

Grade 5 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>				
ELAGSE5RL1	Quote accurately from 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. 116-117, 118-119, 126-127 Unit 2: pp. 4-5, 6-7,8-9, 10-11, 40-43, 52-55, 60-63, 64-67 Unit 3: pp. 56-59, 60-63 Unit 4: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 28-31, 48-51, 60-63 Unit 6: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 40-43, 60-63		
ELAGSE5RL2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 154-155, 158-159 Unit 2: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 28-31, 40-43, 48-51, 52-55, 64-67, 72-75 Unit 4: pp. 4-5, 6-7, 8-9, 10-11, 12-13 Unit 6: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 40-43, 56-59, 60-63, 64-67, 72-75 Unit 8: pp. 76-79 Unit 9: pp. 60-63		
ELAGSE5RL3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 28-31, 40-43, 48-51, 64-67, 72-75 Unit 3: pp. 56-59 Unit 6: pp. 48-51, 56-59, 60-63, 72-75 Unit 9: pp. 48-51, 56-59 Unit 10: pp. 60-63		
<b>Reading Literature: Craft and Structure</b>				
ELAGSE5RL4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 132-133, 148-149 Unit 1: pp. 14-15 Unit 2: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 36-39, 56-59, 68-71, 76-79 Unit 3: pp. 10-11,14-15, 76-79 Unit 4: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 36-39, 56-59, 68-71, 76-79 Unit 5: pp. 14-15 Unit 6: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 52-55, 68-71 Unit 7: pp. 14-15 Unit 8: pp. 14-15 Unit 9: pp. 8-9, 10-11, 14-15, 52-55 Unit 10: pp. 8-9, 10-11, 14-15		
ELAGSE5RL5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 150-151 Unit 2: pp. 28-31, 48-51, 72-75 Unit 4: pp. 10-11, 44-47, 52-55 Unit 6: pp. 32-35 Unit 10: pp. 48-51		TEACHER'S RESOURCE SYSTEM: Volume 7_Mini-Lessons 2-5: pp. 12-27

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ELAGSE5RL6	Describe how a narrator's or speaker's point of view influences how events are described.	TEACHER'S RESOURCE SYSTEM: Unit 4: pp. 32-35, 40-43, 64-67, 72-75		
<b>Reading Literature: Integration of knowledge and Ideas</b>				
ELAGSE5RL7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	TEACHER'S RESOURCE SYSTEM: Unit 7: pp. 76-79 Unit 8: pp. 76-79 Unit 9: pp. 76-79 Unit 10: pp. 76-79		
ELAGSE5RL9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	TEACHER'S RESOURCE SYSTEM: Unit 4: pp. 72-75 Unit 6: pp. 72-75		
<b>Reading Literature: Range of Reading and Level of Text Complexity</b>				
ELAGSE5RL10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 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>				
ELAGSE5RF3	Know and apply grade-level phonics and word analysis skills in decoding words.			
ELAGSE5RF3.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.		TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: p. 7 Unit 1: pp. pp. 4-5, 6-7, 14-15, 20-21 Unit 2: pp. pp. 48-49, 50-51, 52-53, 54-55, 56-57 Unit 5: pp. pp. 154-157, 158-159 Unit 6: pp. pp. 14-17, 18-18, 20-21,22-23 Unit 8: pp. pp. 72-73, 74-75, 76-77, 78-79, 80-81 Unit 10: pp. pp. 150-151, 152-153, 154-155, 156-157, 158-159	

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<b>Reading Foundational Skills: Fluency</b>				
ELAGSE5RF4	Read with sufficient accuracy and fluency to support comprehension.			
ELAGSE5RF4.a	Read on-level text with purpose and understanding.	Teacher's support- see the Bridge to Transfer section in every lesson.	<p>TEACHER'S RESOURCE SYSTEM:                      Launching the Phonics &amp; Word Study Workshop: pp. 5, 12, 62,64-65, 69,76-77                      Unit 1: pp. 6-7, 10, 16, 20, 26, 30                      Unit 2: pp. 40, 44, 50, 54, 60, 64                      Unit 3: pp. 74, 78, 84, 88, 94, 98                      Unit 4: pp. 108, 112, 118, 122, 128, 132                      Unit 5: pp. 142, 146, 152, 156, 162, 166                      Unit 6: pp. 6-7, 10, 16-17, 20, 26, 30                      Unit 7: pp. 40, 44, 50, 54, 60                      Unit 8: pp. 74, 78, 84, 88, 94, 98                      Unit 9: 108, 112, 118, 122, 128, 132                      Unit 10: pp. 142, 146, 152, 156, 162, 166</p> <p>My Word Study Volume 1                      My Word Study Volume 2</p>	
ELAGSE5RF4.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                      Unit 1: pp. 14-15, AR6-AR11                      Unit 2: pp. 14-15, AR6-AR11                      Unit 3: pp. 14-15, AR6-AR11                      Unit 4: pp. 14-15, AR6-AR11                      Unit 5: pp. 14-15, AR6-AR11                      Unit 6: pp. 14-15, AR6-AR11                      Unit 7: pp. 14-15, AR6-AR11                      Unit 8: pp. 14-15, AR6-AR11                      Unit 9: pp. 14-15, AR6-AR11                      Unit 10: pp. 14-15, AR6-AR11</p>	<p>TEACHER'S RESOURCE SYSTEM:                      Launching the Phonics &amp; Word Study Workshop: pp. 5, 12, 62, 64-65, 69, 76-77                      Unit 1: pp. 8-9, 12, 18, 22-23, 32-33                      Unit 2: pp. 42, 46, 52-53, 56, 62, 64, 66                      Unit 3: pp. 76, 80, 86, 90, 96, 100                      Unit 4: pp. 110, 114, 124, 130, 134                      Unit 5: pp. 144, 148, 154, 158, 168                      Unit 6: pp. 8-9, 12, 18, 22-23, 32-33                      Unit 7: pp. 42, 46, 52-53, 56, 62, 64, 66                      Unit 8: pp. 76, 80, 86, 90, 96, 100                      Unit 9: pp. 110, 114, 124, 130, 134                      Unit 10: pp. 144, 148, 154, 158, 168</p> <p>My Word Study Volume 1                      My Word Study Volume 2</p>	
ELAGSE5RF4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>TEACHER'S RESOURCE SYSTEM:                      Launching the Reader's Workshop: pp. 136-137                      Unit 1: pp. AR10-AR11                      Unit 3: pp. AR6-AR7                      Unit 5: pp. AR10-AR11                      Unit 7: pp. 28-31, 48-51, AR6-AR7                      Unit 8: pp. AR6-AR7                      Unit 10: pp. AR6-AR7</p>	<p>TEACHER'S RESOURCE SYSTEM:                      Launching the Phonics &amp; Word Study Workshop: pp. 69, 76-77                      Unit 1: pp. 12, 22-23, 32-33                      Unit 2: pp. 42, 52-53, 62, 66                      Unit 3: pp. 76, 80, 86, 90, 96, 100                      Unit 4: pp. 110, 114, 124, 130, 134                      Unit 5: pp. 144, 148, 154, 158, 168                      Unit 6: pp. 8-9, 12, 18, 22-23, 32-33                      Unit 7: pp. 42, 46, 52-53, 56, 62, 64, 66                      Unit 8: pp. 76, 80, 86, 90, 96, 100                      Unit 9: pp. 110, 114, 124, 130, 134                      Unit 10: pp. 144, 148, 154, 158, 168</p> <p>My Word Study Volume 1                      My Word Study Volume 2</p>	

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<b>Reading Standards for Informational Text: Key Ideas and Details</b>				
ELAGSE5R11	Quote accurately from 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, 8-9, 10-11, 12-13, 32-35, 64-67 Unit 3: pp. 4-5, 6-7, 10-11, 12-13, 40-43, 72-75 Unit 5: pp. 4-5, 6-7, 8-9, 10-11, 12-13 Unit 7: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 56-59 Unit 8: pp. 4-5, 6-7, 8-9, 10-11, 12-13 Unit 9: pp. 4-5, 6-7, 12-13, 28-31 Unit 10: pp. 4-5, 6-7, 12-13		
ELAGSE5R12	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 32-35, 64-67 Unit 3: pp. 4-5, 6-7, 10-11, 12-13, 28-31 Unit 5: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 28-31, 44-47 Unit 7: pp. 4-5, 6-7, 8-9, 10-11, 12-13 Unit 8: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 32-35, 48-51 Unit 9: pp. 4-5, 6-7, 12-13, 32-35, 64-67 Unit 10: pp. 4-5, 6-7, 12-13		
ELAGSE5R13	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	TEACHER'S RESOURCE SYSTEM: Unit 3: pp. 32-35, 64-67 Unit 5: pp. 32-35, 64-67 Unit 7: pp. 32-35 Unit 8: pp. 32-35 Unit 9: pp. 32-35		TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lessons 2-4: pp. 12-27 Volume 4: Mini-Lessons 2-3: pp. 12-19
<b>Reading Standards for Informational Text: Craft and Structure</b>				
ELAGSE5R14	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 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, 68-71 Unit 3: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 36-39, 68-71 Unit 5: pp. 4-5, 6-7, 8-9, 10-11, 12-13 Unit 7: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 36-39, 52-55, 68-71 Unit 8: pp. 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		
ELAGSE5R15	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 150-151 Unit 5: pp. 72-75 Unit 10: 32-35, 72-75		
ELAGSE5R16	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	TEACHER'S RESOURCE SYSTEM: Unit 5: pp. 60-63 Unit 7: pp. 60-63		

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<b>Reading Standards for Informational Text: Integration of knowledge and Ideas</b>				
ELAGSE5R17	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	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, 72-75 Unit 6: pp. 22-23 Unit 7: pp. 22-23, 60-63, 72-75 Unit 8: pp. 22-23, 72-75 Unit 9: pp. 22-23, 72-75 Unit 10: pp. 22-23		TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lesson 13: pp. 62-65 Volume 4: Mini-Lessons 13-14: pp. 58-65 Volume 6: Mini-Lesson 13: pp. 60-63
ELAGSE5R18	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).	TEACHER'S RESOURCE SYSTEM: Unit 5: pp. 48-51, 52-55 Unit 8: pp. 44-47, 56-59, 60-63		TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lesson 2: pp. 12-15
ELAGSE5R19	Integrate information from several 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, 72-75, 80-83 Unit 6: pp. 22-23 Unit 7: pp. 22-23, 60-63, 72-75, 80-83 Unit 8: pp. 22-23, 60-63, 80-83 Unit 9: pp. 22-23, 72-75, 80-83 Unit 10: pp. 22-23, 80-83		
<b>Reading Standards for Informational Text: Range of Reading and Level of Text Complexity</b>				
ELAGSE5R10	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 4-5 text complexity band independently and proficiently.	Students interact independently with text each day. See the Independent Reading section of every mini-lesson.		
<b>Writing: Text Types and Purposes</b>				
ELAGSE5W1	Write opinion pieces on topics or texts, supporting a point of view with reasons.			
ELAGSE5W1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.			TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lesson 13: pp. 120-123 Volume 5: Mini-Lessons A1-A3: pp. 10-21 Volume 6: Mini-Lessons 4, 9-12, 17: pp. 20-23, 44-59, 76-79

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ELAGSE5W1.b	Provide logically ordered reasons that are supported by facts and details.			TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lesson 13: pp. 120-123 Volume 5: Mini-Lessons A2-A3: pp. 14-21 Volume 6: Mini-Lessons 9-15: pp. 44-71
ELAGSE5W1.c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).			TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lesson 13: pp. 120-123 Volume 6: Mini-Lesson 20: pp. 88-91
ELAGSE5W1.d	Provide a concluding statement or section related to the opinion presented.			TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lesson 13: pp. 120-123 Volume 5: Mini-Lessons A2-A3: pp. 14-21 Volume 6: Mini-Lessons 10-12, 19: pp. 48-59, 84-87
ELAGSE5W2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
ELAGSE5W2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; 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 6-12, 17, 20: pp. 34-61, 78-81, 90-93 Volume 4: Mini-Lessons 6-12, 19: pp. 30-57, 82-85 Volume 5: Mini-Lessons A4-A5, B1-B3: pp. 22-29, 30-41
ELAGSE5W2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.			TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lessons 11-13, 15, 20: pp. 54-65, 70-73, 90-93 Volume 4: Mini-Lessons 11-14, 21, 23: pp. 50-65, 90-93 98-101 Volume 5: Mini-Lessons A4-A5, B2-B3: pp. 22-29, 34-41
ELAGSE5W2.c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).			TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lessons 14, 21: pp. 66-69, 94-97 Volume 4: Mini-Lesson 15: pp. 66-69
ELAGSE5W2.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 Volume 4: Mini-Lessons 21, 23: pp. 90-93, 98-101
ELAGSE5W2.e	Provide a concluding statement or section related to the information or explanation presented.			TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lessons 11-12, 19: pp. 54-61, 86-89 Volume 4: Mini-Lessons 11-12, 20: pp. 50-57, 86-89 Volume 5: Mini-Lessons A4-A5, B2-B3: pp. 22-29, 34-41
ELAGSE5W3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
ELAGSE5W3.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 6-13, 16-17, 22: pp. 32-63, 72-79, 96-99 Volume 5: Mini-Lessons B4-B5: pp. 42-49
ELAGSE5W3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.			TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lessons 15, 18-20: pp. 68-71, 80-91 Volume 5: Mini-Lessons B4-B5: pp. 42-49

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ELAGSE5W3.c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.			TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lesson 23: pp. 100-103 Volume 5: Mini-Lessons B4-B5: pp. 42-49
ELAGSE5W3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.			TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lesson 23: pp. 100-103 Volume 5: Mini-Lessons B4-B5: pp. 42-49
ELAGSE5W3.e	Provide a conclusion that follows from the narrated experiences or events.			TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lessons 16-17, 21: pp. 72-79, 92-95 Volume 5: Mini-Lessons B4-B5: pp. 42-49
<b>Writing: Production and Distribution of Writing</b>				
ELAGSE5W4	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 above.)			TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lessons 10, 11-16: pp. 82-85, 112-135 Volume 2: Mini-Lessons 6-30C: pp. 34-145 Volume 3: Mini-Lessons 6-26, 29A-30C: pp. 32-115, 124-143 Volume 4: Mini-Lessons 6-30C: pp. 30-141 Volume 5: Mini-Lessons A1-A5, B1-B5: pp. 10-49 Volume 6: Mini-Lessons 6-30C: pp. 32-143 Volume 7: Mini-Lessons 6-12, 15: pp. 30-57, 66-69
ELAGSE5W5	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 5.)			TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lessons 6-10, 12, 14-16: pp. 66-85, 116-119, 124-135 Volume 2: Mini-Lessons 6-11, 14-30C: pp. 34-57, 66-145 Volume 3: Mini-Lessons 6-15, 18-30C: pp. 32-71, 80-143 Volume 4: Mini-Lessons 6-11, 14-30C: pp. 30-53, 62-141 Volume 5: Mini-Lessons A3, A5, B3: pp. 18-21, 26-29, 38-41 Volume 6: Mini-Lessons 6-11, 14-30C: pp. 32-55, 64-143 Volume 7: Mini-Lessons 6-8, 10-12: pp. 30-41, 46-57
ELAGSE5W6	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 two pages 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 2: Mini-Lesson 7: pp. 118-121 Volume 3: Mini-Lessons 26, 28: pp. 112-115, 120-123

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<b>Writing: Research to Build and Present Knowledge</b>				
ELAGSE5W7	Conduct short research projects that use several sources to 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-Lesson 13: pp. 62-65 Volume 4_Mini-Lessons 13, 27: pp. 58-61, 114-117
ELAGSE5W8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, 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-Lesson 13: pp. 62-65 Volume 4: Mini-Lessons 13, 27: pp. 58-61, 114-117
ELAGSE5W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			
ELAGSE5W9.a	Apply grade 5 Reading Standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").			TEACHER'S RESOURCE SYSTEM: Volume 7_Mini-Lessons 2-3: pp. 12-19
ELAGSE5W9.b	Apply grade 5 Reading Standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]).			TEACHER'S RESOURCE SYSTEM: Volume 2_Mini-Lessons 2-5: pp. 12-31 Volume 4_Mini-Lessons 2-5: pp. 12-27 Volume 6_Mini-Lessons 2-5: pp. 12-29
<b>Writing: Range of Writing</b>				
ELAGSE5W10	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-Lesson 13: pp. 120-123 Volume 2_Mini-Lesson 12: pp. 58-61 Volume 3_Mini-Lessons 16-17, 29B: pp. 72-79, 136-139 Volume 5_Mini-Lessons A1-A5, B1-B5: pp. 10-49 Volume 7_Mini-Lessons 12, 16, 29C: pp. 54-57, 70-73, 138-141



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<b>Speaking and Listening: Comprehension and Collaboration</b>				
ELAGSE5SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.			
ELAGSE5SL1.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, 80, 83, 89, 91-92, 94-95 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		
ELAGSE5SL1.b	Follow agreed-upon rules for discussions and carry out assigned roles.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 78, 80, 83, 89, 91-92, 94-95 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		
ELAGSE5SL1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 78, 80, 83, 89, 91-92, 94-95 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
ELAGSE5SL1.d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 78, 80, 83, 89, 91-92, 94-95 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		
ELAGSE5SL2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 24-27 Unit 2: pp. 4-5, 6-7, 12-13, 14-15, 24-27 Unit 3: 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 24-27 Unit 4: 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 24-27 Unit 5: 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 24-27 Unit 6: 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 24-27 Unit 7: 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 24-27 Unit 8: 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 24-27 Unit 9: 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 24-27 Unit 10: 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 24-27		
ELAGSE5SL3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	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>				
ELAGSE5SL4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 160-161 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 5 Benchmark Workshop Correlated to Georgia ELA Standards of Excellence

Indicator	Description	Reader's Workshop	Phonics & Word Study Workshop	Writer's Workshop
ELAGSE5SL5	Include multimedia components (e.g., graphics, sound) and visual displays in 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		TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lesson 28: pp. 120-123
ELAGSE5SL6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 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 28: pp. 120-123
<b>Language Standards: Conventions of Standard English</b>				
ELAGSE5L1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.			
ELAGSE5L1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.			TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lesson 24: pp. 104-107  GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 12-41, 50-51 Unit 2: pp. 66-67, 74-75, 86-93 Unit 4: pp. 184-187
ELAGSE5L1.b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects.			GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 3: pp. 132-139, 146-149
ELAGSE5L1.c	Use verb tense and aspect to convey various times, sequences, states, and conditions.			GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 76-79 Unit 3: pp. 130-157
ELAGSE5L1.d	Recognize and correct inappropriate shifts in verb tense and aspect.			GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 5: pp. 254-255

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Indicator	Description	Reader's Workshop	Phonics & Word Study Workshop	Writer's Workshop
ELAGSE5L1.e	Use correlative conjunctions (e.g., either/or, neither/nor).			GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 88-95
ELAGSE5L2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.			
ELAGSE5L2.a	Use punctuation to separate items in a series.			TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lessons 18: pp. 82-85  GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 4: pp. 182-183 Unit 5: pp. 228-229, 240-243, 246-247
ELAGSE5L2.b	Use a comma to separate an introductory element from the rest of the sentence.			GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 28-41 Unit 4: pp. 190-193
ELAGSE5L2.c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).			TEACHER'S RESOURCE SYSTEM: Volume 6: Mini-Lesson 18: pp. 80-83  GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 5: pp. 228-235
ELAGSE5L2.d	Use underlining, quotation marks, or italics to indicate titles of works.			TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lesson 13: pp. 62-65 Volume 4: Mini-Lesson 27: pp. 114-117 Volume 6: Mini-Lessons 13, 27: pp. 60-63, 116-119  GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 5: pp. 224-225
ELAGSE5L2.e	Spell grade-appropriate words correctly, consulting references as needed.		TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 24-25, 26-27, 28-29, 30-31, 32-33 Unit 2: pp. 38-39, 40-41, 43, 45, 47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 60-61, 62-63, 64-65, 66-67 Unit 3: pp. 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92, 93, 94-95, 96-97, 98-99, 100-101 Unit 4: pp. 106-107, 108-109, 110-111, 112-113, 114-115 Unit 5: pp. 140-141, 142-143, 145, 147, 149, 155, 157, 159 Unit 6: pp. 15, 17, 18-19, 21, 23 Unit 7: pp. 48-49, 50-51, 52-53, 55, 57 Unit 8: pp. 72-73, 74-75, 76-77, 78-79, 80-81, 86-87, 94-95, 96-97, 99, 101 Unit 9: pp. 107, 109-110, 111-113, 115, 116-117, 122, 124, 126-127, 128-129, 130-131, 132-133, 134-135 Unit 10: pp. 143, 145, 146, 147, 148-149, 151, 153, 155, 157, 159, 160-161, 163, 165, 166-167, 169	TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lesson 8: pp. 78-81 Volume 2: Mini-Lesson 26: pp. 114-117 Volume 3: Mini-Lesson 25: pp. 108-111 Volume 5: Mini-Lesson 6: pp. 50-53

Grade 5 Benchmark Workshop Correlated to Georgia ELA Standards of Excellence

Indicator	Description	Reader's Workshop	Phonics & Word Study Workshop	Writer's Workshop
<b>Language Standards: Knowledge of Language</b>				
ELAGSE5L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
ELAGSE5L3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.			<p>TEACHER'S RESOURCE SYSTEM:            Volume 2: Mini-Lesson 23: pp. 102-105            Volume 3: Mini-Lesson 24: pp. 104-107            Volume 4: Mini-Lesson 22: pp. 94-97            Volume 5: Mini-Lesson 8: pp. 58-61            Volume 6: Mini-Lesson 22: pp. 96-99</p> <p>GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM:            Unit 1: pp. 12-51</p>
ELAGSE5L3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	TEACHER'S RESOURCE SYSTEM: Unit 3: pp. 52-55, 60-63		
<b>Vocabulary Acquisition and Use</b>				
ELAGSE5L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.			
ELAGSE5L4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	<p>TEACHER'S RESOURCE SYSTEM:            Launching the Reader's Workshop: pp. 148-149            Unit 1: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 36-39, 68-71            Unit 2: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15            Unit 3: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 36-39, 68-71            Unit 4: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 36-39, 56-59, 68-71            Unit 5: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15            Unit 6: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 52-55, 68-71            Unit 7: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 36-39, 52-55, 68-71            Unit 8: pp. 6-7, 8-9, 10-11, 12-13, 14-15, 36-39, 52-55, 68-71            Unit 9: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 36-39, 52-55, 68-71            Unit 10: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15</p>	<p>TEACHER'S RESOURCE SYSTEM:            Unit 1: pp. 6-7, 16-17, 26-27            Unit 2: pp. 40-41, 50-51, 60-61            Unit 3: pp. 74-75, 84-85, 94-95            Unit 4: pp. 108-109, 118-119, 128-129            Unit 5: pp. 142-143, 152-153, 162-163            Unit 6: pp. 6-7, 16-17, 26-27            Unit 7: pp. 40-41, 50-51, 60-61            Unit 8: pp. 74-75, 84-85, 94-95            Unit 9: pp. 108-109, 118-119, 128-129            Unit 10: 142-143, 152-153, 162-163</p>	
ELAGSE5L4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	TEACHER'S RESOURCE SYSTEM: Unit 3: pp. 4-5, 6-7 Unit 5: 6-7, 36-39, 68-71	<p>TEACHER'S RESOURCE SYSTEM:            Unit 5: pp. 140-141, 142-143, 144-145, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159            Unit 8: pp. 82-83, 84-85, 86-87, 88-89, 90-91            Unit 10: pp. 150-151, 152-153, 154-155, 156-157, 158-159, 160-161</p>	

Grade 5 Benchmark Workshop Correlated to Georgia ELA Standards of Excellence

Indicator	Description	Reader's Workshop	Phonics & Word Study Workshop	Writer's Workshop
ELAGSE5L4.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:5 Unit 1: pp. 52-55 Unit 4: pp. 36-39 Unit 7: pp. 36-39, 52-55, 68-71	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 9, 19, 26, 29 Unit 2: pp. 43, 53, 63 Unit 3: pp. 77, 87, 97 Unit 4: pp. 111,117, 118, 119, 121, 128, 130-131 Unit 5: pp. 142, 145, 155, 161-163, 165 Unit 6: pp. 9, 19, 26, 29 Unit 7: pp. 43, 53, 63 Unit 8: pp. 77, 87, 97 Unit 9: pp. 128, 130-131 Unit 10: pp. 155, 161-163, 165	
ELAGSE5L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
ELAGSE5L5.a	Interpret figurative language, including similes and metaphors, in context.	TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 36-39, 56-59, 68-71, 76-79		
ELAGSE5L5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.	TEACHER'S RESOURCE SYSTEM: Unit 5: pp. 56-59		
ELAGSE5L5.c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 4-5, 36-39 Unit 3: pp. 36-39 Unit 4: pp. 36-39 Unit 6: pp. 68-71	TEACHER'S RESOURCE SYSTEM: Unit 4: pp. 116-117, 118-119, 120-121, 122-123, 124-125  Context Clues Poster	
ELAGSE5L6	Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 36-39, 68-71, 80-83 Unit 2: pp. 36-39, 80-83 Unit 3: pp. 32-35, 36-39, 68-71, 80-83 Unit 4: pp. 36-39, 68-71, 80-83 Unit 5: pp. 36-39, 68-71, 80-83 Unit 6: pp. 36-39, 52-55, 68-71, 80-83 Unit 7: pp. 36-39, 52-55, 68-71, 80-83 Unit 8: pp. 36-39, 68-71, 80-83 Unit 9: pp. 36-39, 68-71, 80-83 Unit 10: pp. 36-39, 68-71, 80-83		