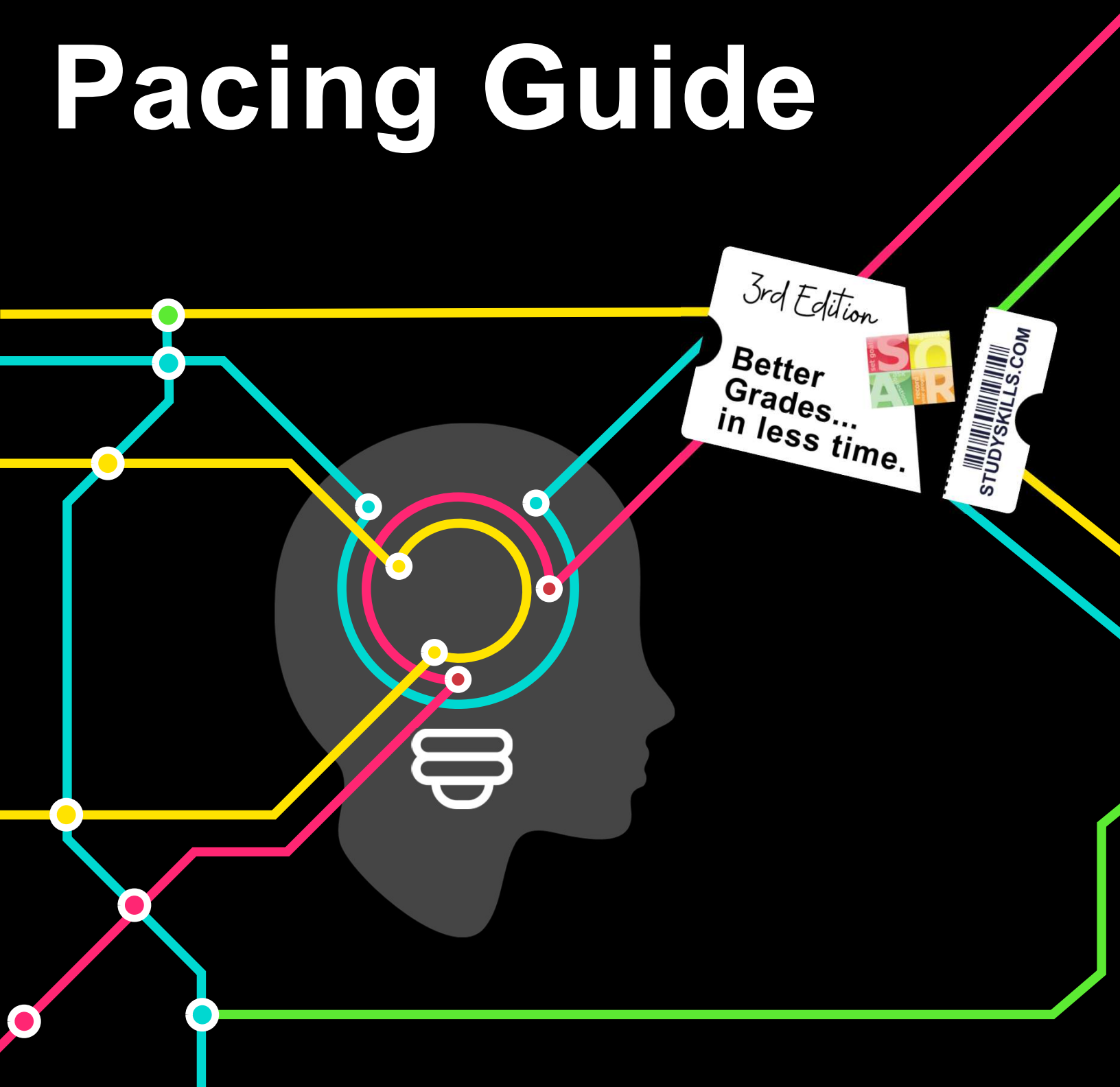


# S O A R

Learning & Soft Skills 3.0

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## Pacing Guide





# Table of contents

- 
- 3 How to Use this Guide:**  
“Map” or “GPS”
- 

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## “Short classes”

“Short Classes”:

- 4 Pull-Out Programs or  
Less than 1 Day/Week**
- 

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## One semester course

- 5** 5 days/week, one semester  
**7** 4 days/week, one semester  
**9** 3 days/week, one semester  
**11** 2 days/week, one semester  
**13** 1 days/week, one semester
- 

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## Full-year course

- 15** About full-year courses  
**16** How to grade 2<sup>nd</sup> semester  
**17** 5 days/week, second semester  
**19** 4 days/week, second semester  
**21** 3 days/week, second semester  
**23** 2 days/week, second semester  
**25** 1 days/week, second semester  
**27** SOAR as an ELA Credit
-



# How to use the Pacing Guide: “map” or “GPS”

A map shows all routes, letting you choose the details. GPS guides you with minimal decisions. This guide works as either:

- ✓ **As a map**, review it for information and suggestions, choosing every detail for your lesson plan.
- ✓ **As GPS**, follow it exactly as laid out.

These guides show examples of integrating all SOAR® Curriculum materials. Adapt them to best meet your students' needs, using your professional judgment.

## Core content vs supplementary instructional tools

- **"Core content"** refers to materials in the student workbook or Layers 1 & 2 of the student software.
- **Supplementary instructional tools** include: Apply + Practice activities, Optional Activities, and assessments.

...This Pacing Guide offers various ways to integrate all instructional resources based on your available teaching time.

## The 30,000-foot view

For a high-level perspective on pacing, we recommend the following allocations of instructional time:

amount of time	unit	for example... # of weeks in an 18-week semester
10%	Unit 1: HOW Are You Smart?	2
15%	Unit 2: Set Goals	3
15%	Unit 3: Organize	3
45-50%	Unit 4: Ask Questions	8
10%	Unit 5: Record Your Progress + Exit Presentations	2

## Do I have to teach the lessons in order?

No, each lesson stands alone.

However, if possible, follow the order in the book/software, as each new lesson builds on the previous one. Students notice these connections, which promote optimal retention of the strategies.



# “Short classes:” pull-out programs or LESS than 1 day/week

We often remind educators that *any* exposure to SOAR® skills greatly benefits students. Any time you can share even a portion of this program is worthwhile!

## Classroom/group instruction

If you have fewer than 18 sessions to lead students through the curriculum, we recommend covering the topics listed below, in the given order, unless you have a specific reason to do otherwise:

1. **Study Skills Scorecard**  
(The Scorecard is automatically assigned in the software. For workbook users, you can find a reproducible of the Scorecard in the Teacher Account: Dashboard > Teacher Guide > Student Assessments.)
2. **Lesson 2: What Are Your Strengths & Superpowers?**
3. **Lesson 3: How Do Our Brains Learn?**
4. **Lesson 7: How to Organize Papers**
5. **Lesson 10: How to Read Textbooks**
6. **Lesson 12: How to Listen & Take Notes**
7. **Lesson 13: How to Study & Learn New Terms**
8. **With any extra time**, fill in with any of the remaining lessons.
9. **Study Skills Scorecard as a post-assessment.** Compare answers to the “pre-Scorecard.” Obviously, students will only show growth in areas covered in class; focus on these areas.

## 1-1 instruction (pull-out sessions or tutoring)

Common “1-1” settings include:

- Special education resource room or pull-out sessions for meeting IEP goals.
- Tutoring for students of all backgrounds, from struggling to gifted/accelerated/college-bound.

Regardless of the primary objectives, 1-1 sessions allow for tailored instruction. We recommend the following approach:

1. **Print a Scorecard for the student’s reference.** For students not using the software, print two copies... one for them to complete (and return to you) and one for them keep for ongoing reference. (In the student software, students must take the Scorecard before accessing other lessons.) A printable Scorecard is available in the Teacher Account: Dashboard > Teacher Guide > Student Assessments.
2. **Assign the Scorecard to the student.**
3. **Once completed, review the Scorecard with the student.** Start with their strengths and then discuss areas they want to learn more about.
4. **Begin with a lesson chosen by the student to ensure optimal buy-in!** If they have no preference, start with Lesson 2, “What Are Your Strengths & Superpowers?” This lesson, often skipped, yields great value in boosting intrinsic motivation, which makes all remaining lessons go smoothly.
5. **Be transparent with the student about any predefined objectives** (such as IEP goals or specific requests from other teachers/parents), but always start with a lesson selected by the student.
6. **Use the Scorecard to match your objectives with the lessons you assign.** If you can choose any order, follow the program’s sequence. Students will see how lessons build on each other, promoting a comprehensive understanding of the strategies and improving long-term retention.



# One semester - 5 days/week

*NOTE: Even if your course does not meet 5 days/week, review this guide for suggestions; the five-day plan offers the widest variety of options and instructional resources!*

The table below suggests various ways to fill a 5-day week with SOAR® materials.

Key: T = Teacher-led, S = Student-led, MMTP = Multi-Media Teacher Presentation

Week #	Lesson #	Lesson #/Title	Day 1	Day 2	Day 3	Day 4	Day 5
1	1	Section 1 <b>Why Study Skills?</b>	T: Intro objective: "Better grades in LESS time," ice-breakers	T: Distribute & set-up supplies (Binder +Planner)	S: Complete Scorecard <sup>1</sup>	S: Read Chapter 1 (book) or complete Lesson 1 (App)	S:Do "Layer 3:" Apply+Practice <sup>4</sup> and/or quiz <sup>5</sup>
2	2	<b>What Are Your Strengths &amp; Superpowers?</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2," read chapter (book) or complete lesson (app) <sup>3</sup>	T: Use MMTP to guide group discussion	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , complete "Skill Demonstration Form" <sup>6</sup>
3	3	<b>How Does Our Brain Learn?</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	T: Use MMTP to guide group discussion	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , complete "Skill Demonstration Form" <sup>6</sup>
4	4	Section 2 <b>Identify Your Priorities</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	T: Use MMTP to guide group discussion	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , complete "Skill Demonstration Form" <sup>6</sup>
5	5	<b>Create Your Goals</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	T: Use MMTP to guide group discussion	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , complete "Skill Demonstration Form" <sup>6</sup>
6	6	<b>Schedule Time to Take Action</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	T: Use MMTP to guide group discussion	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , complete "Skill Demonstration Form" <sup>6</sup>
7	7 + 8	Section 3 <b>Organize Your Papers &amp; Digital Files + Organize Your Space</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	T: Use MMTP to guide group discussion	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , complete "Skill Demonstration Form" <sup>6</sup>
8	9	<b>Organize Your Time &amp; Manage Stress</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	T: Use MMTP to guide group discussion	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , complete "Skill Demonstration Form" <sup>6</sup>
9	10	Section 4 <b>How to Read Textbooks &amp; Nonfiction</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	T: Use MMTP to guide group discussion	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , complete "Skill Demonstration Form" <sup>6</sup>
10	11	<b>How to Communicate with Teachers &amp; Peers</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	T: Use MMTP to guide group discussion	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , complete "Skill Demonstration Form" <sup>6</sup>

# One semester - 5 days/week

Week #	Lesson #	Lesson #/Title	Day 1	Day 2	Day 3	Day 4	Day 5
11	12	<b>How to Listen &amp; Take Notes</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	T: Use MMTP to guide group discussion	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , complete "Skill Demonstration Form" <sup>6</sup>
12	13	<b>How to Study &amp; Learn New Terms</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	T: Use MMTP to guide group discussion	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , complete "Skill Demonstration Form" <sup>6</sup>
13	14	<b>How to Take Tests</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	T: Use MMTP to guide group discussion	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , complete "Skill Demonstration Form" <sup>6</sup>
14	15	<b>How to Write Paragraphs &amp; Essays*</b> *Coordinate this lesson with a research paper or essay from another class.	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	T: Use MMTP to guide group discussion	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , complete "Skill Demonstration Form" <sup>6</sup>
15	16	<b>How to Learn Grammar &amp; Punctuation</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	T: Use MMTP to guide group discussion	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , complete "Skill Demonstration Form" <sup>6</sup>
16	17	<b>How to Give Presentations**</b> **Coordinate this lesson with another class's presentation or prepare an Exit Presentation for this class.	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	T: Use MMTP to guide group discussion	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , complete "Skill Demonstration Form" <sup>6</sup>
17	18	<u>Section 5</u> <b>How to Track Progress &amp; Keep Moving Forward</b>	S: Take post-Scorecard <sup>7</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	T: Use MMTP to guide group discussion	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , prep Exit Presentation <sup>8</sup>
18	E.P.	<b>Exit Presentations</b>	S: Give Exit Presentations <sup>8</sup> to class	S: Give Exit Presentations <sup>8</sup> to class	S: Give Exit Presentations <sup>8</sup> to class	S: Give Exit Presentations <sup>8</sup> to class	S: Give Exit Presentations <sup>8</sup> to class

## Notes

<sup>1</sup> **The Scorecard is in three locations:** in the student software (where students are *required* to take it before beginning lesson ), in SOAR® Notes for Lesson 1, and in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Scorecard).

<sup>2</sup> **Layer 1 Investigations** can be found in the student software (main menu) or in the Teacher Presentation Tool.

<sup>3</sup> **If your students have access to BOTH software and books**, we recommend having them complete the software lesson on Day 2 and review the corresponding book chapter on Day 3 or 4 to build reading skills.

<sup>4</sup> **Layer 3: Apply + Practice** can be found in: student software (main menu), Teacher Presentation Tool, and the SOAR® Notes.

<sup>5</sup> **MC quizzes** are in the student software and Teacher's Account. Printable MC and essay-style quizzes are in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Quizzes > click on lesson #).

<sup>6</sup> **The Skill Demonstration Form** can be found in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments).

<sup>7</sup> **The post-Scorecard** is available in two locations: the student app and the Teacher's Guide. Graphs comparing the pre/post data can be found in the Teacher's Account (Dashboard > Course Gradebook > Assessments tab). A printable version of the Scorecard is available in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Scorecard).

<sup>8</sup> **The Exit Presentation** is in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Scorecard).



# One semester - 4 days/week

*NOTE: Even if your course does not meet 5 days/week, review the five-day plan; it offers the widest variety of options and instructional resources!*

The table below suggests various ways to fill a 4-day week with SOAR® materials.

Key: T = Teacher-led, S = Student-led, MMTP = Multi-Media Teacher Presentation

Week #	Lesson #	Lesson #/Title	Day 1	Day 2	Day 3	Day 4
1	1	<u>Section 1</u> <b>Why Study Skills?</b>	T: Intro objective: "Better grades in LESS time," ice-breakers	T: Distribute & set-up supplies (Binder +Planner)	S: Read Chapter 1 (book) or complete Lesson 1 (App)	S: Do "Layer 3:" Apply+Practice <sup>4</sup> and/or quiz <sup>5</sup>
2	2	<b>What Are Your Strengths &amp; Superpowers?</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Do "Layer 3:" Apply+Practice <sup>4</sup> , quiz <sup>5</sup> , and/or "Skill Demonstration Form" <sup>6</sup>
3	3	<b>How Does Our Brain Learn?</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , complete "Skill Demonstration Form" <sup>6</sup>
4	4	<u>Section 2</u> <b>Identify Your Priorities</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , complete "Skill Demonstration Form" <sup>6</sup>
5	5	<b>Create Your Goals</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , complete "Skill Demonstration Form" <sup>6</sup>
6	6	<b>Schedule Time to Take Action</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , complete "Skill Demonstration Form" <sup>6</sup>
7	7 + 8	<u>Section 3</u> <b>Organize Your Papers &amp; Digital Files + Organize Your Space</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , complete "Skill Demonstration Form" <sup>6</sup>
8	9	<b>Organize Your Time &amp; Manage Stress</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , complete "Skill Demonstration Form" <sup>6</sup>
9	10	<u>Section 4</u> <b>How to Read Textbooks &amp; Nonfiction</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , complete "Skill Demonstration Form" <sup>6</sup>
10	11	<b>How to Communicate with Teachers &amp; Peers</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , complete "Skill Demonstration Form" <sup>6</sup>



# One semester - 4 days/week

Week #	Lesson #	Lesson #/Title	Day 1	Day 2	Day 3	Day 4
11	12	<b>How to Listen &amp; Take Notes</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , complete "Skill Demonstration Form" <sup>6</sup>
12	13	<b>How to Study &amp; Learn New Terms</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , complete "Skill Demonstration Form" <sup>6</sup>
13	14	<b>How to Take Tests</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , complete "Skill Demonstration Form" <sup>6</sup>
14	15	<b>How to Write Paragraphs &amp; Essays*</b> *Coordinate this lesson with a research paper or essay from another class.	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , complete "Skill Demonstration Form" <sup>6</sup>
15	16	<b>How to Learn Grammar &amp; Punctuation</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , complete "Skill Demonstration Form" <sup>6</sup>
16	17	<b>How to Give Presentations**</b> **Coordinate this lesson with another class's presentation or prepare an Exit Presentation for this class.	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , complete "Skill Demonstration Form" <sup>6</sup>
17	18	<u>Section 5</u> <b>How to Track Progress &amp; Keep Moving Forward</b>	S: Take post-Scorecard <sup>7</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do "Layer 3" Apply + Practice <sup>4</sup>	S: Take quiz <sup>5</sup> , prep Exit Presentation <sup>8</sup>
18	E.P.	<b>Exit Presentations</b>	S: Give Exit Presentations <sup>8</sup> to class	S: Give Exit Presentations <sup>8</sup> to class	S: Give Exit Presentations <sup>8</sup> to class	S: Give Exit Presentations <sup>8</sup> to class

## Notes

<sup>1</sup> **The Scorecard is in three locations:** in the student software (where students are *required* to take it before beginning lesson ), in SOAR® Notes for Lesson 1, and in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Scorecard).

<sup>2</sup> **Layer 1 Investigations** can be found in the student software (main menu) or in the Teacher Presentation Tool.

<sup>3</sup> **If your students have access to BOTH software and books,** we recommend having them complete the software lesson on Day 2 and review the corresponding book chapter on Day 3 or 4 to build reading skills.

<sup>4</sup> **Layer 3: Apply + Practice** can be found in: student software (main menu), Teacher Presentation Tool, and the SOAR® Notes.

<sup>5</sup> **MC quizzes** are in the student software and Teacher's Account. Printable MC and essay-style quizzes are in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Quizzes > click on lesson #).

<sup>6</sup> **The Skill Demonstration Form** can be found in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments).

<sup>7</sup> **The post-Scorecard** is available in two locations: the student app and the Teacher's Guide. Graphs comparing the pre/post data can be found in the Teacher's Account (Dashboard > Course Gradebook > Assessments tab). A printable version of the Scorecard is available in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Scorecard).

<sup>8</sup> **The Exit Presentation** is in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Scorecard).





# One semester - 3 days/week

*NOTE: Even if your course does not meet 5 days/week, review the five-day plan; it offers the widest variety of options and instructional resources!*

The table below suggests various ways to fill a 3-day week with SOAR® materials.

Key: T = Teacher-led, S = Student-led, MMTP = Multi-Media Teacher Presentation

Week #	Lesson #	Lesson #/Title	Day 1	Day 2	Day 3
1	1	<u>Section 1</u> <b>Why Study Skills?</b>	T: Intro objective: "Better grades in LESS time," ice-breakers, distribute & set-up supplies (Binder +Planner)	S: Take Scorecard <sup>1</sup> , Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>
2	2	<b>What Are Your Strengths &amp; Superpowers?</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>
3	3	<b>How Does Our Brain Learn?</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>
4	4	<u>Section 2</u> <b>Identify Your Priorities</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>
5	5	<b>Create Your Goals</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>
6	6	<b>Schedule Time to Take Action</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>
7	7 + 8	<u>Section 3</u> <b>Organize Your Papers &amp; Digital Files + Organize Your Space</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>
8	9	<b>Organize Your Time &amp; Manage Stress</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>
9	10	<u>Section 4</u> <b>How to Read Textbooks &amp; Nonfiction</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>
10	11	<b>How to Communicate with Teachers &amp; Peers</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>



# One semester - 3 days/week

Week #	Lesson #	Lesson #/Title	Day 1	Day 2	Day 3
11	12	<b>How to Listen &amp; Take Notes</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>
12	13	<b>How to Study &amp; Learn New Terms</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>
13	14	<b>How to Take Tests</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>
14	15	<b>How to Write Paragraphs &amp; Essays*</b> *Coordinate this lesson with a research paper or essay from another class.	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>
15	16	<b>How to Learn Grammar &amp; Punctuation</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>
16	17	<b>How to Give Presentations**</b> **Coordinate this lesson with another class's presentation or prepare an Exit Presentation for this class.	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>
17	18	<u>Section 5</u> <b>How to Track Progress &amp; Keep Moving Forward</b>	S: Take post-Scorecard <sup>7</sup> in small groups, begin reading lesson	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup>	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or prep Exit Presentation <sup>8</sup>
18	E.P.	<b>Exit Presentations</b>	S: Give Exit Presentations <sup>8</sup> to class	S: Give Exit Presentations <sup>8</sup> to class	S: Give Exit Presentations <sup>8</sup> to class

## Notes

<sup>1</sup> **The Scorecard is in three locations:** in the student software (where students are *required* to take it before beginning lesson ), in SOAR® Notes for Lesson 1, and in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Scorecard).

<sup>2</sup> **Layer 1 Investigations** can be found in the student software (main menu) or in the Teacher Presentation Tool.

<sup>3</sup> **If your students have access to BOTH software and books,** we recommend having them complete the software lesson on Day 2 and review the corresponding book chapter on Day 3 or 4 to build reading skills.

<sup>4</sup> **Layer 3: Apply + Practice** can be found in: student software (main menu), Teacher Presentation Tool, and the SOAR® Notes.

<sup>5</sup> **MC quizzes** are in the student software and Teacher's Account. Printable MC and essay-style quizzes are in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Quizzes > click on lesson #).

<sup>6</sup> **The Skill Demonstration Form** can be found in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments).

<sup>7</sup> **The post-Scorecard** is available in two locations: the student app and the Teacher's Guide. Graphs comparing the pre/post data can be found in the Teacher's Account (Dashboard > Course Gradebook > Assessments tab). A printable version of the Scorecard is available in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Scorecard).

<sup>8</sup> **The Exit Presentation** is in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Scorecard).



# One semester - 2 days/week

*NOTE: Even if your course does not meet 5 days/week, review the five-day plan; it offers the widest variety of options and instructional resources!*

The table below suggests various ways to fill a 2-day week with SOAR® materials.

Key: T = Teacher-led, S = Student-led, MMTP = Multi-Media Teacher Presentation

Week #	Lesson #	Lesson #/Title	Day 1	Day 2
1	1	<u>Section 1</u> <b>Why Study Skills?</b>	T: Intro objective: "Better grades in LESS time," ice-breakers, distribute & set-up supplies (Binder +Planner) S: Take Scorecard <sup>1</sup>	S: Do "Layer 2:" Read chapter (book) or complete lesson (app) <sup>3</sup> , Do Apply+Practice <sup>4</sup> and/or take quiz <sup>5</sup>
2	2	<b>What Are Your Strengths &amp; Superpowers?</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups. Do "Layer 2:" read chapter (book) or complete lesson (app).	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>
3	3	<b>How Does Our Brain Learn?</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups. Do "Layer 2:" read chapter (book) or complete lesson (app).	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>
4	4	<u>Section 2</u> <b>Identify Your Priorities</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups. Do "Layer 2:" read chapter (book) or complete lesson (app).	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>
5	5	<b>Create Your Goals</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups. Do "Layer 2:" read chapter (book) or complete lesson (app).	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>
6	6	<b>Schedule Time to Take Action</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups. Do "Layer 2:" read chapter (book) or complete lesson (app).	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>
7	7 + 8	<u>Section 3</u> <b>Organize Your Papers &amp; Digital Files + Organize Your Space</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups. Do "Layer 2:" read chapter (book) or complete lesson (app).	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>
8	9	<b>Organize Your Time &amp; Manage Stress</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups. Do "Layer 2:" read chapter (book) or complete lesson (app).	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>
9	10	<u>Section 4</u> <b>How to Read Textbooks &amp; Nonfiction</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups. Do "Layer 2:" read chapter (book) or complete lesson (app).	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>
10	11	<b>How to Communicate with Teachers &amp; Peers</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups. Do "Layer 2:" read chapter (book) or complete lesson (app).	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>



# One semester - 3 days/week

Week #	Lesson #	Lesson #/Title	Day 1	Day 2
11	12	<b>How to Listen &amp; Take Notes</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups. Do "Layer 2:" read chapter (book) or complete lesson (app).	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>
12	13	<b>How to Study &amp; Learn New Terms</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups. Do "Layer 2:" read chapter (book) or complete lesson (app).	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>
13	14	<b>How to Take Tests</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups. Do "Layer 2:" read chapter (book) or complete lesson (app).	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>
14	15	<b>How to Write Paragraphs &amp; Essays*</b> *Coordinate this lesson with a research paper or essay from another class.	S: Do "Layer 1" Investigations <sup>2</sup> in small groups. Do "Layer 2:" read chapter (book) or complete lesson (app).	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>
15	16	<b>How to Learn Grammar &amp; Punctuation</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups. Do "Layer 2:" read chapter (book) or complete lesson (app).	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>
16	17	<b>How to Give Presentations**</b> **Coordinate this lesson with another class's presentation or prepare an Exit Presentation for this class.	S: Do "Layer 1" Investigations <sup>2</sup> in small groups. Do "Layer 2:" read chapter (book) or complete lesson (app).	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or fill out "Skill Demonstration Form" <sup>6</sup>
17	18	<u>Section 5</u> <b>How to Track Progress &amp; Keep Moving Forward</b>	S: Take post-Scorecard <sup>7</sup> in small groups. Do "Layer 2:" read chapter (book) or complete lesson (app).	S: Do Apply+Practice <sup>4</sup> , take quiz <sup>5</sup> and/or prep Exit Presentation <sup>8</sup>
18	E.P.	<b>Exit Presentations</b>	S: Give Exit Presentations <sup>8</sup> to class	S: Give Exit Presentations <sup>8</sup> to class

## Notes

<sup>1</sup> **The Scorecard is in three locations:** in the student software (where students are *required* to take it before beginning lesson ), in SOAR® Notes for Lesson 1, and in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Scorecard).

<sup>2</sup> **Layer 1 Investigations** can be found in the student software (main menu) or in the Teacher Presentation Tool.

<sup>3</sup> **If your students have access to BOTH software and books,** we recommend having them complete the software lesson on Day 2 and review the corresponding book chapter on Day 3 or 4 to build reading skills.

<sup>4</sup> **Layer 3: Apply + Practice** can be found in: student software (main menu), Teacher Presentation Tool, and the SOAR® Notes.

<sup>5</sup> **MC quizzes** are in the student software and Teacher's Account. Printable MC and essay-style quizzes are in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Quizzes > click on lesson #).

<sup>6</sup> **The Skill Demonstration Form** can be found in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments).

<sup>7</sup> **The post-Scorecard** is available in two locations: the student app and the Teacher's Guide. Graphs comparing the pre/post data can be found in the Teacher's Account (Dashboard > Course Gradebook > Assessments tab). A printable version of the Scorecard is available in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Scorecard).

<sup>8</sup> **The Exit Presentation** is in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Scorecard).



# One semester - 1 day/week

*NOTE: Even if your course does not meet 5 days/week, review the five-day plan; it offers the widest variety of options and instructional resources!*

The table below suggests various ways to fill a 1-day week with SOAR® materials.

Key: T = Teacher-led, S = Student-led, MMTP = Multi-Media Teacher Presentation

Week #	Lesson #	Lesson #/Title	Day 1
1	1	Section 1 <b>Why Study Skills?</b>	T: Intro objective: "Better grades in LESS time," ice-breakers, distribute & set-up supplies (Binder +Planner) S: Take Scorecard <sup>1</sup> , do "Layer 2:" read chapter (book) or complete lesson (app), take quiz. <sup>5</sup>
2	2	<b>What Are Your Strengths &amp; Superpowers?</b>	S: Take Scorecard <sup>1</sup> , do "Layer 2:" read chapter (book) or complete lesson (app), take quiz. <sup>5</sup>
3	3	<b>How Does Our Brain Learn?</b>	S: Take Scorecard <sup>1</sup> , do "Layer 2:" read chapter (book) or complete lesson (app), take quiz. <sup>5</sup>
4	4	Section 2 <b>Identify Your Priorities</b>	S: Take Scorecard <sup>1</sup> , do "Layer 2:" read chapter (book) or complete lesson (app), take quiz. <sup>5</sup>
5	5	<b>Create Your Goals</b>	S: Take Scorecard <sup>1</sup> , do "Layer 2:" read chapter (book) or complete lesson (app), take quiz. <sup>5</sup>
6	6	<b>Schedule Time to Take Action</b>	S: Take Scorecard <sup>1</sup> , do "Layer 2:" read chapter (book) or complete lesson (app), take quiz. <sup>5</sup>
7	7 + 8	Section 3 <b>Organize Your Papers &amp; Digital Files + Organize Your Space</b>	S: Take Scorecard <sup>1</sup> , do "Layer 2:" read chapter (book) or complete lesson (app), take quiz. <sup>5</sup>
8	9	<b>Organize Your Time &amp; Manage Stress</b>	S: Take Scorecard <sup>1</sup> , do "Layer 2:" read chapter (book) or complete lesson (app), take quiz. <sup>5</sup>
9	10	Section 4 <b>How to Read Textbooks &amp; Nonfiction</b>	S: Take Scorecard <sup>1</sup> , do "Layer 2:" read chapter (book) or complete lesson (app), take quiz. <sup>5</sup>
10	11	<b>How to Communicate with Teachers &amp; Peers</b>	S: Take Scorecard <sup>1</sup> , do "Layer 2:" read chapter (book) or complete lesson (app), take quiz. <sup>5</sup>



# One semester - 1 day/week

Week #	Lesson #	Lesson #/Title	Day 1
11	12	<b>How to Listen &amp; Take Notes</b>	S: Take Scorecard <sup>1</sup> , do "Layer 2:" read chapter (book) or complete lesson (app), take quiz. <sup>5</sup>
12	13	<b>How to Study &amp; Learn New Terms</b>	S: Take Scorecard <sup>1</sup> , do "Layer 2:" read chapter (book) or complete lesson (app), take quiz. <sup>5</sup>
13	14	<b>How to Take Tests</b>	S: Take Scorecard <sup>1</sup> , do "Layer 2:" read chapter (book) or complete lesson (app), take quiz. <sup>5</sup>
14	15	<b>How to Write Paragraphs &amp; Essays*</b> *Coordinate this lesson with a research paper or essay from another class.	S: Take Scorecard <sup>1</sup> , do "Layer 2:" read chapter (book) or complete lesson (app), take quiz. <sup>5</sup>
15	16	<b>How to Learn Grammar &amp; Punctuation</b>	S: Take Scorecard <sup>1</sup> , do "Layer 2:" read chapter (book) or complete lesson (app), take quiz. <sup>5</sup>
16	17	<b>How to Give Presentations**</b> **Coordinate this lesson with another class's presentation or prepare an Exit Presentation for this class.	S: Take Scorecard <sup>1</sup> , do "Layer 2:" read chapter (book) or complete lesson (app), take quiz. <sup>5</sup>
17	18	<u>Section 5</u> <b>How to Track Progress &amp; Keep Moving Forward</b>	S: Take post-Scorecard <sup>7</sup> in small groups. Do "Layer 2:" read chapter (book) or complete lesson (app) take quiz. <sup>5</sup>
18	S.A.	<b>Scorecard Analysis</b>	S: Compare pre- and post-Scorecard responses, analyze growth.

## Notes

<sup>1</sup> **The Scorecard is in three locations:** in the student software (where students are *required* to take it before beginning lesson), in SOAR® Notes for Lesson 1, and in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Scorecard).

<sup>2</sup> **Layer 1 Investigations** can be found in the student software (main menu) or in the Teacher Presentation Tool.

<sup>3</sup> **If your students have access to BOTH software and books**, we recommend having them complete the software lesson on Day 2 and review the corresponding book chapter on Day 3 or 4 to build reading skills.

<sup>4</sup> **Layer 3: Apply + Practice** can be found in: student software (main menu), Teacher Presentation Tool, and the SOAR® Notes.

<sup>5</sup> **MC quizzes** are in the student software and Teacher's Account. Printable MC and essay-style quizzes are in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Quizzes > click on lesson #).

<sup>6</sup> **The Skill Demonstration Form** can be found in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments).

<sup>7</sup> **The post-Scorecard** is available in two locations: the student app and the Teacher's Guide. Graphs comparing the pre/post data can be found in the Teacher's Account (Dashboard > Course Gradebook > Assessments tab). A printable version of the Scorecard is available in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Scorecard).

<sup>8</sup> **The Exit Presentation** is in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Scorecard).



# How to teach full-year classes

For full-year classes, we strongly recommend a two-layer approach: cover the core content, in full, during the first semester, then review and dive deeper in the second semester:

	1 <sup>st</sup> semester	2 <sup>nd</sup> Semester
<b>Objective</b>	Deliver instruction and guide initial practice of skills.	Apply strategies to current coursework and explore deeper applications.
<b>Teacher's Role</b>	Primarily an "instructor," with occasional "coaching" of strategies.	Transition from an "instructor" to a "coach."

Even if the first semester class only met 1x/week, we recommend this approach for three reasons:

- **Layered learning is a "best-practice" for optimal retention.** Introducing new information in layers promotes long-term integration, especially when it involves modifying daily actions and habits.
- **Students better appreciate the succinctness and integration of all.** Spreading content over 36 weeks, with holidays and "spring fever," can cause loss of momentum!
- **Students learn how to take notes and read textbooks much earlier than April (spring fever season)!** Exposure to these strategies in the first semester allows for practice throughout the second semester.

## The Pacing Guide illustrates how this can work...

During 1 <sup>st</sup> semester	During 2 <sup>nd</sup> semester
<ul style="list-style-type: none"> <li>• <b>Follow the "One Semester" Pacing Guide.</b> Whether you teach SOAR® for one semester or extend it into a second. The "one semester" guides in this document are appropriate for initial instruction.</li> <li>• <b>Do Exit Presentations at the end of 1<sup>st</sup> semester.</b> Conclude the first semester with an Exit Presentation, even if the program extends into a second semester. This assessment helps students:               <ul style="list-style-type: none"> <li>✓ Synthesize their learning.</li> <li>✓ Reflect on how it applies to their life.</li> <li>✓ Consider how these skills will impact their future.</li> </ul> </li> </ul> <p><b>These insights make the second semester more meaningful and effective.</b> Conducting the Exit Presentation mid-year, before continuing practice, has a greater impact than waiting until the end of the second semester when there is no follow-up.</p> <p><b>If students ask why Exit Presentations are done mid-year,</b> explain that they are "exiting" the first phase and transitioning into a new phase focused on practicing and applying skills.</p>	<ul style="list-style-type: none"> <li>• <b>Follow the "Second Semester" Pacing Guides:</b> These guides outline a second layer of instruction/coaching with SOAR® materials.</li> <li>• <b>Teacher's Role:</b> Transition from "teacher" to "coach."</li> <li>• <b>Focus:</b> Prioritize guiding and coaching students in applying and integrating strategies into their current coursework.</li> </ul>

The Pacing Guide offers various suggestions for using SOAR® materials, but the primary goal is to help students effectively apply what they have learned.

## 1-1 mini-conferences

**Your personal encouragement, delivered via 1-1 mini-conferences, can dramatically improve student-outcomes!** These brief meetings (3-10 minutes, 1-2 times per month, per student) can make a huge difference! Focus on being an encouraging "cheerleader" and "remover of roadblocks," not a "nag."



# How to grade 2<sup>nd</sup> semester

We recommend grading this course as “credit/no credit,” especially for the second semester. The following tools will be useful for tracking progress and providing meaningful feedback. If letter grades are required, they will also support grade-calculation:

- **Anecdotal observations:** Focus on the integration and application of strategies. Conduct weekly check-ins on 1-2 specific strategies, assigning a point value (out of 10) for frequency and accuracy. See the Assessment Matrix (Teacher Account Dashboard > Teacher’s Guide > Assessments) for support tools.
- **New assessments:** Use assessments not assigned in the first semester. For example, if you previously used MC quizzes and Skill Demonstration Forms, assign weekly constructed response (essay questions) during second semester.
- **Repeat assessments:** Reuse first semester assessments; there’s no harm in students answering the same MC questions six months later.
- **Spiral up:** Have students extend their portfolios by completing a second round of Skill Demonstration Forms (SDF) for each topic. They can highlight new learning, growth from their previous SDF, or both.

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## How to handle the Exit Presentation for 2<sup>nd</sup> semester

The only thing more powerful than preparing an Exit Presentation once... is doing it *again*!

If your students completed an Exit Presentation at the end of the 1st semester (or beginning of the 2nd semester), you’ve seen its impact. These presentations prompt students to reflect on their learning, synthesize it, and project it into their future.

Students also benefit from positive peer pressure, learning more from peers during these presentations than from both SOAR and you throughout the year.

At the end of the second semester, students can do an “updated” Exit Presentation, highlighting new evidence and focusing on their growth since the end of first semester.



# Full year: 2<sup>nd</sup> semester - 5 days/week

*NOTE: Even if your course does not meet 5 days/week, review this guide for suggestions; the five-day plan offers the widest variety of options and instructional resources!*

This table suggests a 5-day plan for teaching the second semester of SLSS, where the teacher transitions from "instructor" to "coach," focusing on students applying and integrating skills into their course-work.

Key: T = Teacher-led, S = Student-led, MMTP = Multi-Media Teacher Presentation

Week #	Lesson #	Lesson #/Title	Day 1	Day 2	Day 3	Day 4	Day 5
1	1	<b>Section 1</b> <b>Why Study Skills?</b>	T: What info did we learn, or insight did we gain, from each other's Exit Presentations?	T: Review the Scorecard <sup>1</sup> pre and post results; where did you grow? Where can you improve?	T: Use MMTP for group discussion review of Lesson/Chapter 1.	S: Turn & Talk <sup>2+</sup> w/ assigned partner. T: Hold 1-1 conferences or small-group coaching. <sup>3</sup>	S: Guided homework session, and/or "Skill Demo Form." <sup>4</sup> T: Hold 1-1 conferences or small-group coaching. <sup>3</sup>
2	2	<b>What Are Your Strengths &amp; Superpowers?</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> w/ assigned partner or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Read/watch content from "Optional Activities" <sup>5</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Make concept map <sup>6</sup> of lesson or or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
3	3	<b>How Does Our Brain Learn?</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Optional Activities <sup>4</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Make concept map <sup>5</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
4	4	<b>Section 2</b> <b>Identify Your Priorities</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Optional Activities <sup>4</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Make concept map <sup>5</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
5	5	<b>Create Your Goals</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Create "ladder goals" for 2 <sup>nd</sup> semester, Turn & Talk <sup>2+</sup> , or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Optional Activities <sup>4</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Make concept map <sup>5</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
6	6	<b>Schedule Time to Take Action</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Optional Activities <sup>4</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Make concept map <sup>5</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
7	7 + 8	<b>Section 3</b> <b>Organize Your Papers &amp; Digital Files + Organize Your Space</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Optional Activities <sup>4</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Make concept map <sup>5</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
8	9	<b>Organize Your Time &amp; Manage Stress</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Optional Activities <sup>4</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Make concept map <sup>5</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
9	10	<b>Section 4</b> <b>How to Read Textbooks &amp; Nonfiction</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Optional Activities <sup>4</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Make concept map <sup>5</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
10	11	<b>How to Communicate with Teachers &amp; Peers</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Optional Activities <sup>4</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Make concept map <sup>5</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>



# Full year: 2<sup>nd</sup> semester - 5 days/week

Week #	Lesson #	Lesson #/Title	Day 1	Day 2	Day 3	Day 4	Day 5
11	12	<b>How to Listen &amp; Take Notes</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Optional Activities <sup>4</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Make concept map <sup>5</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
12	13	<b>How to Study &amp; Learn New Terms</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Optional Activities <sup>4</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Make concept map <sup>5</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
13	14	<b>How to Take Tests</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Optional Activities <sup>4</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Make concept map <sup>5</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
14	15	<b>How to Write Paragraphs &amp; Essays*</b> *Coordinate this lesson with a research paper or essay from another class.	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Optional Activities <sup>4</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Make concept map <sup>5</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
15	16	<b>How to Learn Grammar &amp; Punctuation</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Optional Activities <sup>4</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Make concept map <sup>5</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
16	17	<b>How to Give Presentations**</b> **Coordinate this lesson with another class's presentation or prepare an Exit Presentation for this class.	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Optional Activities <sup>4</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Make concept map <sup>5</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
17	18	<b>Section 5</b> <b>How to Track Progress &amp; Keep Moving Forward</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Take Scorecard again (third time). Compare results to previous; analyze growth. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Make concept map <sup>5</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Guided homework session or prep Exit Presentation <sup>7</sup> . T: Hold 1-1 conf or small group coaching. <sup>3</sup>
18	E.P.	<b>Exit Presentations</b>	S: Give Exit Presentations <sup>7</sup> to class	S: Give Exit Presentations <sup>7</sup> to class	S: Give Exit Presentations <sup>7</sup> to class	S: Give Exit Presentations <sup>7</sup> to class	S: Give Exit Presentations <sup>7</sup> to class

## Notes

<sup>1</sup> **The Scorecard is in three locations:** in the student software (where students are *required* to take it before beginning lesson), in SOAR® Notes for Lesson 1, and in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Scorecard).

<sup>2</sup> **Turn & Talk prompts** can be found in the student software (Last screen, "Optional Activities") and Teacher Presentation Tool (towards the front, "Optional Activities").

<sup>2+</sup> **Assign partners for Turn & Talk;** do not allow someone to feel left out by having students find their own partner.

<sup>3</sup> **See the SOAR® Assessment Matrix** for lists of skills and observations to guide progress monitoring.

<sup>4</sup> **The Skill Demonstration Form** can be found in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments).

<sup>5</sup> **Optional Activities** are posted in the student software (last screen) and the Teacher Presentation Tool (towards the front).

<sup>6</sup> **Concept maps** are a strategy introduced and explained in Lesson 13, "How to Study & Learn New Terms."

<sup>7</sup> **The Exit Presentation** is in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Scorecard).



# Full year: 2<sup>nd</sup> semester - 4 days/week

*NOTE: Even if your course does not meet 5 days/week, review the five-day plan; it offers the widest variety of options and instructional resources!*

This table suggests a 4-day plan for teaching the second semester of SLSS, where the teacher transitions from "instructor" to "coach," focusing on students applying and integrating skills into their course-work.

Key: T = Teacher-led, S = Student-led, MMTP = Multi-Media Teacher Presentation

Week #	Lesson #	Lesson #/Title	Day 1	Day 2	Day 3	Day 4
1	1	Section 1 <b>Why Study Skills?</b>	T: What info did we learn, or insight did we gain, from each other's Exit Presentations?	T: Review the Scorecard <sup>1</sup> pre and post results; where did you grow? Where can you improve?	T: Use MMTP for group discussion review of Lesson/Chapter 1.	S: Guided homework session, and/or "Skill Demo Form." <sup>4</sup> T: Hold 1-1 conferences or small-group coaching. <sup>3</sup>
2	2	<b>What Are Your Strengths &amp; Superpowers?</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> w/ assigned partner or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Read/watch content from "Optional Activities" <sup>5</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
3	3	<b>How Does Our Brain Learn?</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Optional Activities <sup>4</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
4	4	Section 2 <b>Identify Your Priorities</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Optional Activities <sup>4</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
5	5	<b>Create Your Goals</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: <b>Create "ladder goals" for 2<sup>nd</sup> semester</b> , Turn & Talk <sup>2+</sup> , or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Optional Activities <sup>4</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
6	6	<b>Schedule Time to Take Action</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Optional Activities <sup>4</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
7	7 + 8	Section 3 <b>Organize Your Papers &amp; Digital Files + Organize Your Space</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Optional Activities <sup>4</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
8	9	<b>Organize Your Time &amp; Manage Stress</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Optional Activities <sup>4</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
9	10	Section 4 <b>How to Read Textbooks &amp; Nonfiction</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Optional Activities <sup>4</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
10	11	<b>How to Communicate with Teachers &amp; Peers</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Optional Activities <sup>4</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>



# Full year: 2<sup>nd</sup> semester - 4 days/week

Week #	Lesson #	Lesson #/Title	Day 1	Day 2	Day 3	Day 4
11	12	<b>How to Listen &amp; Take Notes</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Optional Activities <sup>4</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
12	13	<b>How to Study &amp; Learn New Terms</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Optional Activities <sup>4</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
13	14	<b>How to Take Tests</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Optional Activities <sup>4</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
14	15	<b>How to Write Paragraphs &amp; Essays*</b> *Coordinate this lesson with a research paper or essay from another class.	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Optional Activities <sup>4</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
15	16	<b>How to Learn Grammar &amp; Punctuation</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Optional Activities <sup>4</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
16	17	<b>How to Give Presentations**</b> **Coordinate this lesson with another class's presentation or prepare an Exit Presentation for this class.	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Optional Activities <sup>4</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
17	18	<u>Section 5</u> <b>How to Track Progress &amp; Keep Moving Forward</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Take Scorecard again (third time). T: Use MMTP for group discussion review of Lesson/Chapter.	S: Compare Scorecard results to previous; analyze growth. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Guided homework session or prep Exit Presentation <sup>7</sup> T: Hold 1-1 conf or small group coaching. <sup>3</sup>
18	E.P.	<b>Exit Presentations</b>	S: Give Exit Presentations <sup>7</sup> to class	S: Give Exit Presentations <sup>7</sup> to class	S: Give Exit Presentations <sup>7</sup> to class	S: Give Exit Presentations <sup>7</sup> to class

## Notes

<sup>1</sup> **The Scorecard is in three locations:** in the student software (where students are *required* to take it before beginning lesson ), in SOAR® Notes for Lesson 1, and in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Scorecard).

<sup>2</sup> **Turn & Talk prompts** can be found in the student software (Last screen, "Optional Activities") and Teacher Presentation Tool (towards the front, "Optional Activities").

<sup>2+</sup> **Assign partners for Turn & Talk;** do not allow someone to feel left out by having students find their own partner.

<sup>3</sup> **See the SOAR® Assessment Matrix** for lists of skills and observations to guide progress monitoring.

<sup>4</sup> **The Skill Demonstration Form** can be found in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments).

<sup>5</sup> **Optional Activities** are posted in the student software (last screen) and the Teacher Presentation Tool (towards the front).

<sup>6</sup> **Concept maps** are a strategy introduced and explained in Lesson 13, "How to Study & Learn New Terms."

<sup>7</sup> **The Exit Presentation** is in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Scorecard).



# Full year: 2<sup>nd</sup> semester - 3 days/week

*NOTE: Even if your course does not meet 5 days/week, review the five-day plan; it offers the widest variety of options and instructional resources!*

This table suggests a 3-day plan for teaching the second semester of SLSS, where the teacher transitions from "instructor" to "coach," focusing on students applying and integrating skills into their course-work.

Key: T = Teacher-led, S = Student-led, MMTP = Multi-Media Teacher Presentation

Week #	Lesson #	Lesson #/Title	Day 1	Day 2	Day 3
1	1	Section 1 <b>Why Study Skills?</b>	T: What info did we learn, or insight did we gain, from each other's Exit Presentations?	T: Review the Scorecard <sup>1</sup> pre and post results; where did you grow? Where can you improve?	T: Use MMTP for group discussion review of Lesson/Chapter 1.
2	2	<b>What Are Your Strengths &amp; Superpowers?</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> w/ assigned partner or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
3	3	<b>How Does Our Brain Learn?</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
4	4	Section 2 <b>Identify Your Priorities</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
5	5	<b>Create Your Goals</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Create "ladder goals" for 2 <sup>nd</sup> semester, Turn & Talk <sup>2+</sup> , or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
6	6	<b>Schedule Time to Take Action</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
7	7 + 8	Section 3 <b>Organize Your Papers &amp; Digital Files + Organize Your Space</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
8	9	<b>Organize Your Time &amp; Manage Stress</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
9	10	Section 4 <b>How to Read Textbooks &amp; Nonfiction</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
10	11	<b>How to Communicate with Teachers &amp; Peers</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>



# Full year: 2<sup>nd</sup> semester - 3 days/week

Week #	Lesson #	Lesson #/Title	Day 1	Day 2	Day 3
11	12	<b>How to Listen &amp; Take Notes</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
12	13	<b>How to Study &amp; Learn New Terms</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
13	14	<b>How to Take Tests</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
14	15	<b>How to Write Paragraphs &amp; Essays*</b> *Coordinate this lesson with a research paper or essay from another class.	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
15	16	<b>How to Learn Grammar &amp; Punctuation</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
16	17	<b>How to Give Presentations**</b> **Coordinate this lesson with another class's presentation or prepare an Exit Presentation for this class.	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Do "Skill Demo Form" <sup>6</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
17	18	<u>Section 5</u> <b>How to Track Progress &amp; Keep Moving Forward</b>	S: Take Scorecard again (third time). T: Use MMTP for group discussion review of Lesson/Chapter.	S: Compare Scorecard results to previous; analyze growth. T: Hold 1-1 conf or small group coaching. <sup>3</sup>	S: Guided homework session or prep Exit Presentation <sup>7</sup> . T: Hold 1-1 conf or small group coaching. <sup>3</sup>
18	E.P.	<b>Exit Presentations</b>	S: Give Exit Presentations <sup>7</sup> to class	S: Give Exit Presentations <sup>7</sup> to class	S: Give Exit Presentations <sup>7</sup> to class

## Notes

<sup>1</sup> **The Scorecard is in three locations:** in the student software (where students are *required* to take it before beginning lesson), in SOAR® Notes for Lesson 1, and in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Scorecard).

<sup>2</sup> **Turn & Talk prompts** can be found in the student software (Last screen, "Optional Activities") and Teacher Presentation Tool (towards the front, "Optional Activities").

<sup>2+</sup> **Assign partners for Turn & Talk;** do not allow someone to feel left out by having students find their own partner.

<sup>3</sup> **See the SOAR® Assessment Matrix** for lists of skills and observations to guide progress monitoring.

<sup>4</sup> **The Skill Demonstration Form** can be found in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments).

<sup>5</sup> **Optional Activities** are posted in the student software (last screen) and the Teacher Presentation Tool (towards the front).

<sup>6</sup> **Concept maps** are a strategy introduced and explained in Lesson 13, "How to Study & Learn New Terms."

<sup>7</sup> **The Exit Presentation** is in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Scorecard).



# Full year: 2<sup>nd</sup> semester - 2 days/week

*NOTE: Even if your course does not meet 5 days/week, review the five-day plan; it offers the widest variety of options and instructional resources!*

**This table suggests a 2-day plan for teaching the second semester of SLSS, where the teacher transitions from "instructor" to "coach," focusing on students applying and integrating skills into their course-work.**

Key: T = Teacher-led, S = Student-led, MMTP = Multi-Media Teacher Presentation

Week #	Lesson #	Lesson #/Title	Day 1	Day 2
1	1	Section 1 <b>Why Study Skills?</b>	T: Review the Scorecard <sup>1</sup> pre and post results; where did you grow? Where can you improve?	T: Use MMTP for group discussion review of Lesson/Chapter.
2	2	<b>What Are Your Strengths &amp; Superpowers?</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> w/ assigned partner or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
3	3	<b>How Does Our Brain Learn?</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
4	4	Section 2 <b>Identify Your Priorities</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
5	5	<b>Create Your Goals</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: <b>Create "ladder goals" for 2<sup>nd</sup> semester</b> , Turn & Talk <sup>2+</sup> , or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
6	6	<b>Schedule Time to Take Action</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
7	7 + 8	Section 3 <b>Organize Your Papers &amp; Digital Files + Organize Your Space</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
8	9	<b>Organize Your Time &amp; Manage Stress</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
9	10	Section 4 <b>How to Read Textbooks &amp; Nonfiction</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
10	11	<b>How to Communicate with Teachers &amp; Peers</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>



# Full year: 2<sup>nd</sup> semester - 2 days/week

Week #	Lesson #	Lesson #/Title	Day 1	Day 2
11	12	<b>How to Listen &amp; Take Notes</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
12	13	<b>How to Study &amp; Learn New Terms</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
13	14	<b>How to Take Tests</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
14	15	<b>How to Write Paragraphs &amp; Essays*</b> *Coordinate this lesson with a research paper or essay from another class.	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
15	16	<b>How to Learn Grammar &amp; Punctuation</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
16	17	<b>How to Give Presentations**</b> **Coordinate this lesson with another class's presentation or prepare an Exit Presentation for this class.	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
17	18	<u>Section 5</u> <b>How to Track Progress &amp; Keep Moving Forward</b>	T: Use MMTP for group discussion review of Lesson/Chapter.	S: Turn & Talk <sup>2+</sup> or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
18	REVIEW	<b>Scorecard Analysis</b>	S: Take Scorecard again (third time). Compare with previous responses, analyze growth.	S: Compare Scorecard results with previous responses, analyze growth.

## Notes

<sup>1</sup> **The Scorecard is in three locations:** in the student software (where students are *required* to take it before beginning lesson ), in SOAR® Notes for Lesson 1, and in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Scorecard).

<sup>2</sup> **Turn & Talk prompts** can be found in the student software (Last screen, "Optional Activities") and Teacher Presentation Tool (towards the front, "Optional Activities").

<sup>2+</sup> **Assign partners for Turn & Talk;** do not allow someone to feel left out by having students find their own partner.

<sup>3</sup> **See the SOAR® Assessment Matrix** for lists of skills and observations to guide progress monitoring.

<sup>4</sup> **The Skill Demonstration Form** can be found in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments).

<sup>5</sup> **Optional Activities** are posted in the student software (last screen) and the Teacher Presentation Tool (towards the front).

<sup>6</sup> **Concept maps** are a strategy introduced and explained in Lesson 13, "How to Study & Learn New Terms."

<sup>7</sup> **The Exit Presentation** is in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Scorecard).





# Full year: 2<sup>nd</sup> semester - 1 day/week

*NOTE: Even if your course does not meet 5 days/week, review the five-day plan; it offers the widest variety of options and instructional resources!*

**This table suggests a 1-day plan for teaching the second semester of SLSS, where the teacher transitions from "instructor" to "coach," focusing on students applying and integrating skills into their course-work.**

Key: T = Teacher-led, S = Student-led, MMTP = Multi-Media Teacher Presentation

Week #	Lesson #	Lesson #/Title	Day 1
1	1	Section 1 <b>Why Study Skills?</b>	T: What info did we learn, or insight did we gain, from each other's Exit Presentations? Review the Scorecard <sup>1</sup> pre and post results; where did you grow? Where can you improve? Use the MMTP to review chapter/lesson. S: Turn & Talk <sup>2+</sup> to review lesson concepts.
2	2	<b>What Are Your Strengths &amp; Superpowers?</b>	S: Turn & Talk <sup>2+</sup> to review lesson concepts or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
3	3	<b>How Does Our Brain Learn?</b>	S: Do "Layer 1" Investigations <sup>2</sup> in small groups, Do "Layer 2:" Read chapter (book) or complete lesson (app) , take quiz <sup>5</sup>
4	4	Section 2 <b>Identify Your Priorities</b>	S: Turn & Talk <sup>2+</sup> to review lesson concepts or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
5	5	<b>Create Your Goals</b>	S: Turn & Talk <sup>2+</sup> to review lesson concepts or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
6	6	<b>Schedule Time to Take Action</b>	S: Turn & Talk <sup>2+</sup> to review lesson concepts or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
7	7 + 8	Section 3 <b>Organize Your Papers &amp; Digital Files + Organize Your Space</b>	S: Turn & Talk <sup>2+</sup> to review lesson concepts or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
8	9	<b>Organize Your Time &amp; Manage Stress</b>	S: Turn & Talk <sup>2+</sup> to review lesson concepts or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
9	10	Section 4 <b>How to Read Textbooks &amp; Nonfiction</b>	S: Turn & Talk <sup>2+</sup> to review lesson concepts or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
10	11	<b>How to Communicate with Teachers &amp; Peers</b>	S: Turn & Talk <sup>2+</sup> to review lesson concepts or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>



# Full year: 2<sup>nd</sup> semester - 1 day/week

Week #	Lesson #	Lesson #/Title	Day 1
11	12	<b>How to Listen &amp; Take Notes</b>	S: Turn & Talk <sup>2+</sup> to review lesson concepts or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
12	13	<b>How to Study &amp; Learn New Terms</b>	S: Turn & Talk <sup>2+</sup> to review lesson concepts or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
13	14	<b>How to Take Tests</b>	S: Turn & Talk <sup>2+</sup> to review lesson concepts or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
14	15	<b>How to Write Paragraphs &amp; Essays*</b> *Coordinate this lesson with a research paper or essay from another class.	S: Turn & Talk <sup>2+</sup> to review lesson concepts or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
15	16	<b>How to Learn Grammar &amp; Punctuation</b>	S: Turn & Talk <sup>2+</sup> to review lesson concepts or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
16	17	<b>How to Give Presentations**</b> **Coordinate this lesson with another class's presentation or prepare an Exit Presentation for this class.	S: Turn & Talk <sup>2+</sup> to review lesson concepts or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
17	18	<u>Section 5</u> <b>How to Track Progress &amp; Keep Moving Forward</b>	S: Turn & Talk <sup>2+</sup> to review lesson concepts or guided h.w. session. T: Hold 1-1 conf or small group coaching. <sup>3</sup>
18	S.A.	<b>Scorecard Analysis</b>	S: Take Scorecard again (third time). Compare with previous responses, analyze growth.

## Notes

<sup>1</sup> **The Scorecard is in three locations:** in the student software (where students are *required* to take it before beginning lesson), in SOAR® Notes for Lesson 1, and in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Scorecard).

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<sup>7</sup> **The Exit Presentation** is in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Scorecard).



# SOAR As an ELA Credit

As is, SOAR covers all the national ELA standards for grades 6-12, except for literature and two genres of essays (argument and narrative). However, with the addition of two modules, “Book Club” and “Writing Workshop,” SOAR not only covers all standards, it provides a deep foundation of mastery for all of them.

## How is it possible to cover all ELA standards, for grades 6-12?

If you're familiar with ELA standards, you'll notice they're grouped into three bands: grades 6–8, 9–10, and 11–12. Surprisingly, the differences between these bands are minimal. This is because the standards focus on *skills*, not *content*.

Skills like reading and comprehending texts, understanding lectures and videos, participating in discussions, and writing across genres are foundational and remain consistent across grade-levels. What changes over time is the complexity—or rigor—of the content students engage with, which grows with their emotional and intellectual maturity.

This progression in complexity, not the skills themselves, explains the similarities in ELA standards across seven years. The same concept is reflected in the Anchor Standards.

## What Are the Anchor Standards?

The Anchor Standards define the ultimate goals for graduating seniors, serving as a “top rung” on the ladder of K–12 education. Kindergarten is the ground level, each grade is a rung, and the Anchor Standards represent the destination. They ensure alignment and continuity across all grade levels.

While the Anchor Standards define desired outcomes for graduates, they also describe essential skills that can be taught explicitly, as early as late elementary school. Teaching these skills early helps remove learning barriers, enabling students to maximize their potential in line with their maturity.

SOAR teaches all anchor standards as explicit skills. As a result, the curriculum naturally covers all 6-12 ELA standards, with the boost from our additional modules, “Book Club” & “Writing Workshop.”

## How Does It Work?

### Semester 1: Study Skills Focus

During the first semester, schools should follow the “One Semester: 5-days/week” plan outlined previously in this guide. This approach develops critical study skills, time management, research skills, and informational reading and writing, aligning with the following ELA standards:

- Reading for Informational Text: RI.6.1–RI.12.10
- Writing : W.6.1–W.12.10 (excluding argument and narrative essays)
- Speaking and Listening : SL.6.1–SL.12.6
- Language: L.6.1–L.12.6

### Semester 2: Book Club & Writer’s Workshop

The second semester combines SOAR’s additional modules, Book Club and Writing Workshop, to complete the remaining ELA standards for Reading Literature (RL.6.1-RL.12.10) & Writing (argument and narrative essays), as well as extended practice in all other standards.

**During Book Club**, students collaborate to analyze texts using tools like the Fiction Story Map and Story Elements Map.

**During Writing Workshop**, students get personalized guidance as they draft and refine an argumentative and a narrative essay. This approach develops essential skills in communication, critical thinking, and creativity while ensuring full alignment with national standards.

*See a sample layout of Semester 2 on the next page...*



# SOAR As an ELA Credit

In the first semester, schools should follow the **One Semester, 5 Days/Week** guide to ensure comprehensive coverage of the SOAR curriculum. This approach targets key ELA standards in Reading for Information, Writing, Language, and Speaking & Listening.

## Second Semester: Book Club & Writing Workshop Format

During the second semester, schools transition to a more flexible format that emphasizes Literature, additional writing genres, and extended practice with other ELA standards.

A SOAR Curriculum Consultant will collaborate with your school to align the plan with your objectives and logistical needs. Below is a general outline for the second semester:

Week #	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Introduce Book Club</b>					
1	Model Fiction Story Map with a short video (e.g., animation, <30 mins). Teach coding of story elements (pg. 4 Fiction Story Map).	Continue modeling Fiction Story Map.	Model Story Elements Map.	Begin independent practice of story mapping. Teacher provides support as needed.	Independent practice continues. Assess understanding through teacher observation and discussion.
2	Direct instruction: Story Elements Map usage. Model mapping video elements.	Guided practice: Fiction Story Map and Story Elements Map.	Independent practice of mapping story elements.	Book Club introduction: Expectations, group roles, and text selection.	Practice group roles using a sample story.
<b>Begin Book Club &amp; Writing Workshop*</b>					
*Can be modified to best meet school's objectives and schedule/logistic parameters.					
	<b>Mondays:</b> Direct Instruction	<b>Tuesdays &amp; Wednesdays:</b> Writing Workshop		<b>Thursdays &amp; Fridays:</b> Book Club	
3-16	Direct instruction for the week's writing and reading objectives.	Writing Workshop: Students follow the Writing Roadmap to write an argument, then a narrative. Teacher conferences with students.	Writing Workshop: Continue drafting, revising, and conferencing.	Book Club: Students read the week's selection. Teacher holds 1-1 writing/literature conferences to verify mastery.	Book Club: Students map story elements in small groups (Fiction Story Map/Story Elements Map). Group roles guide collaboration.
<b>Exit Presentations</b>					
Students powerfully synthesize new learning while targeting all speaking & listening standards.					
17	Preparation for Exit Presentations: Review criteria and expectations.	Writing Workshop: Final revisions for Exit Presentation content.	Practice Exit Presentations: Peer feedback and rehearsal.	Exit Presentations: Students present to class. Teacher evaluates using rubric.	Exit Presentations: Continued. Reflect on growth and celebrate achievements.
18	Wrap-up activities: Reflective writing on learning and skills development.	Final group discussion: Lessons from Book Club and Writing Workshop.	Share and celebrate achievements with peers.	End-of-year celebration and student recognition.	Curriculum feedback session for students and teacher reflection.