



ALIGNMENT

Texas TEKS: College Readiness & Study Skills

Texas TEKS §110.48 (One-Half Credit) to SOAR Learning & Soft Skills. 100% standards covered.



ABOUT THIS COURSE

TEKS §110.48 defines the elective course College Readiness and Study Skills, in which students acquire techniques for learning from texts — studying word meanings, identifying and relating key ideas, drawing and supporting inferences, and reviewing study strategies.

WHAT YOU NEED TO TEACH THIS COURSE

Every expectation below is met within **SOAR Learning & Soft Skills — the student book and software**. Nothing else is required. Where a SOAR ELA Map would also serve the expectation, it is listed as **ELA Maps (optional)** — additional correlation for schools that have them, never the sole evidence for a row. The ELA Maps are a separate product — often bundled with SOAR Learning, especially when the course is used for ELA credit. The Writing Roadmap is the one map included as a downloadable tool in the Learning & Soft Skills book.

HOW TO READ THIS CORRELATION

Every row tells you where. Each expectation names the lesson and the section inside it. **MET — IN THE CURRICULUM** means the printed lessons and tools satisfy it as taught. **MET — WITH USAGE NOTE** means it is satisfied when the stated note is applied: a specific prompt layered onto a routine students already run. Nothing here requires a supplemental program, and we publish the distinction rather than hide it.

EVIDENCE BASE

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

TEKS	Student expectation (paraphrased)	Where it is taught · what students do · usage note where applicable	Verdict
(1) WIDE READING FOR VARIED PURPOSES			
(1)(A)	Read self-selected and assigned texts from varied sources (literature, literary non-fiction, expository, electronic texts, other media).	SOAR Learning & Soft Skills (book + software): Lesson 10: How to Read Textbooks & Nonfiction; online text and video reading strategies within the same lesson. Students run the full reading process on assigned and self-selected texts across print and electronic sources. ELA Maps (optional): Nonfiction Notes Maps for extended text study.	MET — IN THE CURRICULUM
(1)(B)	Read for various purposes (to be entertained, appreciate craft, be informed, take action, discover models for writing).	SOAR Learning & Soft Skills (book + software): Lesson 10: How to Read Textbooks & Nonfiction — previewing and purpose-setting; Ask Questions unit. Purpose is set before reading begins and determines which strategies the student selects.	MET — IN THE CURRICULUM
(2) VOCABULARY THROUGH READING AND WORD STUDY			
(2)(A)	Expand vocabulary through wide reading, viewing, listening, and discussion.	SOAR Learning & Soft Skills (book + software): Lesson 13: How to Study & Learn New Terms; Lesson 11: Listening & Comprehension Model. Terms are captured while reading and studied with a repeatable routine; listening and discussion work extends the same vocabulary.	MET — IN THE CURRICULUM

TEKS	Student expectation (paraphrased)	Where it is taught · what students do · usage note where applicable	Verdict
(2)(B)	Apply knowledge of affixes and roots to comprehend.	SOAR Learning & Soft Skills (book + software): Lesson 13: How to Study & Learn New Terms — the term-study routine; within Lesson 10: What to Do When You Come to a Word You Don't Know. Students log each unfamiliar term and work out a concise meaning. ELA Maps (optional): Key Terms box on the Nonfiction Notes Map. Usage note: Add one line to the term entry students already make: break the word into its parts and record what each part contributes. Keep a running class list of the affixes and roots that recur in course texts.	MET — WITH USAGE NOTE
(2)(C)	Investigate word origins to understand meanings, derivations, spellings.	SOAR Learning & Soft Skills (book + software): Lesson 15: How to Use Language Resources — reference-material instruction, including how to read a dictionary entry. Spelling support: Capitalization, Punctuation & Spelling and the Revising & Editing Decoder (within Lesson 15). Students are taught to consult reference materials for precise meaning, usage, and spelling. Usage note: When students reach the dictionary entry in the language-resources work, direct them to the etymology line and ask how the origin explains the word's current meaning or spelling. Use terms already being studied in Lesson 13 — no separate text required.	MET — WITH USAGE NOTE
(2)(D)	Distinguish connotative vs. denotative meanings; interpret connotative power of words.	SOAR Learning & Soft Skills (book + software): Lesson 16: How to Figure Out Figurative Language; Lesson 11: Listening & Comprehension Model — the invisible layers of meaning in communication. Students interpret language that means more than it literally says. ELA Maps (optional): Mood/Tone coding on the Fiction Story Map timeline. Usage note: In the figurative-language work, name the two layers out loud: what the word means, and what it makes the reader feel. Then ask what the author gained by choosing that word over a neutral one.	MET — WITH USAGE NOTE
(2)(E)	Use reference material to determine precise meaning and usage.	SOAR Learning & Soft Skills (book + software): Lesson 15: How to Use Language Resources; within Lesson 15: How to Do Internet Research & Verify Sources. Students select and use the right reference for the question in front of them.	MET — IN THE CURRICULUM
(2)(F)	Use context to determine meanings of words and phrases.	SOAR Learning & Soft Skills (book + software): Within Lesson 10: What to Do When You Come to a Word You Don't Know; Lesson 13: How to Study & Learn New Terms; within Lesson 16: Don't Know a Word? Context strategies are taught at the moment of breakdown, inside the reading process.	MET — IN THE CURRICULUM
(3) COMPREHENSION STRATEGIES			

TEKS	Student expectation (paraphrased)	Where it is taught · what students do · usage note where applicable	Verdict
(3)(A)	Use self-monitoring reading strategies; make modifications when understanding breaks down.	SOAR Learning & Soft Skills (book + software): Lesson 10: How to Read Textbooks & Nonfiction — comprehension-blocker strategies; Lesson 11: Listening & Comprehension Model; Ask Questions unit. Students identify what blocked comprehension and select a different strategy rather than rereading blindly.	MET — IN THE CURRICULUM
(3)(B)	Activate and draw upon prior knowledge and experience.	SOAR Learning & Soft Skills (book + software): Lesson 10: How to Read Textbooks & Nonfiction — previewing; How Does Your Brain Learn? (brain-based learning foundation). Prior knowledge is activated before reading starts. ELA Maps (optional): Prior-knowledge web on the Fiction Story Map.	MET — IN THE CURRICULUM
(3)(C)	Establish purposes for reading.	SOAR Learning & Soft Skills (book + software): Lesson 10: How to Read Textbooks & Nonfiction — purpose-setting within the preview step. Purpose is established before reading and shapes the notes that follow.	MET — IN THE CURRICULUM
(3)(D)	Construct images based on text descriptions.	SOAR Learning & Soft Skills (book + software): Within Lesson 13: How to Make a Concept Map ; Lesson 10: How to Read Textbooks & Nonfiction — reading the visuals (pictures, graphs, maps, captions). Students build a visual representation of concepts and relationships described in a text. ELA Maps (optional): Event Map on the Nonfiction Notes Map (History/Biographies version). Usage note: For a descriptive passage, have students sketch or concept-map what the text describes <i>before</i> discussing it, then compare their image against the text to find the details they missed. The Concept Map tool is already in the book.	MET — WITH USAGE NOTE
(3)(E)	Create graphic organizers to represent textual information.	SOAR Learning & Soft Skills (book + software): Lesson 12: How to Listen & Take Notes; within Lesson 13: How to Make a Concept Map; within Lesson 15: e-version of the 3-D Writing Organizer. Every note-taking and planning structure in the course is a graphic organizer students build themselves.	MET — IN THE CURRICULUM
(4) CRITICAL READING AND SOURCE EVALUATION			
(4)(A)	Analyze audience, purpose, and message of text.	SOAR Learning & Soft Skills (book + software): Lesson 10: How to Read Textbooks & Nonfiction; Lesson 11: Listening & Comprehension Model — audience and purpose in communication. Students assess who wrote it, why, and for whom.	MET — IN THE CURRICULUM
(4)(B)	Evaluate credibility and relevance of information sources.	SOAR Learning & Soft Skills (book + software): Within Lesson 15: How to Do Internet Research & Verify Sources. Students test a source before using it.	MET — IN THE CURRICULUM

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(4)(C)	Evaluate the author's motivation, stance, or position.	SOAR Learning & Soft Skills (book + software): Within Lesson 15: How to Do Internet Research & Verify Sources — author and source evaluation; Lesson 10: How to Read Textbooks & Nonfiction — point of view and purpose. Students judge who is speaking and what they want before accepting the content. ELA Maps (optional): 'Evaluate the Author' step, Nonfiction Notes Map Layer 1.	MET — IN THE CURRICULUM
(4)(D)	Analyze organizational patterns, diction, format, and tone.	SOAR Learning & Soft Skills (book + software): Lesson 10: How to Read Textbooks & Nonfiction — text structure and features; Lesson 16: How to Figure Out Figurative Language — diction and tone. Students diagnose how a text is built and how its word choices work.	MET — IN THE CURRICULUM
(4)(E)	Identify explicit and implicit textual information.	SOAR Learning & Soft Skills (book + software): Lesson 10: How to Read Textbooks & Nonfiction — key ideas and inference strategies; Ask Questions unit. Students separate what the text states from what it implies.	MET — IN THE CURRICULUM
(4)(F)	Support complex inferences with text evidence and experience.	SOAR Learning & Soft Skills (book + software): Lesson 10: How to Read Textbooks & Nonfiction; within Lesson 15: How to Write Papers — written responses supported by evidence. Every claim a student makes is attached to the passage it came from.	MET — IN THE CURRICULUM
(4)(G)	Recognize persuasive techniques in texts.	SOAR Learning & Soft Skills (book + software): Within Lesson 15: How to Write an Argument Essay — students build claims, counter-points and supporting facts themselves; within Lesson 15: How to Do Internet Research & Verify Sources — author motivation and stance. Students learn persuasion from the inside by constructing it, and judge author intent when evaluating sources. ELA Maps (optional): 'Evaluate the Author' motivation ranking (persuade / inform / entertain), Nonfiction Notes Map Layer 1. Usage note: After students write an argument essay, hand them a persuasive text and ask: which of the moves you just used did this author use on you? Students name the techniques from the argument toolkit they have already learned — reading becomes the mirror of the writing.	MET — WITH USAGE NOTE
(5) STUDY STRATEGIES			
(5)(A)	Use effective reading strategies to recall material (previewing, skimming, scanning, rereading, questioning).	SOAR Learning & Soft Skills (book + software): Lesson 10: How to Read Textbooks & Nonfiction — preview, text features, and question-driven reading; Ask Questions unit. Previewing and questioning are the spine of the reading process.	MET — IN THE CURRICULUM
(5)(B)	Summarize information from text (outlines, study guides, annotating, two-column notes).	SOAR Learning & Soft Skills (book + software): Lesson 12: How to Listen & Take Notes; within Lesson 13: How to Make a Concept Map. Students produce structured summaries they can study from.	MET — IN THE CURRICULUM
(5)(C)	Use text features and graphics to form an overview and locate information.	SOAR Learning & Soft Skills (book + software): Lesson 10: How to Read Textbooks & Nonfiction — previewing text features and reading the visuals. Students preview every heading, graphic and caption before reading.	MET — IN THE CURRICULUM

TEKS	Student expectation (paraphrased)	Where it is taught · what students do · usage note where applicable	Verdict
(5)(D)	Use effective test-taking strategies for different types of tests.	SOAR Learning & Soft Skills (book + software): Lesson 14: How to Take Tests. Strategies are taught by test type, not generically.	MET — IN THE CURRICULUM
(6) RESPONSE AND SYNTHESIS			
(6)(A)	Respond to literary and informational texts through various modes of communication.	SOAR Learning & Soft Skills (book + software): Within Lesson 15: How to Write Papers (and the Narrative, Expository and Argument guides); Lesson 17: How to Give a Presentation; Lesson 11: Writing & Speaking Model. Students respond in writing and in speech, using a planned structure for each. ELA Maps (optional): Writing Roadmap — included as a downloadable tool in the Learning & Soft Skills book.	MET — IN THE CURRICULUM
(6)(B)	Formulate and defend a position with support synthesized from multiple texts.	SOAR Learning & Soft Skills (book + software): Within Lesson 15: How to Write an Argument Essay and How to Write an Expository Essay (Research Report); within Lesson 15: How to Do Internet Research & Verify Sources. Students build and defend a position from multiple verified sources.	MET — IN THE CURRICULUM
(6)(C)	Evaluate personal responses to reading for evidence of growth.	SOAR Learning & Soft Skills (book + software): Learning & Soft Skills Scorecard, pre and post (Chapter 1); within Lesson 15: Revising & Editing Decoder and retrospective/reflection routines. Growth is measured against the student's own baseline and reviewed in a structured retrospective.	MET — IN THE CURRICULUM

NOTES

Claim. SOAR Learning & Soft Skills covers 100% of the TEKS for College Readiness & Study Skills — 22 expectations met in the curriculum as taught, and 5 met with the usage notes stated above.

Why every row names a location. A correlation is only useful if a teacher can find the thing being claimed — in the materials they actually own. Naming the lesson and the section is what separates a usable correlation from a checkmark.

Source. 19 TAC §110.48, current through June 2025.

Keeping this current. *Updated Aug 2026. Standards bodies revise; if the standards have been updated since this date, contact us and we'll update the correlation.