ALIGNMENT

Virginia 2024 English Standards of Learning, Grade 5

The 5th-Grade Literacy Lab — SOAR Learning & Soft Skills (2nd Edition) with the ELA Maps — covers 100% of the Virginia 2024 English Standards of Learning applicable to grade 5: 13 MET — IN THE CURRICULUM, 8 MET — WITH USAGE NOTE. Two standards — 5.FFR.1 and 5.FFR.2 — are written by Virginia as pointers to the Kindergarten and K–2 standards, and 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 5.FFR.3 and 5.DSR. Rows marked **ELA Maps (required)** depend on the Maps: the Fiction Story Map and the Literary Elements Map are the evidence on the three Reading Literary Text standards, 5.RL.1–5.RL.3. Lines marked **ELA Maps (optional)** are additional correlation and are never the sole evidence for a row. Each row names the chapter or map *and the section inside it*, never a title alone.

ABOUT THIS DOCUMENT

Virginia's 2024 English Standards of Learning set a distinct standard, with lettered indicators, for each grade. This document correlates all 23 grade-5 standards across ten strands: Foundations for Reading; Developing Skilled Readers and Building Reading Stamina; Reading and Vocabulary; Reading Literary Text; Reading Informational Text; Foundations for Writing; Writing; Language Usage; Communication and Multimodal Modal Literacies (Virginia's own heading, reproduced exactly); and Research. Each standard prints in Virginia's own wording with the grade-5 code a Virginia division uses. Two rows, 5.FFR.1 and 5.FFR.2, are kept to show the framework is read closely: Virginia writes them as pointers to Kindergarten and K–2.

HOW TO READ THIS CORRELATION

Every row tells you where. **MET — IN THE CURRICULUM** means the printed chapters and tools satisfy the standard as taught. **MET — WITH USAGE NOTE** means the standard is satisfied when the row's usage note is applied, and the note is printed in full on the row. **N/A (PER THE STANDARDS)** means Virginia does not set a grade-5 expectation for that standard, so there is nothing to correlate; the row is not counted in the claim. We publish the distinction rather than hide it.

EVIDENCE BASE

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

Code	Virginia standard and indicators (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
FOUNDATIONS FOR READING			
5.FFR.1	See Kindergarten for standards that address Print Concepts.	(No grade-five expectation — Virginia refers this standard to Kindergarten.)	**N/A (PER THE STANDARDS)**
5.FFR.2	See Kindergarten through grade two for standards that address Phonological and Phonemic Awareness.	(No grade-five expectation — Virginia refers this standard to Kindergarten through grade two.)	**N/A (PER THE STANDARDS)**

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5.FFR.3	Phonics and Word Analysis: The student will apply grade level phonics and word analysis skills to decode (read) unfamiliar words in grade level text. A. Use knowledge of syllabication and syllable types to decode and encode words. B. Use knowledge of morphology (suffixes, prefixes, root/base) to decode words. C. Read grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy.	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources — “take the word apart”: prefixes, roots and suffixes (indicator B, word analysis) • Chapter 10: How to Read Textbooks & Nonfiction — What to Do When You Come to a Word You Don’t Know **Miscue Analysis**: • Distinguishes a true decoding gap from a meaning-making gap, establishing which kind of support is needed. Teacher training video: https://www.youtube.com/watch?v=nriyfhxXUVU **Usage note:** This standard bundles two skills. The morphology half — decoding unfamiliar words by taking them apart into prefixes, roots and suffixes (indicator B) — is taught directly in Chapter 15 and applied on every unfamiliar word students meet. Run it in both directions: when a student cannot read a long word, have them name the prefix, root and suffix before sounding it out; when they misspell one, have them name the parts they were reaching for and spell each part. Phonics is a foundational skill this standard names directly. By fifth grade, most fluency trouble is not a missing phonics rule but over-application of a phonics rule to a word that breaks it — a meaning-making problem, not a decoding one, and the Miscue Analysis is what tells the two apart. Where a genuine phonics gap is identified, the student is referred to dedicated phonics support — the correct response for a study-skills course, not a shortfall in it.	**MET — WITH USAGE NOTE**

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DEVELOPING SKILLED READERS AND BUILDING READING STAMINA			
5.DSR	A. Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12). B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 4-5 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12). C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences from texts, including quoting or paraphrasing accurately and tracing where relevant evidence is located (Textual Evidence, K-12). D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary K-12). E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to common organizational text structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).	**SOAR 2.0** (book + software): Fluency is a foundational skill. Indicator A's accuracy, automaticity, rate and expression in successive readings is oral reading. • Chapter 10: How to Read Textbooks & Nonfiction – reading strategies directly support fluency – "Additional Tips for Literature/Fiction" • Chapter 11: How to Take & Study Notes **Miscue Analysis**: • Determines whether a genuine fluency gap is present, or whether the difficulty is meaning-making — at fifth grade and above the cause is more often meaning-making, which is exactly why the assessment matters. • Teacher training video: https://www.youtube.com/watch?v=nriyfhxXUVU **ELA Maps** (optional): • Fiction Story Map — Story Mapping; Story Coding; Story Structure: Plot Diagram; Conflict Analysis; Objective Summary of Theme • Nonfiction Notes Map — Layers 1–4, carried across a full chapter, unit or book; Social Studies and Science & Math editions **Usage note:** SOAR does not include a formal fluency practice routine such as timed or repeated oral reading. Run a Miscue Analysis before assuming a fluency gap — the video above walks a teacher through conducting one and interpreting the result. Where a real gap is found, refer the student to targeted support; that referral is the correct response, not a shortfall. For indicator B's text-complexity band, the Fiction Story Map is length-independent — the same four pages serve a two-page short story and a full novel study. Teachers select the literature to match student need and the rigor of the course, and run the same Map across the year on progressively longer or more demanding pieces. Students working alone should complete a portion rather than the whole Map; volume of text, not volume of Map, is what builds proficiency.	**MET — WITH USAGE NOTE**

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READING AND VOCABULARY			
5.RV.1	Vocabulary Development and Word Analysis A. Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics. B. Discuss meanings of complex words and phrases acquired through conversations and literature. C. Determine the meaning of complex words using frequently occurring root words and inflectional affixes (e.g., -s, -ing,-ed). D. Use the context of a sentence to apply knowledge of homophones. E. Apply knowledge of grade-level appropriate synonyms and antonyms to better understand each word. F. Analyze the morphological relationships between words, including how Greek and Latin affixes and roots impact the meaning. G. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text. H. Distinguish shades of meaning among verbs and adjectives. I. Use strategies to infer word meanings. J. Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases. K. Use newly learned words and phrases in discussions and speaking activities.	**SOAR 2.0** (book + software): Students work out meaning from context, break words into parts, and consult a reference when both fail. • Chapter 10: How to Read Textbooks & Nonfiction – What to Do When You Come to a Word You Don't Know – How to Study Vocabulary • Chapter 15: How to Use Language Resources – Know Your Language! – How to Figure Out Figurative Language • Chapter 13: How to Write Papers — Revising & Editing Checklist — the word-choice pass, where students weigh one word against another for precision and effect **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) • Literary Elements Map — literary vocabulary built through the element cards	MET — IN THE CURRICULUM
READING LITERARY TEXT			
5.RL.1	Key Ideas and Plot Details A. Summarize the story or play, including the overarching theme and lessons learned, and explain how they are developed or conveyed through specific details. B. Describe plots in stories as a sequence of events that develops the central conflict and resolution, including initiating events, climax, and resolution. C. Explain how events from the plot cause the character(s) to change or evolve and how the development of character(s) or settings impact the plot.	**ELA Maps** (required): **Fiction Story Map**: Literary Elements Map • Story Mapping (characters, events) • Story Coding (themes, significance of events) • Objective Summary of Theme • Plot Diagram • Conflict Analysis • "Element Cards" (Category)	MET — IN THE CURRICULUM

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5.RL.2	Craft and Style A. Describe how an author develops a character through what characters say, think, do, and how other characters respond. B. Analyze the author's use of language (e.g., synonyms, figurative language, sensory words, dialogue, dialect) and their impact on understanding characters, setting, and plot events. C. Analyze how the characteristics of a poem and the author's use of patterns of sound (e.g., rhyme, rhythm, alliteration, consonance) impact meaning.	**ELA Maps** (required): **Fiction Story Map**: Literary Elements Map • Unfamiliar Words and Phrases • Story Coding • Point of view, author purpose • Author's Style • "Element Cards" (Diction) — including the Sound + Voice category: rhythmic sound, onomatopoeia and alliteration • "Element Cards" (Syntax) — including the Repetition and Rhythm + Pace categories • "Element Cards" (Structure)	MET — IN THE CURRICULUM
5.RL.3	Integration of Concepts A. Set a purpose for reading by activating prior (experience) and background (content) knowledge. B. Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narratives. C. Compare and contrast details in paired literary and informational nonfiction texts including their treatment of similar themes, topics, and patterns of events.	**ELA Maps** (required): • Fiction Story Map — 01 Before Reading: Text-to-Self / Text / World; Point-of-View, "Who is telling the story?"; 05 Story Coding: the (TT) Text-to-Text code and the (P) Perspective code; Objective Summary of Theme • Literary Elements Map — Author's Style; the element cards **Usage note:** Run a Fiction Story Map on each of two stories that share a theme, then set the two side by side. Students compare the Objective Summary of Theme from each and tag every shared point with the (TT) Text-to-Text code. On the Literary Elements Map, they place a card for each author on the same row and ask which tools each writer reached for to accomplish the same element.	MET — WITH USAGE NOTE
READING INFORMATIONAL TEXT			
5.RI.1	Key Ideas and Confirming Details A. Summarize the main ideas of texts and specific paragraphs within them, including how they are developed through the details. B. Summarize events, procedures, ideas, or concepts in historical, scientific, or technical texts, including what happened, how, and why. C. Describe how an author uses reasons, evidence, and opinions to support points in a text, by identifying (and accurately quoting) which reasons and evidence support which point(s).	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction • Chapter 13: How to Write Papers — How to Do Online Research & Verify Sources • Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model **ELA Maps** (optional): • Nonfiction Notes Map – Layer 3 After Reading: write your own quiz questions in the left margin, 2–5 per page, each answerable from the text; Layer 4: name the author's primary argument and the three points presented to support it – 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 – 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

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5.RI.2	Craft and Style A. Describe the overall organization patterns of texts (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological) and how each successive part builds on earlier sections, using available transitional words and phrases. B. Examine text features and search tools in multiple print and digital sources to evaluate and gain meaning from the information found. C. Determine the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of the text.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction • Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model • Chapter 11: How to Take & Study Notes • Chapter 13: How to Write Papers — How to Do Online Research & Verify Sources **ELA Maps** (optional): • Nonfiction Notes Map – Layer 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 – Layer 1 Before Reading, Step 2 "Read the Visuals": preview every picture, illustration, graph and map, read the caption, and ask how it connects to the chapter title – 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**
5.RI.3	Integration of Concepts A. Use prior (experience) and background (content) knowledge as context for new learning. B. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. C. Explain the relationships or interactions between two or more individuals, events, procedures, ideas, or concepts in a historical, scientific, or technical texts, including what happened and why based on specific information in the text.	**SOAR 2.0** (book + software): • Chapter 10: How to Read Textbooks & Nonfiction • Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model • Chapter 11: How to Take & Study Notes **ELA Maps** (optional): • Nonfiction Notes Map – Layer 2 During Reading: the Event Map places people above the timeline and places below it, with lines drawn to show how each connects; the Concept Map requires a labeled primary and secondary connection for every concept – 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	**MET — IN THE CURRICULUM**
FOUNDATIONS FOR WRITING			
5.FFW.1	Handwriting A. Maintain legible printing. B. Maintain legible cursive. C. Sign first and last name.	**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:** For cursive, name the script before the timer starts and hold it for a stretch of sessions, so each day's word count is measured against the same script. Letter formation itself is taught elsewhere; what the Fast-Write builds is the speed, spacing and legibility that make a known script usable under time pressure.	**MET — WITH USAGE NOTE**

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5.FFW.2	Spelling A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to spell accurately. B. Use phoneme-grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources – "take the word apart": prefixes, roots and suffixes – Most Commonly Misspelled Words (Book Bonus download) — the high-frequency, automatic-recognition half of indicator B – Capitalization, Punctuation, & Spelling (Book Bonus download) **ELA Maps** (optional): • Writing Roadmap — Revising & Editing Decoder: Phase 3 Revise (Composition REDecoder) and Phase 4 Edit (Punctuation REDecoder). Spelling is caught and corrected in the student's own draft, on every piece, rather than on a word list detached from writing. **Usage note:** SOAR teaches word parts for meaning rather than for spelling. Run the routine in reverse during the editing pass — before correcting a misspelled word, have students name the root and the affix they were reaching for, then spell each part. Indicator B's phoneme-grapheme half is phonics, a foundational skill: run a Miscue Analysis to confirm whether a genuine decoding gap is present, and where one is found, refer the student to targeted phonics support — the correct response, not a shortfall.	MET — WITH USAGE NOTE
WRITING			
5.W.1	Modes and Purposes for Writing A. Write personal or fictional narratives in prose or poetic form that organize the writing around a central problem, conflict, or experience using descriptions or dialogue to develop the experience(s). B. Write expository texts to examine a topic and convey ideas that develop the focus with relevant facts, concrete details, and examples from multiple sources and are grouped logically. C. Write persuasive pieces on topics or texts, including media messages, supporting a clear perspective with adequate facts, reasons, and logically grouped information. D. Write in response to texts read (including summaries, reflections, and descriptions) in which students demonstrate their thinking with details, examples, and other evidence from the text that are logically grouped.	**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 (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 • 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 • 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 • 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 Argumentative Book analysis or the Book Review	MET — IN THE CURRICULUM

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5.W.2	Organization and Composition A. Engage in writing as a process to compose well-developed paragraphs. This includes: i. Introducing a clear topic sentence and logically organizing ideas and factual evidence to support the position in persuasive writing. ii. Developing, selecting, and organizing ideas relevant to topic, purpose, and genre, using precise and descriptive language and tone-specific vocabulary to enhance the central idea, tone, and voice. iii. Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another. iv. Providing 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 — Revising & Editing Checklist **ELA Maps** (optional): • Writing Roadmap – Phase 1: Plan, which fixes task, purpose and audience before drafting; Composition REDecoder (Phase 3), Style elements codes O–T: remove unnecessary words, active voice, show rather than tell, parallel structure – 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**
5.W.3	Usage and Mechanics A. With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and precise word choice. B. Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations).	**SOAR 2.0** (book + software): • Chapter 13: How to Write Papers — Revising & Editing Checklist • Chapter 15: How to Use Language Resources — Capitalization, Punctuation, & Spelling (Book Bonus download) • Chapter 9: How to Work With Teachers & Peers — How to Collaborate With Groups Effectively **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	**MET — IN THE CURRICULUM**
LANGUAGE USAGE			
5.LU.1	Grammar A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. B. Use adverbs to express time, frequency, degree, and level of certainty when speaking and writing. C. Use interjections, prepositional phrases, and coordinating and subordinating conjunctions in writing to join words and phrases in a sentence. D. Recognize and correct inappropriate shifts in verb tense and number in writing. E. Use standard subject-verb agreement when speaking and writing.	**SOAR 2.0** (book + software): • Chapter 15: How to Use Language Resources – Capitalization, Punctuation, & Spelling (Book Bonus download) – Most Common Language Errors (Book Bonus download) – Know Your Language! **ELA Maps** (optional): • Writing Roadmap — Composition REDecoder (Phase 3): complete sentences, descriptive adjectives and adverbs, sentence variety built with prepositions, conjunctions and clauses **Usage note:** Subject-verb agreement (indicator E) 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**

Code	Virginia standard and indicators (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
5.LU.2	Mechanics A. Use commas correctly in compound sentences. B. Use colons to separate hours and minutes and to introduce a list. C. Use a hyphen to divide words at the end of a line in writing. D. Use spelling patterns and generalizations (e.g., word families, syllable patterns, ending rules) when pronouncing and writing words. E. Consult reference materials to check and correct spelling.	**SOAR 2.0** (book + software): • Chapter 13: How to Write Papers • Chapter 15: How to Use Language Resources – reference materials for checking and correcting spelling (indicator E) – Capitalization, Punctuation, & Spelling (Book Bonus download) **ELA Maps** (optional): • Writing Roadmap – Punctuation REDecoder (Phase 4), items 1–12: apostrophes with possessives, including it's / its; end punctuation; capitalization (a–f); commas (a–i, covering FANBOYS, introductory clauses, mid-sentence dependent clauses and an unnecessary-comma code); semicolons; colons; quotation marks; and title formatting – Revising & Editing Decoder: spelling is monitored and corrected in the student's own draft at Phase 3 Revise and Phase 4 Edit (indicator D, spelling-pattern half) **5-Minute Fast-Write** (available upon request): • Dividing a word at the end of a line is modeled in the activity (indicator C) • Available upon request — email info@studyskills.com and we will send it to you. **Usage note:** Indicator D bundles spelling patterns (covered above by the RED) with syllable-pattern phonics. Phonics is a foundational skill: run a Miscue Analysis to confirm whether a genuine gap is present, and where one is found, refer the student to targeted phonics support — the correct response, not a shortfall.	**MET — WITH USAGE NOTE**
COMMUNICATION AND MULTIMODAL MODAL LITERACIES			
5.C.1	Communication, Listening, and Collaboration A. Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes: i. Listening actively and speaking using agreed-upon discussion rules. ii. Respectfully demonstrating agreement or disagreement with others' ideas. iii. Asking and answering relevant questions to build on others' ideas, clarify ideas, and acquire or confirm information. iv. Summarizing the main ideas being discussed, using evidence, examples, and details to support opinions and conclusions. B. Share responsibility for the learning based on assigned roles and/or task expectations.	**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 Multi-Media 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**

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5.C.2	Speaking and Presentation of Ideas A. Report orally on a topic or text or present an opinion in an organized manner. This includes: i. Using content specific vocabulary, appropriate fact,s and relevant descriptive details to support themes or central ideas. ii. Demonstrating appropriate speaking techniques (e.g., adequate volume and clear pronunciation) suitable to the audience, purpose, and situations. iii. Using facial expressions and gestures to support, accentuate, or dramatize the message during oral presentations. iv. Demonstrating awareness of and sensitivity to the appropriate use of words (e.g., avoiding stereotypes, multiple meanings of words). v. Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathering responses, and movement).	**SOAR 2.0** (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 14: How to Give a Presentation • Chapter 15: How to Use Language Resources • Exit Presentation: see Assessments in the Multi-Media 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 – Formal Speaking, step 1 identifies topic, audience, angle and purpose, and The Delivery asks students to practice with variety, trying different words and tones; the Map keeps Formal Speaking and Interpersonal Communication as separate panels, each with its own register	**MET — IN THE CURRICULUM**
5.C.3	Integrating Multimodal Literacies A. Select, organize, and create engaging presentations that include multimedia components and visual displays. B. Strategically use two or more interdependent modes of communication to convey the intended message and enhance the development of main ideas or themes.	**SOAR 2.0** (book + software): • Chapter 14: How to Give a Presentation — How to Strategically Use: Visuals, Props, & Digital Media • Exit Presentation: see Assessments in the Multi-Media Teacher's Guide **ELA Maps** (optional): • Speaking & Listening Map — Formal Speaking, The Visuals: identify photos, illustrations, physical props and multi-media; clean slide template; a maximum of two visuals per slide; test the presentation	**MET — IN THE CURRICULUM**

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5.C.4	Examining Media Messages A. Deconstruct various types of media to identify the characteristics and determine the effectiveness of the intended messages. B. Identify the purpose, intended audience, and credibility of information (e.g., auditory, visual, and written media messages) being presented. C. Compare and contrast techniques used in a variety of media messages (e.g., animation, famous images and words, music and sound, photo-editing).	**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 • Chapter 14: How to Give a Presentation — How to Strategically Use: Visuals, Props, & Digital Media **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 – 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?" • Speaking & Listening Map — The Invisible Layers of Communication, which separates a speaker's stated message from the intentions, values and needs behind it **Usage note:** Students already rank an author's motivation and weigh the evidence on the Nonfiction Notes Map. Run the same two steps on a media message rather than a book — a commercial, a short video, a news graphic, a sponsored post. Then add one question the Map does not ask: name the technique used to carry the message — the music, the editing, the image chosen, the words on screen — and say what it was meant to make the audience feel. Compare two messages on the same topic that used different techniques.	**MET — WITH USAGE NOTE**
RESEARCH			
5.R.1	Evaluation and Synthesis of Information A. Formulate questions that help narrow the topic and revise questions as needed based on research. B. Identify search terms to locate information and gather relevant information from various print and digital sources to address the research. C. Organize and synthesize information from the print and digital resources, evaluating their relevance, reliability, and credibility. D. Develop notes that include important concepts, summaries, and identification of information sources. E. Organize and share information orally, in writing, or through visual display. F. Avoid plagiarism and give proper credit by providing citations whenever using another person's media, facts, ideas, graphics, music, and direct quotations.	**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 – How to Do Online Research & Verify Sources – e-version of the 3-D Organizer • Chapter 11: How to Take & Study Notes • Chapter 14: How to Give a Presentation **ELA Maps** (optional): **Note:** The Writing Roadmap is provided for each of the three genres* (argument, expository, and narrative). Together with the 3-D Organizer, they carry every writing assignment, from a single paragraph to a sustained research report. Plus, the same setup prepares a presentation. *The Writing Roadmap remains consistent across all genres; only p. 2 of the Roadmap changes with the genre. This reduces cognitive load for students and supports their internalization of the writing process, regardless of genre. • Writing Roadmap — Phase 1: THE OUTCOME, which turns an assignment into the guiding questions the paper must answer, each needing three to four answers, every answer written in the student's own words and tagged with its numbered source • Nonfiction Notes Map — Layer 1 Before Reading, Step 3 Evaluate the Author	**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 Virginia 2024 English Standards of Learning applicable to grade 5: 13 MET — IN THE CURRICULUM, 8 MET — WITH USAGE NOTE. Two standards — 5.FFR.1 and 5.FFR.2 — are written by Virginia as pointers to the Kindergarten and K–2 standards, and are marked not applicable.

Where the ELA Maps are required. The three Reading Literary Text standards (5.RL.1, 5.RL.2 and 5.RL.3) rest on the ELA Maps; the Fiction Story Map and the Literary Elements Map are the evidence. The Maps ship with the 5th-Grade Literacy Lab; they are not a separate purchase.

Usage notes. Eight standards — 5.FFR.3, 5.DSR, 5.RL.3, 5.FFW.1, 5.FFW.2, 5.LU.1, 5.LU.2 and 5.C.4 — are met with usage notes, printed in full on their rows. Read them before drawing a conclusion about any one of them.

5-Minute Fast-Write. Cited on 5.FFW.1 (Handwriting) and 5.LU.2 (Mechanics). It is available upon request — email info@studyskills.com and we will send it to you.

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

Foundations for Reading. Virginia writes 5.FFR.1 and 5.FFR.2 as pointers to the Kindergarten and K–2 standards, with no grade-five expectation of their own. Both are marked N/A (PER THE STANDARDS) and are not counted in the claim.

Strand heading. The Grade 5 strand heading “Communication and Multimodal Modal Literacies” is reproduced exactly as printed in the Virginia Department of Education source. Grades 6–12 read “Communication and Multimodal Literacies.”

Source. Virginia Department of Education, 2024 English Standards of Learning, adopted by the Board of Education 2024-03-28. Extracted verbatim from the VDOE posting document "2024-ELA-SOL-To-Post.docx" (March 2024). Grade 5 section.

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.