ALIGNMENT

Alaska English/Language Arts Standards: Grade 5

Alaska English/Language Arts Standards, grade 5 (Reading: Literature, Reading: Informational Text, Reading: Foundational Skills, Writing, Speaking & Listening, Language) to the 5th-Grade Literacy Lab — SOAR Learning & Soft Skills (2nd Edition) with the SOAR ELA Maps. 100% of the applicable standards covered.

Updated Sept 2026 — contact us if the standards have since been revised.

WHERE TO FIND EACH CORRELATION

Two products carry this correlation, and the rows say which. The **5th-Grade Literacy Lab** is **SOAR Learning & Soft Skills (2nd Edition) — the student book and software** — bundled with the **SOAR ELA Maps**. The book and software carry Reading: Informational Text, Reading: Foundational Skills, Writing, Speaking & Listening and Language. The ELA Maps carry the Reading: Literature strand — chiefly the Fiction Story Map and the Literary Elements Map; on those rows the Maps are the evidence itself, not an add-on, which is why both are part of the Lab rather than an upsell. Each row names the chapter or the map *and the section inside it*, never a title alone. Where a second product would also serve a standard it appears as **ELA Maps (optional)** — additional correlation for classrooms that reach for it, never the sole evidence for that row. The Writing Roadmap, both Nonfiction Notes Maps and the Speaking & Listening Map appear only under that optional label.

ABOUT THIS DOCUMENT

The Alaska English/Language Arts Standards define what students should know and be able to do at each grade, across Reading, Writing, Speaking & Listening, and Language. This document correlates all 44 grade-5 standards — the ten Reading: Literature standards, the ten Reading: Informational Text standards, the two Reading: Foundational Skills standards Alaska prints at grade 5, and the Writing, Speaking & Listening and Language standards — to the 5th-Grade Literacy Lab. Rows are grouped by strand and printed with the Alaska grade-5 code a district actually uses, so a teacher or evaluator can match a row to their own paperwork without translating it.

HOW TO READ THIS CORRELATION

Every row tells you where. Each standard names the chapter or map and the section inside it. **MET — IN THE CURRICULUM** means the printed chapters and tools satisfy it as taught. **MET — WITH USAGE NOTE** means it is satisfied when the stated note is applied: a specific prompt layered onto a routine students already run. **N/A (PER THE STANDARDS)** means the standards themselves do not apply it to that strand — at grade 5 that is RL.5.8, which the Alaska standards mark not applicable to literature, so there is nothing for any curriculum to cover. Where a usage note appears on a row marked **MET — IN THE CURRICULUM**, it is an optional enhancement, not a condition of coverage. Nothing here requires a supplemental program, and we publish the distinction rather than hide it.

EVIDENCE BASE

SOAR here means the complete instructional system — student chapters, teacher-led activities, companion maps and tools, the Miscue Analysis teacher protocol, portfolio requirements, rubrics, and digital tools — not a claim that every standards phrase appears verbatim in a single chapter.

Gr 5 code	Alaska grade-5 standard (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
READING: LITERATURE			
RL.5.1	Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**ELA Maps** (required): **Fiction Story Map**: • Story Mapping • Story Coding	**MET — IN THE CURRICULUM**
RL.5.2	Determine a theme or author's message or purpose of a story, drama, or poem using details and evidence from the text as support, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize main ideas or events, in correct sequence.	**ELA Maps** (required): **Fiction Story Map**: • Story Mapping • Story Coding (themes, significance of events) • Objective Summary of Theme	**MET — IN THE CURRICULUM**

Gr 5 code	Alaska grade-5 standard (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
RL.5.3	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, how conflicts are resolved).	**ELA Maps** (required): **Fiction Story Map**: • Story Mapping (characters, events) • Story Coding • Plot Diagram • Conflict Analysis	**MET — IN THE CURRICULUM**
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, analogies, hyperbole).	**ELA Maps** (required): **Fiction Story Map**: Literary Elements Map • Unfamiliar Words and Phrases • Story Coding • “Element Cards” (Diction)	**MET — IN THE CURRICULUM**
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	**ELA Maps** (required): **Fiction Story Map**: Literary Elements Map • Story Mapping • Story Coding • Author’s Style • “Element Cards” (Structure)	**MET — IN THE CURRICULUM**
RL.5.6	Describe how a narrator's or speaker's point of view (e.g., first person, third person) influences how events are described or how characters are developed and portrayed.	**ELA Maps** (required): Fiction Story Map Literary Elements Map • Point of view, author purpose • Story Mapping • Story Coding • Author’s Style • “Element Cards” (All: Category, Diction, Structure, Syntax)	**MET — IN THE CURRICULUM**
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or personal appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	**ELA Maps** (required): • Fiction Story Map — 01 Before Reading: Sources of Information checklist (title/front cover, back cover/synopsis, teacher overview, peer comments, a movie about the story, story summary, book reviews); Story Mapping; Story Coding • Literary Elements Map — Author’s Style; the element cards **Usage note:** Have students complete the Fiction Story Map from the book, then meet the same scene in a second medium — a film version, an audiobook chapter, or an illustrated edition. On the Sources of Information checklist they mark which medium each detail came from, then answer two questions: what did the film or picture show that the text left the reader to imagine, and what did the text give that the other medium could not?	**MET — WITH USAGE NOTE**

Gr 5 code	Alaska grade-5 standard (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
RL.5.8	(Not applicable to literature)	(Not applicable to literature — per the Alaska standards)	**N/A (PER THE STANDARDS)**
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and plot development.	**ELA Maps** (required): • Fiction Story Map — 01 Before Reading: Text-to-Self / Text / World; 05 Story Coding: the (TT) Text-to-Text code; Objective Summary of Theme • Literary Elements Map — Author's Style; the element cards **Usage note:** Run a Fiction Story Map on each of two stories that share a theme, then set the two side by side. Students compare the Objective Summary of Theme from each and tag every shared point with the (TT) Text-to-Text code. On the Literary Elements Map, they place a card for each author on the same row and ask which tools each writer reached for to accomplish the same element.	**MET — WITH USAGE NOTE**
RL.5.10	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction — "Additional Tips for Literature/Fiction" **ELA Maps** (required): • Fiction Story Map — Story Mapping; Story Coding; Story Structure: Plot Diagram; Conflict Analysis; Objective Summary of Theme • Literary Elements Map — Author's Style; the element cards **Usage note:** The Fiction Story Map is length-independent — the same four pages serve a two-page short story and a full novel study. Teachers select the literature to match student need and the rigor of the course, and run the same Map across the year on progressively longer or more demanding pieces. Students working alone should complete a portion rather than the whole Map; volume of text, not volume of Map, is what builds proficiency.	**MET — WITH USAGE NOTE**
READING: INFORMATIONAL			
RI.5.1	Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction • Chapter 13: How to Write Papers **ELA Maps** (optional): • Nonfiction Notes Map — Layer 3 After Reading: write your own quiz questions in the left margin, 2–5 per page, each answerable from the text; Layer 4: name the author's primary argument and the three points presented to support it	**MET — IN THE CURRICULUM**

Gr 5 code	Alaska grade-5 standard (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
RI.5.2	Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction **ELA Maps** (optional): • Nonfiction Notes Map — Layer 2 During Reading: the Concept Map is built out from the chapter or unit title at its center; Layer 4 After Reading: Book Review synthesis — general topic and specific angle, plus three things you learned	**MET — IN THE CURRICULUM**
RI.5.3	Explain the relationships (e.g., cause-effect) or interactions among two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction **ELA Maps** (optional): • Nonfiction Notes Map — Layer 2 During Reading: the Event Map places people above the timeline and places below it, with lines drawn to show how each connects; the Concept Map requires a labeled primary and secondary connection for every concept	**MET — IN THE CURRICULUM**
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction — How to Study Vocabulary • Chapter 15: How to Use Language Resources **ELA Maps** (optional): • Nonfiction Notes Map — Layer 2 During Reading: Key Terms panel (Social Studies edition); Layer 4: the author's tone and style, and how rhetoric was used to communicate a position	**MET — IN THE CURRICULUM**
RI.5.5	Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction **ELA Maps** (optional): • Nonfiction Notes Map — Layer 2 During Reading: turn each heading and sub-heading into a question, then build the Event Map or Concept Map that shows how those parts connect to the whole	**MET — IN THE CURRICULUM**
RI.5.6	Determine author's purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent (e.g., social studies topics, media messages about current events).	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model • Chapter 10: How to Read Textbooks & Nonfiction **ELA Maps** (optional): • Nonfiction Notes Map — Layer 1 Before Reading, Step 3 Evaluate the Author: review the author's background and rank the likely motivation — persuade, inform, entertain or other	**MET — IN THE CURRICULUM**

Gr 5 code	Alaska grade-5 standard (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
RI.5.7	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.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction — locating an answer quickly using headings, signal words, and layered comprehension. • Chapter 13: How to Write Papers — How to Do Online Research & Verify Sources — searching several print and digital sources for one answer.	**MET — IN THE CURRICULUM**
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model • Chapter 13: How to Write Papers — How to Do Online Research & Verify Sources **ELA Maps** (optional): • Nonfiction Notes Map — Layer 4 After Reading, Argumentative Book analysis: the author's primary argument, the three points presented to support it, how rhetoric and organization were used, and "did the author present convincing evidence to support his/her claim? Why/why not?"	**MET — IN THE CURRICULUM**
RI.5.9	Integrate information from several texts on the same topic or related topics in order to write or speak about the subject knowledgeably.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model • Chapter 10: How to Read Textbooks & Nonfiction • Chapter 11: How to Take & Study Notes **ELA Maps** (optional): • Nonfiction Notes Map — Layers 1–4 run on each of two texts, then compared: the two Evaluate the Author rankings side by side, and the two Layer 4 analyses of argument and evidence	**MET — IN THE CURRICULUM**
RI.5.10	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction **ELA Maps** (optional): • Nonfiction Notes Map — Layers 1–4, carried across a full chapter, unit or book; Social Studies and Science & Math editions	**MET — IN THE CURRICULUM**
READING: FOUNDATIONAL			

Gr 5 code	Alaska grade-5 standard (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**Miscue Analysis**: • Distinguishes a true decoding gap from a meaning-making gap, establishing which kind of support is needed. Teacher training video: https://www.youtube.com/watch?v=nriyfhxXUVU **Usage note:** Phonics is a foundational skill this standard names directly. By fifth grade, most fluency trouble is not a missing phonics rule but over-application of a phonics rule to a word that breaks it — a meaning-making problem, not a decoding one, and the Miscue Analysis is what tells the two apart. Where a genuine phonics gap is identified, the student is referred to dedicated phonics support — the correct response for a study-skills course, not a shortfall in it.	MET — WITH USAGE NOTE
RF.5.4	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction — reading strategies that build accuracy and comprehension **Miscue Analysis**: • Identifies which signal system is producing the fluency gap, so remediation targets the cause rather than the symptom. Teacher training video: https://www.youtube.com/watch?v=nriyfhxXUVU **Usage note:** SOAR does not include a formal fluency practice routine such as timed or repeated oral reading. What it provides is the comprehension side of this standard — Chapter 10's strategies build the accuracy that supports fluent reading — plus the Miscue Analysis, which diagnoses the source of a fluency gap so a teacher can target it directly.	MET — WITH USAGE NOTE
WRITING			
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information. (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. (b) Provide logically ordered reasons that are supported by facts and details. (c) Link opinion and reasons using words, phrases, and clauses. (d) Provide a concluding statement or section that reinforces or restates the opinion presented.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 13: How to Write Papers **ELA Maps** (optional): • Writing Roadmap (Argument) — Phase 1: Plan (purpose, topic, audience, angle, role); p. 2, the Writing Planning Guide for this genre; Composition REDecoder (Phase 3), codes U–Y: defend opinions with facts and evidence	MET — IN THE CURRICULUM

Gr 5 code	Alaska grade-5 standard (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension. (b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic. (c) Link ideas within and across categories of information using words, phrases, and clauses. (d) Use precise language and domain-specific vocabulary to inform about or explain the topic. (e) Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 13: How to Write Papers **ELA Maps** (optional): • Writing Roadmap (Expository) — Phase 1: Plan; p. 2, the Writing Planning Guide, with pockets A–F for body paragraphs, G for the lede and H for the conclusion	**MET — IN THE CURRICULUM**
W.5.3	Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology). (a) Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (b) Use narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing. (c) Use a variety of transitional words, phrases, and devices (e.g., foreshadowing) to develop the pacing and sequence of events. (d) Use concrete words and phrases, sensory details, and elaboration to convey experiences and events precisely. (e) Provide a conclusion that follows from the narrated experiences or events.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 13: How to Write Papers **ELA Maps** (optional): • Writing Roadmap (Narrative) — p. 2, the Writing Planning Guide: A characters · B main conflict, climax and resolution · C theme · D inciting action · E mini conflicts and plot twists · F rising actions · G “The Exposition” · H falling actions; Composition REDecoder (Phase 3), codes DD–GG	**MET — IN THE CURRICULUM**
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 13: How to Write Papers **ELA Maps** (optional): • Writing Roadmap — Phase 1: Plan, which fixes task, purpose and audience before drafting; Composition REDecoder (Phase 3), Style elements codes O–T: remove unnecessary words, active voice, show rather than tell, parallel structure	**MET — IN THE CURRICULUM**
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 13: How to Write Papers — Revising & Editing Checklist **ELA Maps** (optional): • Writing Roadmap — Phase 3: Revise, Improve, Conference (minimum 24-hour break; self-review before conferencing) with the Composition REDecoder; Phase 4: Edit with the Punctuation REDecoder; Phase 6: The Retrospective — what went well, what did not, what to do differently next time	**MET — IN THE CURRICULUM**

Gr 5 code	Alaska grade-5 standard (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce, edit, 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.	**SOAR 2.0** (book + software): • Chapter 13: How to Write Papers – e-version of the 3-D Organizer – How to Write an Email (Book Bonus download, referenced at p. 136) – How to Do Online Research & Verify Sources • Chapter 9: How to Work With Teachers & Peers — How to Collaborate With Groups Effectively — #4 decide how you will collaborate (meetings, the school's online system, a social platform) and #5 put the roles and deadlines in writing and share them, both electronically and on paper **ELA Maps** (optional): • Writing Roadmap — Phase 5: Publish, which distinguishes formatting a piece for a blog from formatting it for an email newsletter **Usage note:** Run one assignment end to end on the platforms the school already uses. Students build the e-version of the 3-D Organizer, share it with their group for comment, post the roles and deadlines from Chapter 9 where the whole group can see them, submit the draft through the school's online system, and use the Chapter 13 email format when they need to ask their teacher a question.	**MET — WITH USAGE NOTE**
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 13: How to Write Papers — How to Write a Research Report **ELA Maps** (optional): **Note:** The Writing Roadmap is provided for each of the three genres* (argument, expository, and narrative). Together with the 3-D Organizer, they carry every writing assignment, from a single paragraph to a sustained research report. Plus, the same setup prepares a presentation. *The Writing Roadmap remains consistent across all genres; only p. 2 of the Roadmap changes with the genre. This reduces cognitive load for students and supports their internalization of the writing process, regardless of genre. • Writing Roadmap — Phase 1: THE OUTCOME, which turns an assignment into the guiding questions the paper must answer, each needing three to four answers	**MET — IN THE CURRICULUM**
W.5.8	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.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 13: How to Write Papers – How to Do Online Research & Verify Sources – How to Write a Research Report **ELA Maps** (optional): • Writing Roadmap — Phase 1: THE OUTCOME, guiding questions with three to four answers each, every answer written in the student's own words and tagged with its numbered source	**MET — IN THE CURRICULUM**

Gr 5 code	Alaska grade-5 standard (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (a) Apply grade 5 Reading standards to literature. (b) Apply grade 5 Reading standards to informational texts.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 13: How to Write Papers — How to Write a Research Report **ELA Maps** (optional): • Writing Roadmap — Phase 1: THE OUTCOME, guiding questions answered from the text • Nonfiction Notes Map — Layer 4 After Reading: the Argumentative Book analysis (the author's primary argument and the three points supporting it) or the Book Review (three things you learned, and how the author's background shaped the piece) • Fiction Story Map — 05 After Reading: Objective Summary of Theme, whose Paragraph Outline requires three examples, each answering "Why is this a good example?"	**MET — IN THE CURRICULUM**
W.5.10	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.	**SOAR 2.0** (book + software): • Chapter 13: How to Write Papers — How to Write an Email (Book Bonus download, referenced at p. 136) • Chapter 11: How to Take & Study Notes • Multi-Media Teacher's Guide — Writing Reflection (every lesson) **ELA Maps** (optional): • Writing Roadmap — the full six-phase process for extended pieces; Phase 1 alone for short ones	**MET — IN THE CURRICULUM**
SPEAKING & LISTENING			
SL.5.1	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. (a) Come to discussions prepared, having read or studied required material. (b) Follow agreed-upon rules for discussions and carry out assigned roles. (c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (d) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively – Writing & Speaking Model – Listening & Comprehension Model • Chapter 9: How to Work With Teachers & Peers — How to Collaborate With Groups Effectively • Spiral Reviews & Daily Reviews: see Teacher Presentation Tool **ELA Maps** (optional): • Speaking & Listening Map — How to Work with a Group: Emotional Safety and the ten ways to manage group work, including "beware of group-think — if you disagree, speak up"; Actively Listen ("Is there more?", clarifying questions, repeat in your own words)	**MET — IN THE CURRICULUM**

Gr 5 code	Alaska grade-5 standard (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model • Chapter 10: How to Read Textbooks & Nonfiction • Chapter 11: How to Take & Study Notes **ELA Maps** (optional): • Speaking & Listening Map — Formal Listening: Lecture / Audio-Visual, Step 2 Prepare Your Learning Structure, which previews a topic across several formats (textbook visuals and captions, shared reading, short videos, video summaries in text, an internet search) before listening • Nonfiction Notes Map — Layer 1, Step 2 “Read the Visuals”	**MET — IN THE CURRICULUM**
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence (e.g., use a graphic organizer or note cards completed while listening to summarize or paraphrase key ideas presented by a speaker).	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model **ELA Maps** (optional): • Speaking & Listening Map — The Invisible Layers of Communication, which separates a speaker’s stated message from the intentions, values and needs behind it; the Empathy Map’s seven zones • Nonfiction Notes Map — Layer 4: how the author used rhetoric to communicate a position, and “did the author present convincing evidence to support his/her claim? Why/why not?”	**MET — IN THE CURRICULUM**
SL.5.4	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.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 14: How to Give a Presentation • Spiral Review & Daily Review: see Teacher Presentation Tool **ELA Maps** (optional): • Speaking & Listening Map — Formal Speaking, The Content: logical order, the opening and closing, and the lede; The Delivery: non-verbals, timing and planned pauses	**MET — IN THE CURRICULUM**
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully.	**SOAR 2.0** (book + software): • Chapter 14: How to Give a Presentation — How to Strategically Use: Visuals, Props, & Digital Media • Exit Presentation: see Assessments in Teacher’s Guide **ELA Maps** (optional): • Speaking & Listening Map — Formal Speaking, The Visuals: identify photos, illustrations, physical props and multi-media; clean slide template; a maximum of two visuals per slide; test the presentation	**MET — IN THE CURRICULUM**

Gr 5 code	Alaska grade-5 standard (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 15: How to Use Language Resources • Spiral Review & Daily Review: see Teacher Presentation Tool **ELA Maps** (optional): • Speaking & Listening Map — Formal Speaking, step 1 identifies topic, audience, angle and purpose, and The Delivery asks students to practice with variety, trying different words and tones; the Map keeps Formal Speaking and Interpersonal Communication as separate panels, each with its own register	**MET — IN THE CURRICULUM**
LANGUAGE			
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a) Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose. (b) Form and use the perfect verb tenses. (c) Use verb tense to convey various times, sequences, states, and conditions. (d) Recognize and correct inappropriate shifts in verb tense. (e) Use correlative conjunctions.	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources – Capitalization, Punctuation, & Spelling – Most Common Language Errors **ELA Maps** (optional): • Writing Roadmap — Composition REDecoder (Phase 3): complete sentences, descriptive adjectives and adverbs, sentence variety built with prepositions, conjunctions and clauses	**MET — IN THE CURRICULUM**
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a) Use punctuation to separate items in a series. (b) Use a comma to separate an introductory element from the rest of the sentence. (c) Use a comma to set off the words yes and no, to set off a tag question, and to indicate direct address. (d) Use underlining, quotation marks, or italics to indicate titles of works. (e) Spell grade-appropriate words correctly, consulting references as needed.	**SOAR 2.0** (book + software): • Chapter 13: How to Write Papers • Chapter 15: How to Use Language Resources — Capitalization, Punctuation, & Spelling **ELA Maps** (optional): • Writing Roadmap — Punctuation REDecoder (Phase 4), items 1–12: apostrophes with possessives, including it's / its; end punctuation; capitalization (a–f); commas (a–i, covering FANBOYS, introductory clauses, mid-sentence dependent clauses and an unnecessary-comma code); semicolons; colons; quotation marks; and title formatting	**MET — IN THE CURRICULUM**

Gr 5 code	Alaska grade-5 standard (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (b) Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction – What to Do When You Come to a Word You Don't Know – How to Study Vocabulary • Chapter 15: How to Use Language Resources **ELA Maps** (optional): • Fiction Story Map — 01 Before Reading: Style of Language (Modern / "Old-fashioned"); 02 During Reading: Unfamiliar Words & Phrases, resolved with context clues • Nonfiction Notes Map — Layer 2: turning headings into questions; Layer 4: the author's tone and style, and how rhetoric was used to communicate a position • Writing Roadmap — Composition REDecoder (Phase 3), Style elements codes O–T	**MET — IN THE CURRICULUM**
L.5.4	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. (a) Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text; use context as a clue. (b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. (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.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction – What to Do When You Come to a Word You Don't Know – How to Study Vocabulary • Chapter 15: How to Use Language Resources **ELA Maps** (optional): • Fiction Story Map — 02 During Reading: Unfamiliar Words & Phrases table, "use context clues or look up the word/phrase," recording the meaning in as few key words or synonyms as possible; overflow printable on p. 5 • Nonfiction Notes Map — Layer 2 During Reading: Key Terms panel (Social Studies edition); Concept Map for math and science vocabulary (Science & Math edition)	**MET — IN THE CURRICULUM**
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a) Interpret figurative language, including similes and metaphors, in context. (b) Recognize and explain the meaning of common idioms, adages, and proverbs. (c) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources – How to Figure Out Figurative Language – Figures of Speech (Book Bonus download) **ELA Maps** (optional): • Literary Elements Map — the Diction column, including its Figurative Language category; Author's Purpose, with Tone and Mood beneath it • Fiction Story Map — 05 Story Coding: the (M/T) Mood/Tone code	**MET — IN THE CURRICULUM**

Gr 5 code	Alaska grade-5 standard (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
L.5.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction – What to Do When You Come to a Word You Don't Know – How to Study Vocabulary • Chapter 15: How to Use Language Resources — Know Your Language! **ELA Maps** (optional): • Fiction Story Map — 02 During Reading: Unfamiliar Words & Phrases, where students independently resolve an unknown term and record it • Nonfiction Notes Map — Layer 2 During Reading: Key Terms panel (Social Studies edition) • Literary Elements Map — literary vocabulary built through the element cards	**MET — IN THE CURRICULUM**

NOTES

Claim. The 5th-Grade Literacy Lab — SOAR Learning & Soft Skills (2nd Edition) with the SOAR ELA Maps — covers 100% of the Alaska English/Language Arts Standards applicable to grade 5: 37 standards met in the curriculum as taught, 6 met with the usage notes stated above, and 1 (RL.5.8) that the standards themselves do not apply to literature.

Where the ELA Maps are required. Every applicable Reading: Literature standard is met by the ELA Maps — chiefly the Fiction Story Map and the Literary Elements Map — rather than by the SOAR 2.0 book and software. Those rows print the Maps as the primary citation, in the same weight as any other. The Maps are part of the 5th-Grade Literacy Lab, not a separate purchase, and they are required wherever the Lab carries ELA credit. The remaining strands stand on the SOAR 2.0 book and software.

Foundational skills. The two Reading: Foundational Skills standards, RF.5.3 and RF.5.4, are met with usage notes, and those notes are printed in full on their rows rather than summarized. Read them before drawing a conclusion about either one.

Why every row names a location. A correlation is only useful if a teacher can find the thing being claimed — in the materials they actually own. Naming the chapter and the section is what separates a usable correlation from a checkmark.

Optional citations. Lines marked **ELA Maps (optional)** are additional correlation for classrooms that reach for those maps on that standard. They are never the sole evidence for the row they sit on.

Note. Alaska codes its grade-level standards by strand (RL, RI, RF, W, SL, L), grade, and standard number; the codes shown are Alaska's own. Alaska prints no foundational skills 1 and 2 for grades 3–5, so only RF.5.3 and RF.5.4 appear. Standard text is quoted verbatim from Alaska's standards; lettered sub-parts are condensed in source order.

Source. Alaska Department of Education & Early Development, Alaska English/Language Arts Standards, adopted June 2012 (confirmed current on the Alaska DEED standards page, Aug 2026), K-5 sections.

Keeping this current. *Updated Sept 2026. Standards bodies revise; if your state has updated its standards since this date, contact us and we'll update the correlation.