ALIGNMENT

Florida B.E.S.T. Standards for English Language Arts, Grade 5

The 5th-Grade Literacy Lab — SOAR Learning & Soft Skills (2nd Edition) with the ELA Maps — covers 100% of Florida's B.E.S.T. Standards for English Language Arts applicable to grade 5: 26 MET — IN THE CURRICULUM, 6 MET — WITH USAGE NOTE. One benchmark — R.3.4, Rhetoric — begins at grade 6 in Florida and is marked not applicable.

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

WHERE TO FIND EACH CORRELATION

The **5th-Grade Literacy Lab** is **SOAR Learning & Soft Skills (2nd Edition) — the student book and software** — plus the **SOAR ELA Maps**, which ship with it. The book and software carry most rows, with the Miscue Analysis teacher protocol on the Foundations benchmarks. Rows marked **ELA Maps (required)** depend on the Maps: the Fiction Story Map and the Literary Elements Map are the evidence on the Reading Prose and Poetry benchmarks, on the literary half of R.3.2, and on two of the K–12 ELA Expectations. Lines marked **ELA Maps (optional)** are additional correlation and are never the sole evidence for a row. Each row names the chapter or map *and the section inside it*, never a title alone.

ABOUT THIS DOCUMENT

Florida's B.E.S.T. Standards for English Language Arts (2020) set a distinct benchmark for each grade. This document correlates the 26 grade-5 benchmarks across the Foundations, Reading, Communication and Vocabulary strands, plus the six K–12 ELA Expectations that apply at every grade. Each benchmark prints in Florida's own wording with the ELA.5 code a Florida district uses; C.3.1 (Conventions) prints with the grade-5 skill list from FLDOE's grade-5 section, because the benchmark sentence itself is identical at every grade. One further row, R.3.4 (Understanding Rhetoric), is kept to show the framework is read closely: Florida begins that benchmark at grade 6.

HOW TO READ THIS CORRELATION

Every row tells you where. **MET — IN THE CURRICULUM** means the printed chapters and tools satisfy the benchmark as taught. **MET — WITH USAGE NOTE** means the benchmark is satisfied when the row's usage note is applied, and the note is printed in full on the row. **N/A (PER THE STANDARDS)** means Florida does not set that benchmark at this grade, so there is nothing to correlate; the row is not counted in the claim. 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.

Code	Florida benchmark (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
FOUNDATIONS (F.1) — LEARNING AND APPLYING FOUNDATIONAL READING SKILLS			
ELA.5.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources — "Don't Know a Word?", step 2: take the word apart (prefixes, roots, suffixes) • Chapter 10: How to Read Textbooks & Nonfiction – What to Do When You Come to a Word You Don't Know – How to Study Vocabulary **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:** This benchmark bundles two skills. The morphology half — reading and writing unfamiliar multisyllabic words by taking them apart — is taught directly in Chapter 15 and applied on every unfamiliar word students meet. Run it in both directions: when a student cannot read a long word, have them name the prefix, root and suffix before sounding it out; when they misspell one, have them name the parts they were reaching for and spell each part. Phonics is a foundational skill this benchmark 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**

Code	Florida benchmark (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
ELA.5.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction — the reading routine that builds accuracy and pace across a full chapter • Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model **Miscue Analysis**: • Identifies which signal system is producing the fluency gap, so remediation targets the cause rather than the symptom	**MET — IN THE CURRICULUM**
READING (R.1) — READING PROSE AND POETRY			
ELA.5.R.1.1	Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.	**ELA Maps** (required): **Fiction Story Map**: • Story Mapping (characters, events) • Story Coding • Plot Diagram • Conflict Analysis	**MET — IN THE CURRICULUM**
ELA.5.R.1.2	Explain the development of stated or implied theme(s) throughout a literary text.	**ELA Maps** (required): **Fiction Story Map**: • Story Mapping • Story Coding (themes, significance of events) • Objective Summary of Theme	**MET — IN THE CURRICULUM**
ELA.5.R.1.3	Describe how an author develops a character's perspective in a literary text.	**ELA Maps** (required): Fiction Story Map Literary Elements Map • Point of view, author purpose • Story Mapping • Story Coding • Author's Style • the Point-of-View row and the Character Development row	**MET — IN THE CURRICULUM**

Code	Florida benchmark (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
ELA.5.R.1.4	Explain how figurative language and other poetic elements work together in a poem.	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources – How to Figure Out Figurative Language (p. 144) – Figures of Speech (Book Bonus download) **ELA Maps** (required): • Literary Elements Map — the Diction column, including its Figurative Language and Imagery categories; the Syntax column, including Rhythm + Pace and Repetition • Fiction Story Map — 05 Story Coding: the (M/T) Mood/Tone code **Usage note:** Poetic form, rhyme, meter and line breaks are not taught by name in the Literacy Lab; the teacher supplies the poems and the terms. The figurative-language half is taught directly. For the poetic-elements half, run the Literary Elements Map on a poem rather than a story — the three tool columns work on verse as written. Students place a card in the Diction column for the figurative language they find, one in Syntax for rhythm or repetition, and one in Structure for what the line breaks and stanza divisions do, then defend how the three work together to produce the effect. On a narrative poem, run the Fiction Story Map alongside it.	MET — WITH USAGE NOTE
READING (R.2) — READING INFORMATIONAL TEXT			
ELA.5.R.2.1	Explain how text structures and/or features contribute to the overall meaning of 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
ELA.5.R.2.2	Explain how relevant details support the central idea(s), implied or explicit.	**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
ELA.5.R.2.3	Analyze an author's purpose and/or perspective in an informational text.	**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

Code	Florida benchmark (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
ELA.5.R.2.4	Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.	**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 (p. 126) **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**
READING (R.3) — READING ACROSS GENRES			
ELA.5.R.3.1	Analyze how figurative language contributes to meaning in text(s).	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources – How to Figure Out Figurative Language (p. 144) – 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**
ELA.5.R.3.2	Summarize a text to enhance comprehension: a. Include plot and theme for a literary text; b. Include the central idea and relevant details for an informational text.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction • Chapter 11: How to Take & Study Notes **ELA Maps** (required): • Fiction Story Map — 05 After Reading: Objective Summary of Theme, whose Paragraph Outline requires three examples, each answering "Why is this a good example?" (the literary half) **ELA Maps** (optional): • Nonfiction Notes Map — Layer 4 After Reading: Book Review synthesis — general topic and specific angle, plus three things you learned (the informational half)	**MET — IN THE CURRICULUM**

Code	Florida benchmark (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
ELA.5.R.3.3	Compare and contrast primary and secondary sources related to the same topic.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model • Chapter 10: How to Read Textbooks & Nonfiction • Chapter 13: How to Write Papers — How to Do Online Research & Verify Sources (p. 126) **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 **Usage note:** The compare-and-contrast routine is covered as printed. Primary and secondary sources are not named in the Literacy Lab; this step adds the label. Add the source-type label to the step students already run. At Layer 1, Step 3 Evaluate the Author, have students mark whether the author was present at the event or is writing about it afterward, then run the two Maps side by side and answer one question: what does the eyewitness account give that the later account cannot, and what does the later account see that the eyewitness could not?	**MET — WITH USAGE NOTE**
—	NOT PRESENT AT GRADE 5. R.3.4 (Understanding Rhetoric) begins at grade 6.	(Not applicable at this grade — per Florida's B.E.S.T. Standards)	**N/A (PER THE STANDARDS)**
COMMUNICATION (C.1) — COMMUNICATING THROUGH WRITING			
ELA.5.C.1.1	Demonstrate fluent and legible cursive writing skills.	**5-Minute Fast-Write** (available upon request): • A daily writing activity that practices handwriting and transcription fluency. Prompts are provided; students track their own word count and work to beat their own previous best. • Available upon request — email info@studyskills.com and we will send it to you. **Usage note:** Name the script before the timer starts and hold it for a stretch of weeks, so each day's word count is measured against the same script. Letter formation itself is taught elsewhere; what the Fast-Write builds is the speed, spacing and legibility that make a known script usable under time pressure — which is what Florida's "fluent and legible" asks for.	**MET — WITH USAGE NOTE**
ELA.5.C.1.2	Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.	**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**

Code	Florida benchmark (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
ELA.5.C.1.3	Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.	**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**
ELA.5.C.1.4	Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions.	**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 (pp. 126–136) **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**
ELA.5.C.1.5	Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 13: How to Write Papers — Revising & Editing Checklist (p. 133) **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**
COMMUNICATION (C.2) — COMMUNICATING ORALLY			
ELA.5.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 14: How to Give a Presentation • Exit Presentation: see Assessments in the Multimedia Teacher's Guide **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**

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COMMUNICATION (C.3) — FOLLOWING CONVENTIONS			
ELA.5.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. Skills to be MASTERED at grade 5: • Use principal modals to indicate the mood of a verb. • Use appositives, main clauses, and subordinate clauses. • Recognize and correct inappropriate shifts in tense and number. • Use conjunctions correctly to join words and phrases in a sentence. Skills to be IMPLEMENTED BUT NOT YET MASTERED at grade 5: • Use verbals including gerunds, infinitives, and participial phrases. • Use comparative and superlative forms of adjectives. • Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference. • Vary sentence structure.	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources – (pp. 143–144) – Capitalization, Punctuation, & Spelling (Book Bonus download) – Most Common Language Errors (Book Bonus download) • Chapter 13: How to Write Papers — Revising & Editing Checklist (p. 133) **ELA Maps** (optional): • Writing Roadmap – Composition REDecoder (Phase 3), codes A–D: complete sentences, descriptive adjectives and adverbs, varied length using prepositions, conjunctions and interjections, and varied sound with clauses placed before and after the core sentence – Punctuation REDecoder (Phase 4), items 1–12: apostrophes with possessives, including it's / its; pronoun-antecedent agreement in gender, person and number; end punctuation; capitalization (a–f); commas (a–i); semicolons; colons; quotation marks; consistent person; consistent verb tense **Usage note:** The Literacy Lab's language resources and the REDecoders teach capitalization, punctuation, consistent tense, conjunctions and clauses directly. Florida's grade 5 list also names principal modals and appositives, which these tools do not code. Add each as an extra code when returning REDecoder feedback.	**MET — WITH USAGE NOTE**
COMMUNICATION (C.4) — RESEARCHING			
ELA.5.C.4.1	Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid 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 (p. 126) – How to Write a Research Report (pp. 126–136) – 3-D Research Report Organizer, e-Version at p. 136 **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**

Code	Florida benchmark (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
COMMUNICATION (C.5) — CREATING AND COLLABORATING			
ELA.5.C.5.1	Arrange multimedia elements to create emphasis in oral or written tasks.	**SOAR 2.0** (book + software): • Chapter 14: How to Give a Presentation — How to Strategically Use: Visuals, Props, & Digital Media (p. 140) • Exit Presentation: see Assessments in the Multimedia 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**
ELA.5.C.5.2	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.	**SOAR 2.0** (book + software): • Chapter 13: How to Write Papers – e-version of the 3-D Organizer (p. 136) – How to Write an Email (Book Bonus download, referenced at p. 136) • 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	**MET — IN THE CURRICULUM**
VOCABULARY (V.1) — FINDING MEANING			
ELA.5.V.1.1	Recognize and appropriately use grade-level academic vocabulary in speaking and writing.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction – How to Study Vocabulary (p. 103) – How to Learn New Vocabulary Words (p. 103) • Chapter 15: How to Use Language Resources – How to Learn Academic and "Domain-Specific" Words – (pp. 143–144) **ELA Maps** (optional): • Nonfiction Notes Map — Layer 2 During Reading: Key Terms panel (Social Studies edition); Concept Map for math and science vocabulary (Science & Math edition) • Literary Elements Map — literary vocabulary built through the element rows	**MET — IN THE CURRICULUM**

Code	Florida benchmark (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
ELA.5.V.1.2	Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content.	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources — "Don't Know a Word?", step 2: take the word apart (prefixes, roots, suffixes) • Chapter 10: How to Read Textbooks & Nonfiction – What to Do When You Come to a Word You Don't Know – How to Study Vocabulary (p. 103) **ELA Maps** (optional): • Fiction Story Map — 02 During Reading: Unfamiliar Words & Phrases table, resolved with context clues or a look-up and recorded in as few key words or synonyms as possible **Usage note:** Taking the word apart is taught as printed. Add one step to the Unfamiliar Words & Phrases table students are already keeping: after writing the affix they recognized, have them name what the affix does to the word's job in the sentence — "-ful turned a noun into a describing word," "-tion turned an action into a thing." That is the affix-to-part-of-speech connection Florida asks for, run on words they have already collected.	**MET — WITH USAGE NOTE**
ELA.5.V.1.3	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.	**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 (p. 103) • Chapter 15: How to Use Language Resources – "Don't Know a Word?": use context clues · take the word apart · look it up – How to Figure Out Figurative Language (p. 144) **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)	**MET — IN THE CURRICULUM**
K–12 ELA EXPECTATIONS (ELA.K12.EE) — SIX EXPECTATIONS THAT APPLY AT EVERY GRADE, K THROUGH 12. FLDOE PUBLISHES THEM OUTSIDE THE GRADE-LEVEL BENCHMARK TABLES.			
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	**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 (pp. 126–136) **ELA Maps** (optional): • Writing Roadmap — Phase 1: THE OUTCOME, guiding questions answered from the text • Fiction Story Map — 05 After Reading: Objective Summary of Theme, whose Paragraph Outline requires three examples, each answering "Why is this a good example?" • Nonfiction Notes Map — Layer 4 After Reading: the author's primary argument and the three points presented to support it	**MET — IN THE CURRICULUM**

Code	Florida benchmark (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction **ELA Maps** (required): • Fiction Story Map — Story Mapping; Story Coding; Story Structure: Plot Diagram; Conflict Analysis; Objective Summary of Theme, carried across a full text **ELA Maps** (optional): • Nonfiction Notes Map — Layers 1–4, carried across a full chapter, unit or book	**MET — IN THE CURRICULUM**
ELA.K12.EE.3.1	Make inferences to support comprehension.	**ELA Maps** (required): • Fiction Story Map — 04 At the End of Each Chapter: log each event, conversation and revelation with its Significance; 05 Story Coding: the (I) Inference code marks an interpretation the text does not state explicitly **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	**MET — IN THE CURRICULUM**
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	**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 the Multimedia Teacher's Guide **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**
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 13: How to Write Papers — How to Write an Email (Book Bonus download, referenced at p. 136) **ELA Maps** (optional): • Writing Roadmap — Phase 1: THE OUTCOME, which requires reading the directions, underlining every detail and stapling the rubric to the map before drafting begins; Phase 5: Publish, which distinguishes formatting a piece for a blog from formatting it for an email newsletter	**MET — IN THE CURRICULUM**

Code	Florida benchmark (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 15: How to Use Language Resources – Know Your Language! (p. 144) — language used effectively across settings – (pp. 143–144) **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 • Writing Roadmap — Composition REDecoder (Phase 3), Style elements codes O–T	**MET — IN THE CURRICULUM**

NOTES

Claim. The 5th-Grade Literacy Lab — SOAR Learning & Soft Skills (2nd Edition) with the ELA Maps — covers 100% of Florida's B.E.S.T. Standards for English Language Arts applicable to grade 5: 26 MET — IN THE CURRICULUM, 6 MET — WITH USAGE NOTE. One benchmark — R.3.4, Rhetoric — begins at grade 6 in Florida and is marked not applicable.

Where the ELA Maps are required. The Reading Prose and Poetry benchmarks (R.1.1–R.1.4), the literary half of R.3.2, and K–12 Expectations EE.2.1 and EE.3.1 rest on the ELA Maps. On R.1.1, R.1.2, R.1.3 and EE.3.1 the Maps are the sole evidence. The Maps ship with the 5th-Grade Literacy Lab; they are not a separate purchase.

Usage notes. Six benchmarks — F.1.3, R.1.4, R.3.3, C.1.1, C.3.1 and V.1.2 — are met with usage notes, printed in full on their rows. Read them before drawing a conclusion about any one of them.

5-Minute Fast-Write. Cited on C.1.1 (Handwriting). It is available upon request — email info@studyskills.com and we will send it to you.

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

Florida's framework. Florida's B.E.S.T. Standards replaced the Common Core in Florida under Executive Order 19-32. The six K–12 ELA Expectations are written once for all grades rather than per grade; FLDOE states they carry the full weight of the standards and are to be embedded in instruction at every grade.

Source. Florida Department of Education, Next Generation Sunshine State Standards (Benchmarks for Excellent Student Thinking (B.E.S.T.)) — English Language Arts 2020, Rule 6A-1.09401, F.A.C. Retrieved and extracted 2026-08-29 from https://www.fldoe.org/core/fileparse.php/19853/urlt/English-Language-Arts.pdf

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