ALIGNMENT

Nebraska ELA Standards: Grade 5

Nebraska's College and Career Ready Standards for English Language Arts, grade 5 (Foundations of Reading, Reading Prose and Poetry, Reading Informational Text, Vocabulary, Writing, Speaking and Listening) to the 5th-Grade Literacy Lab — SOAR Learning & Soft Skills (2nd Edition) with the 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, Vocabulary, Writing and Speaking and Listening, with the Miscue Analysis teacher protocol on Foundations of Reading. The ELA Maps carry the Reading Prose and Poetry strand — chiefly the Fiction Story Map and the Literary Elements Map; on those rows the Maps are the evidence itself, not an add-on. 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, 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

Nebraska's College and Career Ready Standards for English Language Arts, approved by the Nebraska State Board of Education in 2021, define what students should know and be able to do at each grade. This document correlates all 28 grade-5 standards — two Foundations of Reading, eight Reading Prose and Poetry, eight Reading Informational Text, two Vocabulary, six Writing and two Speaking and Listening — to the 5th-Grade Literacy Lab. Each standard prints with its curricular indicators in Nebraska's own wording and the LA.5 code a Nebraska district actually uses.

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, and the note is printed in full on the row. 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	Grade-5 standard and curricular indicators (Nebraska wording, verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
FOUNDATIONS OF READING (F)			
LA.5.F.3	Know and apply phonics and word analysis skills in decoding and encoding (spelling) words. a. Decode words with common Greek derived words. b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to decode unfamiliar multisyllabic words in 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**

Gr 5 code	Grade-5 standard and curricular indicators (Nebraska wording, verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
LA.5.F.4	Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension. a. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect meaning. b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.	**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
READING PROSE AND POETRY (RP)			
LA.5.RP.1	Explain the theme in a literary text and how it is conveyed through key details.	**ELA Maps**: Students mark theme evidence as they read and state the theme in their own words, pointing to the details that carry it. • Fiction Story Map — theme and significance-of-events panels; 05 Story Coding: the (Th) Theme code, marking theme evidence while reading; carried across full novel studies in the Fiction Book Club format • Literary Elements Map — the Theme/Motif row	MET — IN THE CURRICULUM
LA.5.RP.2	Compare and contrast two or more characters, settings, or events in a literary text or texts.	**ELA Maps**: Students chart each character and setting on the Story Map, then set two side by side and name what differs. • Fiction Story Map — characters, setting, conflict and event sequence • Literary Elements Map — character and setting • Story Coding	MET — IN THE CURRICULUM
LA.5.RP.3	Describe how a narrator or speaker's point of view influences the meaning of a literary text.	**ELA Maps**: Students name the narrator and the vantage point, then say what the reader can and cannot know because of it. • Fiction Story Map — point of view and author purpose panels • Literary Elements Map — the map in its entirety. It is built to surface an author's craft: every element the author reached for to establish a style and develop the story, laid out so students can see which ones are doing the work	MET — IN THE CURRICULUM
LA.5.RP.4	Explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of literary texts.	**ELA Maps**: Students track where each chapter or scene sits in the arc and explain what the ordering accomplishes. • Fiction Story Map — event sequence • Literary Elements Map — structure	MET — IN THE CURRICULUM

Gr 5 code	Grade-5 standard and curricular indicators (Nebraska wording, verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
LA.5.RP.5	Compare and contrast the treatment of themes and topics in literary texts of the same genre.	**ELA Maps**: Students read two titles from one genre and compare how each handles the same theme. • Fiction Story Map — run once per title in the paired-title Fiction Book Club format; 01 Before Reading: Text-to-Self / Text / World; 05 Story Coding: the (TT) Text-to-Text code tagged across the pair • Literary Elements Map — the same element rows worked on each title, comparing which tools each author reached for	**MET — IN THE CURRICULUM**
LA.5.RP.6	Analyze a literary text to answer and develop inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model (p. 89) — the layered comprehension routine • Chapter 10: How to Read Textbooks & Nonfiction – (pp. 99–103) — the questioning routine – “Additional Tips for Literature/Fiction” — strategies for the barriers literature raises **ELA Maps**: Students generate questions before, during and after reading, then answer them with quoted or paraphrased evidence. • Fiction Story Map	**MET — IN THE CURRICULUM**
LA.5.RP.7	Explain the relationships between two or more characters, events, or ideas in a range of literary texts.	**ELA Maps**: Students map how one character or event acts on another and explain the link in their own words. • Fiction Story Map — characters, events and their connections, carried across full novel studies in the Fiction Book Club format • Literary Elements Map — the Character Development and Plot Development rows	**MET — IN THE CURRICULUM**
LA.5.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity for Grade 5 independently and proficiently.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction — “Additional Tips for Literature/Fiction”, used to diagnose and fix what stops comprehension **ELA Maps**: One set of skills, every grade: because instruction starts with the skill rather than with a content level, the strategies students learn here do not get replaced later. They stay the same. What changes is the complexity of the material students are asked to access — and the same strategies scale with them into it. • Fiction Story Map — carried across sustained, full-length novel studies through the year in the Fiction Book Club format	**MET — IN THE CURRICULUM**
READING INFORMATIONAL TEXT (RI)			

Gr 5 code	Grade-5 standard and curricular indicators (Nebraska wording, verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
LA.5.RI.1	Explain the central idea in an informational text and how it is conveyed through key details.	**SOAR 2.0** (book + software): Students preview for the controlling idea, confirm or revise it after reading, and state it in one sentence. • Chapter 10: How to Read Textbooks & Nonfiction — (pp. 99–103) — previewing for the controlling idea • Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model (p. 89) **ELA Maps** (optional): • Nonfiction Notes Map (Social Studies / Science & Math) — Layer 1 Before Reading; Layers 3 & 4 After Reading	**MET — IN THE CURRICULUM**
LA.5.RI.2	Compare and contrast two or more individuals, events, scientific ideas or concepts, or steps in a process, drawing on supporting details from an informational text or texts.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction — (pp. 99–103) • Chapter 11: How to Take & Study Notes — (pp. 105–113) — capturing and organizing the details being compared **ELA Maps** (optional): Students record each item's details in a note format that puts them side by side, then name the differences. • Nonfiction Notes Map — Social Studies	**MET — IN THE CURRICULUM**
LA.5.RI.3	Determine the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of an informational text.	**SOAR 2.0** (book + software): Students name why the author wrote the piece and what that motive does to what is included and left out. • Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model (p. 89) — the invisible layers of meaning • Chapter 10: How to Read Textbooks & Nonfiction — (pp. 99–103) • Chapter 13: How to Write Papers — How to Do Online Research & Verify Sources (p. 126) — judging why a source says what it says	**MET — IN THE CURRICULUM**
LA.5.RI.4	Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction — (pp. 99–103) — text features and previewing • Chapter 11: How to Take & Study Notes — (pp. 105–113) **ELA Maps** (optional): Students read the headings, captions and visuals first to predict the organization, then note where the text departs from it. • Nonfiction Notes Map (Science & Math / Social Studies) — structure panels	**MET — IN THE CURRICULUM**

Gr 5 code	Grade-5 standard and curricular indicators (Nebraska wording, verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
LA.5.RI.5	Integrate information from multiple texts on the same topic in order to demonstrate knowledge of the topic.	**SOAR 2.0** (book + software): Students gather from several texts onto a single organizer, then write from the combined picture rather than from one source. • Chapter 10: How to Read Textbooks & Nonfiction • Chapter 11: How to Take & Study Notes — (pp. 105–113) • Chapter 13: How to Write Papers – How to Write a Research Report (pp. 126–136) — collecting from several sources onto one organizer – How to Do Online Research & Verify Sources (p. 126)	**MET — IN THE CURRICULUM**
LA.5.RI.6	Analyze the development of an author's claim(s) and how supporting evidence is used to support the claim(s).	**SOAR 2.0** (book + software): Students name the claim, list the evidence offered for it, and judge whether the evidence holds it up. • Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model (p. 89) • Chapter 13: How to Write Papers – How to Do Online Research & Verify Sources (p. 126) — weighing the evidence behind a claim – (pp. 124–136) — building claim, reasons and evidence	**MET — IN THE CURRICULUM**
LA.5.RI.7	Explain the relationships between two or more individuals, events, ideas, or concepts in a range of informational texts.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction — (pp. 99–103) • Chapter 11: How to Take & Study Notes — (pp. 105–113) — note formats that show how ideas connect **ELA Maps** (optional): Students take notes across several accounts of one topic and draw the links between the people, events and ideas. • Nonfiction Notes Map — Social Studies	**MET — IN THE CURRICULUM**
LA.5.RI.8	Read and comprehend a wide range of informational text of appropriate complexity for Grade 5 independently and proficiently.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction — (pp. 99–103) — the full reading process on every subject's text **ELA Maps** (optional): Students run the same reading process across every subject's textbook, all year. One set of skills, every grade: because instruction starts with the skill rather than with a content level, the strategies students learn here do not get replaced later. They stay the same. What changes is the complexity of the material students are asked to access — and the same strategies scale with them into it. • Nonfiction Notes Map (Social Studies / Science & Math)	**MET — IN THE CURRICULUM**
VOCABULARY (V)			

Gr 5 code	Grade-5 standard and curricular indicators (Nebraska wording, verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
LA.5.V.1	Acquire and use grade-level academic vocabulary appropriately. a. Use context clues (e.g., cause/effect relationships and comparisons in text) to determine the meanings of words and phrases. b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words. c. Determine or clarify the precise meanings or pronunciations of words and phrases using reference materials and classroom resources.	**SOAR 2.0** (book + software): Students work out meaning from context, break words into parts, and consult a reference when both fail. • Chapter 10: How to Read Textbooks & Nonfiction – What to Do When You Come to a Word You Don't Know (p. 103) — context strategies at the point of breakdown – How to Study Vocabulary (p. 103) — the term-study routine • Chapter 15: How to Use Language Resources – (pp. 143–144) — reading a dictionary entry for meaning, usage and pronunciation – Know Your Language! (p. 144) **ELA Maps** (optional): • Nonfiction Notes Map — Key Terms box • Literary Elements Map — the element cards, Tier 1 to Tier 3, as the working academic vocabulary of literary study	**MET — IN THE CURRICULUM**
LA.5.V.2	Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of commonly occurring idioms, adages, and proverbs. c. Demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	**SOAR 2.0** (book + software): Students work through figures of speech directly, naming what each says literally and what it means in context. • Chapter 15: How to Use Language Resources – How to Figure Out Figurative Language (p. 144) — similes, metaphors, idioms and figures of speech – Know Your Language! (p. 144) — synonyms, antonyms and word relationships – (pp. 143–144) **ELA Maps** (optional): • Fiction Story Map — conflict, theme and significance of events • Literary Elements Map — the Diction column, including its Figurative Language category; Tier 1 to Tier 3 cards	**MET — IN THE CURRICULUM**
WRITING (W)			

Gr 5 code	Grade-5 standard and curricular indicators (Nebraska wording, verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
LA.5.W.1	Create grammatically correct multi-paragraph compositions with varied sentence structures. a. Apply knowledge of rules for capitalization; use underlining, quotation marks, or italics to indicate titles of works. b. Use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question, and to indicate direct address. c. Explain the function of and use frequently occurring interjections, verb tenses (e.g., perfect), and correlative conjunctions. d. Distinguish between and use types of adjectives (e.g., comparative, superlative). e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.	**SOAR 2.0** (book + software): Students run the Revising & Editing Checklist over their own draft and repair conventions before submitting. • Chapter 13: How to Write Papers — Revising & Editing Checklist (p. 133) • Chapter 15: How to Use Language Resources – (pp. 143–144) – Capitalization, Punctuation & Spelling (p. 143) – Most Common Language Errors (p. 143) — fragments, run-ons and tense shifts **ELA Maps** (optional): • Writing Roadmap — the Composition REDecoder (p. 3) and the Punctuation REDecoder (p. 4), the revising and editing passes students run over their own writing	MET — IN THE CURRICULUM
LA.5.W.2	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline. a. Use prewriting activities and resources to plan, organize, and draft writing. b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers. d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers. e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols). f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	**SOAR 2.0** (book + software): Students plan on the Writing & Speaking Model, build on the 3-D Organizer, then revise and edit against the Checklist. • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model (p. 88) — purpose, topic, audience and role before drafting • Chapter 13: How to Write Papers – (pp. 124–136) — the full process – Revising & Editing Checklist (p. 133) – 3-D Organizer e-Version (p. 136) — the digital publishing tool **ELA Maps** (optional): • Writing Roadmap — the four-page recursive writing process: Phase 1 Plan, Phase 2 the genre planning guide, Phase 3 Revise with the Composition REDecoder, Phase 4 Edit with the Punctuation REDecoder	MET — IN THE CURRICULUM
LA.5.W.3	Write creative and/or expressive pieces that describe a well-developed event or experience. a. Establish a situation and introduce a narrator and/or characters. b. Use precise words and phrases, descriptive/sensory details, dialogue, and sensory language to convey thoughts, feelings, experiences, and events. c. Use a variety of transitional words and phrases to organize a sequence of events that unfolds naturally. d. Provide a conclusion related to the creative or expressive event or experience.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model (p. 88) • Chapter 13: How to Write Papers — (pp. 124–136) — narrative structure, transitions and conclusions • Chapter 15: How to Use Language Resources — How to Figure Out Figurative Language (p. 144) — sensory and figurative language in the student's own writing **ELA Maps** (optional): Students plan the event on the Writing & Speaking Model, then draft with the orienting, sequencing and closing moves the chapter prompts. • Writing Roadmap (Narrative) — the genre version of the map for creative and expressive writing; p. 2 is the narrative planning guide, pp. 1, 3 and 4 are the same writing process students use for every genre • Literary Elements Map — literary vocabulary, Tier 1 to Tier 3 cards, applied to the student's own draft	MET — IN THE CURRICULUM

Gr 5 code	Grade-5 standard and curricular indicators (Nebraska wording, verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
LA.5.W.4	Write opinion pieces that explain a perspective with supporting reasons and evidence. a. Introduce a topic or text clearly, state an opinion or perspective, and develop a structure in which ideas are grouped logically. b. Use facts and details to support reasons and/or evidence. c. Use words, phrases, and key vocabulary to connect ideas. d. Provide a concluding statement or section related to the perspective.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model (p. 88) • Chapter 13: How to Write Papers – (pp. 124–136) — claim, reasons and evidence – 3-D Organizer (p. 136) — grouping reasons and attaching evidence **ELA Maps** (optional): Students state the opinion, group supporting reasons on the organizer, and attach a fact to each. • Writing Roadmap (Argument) — the genre version of the map for opinion and argument writing; p. 2 is the argument planning guide, pp. 1, 3 and 4 are the same writing process students use for every genre	**MET — IN THE CURRICULUM**
LA.5.W.5	Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information. a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements. b. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic. c. Use linking words and phrases and key vocabulary to connect ideas and categories of information. d. Provide a concluding statement or section related to the information or explanation(s).	**SOAR 2.0** (book + software): • Chapter 13: How to Write Papers – (pp. 124–136) – How to Write a Research Report (pp. 126–136) **ELA Maps** (optional): Students focus the topic, then develop it with facts, definitions and examples gathered onto the organizer. • Writing Roadmap (Expository) — the genre version of the map for informative and explanatory writing; p. 2 is the expository planning guide, pp. 1, 3 and 4 are the same writing process students use for every genre	**MET — IN THE CURRICULUM**

Gr 5 code	Grade-5 standard and curricular indicators (Nebraska wording, verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
LA.5.W.6	Locate and summarize relevant information and evidence from literary and informational text sources to answer questions about a topic. a. Paraphrase information and evidence to support ideas while avoiding plagiarism. b. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings. c. Sort evidence into categories using an appropriate note-taking format to collect and organize information. d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format. e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	**SOAR 2.0** (book + software): • Chapter 11: How to Take & Study Notes — (pp. 105–113) — note formats for sorting evidence into categories • Chapter 13: How to Write Papers – How to Do Online Research & Verify Sources (p. 126) — judging whether a source can be trusted – How to Write a Research Report (pp. 126–136) — numbering and referencing sources; paraphrasing onto the organizer **ELA Maps** (optional): Students verify each source before using it, paraphrase onto the organizer rather than copying, and carry source numbers into the reference list. • Writing Roadmap — Phase 1 Plan (p. 1), where students set the questions the piece has to answer before gathering evidence, and Phase 2 (p. 2), the genre planning guide that determines what evidence the piece needs **Usage note:** Indicator e asks for safe and ethical behavior when communicating digitally. The research chapter already has students judge who published a source and why; extend that one step to their own conduct — before anything is posted, shared or sent, students answer the same two questions about themselves: who can see this, and what would they conclude about me? Use the source-numbering rule as the plagiarism rule out loud: anything traceable to a source carries its number, and anything unnumbered has to be theirs.	**MET — WITH USAGE NOTE**
SPEAKING AND LISTENING (SL)			
LA.5.SL.1	Prepare for and participate in structured discussions and collaborations about 5th grade topics and texts. a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. c. Converse with peers and adults an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning). e. Complete a task following multi-step directions.	**SOAR 2.0** (book + software): Students take notes while listening, ask clarifying questions, and work through structured discussion in every lesson review. • Chapter 9: How to Work With Teachers & Peers — (pp. 90–98) — asking questions, group roles and shared deadlines • Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model (p. 89) — verbal and non-verbal layers of a message • Chapter 11: How to Take & Study Notes — (pp. 105–113) — taking notes while listening • Spiral Reviews & Daily Reviews — see the SOAR Multi-Media Teacher's Guide **ELA Maps** (optional): • Speaking & Listening Map — active listening and clarifying questions	**MET — IN THE CURRICULUM**

Gr 5 code	Grade-5 standard and curricular indicators (Nebraska wording, verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
LA.5.SL.2	Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support themes or central ideas. a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 5th grade texts. b. Convey a perspective with clear reasoning and support. c. Identify the purpose and credibility of information being presented. d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words). e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.	**SOAR 2.0** (book + software): • Chapter 13: How to Write Papers – (pp. 124–136) — building the content of the talk before it is delivered – 3-D Organizer (p. 136) — the tool students use to gather and sequence information for a paper or a presentation without being overwhelmed by it – How to Do Online Research & Verify Sources (p. 126) — indicator c, credibility of what is presented • Chapter 14: How to Give a Presentation – (pp. 137–142) — content, visuals and delivery – How to Strategically Use: Visuals, Props & Digital Media (p. 140) • Exit Presentation — the final assessment; see the SOAR Multi-Media Teacher's Guide **ELA Maps** (optional): Students build and deliver presentations, ending with the Exit Presentation, in which they evidence their learning and explain where it will be useful. • Speaking & Listening Map — content, visuals, delivery **Usage note:** Indicator d asks for sensitivity to word choice, including stereotypes and multiple meanings. Add one rehearsal question and give it to the partner, not the presenter: is there a word here that would land differently on someone in this room than it does on you? Students have already met multiple meanings and connotation in Know Your Language! and How to Figure Out Figurative Language — this applies the same idea to a live audience.	**MET — WITH USAGE NOTE**

NOTES

Claim. The 5th-Grade Literacy Lab — SOAR Learning & Soft Skills (2nd Edition) with the ELA Maps — covers 100% of Nebraska's College and Career Ready Standards for English Language Arts applicable to grade 5: 24 standards met in the curriculum as taught and 4 met with the usage notes printed on their rows.

Where the ELA Maps are required. The Reading Prose and Poetry strand rests on the ELA Maps — chiefly the Fiction Story Map and the Literary Elements Map. On six of its eight standards the Maps are the sole evidence and print as the primary citation. The Maps are part of the 5th-Grade Literacy Lab, not a separate purchase.

Foundations of Reading. LA.5.F.3 (Phonics and Word Analysis) and LA.5.F.4 (Fluency) are met with usage notes, printed in full on their rows. Read them before drawing a conclusion about either one.

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.

Note. Nebraska's Foundations of Reading strand has four standards. Concepts of Print (F.1) and Phonological Awareness (F.2) are mastered at grade 2 and blended into other skills from grade 3 on, so Nebraska prints no grade-5 standard for either; only LA.5.F.3 and LA.5.F.4 appear.

Note. FAMILY OVERLAP WITH 6–12. Grade 5 shares 26 of its 28 standard families with grades 6–12 (RP.1–8, RI.1–8, V.1–2, W.1–6, SL.1–2). The two additions are LA.5.F.3 (Phonics and Word Analysis) and LA.5.F.4 (Fluency). Foundations of Writing (FW) does not appear at grade 5 either — Nebraska ends FW at grade 2. The grades 6–12 correlation is published separately as the Nebraska ELA Grades 6–12 packet.

Source. Nebraska Department of Education, Nebraska's College and Career Ready Standards for English Language Arts, approved by the Nebraska State Board of Education 2021-09-02. Grade 5 section, pp. 64–72. Codes, standard text and curricular indicators extracted verbatim.

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.