

# SOAR

for

# ELA Credit

THE FULL RATIONALE

SOAR Learning & Soft Skills · Grades 6–12

Why a study-skills and executive-function curriculum is not only a viable ELA program — but a stronger one, especially in a world of AI.



A companion to the Literacy & ELA page at [StudySkills.com/educators](https://StudySkills.com/educators).

For curriculum directors, administrators, and the teachers who deliver it.

by Susan Kruger Winter M.Ed.

# The foundational argument: why this works

SOAR doesn't go on top of ELA. It *is* ELA — taught at the layer beneath every standard.

Schools rarely have a free block to add “executive function skills.” The schedule problem is real. But once an administrator sees what the anchor standards actually *are*, the schedule problem and the standards problem solve each other.

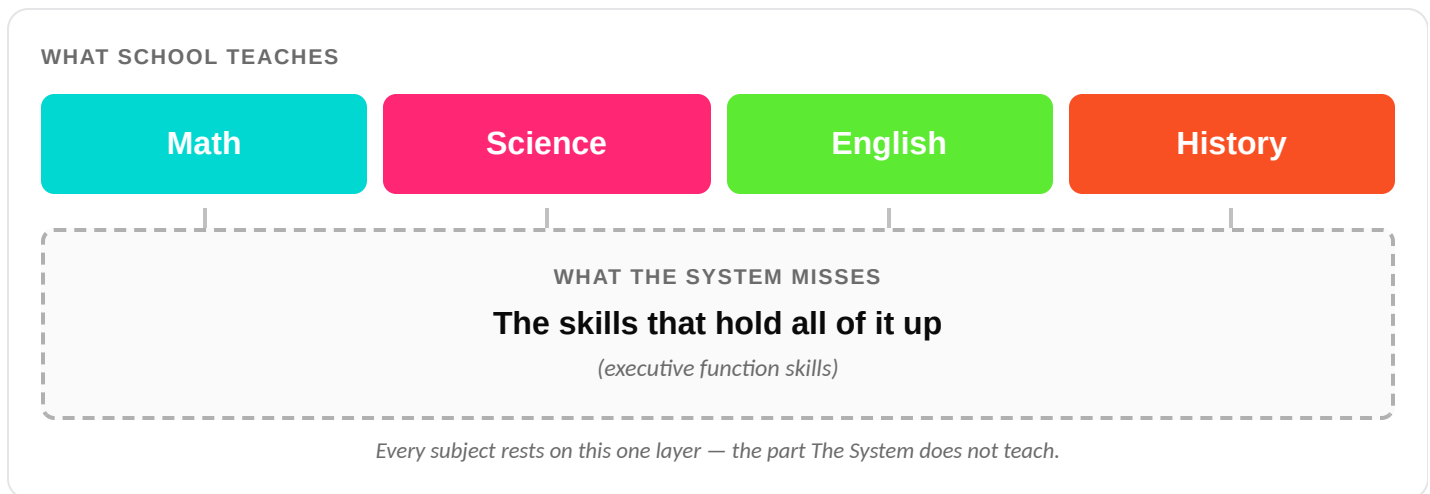
## THE INSIGHT THAT REORGANIZES EVERYTHING

### The anchor standards aren't “content.” They're executive-function skills.

The anchor standards sit at the top of the ELA standards as the *outcomes* every student is meant to reach by K-12 graduation: analyze, synthesize, organize ideas, sustain attention through a complex text, plan and revise.

Look closely at those “outcomes” and discover what they actually are — a list of executive function skills. The anchor standards are far more dynamic than “outcomes”; they're the thinking skills underneath all content standards. They can be taught explicitly, at any grade level. And when you teach them head-on instead of hoping they emerge from years of content exposure, every other standard beneath them becomes more accessible.

This is also why one course spans grades 6-12. Across those seven years the standards are essentially the same — what changes isn't the skill, it's the complexity of the material the skill is applied to. Master the skill once, and every escalation in content becomes reachable.



## HOW IT COUNTS

### One course. The whole credit.

SOAR Learning & Soft Skills already teaches all ELA *anchor* standards. Add the **Book Club module** to cover literature, and you have a complete, defensible ELA credit.

SOAR Learning & Soft Skills + Book Club Module = All ELA Anchor Standards, 6-12

The maps and method are not theoretical. They were developed by a certified K-12 ELA and 6-12 CTE educator with 25+ years as a learning specialist, refined across multiple secondary-school deployments, and consolidated into SOAR 3.0.

# The Four ELA Maps™ — one per standards strand

SOAR delivers its instruction through a coherent system of **ELA Maps** — reusable, visually consistent tools that each carry a full standards strand. A student who learns one map has learned the interface for all of them.



The four ELA Maps™ — the visible, portable tools students carry across every text, every genre, every grade.

Standards Strand	SOAR Tool	What it does
<b>Reading: Informational</b>	<b>Nonfiction Notes Maps</b>	Explicit instruction for previewing, questioning, note-taking, and synthesizing nonfiction — applied to students' own content-area texts. Two versions: descriptive (science/math) and chronological (social studies/history).
<b>Reading: Literature</b>	<b>Fiction Story Map (Book Club)</b>	Before/during/after-reading capture, “story coding,” conflict and theme analysis, literary-elements work. Drops into the texts your department already loves.
<b>Writing</b>	<b>Writing Roadmap</b>	One reusable six-phase process across argument, expository, and narrative writing, with the 3-D Organizer and RED revision/editing decoders.
<b>Speaking &amp; Listening</b>	<b>Speaking + Listening Map</b>	Formal speaking and listening, plus the social-emotional core the standards quietly carry: empathy, active listening, building rapport, collaboration, and conflict resolution.

The next page details each tool — the named mechanics inside every map — and what makes SOAR's approach genuinely different from a typical ELA program.

# Tools that do the heavy lifting

Inside each map, named, repeatable tools turn strategy into something a teacher can deliver and a student can hold:

## WRITING

### Writing Roadmap™

A visible six-phase process — **Plan → Write → Revise → Edit → Publish → Retrospective** — that students follow across argument, expository, and narrative writing. The **3-D Organizer** turns planning into a tangible, manipulable artifact; the **RED revision/editing decoders** give students a shared, codeable vocabulary for revision, making conferencing faster and feedback consistent.

## READING: INFORMATIONAL

### Nonfiction Notes Maps™

A repeatable structure for any informational text, with distinct versions for **descriptive** content (science/math) and **chronological** content (social studies/history). Students apply the maps to their actual content-area texts — meaning literacy gains transfer across the building, not just inside ELA.

## READING: LITERATURE

### Fiction Story Map™ (Book Club module)

Scaffolds before/during/after reading and the “story coding” analysis, so literature discussion is grounded in evidence students have already captured. **Book Club was built during the pandemic** when Susan ran a homeschool co-op — designed to meet the literature standards in a way that’s genuinely fun for students *and* for the teacher. It drops into the texts your department already loves, rather than replacing them.

## SPEAKING & LISTENING

### Speaking + Listening Map™

Covers formal presentation and listening — and goes further than most ELA programs by teaching the social-emotional skills the S&L standards actually carry: the **Empathy Map** for understanding others, active listening and rapport-building, and a structured approach to collaboration and conflict (the “**two-man saw**” **mindset**). It is SEL taught explicitly, inside the standards, not bolted on as a separate program.

## PLUS: A DAILY FLUENCY ROUTINE

### Five-Minute Fast-Write

A daily warm-up that builds **transcription fluency** — the bottom-layer skill that makes higher-order writing possible. Students track and graph their own **words-per-minute**, building visible evidence of growth across the year. Five minutes a day; massive cumulative impact.

## WHAT MAKES THE APPROACH GENUINELY DIFFERENT

- Equal weight on nonfiction.** SOAR places balanced (50/50) emphasis on informational and literary reading. Most ELA programs devote roughly 90% of reading instruction to literature. *After evaluating the programs our district brought us, scoping the wider market, and reviewing every comprehensive ELA program we could find, the most evenly distributed one we located was 80/20 — and that is being generous.*
- Transferable by design.** The near-identical structure across the three Writing Roadmap genres — and the shared visual grammar across all four maps — makes skill-transfer visible and physical, not aspirational.
- Brain-based and metacognitive.** Instruction is grounded in how the brain actually reads and learns, and every process closes with a reflective “retrospective.” In an AI era, this metacognitive capacity is the difference between a student who uses AI as a tool and one who is replaced by it.

# How a lesson is built: three layers

In its third chapter, SOAR teaches students a foundational truth about learning: **we learn in layers**. The curriculum then delivers every lesson in the same three layers students are learning to use. *The structure of the program models its own method.*

## LAYER 1

### Collect Prior Knowledge (the “Investigations”)

Each lesson opens with four to six open-ended, inquiry-based activities whose single purpose is to activate prior knowledge, so students connect easily to the new instruction that follows. They work whole-group, small-group, or solo — but shine in a social setting, where they spark genuine discussion. *Teacher tip: the prep that matters here isn’t content prep — it’s setting the tone, reassuring students that not knowing yet is normal. Five minutes per item, maximum.* These live in the teacher materials.

## LAYER 2

### Connect New Information (the workbook)

The core instruction — the “meat” of the program, and the only layer in the student workbook. It is itself self-demonstrating: the instruction is built using the very method it teaches. Slides lead with a visual and a main-point caption (the same visuals-first reading move students learn); the most important sentence in each passage is bolded and placed to be scanned. Every lesson closes by **“making the invisible visible”** — naming the thinking strategies just used — and, from the brain chapter on, by explaining how that strategy actually works in the brain.

## LAYER 3

### Confirm Understanding (Apply + Practice)

Students apply the new skill to a real situation in their own lives, so the connection goes deeper than a contrived exercise. Each activity carries a rubric (we recommend a low-stakes first attempt), backed by **eight additional formative and summative assessment types** — so measuring progress is never the bottleneck. (See Section 8 for the full assessment stack.)

# For administrators: how SOAR fits your architecture

Administrators are not buying lessons; they are defending a curriculum decision, closing coverage gaps, and allocating scarce schedule and budget. SOAR speaks directly to those pressures.

## THE COVERAGE GAP MOST ADMINISTRATORS CANNOT SEE

Every vendor claims standards alignment, so “we cover all the standards” bounces off. **The sharper, defensible claim:** most ELA programs structurally under-serve the entire informational-text strand — typically spending around 90% of reading instruction on literature and providing little explicit instruction in how to read nonfiction. That is a real, demonstrable leak, and it is precisely where students’ real-world and cross-curricular performance suffers most.

SOAR closes it visibly: the two Nonfiction Notes Maps deliver informational-text skill instruction across content areas — students apply them to their actual science, math, and social-studies textbooks.

## THREE WAYS TO DEPLOY SOAR AS THE ELA CREDIT

### BEST: AT ENTRY

#### An orientation course

Run incoming students — typically entering 6th or 9th grade, or any mid-year enrollee — through SOAR as their ELA course, so they’re equipped to access the content ahead instead of dropped straight into it.

### FLEXIBLE: A FOUNDATION BLOCK

#### Front-load the skills

Spend the first stretch of the secondary runway building the skills, then hand students back to your literature sequence. The standards are constant, so the foundation carries forward.

### RESCUE: LATE

#### A senior seminar

For schools who want to help the students they have *now*, SOAR works as a college- and career-prep seminar. Earliest is best — but it’s never too late to send a graduating class out with the skills.

## DEFENSIBLE, FLEXIBLE, AND PROCUREMENT-FRIENDLY

- ◆ **Tier I / universal foundation — no extra slot needed.** Because SOAR is genuine ELA, it fits directly into the schedule as the ELA course. Every student receives the anchor-level EF skills as core instruction. In an AI era, these cognitive skills are no longer remediation for some; they are foundation for all.

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- ◆ **Tier II intervention / Tier III support.** Because the skills are constant and only content escalates, below-level students receive the same skill instruction as their peers — applied to accessible content — instead of being tracked into a watered-down curriculum. For Tier III, the maps and lessons can be delivered in a small-group or one-on-one intensive, at a slower pace with heavier scaffolding.

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- ◆ **Complete strand coverage with receipts.** Published correlations (Common Core, ACT WorkKeys, TEKS, CPALMS, and others) document coverage of all four strands; SOAR plus the Book Club module closes the one historical gap (literature). See the Appendix for the full crosswalk.

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- ◆ **Portfolio-based mastery tracking.** Students maintain a portfolio demonstrating mastery of every standard — the evidence base a school needs to answer to its own board or state.

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- ◆ **Schedule flexibility.** After the foundation, the maps can convert many electives and content-area courses into ELA-credit-bearing experiences by attaching structured reading/writing components.

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- ◆ **Cross-curricular multiplier.** Because students apply the maps to content-area texts, SOAR lifts performance in science, social studies, and beyond — not just in ELA. The program also works in any environment: in-person, virtual, or hybrid; whole-class, small-group, or student-led.

# For teachers: what SOAR asks (and what it doesn't)

Teachers carry the daily load and are rightly skeptical of programs that add burden without adding clarity. SOAR was built to make a teacher's job more coherent, not heavier.

## No teacher training required — and none assumed

Most teachers absorbed these executive-function skills automatically, so naturally they've never had to articulate them. Likewise, The System does not provide explicit training in how to teach them. For this reason, **SOAR was built so teachers can comfortably learn the strategies alongside their students.** They can project a lesson and run it right alongside the class — flip the switch and go. More prep is welcome; none is required.

Most teachers immediately recognize the logic and efficiency of SOAR's approach; they resonate with the rationale and say the strategies feel "intuitive." Once the principles are visible, teachers are quickly enabled to layer in their own insight and expertise on top of them.

## Flexible delivery — whole-group, student-led, your call

SOAR fits how teachers already teach: whole-class or student-led, traditional or flipped, in person, virtual, or hybrid. Nothing forces a self-paced model. The flipped option carries one specific advantage — delivering the skills via software **frees the teacher to lead lively Book Club discussions and hold focused one-on-one writing conferences** — but flipped is a choice, not a requirement.

## 1-on-1 mini-conferences: the multiplier

A teacher's personal encouragement, delivered via 1-on-1 mini-conferences, dramatically improves outcomes. These are brief — **3 to 10 minutes, one to two times per month per student** — and focus on the teacher being an encouraging "cheerleader" and "remover of roadblocks," not a nag. In a 25-student class, that's under two hours a month of investment for outsized return.

## Built-in support — teachers are never alone

The **Multi-Media Teacher Presentation (MMTP) tool** walks teachers through every lesson. The **Teacher's Account** houses the lesson plans, assessments, rubrics, Skill Demonstration Forms, and pre/post Scorecard analytics. A **SOAR Curriculum Consultant** collaborates with each school to align implementation with its objectives and logistical realities. None of this is "here's the box, good luck."

# The strength case: how SOAR repairs the weaknesses of typical ELA programs

SOAR is not a replacement that asks a school to abandon literature or writing instruction. It is a stronger architecture for delivering the same required outcomes — and it repairs the weaknesses most ELA programs carry.

Typical ELA program	SOAR
Reading instruction skews heavily to literature; nonfiction skills are assumed, not taught.	<b>Balanced literature/nonfiction emphasis with explicit informational-text skill instruction.</b>
Writing taught as a series of separate assignments and rubrics.	<b>Writing taught as one reusable process that transfers across all genres and grades.</b>
Skills re-taught grade by grade as if they were new.	<b>Skills taught once, then applied to escalating content — freeing time and building independence.</b>
Speaking & listening treated as an afterthought.	<b>A full S&amp;L strand tool, including durable interpersonal and collaboration skills.</b>
ELA isolated from content-area learning.	<b>Maps applied to science/social-studies texts — literacy gains transfer across the building.</b>
Standards coverage claimed; gaps invisible until test data reveals them.	<b>Complete strand coverage with published correlations and portfolio evidence of mastery.</b>

## THE NET EFFECT

- **Closes the nonfiction coverage leak** that quietly depresses cross-curricular and real-world reading performance.
- **Transforms writing from assigned to taught** — teaching the invisible cognitive work (thinking, organizing, expressing) as explicit, repeatable skills, future-proofing the very capacities AI tempts students to skip.
- **Raises performance across the building**, not just in ELA, because the maps are used on content-area texts.
- **Gives the program a defensible spine** — strand-by-strand correlations plus mastery portfolios — that answers to boards and state requirements.
- **Future-proofs literacy instruction** by centering the transferable, AI-resistant cognitive skills students will need most.

# Anticipated objections — and the answers

Five questions you'll likely face. Short, direct answers you can carry into the meeting.

## **Q. What will parents think?**

**A.** Almost universally, parents are major champions of this instruction — they battle the lack of these skills on a daily basis. They watch their children struggle to organize materials, plan papers, study for tests, and read difficult content; they recognize the gap immediately. SOAR as the ELA credit is typically met with relief, not resistance. Parents see that students are doing more substantive reading and writing than in a typical ELA course (applying explicit strategies to actual textbooks and to the literature in Book Club), and the mastery portfolio gives them concrete, standard-by-standard evidence of growth.

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## **Q. What about state testing scores?**

**A.** Brain-based reading instruction and the Writing Roadmap directly target the skills tested. Independent meta-analyses of explicit strategy instruction show writing quality moving from the 50th to about the 79th percentile, and reading comprehension gains of 18–24 percentile points for students with learning disabilities. (See Section 11 for citations.) Both findings are checkable against peer-reviewed sources outside SOAR.

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## **Q. We already have a literature curriculum we like. Do we have to abandon it?**

**A.** No. The Book Club module's Fiction Story Map drops into the texts your department already loves, rather than replacing them. Schools can spend one of the seven 6–12 ELA credits on SOAR and return to traditional literature for the remaining years — now with students equipped to read it well. Nothing is lost; the remaining years land more deeply.

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## **Q. What if a teacher leaves mid-year?**

**A.** SOAR was designed for minimal-prep delivery. The Multi-Media Teacher Presentation tool walks any replacement teacher through every lesson; the Teacher's Account houses all lesson plans, assessments, and rubrics. A new teacher can be running lessons within the first day. The curriculum carries the expertise, not the teacher.

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## **Q. How does this serve students with IEPs and differentiation needs?**

**A.** Because the anchor-level skills are constant and only content complexity changes, students with IEPs receive the same skill instruction as their peers — applied to accessible content — instead of being tracked into a separate, watered-down curriculum. For Tier III intensive supports, the maps and lessons can be delivered 1-on-1 or in small groups with heavier scaffolding, while still building the exact same skills the rest of the school is learning.

# Implementation picture: what a year looks like

SOAR ships with a complete **Pacing Guide** offering plans for any schedule — 1, 2, 3, 4, or 5 days per week, single-semester or full-year. When used specifically as the ELA credit, the canonical year breaks into two distinct halves:

## SEMESTER 1 — WEEKS 1–18

### Foundation: the core SOAR curriculum

Five sections, 18 lessons, following the “One Semester — 5 days/week” plan from the Pacing Guide. This semester targets:

- **Reading: Informational Text** — RI.6.1 through RI.12.10
- **Writing** — W.6.1 through W.12.10 (all genres except argument and narrative essays)
- **Speaking & Listening** — SL.6.1 through SL.12.6
- **Language** — L.6.1 through L.12.6

The week settles into a five-day rhythm: *Day 1 — Layer 1 Investigations · Day 2 — Layer 2 reading or software lesson · Day 3 — teacher-led discussion via the Multi-Media Teacher Presentation · Day 4 — Layer 3 Apply + Practice · Day 5 — quiz + Skill Demonstration Form.*

## SEMESTER 2 — WEEKS 19–34

### Book Club & Writing Workshop

The second semester completes the remaining literature standards (RL.6.1–RL.12.10) and the argument/narrative writing standards, plus extended practice on everything from Semester 1. The week splits cleanly:

- **Mondays** — direct instruction on the week’s reading and writing objectives
- **Tuesdays & Wednesdays** — **Writing Workshop**. Students follow the Writing Roadmap to draft an argument essay, then a narrative essay. Teacher conferences with individuals.
- **Thursdays & Fridays** — **Book Club**. Students map story elements in small groups using the Fiction Story Map and Story Elements Map, with assigned group roles guiding collaboration.

## CAPSTONE — WEEKS 35–36

### Exit Presentations + reflection

Students powerfully synthesize new learning while targeting all Speaking & Listening standards. They present to the class, evaluated against the SOAR Exit Presentation rubric, then close with reflective writing and end-of-year celebration. *Schools running SOAR full-year are encouraged to do an Exit Presentation at the mid-year point as well — preparing it once is powerful; doing it twice is transformational.*

The full Pacing Guide is available at [StudySkills.com/educators](https://www.studyskills.com/educators); a SOAR Curriculum Consultant will collaborate with your school to tailor the implementation to your specific schedule, calendar, and objectives.

# What gets measured — and how

The credit claim is defended on outcomes, not coverage alone. SOAR ships with a multi-modal assessment stack so a school can document mastery in whatever way its board or state requires.

## THE ASSESSMENT STACK — EIGHT TOOLS

- **Study Skills Scorecard** — pre & post, with software-generated growth graphs
- **Essay-style quizzes** — printable, ideal for second semester
- **Concept maps** — introduced in Lesson 13, used throughout
- **Anecdotal observations** — weekly check-ins on 1–2 strategies, point-valued
- **Multiple-choice quizzes** — per lesson, in software and printable
- **Skill Demonstration Forms** — per lesson; build the mastery portfolio
- **Exit Presentations** — capstone synthesis with rubric
- **Final exam** — cumulative end-of-course assessment

## RECOMMENDED GRADING APPROACH

Credit/no-credit is recommended for the **first semester** — the focus is mastery and skill-building, not letter-grade ranking. Full details on how to assign letter grades when required are outlined in SOAR’s 8-Step Getting Started Guide; the eight assessment tools above all support a traditional gradebook calculation.

### THE SCOPE & SEQUENCE

#### Section 1: Why Study Skills?

1. Why Study Skills?
2. What Are Your Strengths & Superpowers?
3. How Does Our Brain Learn?

#### Section 2: Identify Your Priorities

4. Identify Your Priorities
5. Create Your Goals
6. Schedule Time to Take Action

#### Section 3: Organize

7. Organize Your Papers & Digital Files
8. Organize Your Space
9. Organize Your Time & Manage Stress

#### Section 4: Ask Questions

10. How to Read Textbooks & Nonfiction
11. How to Communicate with Teachers & Peers
12. How to Listen & Take Notes
13. How to Study & Learn New Terms
14. How to Take Tests
15. How to Write Paragraphs & Essays
16. How to Learn Grammar & Punctuation
17. How to Give Presentations

#### Section 5: Record Progress

18. How to Track Progress & Keep Moving Forward

### THE 18-LESSON SCOPE

SOAR Learning & Soft Skills covers **five sections across 18 lessons**. Each lesson moves through all three layers (Investigations → Workbook → Apply + Practice) and is supported by every assessment type listed above. Schools with shorter windows can prioritize the foundational sequence; the “Short Classes” section of the Pacing Guide identifies which lessons matter most when time is tight.

# The guarantee, in full

Adopting SOAR as the ELA credit is a bold decision. SOAR backs that decision with a written, measurable guarantee — not vague satisfaction language, but three specific outcomes documented through the program’s own assessment tools.

## The SOAR Curriculum Guarantee for Educators

If the SOAR Learning & Soft Skills curriculum is used *with fidelity*, SOAR guarantees the following student outcomes — or issues a full refund:

- ✓ **+0.5 increase in GPA** across the participating cohort
- ✓ **20% improvement in student confidence and attitude**, measured by the pre/post Study Skills Scorecard
- ✓ **30% reduction in missing assignments** across the cohort

### TO QUALIFY, A SCHOOL MUST:

1. **Sign the Guarantee Agreement Form** and submit it to SOAR within **45 days** of the order/purchase order date.
2. **Be prepared to demonstrate fidelity** — either by returning specific physical components (books and assessments) or by allowing verification of digital materials usage. The specifics are listed on the Guarantee Agreement Form.

**+0.5**

GPA increase

**20%**

confidence & attitude gain

**30%**

fewer missing assignments

**100%**

money-back if outcomes miss

### STANDARD RETURN POLICY

Beyond the outcomes guarantee, SOAR maintains a **30-day no-hassle refund policy** on most products. Training videos are handled differently due to the nature of digital content — if a school is unsatisfied with a video, SOAR personally works through concerns and finds a suitable alternative.

Full guarantee terms and the agreement form are available at [StudySkills.com/soar-study-skills-guarantee](https://StudySkills.com/soar-study-skills-guarantee).

# For the curriculum director: the questions you'll ask next

## Does it cover all the standards?

Every strand — including literature once the Book Club module is added. SOAR teaches the skills underneath every ELA standard, with strand-by-strand coverage documented in the Appendix and at [StudySkills.com/Alignment](https://www.studyskills.com/Alignment). Equivalent crosswalks are published for TEKS, CPALMS, and ACT WorkKeys.

## How long has SOAR been doing this?

Since 2007 — predating the modern anchor standards by several years. SOAR wasn't built to align to the standards; it was built from decades of practice on the skills students actually need. The standards described the destination; SOAR had already built the road.

## How is SOAR research-based?

SOAR draws on extensive research in brain-based learning, multiple intelligences, executive function, and self-regulated learning. An external bibliography is maintained at [StudySkills.com/educators/research-basis](https://www.studyskills.com/educators/research-basis). See also Section 11 for independent meta-analyses corroborating the approach.

## What does the program cost?

Pricing varies by materials and student count. Supplies are minimal and budget-friendly: a 1.5-inch binder, poly folders, file folders, envelopes, and index cards — items typically already within existing school budgets. A SOAR Curriculum Consultant will build a quote tailored to your school.

## What kind of training is required?

None is required. Training is recommended for schools or districts with three or more teachers using SOAR; most opt for a 90-minute virtual session, with in-person training also available. Details at [StudySkills.com/training](https://www.studyskills.com/training).

## What evidence will the board want?

The standards-alignment Appendix, the comparison table in Section 6, the independent meta-analyses in Section 11, and the written guarantee in Section 9. Plus the mastery portfolio each student builds across the year — concrete, student-by-student evidence of standard-level mastery.

# Independent corroboration: what outside research shows

Three findings worth carrying into any board meeting:

A 2024 correlational study of secondary school students measured the combined predictive power of core study skills — reading, note-taking, study habits, time management, comprehension — against academic achievement. The result: those skills account for **nearly 93% of the variance in student achievement**.<sup>1</sup> Plain-language translation: when a student has strong study skills, achievement follows; when they lack them, achievement suffers — *regardless of how smart they are*. SOAR is built around teaching exactly those skills.

A **meta-analysis of writing instruction for adolescent students** found that when teachers explicitly taught students *how* to plan, draft, and revise — instead of just assigning writing tasks — writing quality moved **from the 50th percentile to about the 79th**.<sup>2</sup>

A separate **meta-analysis of reading comprehension interventions for students with learning disabilities** — a population where outcomes are notoriously hard to move — found that explicit strategy instruction produced an **18- to 24-percentile-point jump** in comprehension.<sup>3</sup>

None of these three studies evaluates SOAR directly. All three describe what *explicit study-skills and strategy instruction* — the approach SOAR is built around — reliably does for student outcomes. All three are checkable, by anyone, against peer-reviewed sources outside SOAR.

## WHY THIS MATTERS FOR AN ELA CREDIT DECISION

Most curriculum decisions are defended on vendor-supplied evidence. The SOAR rationale rests on something stronger: a documented teaching approach that an outside body of literature has already established as effective. When a board member asks “how do we know it works?” the answer doesn’t depend on SOAR’s word.

**SOAR is built around the exact instructional moves the research finds most reliably move student outcomes — teaching study skills explicitly, applied to both informational and literary text, and to the full writing process.**

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## RESEARCH SOURCES

<sup>1</sup> *Analyzing the Impact of Study Skills on Academic Achievement: A Study among School Students*. (2024). Education and Psychological Research. Multiple Correlation Coefficient = 0.964 (significant at  $p < 0.01$ ); combined predictive power of seven core study skills accounts for 92.90% of the variance in secondary student academic achievement ( $F = 115.50$ ).

<sup>2</sup> Graham, S., & Perin, D. (2007). *A meta-analysis of writing instruction for adolescent students*. *Journal of Educational Psychology*, 99(3), 445–476. Reported effect size 0.82 for explicit strategy instruction on writing quality; plain-language translation: a move from the 50th to roughly the 79th percentile.

<sup>3</sup> Berkeley, S., Scruggs, T. E., & Mastropieri, M. A. (2010). *Reading comprehension instruction for students with learning disabilities, 1995–2006: A meta-analysis*. *Remedial and Special Education*, 31(6), 423–436. Reported effect sizes 0.94 for visually dependent strategies and 1.18 for auditory/language-dependent strategies; plain-language translation: an 18- to 24-percentile-point jump for students with learning disabilities.

# Why it matters now: the AI argument

**Strip away the credit, the schedule, the standards for a moment. Here's the part that matters most in the world your students are graduating into.**

AI now performs, on demand, the very tasks students have traditionally been asked to do — summarize, draft, analyze, answer. The temptation to outsource the thinking has never been greater. The skills most at risk of atrophy are exactly the cognitive skills SOAR builds: reading to genuinely comprehend, organizing one's own thinking, constructing an argument, synthesizing across sources, and reflecting on one's own process.

That reframes SOAR's position: **the cognitive foundation it builds is no longer remediation for some students — it is essential foundation for every student.**

## WHY SOAR'S DESIGN IS SPECIFICALLY AI-RESILIENT

### It builds the thinking, not just the output

The maps make the invisible cognitive process visible — the planning, connecting, and synthesizing AI tends to hide. Students practice the work, not just the product.

### It is metacognitive by design

Every process ends in a retrospective. Knowing how to direct and evaluate one's own — and a tool's — thinking is the durable skill of an AI era.

### It centers comprehension, not completion

Brain-based reading instruction develops genuine understanding — the thing that cannot be outsourced and the thing AI use most quietly erodes.

### It teaches irreplaceably human skills

The Speaking + Listening Map's interpersonal, collaboration, and conflict skills are precisely the human capacities no model substitutes for.

AI can write the essay, summarize the chapter, and answer the question. What it can't do is *be the mind* that knows whether the answer is any good. The students who thrive from here won't be the ones who outran the machine — they'll be the ones who can think clearly, read for what matters, organize an idea, and judge their own work. **The credit is what makes it easy. The long-term skills are what makes it matter.**

**SOAR protects the brain that reads, writes, and thinks — in a world where AI makes it dangerously easy not to.**

**5,100**

schools across 53 countries

**20**

years of school adoption

**6–12**

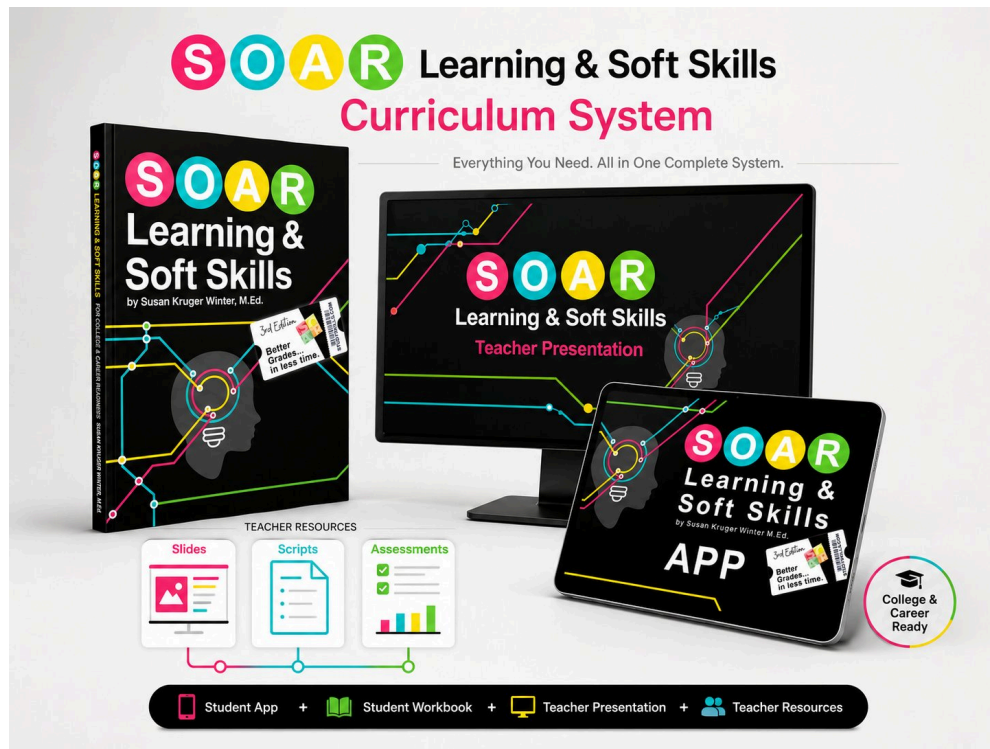
complete ELA coverage

**100%**

of ELA anchor standards

THE COMPLETE SYSTEM

Everything you need. All in one complete system.



Bring SOAR in as your ELA credit.

Tell us your grade levels and rough student count, and a SOAR Curriculum Consultant will build you a quote and a schedule-fit plan.

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# Standards alignment: SOAR to the anchor standards

The credit claim rests on coverage documented standard-by-standard. The table below maps each Common Core College & Career Readiness (CCRA) anchor standard to the SOAR lessons and sections that *teach* it — not merely “align to” it. Because the anchor standards are content-neutral, the Reading anchors are met for both informational text (the nonfiction lessons) and literature (the Book Club module, via the Fiction Story Map). Equivalent correlations are published for TEKS, CPALMS, and ACT WorkKeys.

Standard		SOAR lessons & sections
<b>READING (CCRA.R)</b>		
<b>CCRA.R.1</b>	Read closely to determine what the text says explicitly and make logical inferences; cite specific textual evidence to support conclusions.	L10: How to Read Textbooks & Nonfiction; L15: How to Write Papers. Book Club: Fiction Story Map (textual evidence in literature).
<b>CCRA.R.2</b>	Determine central ideas or themes; analyze their development; summarize key supporting details and ideas.	L10: How to Read Textbooks & Nonfiction; L13: How to Study & Learn New Terms. Book Club: theme & central-idea analysis.
<b>CCRA.R.3</b>	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	L10: How to Read Textbooks & Nonfiction; within L13: How to Make a Concept Map. Book Club: character & plot development (story coding).
<b>CCRA.R.4</b>	Interpret words and phrases as used in a text, including technical, connotative, and figurative meanings; analyze word choice.	L13: How to Study & Learn New Terms; within L16: Don't Know a Word?
<b>CCRA.R.5</b>	Analyze the structure of texts — how sentences, paragraphs, and larger portions relate to each other and the whole.	L10: How to Read Textbooks & Nonfiction; within L13: How to Make a Concept Map. Book Club: story structure / plot diagram.
<b>CCRA.R.6</b>	Assess how point of view or purpose shapes the content and style of a text.	Within L11: Listening & Comprehension Model; L10: How to Read Textbooks & Nonfiction. Book Club: point-of-view analysis.
<b>CCRA.R.7</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively.	L10: How to Read Textbooks & Nonfiction; within L11: Listening & Comprehension Model; L12: How to Listen & Take Notes; L15: How to Write Papers; L17: How to Give Presentations.
<b>CCRA.R.8</b>	Delineate and evaluate the argument and specific claims in a text, including validity of reasoning and sufficiency of evidence.	Within L11: Listening & Comprehension Model; within L15: How to Do Internet Research & Verify Sources; How to Write an Argument Essay.
<b>CCRA.R.9</b>	Analyze how two or more texts address similar themes or topics to build knowledge or compare authors' approaches.	L10: How to Read Textbooks & Nonfiction; within L11: Listening & Comprehension Model; L12: How to Listen & Take Notes. Book Club: comparing literary texts & themes.
<b>CCRA.R.10</b>	Read and comprehend complex literary and informational texts independently and proficiently.	L10: How to Read Textbooks & Nonfiction. Book Club: independent reading of complex literary texts.
<b>WRITING (CCRA.W)</b>		
<b>CCRA.W.1</b>	Write arguments to support claims using valid reasoning and relevant, sufficient evidence.	Within L11: Writing & Speaking Model; L15: How to Write an Argument Essay.

	<b>Standard</b>	<b>SOAR lessons &amp; sections</b>
<b>CCRA.W.2</b>	Write informative/explanatory texts to convey complex ideas clearly through effective selection, organization, and analysis.	Within L11: Writing & Speaking Model; within L15: How to Write an Expository Essay (Research Report).
<b>CCRA.W.3</b>	Write narratives to develop real or imagined experiences using effective technique, detail, and structured sequences.	Within L11: Writing & Speaking Model; within L15: How to Write Narrative Stories.
<b>CCRA.W.4</b>	Produce clear and coherent writing appropriate to task, purpose, and audience.	Within L11: Writing & Speaking Model; L15: How to Write Papers.
<b>CCRA.W.5</b>	Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.	Within L11: Writing & Speaking Model; L15: How to Write Papers; within L15: Revising & Editing Decoder.
<b>CCRA.W.6</b>	Use technology, including the Internet, to produce and publish writing and to collaborate with others.	Within L15: How to Do Internet Research & Verify Sources; e-version of the 3-D Writing Organizer.
<b>CCRA.W.7</b>	Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject.	Within L11: Writing & Speaking Model; within L15: How to Write an Expository Essay (Research Report).
<b>CCRA.W.8</b>	Gather relevant information from multiple sources, assess credibility and accuracy, and integrate it while avoiding plagiarism.	Within L11: Writing & Speaking Model; within L15: How to Do Internet Research & Verify Sources; How to Write an Expository Essay.
<b>CCRA.W.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Within L11: Writing & Speaking Model; within L15: How to Write an Expository Essay (Research Report).
<b>CCRA.W.10</b>	Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences.	Within L11: How to Write an Email; L15: How to Write Papers; SOAR Notes (printable PDFs); Written Reflections.
<b>SPEAKING &amp; LISTENING (CCRA.SL)</b>		
<b>CCRA.SL.1</b>	Prepare for and participate effectively in a range of conversations and collaborations, building on others' ideas and expressing one's own clearly.	L11: How to Communicate with Teachers & Peers; Writing & Speaking Model; Listening & Comprehension Model; How to Work with Groups; Turn & Talk prompts.
<b>CCRA.SL.2</b>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Within L11: Listening & Comprehension Model; L12: How to Take & Study Notes; L15: How to Read Textbooks & Nonfiction.
<b>CCRA.SL.3</b>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	L11: How to Communicate with Teachers & Peers; within L11: Listening & Comprehension Model.
<b>CCRA.SL.4</b>	Present information, findings, and supporting evidence so listeners can follow the reasoning; organization and style suited to task.	Within L11: Writing & Speaking Model; within L15: How to Write an Argument Essay; L17: How to Give a Presentation.
<b>CCRA.SL.5</b>	Make strategic use of digital media and visual displays of data to express information and enhance understanding.	L17: How to Give a Presentation; How to Strategically Use Visuals, Props & Digital Media; Exit Presentation.
<b>CCRA.SL.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate.	Within L11: Writing & Speaking Model; L17: How to Give Presentations; Turn & Talk prompts.
<b>LANGUAGE (CCRA.L)</b>		
<b>CCRA.L.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L15: How to Use Language Resources; within L15: Capitalization, Punctuation & Spelling; Most Common Language Errors.

Standard		SOAR lessons & sections
<b>CCRA.L.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L16: How to Learn Correct Grammar & Punctuation.
<b>CCRA.L.3</b>	Apply knowledge of language to understand how it functions in different contexts and to make effective choices for meaning or style.	Within L10: What to Do When You Come to a Word You Don't Know; L13: How to Study & Learn New Terms; L16: How to Learn Correct Grammar & Punctuation.
<b>CCRA.L.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words using context clues, word parts, and reference materials.	Within L10: What to Do When You Come to a Word You Don't Know; L13: How to Study & Learn New Terms.
<b>CCRA.L.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L15: How to Write Paragraphs & Essays; within L16: How to Figure Out Figurative Language.
<b>CCRA.L.6</b>	Acquire and use a range of academic and domain-specific words and phrases; demonstrate independence in gathering vocabulary.	Within L10: What to Do When You Come to a Word You Don't Know; within L13: How to Study & Learn New Terms; within L16: How to Figure Out Figurative Language.

Lesson numbers (L10–L17) reference the SOAR sequence. “Within” indicates a section housed inside a broader lesson. Full grade-level (RL/RI) correlations and TEKS, CPALMS, and ACT WorkKeys alignments are available on request and at [StudySkills.com/Alignment](http://StudySkills.com/Alignment).