

Grade 4 Benchmark Workshop Correlated to Georgia English Language Arts Standards

Standard Indicator	Georgia English Language Arts (ELA) Standards	Reader's Workshop	Phonics & Word Study Workshop	Writer's Workshop
I. BIG IDEA: Context (C) Students describe the influences of purpose and audience on texts.				
3-5.T.C.1 Purpose & Audience Use knowledge of purposes and audiences, as well as the language that develops those relationships, to make meaning of texts in multiple modes.				
4.T.C.1.a	Determine audience and explain the development of the purpose across a text.	Teacher's Resource System Unit 1: pp. 60-63, 64-67 Unit 2: pp. 60-63 Unit 3: pp. 8-9, 10-11 Unit 4: pp. 10-11 Unit 5: pp. 60-63 Unit 6: pp. 44-47 Unit 8: pp. 12-13 Unit 9: pp. 40-43, 72-75 Unit 10: pp. 4-5, 6-7, 12-13		
4.T.C.1.b	Classify various texts by mode and describe how the mode is impacted by audiences and contributes to the overall purpose and effect.	Teacher's Resource System Unit 7: pp. 60-63, 72-75 Unit 8: pp. 64-67 Unit 9: pp. 76-79 Unit 10: pp. 76-79		
4.T.C.1.c	Create multimodal texts, using features of pre-selected modes for a specific purpose and audience.	Teacher's Resource System Unit 1: pp. 22-23 Unit 2: pp. 22-23 Unit 3: pp. 22-23 Unit 4: pp. 22-23 Unit 5: pp. 22-23 Unit 6: pp. 22-23 Unit 7: pp. 22-23 Unit 8: pp. 22-23 Unit 9: pp. 22-23 Unit 10: pp. 22-23		Teacher's Resource System Volume 2_Mini-Lesson 11: pp. 54-57 Volume 4_Mini-Lesson 14: pp. 64-67 Volume 7_Mini-Lesson 9: pp. 42-45
3-5.T.C.2 Authors & Speakers Make connections between authors of texts, speakers in texts, varying perspectives, and the circumstances in which texts are produced.				
4.T.C.2.a	Compare and contrast the perspectives of different narrators or speakers in a text.	Teacher's Resource System Unit 4: pp. 32-34, 48-51, 72-75 Unit 7: pp. 72-75 Unit 8: pp. 64-67		
4.T.C.2.b	Determine the credibility of a source text based on known information about the author and/or organization.	Teacher's Resource System Unit 1: pp. 22-23 Unit 2: pp. 22-23 Unit 3: pp. 22-23 Unit 4: pp. 22-23 Unit 5: pp. 22-23 Unit 6: pp. 22-23 Unit 7: pp. 22-23 Unit 8: pp. 22-23 Unit 9: pp. 22-23 Unit 10: pp. 22-23		Teacher's Resource System Volume 2_Mini-Lesson 16: pp. 74-77 Volume 7_Mini-Lesson 12: pp. 54-57
4.T.C.2.c	Identify the ways in which the author indicates the context in which a text is written (e.g., time period, individual, situational).			
4.T.C.2.d	This progression begins in 6th grade.			

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II. BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.				
3-5.T.SS.1: Organization Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts.				
4.T.SS.1.a	Compare and contrast the text features (e.g. icons, hyperlinks) and structures (e.g. chronological order, rhyme pattern) of texts written in different genres/for certain purposes, on the same topic.	Teacher's Resource System Unit 1: pp. 22-23, 80-83 Unit 2: pp. 22-23, 60-63 Unit 3: pp. 22-23, 80-83 Unit 4: pp. 22-23 Unit 5: pp. 22-23, 80-83 Unit 6: pp. 22-23, 40-43, 72-75 Unit 7: pp. 22-23, 72-75, 80-83 Unit 8: pp. 22-23, 64-67, 80-83 Unit 9: pp. 22-23, 80-83 Unit 10: pp. 22-23, 80-83		
4.T.SS.1.b	Design texts using a variety of text structures and features, according to purpose and audience.			Teacher's Resource System Volume 2_Mini-Lessons 9-11: pp. 46-57 Volume 3_Mini-Lessons 10-11: pp. 46-53 Volume 4_Mini-Lessons 10, 14: pp. 48-51, 64-67 Volume 7_Mini-Lessons 9, 17: pp. 42-45, 74-77
4.T.SS.1.c	Use text connectives, such as similarly and in contrast, to show relationships between ideas and information.			Teacher's Resource System Volume 2_Mini-Lessons 10, 14: pp. 48-51, 66-69 Volume 3_Mini-Lesson 14: pp. 62-65 Volume 4_Mini-Lesson 13: pp. 60-63 Volume 7_Mini-Lesson 12: pp. 54-57
4.T.SS.1.d	Craft related sentences into coherent paragraphs that follow a chosen structure using transitions.			Teacher's Resource System Volume 2_Mini-Lessons 10, 13-14: pp. 48-51, 62-69 Volume 4_Mini-Lessons 9-10, 11-13: pp. 44-51, 52-63 Volume 7_Mini-Lessons 7-8, 17-18: pp. 34-41, 74-81
3-5.T.SS.2 Craft Use language to interpret meaning and craft engaging texts.				
4.T.SS.2.a	Identify and explain how figurative language, such as hyperboles and personification, shapes how ideas and information in texts are understood/interpreted/received.	Teacher's Resource System Unit 4: pp. 76-79 Unit 6: pp. 52-55, 56-59, 68-71		
4.T.SS.2.b	Use figurative language for intentional effects when express ideas or conveying information.			
4.T.SS.2.c	This progression begins in 6th grade.			
BIG IDEA: Elements of Technique (ET) Students explain, analyze, and apply various techniques to comprehend and shape meaning.				
3-5.T.ET.1	Narrative Elements Explain, analyze, and use narrative techniques to shape understandings.			

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4.T.ET.1.a	Analyze the use of narrative elements to present ideas, design texts, and convey information about characters, setting, and plot.	Teacher's Resource System Launching the Reader's Workshop: pp. 154-155, 156-157, 158-159 Unit 2: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 28-31, 32-35, 40-43, 56-59, 64-67, 72-75 Unit 4: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 32-34, 64-67 Unit 6: pp. 4-5, 6-7, 12-13, 32-35, 64-67 Unit 7: pp. 8-9, 10-11, 60-63 Unit 9: pp. 44-47, 60-63 Unit 10: pp. 60-63		
4.T.ET.1.b	Describe how the text's protagonist and antagonist function in the plot, drive the conflict, and contribute to the development of other characters.	Teacher's Resource System Unit 2: pp. 56-59 Unit 4: pp. 40-43, 64-67 Unit 7: pp. 32-35, 64-67		
4.T.ET.1.c	Identify and describe common themes in texts (e.g., good vs. evil) that are revealed through details about characters.	Teacher's Resource System Unit 2: pp. 60-63 Unit 4: pp. 60-63 Unit 6: pp. 40-47, 72-75 Unit 8: pp. 76-79		
4.T.ET.1.d	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from diverse cultures.	Teacher's Resource System Unit 2: pp. 60-63 Unit 6: pp. 40-43, 72-75		
4.T.ET.1.e	Apply narrative elements (e.g., character, setting, problem, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a conclusion.			Teacher's Resource System Volume 3_Mini-Lessons 3-30C: pp. 16-143 Volume 5_Mini-Lessons A4-A5, B4-B5: pp. 22-29, 42-49
3-5.T.ET.2	Expository Techniques Explain, analyze, and use expository techniques to shape understandings.			
4.T.ET.2.a	Discuss and evaluate elements used to present and design expository texts, including facts and key details used to support the main idea.	Teacher's Resource System Unit 1: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 32-33, 64-67 Unit 3: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 32-35, 48-51, 56-59, 64-67 Unit 5: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 28-31, 32-35, 44-47 Unit 7: 4-5, 6-7, 12-13 Unit 8: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 28-31, 72-75 Unit 9: pp. 4-5, 6-7, 12-13, 64-67, 72-75 Unit 10: pp. 4-5, 6-7, 12-13, 64-67		
4.T.ET.2.b	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Teacher's Resource System Unit 1: pp. 72-75 Unit 3: pp. 40-43, 64-67 Unit 5: pp. 56-59, 60-53 Unit 7: pp. 32-35, 40-43, 72-75 Unit 8: pp. 28-31, 40-43, 44-47, 48-51 Unit 9: pp. 32-35, 40-43, 64-67 Unit 10: pp. 32-35, 40-43, 64-67, 72-75		

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4.T.T.2.c	Integrate and classify information from multiple texts on the same topic in relationship to important points and key details.	Teacher's Resource System Unit 1: pp. 22-23, 80-83 Unit 2: pp. 22-23 Unit 3: pp. 22-23, 80-83 Unit 4: pp. 22-23 Unit 5: pp. 22-23, 80-83 Unit 6: pp. 22-23 Unit 7: pp. 22-23, 72-75, 80-83 Unit 8: pp. 22-23, 64-67, 80-83 Unit 9: pp. 22-23, 80-83 Unit 10: pp. 22-23, 80-83		
4.T.ET.d	Apply expository elements that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section.			Teacher's Resource System Volume 1_Mini-Lesson 12: pp. 116-119 Volume 2_Mini-Lessons 1-30C: pp. 10-145 Volume 5_Mini-Lessons A1-A3, B1-B3: pp. 10-21, 30-41 Volume 7_Mini-Lessons 1-30B: pp. 10-135
3-5.T.ET.3	Opinion & Argumentative Techniques Explain, analyze, and use opinion and argumentative techniques to shape understandings.			
4.T.ET.3.a	Discuss and evaluate elements used to present and design opinion and argumentative texts, including author's opinion or claim, supporting reasons, and evidence.	Teacher's Resource System Unit 3: pp. 44-47, 56-59 Unit 5: pp. 6-7, 32-35, 64-67		
4.T.ET.3.b	Apply opinion elements to create opinion pieces that introduce the topic, state an opinion about the topic, supply reasons and evidence to support the opinion with linking words (e.g., because, therefore, since, for example) to connect the opinion and reasons, and provide a concluding statement or section.			Teacher's Resource System Volume 1_Mini-Lesson 13: pp. 120-123 Volume 4_Mini-Lessons 6-30c: pp. 32-135
3-5.T.T.4	Poetic Techniques Explain, analyze, and use poetic techniques to shape understandings.			
4.T.ET.4.a	Discuss and explain techniques used to present and design different types of poetry, including free verse, rhymed verse, haiku, and limerick.	Teacher's Resource System Units 1-10: pp. 14-15, 76-79 Unit 7: pp. 44-47, 56-59		
4.T.ET.4.b	Apply poetic elements to produce poetry and engage audiences that use a predetermined rhyme scheme to achieve an intended effect.			Teacher's Resource System Volume 6_Mini-Lessons 6-15: pp. 32-73
BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.				
3-5.RA.1	Research & Inquiry Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.			

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4.T.RA.C.1.a	Generate questions about a self-selected topic of interest to be researched, asking open-ended questions to deepen and extend understanding of topic and related ideas and information.	Teacher's Resource System Unit 1: pp. 22-23 Unit 2: pp. 22-23 Unit 3: pp. 22-23 Unit 4: pp. 22-23 Unit 5: pp. 22-23 Unit 6: pp. 22-23 Unit 7: pp. 22-23 Unit 8: pp. 22-23 Unit 9: pp. 22-23 Unit 10: pp. 22-23		Teacher's Resource System Volume 2_Mini-Lessons 6-7: pp. 34-41 Volume 7_Mini-Lessons 6-7: pp. 30-37
4.T.RA.1.b	Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic.	Teacher's Resource System Unit 1: pp. 22-23 Unit 2: pp. 22-23 Unit 3: pp. 22-23 Unit 4: pp. 22-23 Unit 5: pp. 22-23 Unit 6: pp. 22-23 Unit 7: pp. 22-23 Unit 8: pp. 22-23 Unit 9: pp. 22-23 Unit 10: pp. 22-23		Teacher's Resource System Volume 2_Mini-Lessons 16, 25: pp. 74-77, 110-113 Volume 4_Mini-Lessons 6, 13, 28: pp. 32-35, 60-63, 112-115 Volume 7_Mini-Lessons 10-12, 25: pp. 46-57, 106-109
4.T.RA.1.c	Consider and integrate information from research, including relevant and accurate evidence from two or more credible sources.	Teacher's Resource System Unit 1: pp. 22-23 Unit 2: pp. 22-23 Unit 3: pp. 22-23 Unit 4: pp. 22-23 Unit 5: pp. 22-23 Unit 6: pp. 22-23 Unit 7: pp. 22-23 Unit 8: pp. 22-23 Unit 9: pp. 22-23 Unit 10: pp. 22-23		Teacher's Resource System Volume 2_Mini-Lessons 16, 25: pp. 74-77, 110-113 Volume 4_Mini-Lessons 6, 13, 28: pp. 32-35, 60-63, 112-115 Volume 7_Mini-Lessons 10-12, 25: pp. 46-57, 106-109
3-5.RA.2	Curating Sources & Evidence Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.			
4.T.RA.2.a	Refer to specific passages or quotations from a text to support an idea, answer, or opinion.	Teacher's Resource System Unit 1: pp. 22-23 Unit 2: pp. 22-23 Unit 3: pp. 22-23 Unit 4: pp. 22-23 Unit 5: pp. 22-23 Unit 6: pp. 22-23 Unit 7: pp. 22-23 Unit 8: pp. 22-23 Unit 9: pp. 22-23 Unit 10: pp. 22-23		Teacher's Resource System Volume 2_Mini-Lessons 16, 25: pp. 74-77, 110-113 Volume 4_Mini-Lessons 6, 13, 28: pp. 32-35, 60-63, 112-115 Volume 7_Mini-Lessons 10-12, 25: pp. 46-57, 106-109

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4.T.RA.2.b	Determine the credibility and relevance of a source text based on known information about the author and/or organization.	Teacher's Resource System Unit 1: pp. 22-23 Unit 2: pp. 22-23 Unit 3: pp. 22-23 Unit 4: pp. 22-23 Unit 5: pp. 22-23 Unit 6: pp. 22-23 Unit 7: pp. 22-23 Unit 8: pp. 22-23 Unit 9: pp. 22-23 Unit 10: pp. 22-23		Teacher's Resource System Volume 2_Mini-Lesson 16: pp. 74-77 Volume 7_Mini-Lesson 12: pp. 54-57
4.T.RA.2.c	This progression begins in 5th grade.			
I. BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.				
3-5.L.GC.1: Grammar, Usage, & Mechanics Employ conventions of Standard English grammar, usage, and mechanics to aid the comprehension and analysis of texts and to communicate clearly and precisely in written and spoken language.				
Grammar (M)	Form and use prepositional phrases.			Teacher's Resource System Volume 5_Mini-Lessons 8: pp. 58-61 Grammar Study Teacher's Resource System Unit 1: pp. 12-15, 32-41
Grammar (M)	Form and use comparative and superlative adjectives and adverbs.			Grammar Study Teacher's Resource System Unit 5: pp. 220-221, 238-239, 244-247
Usage (M)	Ensure pronoun-antecedent agreement.			Grammar Study Teacher's Resource System Unit 3: pp. 136-139, 152-155
Mechanics (M)	Recognize and use conventional capitalization, quotation marks, and commas to indicate exact words and dialogue.			Teacher's Resource System Volume 2_Mini-Lessons 16, 25: pp. 74-77, 110-113 Volume 3_Mini-Lessons 17, 25: pp. 74-77, 106-109 Volume 7_Mini-Lessons 10, 25: pp. 46-49, 106-109 Grammar Study Teacher's Resource System Unit 4: pp. 178-183
Grammar (M)	Use relative pronouns and relative adverbs.			Grammar Study Teacher's Resource System Unit 3: pp. 124-129
Grammar (M)	Use interjections.			Grammar Study Teacher's Resource System Unit 5: pp. 218-219, 222-223, 242-243, 254-255
Grammar (M)	Use helping and linking verbs.			Grammar Study Teacher's Resource System Unit 2: pp. 58-63
Usage (M)	Correctly use frequently confused words (e.g., to/too/two; there/their/they're; advice/advise).	Teacher's Resource System Unit 2: pp. 52-55	Teacher's Resource System Unit 7: pp. 58-59, 60-61, 62-63, 64-65, 66-67	Grammar Study Teacher's Resource System Unit 5: pp. 256-257

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Mechanics (M)	Recognize and use conventional capitalization in abbreviations, proper adjectives, and formal titles.			Teacher's Resource System Volume 1_Mini-Lesson 16: pp. 132-135 Volume 2_Mini-Lesson 24: pp. 106-109 Volume 3_Mini-Lessons 24-25: pp. 102-109 Volume 5_Mini-Lessons 6: pp. 50-53 Grammar Study Teacher's Resource System Unit 5: pp. 228-237
Mechanics (M)	Use commas to indicate direct address and to set off the words yes and no.			Grammar Study Teacher's Resource System Unit 5: pp. 222-227, 238-241, 260-267
Mechanics (M)	Use apostrophes to form plural possessives nouns.			Grammar Study Teacher's Resource System Unit 5: pp. 248-255
Mechanics (M)	Recognize and use conventional capitalization in abbreviations, proper adjectives, and formal titles.			Teacher's Resource System Volume 1_Mini-Lesson 16: pp. 132-135 Volume 2_Mini-Lesson 24: pp. 106-109 Volume 3_Mini-Lessons 24-25: pp. 102-109 Volume 5_Mini-Lessons 6: pp. 50-53 Grammar Study Teacher's Resource System Unit 5: pp. 228-237
Grammar (C)	Use indefinite pronouns, ensuring correct agreement.			
Grammar (C)	Use subordinating conjunctions to join clauses.			Grammar Study Teacher's Resource System Unit 1: pp. 4-7, 12-13, 22-23, 26-31, 38-39
Mechanics (C)	Use commas after introductory phrases or clauses.			Grammar Study Teacher's Resource System Unit 1: pp. 10-11, 22-31 Unit 5: pp. 238-241
Mechanics (C)	Use conventional capitalization and underlining, quotation marks, or italics to indicate titles of works.			Grammar Study Teacher's Resource System Unit 5: pp. 232-237, 254-255
Grammar (I)	Use intensive pronouns.			Grammar Study Teacher's Resource System Unit 3: pp. 110-115, 124-129
Grammar (I)	Form and use the progressive, perfect, and perfect progressive verb aspects.			Grammar Study Teacher's Resource System Unit 2: pp. 86-103
Grammar (I)	Form and use participles.			Grammar Study Teacher's Resource System Unit 2: pp. 86-103
Usage (I)	Recognize and correct vague pronoun references.			
3-5.L.GC.2	Syntax Apply understandings of sentence structure to comprehend and compose varied sentences.			

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4.L.GC.2.a	Apply understandings of sentence structure to comprehend a wide variety of grade-level texts.			Grammar Study Teacher's Resource System Unit 1: pp. 2-49 Unit 3: pp. 140-149
4.L.GC.2.b	Use a variety of simple, compound, and complex sentences to strengthen clarity and coherence, maintaining consistent verb tense within and between paragraphs.			Teacher's Resource System Volume 2_Mini-Lesson 17: pp. 78-81 Volume 3_Mini-Lessons 19: pp. 82-85 Volume 4_Mini-Lessons 5, 18, 25: pp. 26-29, 80-83, 108-111 Volume 5_Mini-Lesson 8: pp. 58-61
4.L.GC.2.c	Use correct subject and verb agreement to consistently achieve clarity in a variety of sentences.			Grammar Study Teacher's Resource System Unit 3: pp. 130-135, 152-155
4.L.GC.2.d	Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences.			Teacher's Resource System Volume 2_Mini-Lesson 15: pp. 70-73 Volume 3_Mini-Lessons 14, 16, 20: pp. 62-65, 70-73, 86-89 Volume 5_Mini-Lessons A4-A5, B4-B5: pp. 22-29, 42-49 Grammar Study Teacher's Resource System Unit 5: pp. 220-221, 238-239, 244-247
II. BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words.				
3-5.L.V.1 General, Academic, & Specialized Vocabulary Acquire and use general, academic, and specialized vocabulary words and phrases with precision in a variety of settings.				
4.L.V.1.a	Acquire a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content.	Teacher's Resource System Unit 1: pp. 36-37, 52-55, 68-71 Unit 2: pp. 36-37, 52-55, 68-71 Unit 3: pp. 36-37, 52-55, 68-71 Unit 4: pp. 36-37, 52-55, 68-71 Unit 5: pp. 36-37, 52-55, 68-71 Unit 6: pp. 36-39, 60-63 Unit 7: pp. 36-39, 52-55, 68-71 Unit 8: pp. 36-37, 52-55, 68-71 Unit 9: pp. 36-37, 52-55, 68-71 Unit 10: pp. 36-39, 52-55, 68-71		
4.L.V.1.b	Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings.	Teacher's Resource System Units 1-10: pp. 80-83		
3-5.L.V.2 Word Analysis Acquire and apply word analysis skills to determine the meanings of words and to communicate with precision in a variety of settings.				
4.L.V.2.a	Deconstruct words using knowledge of Greek and Latin roots, root words, and affixes to determine meaning.	Teacher's Resource System Unit 1: pp. 6-7, 8-9 Unit 3: pp. 36-39, 68-71 Unit 5: pp. 36-39, 52-55, 68-71 Unit 7: pp. 52-55 Unit 8: pp. 52-55 Unit 9: pp. 52-55	Teacher's Resource System Unit 8: pp. 82-83, 84-85, 86-87, 88-89, 90-91 Unit 9: pp. 116-117, 118-119, 120-121, 122-123, 124-125 Unit 10: pp. 160-161, 162-163, 164-165, 166-167, 168-169	

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4.L.V.2.b	Explain how the part of speech and the meaning of a root or root word changes based on the use of different affixes (e.g., beautiful as an adjective vs. beautifully as an adverb).	Teacher's Resource System Unit 1: pp. 6-7, 8-9 Unit 3: pp. 36-39, 68-71 Unit 5: pp. 36-39, 52-55, 68-71 Unit 7: pp. 52-55 Unit 8: pp. 52-55 Unit 9: pp. 52-55	Teacher's Resource System Unit 8: pp. 82-83, 84-85, 86-87, 88-89, 90-91 Unit 9: pp. 116-117, 118-119, 120-121, 122-123, 124-125 Unit 10: pp. 160-161, 162-163, 164-165, 166-167, 168-169	
4.L.V.2.c	Construct words using knowledge of Greek and Latin roots, root words, and affixes.			
3-5.L.V.3 Meaning & Purpose Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.				
4.L.V.3.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to determine or clarify the meaning of unknown and multiple-meaning words and phrases.	Teacher's Resource System Launching the Reader's Workshop: 132-135, 148-149 Unit 1: pp. 4-15, 36-39, 52-55, 68-71 Unit 2: pp. 4-15, 36-39, 52-55, 68-71 Unit 3: pp. 4-15, 36-39, 52-55, 68-71 Unit 4: pp. 4-15, 36-39, 52-55, 68-71 Unit 5: pp. 4-15, 36-39, 52-55, 68-71 Unit 6: pp. 4-15, 36-39, 60-63 Unit 7: pp. 4-15, 36-39, 52-55, 68-71 Unit 8: pp. 4-15, 36-39, 52-55, 68-71 Unit 9: pp. 4-15, 36-39, 52-55, 68-71 Unit 10: pp. 4-15, 36-39, 52-55, 68-71	Teacher's Resource System Unit 1: pp. 6-7, 16-17, 26-27 Unit 2: pp. 40-41, 50-51, 60-61 Unit 3: pp. 74-75, 84-85, 94-95 Unit 4: pp. 108-109, 118-119, 128-129 Unit 5: pp. 142-143, 152-153, 162-163 Unit 6: pp. 6-7, 16-17, 26-27 Unit 7: pp. 40-41, 50-51, 60-61 Unit 8: pp. 74-75, 84-85, 94-95 Unit 9: pp. 108-109, 118-119, 128-129 Unit 10: pp. 142-143, 152-153, 162-163	
4.L.V.3.b	Demonstrate understanding of words by relating them to their synonyms, antonyms, homophones, and homographs.	Teacher's Resource System Unit 2: pp. 52-55 Unit 4: pp. 68-71 Unit 8: pp. 68-71 Unit 10: pp. 68-71	Teacher's Resource System Unit 7: pp. 58-67 Unit 8: p. 75	Grammar Study Teacher's Resource System Unit 5: pp. 256-257
4.L.V.3.c	Distinguish shades of meaning among closely related adverbs (e.g., quickly, swiftly, rapidly).			
4.L.V.3.d	Use print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to check spelling and determine or clarify the precise meaning of words and phrases.	Teacher's Resource System Launching the Reader's Workshop: pp. 132-135 Unit 1: pp. 52-55 Unit 6: pp. 36-39, 60-63	Teacher's Resource System Unit 1: pp. 9, 19, 29 Unit 2: pp. 43, 53, 63 Unit 3: pp. 77, 87, 97 Unit 4: pp. 111, 121, 131 Unit 5: pp. 145, 155, 165 Unit 6: pp. 9, 19, 29 Unit 7: pp. 43, 53, 63 Unit 8: pp. 77, 87, 97 Unit 9: pp. 111, 121, 131 Unit 10: pp. 145, 155, 165	
4.L.V.3.e	Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing.			
I. BIG IDEA: Phonics Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.				
3-5. F.P.1	Decoding & Encoding with Phonics Use knowledge of phonics to decode and encode grade-level words.			

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4.F.P.1.a	Decode and encode words with graphemes that represent multiple letter-sound correspondences.		Teacher's Resource System Unit 1: pp. 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33 Unit 2: pp. 38-39, 40-41, 42-43, 44-45, 46-47 Unit 5: pp. 140-141, 142-143, 144-145, 146-147, 148-149 Unit 6: pp. 14-15, 16-17, 18-19, 20-21, 22-23 Unit 7: pp. 38-39, 40-41, 42-43, 44-45, 46-47	
4.F.P.1.b	Decode and encode single-syllable and multisyllabic words of all syllable types		Teacher's Resource System Unit 1: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33 Unit 2: pp. 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 60-61, 62-63, 64-65, 66-67 Unit 3: pp. 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101 Unit 4: pp. 108-109, 110-111, 112-113, 114-115, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 132-133, 134-135 Unit 5: pp. 140-141, 142-143, 144-145, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-165, 166-167, 168-169 Unit 6: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33 Unit 7: pp. 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 60-61, 62-63, 64-65, 66-67 Unit 8: pp. 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101 Unit 9: pp. 106-107, 108-109, 110-111, 112-113, 114-115, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 132-133, 134-135 Unit 10: pp. 140-141, 142-143, 144-145, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-165, 166-167, 168-169	
4.F.P.1.c	Decode and encode words with common prefixes and suffixes.		TEACHER'S RESOURCE SYSTEM: Unit 6: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 24-25, 26-27, 28-29, 30-31, 32-33 Unit 7: pp. 48-49, 50-51, 52-53, 54-55, 56-57 Unit 8: pp. 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91 Unit 9: pp. 106-107, 108-109, 110-111, 112-113, 114-115, 116-117, 118-119, 120-121, 122-123, 124-125 Unit 10: pp. 160-161, 162-163, 164-165, 166-167, 168-169	
II. BIG IDEA: Fluency Students read texts aloud or silently with speed, accuracy, and expression.				
3-5.F.F.1:	Oral & Silent Reading Fluency Demonstrate oral and silent reading fluency to read grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.			

Grade 4 Benchmark Workshop Correlated to Georgia English Language Arts Standards

Standard Indicator	Georgia English Language Arts (ELA) Standards	Reader's Workshop	Phonics & Word Study Workshop	Writer's Workshop
4.F.F.1.a	Increase sight word vocabulary by reading regularly and irregularly spelled words in isolation and context with accuracy and automaticity.		Teacher's Resource System Unit 1: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33 Unit 2: pp. 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 60-61, 62-63, 64-65, 66-67 Unit 3: pp. 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101 Unit 4: pp. 106-107, 108-109, 110-111, 112-113, 114-115, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 132-133, 134-135 Unit 5: pp. 140-141, 142-143, 144-145, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-165, 166-167, 168-169 Unit 6: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33 Unit 7: pp. 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 60-61, 62-63, 64-65, 66-67 Unit 8: pp. 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101 Unit 9: pp. 106-107, 108-109, 110-111, 112-113, 114-115, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 132-133, 134-135 Unit 10: pp. 140-141, 142-143, 144-145, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-165, 166-167, 168-169	
4.F.F.1.b	Read a variety of unfamiliar grade-level texts with increasing automaticity.	Teacher's Resource System Launching the Reader's Workshop: pp. 136-137 Units 1-10: pp. 14-15, AR10-11	Teacher's Resource System Launching the Phonics & Word Study Workshop: pp. 32-33, 46-47, 54-55, 68-69, 76-77 Unit 1: pp. 8-9, 12-13, 18-19, 22-23, 28-29, 32-33, Unit 2: pp. 46-47, 56-57, 62-63, 66-67 Unit 3: pp. 80-81, 86-87, 88-89, 90-91, 96-97, 100-101 Unit 4: pp. 114-115, 120-121, 124-125, 130-131, 134-135 Unit 5: pp. 144-145, 148-149, 154-155, 158-159, 164-165, 168-169 Unit 6: pp. 8-9, 12-13, 18-19, 22-23, 28-29, 32-33, Unit 7: pp. 46-47, 56-57, 62-63, 66-67 Unit 8: pp. 80-81, 86-87, 88-89, 90-91, 96-97, 100-101 Unit 9: pp. 114-115, 120-121, 124-125, 130-131, 134-135 Unit 10: pp. 144-145, 148-149, 154-155, 158-159, 164-165, 168-169 My Word Study Volume 1 My Word Study Volume 2	
4.F.F.1.c	Read a wide range of grade-level texts aloud with accurate prosody (phrasing, expression, juncture/pause, and intonation) to aid comprehension.	Teacher's Resource System Launching the Reader's Workshop: pp. 138-139, 140-141 Units 1-10: pp. 14-15, AR6-AR9	Teacher's Resource System Launching the Phonics & Word Study Workshop: pp. 32-33, 46-47, 54-55, 68-69, 76-77 Unit 1: pp. 8-9, 12-13, 18-19, 22-23, 28-29, 32-33, Unit 2: pp. 46-47, 56-57, 62-63, 66-67 Unit 3: pp. 80-81, 86-87, 88-89, 90-91, 96-97, 100-101 Unit 4: pp. 114-115, 120-121, 124-125, 130-131, 134-135 Unit 5: pp. 144-145, 148-149, 154-155, 158-159, 164-165, 168-169 Unit 6: pp. 8-9, 12-13, 18-19, 22-23, 28-29, 32-33, Unit 7: pp. 46-47, 56-57, 62-63, 66-67 Unit 8: pp. 80-81, 86-87, 88-89, 90-91, 96-97, 100-101 Unit 9: pp. 114-115, 120-121, 124-125, 130-131, 134-135 Unit 10: pp. 144-145, 148-149, 154-155, 158-159, 164-165, 168-169 My Word Study Volume 1 My Word Study Volume 2	

Grade 4 Benchmark Workshop Correlated to Georgia English Language Arts Standards

Standard Indicator	Georgia English Language Arts (ELA) Standards	Reader's Workshop	Phonics & Word Study Workshop	Writer's Workshop
4.F.F.1.d	Self-correct while reading grade-level text (silently or aloud) to aid comprehension and fluency, rereading as necessary.	Teacher's Resource System Launching the Reader's Workshop: pp. 136-137 Units 1-10: pp. 14-15, AR10-11 Unit 7: pp. 28-31, 48-51	Teacher's Resource System Launching the Phonics & Word Study Workshop: pp. R5, 7, 26, 48, 71 Unit 1: pp. 18, 28 Unit 2: pp. 42, 62, 62 Unit 3: pp. 76, 86, 96 Unit 4: pp. 110, 120, 130 Unit 5: pp. 144, 154, 164 Unit 6: pp. 8, 18, 28 Unit 7: pp. 42, 52, 62 Unit 8: pp. 76, 86, 96 Unit 9: pp. 110, 120, 130 Unit 10: pp. 144, 154, 164	
III. BIG IDEA: Handwriting Students develop handwriting skills in cursive.				
3-5.F.H.3	Read Cursive Read texts written in cursive.			
4.F.H.3.a	Read short texts written in cursive.			
3-5.F.H.4	Write Cursive Use fine motor skills to form legible letters and words in cursive.			
4.F.H.4.a	Form cursive letters and words legibly, using connectors between letters inside words.	Cursive Writing Practice Pages (Digital Only)	Cursive Writing Practice Pages (Digital Only)	Cursive Writing Practice Pages (Digital Only)
4.F.H.4.b	Use appropriate spacing between cursive words in a sentence across lines on a page.	Cursive Writing Practice Pages (Digital Only)	Cursive Writing Practice Pages (Digital Only)	Cursive Writing Practice Pages (Digital Only)