

Grade 4 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				
ELAGSE4RL1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 154-155, 156-157 Unit 2: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 40-43, 64-67, 72-74 Unit 4: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 28-31, 44-47, 60-63 Unit 6: pp. 4-5, 6-7, 12-13 Unit 8: pp. 14-15 Unit 9: pp. 8-9, 10-11, 60-63 Unit 10: pp. 8-9		
ELAGSE4RL2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 60-63 Unit 4: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 60-63 Unit 6: pp. 4-5, 6-7, 12-13, 40-43, 44-47, 72-75 Unit 8: pp. 76-79 Unit 9: pp. 60-63		
ELAGSE4RL3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 154-155, 156-157, 158-159 Unit 2: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 28-31, 32-35, 40-43, 56-59, 64-67, 72-75 Unit 4: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 32-34, 64-67 Unit 6: pp. 4-5, 6-7, 12-13, 32-35, 64-67 Unit 7: pp. 8-9, 10-11, 60-63 Unit 9: pp. 44-47, 60-63 Unit 10: pp. 60-63		
Reading Literature: Craft and Structure				
ELAGSE4RL4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 132-133 Unit 1: pp. 14-15 Unit 2: pp. 4-15, 36-39, 52-55, 68-71 Unit 3: pp. 14-15 Unit 4: pp. 4-15, 36-39, 52-55, 68-71 Unit 5: pp. 14-15 Unit 6: pp. 4-15, 36-39, 60-63 Unit 7: pp. 8-9, 10-11, 14-15, 52-55 Unit 8: pp. 14-15 Unit 9: pp. 8-9, 10-11, 52-55 Unit 10: pp. 8-9, 52-55	TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: pp. 16-17, 42-43 Unit 3: pp. 94-95 Unit 4: pp. 118-119 Unit 5: pp. 142-143 Unit 8: pp. 112-113 Unit 9: pp. 129-130, 131-133	
ELAGSE4RL5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 76-79 Unit 3: pp. 76-79 Unit 4: pp. 76-79 Unit 7: pp. 44-47, 56-59, 60-63		
ELAGSE4RL6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	TEACHER'S RESOURCE SYSTEM: Unit 4: pp. 32-34, 48-51, 72-75		
Reading Literature: Integration of Knowledge and Ideas				
ELAGSE4RL7	Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences.	TEACHER'S RESOURCE SYSTEM: Unit 7: pp. 60-63 Unit 9: pp. 76-79 Unit 10: pp. 76-79		
ELAGSE4RL9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 60-63 Unit 6: pp. 40-43, 72-75		

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Reading Literature: Range of Reading and Level of Text Complexity				
ELAGSE4RL10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Students interact independently with text each day. See the Independent Reading section of every mini-lesson.		
Reading Foundational Skills: Phonics and Word Recognition				
ELAGSE4RF3	Know and apply grade-level phonics and word analysis skills in decoding words.			
ELAGSE4RF3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.		<p>TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: pp. 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 56-58 Unit 1: pp. 10-11, 12-13, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-34 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, 66-68, 78-79 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, 100-102 Unit 4: pp. 106-107, 108-109, 110-111, 112-113, 114-115, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 132-133, 134-136 Unit 5: pp. 140-141, 142-143, 144-145, 146-147, 148-149, 150-151, 156-157, 158-159, 160-161, 164-165, 166-167, 168-169 Unit 6: pp. 4-6, 7-13 Unit 7: pp. 38-39, 40-41, 42-43, 44-45, 46-47 Unit 8: pp. 83-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97 Unit 9: pp. 106-107, 108-109, 110-111, 112-113, 114-115, 117-118, 122-123, 124-125, 126-127, 128-129, 130-131 Unit 10: pp. 150-151, 152-153, 154-155, 156-159</p>	
Reading Foundational Skills: Fluency				
ELAGSE4RF4	Read with sufficient accuracy and fluency to support comprehension.			
ELAGSE4RF4.a	Read on-level text with purpose and understanding.	Teacher's support- see the Bridge to Transfer section in every lesson.	<p>Launching the Phonics & Word Study Workshop: pp. 20, 42-43 Unit 1: pp. 6, 16, 26 Unit 2: pp. 40, 50, 60 Unit 6: pp. 6, 16, 26 Unit 7: pp. 40, 50, 60 Unit 8: pp. 74, 84, 94 Unit 9: pp. 108, 118, 128 Unit 10: pp. 142, 152, 162</p> <p>My Word Study Volume 1 My Word Study Volume 2</p>	
ELAGSE4RF4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<p>TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 136-137, 138-139, 140-141, 166-167, 170-171 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 & Word Study Workshop: pp. 32-33, 46-47, 54-55, 68-69, 76-77 Unit 1: pp. 8-9, 12-13, 18-19, 22-23, 28-29, 32-33, Unit 2: pp. 46-47, 56-57, 62-63, 66-67 Unit 3: pp. 80-81, 86-87, 88-89, 90-91, 96-97, 100-101 Unit 4: pp. 114-115, 120-121, 124-125, 130-131, 134-135 Unit 5: pp. 144-145, 148-149, 154-155, 158-159, 164-165, 168-169 Unit 6: pp. 8-9, 12-13, 18-19, 22-23, 28-29, 32-33, Unit 7: pp. 46-47, 56-57, 62-63, 66-67 Unit 8: pp. 80-81, 86-87, 88-89, 90-91, 96-97, 100-101 Unit 9: pp. 114-115, 120-121, 124-125, 130-131, 134-135 Unit 10: pp. 144-145, 148-149, 154-155, 158-159, 164-165, 168-169</p> <p>My Word Study Volume 1 My Word Study Volume 2</p>	

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ELAGSE4RF4.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.120-121, 128-129, 174-175 Unit 3: pp. AR6-AR7 Unit 5: pp. AR 10-AR11 Unit 7: pp. 28-31, 48-51, AR6-AR7 Unit 8: pp. AR8-AR9 Unit 10: pp. AR6-AR7	TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: pp. R5, 7, 26, 48, 71 Unit 1: pp. 18, 28 Unit 2: pp. 42, 62, 62 Unit 3: pp. 76, 86, 96 Unit 4: pp. 110, 120, 130 Unit 5: pp. 144, 154, 164 Unit 6: pp. 8, 18, 28 Unit 7: pp. 42, 52, 62 Unit 8: pp. 76, 86, 96 Unit 9: pp. 110, 120, 130 Unit 10: pp. 144, 154, 164	
Reading Standards for Informational Text: Key Ideas and Details				
ELAGSE4R1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 4-5, 6-7, 10-11, 12-13, 60-63, 64-67 Unit 3: pp. 4-5, 6-7, 8-9, 10-11, 12-13 Unit 5: pp. 4-5, 6-7, 8-9, 10-11, 12-13 Unit 7: pp. 4-5, 6-7, 12-13 Unit 8: pp. 4-5, 6-7, 8-9, 10-11, 12-13 Unit 9: pp. 4-5, 6-7, 12-13, 28-31, 72-75 Unit 10: pp. 4-5, 6-7, 12-13		
ELAGSE4R2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 32-33, 64-67 Unit 3: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 32-35, 48-51, 56-59, 64-67 Unit 5: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 28-31, 32-35, 44-47 Unit 7: 4-5, 6-7, 12-13 Unit 8: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 28-31, 72-75 Unit 9: pp. 4-5, 6-7, 12-13, 64-67, 72-75 Unit 10: pp. 4-5, 6-7, 12-13, 64-67		
ELAGSE4R3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 72-75 Unit 3: pp. 40-43, 64-67 Unit 5: pp. 56-59, 60-53 Unit 7: pp. 32-35, 40-43, 72-75 Unit 8: pp. 28-31, 40-43, 44-47, 48-51 Unit 9: pp. 32-35, 40-43, 64-67 Unit 10: pp. 32-35, 40-43, 64-67, 72-75		
Reading Standards for Informational Text: Craft and Structure				
ELAGSE4R4	Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 134-135 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. pp. 4-5, 6-7, 8-9, 10-11, 12-13, 36-39, 52-55, 68-71 Unit 7: pp. 4-5, 6-7, 12-13, 36-39, 68-71 Unit 8: pp. pp. 4-5, 6-7, 8-9, 10-11, 12-13, 36-39, 52-55, 68-71 Unit 9: pp. 4-5, 6-7, 12-13, 36-39, 68-71 Unit 10: pp. 4-5, 6-7, 12-13, 36-39, 68-71	TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: pp. 26-27, 42-43 Unit 2: pp. 50-51 Unit 3: pp. 74-75 Unit 4: pp. 108-109 Unit 5: pp. 162-163 Unit 8: pp. 98-99, 122-123 Unit 9: pp. 128-129, 132-133	
ELAGSE4R5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 44-47 Unit 3: pp. 28-31, 40-43, 60-63, 72-75 Unit 5: pp. 40-43, 60-63, 72-75 Unit 7: pp. 40-43, 64-67 Unit 8: pp. 72-75 Unit 9: pp. 32-35, 40-43 Unit 10: pp. 32-35, 64-67, 72-75		

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ELAGSE4RI6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	TEACHER'S RESOURCE SYSTEM: Unit 7: pp. 72-75 Unit 8: pp. 64-67		
Reading Standards for Informational Text: Integration of Knowledge and Ideas				
ELAGSE4RI7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 122-123 Unit 1: pp. 4-5, 6-7, 8-9, 10-11, 40-43, 72-75 Unit 3: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 48-51 Unit 5: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 56-59 Unit 7: pp. 4-5, 6-7, 12-13, 32-35, 64-67, 72-75 Unit 8: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 40-43, 48-51, 60-63, 72-75 Unit 9: pp. 4-5, 6-7, 12-13, 32-35 Unit 10: pp. 4-5, 6-7, 12-13, 40-43, 64-67, 72-75		TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lessons 2-3, 5: pp. 12-23, pp. 28-31
ELAGSE4RI8	Explain how an author uses reasons and evidence to support particular points in a text.	TEACHER'S RESOURCE SYSTEM: Unit 3: pp. 44-47, 56-59 Unit 5: pp. 6-7, 32-35, 64-67		TEACHER'S RESOURCE SYSTEM: Volume 4: Mini-Lesson 4: pp. 22-25
ELAGSE4RI9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 22-23, 80-83 Unit 2: pp. 22-23 Unit 3: pp. 22-23, 80-83 Unit 4: pp. 22-23 Unit 5: pp. 22-23, 80-83 Unit 6: pp. 22-23 Unit 7: pp. 22-23, 72-75, 80-83 Unit 8: pp. 22-23, 64-67, 80-83 Unit 9: pp. 22-23, 80-83 Unit 10: pp. 22-23, 80-83		
Reading Standards for Informational Text: Range of Reading and Level of Text Complexity				
ELAGSE4RI10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Students interact independently with text each day. See the Independent Reading section of every mini-lesson.		
Writing: Text Types and Purposes				
ELAGSE4W1	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
ELAGSE4W1.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.			TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lesson 13: pp. 120-123 Volume 4: Mini-Lessons 6-11, 17, 19, 24: pp. 32-55, 76-79, 84-87, 104-107
ELAGSE4W1.b	Provide reasons that are supported by facts and details.			TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lesson 13: pp. 120-123 Volume 4: Mini-Lessons 11-17, 24, 29A-C, 30A-C: pp. 52-79, 104-107, 126-143
ELAGSE4W1.c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).			TEACHER'S RESOURCE SYSTEM: Volume 4: Mini-Lessons 12, 18, 24, 28, 29A-C, 30A-C: pp. 56-59, 80-83, 104-107, 120-123, 126-143

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ELAGSE4W1.d	Provide a concluding statement or section related to the opinion presented.			TEACHER'S RESOURCE SYSTEM: Volume 4: Mini-Lessons 10-11, 20, 27-28, 29A-C,30A-C: pp. 48-55, 88-91, 116-123, 126-143
ELAGSE4W2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
ELAGSE4W2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.			TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lesson 12: pp. 116-119 Volume 2: Mini-Lessons 1, 6-11, 13, 18, 20: pp. 10-11, 34-57, 62-65, 82-85, 90-93 Volume 5: Mini-Lessons A1-A3, B1-B3: pp. 10-21, 30-41 Volume 7: Mini-Lessons 6-9, 16-18: pp. 30-45, 70-81
ELAGSE4W2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.			TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lesson 12: pp. 116-119 Volume 2: Mini-Lessons 12-13, 15-16, 20, 25: pp. 58-65, 70-77, 90-93, 110-113 Volume 5: Mini-Lessons A1-A3, B1-B3: pp. 10-21, 30-41 Volume 7 :Mini-Lessons 8-12, 25: pp. 38-57, 106-109
ELAGSE4W2.c	Link ideas within categories of information using words and phrases. (e.g., another, for example, also, because).			TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lessons 9-10, 14, 16, 25: pp. 46-53, 66-69, 74-77, 110-113 Volume 7: Mini-Lessons 10, 12, 17: pp. 46-49, 54-57, 74-77
ELAGSE4W2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.			TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lesson 15: pp. 70-73
ELAGSE4W2.e	Provide a concluding statement or section related to the information or explanation presented.			TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lesson 12: pp. 116-119 Volume 2: Mini-Lessons 12-13, 19: pp. 58-65, 86-89 Volume 5: Mini-Lessons A1-A3, B1-B3: pp. 10-21, 30-41 Volume 7: Mini-Lessons 8, 19: pp. 38-41, 82-85
ELAGSE4W3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
ELAGSE4W3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.			TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lessons 3-15, 29C: pp. 16-69, 136-139 Volume 5: Mini-Lessons A4-A5, B4-B5: pp. 22-29, 42-49
ELAGSE4W3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.			TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lessons 14, 16-17, 25, 29C, 30B pp. 62-65, 70-77, 106-109, 134-135, 136-139 Volume 5_Mini-Lessons A4-A5, B4-B5: pp. 22-29, 42-49
ELAGSE4W3.c	Use a variety of transitional words and phrases to manage the sequence of events.			TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lessons 14-15, 30A: pp. 66-69, 128-129 Volume 5: Mini-Lessons A4-A5, B4-B5: pp. 22-29, 42-49
ELAGSE4W3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.			TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lessons 16, 20: pp. 70-73, 86-89 Volume 5: Mini-Lessons A4-A5, B4-B5: pp. 22-29, 42-49
ELAGSE4W3.e	Provide a conclusion that follows from the narrated experiences or events.			TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lessons 12-14, 18, 29C: pp. 54-65, 78-81, 136-139 Volume 5: Mini-Lessons A4-A5, B4-B5: pp. 22-29, 42-49

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Writing: Production and Distribution of Writing				
ELAGSE4W4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3.)			TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lessons 6-10, 12-17: pp. 66-85, 116-139 Volume 2: Mini-Lessons 6-30C: pp. 34-145 Volume 3: Mini-Lessons 3-30C: pp. 16-141 Volume 4: Mini-Lessons 6-30C: pp. 32-143 Volume 5: Mini-Lessons A1-A5, B1-B5: pp. 10-49 Volume 7: Mini-Lessons 6-30B: pp. 30-135
ELAGSE4W5	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 4.)			TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lessons 7-10, 11, 14-16: pp. 70-85, 112-115, 124-135 Volume 2: Mini-Lessons 6-10, 11, 15-30C: pp. 34-53, 54-57, 70-145 Volume 3: Mini-Lessons 6-11, 16-30C: pp. 30-53, 70-141 Volume 4: Mini-Lessons 6-11, 13-15, 18-30C: pp. 32-55, 60-71, 80-143 Volume 5: Mini-Lessons A1-A5, B1-B5: pp. 10-49 Volume 6: Mini-Lessons 6, 8-9, 11, 15: pp. 32-35, 40-47, 52-55, 70-73 Volume 7: Mini-Lessons 6-10, 13-27, 29A-30B: pp. 30-49, 58-117, 124-135
ELAGSE4W6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	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 1: Mini-Lesson 16: pp. 132-135 Volume 2: Mini-Lesson 27: pp. 118-121 Volume 4: Mini-Lessons 6, 27: pp. 32-35, 116-119 Volume 7: Mini-Lessons 10, 27: pp. 46-49, 114-117
Writing: Research to Build and Present Knowledge				
ELAGSE4W7	Conduct short research projects that build knowledge through investigation of different aspects of 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 2: Mini-Lessons 16, 25: pp. 74-77, 110-113 Volume 4: Mini-Lessons 6, 13, 28: pp. 32-35, 60-63, 112-115 Volume 7: Mini-Lessons 10-12, 25: pp. 46-57, 106-109
ELAGSE4W8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 22-23 Unit 2: pp. 22-23 Unit 3: pp. 22-23 Unit 4: pp. 22-23 Unit 5: pp. 22-23 Unit 6: pp. 22-23 Unit 7: pp. 22-23 Unit 8: pp. 22-23 Unit 9: pp. 22-23 Unit 10: pp. 22-23		TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lessons 16, 25: pp. 74-77, 110-113 Volume 4: Mini-Lessons 6, 13, 28: pp. 32-35, 60-63, 112-115 Volume 7: Mini-Lessons 10-12, 25: pp. 46-57, 106-109

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ELAGSE4W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			
ELAGSE4W9.a	Apply grade 4 Reading Standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]").			TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lessons 3-5: pp. 16-27
ELAGSE4W9.b	Apply grade 4 Reading Standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").			TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lessons 1-5: pp. 10-31 Volume 4: Mini-Lessons 3-5: pp. 18-29 Volume 7: Mini-Lessons 2-5: pp. 12-27
Writing: Range of Writing				
ELAGSE4W10	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: Volume 1: Mini-Lessons 12-15: pp. 116-131 Volume 2: Mini-Lessons 1, 13-14, 30B: pp. 10-11, 62-69, 138-139 Volume 3: Mini-Lessons 1-2, 13-14, 30B: pp. 10-15, 58-65, 134-135 Volume 4: Mini-Lessons 1, 12, 29C: pp. 10-11, 56-59, 138-141 Volume 5: Mini-Lessons A1-A5, B1-B5: pp. 10-49 Volume 6: Mini-Lessons 1, 7, 10, 14: pp. 10-11, 36-39, 44-47, 66-69
Speaking and Listening: Comprehension and Collaboration				
ELAGSE4SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.			
ELAGSE4SL1.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. 78, 89-91, 92-95, 118-119, 130-131, 160-161, 176-177, 178-179, 182-183 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		
ELAGSE4SL1.b	Follow agreed-upon rules for discussions and carry out assigned roles.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 78, 89-91, 92-95, 118-119, 130-131, 160-161, 176-177, 178-179, 182-183 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		

Grade 4 Benchmark Workshop Correlated to Georgia ELA Standards of Excellence

Indicator	Description	Reader's Workshop	Phonics & Word Study Workshop	Writer's Workshop
ELAGSE4SL1.c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 78, 89-91, 92-95, 118-119, 130-131, 160-161, 176-177, 178-179, 182-183 Unit 1: pp. 4-15, 22-23, 24-27, 80-83 Unit 2: pp. 4-15, 22-23, 24-27, 80-83 Unit 3: pp. 4-15, 22-23, 24-27, 80-83 Unit 4: pp. 4-15, 22-23, 24-27, 80-83 Unit 5: pp. 4-15, 22-23, 24-27, 80-83 Unit 6: pp. 4-15, 22-23, 24-27, 80-83 Unit 7: pp. 4-15, 22-23, 24-27, 80-83 Unit 8: pp. 4-15, 22-23, 24-27, 80-83 Unit 9: pp. 4-15, 22-23, 24-27, 80-83 Unit 10: pp. 4-15, 22-23, 24-27, 80-83		TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lesson 12: pp. 54-57
ELAGSE4SL1.d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 78, 89-91, 92-95, 118-119, 130-131, 160-161, 176-177, 178-179, 182-183 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		
ELAGSE4SL2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 4-15, 24-27 Unit 2: pp. 4-15, 24-27 Unit 3: pp. 4-15, 24-27 Unit 4: pp. 4-15, 24-27 Unit 5: pp. 4-15, 24-27 Unit 6: pp. 4-15, 24-27 Unit 7: pp. 4-15, 24-27 Unit 8: pp. 4-15, 24-27 Unit 9: pp. 4-15, 24-27 Unit 10: pp. 4-15, 25-27		
ELAGSE4SL3	Identify the reasons and evidence a speaker provides to support particular points.	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 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		
Speaking and Listening: Presentation of Knowledge and Ideas				
ELAGSE4SL4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak 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		

Grade 4 Benchmark Workshop Correlated to Georgia ELA Standards of Excellence

Indicator	Description	Reader's Workshop	Phonics & Word Study Workshop	Writer's Workshop
ELAGSE4SL5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	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		
ELAGSE4SL6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standard 1 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		
Language Standards: Conventions of Standard English				
ELAGSE4L1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.			
ELAGSE4L1.a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).			GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 3: pp. 124-129
ELAGSE4L1.b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb aspects.			GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 86-103
ELAGSE4L1.c	Use helping/linking verbs to convey various conditions.			GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 58-65
ELAGSE4L1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).			GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 3: pp. 127-129
ELAGSE4L1.e	Form and use prepositional phrases			TEACHER'S RESOURCE SYSTEM: Volume 5_Mini-Lessons 8: pp. 58-61 GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 12-15, 32-41
ELAGSE4L1.f	Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.			TEACHER'S RESOURCE SYSTEM: Volume 2_Mini-Lesson 17: pp. 78-81 Volume 3_Mini-Lessons 19: pp. 82-85 Volume 4_Mini-Lessons 5, 18, 25: pp. 26-29, 80-83, 108-111 Volume 5_Mini-Lesson 8: pp. 58-61 GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 2-49 Unit 3: pp. 140-149
ELAGSE4L1.g	Correctly use frequently confused words (e.g., to, too, two; there, their).		TEACHER'S RESOURCE SYSTEM: Unit 7: pp. 58-67	
ELAGSE4L1.h	Write legibly in cursive, leaving spaces between letters in a word and between words in a sentence.			Cursive Writing Practice

Grade 4 Benchmark Workshop Correlated to Georgia ELA Standards of Excellence

Indicator	Description	Reader's Workshop	Phonics & Word Study Workshop	Writer's Workshop
ELAGSE4L2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.			
ELAGSE4L2.a	Use correct capitalization.			<p>TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lesson 16: pp. 132-135 Volume 2: Mini-Lesson 24: pp. 106-109 Volume 3: Mini-Lessons 24-25: pp. 102-109 Volume 5: Mini-Lessons 6: pp. 50-53</p> <p>GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 5: pp. 228-237</p>
ELAGSE4L2.b	Use commas and quotation marks to mark direct speech and quotations from a text.			<p>TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lessons 16, 25: pp. 74-77, 110-113 Volume 3: Mini-Lessons 17, 25: pp. 74-77, 106-109 Volume 7: Mini-Lessons 10, 25: pp. 46-49, 106-109</p> <p>GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 4: pp. 178-183</p>
ELAGSE4L2.c	Use a comma before a coordinating conjunction in a compound sentence.			<p>TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lesson 17: pp. 78-81 Volume 4: Mini-Lesson 18: pp. 80-83 Volume 5: Mini-Lesson 8: pp. 58-61</p> <p>GRAMMAR STUDY TEACHER'S SYSTEM: Unit 1: pp. 12-13, 16-20, 24-31, 38-41, 44-49</p>
ELAGSE4L2.d	Spell grade-appropriate words correctly, consulting references as needed.		<p>TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: pp. 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-58 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, 32-34 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, 66-68, 78-79 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, 100-102 Unit 4: pp. 106-107, 108-109, 110-111, 112-113, 114-115, 116-117, 118-119, 120-121, 122-123, 126-127, 128-129, 130-131, 132-133, 134-136 Unit 5: pp. 140-141, 142-143, 144-145, 146-147, 148-149, 150-151, 156-157, 158-159, 160-161, 164-165, 166-167, 168-169 Unit 6: pp. 4-6, 7-13, 24-25, 26-27, 28-29, 30-31, 32-33 Unit 7: 38-39, 40-41, 42-43, 44-45, 46-47, 58-59, 60-61, 62-63, 64-65, 66-67 Unit 8: pp. 83-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 112-113, 123-124 Unit 9: pp. 106-107, 108-109, 110-111, 112-113, 114-115, 117-118, 122-123, 124-125, 126-127, 128-129, 130-131, 134-135 Unit 10: pp. 150-151, 152-153, 154-155, 156-159</p>	<p>TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lesson 9: pp. 78-81 Volume 4: Mini-Lessons 30A-C: pp. 130-131, 136-137, 142-143 Volume 5: Mini-Lessons A3, A5, B3, 5: pp. 18-21, 26-29, 38-41, 50-53 Volume 6: Mini-Lesson 11: pp. 52-55 Volume 7: Mini-Lesson 22: pp. 94-97</p>
Language Standards: Knowledge of Language				
ELAGSE4L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
ELAGSE4L3.a	Choose words and phrases to convey ideas precisely.			<p>TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lesson 15: pp. 70-73 Volume 3: Mini-Lessons 14, 16, 20: pp. 62-65, 70-73, 86-89</p>

Grade 4 Benchmark Workshop Correlated to Georgia ELA Standards of Excellence

Indicator	Description	Reader's Workshop	Phonics & Word Study Workshop	Writer's Workshop
ELAGSE4L3.b	Choose punctuation for effect.			TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lesson 23: pp. 102-105 Volume 3: Mini-Lessons 23, 25: pp. 98-101, 106-109 Volume 4: Mini-Lesson 23: pp. 100-103 GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 4: pp. 164-209
ELAGSE4L3.c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).			TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lesson 17: pp. 74-77 Volume 4: Mini-Lessons 19: pp. 84-87
Vocabulary Acquisition and Use				
ELAGSE4L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.			
ELAGSE4L4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: 132-135, 148-149 Unit 1: pp. 4-15, 36-39, 52-55, 68-71 Unit 2: pp. 4-15, 36-39, 52-55, 68-71 Unit 3: pp. 4-15, 36-39, 52-55, 68-71 Unit 4: pp. 4-15, 36-39, 52-55, 68-71 Unit 5: pp. 4-15, 36-39, 52-55, 68-71 Unit 6: pp. 4-15, 36-39, 60-63 Unit 7: pp. 4-15, 36-39, 52-55, 68-71 Unit 8: pp. 4-15, 36-39, 52-55, 68-71 Unit 9: pp. 4-15, 36-39, 52-55, 68-71 Unit 10: pp. 4-15, 36-39, 52-55, 68-71	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 6-7, 16-17, 26-27 Unit 2: pp. 40-41, 50-51, 60-61 Unit 3: pp. 74-75, 84-85, 94-95 Unit 4: pp. 108-109, 118-119, 128-129 Unit 5: pp. 142-143, 152-153, 162-163 Unit 6: pp. 6-7, 16-17, 26-27 Unit 7: pp. 40-41, 50-51, 60-61 Unit 8: pp. 74-75, 84-85, 94-95 Unit 9: pp. 108-109, 118-119, 128-129 Unit 10: pp. 142-143, 152-153, 162-163	
ELAGSE4L4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 6-7, 8-9 Unit 3: pp. 36-39, 68-71 Unit 5: pp. 36-39, 52-55, 68-71 Unit 7: pp. 52-55 Unit 8: pp. 52-55 Unit 9: pp. 52-55	TEACHER'S RESOURCE SYSTEM: Unit 8: pp. 82-83, 84-85, 86-87, 88-89, 90-91 Unit 9: pp. 116-117, 118-119, 120-121, 122-123, 124-125 Unit 10: pp. 160-161, 162-163, 164-165, 166-167, 168-169	
ELAGSE4L4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 132-135 Unit 1: pp. 52-55 Unit 6: pp. 36-39, 60-63	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 9, 19, 29 Unit 2: pp. 43, 53, 63 Unit 3: pp. 77, 87, 97 Unit 4: pp. 111, 121, 131 Unit 5: pp. 145, 155, 165 Unit 6: pp. 9, 19, 29 Unit 7: pp. 43, 53, 63 Unit 8: pp. 77, 87, 97 Unit 9: pp. 111, 121, 131 Unit 10: pp. 145, 155, 165	
ELAGSE4L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
ELAGSE4L5.a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	TEACHER'S RESOURCE SYSTEM: Unit 4: pp. 76-79 Unit 6: pp. 52-55, 56-59		
ELAGSE4L5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.	TEACHER'S RESOURCE SYSTEM: Unit 4: 76-79 Unit 6: 68-71		

Grade 4 Benchmark Workshop Correlated to Georgia ELA Standards of Excellence

Indicator	Description	Reader's Workshop	Phonics & Word Study Workshop	Writer's Workshop
ELAGSE4L5.c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	TEACHER'S RESOURCE SYSTEM: Unit 4: pp. 68-71 Unit 8: pp. 68-71 Unit 10: pp. 68-71	TEACHER'S RESOURCE SYSTEM: Unit 8: p. 75	
ELAGSE4L6	Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 36-37, 52-55, 68-71, 80-83 Unit 2: pp. 36-37, 52-55, 68-71, 80-83 Unit 3: pp. 36-37, 52-55, 68-71, 80-83 Unit 4: pp. 36-37, 52-55, 68-71, 80-83 Unit 5: pp. 36-37, 52-55, 68-71, 80-83 Unit 6: pp. 36-39, 60-63, 80-83 Unit 7: pp. 36-39, 52-55, 68-71, 80-83 Unit 8: pp. 36-37, 52-55, 68-71, 80-83 Unit 9: pp. 36-37, 52-55, 68-71, 80-83 Unit 10: pp. 36-39, 52-55, 68-71, 80-83		