ALIGNMENT

South Carolina College- and Career-Ready English Language Arts Standards, Grade 5

The 5th-Grade Literacy Lab — SOAR Learning & Soft Skills (2nd Edition) with the ELA Maps — covers 100% of the South Carolina College- and Career-Ready English Language Arts Standards applicable to grade 5: 28 MET — IN THE CURRICULUM, 7 MET — WITH USAGE NOTE. South Carolina prints “There is not an indicator for fifth grade.” for 22 of its 23 Foundations of Literacy codes (ELA.5.F.1.1–F.1.7, F.2.1–F.2.5, F.3.1–F.3.8, F.4.1 and F.4.3), and they are marked not applicable. The one Foundations indicator it writes for grade 5, ELA.5.F.4.2 (fluency), is correlated.

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 fluency row, F.4.2. Seven rows mark the **ELA Maps (required)**: the Maps are part of the evidence there, not an add-on, and six of them — OE.3, AOR.1.1, AOR.2.1, AOR.3.1, AOR.5.1 and AOR.10.1 — 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 C.6.1 (cursive handwriting) is available upon request; that row says how to get it. Each row names the chapter or map *and the section inside it*, never a title alone.

ABOUT THIS DOCUMENT

South Carolina writes its English Language Arts standards grade by grade. At grade 5 it prints six Overarching Expectations and 29 indicators across four strands: Foundations of Literacy (one indicator, fluency), Applications of Reading, Research, and Written and Oral Communications. This document correlates all 35, each printed in South Carolina's own wording, lettered sub-parts included, with the code a South Carolina district uses (ELA.5.AOR.1.1, for example) and the indicator's label from the standards' Appendix B. The other 22 Foundations of Literacy codes carry no grade 5 indicator; South Carolina prints "There is not an indicator for fifth grade." for each, so they are not rows here and sit outside the claim.

HOW TO READ THIS CORRELATION

Every row tells you where. **MET — IN THE CURRICULUM** means the printed chapters and tools satisfy the indicator as taught. **MET — WITH USAGE NOTE** means the indicator is satisfied when the row's usage note is applied: a specific step layered onto a routine students already run, or an item the teacher supplies. Where an indicator names something the Literacy Lab does not teach, the row's usage note says so and names it, and the note is printed in full on the row. We publish the distinction rather than hide it.

EVIDENCE BASE

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

Code	South Carolina indicator (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
OVERARCHING EXPECTATIONS (OE)			
ELA.5.OE.1	Read and write for a variety of purposes, including academic and personal, for extended periods of time.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction — the reading routine, and How to Read Other Types of Texts (nonfiction without visuals, fiction, literature) • Chapter 13: How to Write Papers – the book report and the research report, each planned on the 3-D Organizer, then researched, drafted, revised and edited across several sittings – How to Write an Email (Book Bonus download, referenced at p. 136) • Lesson Reviews: see the Multimedia Teacher's Guide **ELA Maps** (optional): • Fiction Story Map — Story Mapping; Story Coding; Story Structure: Plot Diagram; Conflict Analysis; Objective Summary of Theme, carried across a full text • Nonfiction Notes Map — Layers 1–4, carried across a full chapter, unit or book	**MET — IN THE CURRICULUM**

Code	South Carolina indicator (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
ELA.5.OE.2	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model, for conversation, lectures, videos and reading • Chapter 10: How to Read Textbooks & Nonfiction — Step 1a, read the visuals: each picture, graph, table and chart, its caption, and why it is there • Chapter 11: How to Take & Study Notes — notes taken by hand or electronically • Chapter 13: How to Write Papers — e-version of the 3-D Organizer • Chapter 14: How to Give a Presentation — How to Strategically Use: Visuals, Props, & Digital Media (p. 140) **ELA Maps** (optional): • Speaking & Listening Map — Formal Listening: Lecture / Audio-Visual, Step 2 Prepare Your Learning Structure, which previews a topic across several formats (textbook visuals and captions, shared reading, short videos, video summaries in text, an internet search) before listening • Nonfiction Notes Map — Layer 1, Step 2 “Read the Visuals”	**MET — IN THE CURRICULUM**
ELA.5.OE.3	Make inferences to support comprehension.	**ELA Maps** (required): • Fiction Story Map — 04 At the End of Each Chapter: log each event, conversation and revelation with its Significance; 05 Story Coding: the (I) Inference code marks an interpretation the text does not state explicitly **ELA Maps** (optional): • Nonfiction Notes Map — Layer 3 After Reading: write your own quiz questions in the left margin, 2–5 per page, each answerable from the text	**MET — IN THE CURRICULUM**
ELA.5.OE.4	Collaborate with others and use active listening skills.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively – Writing & Speaking Model – Listening & Comprehension Model • Chapter 9: How to Work With Teachers & Peers — How to Collaborate With Groups Effectively • Spiral Reviews & Daily Reviews: see the Multimedia Teacher’s Guide **ELA Maps** (optional): • Speaking & Listening Map — How to Work with a Group: Emotional Safety and the ten ways to manage group work, including “beware of group-think — if you disagree, speak up”; Actively Listen (“Is there more?”, clarifying questions, repeat in your own words)	**MET — IN THE CURRICULUM**
ELA.5.OE.5	Cite evidence to explain and justify reasoning.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 13: How to Write Papers — How to Write a Research Report (pp. 126–136) **ELA Maps** (optional): • Writing Roadmap — Phase 1: THE OUTCOME, guiding questions answered from the text • Fiction Story Map — 05 After Reading: Objective Summary of Theme, whose Paragraph Outline requires three examples, each answering “Why is this a good example?” • Nonfiction Notes Map — Layer 4 After Reading: the author’s primary argument and the three points presented to support it	**MET — IN THE CURRICULUM**

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ELA.5.OE.6	Create quality work by adhering to an accepted format.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 13: How to Write Papers — How to Write an Email (Book Bonus download, referenced at p. 136) **ELA Maps** (optional): • Writing Roadmap — Phase 1: THE OUTCOME, which requires reading the directions, underlining every detail and stapling the rubric to the map before drafting begins; Phase 5: Publish, which distinguishes formatting a piece for a blog from formatting it for an email newsletter	MET — IN THE CURRICULUM
FOUNDATIONS OF LITERACY (F)			
ELA.5.F.4.2	Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.	**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: “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. What it provides is the comprehension side of this indicator — 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. South Carolina sets appropriate rate by the fluency scoring system the school or district already uses. Phonics is a foundational skill. 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
APPLICATIONS OF READING (AOR)			
ELA.5.AOR.1.1 Literary Elements	Analyze how setting, characters, and conflict impact plot development.	**ELA Maps** (required): **Fiction Story Map**: • Story Mapping (characters, events) • Story Coding • Plot Diagram • Conflict Analysis	MET — IN THE CURRICULUM

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ELA.5.AOR.1.2 Figurative Language	Analyze how figurative language impacts meaning and contributes to the reader's experience.	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources – How to Figure Out Figurative Language – Figures of Speech (Book Bonus download) **ELA Maps** (optional): • Literary Elements Map — the Diction column, including its Figurative Language category; Author's Purpose, with Tone and Mood beneath it • Fiction Story Map — 05 Story Coding: the (M/T) Mood/Tone code	MET — IN THE CURRICULUM
ELA.5.AOR.2.1 Theme	Explain the development of an explicit or implied theme over the course of a literary text.	**ELA Maps** (required): **Fiction Story Map**: • Story Mapping • Story Coding (themes, significance of events) • Objective Summary of Theme	MET — IN THE CURRICULUM
ELA.5.AOR.2.2 Central Idea	Explain the development of a stated or implied central idea over the course of an informational text.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction **ELA Maps** (optional): • Nonfiction Notes Map — Layer 2 During Reading: the Concept Map is built out from the chapter or unit title at its center; Layer 4 After Reading: Book Review synthesis — general topic and specific angle, plus three things you learned	MET — IN THE CURRICULUM
ELA.5.AOR.3.1 Point of View and Perspective in Literary Texts	a. Explain how the point of view from which a story is narrated influences how events are described; and b. explain how an author reveals one or more characters' perspectives in a literary text.	**ELA Maps** (required): **Fiction Story Map**: • Point of view, author purpose • Story Mapping • Story Coding **Literary Elements Map**: • Author's Style • "Element Cards" (All: Category, Diction, Structure, Syntax)	MET — IN THE CURRICULUM

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ELA.5.AOR.4.1 Perspective and Purpose in Informational Texts	Compare and contrast a primary account and a secondary account of the same event or topic, while identifying how the different perspectives impact the content of the text.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model • Chapter 10: How to Read Textbooks & Nonfiction • Chapter 11: How to Take & Study Notes • Chapter 13: How to Write Papers — How to Do Online Research & Verify Sources (Book Bonus download, referenced at p. 126) **ELA Maps** (optional): • Nonfiction Notes Map — Layers 1–4 run on each of two texts, then compared: the two Evaluate the Author rankings side by side, and the two Layer 4 analyses of argument and evidence **Usage note:** The compare-and-contrast routine is covered as printed. Primary and secondary accounts are not named in the Literacy Lab; this step adds the label. At Layer 1, Step 3 Evaluate the Author, have students mark whether the author was present at the event or is writing about it afterward, then run the two Maps side by side and answer one question: what does the eyewitness account give that the later account cannot, and what does the later account see that the eyewitness could not?	MET — WITH USAGE NOTE
ELA.5.AOR.5.1 Literary Text Structure	Explain how a sequence of paragraphs, chapters, scenes, or stanzas fit together to provide the overall structure of a narrative, drama, or poem.	**ELA Maps** (required): **Fiction Story Map**: • Story Mapping • Story Coding **Literary Elements Map**: • Author's Style • "Element Cards" (Structure)	MET — IN THE CURRICULUM
ELA.5.AOR.5.2 Informational Text Features and Structures	Compare and contrast how text features and/or structures contribute to the overall meaning in two or more informational texts.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction **ELA Maps** (optional): • Nonfiction Notes Map — Layer 2 During Reading: turn each heading and sub-heading into a question, then build the Event Map or Concept Map that shows how those parts connect to the whole **Usage note:** Run the Nonfiction Notes Map on two texts covering the same topic, then set the two side by side. Students compare the two Layer 2 structures and answer one question: which text made the information easier to hold onto, and which feature or structure did that — the headings, the visuals, the order of the sections?	MET — WITH USAGE NOTE

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ELA.5.AOR.5.3 Argument and Rhetoric	Determine an author's argument and trace its development while identifying claims, supporting reasons, and evidence in an informational text.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model • Chapter 13: How to Write Papers — How to Do Online Research & Verify Sources (Book Bonus download, referenced at p. 126) **ELA Maps** (optional): • Nonfiction Notes Map — Layer 4 After Reading, Argumentative Book analysis: the author's primary argument, the three points presented to support it, how rhetoric and organization were used, and "did the author present convincing evidence to support his/her claim? Why/why not?"	**MET — IN THE CURRICULUM**
ELA.5.AOR.6.1 Summarizing and Paraphrasing	Summarize a text to enhance comprehension: a. include plot, theme, and relevant key details for a literary text; and b. include a central idea and relevant supporting details for an informational text.	**ELA Maps** (required): • Fiction Story Map — 05 After Reading: Objective Summary of Theme, whose Paragraph Outline requires three examples, each answering "Why is this a good example?"; Story Coding (themes, significance of events) **SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction **ELA Maps** (optional): • Nonfiction Notes Map — Layer 4 After Reading: Book Review synthesis — general topic and specific angle, plus three things you learned	**MET — IN THE CURRICULUM**
ELA.5.AOR.7.1 Determining Meaning	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: a. use context clues (e.g., definitions, examples, restatements) to determine the meaning of words and phrases; b. consult print and digital reference materials to build and integrate background knowledge; and c. consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction – What to Do When You Come to a Word You Don't Know – How to Study Vocabulary • Chapter 15: How to Use Language Resources **ELA Maps** (optional): • Fiction Story Map — 02 During Reading: Unfamiliar Words & Phrases table, "use context clues or look up the word/phrase," recording the meaning in as few key words or synonyms as possible; overflow printable on p. 5 • Nonfiction Notes Map — Layer 2 During Reading: Key Terms panel (Social Studies edition); Concept Map for math and science vocabulary (Science & Math edition) **Usage note:** Sub-parts b and c ask students to consult print and digital reference materials for pronunciation and part of speech. Add one column to the Unfamiliar Words & Phrases table: after resolving the word from context, students look it up and record the part of speech and the pronunciation key, then say whether the entry confirmed or corrected their context guess.	**MET — WITH USAGE NOTE**

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ELA.5.AOR.8.1 Word Meaning Within Text	Determine an author's use of figurative and technical language in literary, informational, and multimedia texts: a. recognize and explain the meaning of figurative language, including similes and metaphors, in context; and b. demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources – How to Figure Out Figurative Language – Figures of Speech (Book Bonus download) • Chapter 10: How to Read Textbooks & Nonfiction — How to Study Vocabulary **ELA Maps** (optional): • Literary Elements Map — the Diction column, including its Figurative Language category • Fiction Story Map — 02 During Reading: Unfamiliar Words & Phrases, resolved with context clues	MET — IN THE CURRICULUM
ELA.5.AOR.9.1 Morphology	Identify and use knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-appropriate content.	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources — "Don't Know a Word?", step 2: take the word apart (prefixes, roots, suffixes) • Chapter 10: How to Read Textbooks & Nonfiction – What to Do When You Come to a Word You Don't Know – How to Study Vocabulary (p. 103)	MET — IN THE CURRICULUM
ELA.5.AOR.10.1 Print and Non-Print Formats	Compare and contrast a print format of a text (e.g., literary, informational) to a non-print format (e.g., film, image, performance), explaining each media's portrayal of the subject.	**ELA Maps** (required): • Fiction Story Map — 01 Before Reading: Sources of Information checklist (title/front cover, back cover/synopsis, teacher overview, peer comments, a movie about the story, story summary, book reviews); Story Mapping; Story Coding • Literary Elements Map — Author's Style; the element cards **Usage note:** Have students complete the Fiction Story Map from the book, then meet the same scene in a second medium — a film version, an audiobook chapter, or an illustrated edition. On the Sources of Information checklist they mark which medium each detail came from, then answer two questions: what did the film or picture show that the text left the reader to imagine, and what did the text give that the other medium could not?	MET — WITH USAGE NOTE
RESEARCH (R)			
ELA.5.R.1.1 Research	Conduct short research for inquiry by: a. generating a question(s) about a topic; and b. consulting a variety of print and multimedia sources.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 13: How to Write Papers — How to Write a Research Report **ELA Maps** (optional): • Writing Roadmap — Phase 1: THE OUTCOME, which turns an assignment into the guiding questions the paper must answer, each needing three to four answers	MET — IN THE CURRICULUM
ELA.5.R.1.2 Research	Determine the credibility of the source(s) consulted and use the most credible source(s).	**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) • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model **ELA Maps** (optional): • Nonfiction Notes Map — Layer 1 Before Reading, Step 3 Evaluate the Author: review the author's background and rank the likely motivation — persuade, inform, entertain or other	MET — IN THE CURRICULUM

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ELA.5.R.1.3 Research	Determine which information is relevant to the topic.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 13: How to Write Papers — How to Write a Research Report **ELA Maps** (optional): • Writing Roadmap — Phase 1: THE OUTCOME, guiding questions answered from the text	MET — IN THE CURRICULUM
ELA.5.R.1.4 Research	Logically group related findings.	**SOAR 2.0** (book + software): • Chapter 13: How to Write Papers – e-version of the 3-D Organizer – How to Write a Research Report **ELA Maps** (optional): • Writing Roadmap — Phase 1: THE OUTCOME, which turns an assignment into the guiding questions the paper must answer, each needing three to four answers	MET — IN THE CURRICULUM
ELA.5.R.1.5 Research	Cite sources to avoid plagiarism.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 13: How to Write Papers – How to Do Online Research & Verify Sources (Book Bonus download, referenced at p. 126) – How to Write a Research Report **ELA Maps** (optional): • Writing Roadmap — Phase 1: THE OUTCOME, guiding questions with three to four answers each, every answer written in the student's own words and tagged with its numbered source	MET — IN THE CURRICULUM
WRITTEN AND ORAL COMMUNICATIONS (C)			
ELA.5.C.1.1 Argumentative Writing	Write arguments to make a claim about a topic. When writing: a. introduce a topic and make a claim about the topic; b. include reasons that are supported by facts from a credible source(s); c. develop an organizational structure in which ideas are grouped logically; d. use transitions to link and structure ideas; and e. provide a concluding statement or section.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 13: How to Write Papers **ELA Maps** (optional): • Writing Roadmap (Argument) — Phase 1: Plan (purpose, topic, audience, angle, role); p. 2, the Writing Planning Guide for this genre; Composition REDecoder (Phase 3), codes U–Y: defend opinions with facts and evidence	MET — IN THE CURRICULUM

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ELA.5.C.2.1 Informative/ Expository Writing	Write informative texts to examine a topic and convey ideas and information clearly. When writing: a. introduce a topic and develop the topic with facts, definitions, details, and/or quotes related to the topic; b. group related information into paragraphs and/or sections using transitional words and phrases to link ideas and develop structure; c. use precise language and vocabulary to explain the topic; d. use and explain information from a provided source(s); and e. provide a concluding statement or section.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 13: How to Write Papers **ELA Maps** (optional): • Writing Roadmap (Expository) — Phase 1: Plan; p. 2, the Writing Planning Guide, with pockets A–F for body paragraphs, G for the lede and H for the conclusion	**MET — IN THE CURRICULUM**
ELA.5.C.3.1 Narrative Writing	Write narratives to develop real or imagined experiences. When writing: a. establish a situation and setting; b. introduce a narrator and characters; c. establish a plot structure; d. use narrative techniques such as dialogue, precise words, descriptive language, and sensory details to develop events, setting, and characters; e. use a variety of transitional words and phrases to sequence the events; and f. provide an ending that follows logically from the narrated experiences or events.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 13: How to Write Papers **ELA Maps** (optional): • Writing Roadmap (Narrative) — p. 2, the Writing Planning Guide: A characters · B main conflict, climax and resolution · C theme · D inciting action · E mini conflicts and plot twists · F rising actions · G “The Exposition” · H falling actions; Composition REDecoder (Phase 3), codes DD–GG	**MET — IN THE CURRICULUM**

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ELA.5.C.4.1 Grammar and Conventions	Write grammatically correct single and multi-paragraph compositions using a variety of sentence types and phrasing. When writing: a. apply knowledge of rules for capitalization; b. use underlining, quotation marks, or italics to indicate titles of works; c. use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question tag, and to indicate direct address; d. use a colon to introduce a list and after a salutation in a business letter or email; e. explain the function of and use frequently occurring interjections, verb tenses (progressive perfect), and correlative conjunctions; f. distinguish between and use types of pronouns (indefinite) and pronouns as adjectives (possessive and demonstrative); g. use prepositional phrases in different positions within a sentence; h. use correct subject-verb and pronoun-antecedent agreement; i. identify and revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense; and j. consult print and multimedia sources to check and correct spelling.	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources – Capitalization, Punctuation, & Spelling (p. 143) – Most Common Language Errors (Book Bonus download, referenced at p. 143) • Chapter 13: How to Write Papers – step 8, Finally, edit your paper: spell check and grammar check, a self-check for misspellings, then a second reader – 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 – Composition REDecoder (Phase 3), codes A–D: complete sentences, descriptive adjectives and adverbs, varied length using prepositions, conjunctions and interjections, and varied sound with clauses placed before and after the core sentence – Punctuation REDecoder (Phase 4), items 1–12: apostrophes with possessives, including it's / its; pronoun-antecedent agreement; end punctuation; capitalization (a–f); commas (a–i, covering FANBOYS, introductory clauses and mid-sentence dependent clauses); semicolons; colons; quotation marks; consistent person; consistent verb tense; and title formatting **Usage note:** The Literacy Lab's language resources and the REDecoders teach capitalization, title formatting, commas after introductory elements and between clauses, the colon that introduces a list, interjections, prepositions and conjunctions for sentence variety, complete sentences, pronoun-antecedent agreement and consistent verb tense directly. South Carolina's grade 5 list also names items these tools do not code: commas that set off a question tag or direct address, the colon after a business-letter or email salutation, the progressive and perfect verb tenses, correlative conjunctions, indefinite pronouns, possessive and demonstrative pronouns used as adjectives, and subject-verb agreement. Add each as an extra code when returning REDecoder feedback. For spelling, Chapter 13's final edit already has students run spell-check, check their own draft for misspellings and ask a second reader; add a print dictionary to that step, so students confirm each flagged word in a print source as well as a digital one.	**MET — WITH USAGE NOTE**
ELA.5.C.5.1 Improving Writing	Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 13: How to Write Papers — Revising & Editing Checklist **ELA Maps** (optional): • Writing Roadmap — Phase 3: Revise, Improve, Conference (minimum 24-hour break; self-review before conferencing) with the Composition REDecoder; Phase 4: Edit with the Punctuation REDecoder; Phase 6: The Retrospective — what went well, what did not, what to do differently next time	**MET — IN THE CURRICULUM**

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ELA.5.C.6.1 Handwriting	Demonstrate fluent and legible cursive writing skills.	**5-Minute Fast-Write** (available upon request): • A daily writing activity that practices handwriting and transcription fluency. Writing 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:** South Carolina requires cursive specifically, under the Back to Basics in Education Act of 2014 (S.C. Code Ann. § 59-29-15). Name the script before the timer starts and hold it for a stretch, so the word count is measured against the same script each time. 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 under time pressure.	**MET — WITH USAGE NOTE**
ELA.5.C.7.1 Communicating Ideas	Present information orally to report on a topic or text, present an opinion, tell a story, or recount an experience, sequencing ideas logically and using appropriate and relevant facts. When presenting: a. demonstrate appropriate speaking techniques (e.g., appropriate eye contact, nonverbal cues, appropriate volume, clear pronunciation, pacing) for a variety of purposes and audiences; b. identify the purpose of the information being presented; and c. use digital tools to produce multimedia texts and/or visual aids with support from peers and adults.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 14: How to Give a Presentation — How to Strategically Use: Visuals, Props, & Digital Media • Exit Presentation: see Assessments in the Multimedia Teacher's Guide **ELA Maps** (optional): • Speaking & Listening Map — Formal Speaking, The Content: logical order, the opening and closing, and the lede; The Delivery: non-verbals, timing and planned pauses; The Visuals: identify photos, illustrations, physical props and multi-media; clean slide template; a maximum of two visuals per slide; test the presentation	**MET — IN THE CURRICULUM**
ELA.5.C.8.1 Collaboration and Perspective	Participate in structured discussions and collaborations about grade-appropriate topics and texts: a. engage in focused conversation about grade-appropriate topics and texts; build on the ideas of others, pose and respond to questions to clarify thinking, and express new ideas; and b. consider and reflect upon the ideas expressed during conversations to demonstrate an understanding of diverse perspectives.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively – Writing & Speaking Model – Listening & Comprehension Model • Chapter 9: How to Work With Teachers & Peers — How to Collaborate With Groups Effectively • Spiral Reviews & Daily Reviews: see Multimedia Teacher's Guide **ELA Maps** (optional): • Speaking & Listening Map — How to Work with a Group: Emotional Safety and the ten ways to manage group work, including "beware of group-think — if you disagree, speak up"; Actively Listen ("Is there more?", clarifying questions, repeat in your own words)	**MET — IN THE CURRICULUM**

Code	South Carolina indicator (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
ELA.5.C.9.1 Evaluating Ideas	Determine if a speaker's argument is effective by identifying claims and explaining how they support the argument.	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model **ELA Maps** (optional): • Speaking & Listening Map — The Invisible Layers of Communication, which separates a speaker's stated message from the intentions, values and needs behind it; the Empathy Map's seven zones • Nonfiction Notes Map — Layer 4: how the author used rhetoric to communicate a position, and "did the author present convincing evidence to support his/her claim? Why/why not?"	**MET — IN THE CURRICULUM**

NOTES

Claim. The 5th-Grade Literacy Lab — SOAR Learning & Soft Skills (2nd Edition) with the ELA Maps — covers 100% of the South Carolina College- and Career-Ready English Language Arts Standards applicable to grade 5: 28 MET — IN THE CURRICULUM, 7 MET — WITH USAGE NOTE. South Carolina prints "There is not an indicator for fifth grade." for 22 of its 23 Foundations of Literacy codes (ELA.5.F.1.1–F.1.7, F.2.1–F.2.5, F.3.1–F.3.8, F.4.1 and F.4.3), and they are marked not applicable. The one Foundations indicator it writes for grade 5, ELA.5.F.4.2 (fluency), is correlated.

How this correlation is built. One row per grade 5 indicator, each printed in South Carolina's own words, plus the six Overarching Expectations. Evidence comes from the 5th-Grade Literacy Lab: SOAR Learning & Soft Skills (2nd Edition) and the ELA Maps. Where an indicator names something SOAR does not teach, that row's usage note says so.

Overarching Expectations. South Carolina prints six Overarching Expectations at grade 5 (ELA.5.OE.1 through ELA.5.OE.6) and states that they "should not be viewed as specific standards or indicators"; they are the skills embedded in every grade-level indicator. They are correlated here and counted in the claim as Overarching Expectations, alongside the 29 indicators.

Where the ELA Maps are required. Seven rows rest in part on the ELA Maps — the Fiction Story Map, the Literary Elements Map, or both — and six, OE.3, AOR.1.1, AOR.2.1, AOR.3.1, AOR.5.1 and AOR.10.1, 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 C.6.1 (cursive handwriting). It is available upon request — email info@studyskills.com and we will send it to you.

Source. South Carolina Department of Education, South Carolina College- and Career-Ready English Language Arts Standards (approved January 2023; emended August 2025): https://ed.sc.gov/instruction/standards/english-language-arts/standards/2023-sc-ccr-ela-standards-approved/ · Every code and indicator in this correlation verified verbatim against the full document (Fifth Grade section, pp. 83–92, and Appendix B), 2026-11-12.

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.