ALIGNMENT

Indiana Academic 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 the 2023 Indiana Academic Standards for English/Language Arts applicable to grade 5: 23 MET — IN THE CURRICULUM, 7 MET — WITH USAGE NOTE.

Updated Nov 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 Reading Foundations standards and on spelling (5.W.7). Rows marked **ELA Maps (required)** depend on the Maps: the Fiction Story Map and the Literary Elements Map are the evidence on the literature standards 5.RC.1–5.RC.5 and 5.RC.14. 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

Indiana's 2023 Academic Standards for English/Language Arts set a distinct group of standards for each grade. This document correlates all 30 grade-5 standards across Indiana's four domains — Reading Foundations, Reading Comprehension, Writing, and Communication and Collaboration — with one band per domain. Indiana does not divide reading into separate literature and informational strands: Reading Comprehension covers literature and nonfiction together, so a single row may carry both. Each standard prints in Indiana's own wording with the code an Indiana district uses, including its lettered sub-parts and the **(E)** Indiana places on the standards it identifies as essential for mastery by the end of grade 5.

HOW TO READ THIS CORRELATION

Every row tells you where. **MET — IN THE CURRICULUM** means the printed chapters and tools satisfy the standard as taught. **MET — WITH USAGE NOTE** means the standard is satisfied when the row's usage note is applied, and the note is printed in full on the row. 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	Indiana standard (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
READING FOUNDATIONS (RF)			
5.RF.1	Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar, multisyllabic words in context. (E)	**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 standard bundles two skills. The morphology half — reading an unfamiliar multisyllabic word by taking it apart into roots and affixes — is taught directly in Chapter 15 and applied on every unfamiliar word students meet: when a student cannot read a long word, have them name the prefix, root and suffix before sounding it out. 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

Code	Indiana standard (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
5.RF.2	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction — the reading strategies that build the comprehension expression depends on • Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model **Miscue Analysis**: • A recorded oral reading, which is itself an accuracy and smoothness check; it identifies which signal system is producing a fluency gap so practice targets the cause rather than the symptom **ELA Maps** (optional): • Fiction Story Map — 01 Before Reading: Style of Language (Modern / "Old-fashioned"), which tells a reader in advance what the sentences will sound like **Usage note:** SOAR does not include a formal fluency practice routine such as timed or repeated oral reading. SOAR builds the comprehension half of this standard directly; oral delivery is practiced by adding a read-aloud to a routine students already run. Have students read aloud a passage they have already worked on the Fiction Story Map — a chapter-end entry, or a passage carrying the (M/T) Mood/Tone code — so expression is rehearsed on text whose meaning they have already established rather than on cold copy. Run the Miscue Analysis periodically as the accuracy check.	MET — WITH USAGE NOTE
READING COMPREHENSION (RC)			
5.RC.1	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text. (E)	**ELA Maps** (required): • Fiction Story Map — 04 At the End of Each Chapter: events, dialogue and revelations logged with a Significance column; 05 After Reading: Story Coding, where the (I) Inference code marks an interpretation the text does not state outright • Literary Elements Map — every card a student places is pinned to the passage where the author used it and defended aloud. Several placements are defensible, so the work is naming the evidence and arguing the interpretation from it, assessed through discussion rather than by a single correct placement **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: quiz questions written in the left margin, 2–5 per page, each answerable from the text; Layer 4: the author's primary argument and the three points presented to support it • Writing Roadmap — Composition REDecoder (Phase 3), literary-analysis codes Z–CC: support a quote with a proper lead-in and transition, which is the "quote accurately" half of the standard	MET — IN THE CURRICULUM

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5.RC.2	Determine the theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (E)	**ELA Maps** (required): • Fiction Story Map — 05 After Reading: Objective Summary of Theme, with the Paragraph Outline scaffold (intro sentence, three details each answering "why is this a good example?", concluding sentence restating the theme); 05 Story Coding: the (Th) Theme and (CD) Character Development codes • Literary Elements Map — the Theme/Motif row: theme as the underlying message the author wants the reader to take away, motif as the recurring symbol, image or idea that develops it **SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction — "Additional Tips for Literature/Fiction"	MET — IN THE CURRICULUM
5.RC.3	Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text and how they impact the plot.	**ELA Maps** (required): • Fiction Story Map — 01 Before Reading: Setting (Time Period, Location(s)), Genre and Story Line; 03 During Reading: the Characters and Locations panels, where proper nouns are recorded, relationships tracked and connections drawn across characters and locations; 04 At the End of Each Chapter: events and revelations logged with their Significance • Literary Elements Map — the Setting row (time, place), the Character Development row (PAIRS: physical description · actions and attitudes · inner thoughts · reactions · speech) and the Plot Development row **SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction — "Additional Tips for Literature/Fiction"	MET — IN THE CURRICULUM
5.RC.4	Describe how a narrator's or speaker's point of view influences how events are portrayed.	**ELA Maps** (required): • Fiction Story Map — 01 Before Reading: Point-of-View, "Who is telling the story?"; 05 Story Coding: the (P) Perspective code, which marks a place where the narrator's perspective is shaping how an event is presented • Literary Elements Map — the Point-of-View row (1st person "I" · 2nd person "You" · 3rd person "Someone else") and the Author's Purpose row, with Tone and Mood beneath it **SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction — "Additional Tips for Literature/Fiction"	MET — IN THE CURRICULUM
5.RC.5	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	**ELA Maps** (required): • Fiction Story Map — 01 Before Reading: Genre, and Text-to-Self / Text / World; 05 Story Coding: the (TT) Text-to-Text code; 05 After Reading: Objective Summary of Theme • Literary Elements Map — worked once per story, the same six element rows set the two authors side by side: which of the three tool columns (Diction, Syntax, Structure) each reached for to accomplish the same element **Usage note:** Run a Fiction Story Map on each of two stories in the same genre, then set the two side by side. Students compare the Objective Summary of Theme entries, then use the (TT) Text-to-Text code to mark the specific places where one story's handling of the shared theme answers, echoes or contradicts the other's.	MET — WITH USAGE NOTE

Code	Indiana standard (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
5.RC.6	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (E)	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction — layered comprehension • Chapter 11: How to Take & Study Notes **ELA Maps** (optional): • Nonfiction Notes Map — Layer 2 During Reading: the Concept Map, built out from the chapter or unit title at its center, with an explanatory phrase written on every primary and secondary connection; Layer 4 After Reading: the Book Review synthesis, three things you learned • Fiction Story Map — 05 After Reading: Objective Summary of Theme, where a summary is built from three supporting details each defended in turn	MET — IN THE CURRICULUM
5.RC.7	Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction — previewing a chapter and working its features before reading • Chapter 11: How to Take & Study Notes • Chapter 13: How to Write Papers — How to Do Online Research & Verify Sources **ELA Maps** (optional): • Nonfiction Notes Map — Layer 1 Before Reading, Step 2 TWO-MINUTE Preview: turn the chapter title into a question, then “Read the Visuals” — preview every picture, illustration, graph and map, read the caption, and ask how each connects to the title; Layer 2: turn every heading and sub-heading into a question	MET — IN THE CURRICULUM
5.RC.8	Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts. (E)	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction • Chapter 11: How to Take & Study Notes **ELA Maps** (optional): • Nonfiction Notes Map — Layer 2 During Reading: the Event Map, which places people above the timeline and places below it with lines drawn to connect them (Social Studies edition), or the Concept Map, built out from the title at its center (Science & Math edition); Layer 4: how the author presented, organized and positioned the information **Usage note:** Run the same routine twice, once per text, choosing the Layer 2 map that fits each — a chronological text takes the Event Map, a descriptive one the Concept Map. Set the two finished maps side by side and ask one question: did these two authors arrange the same material in the same shape, and what does the difference tell you about what each was trying to do?	MET — WITH USAGE NOTE
5.RC.9	Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims. (E)	**SOAR 2.0** (book + software): • Chapter 13: How to Write Papers — How to Do Online Research & Verify Sources • Chapter 10: How to Read Textbooks & Nonfiction **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 the author’s background and rhetoric shaped the position, and “in your opinion, did the author present convincing evidence to support his/her claim? Why/why not?”; Layer 1, Step 3 Evaluate the Author	MET — IN THE CURRICULUM

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5.RC.10	Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.	**SOAR 2.0** (book + software): • Chapter 13: How to Write Papers – How to Write a Research Report – How to Do Online Research & Verify Sources • Chapter 11: How to Take & Study Notes **ELA Maps** (optional): • Writing Roadmap — Phase 1: THE OUTCOME, which turns an assignment into the guiding questions the piece must answer, each needing three to four answers, every answer written in the student's own words and tagged with its numbered source • Nonfiction Notes Map — Layers 1–4 run on each source, then compared	**MET — IN THE CURRICULUM**
5.RC.11	Select and apply context clues (e.g., word, phrase,sentence, and paragraph clues) and text features to determine the meanings of unknown words.	**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 — "Don't Know a Word?" step 1, use context clues **ELA Maps** (optional): • Fiction Story Map — 02 During Reading: the Unfamiliar Words & Phrases table (Word/Phrase · page · Meaning), resolved with context clues or by looking the word up, and recorded in as few key words or synonyms as possible • 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**
5.RC.12	Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources – Know Your Language! – How to Figure Out Figurative Language – Figures of Speech (Book Bonus download, referenced from the Chapter 15 margins) • Chapter 10: How to Read Textbooks & Nonfiction — How to Study Vocabulary **ELA Maps** (optional): • Literary Elements Map — the Diction column, including its Figurative Language category and the term cards inside it • Fiction Story Map — 05 Story Coding: the (M/T) Mood/Tone code	**MET — IN THE CURRICULUM**
5.RC.13	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech). (E)	**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) – Know Your Language! • Chapter 10: How to Read Textbooks & Nonfiction – What to Do When You Come to a Word You Don't Know – How to Study Vocabulary **ELA Maps** (optional): • Fiction Story Map — 02 During Reading: Unfamiliar Words & Phrases, where an unknown term is taken apart, resolved and recorded before reading continues	**MET — IN THE CURRICULUM**

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5.RC.14	Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).	**ELA Maps** (required): • Literary Elements Map — the Diction column (word choice), including its Figurative Language and Imagery categories and the term cards inside them; the Author's Purpose row, with Tone and Mood beneath it; the Theme/Motif row, where a motif is the recurring symbol or image that develops a theme • Fiction Story Map — 05 Story Coding: the (M/T) Mood/Tone code; 02 During Reading: Unfamiliar Words & Phrases, where a phrase that will not resolve literally is caught and worked **SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources – How to Figure Out Figurative Language – Figures of Speech (Book Bonus download, referenced from the Chapter 15 margins)	MET — IN THE CURRICULUM
WRITING (W)			
5.W.1	Write persuasive compositions in a variety of forms that: a. Clearly present a position in an introductory statement to an identified audience. b. Support the position with qualitative and quantitative facts and details from various sources, including texts. c. Use an organizational structure to group related ideas that support the purpose. d. Use language appropriate for the identified audience. e. Connect reasons to the position using words, phrases, and clauses. f. Provide a concluding statement or section related to the position presented. (E)	**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, which fixes purpose, topic, intended audience, angle and role before drafting; p. 2, the Writing Planning Guide, with pockets A–F for body paragraphs, G for the introductory paragraph ("The Lede," nine types) and H for the concluding paragraph; Composition REDecoder (Phase 3), codes U–Y: for arguments, defend opinions with facts and evidence	MET — IN THE CURRICULUM
5.W.2	Write informative compositions on a variety of topics that: a. Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. b. Employ sufficient examples, facts, quotations, or other information from various sources and text to give clear support for topics. c. Connect ideas within and across categories using transition words (e.g., therefore, in addition). d. Include text features (e.g., formatting, photographs, maps, diagrams) and multimedia when useful to aid comprehension. e. Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. f. Provide a concluding statement or section related to the information or explanation presented. (E)	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 13: How to Write Papers • Chapter 14: How to Give a Presentation — How to Strategically Use: Visuals, Props, & Digital Media **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; Composition REDecoder (Phase 3), paragraph codes E–I (topic sentence, related sentences in logical order, specific examples supporting generalizations, transition words, signalling the conclusion) and multi-paragraph codes J–N	MET — IN THE CURRICULUM

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5.W.3	Write narrative compositions in a variety of forms that: a. Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). b. Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions. c. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. d. Use precise and expressive vocabulary and figurative language for effect. e. Provide an ending that follows from the narrated experiences or events. (E)	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 13: How to Write Papers • Chapter 15: How to Use Language Resources — How to Figure Out Figurative Language **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" (background, setting, point of view; hook in the first 200 words) · H falling actions; Composition REDecoder (Phase 3), codes DD–GG: new speakers get new paragraphs and proper transitions, new characters are introduced with background, plot is developed with strong conflicts, and the resolution closes all open loops	**MET — IN THE CURRICULUM**
5.W.4	Apply the writing process to – a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions. b. Use technology to interact and collaborate with others to publish legible documents.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 13: How to Write Papers – Revising & Editing Checklist – e-version of the 3-D Organizer • Chapter 15: How to Use Language Resources — the reference materials a writer turns to while revising, including how to read a dictionary entry • 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 **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 5: Publish, which distinguishes formatting a piece for a blog from formatting it for an email newsletter; Phase 6: The Retrospective • Speaking & Listening Map — How to Work with a Group: Ten Ways to Manage Group-Work, #4 collaboration method and #5 put it in writing and share it **Available Upon Request**: • 5-Minute Fast-Write — a daily timed writing activity that builds the drafting fluency sub-part (a) depends on: a prompt is provided, students track their own word count, and each session works to beat the previous best. Contact info@studyskills.com	**MET — IN THE CURRICULUM**

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5.W.5	Conduct research assignments and tasks on a topic. a. With support, formulate a research question (e.g., What were John Wooden's greatest contributions to college basketball?). b. Identify and acquire information through reliable primary and secondary sources. c. Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. d. Avoid plagiarism and follow copyright guidelines for use of sources whenever appropriate (e.g., text, images, multimedia). e. Present the research information, choosing from a variety of sources. (E)	**SOAR 2.0** (book + software): • Chapter 13: How to Write Papers – How to Write a Research Report – How to Do Online Research & Verify Sources • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 14: How to Give a Presentation **ELA Maps** (optional): • Writing Roadmap — Phase 1: THE OUTCOME, which turns the assignment into guiding questions, each needing three to four answers, every answer written in the student's own words and tagged with its numbered source • Nonfiction Notes Map — Layer 1, Step 3 Evaluate the Author: review the author's background and rank the likely motivation — persuade, inform, entertain, other **Usage note:** Sub-parts a, b, c and e are taught as printed. Sub-part d asks students to avoid plagiarism and follow copyright guidelines, and the numbered-source system taught in Chapter 13 is already the mechanism: every answer on the guiding-question sheet is written in the student's own words and carries the number of the source it came from, so a paper cannot be assembled from unattributed text. Make the rule explicit rather than leaving it implicit — say out loud that the numbering IS the plagiarism rule, and add one column to the source list students already keep, recording whether an image, video or audio file was cleared for reuse and where that permission came from.	**MET — WITH USAGE NOTE**
5.W.6	Demonstrate command of English grammar and usage, focusing on: a. Verbs – I. Writing sentences that use the correct (e.g., I have walked, I had walked, I will have walked) verb tenses. II. Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise). b. Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence. c. Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor). (E)	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources – Know Your Language! — using language effectively across settings, which the book names as syntax – Most Common Language Errors (Book Bonus download, referenced from the Chapter 15 margins) • Chapter 13: How to Write Papers **ELA Maps** (optional): • Writing Roadmap – Composition REDecoder (Phase 3), sentence codes A–D: complete sentences, descriptive adjectives and adverbs, varied sentence length built with prepositions, conjunctions and interjections, and varied sound with clauses set before and after the core sentence – Punctuation REDecoder (Phase 4): pronoun-antecedent agreement in gender, person and number; consistent person; consistent verb tense	**MET — IN THE CURRICULUM**

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5.W.7	Demonstrate command of capitalization, punctuation, and spelling, focusing on: a. Capitalization – Applying correct usage of capitalization in writing. b. Punctuation – I. Applying correct usage of apostrophes and quotation marks in writing. II. Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. c. Spelling – Applying correct spelling patterns and generalizations in writing. (E)	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources – Capitalization, Punctuation, & Spelling (Book Bonus download, referenced from the Chapter 15 margins) – Most Common Language Errors (Book Bonus download) – Most Commonly Misspelled Words (Book Bonus download) • Chapter 13: How to Write Papers — Revising & Editing Checklist **ELA Maps** (optional): • Writing Roadmap – Revising & Editing Decoder (RED), Phase 3 Composition REDecoder: spelling patterns and generalizations, caught and corrected in the student's own draft on every piece – Revising & Editing Decoder (RED), Phase 4 Punctuation REDecoder, 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, direct-quotation explainers and an unnecessary-comma code); semicolons; colons; quotation marks; and commas, dashes and parentheses for inserted information – Phase 4: Edit, where "editing focuses on punctuation and spelling," run on the student's own draft on every piece **Miscue Analysis**: • Where a spelling pattern is not being applied, establishes whether a genuine letter-sound gap is present before remediation is chosen. Teacher training video: https://www.youtube.com/watch?v=nriyfhxXUVU **Usage note:** Sub-parts a and b, capitalization and punctuation, are taught as printed — the Punctuation REDecoder alone answers apostrophes, quotation marks and every comma use the standard names. Sub-part c, "applying correct spelling patterns and generalizations," splits in two. The monitoring half is covered directly: spelling is caught and corrected in the student's own draft, on every piece, through the RED's Composition REDecoder and the edit phase, rather than on a word list detached from writing, and the "Most Commonly Misspelled Words" list handles irregularly spelled words in isolation. The instruction half — the phonics patterns those generalizations rest on — is answered by assessment and referral: phonics is foundational, the Miscue Analysis establishes whether a real letter-sound gap is present or whether a rule is being over-applied to a word that breaks it, and where a genuine gap is found the student is referred to dedicated phonics support. That referral is the correct response, not a shortfall in the course.	**MET — WITH USAGE NOTE**

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COMMUNICATION AND COLLABORATION (CC)			
5.CC.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. (E)	**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 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, politely; Interpersonal Communication: Actively Listen ("Is there more?", ask a clarifying question, repeat the point in your own words)	MET — IN THE CURRICULUM
5.CC.2	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (E)	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively – Listening & Comprehension Model – Writing & Speaking Model • Chapter 9: How to Work With Teachers & Peers **ELA Maps** (optional): • Speaking & Listening Map — Interpersonal Communication: Actively Listen — "Is there more?", ask a clarifying question, respond with sincerity by repeating the point in your own words; the Communication "Don'ts"; the Empathy Map's seven zones • Literary Elements Map — Book Club discussion is the Map's assessed layer: students hold a substantive conversation about the elements, defending a placement and responding to another student's reasoning. A student engaging at any level, including with scaffolded support, is meeting the standard	MET — IN THE CURRICULUM
5.CC.3	Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (E)	**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, other shared reading, short videos, video summaries in text, an internet search) before listening, then Steps 3 and 4, listen with a pen in hand and actively make connections • Nonfiction Notes Map — Layer 1, Step 2 "Read the Visuals"	MET — IN THE CURRICULUM

Code	Indiana standard (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
5.CC.4	Use appropriate language to present on a topic or text, or provide a narrative or opinion that organizes ideas appropriately using effective introductions and conclusions. Use appropriate structure, facts, and relevant, descriptive details to support main ideas or themes, speaking at an understandable pace and in a clear and concise manner. (E)	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 14: How to Give a Presentation • Spiral Reviews & Daily Reviews: see Multimedia Teacher's Guide **ELA Maps** (optional): • Speaking & Listening Map — Formal Speaking: The Content, six steps covering logical order, the opening and the closing, and the lede; The Delivery, eight practice steps including practicing out loud standing with the visuals, practicing with variety, non-verbals, and practicing for timing with planned pauses • Writing Roadmap — Phase 1: Plan, which the Speaking & Listening Map routes a presentation through, fixing purpose, topic, audience, angle and role before anything is drafted	MET — IN THE CURRICULUM
5.CC.5	Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.	**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 the Multimedia Teacher's Guide **ELA Maps** (optional): • Speaking & Listening Map — Formal Speaking: The Visuals — identify the visuals including photos, illustrations, physical props and multi-media; start from a clean slide template; the 5×5 rule and a maximum of two visuals per slide; test the presentation before delivering it	MET — IN THE CURRICULUM
5.CC.6	Review claims made in various types of media and evaluate evidence used to support these claims.	**SOAR 2.0** (book + software): • Chapter 13: How to Write Papers — How to Do Online Research & Verify Sources • Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model **ELA Maps** (optional): • Nonfiction Notes Map — Layer 1, Step 3 Evaluate the Author: review the author's background and rank the likely motivation — persuade, inform, entertain, other; Layer 4 After Reading, Argumentative Book analysis: the author's primary argument, the three points presented to support it, how rhetoric was used to communicate the position, and "did the author present convincing evidence to support his/her claim? Why/why not?"	MET — IN THE CURRICULUM
5.CC.7	Identify the role of the media in focusing people's attention on events and in forming their opinions on issues. (E)	**SOAR 2.0** (book + software): • Chapter 13: How to Write Papers — How to Do Online Research & Verify Sources **ELA Maps** (optional): • Nonfiction Notes Map — Layer 1, Step 3 Evaluate the Author: review the author's background and rank the likely motivation — persuade, inform, entertain, other; Layer 4: how the author's background, tone and style shaped the position, and how the information was presented, organized and positioned **Usage note:** SOAR teaches students to evaluate one source and one author. This standard asks about media in aggregate, so run the same routine across sources instead of within one. Take a single event and three accounts of it from different outlets. Students complete Step 3, Evaluate the Author, on each, then answer two questions: which parts of the event did each outlet put first, and which did it leave out — and if you had read only one of the three, what would you now believe about the event that the other two would have corrected?	MET — WITH USAGE NOTE

NOTES

Claim. The 5th-Grade Literacy Lab — SOAR Learning & Soft Skills (2nd Edition) with the ELA Maps — covers 100% of the 2023 Indiana Academic Standards for English/Language Arts applicable to grade 5: 23 MET — IN THE CURRICULUM, 7 MET — WITH USAGE NOTE.

Where the ELA Maps are required. The literature standards 5.RC.1, 5.RC.2, 5.RC.3, 5.RC.4, 5.RC.5 and 5.RC.14 rest on the ELA Maps. On 5.RC.5 the Maps are the sole evidence. The Maps ship with the 5th-Grade Literacy Lab; they are not a separate purchase.

Usage notes. Seven standards — 5.RF.1, 5.RF.2, 5.RC.5, 5.RC.8, 5.W.5, 5.W.7 and 5.CC.7 — 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 5.W.4 (the writing process). 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 standard. They are never the sole evidence for their row.

Indiana's framework. Indiana's 2023 standards organize grade 5 into four domains: Reading Foundations, Reading Comprehension, Writing, and Communication and Collaboration. Reading Comprehension covers literature and nonfiction together. The codes are Indiana's own; (E) marks the standards Indiana identifies as essential for mastery by the end of grade 5.

Source. Indiana Department of Education, 2023 Indiana Academic Standards — English/Language Arts, Grade 5. Codes, domain learning outcomes, standard text and essential-mastery flags extracted verbatim from the IDOE grade-level PDF (in.gov/doe). All 30 codes verified against the source document, 2026-08-28.

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