



ALIGNMENT

Texas TEKS ELA: Grades 6–12

Texas Essential Knowledge and Skills for English Language Arts and Reading, grades 6–8 and English I–IV, to SOAR Learning & Soft Skills (3.0) with the SOAR ELA Maps. All 12 knowledge-and-skills strands covered.



WHERE TO FIND EACH CORRELATION

Two products carry this correlation, and the rows say which. **SOAR Learning & Soft Skills (3.0) — the student book and software** — carries eleven of the twelve strands. On one strand — **Multiple genres: literary elements** — the **SOAR ELA Maps** (the Fiction Story Map and the Literary Elements Map) are the evidence itself, not an add-on, which is why the ELA Maps are required for any course using SOAR for ELA credit. Each row names the lesson or the map *and the section inside it*, never a title alone. Where a second product would also serve a strand it appears as **ELA Maps (optional)** — additional correlation for schools that have them, never the sole evidence for that row. The Writing Roadmap is the one map that ships inside the SOAR 3.0 book, as a Chapter 15 downloadable.

ABOUT THIS DOCUMENT

Texas organizes each English Language Arts and Reading course into knowledge-and-skills statements, each with several student expectations. This document correlates SOAR Learning & Soft Skills (3.0), the study-skills curriculum for grades 6–12, together with the SOAR ELA Maps, at the statement (strand) level across all seven courses — §§110.22–110.24 (grades 6–8) and §§110.36–110.39 (English I–IV). Each course's real TAC code is printed on the row, so a teacher or evaluator can match it to the code their district actually uses.

HOW TO READ THIS CORRELATION

Every row tells you where. Each strand names the lesson or map 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. Where a usage note appears on a row marked **MET — IN THE CURRICULUM**, it is an optional enhancement, not a condition of coverage. 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 strand	What it covers	Texas code by course	Where it is taught · what students do · usage note where applicable	Verdict
Oral language	Foundational language skills: listening, speaking, discussion, and thinking	6 110.22(b)(1) 7 110.23(b)(1) 8 110.24(b)(1) I 110.36(b)(1) II 110.37(b)(1) III 110.38(b)(1) IV 110.39(b)(1)	SOAR 3.0 (book + software): • Lesson 11: How to Communicate with Teachers & Peers — build rapport with questions, “Ask ... then (actively) listen!”, the Invisible Layers of Communication, Communication don'ts, Ten ways to manage group work, and the Conflict Map's steps to win-win solutions • Lesson 12: How to Listen & Take Notes — the listening and note-taking routine: preview before the lecture or video, ask questions during it, take notes with a pen in hand • Lesson 17: How to Give Presentations — preparing content (pp. 1–2 of the Writing Roadmap), visuals and delivery; Step 6, confirm technology logistics • Turn & Talk prompts: see Teacher Presentation Tool, under “Optional Activities” (in all lessons) • Exit Presentation: see Assessments in Teacher's Guide — the end-of-term synthesis, presented to an audience ELA Maps (optional): • Speaking & Listening Map — Formal Listening (Steps 1–5); Formal Speaking: Giving a Presentation; Interpersonal Communication (Actively Listen, Build Rapport, Communication “Don'ts,” the Invisible Layers of Communication, How to Work with a Group, the Conflict Map, the Empathy Map) • Literary Elements Map — Book Club discussion is the Map's assessed layer: students hold a substantive conversation about the elements, defending placements where several are defensible	MET — IN THE CURRICULUM

TEKS strand	What it covers	Texas code by course	Where it is taught · what students do · usage note where applicable	Verdict
Vocabulary	Foundational language skills: vocabulary	6 110.22(b)(2) 7 110.23(b)(2) 8 110.24(b)(2) I 110.36(b)(2) II 110.37(b)(2) III 110.38(b)(2) IV 110.39(b)(2)	SOAR 3.0 (book + software): - Lesson 13: How to Study & Learn New Terms - the term-study routine (read notes once, then create Jeopardy!™-style questions; Take Ten™ daily review) - How to study English language arts (ELA) — for unfamiliar words, link the meaning to the story's context, then replace it with an appropriate synonym - Lesson 16: How to Learn Grammar & Punctuation — the word-choice pass within the Revising & Editing Decoder (RED) ELA Maps (optional): - Fiction Story Map — 02 During Reading: Unfamiliar Words & Phrases table, “use context clues or look up the word/phrase,” recording the meaning in as few key words or synonyms as possible; overflow printable on p. 5 - Nonfiction Notes Map — Layer 2 During Reading: Key Terms panel (Social Studies edition); Concept Map for math and science vocabulary (Science & Math edition) - Literary Elements Map — the Diction column (word choice), including its Figurative Language category; the Author's Purpose row, with Tone and Mood beneath it Usage note: Context clues and looking a word up are covered as printed; add the other two parts to the table students are already keeping. Before recording a meaning on the Unfamiliar Words & Phrases table, have students try taking the word apart and write the prefix, root or suffix they recognized beside it. When they do look a word up, have them name the reference they used — dictionary, glossary, thesaurus or a search — and say in a few words why that one fit.	MET — WITH USAGE NOTE
Fluency	Foundational language skills: reading grade-level text with fluency and comprehension (grades 6–8 only; no counterpart statement in English I–IV)	6 110.22(b)(3) 7 110.23(b)(3) 8 110.24(b)(3) I — II — III — IV —	SOAR 3.0 (book + software): - Lesson 10: How to Read Textbooks and Nonfiction — the pre-reading routine (preview, “read the visuals,” turn headings into questions) that sets a purpose for reading before the student begins - Lesson 13: How to Study & Learn New Terms — How to Make a Concept Map — Concept Maps model actively working through content while reading, rather than passively moving through it - Software: audio narration, available on all lessons and student-toggable	MET — IN THE CURRICULUM

TEKS strand	What it covers	Texas code by course	Where it is taught · what students do · usage note where applicable	Verdict
Self-sustained reading	Foundational language skills: independent, self-selected reading	6 110.22(b)(4) 7 110.23(b)(4) 8 110.24(b)(4) I 110.36(b)(3) II 110.37(b)(3) III 110.38(b)(3) IV 110.39(b)(3)	SOAR 3.0 (book + software): • Lesson 6: Schedule Time to Take Action — the weekly planner and anchor points, where a recurring reading block is scheduled and protected • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4): preview, “read the visuals,” turn headings into questions, then read to answer them • Lesson 13: How to Study & Learn New Terms — How to study English language arts (ELA) — the three named barriers to understanding literature (tracking proper nouns; “old” language and different dialects; historical settings) and the strategy for each: preview the story, build a proper-noun map, and link unfamiliar words to context ELA Maps (optional): • Fiction Story Map — 01 Before Reading through 05 After Reading, carried across a full novel study in the Fiction Book Club format • Nonfiction Notes Map — Layer 1 Before Reading through Layer 4 After Reading, giving self-selected nonfiction reading the same layered before/during/after structure as the Fiction Story Map • Literary Elements Map — six element rows (Setting; Author’s Purpose with Tone and Mood beneath it; Point-of-View; Character Development; Plot Development; Theme/Motif) worked across the Diction, Syntax and Structure columns; placements are pinned to the passage and defended in Book Club discussion, the Map’s assessed layer Usage note: Let each student self-select the novel for the Fiction Book Club cycle, then run the Fiction Story Map across it. Have students schedule the reading block on the Lesson 6 weekly planner and log it at the 7-Minute Sunday Session, so the sustained, independent reading the standard names is visible on the planner they already keep.	MET — WITH USAGE NOTE

TEKS strand	What it covers	Texas code by course	Where it is taught · what students do · usage note where applicable	Verdict
Comprehension skills	Strategies before/during/after reading across increasingly complex texts	6 110.22(b)(5) 7 110.23(b)(5) 8 110.24(b)(5) I 110.36(b)(4) II 110.37(b)(4) III 110.38(b)(4) IV 110.39(b)(4)	SOAR 3.0 (book + software): • Lesson 10: How to Read Textbooks and Nonfiction – layered comprehension (Layers 1–4): preview, “read the visuals,” turn headings into questions, then read to answer them – “How to read ‘other’ nonfiction: online,” with before/while-reading steps for online text and for videos • Lesson 13: How to Study & Learn New Terms – How to study English language arts (ELA) — the three named barriers to understanding literature (tracking proper nouns; “old” language and different dialects; historical settings) and the strategy for each: preview the story, build a proper-noun map, and link unfamiliar words to context – How to Make a Concept Map — Concept Maps, and the Event Map for history and biography ELA Maps (optional): • Nonfiction Notes Map – Layer 1 Before Reading: Step 2 two-minute preview, “Read the Visuals,” turn the title into a question; Step 3 Evaluate the Author (review the author’s background; rank the motivation — persuade, inform, entertain, other) – Layer 2 During Reading: turn each heading and sub-heading into a question, then build the Event Map (Social Studies) or Concept Map (Science & Math) – Layer 3 After Reading: write your own quiz questions in the left margin, 2–5 per page; Layer 4 After Reading: Argumentative Book analysis (the author’s primary argument, the three points presented to support it, how rhetoric and organization were used, and “did the author present convincing evidence to support his/her claim? Why/why not?”) or Book Review • Fiction Story Map — 01 Before Reading through 05 After Reading, carried across a full novel study in the Fiction Book Club format • Literary Elements Map — six element rows (Setting; Author’s Purpose with Tone and Mood beneath it; Point-of-View; Character Development; Plot Development; Theme/Motif) worked across the Diction, Syntax and Structure columns; placements are pinned to the passage and defended in Book Club discussion, the Map’s assessed layer	MET — IN THE CURRICULUM

TEKS strand	What it covers	Texas code by course	Where it is taught · what students do · usage note where applicable	Verdict
Response skills	Responding to texts in varied ways with textual evidence	6 110.22(b)(6) 7 110.23(b)(6) 8 110.24(b)(6) I 110.36(b)(5) II 110.37(b)(5) III 110.38(b)(5) IV 110.39(b)(5)	SOAR 3.0 (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role) – Writing Roadmap (Argument); Writing Planning Guide, p. 2, used to set up a 3D Writing Organizer: one pocket per guiding question, each with three to four answers, sources numbered – Writing Roadmap, Composition REDecoder (Phase 3): sentence, paragraph, multi-paragraph and style codes A–T; expository/argument codes U–Y; literary-analysis codes Z–CC; narrative codes DD–GG • Lesson 17: How to Give Presentations — preparing content (pp. 1–2 of the Writing Roadmap), visuals and delivery; Step 6, confirm technology logistics • Lesson 11: How to Communicate with Teachers & Peers — build rapport with questions, “Ask ... then (actively) listen!”, the Invisible Layers of Communication, Communication don'ts, Ten ways to manage group work, and the Conflict Map's steps to win-win solutions • Turn & Talk prompts: see Teacher Presentation Tool, under “Optional Activities” (in all lessons) • Writing Reflection: see Teacher Presentation Tool, under “Optional Activities” (in all lessons) ELA Maps (optional): • Fiction Story Map – 03 During Reading: Characters and Locations panels, tracking relationships and drawing connections; 04 At the End of Each Chapter: events, conversations and revelations logged with their Significance – 05 After Reading: Story Coding (Plot Analysis codes E → IA → RA → PT → C → FA → R; Significance codes I, Th, CD, P, Ti, M/T, TS/TT/TW), Story Structure: Plot Diagram, Conflict Analysis, and Objective Summary of Theme with the Paragraph Outline scaffold • Nonfiction Notes Map — Layer 3 After Reading: write your own quiz questions in the left margin, 2–5 per page; Layer 4 After Reading: Argumentative Book analysis (the author's primary argument, the three points presented to support it, how rhetoric and organization were used, and “did the author present convincing evidence to support his/her claim? Why/why not?”) or Book Review • Literary Elements Map — Book Club discussion is the Map's assessed layer: students hold a substantive conversation about the elements, defending placements where several are defensible	MET — IN THE CURRICULUM

TEKS strand	What it covers	Texas code by course	Where it is taught · what students do · usage note where applicable	Verdict
Multiple genres: literary elements	Plot, character, setting, theme across literary texts	6 110.22(b)(7) 7 110.23(b)(7) 8 110.24(b)(7) I 110.36(b)(6) II 110.37(b)(6) III 110.38(b)(6) IV 110.39(b)(6)	ELA Maps (required): • Fiction Story Map – 01 Before Reading: Setting (Time Period; Location), Genre, Story Line, Point-of-View (“Who is telling the story?”), Text-to-Self / Text / World, Style of Language (Modern / “Old-fashioned”), Sources of Information checklist – 03 During Reading: Characters and Locations panels, tracking relationships and drawing connections; 04 At the End of Each Chapter: events, conversations and revelations logged with their Significance – 05 After Reading: Story Coding (Plot Analysis codes E → IA → RA → PT → C → FA → R; Significance codes I, Th, CD, P, Ti, M/T, TS/TT/TW), Story Structure: Plot Diagram, Conflict Analysis, and Objective Summary of Theme with the Paragraph Outline scaffold • Literary Elements Map — six element rows (Setting; Author’s Purpose with Tone and Mood beneath it; Point-of-View; Character Development; Plot Development; Theme/Motif) worked across the Diction, Syntax and Structure columns; placements are pinned to the passage and defended in Book Club discussion, the Map’s assessed layer	MET — IN THE CURRICULUM

TEKS strand	What it covers	Texas code by course	Where it is taught · what students do · usage note where applicable	Verdict
Multiple genres: genres	Reading across genres including informational and argumentative text	6 110.22(b)(8) 7 110.23(b)(8) 8 110.24(b)(8) I 110.36(b)(7) II 110.37(b)(7) III 110.38(b)(7) IV 110.39(b)(7)	SOAR 3.0 (book + software): • Lesson 10: How to Read Textbooks and Nonfiction – layered comprehension (Layers 1–4): preview, “read the visuals,” turn headings into questions, then read to answer them – “How to read ‘other’ nonfiction: online,” with before/while-reading steps for online text and for videos • Lesson 13: How to Study & Learn New Terms — How to study English language arts (ELA) — the three named barriers to understanding literature (tracking proper nouns; “old” language and different dialects; historical settings) and the strategy for each: preview the story, build a proper-noun map, and link unfamiliar words to context ELA Maps (optional): • Fiction Story Map — 01 Before Reading: Setting (Time Period; Location), Genre, Story Line, Point-of-View (“Who is telling the story?”), Text-to-Self / Text / World, Style of Language (Modern / “Old-fashioned”), Sources of Information checklist • Nonfiction Notes Map – Layer 1 Before Reading: Step 2 two-minute preview, “Read the Visuals,” turn the title into a question; Step 3 Evaluate the Author (review the author’s background; rank the motivation — persuade, inform, entertain, other) – Layer 3 After Reading: write your own quiz questions in the left margin, 2–5 per page; Layer 4 After Reading: Argumentative Book analysis (the author’s primary argument, the three points presented to support it, how rhetoric and organization were used, and “did the author present convincing evidence to support his/her claim? Why/why not?”) or Book Review • Literary Elements Map — six element rows (Setting; Author’s Purpose with Tone and Mood beneath it; Point-of-View; Character Development; Plot Development; Theme/Motif) worked across the Diction, Syntax and Structure columns; placements are pinned to the passage and defended in Book Club discussion, the Map’s assessed layer Usage note: SOAR teaches the skills, not the genres — use the same skills to access every genre the standard names. For a poem or a scene from a play, run the Literary Elements Map routine as for a novel: place the Diction, Syntax and Structure cards against the text and defend them in discussion; the Map’s element rows and tool columns do not change by genre. For informational, argumentative and multimodal texts, run the Nonfiction Notes Map and the Lesson 10 online-text steps. The teacher supplies the text.	MET — WITH USAGE NOTE

TEKS strand	What it covers	Texas code by course	Where it is taught · what students do · usage note where applicable	Verdict
Author's purpose and craft	How authors' choices shape meaning (diction, syntax, structure, point of view)	6 110.22(b)(9) 7 110.23(b)(9) 8 110.24(b)(9) I 110.36(b)(8) II 110.37(b)(8) III 110.38(b)(8) IV 110.39(b)(8)	SOAR 3.0 (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4): preview, “read the visuals,” turn headings into questions, then read to answer them • Lesson 16: How to Learn Grammar & Punctuation — the word-choice pass within the Revising & Editing Decoder (RED) ELA Maps (optional): • Nonfiction Notes Map – Layer 1 Before Reading: Step 2 two-minute preview, “Read the Visuals,” turn the title into a question; Step 3 Evaluate the Author (review the author’s background; rank the motivation — persuade, inform, entertain, other) – Layer 3 After Reading: write your own quiz questions in the left margin, 2–5 per page; Layer 4 After Reading: Argumentative Book analysis (the author’s primary argument, the three points presented to support it, how rhetoric and organization were used, and “did the author present convincing evidence to support his/her claim? Why/why not?”) or Book Review • Fiction Story Map – 01 Before Reading: Setting (Time Period; Location), Genre, Story Line, Point-of-View (“Who is telling the story?”), Text-to-Self / Text / World, Style of Language (Modern / “Old-fashioned”), Sources of Information checklist – 05 Story Coding: the (P) Perspective code and the (M/T) Mood/Tone code • Literary Elements Map — six element rows (Setting; Author’s Purpose with Tone and Mood beneath it; Point-of-View; Character Development; Plot Development; Theme/Motif) worked across the Diction, Syntax and Structure columns; placements are pinned to the passage and defended in Book Club discussion, the Map’s assessed layer	MET — IN THE CURRICULUM

TEKS strand	What it covers	Texas code by course	Where it is taught · what students do · usage note where applicable	Verdict
Composition: writing process	Planning, drafting, revising, editing, publishing	6 110.22(b)(10) 7 110.23(b)(10) 8 110.24(b)(10) I 110.36(b)(9) II 110.37(b)(9) III 110.38(b)(9) IV 110.39(b)(9)	SOAR 3.0 (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role) – “Assemble your 3D Writing Organizer” (student-built from the chapter’s instructions; a digital version is provided): one pocket per guiding question, sequenced into logical order before drafting – Writing Roadmap, Composition REDecoder (Phase 3): sentence, paragraph, multi-paragraph and style codes A–T; expository/argument codes U–Y; literary-analysis codes Z–CC; narrative codes DD–GG – Writing Roadmap, Phase 5: Publish, and Phase 6: The Retrospective (“What did you learn about this process? What went well? What could you do better next time?”) • Lesson 16: How to Learn Grammar & Punctuation — Revising & Editing Decoder (RED): Round 1 self-evaluation, then coded feedback from a helper and from the teacher • Writing Roadmap (download, included with the book + software) — Punctuation REDecoder (Phase 4), items 1–12: apostrophes, end punctuation, capitalization, commas, semicolons, colons, quotation marks, inserted information, consistent person and tense, title formatting	MET — IN THE CURRICULUM
Composition: genres	Composing informational, argumentative, and correspondence texts	6 110.22(b)(11) 7 110.23(b)(11) 8 110.24(b)(11) I 110.36(b)(10) II 110.37(b)(10) III 110.38(b)(10) IV 110.39(b)(10)	SOAR 3.0 (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role) – Writing Roadmap (Argument); Writing Planning Guide, p. 2, used to set up a 3D Writing Organizer: one pocket per guiding question, each with three to four answers, sources numbered – Writing Roadmap (Expository); Writing Planning Guide, p. 2, used to set up a 3D Writing Organizer – Writing Roadmap (Narrative); Writing Planning Guide, p. 2: A characters · B main conflict, climax and resolution · C theme · D inciting action · E mini conflicts and plot twists · F rising actions · G “The Exposition” · H falling actions – How to write an email — 3Qs + 1 Thank You, with sentence starters; subject line written last – Writing Roadmap, Composition REDecoder (Phase 3): sentence, paragraph, multi-paragraph and style codes A–T; expository/argument codes U–Y; literary-analysis codes Z–CC; narrative codes DD–GG Usage note: SOAR teaches three composition genres (expository, argument, narrative) plus correspondence; it does not assign poetry. For a poem, use the same skills: plan it on the Narrative Writing Roadmap, p. 2 (theme — “why is this important to share?”; exposition; conflict; resolution), draft it, then revise with the Composition REDecoder style codes O–T (remove unnecessary words, show rather than tell, cadence, parallel structure, emphatic words at line end). The teacher supplies the form and the line breaks; the planning and revising routine is the one students already run.	MET — WITH USAGE NOTE

TEKS strand	What it covers	Texas code by course	Where it is taught · what students do · usage note where applicable	Verdict
Inquiry and research	Generating questions, gathering/evaluating sources, synthesizing, presenting	6 110.22(b)(12) 7 110.23(b)(12) 8 110.24(b)(12) I 110.36(b)(11) II 110.37(b)(11) III 110.38(b)(11) IV 110.39(b)(11)	SOAR 3.0 (book + software): • Unit 4: Ask Questions — the unit's premise, that asking questions drives reading, listening, studying and writing • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role) – collecting research and numbering each source on the 3D Writing Organizer – Writing Roadmap (Expository); Writing Planning Guide, p. 2, used to set up a 3D Writing Organizer • Lesson 17: How to Give Presentations — preparing content (pp. 1–2 of the Writing Roadmap), visuals and delivery; Step 6, confirm technology logistics ELA Maps (optional): • Nonfiction Notes Map – Step 3: Evaluate the Author (rank the motivation: persuade / inform / entertain) – Layer 3 After Reading: write your own quiz questions in the left margin, 2–5 per page; Layer 4 After Reading: Argumentative Book analysis (the author's primary argument, the three points presented to support it, how rhetoric and organization were used, and "did the author present convincing evidence to support his/her claim? Why/why not?") or Book Review Usage note: Before a source goes onto the 3D Writing Organizer, have students rank that author's motivation using the Evaluate the Author step, then keep or drop the source and say why. Same sources they are already numbering.	MET — WITH USAGE NOTE

NOTES

Claim. SOAR Learning & Soft Skills (3.0), with the ELA Maps where noted, covers all 12 knowledge-and-skills strands of the Texas TEKS for English Language Arts and Reading, grades 6–8 and English I–IV — 7 MET — IN THE CURRICULUM, 5 MET — WITH USAGE NOTE.

Where the ELA Maps are required. The Multiple genres: literary elements strand is met by the ELA Maps — the Fiction Story Map and the Literary Elements Map — rather than by the SOAR book and software. That row prints the Maps as the primary citation, in the same weight as any other. The ELA Maps are a separate product, commonly bundled with SOAR Learning, and they are required where SOAR carries ELA credit. The other eleven strands stand on the SOAR 3.0 book and software.

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.

Optional citations. Lines marked **ELA Maps (optional)** are additional correlation for schools that have those maps. They are never the sole evidence for the row they sit on.

Statement numbering. Statement numbers follow the knowledge-and-skills structure of the 2017-adopted TEKS ELA. Grades 6–8 (§§110.22–110.24) carry twelve knowledge-and-skills statements; English I–IV (§§110.36–110.39) carry eleven. English I–IV have no fluency statement — the Fluency row shows “—” for those courses — so every statement from self-sustained reading onward is numbered one lower than at grades 6–8.

Source. Texas Administrative Code, 19 TAC Chapter 110 Subchapter B (§§110.22–110.24) and Subchapter C (§§110.36–110.39), Essential Knowledge and Skills for English Language Arts and Reading (2017 adoption). Student-expectation wording taken verbatim from the Texas Education Agency's “English Language Arts and Reading K–12 Vertical Alignment” (Kindergarten–Grade 8 adopted May 10, 2017; High School English I–IV adopted June 23, 2017, as amended 6/2019).

Keeping this current. *Updated Sept 2026. Standards bodies revise; if your state has updated its standards since this date, contact us and we'll update the correlation.