

Grade 5 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
<b>I. BIG IDEA: Context (C) Students describe the influences of purpose and audience on texts.</b>				
<b>3-5.T.C.1 Purpose &amp; Audience Use knowledge of purposes and audiences, as well as the language that develops those relationships, to make meaning of texts in multiple modes.</b>				
5.T.C.1.a	Determine audience and identify multiple purposes found across a text.	Teacher's Resource System Unit 1: pp. 40-43 Unit 2: pp. 60-63 Unit 7: pp. 76-79 Unit 8: pp. 40-43		
5.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. 76-79 Unit 8: pp. 76-79 Unit 9: pp. 76-79 Unit 10: pp. 48-51, 76-79		
5.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 20: pp. 90-93 Volume 3_Mini-Lesson 28: pp. 120-123 Volume 6_Mini-Lesson 24: pp. 104-107
<b>3-5.T.C.2 Authors &amp; Speakers Make connections between authors of texts, speakers in texts, varying perspectives, and the circumstances in which texts are produced.</b>				
5.T.C.2.a	Describe how a narrator or speaker's perspective influences the text.	Teacher's Resource System Unit 4: pp. 32-35, 40-43, 64-67, 72-75		
5.T.C.2.b	Determine credibility by assessing the strengths and weaknesses of source texts to support a message.	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 4_Mini-Lesson 13: pp. 62-65 Volume 6_Mini-Lesson 13: pp. 58-61
5.T.C.2.c	Make inferences about the context in which the text is written (e.g., time period, individual, situational).			
5.T.C.2.d	This progression begins in 6th grade.			
<b>II. BIG IDEA: Structures &amp; Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.</b>				
<b>3-5.T.SS.1: Organization Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts.</b>				

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5.T.SS.1.a	Describe how text features (e.g., chapter titles, diagrams) and text structure (e.g., chapters, problem/solution) function in conjunction with/along with to represent ideas and information coherently in texts.	Teacher's Resource System Launching the Reader's Workshop: pp. 150-151 Units 1-10: pp. 22-23 Unit 1: pp. 4-5, 6-7, 8-9, 10-11, 12-13 Unit 2: pp. 28-31, 48-51, 72-75 Unit 3: pp. 4-5, 6-7, 8-9, 10-11, 12-13 Unit 4: pp. 10-11, 44-47, 52-55 Unit 5: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 72-75 Unit 6: pp. 32-35 Unit 7: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 60-63, 72-75 Unit 8: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 72-75 Unit 9: pp. 4-5, 6-7, 12-13, 72-75 Unit 10: pp. 4-5, 6-7, 12-13, 32-35, 48-51, 72-75		Teacher's Resource System Volume 2_Mini-Lesson 13: pp. 62-65 Volume 4_Mini-Lessons 13-14: pp. 58-65 Volume 6_Mini-Lesson 13: pp. 60-63 Volume 7_Mini-Lessons 2-5: pp. 12-27
5.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, 20: pp. 46-49, 90-93 Volume 3_Mini-Lesson 13: pp. 60-63 Volume 4_Mini-Lessons 9-10: pp. 42-49 Volume 6_Mini-Lessons 9-10: pp. 44-51
5.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 14, 23: pp. 66-69, 102-105 Volume 3_Mini-Lesson 24: pp. 100-103 Volume 4_Mini-Lessons 15, 22: pp. 66-69, 94-97 Volume 6_Mini-Lessons 20, 22: 88-91, 96-99
5.T.SS.1.d	Craft related ideas into coherent paragraphs that follow a logical structure using transitions.			Teacher's Resource System Volume 2_Mini-Lessons 12-19: pp. 58-89 Volume 3_Mini-Lessons 16-24: pp. 72-103 Volume 4_Mini-Lessons 11-20: pp. 52-89 Volume 5_Mini-Lessons 2A-C-5A-C: pp. 14-49 Volume 6_Mini-Lessons 11-20: pp. 52-91
<b>3-5.T.SS.2</b>	<b>Craft Use language to interpret meaning and craft engaging texts.</b>			
5.T.SS.2.a	Describe the impact of the use figurative language such as of similes, metaphors, idioms, hyperboles and personification in response to audience and purpose, in various modes and genres.	Teacher's Resource System Unit 2: pp. 36-39, 56-59, 68-71, 76-79 Unit 5: pp. 56-59		
5.T.SS.2.b	Use figurative language for intentional effects when express ideas or conveying information.			
5.T.SS.2.c	This progression begins in 6th grade.			
<b>BIG IDEA: Elements of Technique (ET) Students explain, analyze, and apply various techniques to comprehend and shape meaning.</b>				
3-5.T.ET.1	<b>Narrative Elements Explain, analyze, and use narrative techniques to shape understandings.</b>			

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5.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 Unit 2: pp. 28-31, 40-43, 48-51, 64-67, 72-75 Unit 3: pp. 56-59 Unit 6: pp. 48-51, 56-59, 60-63, 72-75 Unit 9: pp. 48-51, 56-59 Unit 10: pp. 60-63		
5.T.ET.1.b	Analyze how setting, events, conflict, and characterization contribute to the plot.	Teacher's Resource System Unit 2: pp. 28-31, 40-43, 48-51, 52-55, 64-67, 72-75 Unit 4: pp. 40-43, 44-47, 52-55, 64-67, 72-75 Unit 6: pp. 40-43, 48-51, 56-59, 60-63		
5.T.ET.1.c	Explain how a theme is demonstrated through a character's growth or conflict resolution.	Teacher's Resource System Launching the Reader's Workshop: pp. 154-155, 158-159 Unit 2: pp. 28-31, 40-43, 48-51, 52-55, 64-67, 72-75 Unit 6: pp. 40-43, 56-59, 60-63, 64-67, 72-75 Unit 8: pp. 76-79 Unit 9: pp. 60-63		
5.T.ET.1.d	Compare and contrast stories in the same genre (e.g., mysteries, adventures) from diverse cultures on their approaches to similar themes and topics.	Teacher's Resource System Unit 4: pp. 72-75 Unit 6: pp. 72-75		
5.T.ET.1.e	Apply narrative elements (e.g., character, setting, conflict, climax, 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 6-13, 15-23: pp. 32-63, 68-103 Volume 5_Mini-Lessons B4-B5: pp. 42-49
<b>3-5.T.ET.2</b>	<b>Expository Techniques Explain, analyze, and use expository techniques to shape understandings.</b>			
5.T.ET.2.a	Discuss and evaluate elements used to present and design expository texts, including multiple main ideas, 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, 32-35, 64-67 Unit 3: pp. 4-5, 6-7, 10-11, 12-13, 28-31 Unit 5: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 28-31, 44-47 Unit 7: pp. 4-5, 6-7, 8-9, 10-11, 12-13 Unit 8: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 32-35, 48-51 Unit 9: pp. 4-5, 6-7, 12-13, 32-35, 64-67 Unit 10: pp. 4-5, 6-7, 12-13		
5.T.ET.2.b	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Teacher's Resource System Unit 3: pp. 32-35, 64-67 Unit 5: pp. 32-35, 64-67 Unit 7: pp. 32-35 Unit 8: pp. 32-35 Unit 9: pp. 32-35		Teacher's Resource System Volume 2_Mini-Lessons 2-4: pp. 12-27 Volume 4_Mini-Lessons 2-3: pp. 12-19

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Standard Indicator	Georgia English Language Arts (ELA) Standards	Reader's Workshop	Phonics & Word Study Workshop	Writer's Workshop
5.T.ET.2.c	Compare and contrast first and secondhand accounts of the same event or topic using primary and/or secondary sources.	Teacher's Resource System Unit 5: pp. 60-63 Unit 7: pp. 60-63		
5.T.ET.2.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 6-15, 17, 19-21: pp. 34-73, 78-81, 86-97 Volume 4_Mini-Lessons 6-15, 19-21, 23: pp. 30-69, 82-93, 98-101 Volume 5_Mini-Lessons A4-A5, B1-B3: pp. 22-29, 30-41
<b>3-5.T.ET.3</b>	<b>Opinion &amp; Argumentative Techniques Explain, analyze, and use opinion and argumentative techniques to shape understandings.</b>			
	This progression resumes as solely argumentative techniques in 6th grade; students will reinforce skills during 5th grade.	Teacher's Resource System Unit 5: pp. 48-51, 52-55 Unit 8: pp. 44-47, 56-59, 60-63		Teacher's Resource System Volume 2_Mini-Lesson 2: pp. 12-15
	This progression resumes as argumentative techniques in 6th grade; students will reinforce skills during 5th grade.			Teacher's Resource System Volume 1_Mini-Lesson 13: pp. 120-123 Volume 5_Mini-Lessons A1-A3: pp. 10-21 Volume 6_Mini-Lessons 4, 9-15, 17, 19-20: pp. 20-23, 44-71, 76-79, 84-91
<b>3-5.T.T.4</b>	<b>Poetic Techniques Explain, analyze, and use poetic techniques to shape understandings.</b>			
5.T.ET.4.a	Discuss and explain techniques used to present and design poetry, including rhyme and structure.	Teacher's Resource System Units 1-10: pp. 76-79 Unit 2: pp. 56-59, 68-71		
5.T.ET.4.b	Apply poetic elements (e.g., rhyme, rhyme scheme, structure) to produce different types of poetry (e.g., free verse, rhymed verse, haiku, limerick).			Teacher's Resource System Volume 7_Mini-Lessons 6-15: pp. 30-71
<b>BIG IDEA: Research &amp; 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.</b>				
<b>3-5.RA.1</b>	<b>Research &amp; 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.</b>			
5.T.RA.1.a	Generate questions about a self-selected topic of interest to be researched, asking probing questions to compare and contrast related topics.	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 4_Mini-Lessons 6-8: pp. 30-41 Volume 6_Mini-Lessons 6-8: pp. 32-43

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5.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-Lesson 13: pp. 62-65 Volume 4_Mini-Lessons 13, 27: pp. 58-61, 114-117
5.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-Lesson 13: pp. 62-65 Volume 4_Mini-Lessons 13, 27: pp. 58-61, 114-117
<b>3-5.RA.2</b>	<b>Curating Sources &amp; Evidence Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.</b>			
5.T.RA.2.a	Refer to specific passages or quotations from a text to support an idea, answer, or opinion, recording the referenced information's page number.	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 13: pp. 62-65 Volume 4_Mini-Lessons 13, 27: pp. 58-61, 114-117
5.T.RA.2.b	Determine credibility and relevance by assessing the strengths and weaknesses of source texts to support a topic or message.	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 13: pp. 62-65 Volume 4_Mini-Lessons 13, 27: pp. 58-61, 114-117

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5.T.RA.2.c	Use basic parenthetical citations to credit the source used.	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 13: pp. 62-65 Volume 4_Mini-Lessons 13, 27: pp. 58-61, 114-117 Volume 6_Mini-Lesson 13: pp. 58-61
<b>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.</b>				
<b>3-5.L.GC.1: Grammar, Usage, &amp; 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.</b>				
Grammar (M)	Use indefinite pronouns, ensuring correct agreement.			Grammar Study Teacher's Resource System Unit 3: pp. 112-115, 120-129
Grammar (M)	Use subordinating conjunctions to join clauses.			Grammar Study Teacher's Resource System Unit 1: pp. 4-7, 12-25, 28-31, 38-39, 48-49
Mechanics (M)	Use commas after introductory phrases or clauses.			Grammar Study Teacher's Resource System Unit 1: pp. 28-41 Unit 4: pp. 190-193
Mechanics (M)	Use conventional capitalization and underlining, quotation marks, or italics to indicate titles of works.			Teacher's Resource System Volume 2_Mini-Lesson 13: pp. 62-65 Volume 4_Mini-Lesson 27: pp. 114-117 Volume 6_Mini-Lessons 13, 27: pp. 60-63, 116-119  Grammar Study Teacher's Resource System Unit 5: pp. 224-225, 244-245
Grammar (M)	Use intensive pronouns.			
Grammar (C)	Form and use the progressive, perfect, and perfect progressive verb aspects.			Grammar Study Teacher's Resource System Unit 3: pp. 132-139, 146-149
Grammar (C)	Form and use participles.			Grammar Study Teacher's Resource System Unit 3: pp. 132-139, 146-149
Usage (C)	Recognize and correct vague pronoun references.			

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Grammar (I)	Use correlative conjunctions to join words, phrases, or clauses.			Grammar Study Teacher's Resource System Unit 2: pp. 56-61, 86-105
Mechanics (I)	Use conventional capitalization, quotation marks, commas, end punctuation, and attributions to indicate exact words and lines of dialogue.			Teacher's Resource System Volume 3_Mini-Lesson 20: pp. 88-91 Grammar Study Teacher's Resource System Unit 4: pp. 166-183
Mechanics (I)	Use semicolons to separate items in a series or list when at least one of the items already contains commas.			Teacher's Resource System Volume 2_Mini-Lesson 18: pp. 82-85 Grammar Study Teacher's Resource System Unit 5: pp. 218-221, 228-229, 232-235, 238-243
<b>3-5.L.GC.2</b>	<b>Syntax Apply understandings of sentence structure to comprehend and compose varied sentences.</b>			
5.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. 12-49
5.L.GC.2.b	Use a variety of simple, compound, and complex sentences to strengthen clarity and coherence, maintaining consistent verb tense throughout the entire text.			Teacher's Resource System Volume 2_Mini-Lessons 14, 23: pp. 66-69, 102-105 Volume 3_Mini-Lesson 24: pp. 100-103 Volume 4_Mini-Lessons 15, 22: pp. 66-69, 94-97 Volume 6_Mini-Lessons 20, 22: 88-91, 96-99 Grammar Study Teacher's Resource System Unit 1: pp. 12-49 Unit 2: pp. 76-79 Unit 3: pp. 130-157 Unit 5: pp. 254-255
5.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 2: pp. 68-75
5.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 3_Mini-Lesson 23: pp. 100-103 Volume 4_Mini-Lessons 21, 23: pp. 90-93, 98-101 Volume 5_Mini-Lessons B4-B5: pp. 42-49
<b>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</b>				
3-5.L.V.1	<b>General, Academic, &amp; Specialized Vocabulary Acquire and use general, academic, and specialized vocabulary words and phrases with precision in a variety of settings.</b>			

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5.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. 36-39, 68-71 Unit 2: pp. 36-39 Unit 3: pp. 32-35, 36-39, 68-71 Unit 4: pp. 36-39, 68-71 Unit 5: pp. 36-39, 68-71 Unit 6: pp. 36-39, 52-55, 68-71 Unit 7: pp. 36-39, 52-55, 68-71 Unit 8: pp. 36-39, 68-71 Unit 9: pp. 36-39, 68-71 Unit 10: pp. 36-39, 68-71		
5.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	<b>Word Analysis Acquire and apply word analysis skills to determine the meanings of words and to communicate with precision in</b>			
5.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 3: pp. 4-5, 6-7 Unit 5: 6-7, 36-39, 68-71	Teacher's Resource System Unit 5: pp. 140-141, 142-143, 144-145, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159 Unit 8: pp. 82-83, 84-85, 86-87, 88-89, 90-91 Unit 10: pp. 150-151, 152-153, 154-155, 156-157, 158-159, 160-161	
5.L.V.2.b	Explain the connection between roots, root words, affixes, and parts of speech to determine the meaning of words (e.g., discuss as a verb vs. discussion as a noun).	Teacher's Resource System Unit 3: pp. 4-5, 6-7 Unit 5: 6-7, 36-39, 68-71	Teacher's Resource System Unit 5: pp. 140-141, 142-143, 144-145, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159 Unit 8: pp. 82-83, 84-85, 86-87, 88-89, 90-91 Unit 10: pp. 150-151, 152-153, 154-155, 156-157, 158-159, 160-161	
5.L.V.2.c	Construct words using knowledge of Greek and Latin roots, root words, and affixes.			
3-5.L.V.3	<b>Meaning &amp; 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.</b>			
5.L.V.3.a	Use context (e.g., cause/effect relationships and comparisons 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: pp. 148-149 Unit 1: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 36-39, 68-71 Unit 2: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15 Unit 3: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 36-39, 68-71 Unit 4: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 36-39, 56-59, 68-71 Unit 5: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15 Unit 6: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 52-55, 68-71 Unit 7: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 36-39, 52-55, 68-71 Unit 8: pp. 6-7, 8-9, 10-11, 12-13, 14-15, 36-39, 52-55, 68-71 Unit 9: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 36-39, 52-55, 68-71 Unit 10: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15	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: 142-143, 152-153, 162-163	

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5.L.V.3.b	Identify analogies and use synonyms, antonyms, homophones, and homographs to clarify intended meaning.	Teacher's Resource System Unit 1: pp. 4-5, 36-39 Unit 3: pp. 36-39 Unit 4: pp. 36-39 Unit 6: pp. 68-71	Teacher's Resource System Unit 4: pp. 116-117, 118-119, 120-121, 122-123, 124-125 Context Clues Poster	
5.L.V.3.c	Distinguish shades of meaning among related words, including verbs, adjectives, and/or adverbs, to clarify intended meaning.			
5.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 Unit 1: pp. 52-55 Unit 4: pp. 36-39 Unit 7: pp. 36-39, 52-55, 68-71	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 9, 19, 26, 29 Unit 2: pp. 43, 53, 63 Unit 3: pp. 77, 87, 97 Unit 4: pp. 111, 117, 118, 119, 121, 128, 130-131 Unit 5: pp. 142, 145, 155, 161-163, 165 Unit 6: pp. 9, 19, 26, 29 Unit 7: pp. 43, 53, 63 Unit 8: pp. 77, 87, 97 Unit 9: pp. 128, 130-131 Unit 10: pp. 155, 161-163, 165	
5.L.V.3.e	Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing.			
<b>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.</b>				
3-5. F.P.1	<b>Decoding &amp; Encoding with Phonics Use knowledge of phonics to decode and encode grade-level words.</b>			
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 Unit 4: pp. 126-127, 128-129, 130-131, 132-133, 134-135 Unit 8: pp. 72-73, 74-75, 76-77, 78-79, 80-81	

Grade 5 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.P.1.b	Decode and encode single-syllable and multisyllabic words of all syllable types.		<p>Teacher's Resource System</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p>	
4.F.P.1.c	Decode and encode words with common prefixes and suffixes.		<p>Teacher's Resource System</p> <p>Unit 5: pp. 140-141, 142-143, 144-145, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159</p> <p>Unit 6: pp. 14-15, 16-17, 18-19, 20-21, 22-23</p> <p>Unit 7: pp. 48-49, 50-51, 52-53, 54-55, 56-57</p> <p>Unit 8: pp. 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101</p> <p>Unit 9: pp. 106-107, 108-109, 110-111, 112-113, 114-115, 116-117, 118-119, 120-121, 122-123, 124-125</p> <p>Unit 10: pp. 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-165, 166-167, 168-169</p>	
<b>II. BIG IDEA: Fluency Students read texts aloud or silently with speed, accuracy, and expression.</b>				
3-5.F.F.1:	<b>Oral &amp; 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.</b>			

Grade 5 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
5.F.F.1.a	Increase sight word vocabulary by reading regularly and irregularly spelled words in isolation and context with accuracy and automaticity.		<p>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</p>	
5.F.F.1.b	Read a wide range of unfamiliar grade-level texts with expression to show meaning and to demonstrate an understanding of tone.	<p>Teacher's Resource System                      Launching the Reader's Workshop: pp. 136-137, 138-139, 140-141                      Unit 1: pp. 14-15, AR6-AR11                      Unit 2: pp. 14-15, AR6-AR11                      Unit 3: pp. 14-15, AR6-AR11                      Unit 4: pp. 14-15, AR6-AR11                      Unit 5: pp. 14-15, AR6-AR11                      Unit 6: pp. 14-15, AR6-AR11                      Unit 7: pp. 14-15, AR6-AR11                      Unit 8: pp. 14-15, AR6-AR11                      Unit 9: pp. 14-15, AR6-AR11                      Unit 10: pp. 14-15, AR6-AR11</p>	<p>Teacher's Resource System                      Launching the Phonics &amp; Word Study Workshop: pp. 5, 12, 62, 64-65, 69, 76-77                      Unit 1: pp. 8-9, 12, 18, 22-23, 32-33                      Unit 2: pp. 42, 46, 52-53, 56, 62, 64, 66                      Unit 3: pp. 76, 80, 86, 90, 96, 100                      Unit 4: pp. 110, 114, 124, 130, 134                      Unit 5: pp. 144, 148, 154, 158, 168                      Unit 6: pp. 8-9, 12, 18, 22-23, 32-33                      Unit 7: pp. 42, 46, 52-53, 56, 62, 64, 66                      Unit 8: pp. 76, 80, 86, 90, 96, 100                      Unit 9: pp. 110, 114, 124, 130, 134                      Unit 10: pp. 144, 148, 154, 158, 168</p> <p>My Word Study Volume 1                      My Word Study Volume 2</p>	
5.F.F.1.c	Read a wide range of grade-level texts aloud with accurate and automatic prosody (phrasing, expression, juncture/pause, and intonation) to aid comprehension.	<p>Teacher's Resource System                      Launching the Reader's Workshop: pp. 136-137, 138-139, 140-141                      Unit 1: pp. 14-15, AR6-AR11                      Unit 2: pp. 14-15, AR6-AR11                      Unit 3: pp. 14-15, AR6-AR11                      Unit 4: pp. 14-15, AR6-AR11                      Unit 5: pp. 14-15, AR6-AR11                      Unit 6: pp. 14-15, AR6-AR11                      Unit 7: pp. 14-15, AR6-AR11                      Unit 8: pp. 14-15, AR6-AR11                      Unit 9: pp. 14-15, AR6-AR11                      Unit 10: pp. 14-15, AR6-AR11</p>	<p>Teacher's Resource System                      Launching the Phonics &amp; Word Study Workshop: pp. 5, 12, 62, 64-65, 69, 76-77                      Unit 1: pp. 8-9, 12, 18, 22-23, 32-33                      Unit 2: pp. 42, 46, 52-53, 56, 62, 64, 66                      Unit 3: pp. 76, 80, 86, 90, 96, 100                      Unit 4: pp. 110, 114, 124, 130, 134                      Unit 5: pp. 144, 148, 154, 158, 168                      Unit 6: pp. 8-9, 12, 18, 22-23, 32-33                      Unit 7: pp. 42, 46, 52-53, 56, 62, 64, 66                      Unit 8: pp. 76, 80, 86, 90, 96, 100                      Unit 9: pp. 110, 114, 124, 130, 134                      Unit 10: pp. 144, 148, 154, 158, 168</p> <p>My Word Study Volume 1                      My Word Study Volume 2</p>	

Grade 5 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
5.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 Unit 1: pp. AR10-AR11 Unit 3: pp. AR6-AR7 Unit 5: pp. AR10-AR11 Unit 7: pp. 28-31, 48-51, AR6-AR7 Unit 8: pp. AR6-AR7 Unit 10: pp. AR6-AR7	Teacher's Resource System Launching the Phonics & Word Study Workshop: pp. 69, 76-77 Unit 1: pp. 12, 22-23, 32-33 Unit 2: pp. 42, 52-53, 62, 66 Unit 3: pp. 76, 80, 86, 90, 96, 100 Unit 4: pp. 110, 114, 124, 130, 134 Unit 5: pp. 144, 148, 154, 158, 168 Unit 6: pp. 8-9, 12, 18, 22-23, 32-33 Unit 7: pp. 42, 46, 52-53, 56, 62, 64, 66 Unit 8: pp. 76, 80, 86, 90, 96, 100 Unit 9: pp. 110, 114, 124, 130, 134 Unit 10: pp. 144, 148, 154, 158, 168  My Word Study Volume 1 My Word Study Volume 2	
<b>III. BIG IDEA: Handwriting Students develop handwriting skills in cursive.</b>				
<b>3-5.F.H.3</b>	<b>Read Cursive Read texts written in cursive.</b>			
5.F.H.3.a	Read a variety of texts written in cursive.			
<b>3-5.F.H.4</b>	<b>Write Cursive Use fine motor skills to form legible letters and words in cursive.</b>			
5.F.H.4.a	Produce texts using cursive writing legibly and efficiently.	Cursive Writing Practice Pages (Digital Only)	Cursive Writing Practice Pages (Digital Only)	Cursive Writing Practice Pages (Digital Only)
5.F.H.4.b	Use appropriate spacing throughout the body of a text when writing in cursive.	Cursive Writing Practice Pages (Digital Only)	Cursive Writing Practice Pages (Digital Only)	Cursive Writing Practice Pages (Digital Only)