

Grade K Benchmark Workshop Correlated to Georgia ELA Standards of Excellence

Indicator	Description	Reader's Workshop	Phonics & Word Study Workshop	Writer's Workshop
Reading Literature: Key Ideas and Details				
ELAGSEKRL1	With prompting and support, ask and answer questions about key details in a text.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 114, 116-117, 118-119, 126-127, 130-131, 132-133, 134-135, 152-153, 154-155, 156-157, 158-159, 160-161, 176-177 Unit 1: pp. 28-29, 38-39, 48-49 Unit 2: pp. 20-21, 24-25, 30-31, 34-35, 40-41, 44-45, 48-49 Unit 3: pp. 28-29, 48-49 Unit 4: pp. 20-21, 24-25, 28-29, 30-31, 34-35, 38-39, 40-41, 44-45, 48-49 Unit 5: pp. 28-29, 48-49 Unit 7: pp. 48-49 Unit 8: pp. 8-9, 10-11, 12-13, 54-55 Unit 10: pp. 30-31, 34-35, 48-49		
ELAGSEKRL2	With prompting and support, retell familiar stories, including key details.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: 148-149 Unit 2: pp. 40-41 Unit 3: pp. 16-17, 20-21, 26-27, 32-33, 36-37, 40-42, 76-79 Unit 4: pp. 16-17, 20-21, 26-27, 30-31, 32-33, 36-37, 40-41 Unit 5: pp. 14-15, 16-17, 24-25, 26-27, 28-29, 30-31, 36-37, 100-103 Unit 6: pp. 16-17, 20-21, 26-27, 30-31, 36-37, 40-41 Unit 7: pp. 16-17, 20-21, 26-27, 30-31, 36-37, 40-41 Unit 8: pp. 34-35, 38-39 Unit 9: pp. 26-27, 36-37		
ELAGSEKRL3	With prompting and support, identify characters, settings, and major events in a story.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 136-137, 156-157, 158-159, 160-161 Unit 1: pp. 42-43 Unit 2: pp. 4-5, 6-7, 42-43 Unit 3: pp. 6-7 Unit 4: pp. 4-5, 56-59, 76-79, 88-91, 96-99 Unit 5: pp. 8-9, 92-95, 96-99 Unit 6: pp. 4-5, 6-7, 76-79 Unit 8: pp. 8-9, 100-103 Unit 9: pp. 6-7, 8-9, 76-79, 88-91, 96-99 Unit 10: pp. 8-9, 92-95		

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Indicator	Description	Reader's Workshop	Phonics & Word Study Workshop	Writer's Workshop
Reading Literature: Craft and Structure				
ELAGSEKRL4	With prompting and support, ask and answer questions about unknown words in a text.	TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 6–7, 8–9, 22–23 Unit 3: pp. 84–87 Unit 4: pp. 104–107		
ELAGSEKRL5	Recognize common types of texts (e.g., storybooks, poems).	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 152-153 Unit 2: pp. 6-7, 14-15 Unit 6: pp. 4-5, 6-7, 68-71		TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lessons 1-3: pp. 44-55
ELAGSEKRL6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	TEACHER'S RESOURCE SYSTEM: Unit 3: pp. 8–9 Unit 4: pp. 56–59, 68–71, 92–95		
Reading Literature: Integration of Knowledge and Ideas				
ELAGSEKRL7	With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text).	TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 64–67 Unit 4: pp. 80–83 Unit 6: pp. 60–63, 100–103 Unit 8: pp. 96–99, 104–107 Unit 9: pp. 76–79, 96–99 Unit 10: pp. 100–103		
ELAGSEKRL9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 88–91, 104–107 Unit 4: pp. 88–91, 100–103 Unit 9: pp. 88–91		
Reading Literature: Range of Reading and Level of Text Complexity				
ELAGSEKRL10	Actively engage in group reading activities with purpose and understanding.	Students interact independently with text each day. See the Independent Reading section in every mini-lesson.		
Reading Foundational Skills: Print Concepts				
ELAGSEKRF1	Demonstrate understanding of the organization and basic features of print.			
ELAGSEKRF1.a	Follow words from left to right, top to bottom, and page-by-page.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 18-19, 28-29 Unit 2: pp. 14-15, 24-25, 28-29 Unit 3: pp. 34-35, 38-39 Unit 4: pp. 14-15, 18-19 Unit 6: pp. 14-15, 18-19, 34-35 Unit 7: pp. 28-29, 34-35, 38-39 Unit 8: pp. 38-39 Unit 9: pp. 24-25, 28-29 Unit 10: pp. 28-29	TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: pp. 62-65, 66-69, 70-73 Unit 1: pp. 22-25, 26-28, 32-33 Unit 3: pp. 100-103	

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ELAGSEKRF1.b	Recognize that spoken words are represented in written language by specific sequences of letters.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 14-15, 34-35 Unit 3: pp. 14-15, 18-19, 24-25 Unit 4: pp. 24-25 Unit 5: pp. 14-15 Unit 7: pp. 24-25 Unit 9: pp. 14-15, 18-19, 38-39 Unit 10: pp. 14-15	TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: pp. 6, 22-25, 26-29, 30-33, 34-37, 38-41, 42-45, 46-49, 50-53, 54-57, 58-61, 62-65 Unit 1: pp. 4-7, 8-11, 32-35	TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lesson 15: pp. 68-71
ELAGSEKRF1.c	Understand that words are separated by spaces in print.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 14-15, 16-17, 24-25 Unit 3: pp. 24-25 Unit 4: pp. 24-25 Unit 5: pp. 14-15 Unit 6: pp. 24-25 Unit 9: pp. 18-19, 38-39	TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: pp. 6, 26-29, 34-37, 38-41, 42-45, 46-49, 50-53, 54-57, 58-61, 62-65 Unit 1: pp. 4-7, 32-35	
ELAGSEKRF1.d	Recognize and name all upper- and lowercase letters of the alphabet.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 16-17, 20-21, 26-27, 30-31 Unit 3: pp. 28-29	TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: pp. 3, 22-25, 26-29, 30-33, 34-37, 42-45, 46-49, 50-53, 54-57, 62-65, 66-69, 70-73, 74-77, 78-81 Unit 1: pp. 4-7, 8-11, 12-14, 15, 16-17	
Reading Foundational Skills: Phonological Awareness				
ELAGSEKRF2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			
ELAGSEKRF2.a	Recognize and produce rhyming words.	TEACHER'S RESOURCE SYSTEM: Unit 6: pp. 22-23 Unit 8: pp. 22-23, 30-31 Unit 9: pp. 22-23 Unit 10: pp. 22-23	TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: pp. 4, 38-41, 42-45 Unit 1: pp. 4-7, 8-11, 12-14, 16-17 Unit 2: pp. 81, 82-85 Unit 3: pp. 108-109, 122-123, 136-137 Unit 4: pp. 156-159, 170-173 Unit 5: pp. 200-201, 214-215, 228-229 Unit 6: pp. 8-11 Unit 7: pp. 62-63, 72-73 Unit 8: pp. 104-105, 108-109, 114-117, 128-131 Unit 9: pp. 174-177 Unit 10: pp. 220-223	
ELAGSEKRF2.b	Count, pronounce, blend, and segment syllables in spoken words.		TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: pp. 4, 54-57, 58-61, 78-81 Unit 1: pp. 4-7, 8-11 Unit 3: pp. 118-120, 132-134 Unit 5: pp. 196-198, 210-212, 224-226 Unit 7: pp. 58-61, 86-88, 158-160, 186-188	
ELAGSEKRF2.c	Blend and segment onsets and rimes of single-syllable spoken words.		TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 62-63, 76-77, 90-92 Unit 3: pp. 108-109, 122-123 Unit 4: pp. 168-169, 182-184 Unit 6: pp. 30-31, 44-45 Unit 8: pp. 100-103, 108-109, 114-117, 122-123, 128-131, 136-138 Unit 9: pp. 160-163, 174-177 Unit 10: pp. 192-195, 200-201, 214-215, 220-223	

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Indicator	Description	Reader's Workshop	Phonics & Word Study Workshop	Writer's Workshop
ELAGSEKRF2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)		TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 4-7, 18-21, 44-46 Unit 2: pp. 50-53, 54-57, 64-67, 68-71, 76-77, 78-81, 82-85 Unit 3: pp. 96-99, 100-103, 108-109, 110-113, 114-117, 122-123, 124-127, 128-131, 136-138 Unit 4: pp. 142-145, 146-149, 154-155, 156-159, 160-163, 168-169, 170-173, 174-177, 182-184 Unit 5: pp. 188-191, 192-195, 200-201, 202-205, 206-209, 214-215, 216-219, 220-223, 228-230 Unit 6: pp. 4-7, 8-11, 12-14, 16-17, 18-21, 22-25, 30-31, 32-35, 36-39, 44-46 Unit 7: pp. 50-53, 54-57, 62-63, 64-67, 78-81, 82-85 Unit 8: pp. 96-99, 100-103, 108-109, 110-113, 114-117, 122-123, 124-127, 128-131 Unit 9: pp. 142-145 Unit 10: pp. 188-191, 228-229	
ELAGSEKRF2.e	Add or substitute individual sounds (phonemes) in simple, one- syllable words to make new words.		TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: pp. 78-81 Unit 1: pp. 4-7, 8-9 Unit 3: pp. 118-119, 132-133 Unit 10: pp. 196-197, 210-211, 224-225	
Reading Foundational Skills: Phonics and Word Recognition				
ELAGSEKRF3	Know and apply grade-level phonics and word analysis skills in decoding words.			
ELAGSEKRF3.a	Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 36-37 Unit 2: pp. 16-17, 20-21, 26-27, 30-31, 40-41 Unit 3: pp. 26-27, 30-31, 36-37, 40-41 Unit 4: pp. 26-27, 30-31 Unit 5: pp. 16-17, 20-21, 36-37, 40-41 Unit 6: pp. 26-27, 30-31, 36-37, 40-41 Unit 7: pp. 16-17, 20-21, 26-27, 36-37, 40-41 Unit 8: pp. 16-17, 20-21, 26-27, 30-31, 36-37, 40-41 Unit 9: pp. 16-17, 30-31, 40-41	TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: pp. 13, 15, 70-73 Unit 1: pp. 18-21, 22-25, 26-28, 29, 30-31, 32-35, 36-39, 40-42, 43, 44-46 Unit 2: pp. 50-92 Unit 3: pp. 96-137 Unit 4: pp. 142-145, 146-149, 150-152, 153, 154-155, 156-159, 160-163, 164-166, 167, 168-169, 170-173, 174-177, 178-180, 181, 182-184 Unit 5: pp. 188-191, 192-195, 196-198, 200-201, 202-205, 206-209, 210-212, 214-215, 216-219, 220-223, 224-226, 228-230 Unit 6: pp. 4-45 Unit 7: pp. 50-91 Unit 8: pp. 96-137 Unit 9: pp. 142-183 Unit 10: pp. 186-229	TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lessons 8, 20: pp. 40-43, 89-91 Volume 3: Mini-Lessons 6, 10, 19: pp. 32-35, 48-51, 84-87 Volume 5: Mini-Lessons 8, 20: pp. 40-43, 88-91

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Indicator	Description	Reader's Workshop	Phonics & Word Study Workshop	Writer's Workshop
ELAGSEKRF3.b	Demonstrate basic knowledge of long and short sounds for the given major vowels.	<p>TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 40-41 Unit 2: pp. 16-17, 20-21, 36-37 Unit 3: pp. 16-17, 20-21 Unit 4: pp. 16-17, 20-21 Unit 5: pp. 26-27, 30-31 Unit 6: pp. 16-17, 20-21 Unit 7: pp. 30-31 Unit 9: pp. 20-21, 26-27, 36-37 Unit 10: pp. 16-17, 20-21, 26-27, 30-31, 36-37, 40-41</p>	<p>TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: pp. 8, 13, 15 Unit 2: pp. 54-57, 62-63, 68-71, 76-77, 82-85, 90-92 Unit 3: pp. 100-103, 108-109, 114-117, 122-123, 128-131, 136-138 Unit 4: pp. 146-149, 154-155, 168-169, 174-177, 178-180, 181, 182-184 Unit 5: pp. 200-201, 206-209, 213, 214-215, 220-223, 228-230 Unit 7: pp. 72-74 Unit 8: pp. 100-103, 104-106 Unit 9: pp. 142-145, 146-149, 156-159, 164-166, 168-169, 174-177, 178-180, 182-183 Unit 10: pp. 206-209, 224-226, 228-229</p>	
ELAGSEKRF3.c	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.		<p>TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: p. 14 Unit 2: pp. 54-57, 68-71, 82-85 Unit 3: pp. 100-103, 114-117, 128-131 Unit 4: pp. 146-149, 160-163, 174-177 Unit 5: pp. 192-195, 206-209, 220-223 Unit 6: pp. 8-11, 22-25, 36-39 Unit 7: pp. 54-57, 68-71, 82-85 Unit 8: pp. 100-103, 114-117, 128-131 Unit 9: pp. 146-149, 160-163, 174-177 Unit 10: pp. 192-195, 206-209, 220-223</p>	
Reading Foundational Skills: Fluency				
ELAGSEKRF4	Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding.	<p>TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 34-35, 38-39 Unit 2: pp. 18-19, 28-29, 34-35, 38-39 Unit 3: pp. 14-15, 18-19, 24-25, 28-29, 34-35, 38-39 Unit 4: pp. 14-15, 18-19, 24-25, 28-29, 34-35, 38-39 Unit 5: pp. 14-15, 18-19, 24-25, 28-29, 34-35, 38-39 Unit 6: pp. 14-15, 18-19, 24-25, 28-29, 34-35, 38-39 Unit 7: pp. 14-15, 18-19, 24-25, 28-29, 34-35, 38-39 Unit 8: pp. 14-15, 18-19, 24-25, 28-29, 34-35, 38-39 Unit 9: pp. 14-15, 18-19, 24-25, 28-29, 34-35, 38-39 Unit 10: pp. 14-15, 18-19, 24-25, 28-29, 34-35, 38-39</p> <p>Teacher's Support - see the Bridge to Transfer Section of every mini-lesson.</p>	<p>TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: pp. 6, 7, 15, 28, 32, 45, 48, 65, 66-69 Unit 1: pp. 14-17, 20, 24, 26-31, 34, 40-45 Unit 2: pp. 52, 58-66, 72-77, 80, 86-91 Unit 3: pp. 98, 104-109, 112, 118-123, 126, 132-137 Unit 4: pp. 144, 150-155, 158, 164-169, 178-183 Unit 5: pp. 190, 196-201, 204, 210-215, 218, 224-229 Unit 6: pp. 6, 12-17, 26-31, 34, 40-45 Unit 7: pp. 52, 58-65, 66, 72-77, 80, 86-91 Unit 8: pp. 104-109, 112, 118-123, 126, 132-137 Unit 9: pp. 144, 148-155, 158, 164-169, 172, 176-181 Unit 10: pp. 190, 197-201, 204, 210-215, 218, 224-229</p> <p>My Reading and Writing Decodable Lap Books Interactive Big Books</p>	<p>TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lesson 8: pp. 40-43</p>

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Indicator	Description	Reader's Workshop	Phonics & Word Study Workshop	Writer's Workshop
Reading Standards for Informational Text: Key Ideas and Details				
ELAGSEKRI1	With prompting and support, ask and answer questions about key details in a text.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 18-19, 28-29, 60-63, 72-75 Unit 3: pp. 8-9 Unit 5: pp. 6-7 Unit 7: pp. 6-7 Unit 10: pp. 72-75		
ELAGSEKRI2	With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 20-21, 30-31, 40-41 Unit 5: pp. 18-19, 20-21, 56-59 Unit 7: pp. 30-31, 40-41 Unit 8: pp. 80-83		TEACHER'S RESOURCE SYSTEM: Volume 5: Mini-Lessons 1-5: pp. 10-29
ELAGSEKRI3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	TEACHER'S RESOURCE SYSTEM: Unit 7: 80-83, 88-91 Unit 8: 60-63, 72-75 Unit 9: 68-71 Unit 10: 60-63, 68-71		
Reading Standards for Informational Text: Craft and Structure				
ELAGSEKRI4	With prompting and support, ask and answer questions about unknown words in a text.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 18-19, 28-29 Unit 5: pp. 6-7 Unit 7: pp. 6-7		
ELAGSEKRI5	Identify the front cover, back cover, and title page of a book.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 4-5, 6-7, 8-9 Unit 3: pp. 4-5, 8-9 Unit 7: pp. 4-5, 6-7, 8-9 Unit 8: pp. 4-5, 6-7 Unit 9: pp. 4-5, 56-59 Unit 10: pp. 4-5, 6-7	TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: 42-45, 62-65	
ELAGSEKRI6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 8-9, 92-95, 104-107 Unit 3: pp. 8-9		
Reading Standards for Informational Text: Integration of Knowledge and Ideas				
ELAGSEKRI7	With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 80-83, 104-107 Unit 3: pp. 96-99 Unit 5: pp. 80-83 Unit 7: pp. 56-59, 96-99		TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lessons 1-3: pp. 44-55 Volume 6: Mini-Lessons 1, 2-4, 5-6, 13: pp. 10-13, 14-25, 60-61
ELAGSEKRI8	With prompting and support, identify the reasons an author gives to support points in a text.	TEACHER'S RESOURCE SYSTEM: Unit 7: pp. 92-95, 100-101		

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ELAGSEKR19	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	TEACHER'S RESOURCE SYSTEM: Unit 3: pp. 88-91 Unit 5: pp. 88-91 Unit 7: pp. 88-91 Unit 8: pp. 88-91 Unit 10: pp. 80-83		
Reading Standards for Informational Text: Range of Reading and Level of Text Complexity				
ELAGSEKR10	Actively engage in group reading of informational text with purpose and understanding.	Students interact independently with text each day. See the Independent Reading section in every mini-lesson.		
Writing: Text Types and Purposes				
ELAGSEKW1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are "writing" about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).			TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lessons 6-7: pp. 32-39 Volume 5: Mini-Lessons 1-25: pp. 10-111
ELAGSEKW2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.			TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lessons 2-5, 6-10, 16-20, 21, 23: pp. 48-63, 66-85, 130-149, 150-153, 158-161 Volume 2: Mini-Lessons 1-4, 6-10, 13-15, 16-20, 21-23, 26, 29-30: pp. 10-25, 32-51, 60-71, 72-91, 92-103, 112-115, 124-131 Volume 3: Mini-Lessons 6-7, 10, 16, 18, 24-25: pp. 32-39, 48-51, 72-75, 80-83, 106-113 Volume 6: Mini-Lessons 1-10, 13, 17, 20-21, 24-25: pp. 10-51, 60-63, 74-77, 86-93, 102-109
ELAGSEKW3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.			TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lesson 1: pp. 10-11 Volume 4: Mini-Lessons 1-5, 6-10, 11-15, 16-20, 21-25, 26-30: pp. 10-29, 32-51, 52-71, 72-91, 92-111, 112-131
Writing: Production and Distribution of Writing				
ELAGSEKW5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.			TEACHER'S RESOURCE SYSTEM: Volume 1_Mini-Lessons 10, 21, 22, 24: pp. 82-85, 150-153, 154-157, 162-165 Volume 2_Mini-Lessons 5, 12-15, 18-19, 21-23: pp. 26-29, 56-67, 80-87, 92-103 Volume 3_Mini-Lessons 9, 11, 14, 18-20, 21-23: pp. 44-47, 52-55, 64-67, 80-91, 92-103 Volume 4_Mini-Lessons 13-15, 16-19, 29-30: pp. 60-71, 72-87, 124-131 Volume 6_Mini-Lessons 11-12, 14-19, 22: pp. 52-59, 64-85

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ELAGSEKW6	With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 50-51 Unit 2: pp. 50-51 Unit 3: pp. 50-51 Unit 4: pp. 50-51 Unit 5: pp. 50-51 Unit 6: pp. 50-51 Unit 7: pp. 50-51 Unit 8: pp. 50-51 Unit 9: pp. 50-51 Unit 10: pp. 50-51		
Writing: Research to Build and Present Knowledge				
ELAGSEKW7	With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 50-51 Unit 2: pp. 50-51 Unit 3: pp. 50-51 Unit 4: pp. 50-51 Unit 5: pp. 50-51 Unit 6: pp. 50-51 Unit 7: pp. 50-51 Unit 8: pp. 50-51 Unit 9: pp. 50-51 Unit 10: pp. 50-51		
ELAGSEKW8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 50-51 Unit 2: pp. 50-51 Unit 3: pp. 50-51 Unit 4: pp. 50-51 Unit 5: pp. 50-51 Unit 6: pp. 50-51 Unit 7: pp. 50-51 Unit 8: pp. 50-51 Unit 9: pp. 50-51 Unit 10: pp. 50-51		
W.K.9	(W.K.9 begins in grade 4)			
W.K.10	(W.K.10 begins in grade 3)			

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Indicator	Description	Reader's Workshop	Phonics & Word Study Workshop	Writer's Workshop
Speaking and Listening: Comprehension and Collaboration				
ELAGSEKSL1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.			
ELAGSEKSL1.a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<p>TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 114-115, 116-117, 120-121, 122-123, 124-125, 128-129, 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 142-143, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 166-167, 168-169, 170-171, 172-173, 174-175, 176-177, 178-179, 180-181, 182-183, 184-185</p> <p>Unit 1: pp. 52-55, 108-111 Unit 2: pp. 52-55, 108-111 Unit 3: pp. 52-55, 108-111 Unit 4: pp. 52-55, 108-111 Unit 5: pp. 52-55, 108-111 Unit 6: pp. 52-55, 108-111 Unit 7: pp. 52-55, 108-111 Unit 8: pp. 52-55, 108-111 Unit 9: pp. 52-55, 108-111 Unit 10: pp. 52-55, 108-111</p>	<p>TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: pp. 9, 12, 22-25 Unit 7: pp. 88-89 Unit 8: pp. 104-106, 118-120</p>	<p>TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lessons 3-5, 7-9, 12, 14, 15, 16-18, 27: pp. 52-63, 70-81, 90-93, 98-101, 102-105, 116-119, 170-173</p> <p>Volume 2: Mini-Lessons 3-5, 6, 9, 11, 13, 14, 16, 19, 23, 27-30: pp. 18-29, 32-35, 44-47, 52-55, 60-63, 64-67, 72-75, 84-87, 100-103, 116-131</p> <p>Volume 3: Mini-Lessons 1-2, 11, 14-15, 17, 21-23: pp. 10-17, 52-55, 64-71, 76-79, 92-103</p> <p>Volume 4: Mini-Lessons 9, 27-28: pp. 44-47, 116-123</p> <p>Volume 5: Mini-Lessons 11-18, 22-25: pp. 52-83, 96-111</p> <p>Volume 6: Mini-Lessons 1-6, 8-13, 15-16, 18, 19, 22-23: pp. 10-35, 40-61, 66-73, 78-81, 82-85, 94-101</p>
ELAGSEKSL1.b	Continue a conversation through multiple exchanges.	<p>TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 114-115, 116-117, 120-121, 122-123, 124-125, 128-129, 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 142-143, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 166-167, 168-169, 170-171, 172-173, 174-175, 176-177, 178-179, 180-181, 182-183, 184-185</p> <p>Unit 1: pp. 52-55, 108-111 Unit 2: pp. 52-55, 108-111 Unit 3: pp. 52-55, 108-111 Unit 4: pp. 52-55, 108-111 Unit 5: pp. 52-55, 108-111 Unit 6: pp. 52-55, 108-111 Unit 7: pp. 52-55, 108-111 Unit 8: pp. 52-55, 108-111 Unit 9: pp. 52-55, 108-111 Unit 10: pp. 52-55, 108-111</p>	<p>TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: pp. 9, 12, 22-25 Unit 7: pp. 88-89 Unit 8: pp. 104-106, 118-120</p>	<p>TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lessons 1-3, 29: pp. 44-55, 178-179</p> <p>Volume 2: Mini-Lessons 6, 9, 14, 16, 19, 23, 27-30: pp. 32-35, 44-47, 64-67, 72-75, 84-87, 100-103, 116-131</p> <p>Volume 3: Mini-Lessons 11, 14, 15, 21: pp. 52-55, 64-67, 68-71, 92-95</p> <p>Volume 5: Mini-Lessons 11-18, 23-25: pp. 52-83, 100-111</p> <p>Volume 6: Mini-Lessons 5-6, 8-12, 14: pp. 26-35, 40-59, 62-65</p>
ELAGSEKSL2	Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.	<p>TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 114-115, 116-117, 120-121, 122-123, 124-125, 128-129, 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 142-143, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 166-167, 168-169, 170-171, 172-173, 174-175, 176-177, 178-179, 180-181, 182-183, 184-185</p> <p>Unit 1: pp. 52-55, 108-111 Unit 2: pp. 52-55, 108-111 Unit 3: pp. 52-55, 108-111 Unit 4: pp. 52-55, 108-111 Unit 5: pp. 52-55, 108-111 Unit 6: pp. 52-55, 108-111 Unit 7: pp. 52-55, 108-111 Unit 8: pp. 52-55, 108-111 Unit 9: pp. 52-55, 108-111 Unit 10: pp. 52-55, 108-111</p>	<p>TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: pp. 9, 12, 22-25 Unit 7: pp. 88-89 Unit 8: pp. 104-106, 118-120</p>	<p>TEACHER'S RESOURCE SYSTEM: Volume 4: Mini-Lessons 17-20: pp. 76-91</p> <p>Volume 6: Mini-Lessons 1-4, 8-10, 11-12, 13, 15-16, 18-19: pp. 10-25, 40-51, 52-59, 60-63, 68-75, 80-87</p>

Grade K Benchmark Workshop Correlated to Georgia ELA Standards of Excellence

Indicator	Description	Reader's Workshop	Phonics & Word Study Workshop	Writer's Workshop
ELAGSEKSL3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<p>TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 114-115, 116-117, 120-121, 122-123, 124-125, 128-129, 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 142-143, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 166-167, 168-169, 170-171, 172-173, 174-175, 176-177, 178-179, 180-181, 182-183, 184-185</p> <p>Unit 1: pp. 52-55, 108-111 Unit 2: pp. 52-55, 108-111 Unit 3: pp. 52-55, 108-111 Unit 4: pp. 52-55, 108-111 Unit 5: pp. 52-55, 108-111 Unit 6: pp. 52-55, 108-111 Unit 7: pp. 52-55, 108-111 Unit 8: pp. 52-55, 108-111 Unit 9: pp. 52-55, 108-111 Unit 10: pp. 52-55, 108-111</p>	<p>TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: pp. 9, 12, 22-25 Unit 7: pp. 88-89 Unit 8: pp. 104-106, 118-120</p>	<p>TEACHER'S RESOURCE SYSTEM: Volume 1_Mini-Lessons 19-20, 21-23, 27, 29-30: pp. 142-149, 150-161, 170-173, 178-183</p> <p>Volume 2_Mini-Lessons 19, 23: pp. 84-87, 100-103</p> <p>Volume 6_Mini-Lessons 1-4, 13: pp. 10-25, 60-63</p>
Speaking and Listening: Presentation of Knowledge and Ideas				
ELAGSEKSL4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<p>TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 50-51 Unit 2: pp. 50-51 Unit 3: pp. 50-51 Unit 4: pp. 50-51 Unit 5: pp. 50-51 Unit 6: pp. 50-51 Unit 7: pp. 50-51 Unit 8: pp. 50-51 Unit 9: pp. 50-51 Unit 10: pp. 50-51</p>		<p>TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lessons 23, 25: pp. 158-161, 164-167 Volume 2: Mini-Lessons 3-5, 6, 11, 21: pp. 18-29, 32-35, 52-55, 92-95 Volume 6: Mini-Lessons 1-4, 13: pp. 10-25, 60-63</p>
ELAGSEKSL5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	<p>TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 50-51 Unit 2: pp. 50-51 Unit 3: pp. 50-51 Unit 4: pp. 50-51 Unit 5: pp. 50-51 Unit 6: pp. 50-51 Unit 7: pp. 50-51 Unit 8: pp. 50-51 Unit 9: pp. 50-51 Unit 10: pp. 50-51</p>		<p>TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lessons 1-5, 11, 16-20, 23, 26, 28: pp. 44-63, 86-89, 130-149, 158-161, 166-169, 174-177</p> <p>Volume 2: Mini-Lesson 5, 7-9, 11, 26, 29: pp. 26-29, 36-47, 52-55, 112-115, 126-129</p> <p>Volume 4: Mini-Lesson 11, 13: pp. 52-55, 60-63 Volume 6: Mini-Lessons 20-21: pp. 86-93</p>

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Indicator	Description	Reader's Workshop	Phonics & Word Study Workshop	Writer's Workshop
ELAGSEKSL6	Speak audibly and express thoughts, feelings, and ideas clearly.	<p>TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 114-115, 116-117, 118-119, 120-121, 122-123, 124-125, 128-129, 130-131, 132-133, 134-135, 136-137, 138-139, 150-151, 152-153, 156-157, 160-161, 162-163, 164-165, 166-167, 168-169, 170-171, 172-173, 174-175, 176-177, 178-179, 180-181, 182-183, 184-185</p> <p>Unit 1: pp. 8-9, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 40-41, 42-43, 52-55, 108-111 Unit 3: pp. 52-55, 108-111 Unit 4: pp. 52-55, 108-111 Unit 5: pp. 52-55, 108-111 Unit 6: pp. 52-55, 108-111 Unit 7: pp. 52-55, 108-111 Unit 8: pp. 52-55, 108-111 Unit 9: pp. 52-55, 108-111 Unit 10: pp. 52-55, 108-111</p>	<p>TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: pp. 18, 62-65, 78-81 Unit 7: pp. 88-89 Unit 8: pp. 104-106, 118-120</p>	<p>TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lessons 1-5, 7, 9, 11-15, 16-18, 19-20, 21, 26, 28-29: pp. 44-63, 70-73, 78-81, 86-105, 130-141, 142-149, 150-153, 170-173, 174-181 Volume 2: Mini-Lessons 19, 27-28: pp. 84-87, 116-123 Volume 6 Mini-Lessons 1-4, 13, 23: pp. 10-25, 60-63, 98-101</p>
Language Standards: Conventions of Standards English				
ELAGSEKL1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
ELAGSEKL1.a	Print many upper- and lowercase letters.	<p>TEACHER'S RESOURCE SYSTEM: Handwriting Practice Pages (Digital Only)</p>	<p>TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: pp. 25, 32-33, 57, 61, 68, 73, 77, 81 Unit 1: pp. 8, 15</p>	<p>TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lessons 24-25, 26-29: pp. 162-169, 170-179 Volume 2: Mini-Lessons 24-25: pp. 104-111 Volume 3: Mini-Lessons 8, 19: pp. 40-43, 84-87 Volume 4: Mini-Lessons 21, 23: pp. 92-95, 100-103 Volume 6: Mini-Lesson 18: pp. 78-81</p> <p>GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Focus Area 3: Using Sounds and Letters We Know: pp. 76-95</p>
ELAGSEKL1.b	Use frequently occurring nouns and verbs.	<p>TEACHER'S RESOURCE SYSTEM: Unit 4: pp. 32-33</p>		<p>TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lessons 24-25: pp. 104-111 Volume 6: Mini-Lesson 10: pp. 48-51</p> <p>GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Focus Area 4: Planning and Writing Our Own Sentences: pp. 98-101, 106-109, 116-119, 124-125</p> <p>Focus Area 6: Expanding Sentences with Special Words: pp. 162-163, 164-165, 166-167, 172-179, 182-183</p>
ELAGSEKL1.c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>) when speaking.	<p>TEACHER'S RESOURCE SYSTEM: Unit 4: pp. 32-33</p>		<p>GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Focus Area 4: Planning and Writing Our Own Sentences: pp. 98-99, 106-107, 118-119</p> <p>Focus Area 6: Expanding Sentences with Special Words: pp. 162-167, 174-175, 188-189</p>
ELAGSEKL1.d	Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	<p>TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 60-63, 72-75 Unit 6: pp. 72-75, 92-95 Unit 10: pp. 72-75, 96-99</p>		<p>GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Focus Area 5: Capitals and Endmarks Are the Best of Friends: pp. 132-133, 134-135, 142-143, 144-145, 150-151, 154-155</p> <p>Focus Area 7: Bossy Punctuation: pp. 198-199</p>

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Indicator	Description	Reader's Workshop	Phonics & Word Study Workshop	Writer's Workshop
ELAGSEKL1.e	Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	TEACHER'S RESOURCE SYSTEM: Unit 4: pp. 40–41		GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Focus Area 2: Writing in the "Right Direction": pp. 40-41, 42-43, 46-47, 52-53, 58-59 Focus Area 3: Using Sounds and Letters We Know: pp. 72-73 Focus Area 4: Planning and Writing Our Own Sentences: pp. 100-101, 106-107, 110-111 Focus Area 6: Expanding Sentences with Special Words: pp. 168-169, 186-187
ELAGSEKL1.f	Produce and expand complete sentences in shared language activities.		TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: pp. 39, 44, 59	GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Focus Area 2: Writing in the "Right Direction": pp. 48-49, 56-57, 58-59, 60-61 Focus Area 3: Using Sounds and Letters We Know: pp. 66-67, 68-69, 74-75, 78-79, 94-95 Focus Area 4: Planning and Writing Our Own Sentences: pp. 102-103, 104-105, 114-115, 120-121 Focus Area 5: Capitals and Endmarks Are the Best of Friends: pp. 132-133, 134-135, 142-143, 144-145, 150-151, 154-155, 156-157, 158-159 Focus Area 6: Expanding Sentences with Special Words: pp. 166-167, 172-173, 184-185, 188-189, 190-191 Focus Area 7: Bossy Punctuation: pp. 194-195, 198-199, 204-205, 206-207, 208-209, 212-213, 214-215, 216-217, 220-221, 222-223
ELAGSEKL2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
ELAGSEKL2.a	Capitalize the first word in a sentence and the pronoun I.		TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: pp. 28-29, 32-33	TEACHER'S RESOURCE SYSTEM: Volume 4: Mini-Lessons 14, 22: pp. 64-67, 96-99 Volume 6: Mini-Lesson 18: 78-81 GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Focus Area 5: Capitals and Endmarks Are the Best of Friends: pp. 130-131, 136-141, 144-147, 152-153, 158-159 Focus Area 7: Bossy Punctuation: pp. 196-197, 212-213, 218-219, 220-223
ELAGSEKL2.b	Recognize and name end punctuation.	TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 34-35 Unit 4: pp. 34-35	TEACHER'S RESOURCE SYSTEM: Unit 6: pp. 4, 8	TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lesson 20: pp. 88-91 Volume 4: Mini-Lesson 14, 16, 22: pp. 64-67, 72-75, 96-99 GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Focus Area 5: Capitals and Endmarks Are the Best of Friends: pp. 132-139, 142-151, 154-159 Focus Area 6: Expanding Sentences with Special Words: pp. 166-167 Focus Area 7: Bossy Punctuation: pp. 194-195, 198-199, 200-201, 204-205, 206-207, 208-209, 212-213, 214-223

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Indicator	Description	Reader's Workshop	Phonics & Word Study Workshop	Writer's Workshop
ELAGSEKL2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).			<p>TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lessons 22-25, 26-29: pp. 154-169, 170-179 Volume 2: Mini-Lessons 8, 10, 11-12, 20, 25: pp. 40-43, 48-51, 52-59, 88-91, 108-111 Volume 3: Mini-Lessons 6, 10, 19: pp. 32-35, 48-51, 84-87 Volume 4: Mini-Lessons 21, 23, 25, 30: 92-95, 100-103, 108-111 Volume 5: Mini-Lesson 20: pp. 88-91 Volume 6: Mini-Lesson 10: pp. 48-51</p> <p>GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Focus Area 3: Using Sounds and Letters We Know: pp. 76- 83, 86-95</p>
ELAGSEKL2.d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		<p>TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 44-45 Unit 2: pp. 54-57, 62-63, 68-71, 76-77, 82-85, 90-92 Unit 3: pp. 100-103, 108-109, 114-117, 122-123, 128-131, 136-138 Unit 4: pp. 146-149, 154-155, 168-169, 182-184 Unit 5: pp. 192-195, 196-198, 206-209, 210-212, 220-223, 224-226, 228-230 Unit 6: pp. 10, 24, 38 Unit 7: pp. 56, 70, 84 Unit 8: pp. 102, 116, 130 Unit 9: pp. 148, 162, 168-169, 176, 182-183 Unit 10: pp. 194, 206-209, 222, 228-229</p>	<p>TEACHER'S RESOURCE SYSTEM: Volume 1_Mini-Lessons 22-25, 26-29: pp. 154-169, 170-179 Volume 2_Mini-Lessons 8, 10, 11-12, 20, 25: pp. 40-43, 48-51, 52-59, 88-91, 108-111 Volume 3_Mini-Lessons 6, 10, 19: pp. 32-35, 48-51, 84-87 Volume 4_Mini-Lessons 21, 23, 25, 30: 92-95, 100-103, 108-111 Volume 5_Mini-Lesson 20: pp. 88-91 Volume 6_Mini-Lesson 10: pp. 48-51</p> <p>GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Focus Area 3: Using Sounds and Letters: pp. 76-83, 86-95</p>

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Indicator	Description	Reader's Workshop	Phonics & Word Study Workshop	Writer's Workshop
Vocabulary Acquisition and Use				
ELAGSEKL4	With guidance and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 8–9, 28–29, 68–71, 100–103 Unit 5: pp. 4–5 Unit 8: pp. 68–71, 84–87, 104–107 Unit 9: pp. 64–67 Unit 10: pp. 64–67, 84–87		
ELAGSEKL4.a	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck).	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 40–41 Unit 2: pp. 40–41 Unit 3: pp. 84–87, 104–107		TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lesson 8: pp. 40-43
ELAGSEKL4.b	Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word.	TEACHER'S RESOURCE SYSTEM: Unit 4: pp. 6–7 Unit 5: pp. 30–31 Unit 6: pp. 20–21 Unit 7: pp. 4–5, 20–21, 22–23, 30–31 Unit 9: pp. 20–21		
ELAGSEKL5	With guidance and support from adults, explore word relationships and nuances in word meanings.			
ELAGSEKL5.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	TEACHER'S RESOURCE SYSTEM: Unit 4: pp. 84–87 Unit 6: pp. 64–67, 84–87, 104–105 Unit 7: pp. 104–107 Unit 9: pp. 104–107		TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lesson 8: pp. 40-43
ELAGSEKL5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 22–23, 84–87 Unit 4: pp. 64–67, 104–107 Unit 7: pp. 68–71, 84–87		
ELAGSEKL5.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	TEACHER'S RESOURCE SYSTEM: Unit 3: pp. 4–5, 30–31, 64–67 Unit 4: pp. 30–31 Unit 10: pp. 104–107		TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lessons 24-25, 30: 104-111, 130-133
ELAGSEKL5.d	Begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 68–71, 100–103 Unit 4: pp. 32–33 Unit 9: pp. 84–87		
ELAGSEKL6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 28–29, 100–103, 108-111 Unit 2: pp. 40–41, 108-111 Unit 3: pp. 108-111 Unit 4: pp. 108-111 Unit 5: pp. 108-111 Unit 6: pp. 108-111 Unit 8: pp. 108-111 Unit 9: pp. 84-87, 108-111 Unit 10: pp. 108-111		TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lessons 24-25, 30: pp. 104-111, 130-133 Volume 3: Mini-Lesson 9: pp. 44-47