words to the second and third letters.
- 2-3.12 Spell highfrequency words.
- 2-4.6 Edit for the correct use of written Standard American English, including • capitalization – proper nouns, – initials of a person’s name, – courtesy titles (Mr., Ms.), – days of the week, – months of the year, and – titles of books, poems, and songs; • punctuation – apostrophes in contractions, – commas in a series, – commas in dates, and – quotation marks to show someone is speaking; and • spelling – words that do not fit regular spelling patterns (for example, was, were, says, said), – highfrequency words, and – basic shortvowel, longvowel, rcontrolled, and consonant blend patterns.

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

- 3-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues.
- 3-3.2 Use base words and affixes to determine the meanings of words.
- 3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)
- 3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.
- 3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

- 3-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues.
- 3-3.2 Use base words and affixes to determine the meanings of words.

- 3-3.3 Interpret the meaning of idioms encountered in texts.
- 3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)
- 3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.
- 3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

- 3-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues.
- 3-3.3 Interpret the meaning of idioms encountered in texts.
- 3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)
- 3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.
- 3-4.4 Use grammatical conventions of written Standard American English, including • comparative and superlative adjectives, • prepositions and prepositional phrases, • conjunctions (because, since, yet, until), and • nominative and objective case pronouns. (See Instructional Appendix: Composite Writing Matrix.)
- 3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

- 3-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues.
- 3-3.3 Interpret the meaning of idioms encountered in texts.
- 3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)
- 3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.
- 3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

- 3-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues.
- 3-3.2 Use base words and affixes to determine the meanings of words.
- 3-3.3 Interpret the meaning of idioms encountered in texts.
- 3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)
- 3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.
- 3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

- 3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).

- 3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)
- 3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.
- 3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

- 3-3.2 Use base words and affixes to determine the meanings of words.
- 3-3.3 Interpret the meaning of idioms encountered in texts.
- 3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)
- 3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.
- 3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

- 3-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues.
- 3-3.2 Use base words and affixes to determine the meanings of words.
- 3-3.3 Interpret the meaning of idioms encountered in texts.
- 3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)

- 3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.
- 3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

- 3-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues.
- 3-3.2 Use base words and affixes to determine the meanings of words.
- 3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)
- 3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.
- 3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

- 3-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues.
- 3-3.2 Use base words and affixes to determine the meanings of words.
- 3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)
- 3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.

3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

3-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues.

3-3.2 Use base words and affixes to determine the meanings of words.

3-3.3 Interpret the meaning of idioms encountered in texts.

3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).

3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)

3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.

3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

3-3.2 Use base words and affixes to determine the meanings of words.

3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).

3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)

3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.

3-4.4 Use grammatical conventions of written Standard American English, including • comparative and superlative adjectives, • prepositions and prepositional phrases, •



conjunctions (because, since, yet, until), and • nominative and objective case pronouns. (See Instructional Appendix: Composite Writing Matrix.)

3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

3-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues.

3-3.2 Use base words and affixes to determine the meanings of words.

3-3.3 Interpret the meaning of idioms encountered in texts.

3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).

3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)

3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.

3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

3-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues.

3-3.2 Use base words and affixes to determine the meanings of words.

3-3.3 Interpret the meaning of idioms encountered in texts.

3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).

3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)

- 3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.
- 3-4.4 Use grammatical conventions of written Standard American English, including • comparative and superlative adjectives, • prepositions and prepositional phrases, • conjunctions (because, since, yet, until), and • nominative and objective case pronouns. (See Instructional Appendix: Composite Writing Matrix.)
- 3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

- 3-3.2 Use base words and affixes to determine the meanings of words.
- 3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)
- 3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.
- 3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

- 3-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues.
- 3-3.2 Use base words and affixes to determine the meanings of words.
- 3-3.3 Interpret the meaning of idioms encountered in texts.
- 3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).

- 3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)
- 3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.
- 3-4.4 Use grammatical conventions of written Standard American English, including • comparative and superlative adjectives, • prepositions and prepositional phrases, • conjunctions (because, since, yet, until), and • nominative and objective case pronouns. (See Instructional Appendix: Composite Writing Matrix.)
- 3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

- 3-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues.
- 3-3.2 Use base words and affixes to determine the meanings of words.
- 3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)
- 3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.
- 3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

- 3-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues.
- 3-3.2 Use base words and affixes to determine the meanings of words.
- 3-3.3 Interpret the meaning of idioms encountered in texts.

- 3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)
- 3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.
- 3-4.4 Use grammatical conventions of written Standard American English, including • comparative and superlative adjectives, • prepositions and prepositional phrases, • conjunctions (because, since, yet, until), and • nominative and objective case pronouns. (See Instructional Appendix: Composite Writing Matrix.)
- 3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

- 3-3.2 Use base words and affixes to determine the meanings of words.
- 3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)
- 3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.
- 3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

- 3-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues.
- 3-3.2 Use base words and affixes to determine the meanings of words.

- 3-3.3 Interpret the meaning of idioms encountered in texts.
- 3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)
- 3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.
- 3-4.4 Use grammatical conventions of written Standard American English, including • comparative and superlative adjectives, • prepositions and prepositional phrases, • conjunctions (because, since, yet, until), and • nominative and objective case pronouns. (See Instructional Appendix: Composite Writing Matrix.)
- 3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

- 3-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues.
- 3-3.2 Use base words and affixes to determine the meanings of words.
- 3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)
- 3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.
- 3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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



- 3-3.2 Use base words and affixes to determine the meanings of words.
- 3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)
- 3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.
- 3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

- 3-3.2 Use base words and affixes to determine the meanings of words.
- 3-3.3 Interpret the meaning of idioms encountered in texts.
- 3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)
- 3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.
- 3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

- 3-3.2 Use base words and affixes to determine the meanings of words.
- 3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)

- 3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.
- 3-4.4 Use grammatical conventions of written Standard American English, including • comparative and superlative adjectives, • prepositions and prepositional phrases, • conjunctions (because, since, yet, until), and • nominative and objective case pronouns. (See Instructional Appendix: Composite Writing Matrix.)
- 3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

- 3-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues.
- 3-3.2 Use base words and affixes to determine the meanings of words.
- 3-3.3 Interpret the meaning of idioms encountered in texts.
- 3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)
- 3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.
- 3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

- 3-3.2 Use base words and affixes to determine the meanings of words.
- 3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).

3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)

3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.

3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

3-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues.

3-3.2 Use base words and affixes to determine the meanings of words.

3-3.3 Interpret the meaning of idioms encountered in texts.

3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).

3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)

3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.

3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

3-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues.

3-3.2 Use base words and affixes to determine the meanings of words.

3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).

3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)



- 3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.
- 3-4.4 Use grammatical conventions of written Standard American English, including • comparative and superlative adjectives, • prepositions and prepositional phrases, • conjunctions (because, since, yet, until), and • nominative and objective case pronouns. (See Instructional Appendix: Composite Writing Matrix.)
- 3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

- 3-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues.
- 3-3.2 Use base words and affixes to determine the meanings of words.
- 3-3.3 Interpret the meaning of idioms encountered in texts.
- 3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)
- 3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.
- 3-4.4 Use grammatical conventions of written Standard American English, including • comparative and superlative adjectives, • prepositions and prepositional phrases, • conjunctions (because, since, yet, until), and • nominative and objective case pronouns. (See Instructional Appendix: Composite Writing Matrix.)
- 3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

- 3-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues.
- 3-3.2 Use base words and affixes to determine the meanings of words.
- 3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)
- 3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.
- 3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

- 3-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues.
- 3-3.2 Use base words and affixes to determine the meanings of words.
- 3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)
- 3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.
- 3-4.4 Use grammatical conventions of written Standard American English, including • comparative and superlative adjectives, • prepositions and prepositional phrases, • conjunctions (because, since, yet, until), and • nominative and objective case pronouns. (See Instructional Appendix: Composite Writing Matrix.)
- 3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

- 3-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues.
- 3-3.2 Use base words and affixes to determine the meanings of words.
- 3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)
- 3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.
- 3-4.4 Use grammatical conventions of written Standard American English, including • comparative and superlative adjectives, • prepositions and prepositional phrases, • conjunctions (because, since, yet, until), and • nominative and objective case pronouns. (See Instructional Appendix: Composite Writing Matrix.)
- 3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

- 3-3.2 Use base words and affixes to determine the meanings of words.
- 3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 3-3.6 Spell high frequency words. (See Instructional Appendix: High Frequency Words.)
- 3-3.7 Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and • common homonyms.
- 3-4.6 Edit for the correct use of written Standard American English, including • capitalization – geographic names, – holidays, and – historical and special events; • punctuation – commas in addresses, – commas in the greeting and closing of letters, – commas in compound sentences, – apostrophes in contractions and possessive nouns, – periods in abbreviations, and – indentation of paragraphs; and • spelling – misused homonyms, – high frequency multisyllabic words, – words that have blends, – contractions, – compound words, and – orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from y to ies when forming the plural).

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

4-3.2 Use base words and affixes to determine the meanings of words. 4-3.3

4-3.3 Interpret the meaning of idioms encountered in texts.

4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.

4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

4-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues (for example, those that provide an example or a definition).

4-3.3 Interpret the meaning of idioms encountered in texts.

4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.

4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

4-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues (for example, those that provide an example or a definition).

4-3.2 Use base words and affixes to determine the meanings of words. 4-3.3

4-3.3 Interpret the meaning of idioms encountered in texts.

4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.

4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, –

between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

4-3.2 Use base words and affixes to determine the meanings of words. 4-3.3

4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.

4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

4-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues (for example, those that provide an example or a definition).

4-3.2 Use base words and affixes to determine the meanings of words. 4-3.3

4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.

4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

4-3.2 Use base words and affixes to determine the meanings of words. 4-3.3

4-3.3 Interpret the meaning of idioms encountered in texts.

4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.

4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct

quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

4-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues (for example, those that provide an example or a definition).

4-3.2 Use base words and affixes to determine the meanings of words. 4-3.3

4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.

4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

4-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues (for example, those that provide an example or a definition).

4-3.2 Use base words and affixes to determine the meanings of words. 4-3.3

4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.

4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

4-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues (for example, those that provide an example or a definition).

4-3.2 Use base words and affixes to determine the meanings of words. 4-3.3

4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.

4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

4-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues (for example, those that provide an example or a definition).

4-3.3 Interpret the meaning of idioms encountered in texts.

4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.

4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

4-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues (for example, those that provide an example or a definition).

4-3.2 Use base words and affixes to determine the meanings of words. 4-3.3

4-3.3 Interpret the meaning of idioms encountered in texts.

4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.

4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

4-3.2 Use base words and affixes to determine the meanings of words. 4-3.3

4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.

4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

4-3.2 Use base words and affixes to determine the meanings of words. 4-3.3

4-3.3 Interpret the meaning of idioms encountered in texts.

4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.

4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

4-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues (for example, those that provide an example or a definition).

4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.

4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published



works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

4-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues (for example, those that provide an example or a definition).

4-3.2 Use base words and affixes to determine the meanings of words. 4-3.3

4-3.3 Interpret the meaning of idioms encountered in texts.

4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.

4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

4-3.2 Use base words and affixes to determine the meanings of words. 4-3.3

4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.

4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

4-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues (for example, those that provide an example or a definition).

4-3.2 Use base words and affixes to determine the meanings of words. 4-3.3

4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.

4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper

adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

4-3.2 Use base words and affixes to determine the meanings of words. 4-3.3

4-3.3 Interpret the meaning of idioms encountered in texts.

4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.

4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

4-3.2 Use base words and affixes to determine the meanings of words. 4-3.3

4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.

4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

4-3.2 Use base words and affixes to determine the meanings of words. 4-3.3

4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.

4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper

adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

4-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues (for example, those that provide an example or a definition).

4-3.2 Use base words and affixes to determine the meanings of words. 4-3.3

4-3.3 Interpret the meaning of idioms encountered in texts.

4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.

4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

4-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues (for example, those that provide an example or a definition).

4-3.2 Use base words and affixes to determine the meanings of words. 4-3.3

4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.

4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

- 4-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues (for example, those that provide an example or a definition).
- 4-3.2 Use base words and affixes to determine the meanings of words. 4-3.3
- 4-3.3 Interpret the meaning of idioms encountered in texts.
- 4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.
- 4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

- 4-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues (for example, those that provide an example or a definition).
- 4-3.2 Use base words and affixes to determine the meanings of words. 4-3.3
- 4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.
- 4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

- 4-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues (for example, those that provide an example or a definition).
- 4-3.2 Use base words and affixes to determine the meanings of words. 4-3.3
- 4-3.3 Interpret the meaning of idioms encountered in texts.
- 4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.
- 4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, –

between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

4-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues (for example, those that provide an example or a definition).

4-3.2 Use base words and affixes to determine the meanings of words. 4-3.3

4-3.3 Interpret the meaning of idioms encountered in texts.

4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.

4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

4-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues (for example, those that provide an example or a definition).

4-3.2 Use base words and affixes to determine the meanings of words. 4-3.3

4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.

4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

4-3.2 Use base words and affixes to determine the meanings of words. 4-3.3

4-3.3 Interpret the meaning of idioms encountered in texts.

4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.

4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

4-3.2 Use base words and affixes to determine the meanings of words. 4-3.3

4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.

4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

4-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues (for example, those that provide an example or a definition).

4-3.2 Use base words and affixes to determine the meanings of words. 4-3.3

4-3.3 Interpret the meaning of idioms encountered in texts.

4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.

4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

- 4-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues (for example, those that provide an example or a definition).
- 4-3.2 Use base words and affixes to determine the meanings of words. 4-3.3
- 4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.
- 4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

- 4-3.2 Use base words and affixes to determine the meanings of words. 4-3.3
- 4-3.3 Interpret the meaning of idioms encountered in texts.
- 4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.
- 4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

- 4-3.2 Use base words and affixes to determine the meanings of words. 4-3.3
- 4-3.3 Interpret the meaning of idioms encountered in texts.
- 4-3.4 Spell correctly • words with prefixes and suffixes and • multisyllabic words.
- 4-4.6 Edit for the correct use of written Standard American English, including • capitalization – titles of works of art, – titles of magazines and newspapers, – brand names, – proper adjectives, and – names of organizations; • punctuation – quotation marks to indicate direct quotations or dialogue, – quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works, – between main clauses, and – underlining or italics to indicate titles of separately published works (for example, books and magazines); and • spelling words with suffixes and prefixes and multisyllabic words.

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

5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.

5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.

5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.

5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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



- 5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)
- 5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.
- 5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

- 5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)
- 5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.
- 5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

- 5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)
- 5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.
- 5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

- 5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)
- 5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.

5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.

5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

5-3.1 Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple meaning words.

5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.

5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

5-3.1 Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple meaning words.

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

5-3.1 Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple meaning words.

5-3.1 Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple meaning words.

5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.

5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.

5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

5-3.1 Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple meaning words.

5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.

5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.

5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.

5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

5-3.1 Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple meaning words.

5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.

5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.

5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

5-3.1 Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple meaning words.

5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.

5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.

5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation –

colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

- 5-3.1 Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple meaning words.
- 5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)
- 5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.
- 5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

- 5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)
- 5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.
- 5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

- 5-3.1 Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple meaning words.
- 5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)
- 5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.
- 5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation –

colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

- 5-3.1 Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple meaning words.
- 5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)
- 5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.
- 5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

- 5-3.1 Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple meaning words.
- 5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)
- 5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.
- 5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

- 5-3.1 Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple meaning words.
- 5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)
- 5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.

5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

5-3.1 Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple meaning words.

5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.

5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.

5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.

5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation –



colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.

5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.

5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

5-3.1 Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple meaning words.

5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.

5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.

5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

5-3.1 Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple meaning words.

5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.

5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

5-3.1 Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple meaning words.

5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.

5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

- 5-3.2 Use base words and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)
- 5-3.4 Spell correctly • multi-syllabic constructions, • double consonant patterns, and • irregular vowel patterns in multi-syllabic words.
- 5-4.6 Edit for the correct use of written Standard American English, including • capitalization – ethnic groups, – national groups, and – established religions and languages; • punctuation – colons and – hyphens; and • spelling – commonly confused words, – multi-syllabic constructions, – double consonant patterns, and – irregular vowel patterns in multi-syllabic words.

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

- 6-3.1 Use context clues (for example, those that provide an example, a definition, or restatement) to generate the meanings of unfamiliar and multiple meaning words.
- 6-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)
- 6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.
- 6-3.5 Spell new words using Greek and Latin roots and affixes.
- 6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.
- 6-4.7 Spell correctly using Standard American English.

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

- 6-3.1 Use context clues (for example, those that provide an example, a definition, or restatement) to generate the meanings of unfamiliar and multiple meaning words.
- 6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.
- 6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.
- 6-4.7 Spell correctly using Standard American English.

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

- 6-3.1 Use context clues (for example, those that provide an example, a definition, or restatement) to generate the meanings of unfamiliar and multiple meaning words.

- 6-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)
- 6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.
- 6-3.5 Spell new words using Greek and Latin roots and affixes.
- 6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.
- 6-4.7 Spell correctly using Standard American English.

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

- 6-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)
- 6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.
- 6-3.5 Spell new words using Greek and Latin roots and affixes.
- 6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.
- 6-4.7 Spell correctly using Standard American English.

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

- 6-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)
- 6-3.5 Spell new words using Greek and Latin roots and affixes.
- 6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.
- 6-4.7 Spell correctly using Standard American English.

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

- 6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.
- 6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.
- 6-4.7 Spell correctly using Standard American English.

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

6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.

6-4.7 Spell correctly using Standard American English.

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

6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.

6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.

6-4.7 Spell correctly using Standard American English.

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

6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.

6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.

6-4.7 Spell correctly using Standard American English.

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

6-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.

6-3.5 Spell new words using Greek and Latin roots and affixes.

6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.

6-4.7 Spell correctly using Standard American English.

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

6-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.

6-3.5 Spell new words using Greek and Latin roots and affixes.

6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.

6-4.7 Spell correctly using Standard American English.

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

6-3.1 Use context clues (for example, those that provide an example, a definition, or restatement) to generate the meanings of unfamiliar and multiple meanings words.

6-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

6-3.5 Spell new words using Greek and Latin roots and affixes.

6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.

6-4.7 Spell correctly using Standard American English.

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

6-3.1 Use context clues (for example, those that provide an example, a definition, or restatement) to generate the meanings of unfamiliar and multiple meanings words.

6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.

6-4.7 Spell correctly using Standard American English.

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

6-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.

6-3.5 Spell new words using Greek and Latin roots and affixes.

6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.

6-4.7 Spell correctly using Standard American English.

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

6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.

6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.

6-4.7 Spell correctly using Standard American English.

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

6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.

6-4.7 Spell correctly using Standard American English.

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

6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.

6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.

6-4.7 Spell correctly using Standard American English.

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

6-3.1 Use context clues (for example, those that provide an example, a definition, or restatement) to generate the meanings of unfamiliar and multiple meaning words.

6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.

6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.

6-4.7 Spell correctly using Standard American English.

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

6-3.1 Use context clues (for example, those that provide an example, a definition, or restatement) to generate the meanings of unfamiliar and multiple meaning words.

6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.

6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.

6-4.7 Spell correctly using Standard American English.

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

6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.

6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.

6-4.7 Spell correctly using Standard American English.

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

6-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

6-3.5 Spell new words using Greek and Latin roots and affixes.

6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.

6-4.7 Spell correctly using Standard American English.

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

6-3.1 Use context clues (for example, those that provide an example, a definition, or restatement) to generate the meanings of unfamiliar and multiple meaning words.

6-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.

6-3.5 Spell new words using Greek and Latin roots and affixes.

6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.

6-4.7 Spell correctly using Standard American English.

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

6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.

6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.



6-4.7 Spell correctly using Standard American English.

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

6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.

6-4.7 Spell correctly using Standard American English.

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

6-3.1 Use context clues (for example, those that provide an example, a definition, or restatement) to generate the meanings of unfamiliar and multiple meaning words.

6-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

6-3.5 Spell new words using Greek and Latin roots and affixes.

6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.

6-4.7 Spell correctly using Standard American English.

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

6-3.1 Use context clues (for example, those that provide an example, a definition, or restatement) to generate the meanings of unfamiliar and multiple meaning words.

6-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.

6-3.5 Spell new words using Greek and Latin roots and affixes.

6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.

6-4.7 Spell correctly using Standard American English.

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

6-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.

- 6-3.5 Spell new words using Greek and Latin roots and affixes.
- 6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.
- 6-4.7 Spell correctly using Standard American English.

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

- 6-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)
- 6-3.5 Spell new words using Greek and Latin roots and affixes.
- 6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.
- 6-4.7 Spell correctly using Standard American English.

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

- 6-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)
- 6-3.5 Spell new words using Greek and Latin roots and affixes.
- 6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.
- 6-4.7 Spell correctly using Standard American English.

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

- 6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.
- 6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.
- 6-4.7 Spell correctly using Standard American English.

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

- 6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.

6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.

6-4.7 Spell correctly using Standard American English.

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

6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.

6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.

6-4.7 Spell correctly using Standard American English.

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

6-3.1 Use context clues (for example, those that provide an example, a definition, or restatement) to generate the meanings of unfamiliar and multiple meaning words.

6-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.

6-3.5 Spell new words using Greek and Latin roots and affixes.

6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.

6-4.7 Spell correctly using Standard American English.

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

6-3.1 Use context clues (for example, those that provide an example, a definition, or restatement) to generate the meanings of unfamiliar and multiple meaning words.

6-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

6-3.5 Spell new words using Greek and Latin roots and affixes.

6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.

6-4.7 Spell correctly using Standard American English.

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

6-4.6 Edit for the correct use of written Standard American English, including • punctuation – semicolon, – commas to enclose appositives, and – commas to separate introductory clauses and phrases.

6-4.7 Spell correctly using Standard American English.