ALIGNMENT

2021 Oklahoma 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 2021 Oklahoma Academic Standards for English Language Arts applicable to grade 5: 38 MET — IN THE CURRICULUM, 20 MET — WITH USAGE NOTE. Two foundational strands — Phonological Awareness and Phonics and Word Study — carry no grade 5 objective; Oklahoma points both to earlier-grade expectations, and they are marked not applicable.

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 foundational spelling and fluency rows. Sixteen rows mark the **ELA Maps (required)**: the Maps are part of the evidence there, not an add-on, and two literature rows, 5.3.R.2 and 5.3.R.3, rest on the Maps alone. Lines marked **ELA Maps (optional)** are additional correlation and are never the sole evidence for a row. The 5-Minute Fast-Write on 5.2.PC and 5.8.W is available upon request; those rows say how to get it. Each row names the chapter or map *and the section inside it*, never a title alone.

ABOUT THIS DOCUMENT

Oklahoma's 2021 standards for English Language Arts are organized around eight standards. At grade 5, Standard 2 appears twice — Reading and Writing Foundations, then Reading and Writing Process — and each prints as its own band here. This document correlates every grade-5 objective: 58 coded objectives, each printed in Oklahoma's own wording with the code an Oklahoma district uses (5.2.R.1, for example). Two more rows, Phonological Awareness and Phonics and Word Study, carry no grade-5 code; Oklahoma prints review language for them instead, and they are kept to show the framework is read closely.

HOW TO READ THIS CORRELATION

Every row tells you where. **MET — IN THE CURRICULUM** means the printed chapters and tools satisfy the objective as taught. **MET — WITH USAGE NOTE** means the objective 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 Oklahoma does not set a grade-5 objective for that strand, so there is nothing to correlate; the row is not counted in the claim. An **interpretation note** records how Oklahoma itself scopes an objective. 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	Oklahoma objective (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
STANDARD 1: LISTENING AND SPEAKING			
5.1.L.1	Students will actively listen using agreed-upon discussion rules with awareness of verbal and nonverbal cues.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model — the routine for listening to understand rather than to wait for a turn • Chapter 9: How to Work With Teachers & Peers — the norms that make a discussion work **ELA Maps** (optional): • Speaking & Listening Map – Interpersonal Communication, Actively Listen: eye contact, open arms, avoid interrupting, "Is there more?", and respond with sincerity by repeating in your own words or asking a clarifying question; the Map states that body language and tone-of-voice carry 93% of the message, which is the nonverbal half of this objective – How to Work with a Group: Emotional Safety, and Ten Ways to Manage Group-Work #5, put the group's agreed roles and method in writing and share them	**MET — IN THE CURRICULUM**

Code	Oklahoma objective (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
5.1.L.2	Students will actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model — interpreting a speaker's message rather than transcribing it **ELA Maps** (optional): • Speaking & Listening Map – Interpersonal Communication, Actively Listen: "Is there more?", clarifying questions, and repeating the message in your own words to confirm you have it right – The Invisible Layers of Communication, which separates what a speaker literally said from the intentions, values and needs behind it, so a student can ask about purpose rather than guess at it – Formal Listening, "Need Clarification? Afraid to Ask Your Teacher?": a script for asking the clarifying question	**MET — IN THE CURRICULUM**
5.1.S.1	Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.	**SOAR 2.0** (book + software): • Chapter 9: How to Work With Teachers & Peers — How to Collaborate With Groups Effectively — dividing a project into steps, assigning each to a member, and setting a deadline for each **ELA Maps** (optional): • Speaking & Listening Map — How to Work with a Group: Emotional Safety, named as the single largest factor in a group's success; Ten Ways to Manage Group-Work #3 roles and deadlines, #5 put them in writing and share them, #8 beware of group-think — if you disagree, say so politely, and #10 celebrate success	**MET — IN THE CURRICULUM**
5.1.S.2	Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking 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** (required): • Literary Elements Map — Book Club discussion is the Map's assessed layer: students hold a substantive conversation about what they have read, defending each card placement against the passage that supports it. Several placements are defensible, so the work is naming evidence and arguing an interpretation out loud • Fiction Story Map — 04 At the End of Each Chapter, whose Significance column gives every student a prepared contribution to bring to the discussion	**MET — IN THE CURRICULUM**
5.1.S.3	Students will give formal and informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.	**SOAR 2.0** (book + software): • Chapter 14: How to Give a Presentation • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model — organizing what you intend to say before you say it **ELA Maps** (optional): • Speaking & Listening Map — Formal Speaking: Giving a Presentation, The Content, step 1 (identify topic, audience, angle and purpose) through step 6; The Delivery, eight practice steps including out loud standing with visuals, with variety, for timing with planned pauses, mastering the opening, and a recovery script for mistakes	**MET — IN THE CURRICULUM**

Code	Oklahoma objective (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
STANDARD 2: READING AND WRITING FOUNDATIONS			
—	Students will continue to review and apply earlier grade-level expectations for this standard. If phonological skills are not mastered, students will address skills from previous grades.	(No Grade 5 objective. Oklahoma prints review-and-remediate language for this strand instead of a coded objective.) **Miscue Analysis**: • Phonological awareness is foundational to reading, and Oklahoma asks here only that earlier-grade expectations be reviewed and, where not mastered, addressed from previous grades • The Miscue Analysis is the instrument that tells a teacher which students that applies to: it distinguishes a true decoding gap from a meaning-making gap, so remediation is aimed at the right one. Teacher training video: “How to Decode Your Child/Teen’s Reading ‘Mistakes’” — https://www.youtube.com/watch?v=nriyfhxXUVU • Where a genuine phonological gap is identified, it is referred to proper support. SOAR supplies the meaning-making strategies that fifth-grade readers need alongside it	N/A (PER THE STANDARDS)
5.2.PC	Students will correctly form words in print and cursive and use appropriate spacing for letters, words, and sentences.	**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:** Oklahoma names both print and cursive. 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, then switch. Assess spacing on the reread: before starting a new entry, students read their previous entry aloud, and whatever they cannot read back is where letter, word or sentence spacing broke down. Letter formation itself is taught elsewhere; what the Fast-Write builds is the speed, spacing and legibility that make a known script usable.	MET — WITH USAGE NOTE
—	Students will continue to review and apply earlier grade-level expectations for this standard. If phonics and word study skills are not mastered, students will address skills from previous grades.	(No Grade 5 objective. Oklahoma prints review-and-remediate language for this strand instead of a coded objective.) **Miscue Analysis**: • Phonics and word study are foundational to reading, and Oklahoma asks here only that earlier-grade expectations be reviewed and, where not mastered, addressed from previous grades • The Miscue Analysis is the instrument that tells a teacher which students that applies to. By fifth grade most fluency trouble is not missing phonics knowledge but over-application of phonics rules to the words that break them, which is a meaning-making problem rather than a decoding one. The Miscue Analysis identifies which of the two is at work. Teacher training video: “How to Decode Your Child/Teen’s Reading ‘Mistakes’” — https://www.youtube.com/watch?v=nriyfhxXUVU • Where a genuine decoding gap is found, it is referred to proper support; outside resources for phonics remediation are plentiful. SOAR supplies the meaning-making strategies that fifth-grade readers need alongside it	N/A (PER THE STANDARDS)

Code	Oklahoma objective (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
5.2.SE.1	Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills: • letter-sound correspondences • all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources — Capitalization, Punctuation, & Spelling (Book Bonus download) • Chapter 13: How to Write Papers — Revising & Editing Checklist (p. 133) **ELA Maps** (optional): • Writing Roadmap — Phase 4: Edit, which the Map defines as the pass that focuses on punctuation and spelling; Punctuation REDecoder (Phase 4), items 1–12, worked against the student's own draft **Miscue Analysis**: • Distinguishes a true decoding or encoding gap from a meaning-making gap, establishing which kind of support is needed. Teacher training video: "How to Decode Your Child/Teen's Reading 'Mistakes'" — https://www.youtube.com/watch?v=nriyfhxXUVU **Usage note:** Run spelling correction where students already do it — on the Phase 4 edit of their own drafts, not on isolated word lists. Keep a running personal list of each student's own misspellings drawn from those edits, since the words a student actually reaches for are the ones worth the instruction. Letter-sound correspondences and the syllable types Oklahoma lists are phonics, a foundational skill this objective names directly. By fifth grade, a repeated spelling error is often a phonics rule over-applied to a word that breaks it; where the same error pattern repeats across three pieces, run the Miscue Analysis before reteaching. 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**
5.2.SE.2	Students will use structural analysis to correctly spell the following parts of words: • contractions • abbreviations • common spelling rules related to adding prefixes and suffixes	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources – "Don't Know a Word?" — step 2, take the word apart into its prefixes, roots and suffixes, which is the structural analysis this objective asks students to spell from – Capitalization, Punctuation, & Spelling (Book Bonus download) **ELA Maps** (optional): • Writing Roadmap — Punctuation REDecoder (Phase 4), item 1: apostrophes with possessives, including it's / its, which is the contraction half of this objective; Phase 4: Edit, the pass that focuses on punctuation and spelling **Usage note:** Students already take words apart to find meaning in Chapter 15. Run the same move in reverse once a week on their own draft: take three misspelled words, rebuild each from its root plus the affix that was added, and say which spelling rule the addition triggered. Keep a running class list of contractions and abbreviations encountered in the current text, and check the draft against that list during the Phase 4 edit.	**MET — WITH USAGE NOTE**

Code	Oklahoma objective (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
5.2.F.1	Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction — the comprehension strategies that build word recognition in context, which is where automaticity develops for a fifth-grade reader **Miscue Analysis**: • Determines whether a genuine word-recognition gap is present, or whether the difficulty is meaning-making — by fifth grade the cause is more often over-application of phonics rules to the words that break them than missing phonics knowledge. Teacher training video: "How to Decode Your Child/Teen's Reading 'Mistakes'" — 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, and sight words are not taught in isolation in the Literacy Lab. Build automaticity on text the student has already worked through with the Chapter 10 strategies rather than on cold reads — the second and third pass over a familiar passage is where recognition speed grows. Keep a short per-student list of the irregular words that actually caused a stumble, drawn from the Miscue Analysis rather than from a general sight-word list, and revisit those words in context across the following week. Where a real gap is found, refer the student to targeted support; that referral is the correct response, not a shortfall.	**MET — WITH USAGE NOTE**
5.2.F.2	Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction — the comprehension strategies that produce reading with expression, since expression follows understanding rather than preceding it **Miscue Analysis**: • Identifies which signal system is producing the fluency gap, so remediation targets the cause rather than the symptom. Teacher training video: "How to Decode Your Child/Teen's Reading 'Mistakes'" — 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. Oklahoma asks for expression "that connotes comprehension," which has to be heard to be assessed. Once a week, have students read aloud a short passage they have already worked through with the Chapter 10 strategies — never a cold read — and mark the two or three places where phrasing or emphasis shows they understood the sentence. Where expression stays flat on a passage the student can explain, run the Miscue Analysis to find out which system is breaking down; where a real gap is found, refer the student to targeted support — the correct response, not a shortfall.	**MET — WITH USAGE NOTE**

Code	Oklahoma objective (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
STANDARD 2: READING AND WRITING PROCESS			
5.2.R.1	Students will explain how key supporting details support the main idea of a text.	**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 Concept Map is built out from the chapter or unit title at its center, and every concept must end with a labeled primary and a labeled secondary connection, which is the supporting-detail-to-main-idea relationship drawn rather than asserted – Layer 3 End of Daily Reading: write your own quiz questions in the left margin, 2–5 per page, each answerable from the text	MET — IN THE CURRICULUM
5.2.R.2	Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction **ELA Maps** (required): • Fiction Story Map — 01 Before Reading: Genre, Story Line, and Style of Language (Modern / "Old-fashioned"), recorded from the details a reader can gather before starting **ELA Maps** (optional): • Nonfiction Notes Map — Layer 1 Before Reading, Step 4: Select Your "During Reading" Map, where the student chooses between the Descriptive and Chronological routes on the evidence of what kind of text is in front of them **Usage note:** Poetry is not taught by name in the Literacy Lab; the teacher supplies the poems. Oklahoma asks students to distinguish fiction, poetry and nonfiction by their details. Run the Before Reading panel of the Fiction Story Map on one text from each of the three genres in the same week. The panel is built for fiction, so the comparison is in what fills and what will not: which fields a poem leaves empty, which a nonfiction article cannot answer, and what each student had to reach for instead. Students name the genre last, from the pattern of filled and empty fields rather than from the label on the cover.	MET — WITH USAGE NOTE
5.2.R.3	Students will summarize and sequence the important events of a story.	**ELA Maps** (required): • Fiction Story Map – 04 At the End of Each Chapter: the Timeline of Events, Dialogue and Revelations table, each entry logged with its Significance – 05 After Reading, Story Structure: Plot Diagram, with each circle coded Exposition → Inciting Action → Rising Actions → Plot Twist(s) → Climax → Falling Action(s) → Resolution, which is the sequencing half of this objective – 05 After Reading: Objective Summary of Theme, with the Paragraph Outline scaffold (intro sentence → three supporting details → concluding restatement), which is the summarizing half **SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction — "Additional Tips for Literature/Fiction"	MET — IN THE CURRICULUM

Code	Oklahoma objective (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
5.2.R.4	Students will summarize facts and details from an informational text.	**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 4 End of the Unit or Book: the Book Review synthesis — title and author, general topic and specific angle, and three things you learned – Layer 3 End of Daily Reading: rereading the notes and drawing the additional connections that turn a page of facts into a summary	**MET — IN THE CURRICULUM**
5.2.W.1	Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.	**SOAR 2.0** (book + software): • Chapter 13: How to Write Papers – How to Write a Research Report (pp. 126–136) – the 3-D Organizer — one pocket per guiding question, sequenced into a logical order before drafting, so organization is built rather than repaired **ELA Maps** (optional): • Writing Roadmap – Phase 1: Plan, A. THE WHY (purpose, topic, intended audience, angle, role) and B. THE OUTCOME (what questions should my paper answer; each guiding question needs three to four answers) – p. 2, the Writing Planning Guide, which changes with the genre and so serves all three modes Oklahoma names here; Phase 2: Write	**MET — IN THE CURRICULUM**
5.2.W.2	Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).	**SOAR 2.0** (book + software): • Chapter 13: How to Write Papers — Revising & Editing Checklist (p. 133) **ELA Maps** (optional): • Writing Roadmap – Phase 3: Revise, Improve, Conference, with a minimum 24-hour break before the pass and a self-review before conferencing – Composition REDecoder (Phase 3), codes E–I: topic sentence, related sentences in logical order, specific examples supporting generalizations, transition words, and a sentence that signals the conclusion; codes J–N for multi-paragraph coherence	**MET — IN THE CURRICULUM**
5.2.W.3	Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.	**SOAR 2.0** (book + software): • Chapter 13: How to Write Papers — Revising & Editing Checklist (p. 133) • Chapter 15: How to Use Language Resources – Capitalization, Punctuation, & Spelling (Book Bonus download) – the reference-use half of “using resources as needed” **ELA Maps** (optional): • Writing Roadmap – Phase 4: Edit, defined on the Map as the pass that focuses on punctuation and spelling, with one or two other readers asked to review – Punctuation REDecoder (Phase 4), items 1–12, covering end punctuation, capitalization (a–f) and commas (a–i) among others	**MET — IN THE CURRICULUM**

Code	Oklahoma objective (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
5.2.W.4	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).	**SOAR 2.0** (book + software): • Chapter 13: How to Write Papers – 3-D Organizer e-Version (p. 136) – How to Write an Email (Book Bonus download, referenced at p. 136) — publishing to a real, named reader **ELA Maps** (optional): • Writing Roadmap – Phase 5: "Publish," the final review that asks whether the piece makes sense and whether everything required was included – Phase 6: The Retrospective — what went well, what did not, what to do differently next time	MET — IN THE CURRICULUM
STANDARD 3: CRITICAL READING AND WRITING			
5.3.R.1	Students will determine the author's purpose (i.e., entertain, inform, persuade), and draw conclusions to determine if the author's purpose was achieved.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model • Chapter 10: How to Read Textbooks & Nonfiction **ELA Maps** (required): • Literary Elements Map — the Author's Purpose row (Persuade / Inform / Entertain), with Tone and Mood beneath it, placed and defended against the passage that supports it **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 from most to least likely — Persuade, Inform, Entertain, Other – Layer 4 End of the Unit or Book: "In your opinion, did the author present convincing evidence to support his/her claim? Why/why not?", which is the draw-conclusions-about-whether-the-purpose-was-achieved half of this objective	MET — IN THE CURRICULUM
5.3.R.2	Students will determine whether a grade-level literary text is narrated in first- or third-person point of view (limited and omniscient) and describe its effect.	**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 evidence of a perspective different from the primary character or narrator • Literary Elements Map — the Point-of-View row, worked across the Diction, Syntax and Structure columns **Usage note:** Oklahoma asks for the narrator to be named precisely — first person, or third person limited, or third person omniscient. When students fill the Point-of-View field on the Fiction Story Map, require the label and the proof: the sentence that shows whose thoughts the reader is allowed inside. A student who can only reach one character's thoughts has found limited; one who reaches several has found omniscient. Where the (P) Perspective code is used later in the story, students say whether the shift changed what the reader is able to know.	MET — WITH USAGE NOTE

Code	Oklahoma objective (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
5.3.R.3	Students will determine how literary elements contribute to the meaning of a literary text: • setting • plot • characters (i.e., protagonist, antagonist) • characterization • conflict • theme	**ELA Maps** (required): • Fiction Story Map – 01 Before Reading: Setting: Time Period and Setting: Location(s); 03 During Reading: the Characters and Locations panels, tracking relationships and drawing connections across characters, locations and timeline details – 05 Story Coding: (P) Protagonist(s) and (A) Antagonists, (D) Dynamic and (S) Static character codes, and the (CD) Character Development code, which is the characterization bullet – 05 After Reading: Story Structure: Plot Diagram; Conflict Analysis (Person vs. Person / Society / Self / Fate — circle the most prominent and explain your rationale); Objective Summary of Theme • Literary Elements Map — the Setting, Character Development (PAIRS: physical description · actions and attitudes · inner thoughts · reactions · speech), Plot Development and Theme/Motif rows, each worked across the Diction, Syntax and Structure columns so students name how the author built the element rather than only that it is present	**MET — IN THE CURRICULUM**
5.3.R.4	Students will determine how literary devices contribute to the meaning of a text: • imagery • metaphor • idiom • personification • hyperbole • simile • alliteration • onomatopoeia	**ELA Maps** (required): • Literary Elements Map — the Diction column (word choice) and its three categories: Figurative Language, Imagery, and Sound + Voice. Every device Oklahoma names at this objective is a card in that column — imagery, metaphor, idiom, personification, hyperbole and simile under Figurative Language and Imagery, and alliteration and onomatopoeia under Sound + Voice. Each card a student places has to be pinned to the passage where the author used it and defended out loud, so the work is explaining what the device did to the meaning rather than labeling it • Fiction Story Map — 05 Story Coding: the (M/T) Mood/Tone code, which marks where a device changed how the passage feels **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)	**MET — IN THE CURRICULUM**
5.3.R.5	Students will analyze ideas in one or more texts, providing textual evidence to support their inferences.	**ELA Maps** (required): • Fiction Story Map – 05 Story Coding: the (I) Inference code, which marks an interpretation the text does not state explicitly, and the (Th) Theme code for each detail that supports it – 04 At the End of Each Chapter: the Significance column, where each logged event, conversation and revelation is tied to why it matters – 05 After Reading: Objective Summary of Theme, whose Paragraph Outline requires three supporting details, each answering “Why is this a good example?” **SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction — the questioning routine that produces the evidence an inference is built on	**MET — IN THE CURRICULUM**

Code	Oklahoma objective (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
5.3.R.6	Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction • Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model • Chapter 13: How to Write Papers — How to Do Online Research & Verify Sources (Book Bonus download, referenced at p. 126) — finding trusted sources online and checking them before their information is used **ELA Maps** (optional): • Nonfiction Notes Map – Layer 4 End of the Unit or Book, Argumentative Book analysis: the author's primary argument, the three points presented to support it, how rhetoric and organization were used, and "In your opinion, did the author present convincing evidence to support his/her claim? Why/why not?" – Layer 1 Before Reading, Step 3 Evaluate the Author **Usage note:** Fact and opinion are not taught by name in the Literacy Lab. Add the label to the reading students already do: on one page of an informational text, students mark each claim F (it can be checked) or O (a judgment someone could disagree with), then name the reason or fact the author gives behind each opinion and say whether it holds up.	**MET — WITH USAGE NOTE**
5.3.R.7	Students will distinguish the structures of informational texts: • compare/contrast • cause/effect • problem/solution • description • sequential	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction — previewing headings and sub-headings to see how a text is put together before reading it • Chapter 11: How to Take & Study Notes **ELA Maps** (optional): • Nonfiction Notes Map – Layer 1 Before Reading, Step 4: Select Your "During Reading" Map, which asks the student to decide from the text itself whether it is descriptive or chronological – Layer 2 During Reading: the Event Map, which orders dates earliest-left to latest-right with people above the line and places below, for sequential and cause/effect texts; the Concept Map, built from the title outward with a labeled primary and secondary connection for every concept, for descriptive and compare/contrast texts **Usage note:** The Notes Map offers two routes where Oklahoma names five structures. Have students choose their route as printed, then write one sentence naming which of Oklahoma's five they think they are looking at and what in the text told them — a signal word, a heading pattern, or the shape of the paragraph. Problem/solution and compare/contrast are the two that need the extra sentence, because both can run through either Map.	**MET — WITH USAGE NOTE**

Code	Oklahoma objective (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
5.3.W.1	Students will compose narratives reflecting real or imagined experiences that: • include plots with a climax and resolution • include developed characters who overcome conflicts and use dialogue • use a consistent point of view • unfold in chronological sequence • use sentence variety, sensory details, and vivid language to create interest • model literary elements and/or literary devices from mentor texts	**SOAR 2.0** (book + software): • Chapter 13: How to Write Papers • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model **ELA Maps** (required): • Fiction Story Map — used on a mentor text first, so the elements and devices students are asked to model here have been named in someone else's writing before they attempt them in their own **ELA Maps** (optional): • Writing Roadmap (Narrative) — p. 2, the Writing Planning Guide: A characters · B main conflict, climax and resolution · C theme ("Why is this story important to share?") · 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 • Writing Roadmap — 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; Style elements codes O–T for the five senses, show rather than tell, and descriptive verbs	**MET — IN THE CURRICULUM**
5.3.W.2	Students will compose informative essays that • introduce and develop a topic • incorporate evidence (e.g., specific facts, examples, charts, and graphs) • maintain an organized structure with transitional words and phrases • use sentence variety and word choice to create interest • model literary devices from mentor texts	**SOAR 2.0** (book + software): • Chapter 13: How to Write Papers — How to Write a Research Report (pp. 126–136); the 3-D Organizer, where evidence is collected and each source numbered before drafting **ELA Maps** (optional): • Writing Roadmap (Expository) — p. 2, the Writing Planning Guide: pockets A–F for body paragraphs, G for the introductory paragraph "The Lede" with its nine lede types, and H for the concluding paragraph; center panel "What Is Your Topic & Angle?" • Writing Roadmap — Composition REDecoder (Phase 3), codes E–I for transitions and logical order, J–N for multi-paragraph structure, O–T for sentence variety and word choice, and U–Y for expository voice: avoid rhetorical questions, avoid unsure language, and provide background rather than assuming prior knowledge	**MET — IN THE CURRICULUM**
5.3.W.3	Students will write opinion essays that: • introduce a topic and state a clear opinion • incorporate relevant, text-based evidence to support the opinion • use sentence variety and word choice to create interest • organize writing in a logical sequence with 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 — How to Write a Research Report (pp. 126–136); the 3-D Organizer, one pocket per guiding question with every source numbered, so each reason behind the opinion arrives with its evidence **ELA Maps** (optional): • Writing Roadmap (Argument) — p. 2, the Writing Planning Guide, with the guiding questions the piece must answer and three to four answers behind each • Writing Roadmap — Composition REDecoder (Phase 3), codes U–Y: for arguments, defend opinions with facts and evidence; avoid rhetorical questions and unsure language; provide background rather than assuming prior knowledge. Codes E–I supply the transitional words and logical sequence Oklahoma names	**MET — IN THE CURRICULUM**

Code	Oklahoma objective (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
STANDARD 4: VOCABULARY			
5.4.R.1	Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction — How to Study Vocabulary (p. 103) • Chapter 15: How to Use Language Resources — “Don’t Know a Word?” (p. 144): use context clues, take the word apart, look it up **ELA Maps** (required): • Literary Elements Map — the Diction column carries analogy as a named Figurative Language concept, placed against the passage where the author used it **Usage note:** Analogy is taught on the Literary Elements Map; synonyms, antonyms, homophones and homographs are not taught by name in the Literacy Lab. Add three columns to the vocabulary entry students already make — a synonym, an antonym, and a same-sound-or-same-spelling twin where one exists. The twin column is where homophones and homographs get caught, and where a student who writes none for a word has to say why not.	**MET — WITH USAGE NOTE**
5.4.R.2	Students will use context clues to clarify the meaning of 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 (p. 103) • Chapter 15: How to Use Language Resources — “Don’t Know a Word?” — step 1, use context clues **ELA Maps** (required): • Fiction Story Map — 02 During Reading: the Unfamiliar Words & Phrases table (Word/Phrase · pg# · Meaning): “To find the meaning, use context clues or look up the word/phrase. Record the meaning using as few key words/synonyms as possible.” Overflow printable on p. 5 **ELA Maps** (optional): • Nonfiction Notes Map — Layer 2 During Reading: the Key Terms panel (Social Studies edition)	**MET — IN THE CURRICULUM**
5.4.R.3	Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources — “Don’t Know a Word?” — step 2, take the word apart into prefixes, roots and suffixes • Chapter 10: How to Read Textbooks & Nonfiction — How to Study Vocabulary (p. 103) **ELA Maps** (required): • Fiction Story Map — 02 During Reading: the Unfamiliar Words & Phrases table, where the word-parts route is one of the ways a student resolves an entry before recording the meaning	**MET — IN THE CURRICULUM**

Code	Oklahoma objective (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
5.4.R.4	Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources – (pp. 143–144) — the language resources people reach for in college and the workplace when they meet a language question – "Don't Know a Word?" — step 3, look it up – How to Learn Academic and "Domain-Specific" Words • Chapter 10: How to Read Textbooks & Nonfiction — What to Do When You Come to a Word You Don't Know (p. 103), step 3: look it up **ELA Maps** (required): • Fiction Story Map — 02 During Reading: the Unfamiliar Words & Phrases table, where looking the word up is a printed option and the meaning is recorded in as few key words or synonyms as possible	**MET — IN THE CURRICULUM**
5.4.R.5	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.	**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 **ELA Maps** (required): • Fiction Story Map — 02 During Reading: the Unfamiliar Words & Phrases table, where students independently resolve an unknown term and record it in their own words **ELA Maps** (optional): • Nonfiction Notes Map — Layer 2 During Reading: the Key Terms panel (Social Studies edition); the Concept Map for mathematics and science vocabulary (Science & Math edition)	**MET — IN THE CURRICULUM**
5.4.W.1	Students will use grade-level vocabulary in writing to clearly communicate ideas.	**SOAR 2.0** (book + software): • Chapter 13: How to Write Papers • Chapter 15: How to Use Language Resources — Know Your Language! (p. 144) — using language effectively across settings **ELA Maps** (optional): • Writing Roadmap — Composition REDecoder (Phase 3), codes A–D: complete sentences, descriptive adjectives and adverbs, and varied sentence length; Style elements codes O–T: remove unnecessary words, use active voice, choose descriptive verbs and avoid clichés and slang	**MET — IN THE CURRICULUM**

Code	Oklahoma objective (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
5.4.W.2	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources – How to Figure Out Figurative Language (p. 144) – Know Your Language! (p. 144) **ELA Maps** (required): • Literary Elements Map — the Diction column, where students see precise and vivid word choice named as a set of moves an author makes on purpose, then argue why each one was chosen **ELA Maps** (optional): • Writing Roadmap – Phase 1: Plan, A. THE WHY, which fixes intended audience, angle and role before a word is drafted, so "the intended mode and effect on the audience" is a decision the student has already recorded – Composition REDecoder (Phase 3), Style elements codes O–T: the five senses, show rather than tell, descriptive verbs, avoid clichés and slang, and emphatic words placed at the end of a sentence	**MET — IN THE CURRICULUM**
STANDARD 5: LANGUAGE			
5.5.R.1	Students will recognize simple, compound, and complex (i.e., independent and dependent clauses) sentences.	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources — Know Your Language! (p. 144), which names this skill as syntax **ELA Maps** (optional): • Writing Roadmap — Composition REDecoder (Phase 3), codes A–D: complete sentences, and varied sentence length and sound built with prepositions, conjunctions, and clauses placed before and after the core sentence — which is the independent-and-dependent-clause distinction Oklahoma names, worked as a craft move **Usage note:** The REDecoder builds sentence variety without asking students to name what they built. Add the naming step: when a student applies code C or D to a sentence in the text they are reading or in their own draft, they label it simple, compound or complex and underline the dependent clause where there is one. Two sentences per page is enough to make the classification routine.	**MET — WITH USAGE NOTE**

Code	Oklahoma objective (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
5.5.R.2	Students will recognize and explain the impact on meaning of parts of speech in sentences: • nouns • verb tense to identify settings, times, sequences, and conditions • subject and verb agreement • adjectives • prepositional phrases • intensive pronouns and their antecedents • coordinating conjunctions • adverbs • interjections	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources – Grammar Symbols (Book Bonus download, referenced at p. 143) — simple symbols for the parts of speech – Most Common Language Errors (Book Bonus download) – Know Your Language! (p. 144) **ELA Maps** (optional): • Writing Roadmap – Composition REDecoder (Phase 3), codes A–D, which work through descriptive adjectives and adverbs, and sentence length and sound varied with prepositions, conjunctions and interjections – Punctuation REDecoder (Phase 4): pronoun-antecedent agreement in gender, person and number, and consistent verb tense **Usage note:** Subject-verb agreement and intensive pronouns are not taught by name in the Literacy Lab. Oklahoma asks for the impact on meaning, not the label. Where the REDecoder has students add or vary a part of speech, add one question — read the sentence with the change and without it, and say in a few words what changed for the reader. Verb tense is the clearest case to start with, since Oklahoma ties it to settings, times, sequences and conditions: change the tense of one sentence in the current text and have students say what moved.	**MET — WITH USAGE NOTE**
5.5.W.1	Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources — Know Your Language! (p. 144), which names this skill as syntax • Chapter 13: How to Write Papers **ELA Maps** (optional): • Writing Roadmap – Composition REDecoder (Phase 3), codes A–D: complete sentences, descriptive adjectives and adverbs, sentence length varied with prepositions and conjunctions, and sentence sound varied with clauses placed before and after the core sentence – Composition REDecoder (Phase 3), Style elements code Q: compound sentences used deliberately for cadence **Usage note:** Composing the three sentence types is already what codes A–D ask for; naming them is the part Oklahoma adds. On the Phase 3 revising pass, have students mark one sentence of each type in their own draft — simple, compound, complex — and rewrite any paragraph that turns out to hold only one type.	**MET — WITH USAGE NOTE**

Code	Oklahoma objective (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
5.5.W.2	Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources – Grammar Symbols (Book Bonus download, referenced at p. 143) — simple symbols for the parts of speech – Most Common Language Errors (Book Bonus download) **ELA Maps** (optional): • Writing Roadmap – Composition REDecoder (Phase 3), codes A–D: descriptive adjectives and adverbs, and sentence length and sound varied using prepositions, conjunctions and interjections — the exact parts of speech Oklahoma lists, cited as the clarity-and-variety moves this objective asks for – Punctuation REDecoder (Phase 4): pronoun-antecedent agreement in gender, person and number	MET — IN THE CURRICULUM
5.5.W.3	Students will recognize and correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and inappropriate shifts in pronoun number and person.	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources — 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), code A: complete sentences, which is the run-on check – Punctuation REDecoder (Phase 4): consistent person, consistent verb tense, and pronoun-antecedent agreement in gender, person and number — which covers the tense-shift and pronoun-shift halves of this objective directly – Phase 3: Revise, Improve, Conference, where the coded feedback comes back from a helper and then the teacher, so students correct rather than only recognize **Usage note:** Run-ons, tense shifts and pronoun shifts are coded on the REDecoders as cited. Subject-verb agreement is not taught by name in the Literacy Lab. Catch it in the editing pass: when a verb sounds wrong, students underline the subject, say the subject and verb together aloud, and correct the verb to match.	MET — WITH USAGE NOTE
5.5.W.4	Students will write using correct capitalization mechanics. Grade of Mastery: 4	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources — Capitalization, Punctuation, & Spelling (Book Bonus download) • Chapter 13: How to Write Papers — Revising & Editing Checklist (p. 133) **ELA Maps** (optional): • Writing Roadmap — Punctuation REDecoder (Phase 4), item 4 (a–f): the first word of a sentence, proper nouns, titles, the first word of a quotation, days, months and holidays, and named time periods **Interpretation note:** Oklahoma marks this objective Grade of Mastery: 4, so grade 5 is maintenance: the capitalization items run on every piece as part of the Phase 4 edit.	MET — IN THE CURRICULUM

Code	Oklahoma objective (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
5.5.W.5	Students will write using correct end mark mechanics. Grade of Mastery: 4	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources — Capitalization, Punctuation, & Spelling (Book Bonus download) • Chapter 13: How to Write Papers — Revising & Editing Checklist (p. 133) **ELA Maps** (optional): • Writing Roadmap — Punctuation REDecoder (Phase 4), item 3: end with a period, question mark or exclamation mark **Interpretation note:** Oklahoma marks this objective Grade of Mastery: 4, so grade 5 is maintenance: the end-punctuation item runs on every piece as part of the Phase 4 edit.	**MET — IN THE CURRICULUM**
5.5.W.6	Students will use the correct forms of it's/its, you're/your, and they're/there/their.	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources — Most Common Language Errors (Book Bonus download) **ELA Maps** (optional): • Writing Roadmap — Punctuation REDecoder (Phase 4), item 1: apostrophes with possessives, including it's / its, which is the first of the three pairs Oklahoma names **Usage note:** The REDecoder names it's / its directly; you're / your and they're / there / their are not coded. Add the other two pairs to the same item as a standing three-pair check on the Phase 4 edit — it's/its, you're/your, they're/there/their — since all three fail for the same reason: a contraction mistaken for a possessive. Students who miss one usually miss all three.	**MET — WITH USAGE NOTE**
5.5.W.7	Students will use commas to separate individual words in a series, to indicate dialogue, and to separate the independent and dependent clauses in a complex sentence.	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources — Capitalization, Punctuation, & Spelling (Book Bonus download) • Chapter 13: How to Write Papers — Revising & Editing Checklist (p. 133) **ELA Maps** (optional): • Writing Roadmap — Punctuation REDecoder (Phase 4): commas, items a–i, covering FANBOYS, introductory clauses, mid-sentence dependent clauses, direct-quotation explainers, interjections, and an unnecessary-comma code — which carries the series, dialogue and complex-sentence uses Oklahoma names here	**MET — IN THE CURRICULUM**
5.5.W.8	Students will use a colon to introduce a list.	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources — Capitalization, Punctuation, & Spelling (Book Bonus download) **ELA Maps** (optional): • Writing Roadmap — Punctuation REDecoder (Phase 4): colons	**MET — IN THE CURRICULUM**

Code	Oklahoma objective (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
5.5.W.9	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources — Capitalization, Punctuation, & Spelling (Book Bonus download) **ELA Maps** (optional): • Writing Roadmap — Punctuation REDecoder (Phase 4): quotation marks; commas, dashes and parentheses for inserted information; and title formatting — major works italicized or underlined, minor works in quotation marks, unpublished titles capitalized only, which is the titles-of-works use Oklahoma names	MET — IN THE CURRICULUM
5.5.W.10	Students will use underlining or italics to indicate titles of works.	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources — Capitalization, Punctuation, & Spelling (Book Bonus download) **ELA Maps** (optional): • Writing Roadmap — Punctuation REDecoder (Phase 4): title formatting — major works italicized or underlined, minor works in quotation marks, unpublished titles capitalized only	MET — IN THE CURRICULUM
5.5.W.11	Students will use a semicolon to punctuate compound sentences.	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources — Capitalization, Punctuation, & Spelling (Book Bonus download) **ELA Maps** (optional): • Writing Roadmap – Punctuation REDecoder (Phase 4): semicolons – Composition REDecoder (Phase 3), code D: sentence sound varied with clauses placed before and after the core sentence, and Style elements code Q, compound sentences used for cadence — which is the compound sentence this objective asks students to punctuate	MET — IN THE CURRICULUM
STANDARD 6: RESEARCH			
5.6.R.1	Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).	**SOAR 2.0** (book + software): • Chapter 13: How to Write Papers – How to Write a Research Report (pp. 126–136) – How to Do Online Research & Verify Sources (Book Bonus download, referenced at p. 126) – the 3-D Organizer — one pocket per guiding question, with each source numbered as it is collected, which is how “multiple sources” stays traceable **ELA Maps** (optional): • Writing Roadmap — Phase 1: Plan, B. THE OUTCOME: what questions should my paper answer, with smaller questions combined and three to four answers required behind each guiding question — the self-generated-questions half of this objective	MET — IN THE CURRICULUM

Code	Oklahoma objective (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
5.6.R.2	Students will identify and use text features (e.g., graphics, captions, headings/subheadings, bold/italicized words, charts, tables, legends) to analyze the structure of informational texts.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction — the preview routine, which is built on reading the visuals, headings and sub-headings before the body text • Chapter 11: How to Take & Study Notes **ELA Maps** (optional): • Nonfiction Notes Map – Layer 1 Before Reading, Step 2 TWO-MINUTE Preview: “Read the Visuals” — preview every picture, illustration, graph and map, read the caption, and ask how each connects to the title of the chapter – Layer 2 During Reading, Step 1: turn each heading and sub-heading into a question before reading the section beneath it	**MET — IN THE CURRICULUM**
5.6.R.3	Students will determine the relevance and reliability of the information gathered.	**SOAR 2.0** (book + software): • Chapter 13: How to Write Papers – How to Do Online Research & Verify Sources (Book Bonus download, referenced at p. 126) — finding trusted sources online and checking them before their information is used – the 3-D Organizer, a device built entirely for conducting this kind of evidence: information is sorted into the pocket it answers and each source is numbered, so anything that fits no pocket is by definition not relevant to the piece • Chapter 10: How to Read Textbooks & Nonfiction — the strategies for executing this standard; relevance is judged against the questions the reader set before starting **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, Other – Layer 4 End of the Unit or Book: how the author’s background influenced the work, and “In your opinion, did the author present convincing evidence to support his/her claim? Why/why not?”	**MET — IN THE CURRICULUM**
5.6.W.1	Students will formulate a viable research question.	**SOAR 2.0** (book + software): • Chapter 13: How to Write Papers — How to Write a Research Report (pp. 126–136) **ELA Maps** (optional): • Writing Roadmap — Phase 1: Plan, B. THE OUTCOME: “what questions should my paper answer,” with smaller questions combined into guiding questions and each guiding question required to have three to four answers — a question that cannot carry three to four answers is not yet viable, which is the test this objective asks for	**MET — IN THE CURRICULUM**

Code	Oklahoma objective (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
5.6.W.2	Students will organize information found during research, following a modified citation style (i.e., author, title, publication date).	**SOAR 2.0** (book + software): • Chapter 13: How to Write Papers – How to Write a Research Report (pp. 126–136) – the 3-D Organizer — information organized one pocket per guiding question, with every source numbered as it enters **ELA Maps** (optional): • Writing Roadmap — Phase 1: Plan, B. THE OUTCOME, where each answer is written in the student's own words and tagged with its numbered source **Usage note:** SOAR numbers sources; Oklahoma asks for three fields behind the number. Keep a numbered source list beside the 3-D Organizer and require author, title and publication date on every entry before the source may be used. Students who cannot fill all three have found a source problem, not a formatting problem.	MET — WITH USAGE NOTE
5.6.W.3	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.	**SOAR 2.0** (book + software): • Chapter 13: How to Write Papers – How to Write a Research Report (pp. 126–136) – the 3-D Organizer, which sequences the pockets into a logical order before drafting begins **ELA Maps** (optional): • Writing Roadmap — Phase 1 alone for a short piece written in a single sitting, and the full six phases for an extended one; p. 2, the Expository Writing Planning Guide, with pockets A–F for body paragraphs, G for the lede and H for the conclusion	MET — IN THE CURRICULUM
STANDARD 7: MULTIMODAL LITERACIES			
5.7.R	Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.	**SOAR 2.0** (book + software): • Chapter 14: How to Give a Presentation — How to Strategically Use: Visuals, Props, & Digital Media (p. 140) — the criteria that make a visual work, applied here to judging someone else's • Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model — the aural half **ELA Maps** (optional): • Speaking & Listening Map — Formal Speaking, The Visuals: a clean slide template, a maximum of two visuals per slide, and testing the presentation before delivery, which are the effectiveness criteria a student can turn on someone else's work • Nonfiction Notes Map — Layer 1 Before Reading, Step 2 "Read the Visuals": look at each visual, read the caption, and ask how it connects to the title **Usage note:** SOAR teaches these criteria for producing multimodal content; Oklahoma asks students to analyze someone else's against them, and from various perspectives. Turn the tools around once per unit: students score a real artifact — a documentary clip, an advertisement, a museum panel, a classmate's slide deck — against the Visuals criteria and the Listening & Comprehension Model, then answer the same two questions from two different intended audiences and say where the judgments part company.	MET — WITH USAGE NOTE

Code	Oklahoma objective (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
5.7.W	Students will create multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that communicates ideas, thoughts, and feelings for an intended audience.	**SOAR 2.0** (book + software): • Chapter 14: How to Give a Presentation — How to Strategically Use: Visuals, Props, & Digital Media (p. 140) — identifying and deploying photos, illustrations, physical props and multimedia • Chapter 13: How to Write Papers — 3-D Organizer e-Version (p. 136) • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model **ELA Maps** (optional): • Speaking & Listening Map — Formal Speaking: The Content, which routes through the Writing Roadmap planning sequence and the nine lede types; The Visuals, including the clean slide template, the 5×5 rule and a maximum of two visuals per slide; The Delivery, eight practice steps covering non-verbals, timing with planned pauses and mastering the opening — the gestural and aural modes Oklahoma names **Usage note:** The presentation is the multimodal artifact SOAR already has students build, and it covers the alphabetic, visual, aural and gestural modes directly. Spatial is the mode with no named asset: add one requirement to the existing Visuals step — students say why each visual sits where it does on the slide, and what a reader's eye is meant to reach first, second and third.	**MET — WITH USAGE NOTE**
STANDARD 8: INDEPENDENT READING AND WRITING			
5.8.R	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction — "Additional Tips for Literature/Fiction" **ELA Maps** (required): • Fiction Story Map — Story Mapping; Story Coding; 05 After Reading: Story Structure: Plot Diagram, Conflict Analysis, and the Objective Summary of Theme **ELA Maps** (optional): • Nonfiction Notes Map — Layers 1–4 carried across a full chapter, unit or book, in the Social Studies or Science & Math edition **Usage note:** The Fiction Story Map is length-independent — the same four pages serve a two-page short story and a full novel. That is what makes "various lengths of time" workable: students choose the text, and the same routine runs across it whatever its size. Teachers select the range to match student need and the rigor of the course, and students working alone complete a portion of the Map rather than the whole thing. Volume of text, not volume of Map, is what builds the independence this objective describes.	**MET — WITH USAGE NOTE**

Code	Oklahoma objective (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
5.8.W	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.	**SOAR 2.0** (book + software): • Chapter 13: How to Write Papers — How to Write an Email (Book Bonus download, referenced at p. 136) — a short-form mode with its own audience and purpose • Lesson Reviews: see the Multimedia Teacher's Guide **5-Minute Fast-Write** (available upon request): • A daily timed writing activity, written in print, cursive or typing at the student's choice — which is the medium half of this objective, practiced daily rather than assigned • Available upon request — email info@studyskills.com and we will send it to you. **ELA Maps** (optional): • Writing Roadmap — the full six phases for an extended piece and Phase 1 alone for a short one; p. 2, the Writing Planning Guide, which changes with the genre, so a student choosing their own mode has a planning page for whichever they pick **Usage note:** Oklahoma asks for independence in three dimensions — medium, length and genre. Run the Fast-Write daily for the short end and let students choose the medium; use the Lesson Reviews and the Chapter 13 process for the long end. Once a term, have students look back across their own Fast-Write entries and name which mode and genre they reached for most often, and pick something they have avoided for the next extended piece.	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 2021 Oklahoma Academic Standards for English Language Arts applicable to grade 5: 38 MET — IN THE CURRICULUM, 20 MET — WITH USAGE NOTE. Two foundational strands — Phonological Awareness and Phonics and Word Study — carry no grade 5 objective; Oklahoma points both to earlier-grade expectations, and they are marked not applicable.

Structure. Oklahoma organizes ELA around eight overarching standards, each with two strands (Listening/Speaking for Standard 1; Reading/Writing for Standards 2–8). Standard 2 appears twice — once as Reading and Writing Foundations (five foundational strands) and once as Reading and Writing Process.

Code format. Grade.Standard.Strand.Objective — e.g., 5.3.R.4 is Grade 5, Standard 3, Reading strand, objective 4. Strand letters in use at Grade 5: L (Listening), S (Speaking), PC (Print Concepts), SE (Spelling/Encoding), F (Fluency), R (Reading), W (Writing). Do not treat these codes as equivalents of any other framework's; Oklahoma's 2021 standards are its own, and its strand structure does not map one-to-one onto another framework's.

Two rows carry no code. Phonological Awareness and Phonics and Word Study have no Grade 5 objective; Oklahoma prints review language in their place. Both rows are kept for completeness and coded "—". Exclude them from any coverage denominator.

Grade-of-mastery markers. Two Grade 5 Language objectives carry an Oklahoma "Grade of Mastery" line — 5.5.W.4 (capitalization) and 5.5.W.5 (end marks), both mastery grade 4. Both are maintenance expectations at grade 5, recorded in an interpretation note on each row.

Where the ELA Maps are required. Sixteen objectives rest in part on the ELA Maps — the Fiction Story Map, the Literary Elements Map, or both — and two, 5.3.R.2 and 5.3.R.3, rest on the Maps alone. The Maps ship with the 5th-Grade Literacy Lab; they are not a separate purchase.

5-Minute Fast-Write. Cited on 5.2.PC (Print Concepts) and 5.8.W (independent writing). It is available upon request — email info@studyskills.com and we will send it to you.

Source. Oklahoma State Department of Education, 2021 Oklahoma Academic Standards for English Language Arts, Grade 5 (pp. 62–71). Retrieved 29 Aug 2026 from https://oklahoma.gov/content/dam/ok/en/osde/documents/services/literacy-policy-and-programs/oklahoma-academic-standards/2021-OAS-English-Language-Arts-Standards.pdf

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