

Grade 3 Benchmark Workshop Correlated to Georgia ELA Standards of Excellence

Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
<b>Reading Literature: Key Ideas and Details</b>				
ELAGSE3RL1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 81, 114, 126-127, 130-131, 176-177 Unit 2: pp. 6-7, 8-9, 10-11, 12-13 Unit 4: pp. 8-9, 10-11 Unit 6: pp. 4-5, 6-7, 8-9, 10-11, 12-13		
ELAGSE3RL2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 44-47 Unit 6: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 40-43, 56-59, 72-75 Unit 8: pp. 56-59, 60-63		
ELAGSE3RL3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 154-155, 158-159 Unit 2: pp. 28-31, 40-43, 44-47, 52-55, 72-75 Unit 5: pp. 8-9, 10-11, 60-63 Unit 6: pp. 32-35, 64-67 Unit 10: pp. 60-63		
<b>Reading Literature: Craft and Structure</b>				
ELAGSE3RL4	Determine the meaning of words and phrases both literal and non-literal language as they are used in the text.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 132-133, 148-149 Unit 2: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 56-59, 68-71 Unit 3: pp. 4-15, 36-39, 52-55, 68-71 Unit 4: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15 Unit 5: pp. 8-9, 10-11 Unit 6: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 36-39, 52-55, 68-71 Unit 7: pp. 10-11 Unit 8: pp. 8-9, 10-11, 52-55 Unit 10: pp. 8-9, 10-11, 52-55	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 16-17 Unit 2: pp. 40-41, 50-51, 60-61 Unit 4: pp. 108-109, 118-119, 128-129	
ELAGSE3RL5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 150-151, 158-159 Unit 1: pp. 76-79 Unit 2: pp. 28-31, 44-47, 52-55, 60-63, 64-67, 72-75, 76-79 Unit 4: pp. 76-79 Unit 5: pp. 44-47, 56-59, 60-63, 76-79 Unit 6: pp. 32-35, 44-47, 64-67 Unit 8: pp. 44-47 Unit 10: pp. 60-63		TEACHER'S RESOURCE SYSTEM: Volume 6: Mini-Lessons 2-5: pp. 14-29
ELAGSE3RL6	Distinguish their own point of view from that of the narrator or those of the characters.	TEACHER'S RESOURCE SYSTEM: Unit 4: pp. 40-43, 56-59, 60-63, 72-75		

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<b>Reading Literature: Integration of Knowledge and Ideas</b>				
ELAGSE3RL7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	TEACHER'S RESOURCE SYSTEM Unit 2: pp. 32-35, 48-51 Unit 6: pp. 60-63 Unit 7: pp. 56-59 Unit 10: pp. 44-47, 56-59		
RL.3.8	(not applicable to literature)			
ELAGSE3RL9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	TEACHER'S RESOURCE SYSTEM Unit 2: pp. 60-63 Unit 6: pp. 72-75 Unit 8: pp. 60-63		
<b>Reading Literature: Range of Reading and Level of Text Complexity</b>				
ELAGSE3RL10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	Students interact independently with text each day. See the Independent Reading section of every mini-lesson.		
<b>Reading Foundational Skills: Phonics and Word Recognition</b>				
ELAGSE3RF3	Know and apply grade-level phonics and word analysis skills in decoding words.			
ELAGSE3RF3.a	Identify and know the meaning of the most common prefixes and suffixes.		TEACHER'S RESOURCE SYSTEM: Launching the Phonics Workshop: pp. 16-17, 18-19, 20-21, 22-23, 24-25, 26-27 Unit 1: pp. 20-21, 30-31 Unit 2: pp. 44-45, 54-55 Unit 3: pp. 88-89, 98-99 Unit 4: pp. 122-123, 132-133 Unit 5: pp. 156-157, 166-167 Unit 9: pp. 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 132-133, 134-135 Unit 10: pp. 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163	
ELAGSE3RF3.b	Decode words with common Latin suffixes.		TEACHER'S RESOURCE SYSTEM: Unit 4: pp. 112, 124 Unit 6: pp. 20, 32 Unit 7: pp. 44 Unit 9: pp. 112 Unit 10: pp. 156, 168	

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ELAGSE3RF3.c	Decode multi-syllable words.		TEACHER'S RESOURCE SYSTEM: Launching the Phonics Workshop: pp. 16-17, 18-19, 22-23, 26-27, 28-29, 30-31 Unit 1: pp. 14-15, 24-25, 30-31 Unit 2: pp. 38-39, 44-45, 48-49, 62-68 Unit 3: pp. 78-79, 88-89, 98-99 Unit 4: pp. 112-113, 122-123, 132-133 Unit 5: pp. 146-147, 156-157, 166-167 Unit 6: pp. 10-11, 20-21, 30-31 Unit 7: pp. 44-45, 54-55, 64-65 Unit 8: pp. 78-79, 88-89, 98-99 Unit 9: 112-113, 122-123, 132-133 Unit 10: pp. 146-147, 156-157, 166-167	
<b>Reading Foundational Skills: Fluency</b>				
ELAGSE3RF4	Read with sufficient accuracy and fluency to support comprehension.			
ELAGSE3RF4.a	Read on-level text with purpose and understanding.	<i>Teacher's Support - see the Bridge to Transfer section in every lesson.</i>	TEACHER'S RESOURCE SYSTEM: Launching the Phonics Workshop: pp. 20-21, 24-25, 32-33 Unit 1: pp. 8-9, 12-13, 18-19, 22-23, 28-29, 32-33 Unit 2: pp. 42-43, 46-47, 52-53, 56-57, 62-63, 66-68 Unit 3: pp. 76-77, 80-81, 86-87, 90-91, 96-97, 100-101 Unit 4: pp. 110-111, 114-115, 120-121, 124-125, 130-131, 134-135 Unit 5: pp. 144-145, 148-149, 158-159, 164-165, 168-169 Unit 6: pp. 8-9, 12-13, 18-19, 22-23, 28-29, 32-33 Unit 7: pp. 42-43, 46-47, 52-53, 56-57, 62-63, 66-68 Unit 8: pp. 76-77, 80-81, 86-87, 90-91, 96-97, 100-101 Unit 9: pp. 110-111, 114-115, 120-121, 124-125, 130-131, 134-135 Unit 10: pp. 144-145, 148-149, 158-159, 164-165, 168-169  My Word Study Volume 1 My Word Study Volume 2	
ELAGSE3RF4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 136-137, 138-139, 140-141 Unit 1: pp. 14-15, AR6-11 Unit 2: pp. 14-15, AR6-11 Unit 3: pp. 14-15, AR6-11 Unit 4: pp. 4-5, 6-7, 12-13, 14-15, AR6-11 Unit 5: pp. 14-15, AR6-11 Unit 6: pp. 14-15, AR6-11 Unit 7: pp. 14-15, AR6-11 Unit 8: pp. 14-15, AR6-AR11 Unit 9: pp. 14-15, AR6-AR11 Unit 10: pp. 14-15, AR6-AR11	TEACHER'S RESOURCE SYSTEM: Launching the Phonics Workshop: pp. 20-21, 24-25, 32-33 Unit 1: pp. 8-9, 12-13, 18-19, 22-23, 28-29, 32-33 Unit 2: pp. 42-43, 46-47, 52-53, 56-57, 62-63, 66-68 Unit 3: pp. 76-77, 80-81, 86-87, 90-91, 96-97, 100-101 Unit 4: pp. 110-111, 114-115, 120-121, 124-125, 130-131, 134-135 Unit 5: pp. 144-145, 148-149, 158-159, 164-165, 168-169 Unit 6: pp. 8-9, 12-13, 18-19, 22-23, 28-29, 32-33 Unit 7: pp. 42-43, 46-47, 52-53, 56-57, 62-63, 66-68 Unit 8: pp. 76-77, 80-81, 86-87, 90-91, 96-97, 100-101 Unit 9: pp. 110-111, 114-115, 120-121, 124-125, 130-131, 134-135 Unit 10: pp. 144-145, 148-149, 158-159, 164-165, 168-169  My Word Study Volume 1 My Word Study Volume 2	

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ELAGSE3RF4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 81, 84, 120-121, 128-129, 136-137, 148-149 Unit 4: pp. 44-47 Unit 7: pp. 28-31 44-47	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 8, 18, 28 Unit 2: pp. 42, 52, 62 Unit 3: pp. 76, 86 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 Unit 9: pp. 110, 120, 130 Unit 10: pp. 144, 154, 164	
ELAGSE3RF4.d	Read grade-appropriate irregularly spelled words.		TEACHER'S RESOURCE SYSTEM: Launching the Phonics Workshop: 32-33 Unit 1: pp. 12-13, 20-21, 22-23, 30-31, 32-34 Unit 2: pp. 44-45, 54-55, 56-57, 64-65, 66-68 Unit 3: pp. 78-79, 80-81, 88-89, 90-91 Unit 4: pp. 112-113, 114-115, 124-125 Unit 5: pp. 146-147, 148-149, 156-157, 158-159, 166-167, 168-170 Unit 6: pp. 7,9, 11, 14-15, 16-17, 18-19, 20-21, 22-23, Unit 7: pp. 44-45, 46-47, 54-55, 56-57, 64-65, 66-68 Unit 8: pp. 78-79, 80-81, 88-89, 90-91, 98-99, 100-102 Unit 9: pp. 112-113, 122-123, 124-125, 132-133 Unit 10: pp. 146-147, 148-149, 156-157, 158-159, 166-167	
<b>Reading Standards for Informational Text: Key Ideas and Details</b>				
ELAGSE3RI1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 84, 124-125 Unit 1: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 28-31, 48-51 Unit 3: pp. 4-5, 6-7, 8-9, 10-11, 12-13 Unit 7: pp. 4-5, 6-7, 8-9, 12-13 Unit 8: pp. 4-5, 6-7, 12-13 Unit 9: pp. 4-5, 6-7, 8-9, 10-11, 12-13 Unit 10: pp. 4-5, 6-7, 12-13, 28-31		TEACHER'S RESOURCE SYSTEM: Volume 7: Mini-Lessons 2-3: pp. 12-19
ELAGSE3RI2	Determine the main idea of a text; recount the key details and explain how they 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, 8-9, 10-11, 12-13, 28-31, 32-35, 48-51, 64-67 Unit 5: pp. 4-5, 6-7, 12-13, 28-31 Unit 7: pp. 4-5, 6-7, 8-9, 12-13, 72-75 Unit 8: pp. 4-5, 6-7, 12-13, 48-51 Unit 9: pp. 4-5, 6-7, 8-9, 10-11, 12-13 Unit 10: pp. 4-5, 6-7, 12-13		
ELAGSE3RI3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 40-43 Unit 3: pp. 72-75 Unit 5: pp. 32-35, 72-75 Unit 7: pp. 32-35, 72-75 Unit 8: pp. 32-35, 72-75 Unit 9: pp. 32-35, 40-43, 64-67, 72-75 Unit 10: pp. 32-35, 40-43, 64-67, 72-75		

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<b>Reading Standards for Informational Text: Craft and Structure</b>				
ELAGSE3RI4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 36-39, 52-55, 68-71 Unit 3: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 36-39, 52-55, 68-71 Unit 5: pp. 4-5, 6-7, 12-13, 36-39, 52-55, 68-71 Unit 7: pp. 4-5, 4-7, 8-9, 12-13, 36-39, 52-55, 68-71 Unit 8: pp. 4-5, 6-7, 12-13, 36-39, 68-71 Unit 9: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 36-39, 52-55, 68-71 Unit 10: pp. 4-5, 6-7, 12-13, 36-39, 68-71		
ELAGSE3RI5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.	TEACHER'S RESOURCE SYSTEM: Unit 3: pp. 28-31 Unit 5: pp. 40-43, 64-67 Unit 7: pp. 40-43, 64-67 Unit 8: pp. 40-43, 64-67		
ELAGSE3RI6	Distinguish their own point of view from that of the author of a text.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 56-59 Unit 3: pp. 56-59 Unit 7: pp. 48-51		
<b>Reading Standards for Informational Text: Integration of Knowledge and Ideas</b>				
ELAGSE3RI7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 32-35, 44-47 Unit 3: pp. 28-31, 32-35, 48-51, 64-67 Unit 5: pp. 40-43, 64-67 Unit 7: pp. 40-43, 64-67 Unit 8: pp. 40-43, 64-67 Unit 9: pp. 48-51		
ELAGSE3RI8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 40-43, 60-63, 72-75 Unit 3: pp. 40-43, 72-75 Unit 5: pp. 32-35, 72-75 Unit 7: pp. 32-35, 72-75 Unit 8: pp. 32-35, 72-75 Unit 9: pp. 32-35, 40-43, 64-67, 72-75 Unit 10: pp. 32-35, 40-43, 64-67, 72-75		
ELAGSE3RI9	Compare and contrast the most important points and key details presented in two texts on the same topic.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 64-67, 72-75 Unit 3: pp. 72-75 Unit 5: pp. 72-75 Unit 7: pp. 72-75		
<b>Reading Standards for Informational Text: Range of Reading and Level of Text Complexity</b>				
ELAGSE3RI10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	Students interact independently with text each day. See the Independent Reading section of every mini-lesson.		

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Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
<b>Writing: Text Types and Purposes</b>				
ELAGSE3W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.				
ELAGSE3W1.a	Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.			TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lesson 13: pp. 118-121  Volume 4: Mini-Lessons 6-10, 11, 17-19, 29C, 30A, 30B, 30C: pp. 30-49, 50-53, 74-85, 128-131, 134-135, 136-139, 140-141  Volume 5: Mini-Lessons A1-A3: pp. 10-21
ELAGSE3W1.b	Provide reasons that support the opinion.			TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lesson 13: pp. 118-121  Volume 4: Mini-Lessons 11-13, 18-19, 29C, 30A, 30B, 30C: pp. 50-61, 78-85, 128-131, 134-135, 136-139, 140-141  Volume 5: Mini-Lessons A2-A3: pp. 14-21
ELAGSE3W1.c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.			TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lesson 13: pp. 118-121  Volume 4: Mini-Lessons 12, 14, 20-24, 29A, 29C, 30A, 30B, 30C: pp. 54-57, 62-65, 86-105, 124-127, 128-131, 134-135, 136-139, 140-141  Volume 5: Mini-Lessons A2-A3: pp. 14-21
ELAGSE3W1.d	Provide a concluding statement or section.			TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lesson 13: pp. 118-121 Volume 4: Mini-Lesson: 13: pp. 58-61, Volume 5: Mini-Lessons A2-3: pp. 14-21
ELAGSE3W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				
ELAGSE3W2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.			TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lesson 12: pp. 114-117 Volume 2: Mini-Lessons 6-13, 18, 20, 22: pp. 28-59, 76-79, 84-87, 92-95 Volume 5: Mini-Lessons B1-B3: pp. 30-41 Volume 7: Mini-Lessons 6-10, 14-16, 19: pp. 32-51, 64-75, 84-87
ELAGSE3W2.b	Develop the topic with facts, definitions, and details.			TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lesson 12: pp. 114-117 Volume 2: Mini-Lessons 11-13, 16-17, 20: pp. 48-59, 68-75, 84-87 Volume 5: Mini-Lessons B2-B3: pp. 34-41 Volume 7: Mini-Lessons 11-15, 18: 52-71, 80-83
ELAGSE3W2.c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.			TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lessons 9, 14: pp. 40-43, 60-63 Volume 5: Mini-Lessons B2-B3: pp. 34-41 Volume 7: Mini-Lessons 12, 17-18: pp. 56-59, 76-83
ELAGSE3W2.d	Provide a concluding statement or section.			TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lesson 19: pp. 80-83 Volume 5: Mini-Lessons B2-B3: pp. 34-41 Volume 7: Mini-Lessons 20: pp. 88-91

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ELAGSE3W3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
ELAGSE3W3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.			TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lessons 6-10, 16-20: pp. 34-53, 74-93 Volume 5: Mini-Lessons A4-A5, B4-B5: pp. 22-29, 42-49
ELAGSE3W3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.			TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lessons 9-14, 20-25: pp. 46-69, 90-109 Volume 5: Mini-Lessons A4-5, B4-5: pp. 22-29, 42-49
ELAGSE3W3.c	Use temporal words and phrases to signal event order.			TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lesson 15: pp. 70-73 Volume 5: Mini-Lessons A4-5, B4-5: pp. 22-29, 42-49
ELAGSE3W3.d	Provide a sense of closure.			TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lesson 13: pp. 62-65 Volume 5: Mini-Lessons A4-5, B4-5: pp. 22-29, 42-49
<b>Writing: Production and Distribution of Writing</b>				
ELAGSE3W4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Standards 1-3 above.)			TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lessons 2, 6-10, 11-16: pp. 46-49, 64-83, 110-133 Volume 2: Mini-Lessons 6-30C: pp. 28-139 Volume 3: Mini-Lessons 6-30C: pp. 34-145 Volume 4: Mini-Lessons 6-30C: pp. 30-141 Volume 5: Mini-Lessons A1-A5, B1-B5: pp. 10-49 Volume 6: Mini-Lesson 6-14: pp. 32-69 Volume 7: Mini-Lessons 6-30C: pp. 32-143
ELAGSE3W5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grade 3.)			TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lessons 6-7, 9, 14, 16-18: pp. 64-71, 76-79, 122-125, 130-141 Volume 2: Mini-Lessons 11, 14-30-C: pp. 48-51, 60-139 Volume 3: Mini-Lessons 6-8, 11-18, 21-30C: pp. 34-45, 54-85, 94-145 Volume 4: Mini-Lessons 6-10, 12-25, 29A-30C: pp. 32-49, 54-109, 118-141 Volume 5: Mini-Lessons A1-A5, B1-B5: pp. 10-49 Volume 6: Mini-Lessons 6-14: pp. 32-69 Volume 7: Mini-Lessons 6-15, 17-26, 29A--30C: pp. 32-71, 76-115, 126-143
ELAGSE3W6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	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 3: Mini-Lesson 27: pp. 118-121 Volume 4: Mini-Lesson 26: pp. 110-113 Volume 6: Mini-Lesson 14: pp. 66-69

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<b>Writing: Research to Build and Present Knowledge</b>				
ELAGSE3W7	Conduct short research projects that build knowledge about a 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 7: Mini-Lessons 10-26: pp. 48-115
ELAGSE3W8	Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	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 7: Mini-Lessons 10-15: pp. 48-71
W.3.9	(Begins in grade 4)			
<b>Writing: Range of Writing</b>				
ELAGSE3W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 93, 176-179 Unit 6: pp. 40-43 Unit 8: pp. 56-59		TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lesson 1: pp. 44-45 Volume 2: Mini-Lessons 1-30C: pp. 10-139 Volume 3: Mini-Lessons 6-30C: pp. 34-145 Volume 4: Mini-Lessons 6-14, 17-25: pp. 32-65, 74- 109 Volume 5: Mini-Lessons A-A5, B1-B5: pp. 10-49 Volume 6: Mini-Lesson 15: pp. 70-73 Volume 7: Mini-Lessons 6-30C: pp. 32-143
<b>Speaking and Listening</b>				
ELAGSE3SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.			
ELAGSE3SL1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 76-81,114-115, 170-171, 172-173 Unit 1: pp. 24-27, 80-83 Unit 2: pp. 24-27, 80-83 Unit 3: pp. 24-27, 80-83 Unit 4: pp. 24-27, 80-83 Unit 5: pp. 24-27, 80-83 Unit 6: pp. 24-27, 80-83 Unit 7: pp. 24-27, 80-83 Unit 8: pp. 24-27, 80-83 Unit 9: pp. 24-27, 80-83 Unit 10: pp. 24-27, 80-83		

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Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
ELAGSE3SL1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	<p>TEACHER'S RESOURCE SYSTEM:                      Launching the Reader's Workshop: pp. 76, 78, 79, 80, 82, 83, 85, 87,88, 89, 91, 116-117, 130-131, 162-163, 170-171, 172-173                      Unit 1: pp. 80-83                      Unit 2: pp. 80-83                      Unit 3:pp. 80-83                      Unit 4: pp. 80-83                      Unit 5: pp. 80-83                      Unit 6: pp. 80-83                      Unit 7: pp. 80-83                      Unit 8: pp. 80-83                      Unit 9: pp. 80-83                      Unit 10: pp. 80-83</p>		
ELAGSE3SL1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	<p>TEACHER'S RESOURCE SYSTEM:                      Launching the Reader's Workshop: pp. 89, 92-95, 124-125, 130-131                      Unit 1: pp. 24-27, 80-83                      Unit 2: pp. 24-27, 80-83                      Unit 3: pp. 24-27, 80-83                      Unit 4: pp. 24-27, 80-83                      Unit 5: pp. 24-27, 80-83                      Unit 6: pp. 24-27, 80-83                      Unit 7: pp. 24-27, 80-83                      Unit 8: pp. 24-27, 80-83                      Unit 9: pp. 24-27, 80-83                      Unit 10: pp. 24-27, 80-83</p>		
ELAGSE3SL1.d	Explain their own ideas and understanding in light of the discussion.	<p>TEACHER'S RESOURCE SYSTEM:                      Launching the Reader's Workshop: pp. 89, 92-95, 124-125, 130-131, 170-173                      Unit 1: pp. 4-11, 24-27, 48-51, 60-63, 80-83                      Unit 2: pp. 4-11, 24-27, 80-83                      Unit 3: pp. 4-11, 24-27, 80-83                      Unit 4: pp. 4-11, 24-27, 80-83                      Unit 5: pp. 4-11, 24-27, 40-43, 80-83                      Unit 6: pp. 4-11, 24-27, 80-83                      Unit 7: pp. 4-11, 24-27, 80-83                      Unit 8: pp. 4-11, 24-27, 80-83                      Unit 9: pp. 4-11, 24-27, 40-43, 80-83                      Unit 10: pp. 4-11, 24-27, 80-83</p>		
ELAGSE3SL2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p>TEACHER'S RESOURCE SYSTEM:                      Unit 1: pp. 14-15                      Unit 2: pp. 4-15                      Unit 3: pp. 14-15, 32-35                      Unit 4: pp. 4-15                      Unit 5: pp. 14-15                      Unit 6: pp. 4-15                      Unit 7: pp. 14-15                      Unit 8: pp. 14-15                      Unit 9: pp. 14-15                      Unit 10: pp .14-15</p>		

Grade 3 Benchmark Workshop Correlated to Georgia ELA Standards of Excellence

Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
ELAGSE3SL3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 22-23, 80-83 Unit 2: pp. 22-23, 80-83 Unit 3: pp. 22-23, 80-83 Unit 4: pp. 22-23, 80-83 Unit 5: pp. 22-23, 80-83 Unit 6: pp. 22-23, 80-83 Unit 7: pp. 22-23, 80-83 Unit 8: pp. 22-23, 80-83 Unit 9: pp. 22-23, 80-83 Unit 10: pp. 22-23, 80-83		
<b>Speaking and Listening: Presentation of Knowledge and Ideas</b>				
ELAGSE3SL4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	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 15, 26: pp. 66-69, 110-113
ELAGSE3SL5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.			TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lesson 27: pp. 118-121 Volume 4: Mini-Lesson 26: pp. 110-113 Volume 6: Mini-Lesson 14: pp. 66-69
ELAGSE3SL6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 22-23, 80-83 Unit 2: pp. 22-23, 80-83 Unit 3: pp. 22-23, 80-83 Unit 4: pp. 22-23, 80-83 Unit 5: pp. 22-23, 80-83 Unit 6: pp. 22-23, 80-83 Unit 7: pp. 22-23, 80-83 Unit 8: pp. 22-23, 80-83 Unit 9: pp. 22-23, 80-83 Unit 10: pp. 22-23, 80-83		TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lesson 27: pp. 118-121 Volume 4: Mini-Lessons 15, 26: pp. 66-69, 110-113 Volume 6: Mini-Lesson 14: pp. 66-69
<b>Language Standards: Conventions of Standard English</b>				
ELAGSE3L1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.			
ELAGSE3L1.a	Explain the function of <b>nouns</b> , pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 53 Unit 7: pp. 63 Unit 8: pp. 77, 87, 97 Unit 9: pp. 121, 131	GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 76-103 Unit 3: pp. 116-157

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Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
ELAGSE3L1.b	Form and use regular and irregular plural nouns.		TEACHER'S RESOURCE SYSTEM: Unit 6: pp. 4-5, 6-7, 8-9, 10-11, 12-13	GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 3: pp. 120-121, 124-125, 128-129
ELAGSE3L1.c	Use abstract nouns (e.g., childhood).			GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 3: pp. 120-121, 128-129
ELAGSE3L1.d	Form and use regular and irregular verbs.			GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 76-81 Unit 3: pp. 118-119, 130-131, 134-137
ELAGSE3L1.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.			GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 3: pp. 140-145
ELAGSE3L1.f	Ensure subject-verb and pronoun-antecedent agreement.			GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 76-85, 90-95
ELAGSE3L1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.			GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 3: pp. 126-135
ELAGSE3L1.h	Use coordinating and subordinating conjunctions.			GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 12-49 Unit 4: pp. 174-175
ELAGSE3L1.i	Produce simple, compound, and complex sentences.			TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lesson 15: pp. 64-67 Volume 3: Mini-Lesson 4: pp. 22-23 Volume 7: Mini-Lesson 17: pp. 76-79  GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 12-51 Unit 4: pp. 174-175
ELAGSE3L1.j	Write legibly in cursive.			Cursive Writing Practice

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Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
ELAGSE3L2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.			
ELAGSE3L2.a	Capitalize appropriate words in titles.			GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 5: pp. 228-237
ELAGSE3L2.b	Use commas in addresses.			GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 4: pp. 180-183
ELAGSE3L2.c	Use commas and quotation marks in dialogue.			TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lesson 14: pp. 66-69  GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 4: pp. 184-193, 204-205
ELAGSE3L2.d	Form and use possessives.			GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 4: pp. 194-195, 198-203, 206-207
ELAGSE3L2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).		TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 10-11, 20-21, 30-31 Unit 2: pp. 44-45, 54-55 Unit 3: pp. 78-79, 88-89, 98-99 Unit 4: pp. 112-113, 122-123, 132-133 Unit 5: pp. 156-157, 160-161, 166-167 Unit 6: pp. 10-11, 20-21, 27, 30-31 Unit 7: pp. 38-39, 40-41, 42-43, 44-45, 46-47 Unit 8: pp. 88-89, 98-99 Unit 9: pp. 106-107, 108-109, 110-111, 112-113, 114-115	TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lesson 9: pp. 76-79 Volume 2: Mini-Lesson 25: pp. 104-107
ELAGSE3L2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.		TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 14-33 Unit 2: pp. 38-57	TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lesson 9: pp. 76-79 Volume 2: Mini-Lesson 25: pp. 104-107
ELAGSE3L2.g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 52-55 Unit 8: pp. 52-55		
<b>Language Standards: Knowledge of Language</b>				
ELAGSE3L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
ELAGSE3L3.a	Choose words and phrases for effect.			TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lesson 16: pp. 68-71 Volume 4: Mini-Lesson 22: pp. 94-97 Volume 6: Mini-Lessons 7-8: pp. 36-43

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Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
ELAGSE3L3.b	Recognize and observe differences between the conventions of spoken and written Standard English.	TEACHER'S RESOURCE SYSTEM: Unit 3: pp. 60-63		TEACHER'S RESOURCE SYSTEM: Volume 4: Mini-Lessons 5, 22, 26: pp. 24-27, 94-97, 110-113
<b>Vocabulary Acquisition and Use</b>				
ELAGSE3L4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.			
ELAGSE3L4.a	Use sentence-level context as a clue to the meaning of a word or phrase.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 132-133, 134-135, 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, 36-39, 68-71 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, 68-71 Unit 5: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 36-39, 68-71 Unit 6: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 36-39, 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. 4-5, 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, 36-39, 52-55, 68-71	TEACHER'S RESOURCE SYSTEM: Launching the Phonics Workshop: pp. 42-43, 64-65 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	
ELAGSE3L4.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 4-5, 10-11 Unit 2: pp. 4-5, 8-9 Unit 3: pp. 6-7 Unit 5: pp. 36-39, 52-55, 68-71 Unit 8: pp. 4-5, 8-9, 12-13 Unit 9: pp. 6-7		
ELAGSE3L4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	TEACHER'S RESOURCE SYSTEM Unit 5: pp. 68-71 Unit 8: pp. 14-15	TEACHER'S RESOURCE SYSTEM: Unit 4: p. 124 Unit 5: p. 158 Unit 6: p. 32 Unit 7: p. 66 Unit 8: p. 90 Unit 9: p. 134 Unit 10: p. 168	
ELAGSE3L4.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: 148-149 Unit 1: pp. 22-23, 52-55 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, 68-71 Unit 7: pp. 22-23 Unit 8: pp. 22-23, 52-55 Unit 9: pp. 22-23, 36-39, 52-55, 68-71 Unit 10: pp. 22-23	TEACHER'S RESOURCE SYSTEM: Unit 1: p. 9 Unit 2: p. 53 Unit 3: p. 77, 87 Unit 4: p. 121 Unit 5: pp. 145, 155 Unit 6: p. 9 Unit 7: p. 53 Unit 8: pp. 77, 87 Unit 9: p. 121 Unit 10: pp. 145, 155	

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Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
ELAGSE3L5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.			
ELAGSE3L5.a	Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 76-79 Unit 2: pp. 36-39, 68-71, 76-79 Unit 4: pp. 36-39, 52-55, 56-59, 68-71 Unit 6: pp. 14-15 Unit 7: pp. 76-79 Unit 8: pp. 76-79		
ELAGSE3L5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	TEACHER'S RESOURCE SYSTEM: Unit 3: pp. 36-39, 68-71		
ELAGSE3L5.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 56-59 Unit 6: pp. 52-55		
ELAGSE3L6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 80-83 Unit 2: pp. 80-83 Unit 3: pp. 80-83 Unit 4: pp. 80-83 Unit 6: pp. 80-83		