



ALIGNMENT

Grades 6–12 ELA Standards

SOAR Learning & Soft Skills (2nd Edition) + Literature Module addresses all 41 applicable standards of the grades 6–12 ELA standards, across Reading, Writing, Speaking & Listening and Language: 35 MET — IN THE CURRICULUM, 6 MET — WITH USAGE
NOTE. RL.8 is N/A (PER THE STANDARDS): the standards do not apply it to literature.



THIS EDITION

This packet correlates **SOAR Learning & Soft Skills (2nd Edition)**. A separate packet covers SOAR 3.0.

WHERE TO FIND EACH CORRELATION

Two products carry this correlation, and each row says which. **SOAR Learning & Soft Skills (2nd Edition) — the student book and software**, labeled **SOAR 2.0 (book + software)** on the rows, carries Reading: Informational, Writing, Speaking & Listening and Language. The **Literature Module** is the SOAR ELA Maps used for literature — the Fiction Story Map and the Literary Elements Map — with the Fiction Book Club format for using them. It is a separate product, often bundled with SOAR Learning, especially for ELA credit. On the Reading: Literature rows the Maps are the evidence itself, marked **ELA Maps (required)**, and each row names the specific map. Lines marked **ELA Maps (optional)** are additional correlation for schools that have those maps, never the sole evidence for their row. Every row names the chapter or map *and the section inside it*, not a title alone.

ABOUT THIS DOCUMENT

The Common Core State Standards for English Language Arts set grade-level standards in Reading (Informational Text and Literature), Writing, Speaking & Listening and Language, each tied by number to a College and Career Readiness anchor standard. This document has one row per standard family — 42 rows in all. Each row prints its anchor standard verbatim, with the grade-level code for each of the five grade bands beside it (grades 6, 7, 8, 9–10 and 11–12). The evidence on a row serves that family across all five grade bands, so a teacher or evaluator can match it to the code their district uses.

HOW TO READ THIS CORRELATION

MET — IN THE CURRICULUM means the chapters and tools named on the row satisfy the standard as taught. **MET — WITH USAGE NOTE** means the standard is satisfied when the row's usage note is applied — a specific step added to a routine students already run — and the note is printed in full on the row. **N/A (PER THE STANDARDS)** means the standards themselves do not apply that family to the strand, so there is nothing to correlate and the row is not counted in the claim. We publish the distinction rather than hide it.

EVIDENCE BASE

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

Anchor	Anchor standard (verbatim)	Grade-level code	Where it is taught · what students do · usage note where applicable	Verdict
READING: INFORMATIONAL				
CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	6 RI.6.1 7 RI.7.1 8 RI.8.1 9–10 RI.9-10.1 11–12 RI.11-12.1	SOAR 2.0 (book + software): • Chapter 10: How to Read Textbooks & Nonfiction • Chapter 13: How to Write Papers ELA Maps (optional): • Nonfiction Notes Map — Layer 3 After Reading: write your own quiz questions in the left margin, 2–5 per page, each answerable from the text; Layer 4: name the author's primary argument and the three points presented to support it	MET — IN THE CURRICULUM
CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	6 RI.6.2 7 RI.7.2 8 RI.8.2 9–10 RI.9-10.2 11–12 RI.11-12.2	SOAR 2.0 (book + software): • Chapter 10: How to Read Textbooks & Nonfiction ELA Maps (optional): • Nonfiction Notes Map — Layer 2 During Reading: the Concept Map is built out from the chapter or unit title at its center; Layer 4 After Reading: Book Review synthesis — general topic and specific angle, plus three things you learned	MET — IN THE CURRICULUM

Anchor	Anchor standard (verbatim)	Grade-level code	Where it is taught · what students do · usage note where applicable	Verdict
CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	6 RI.6.3 7 RI.7.3 8 RI.8.3 9–10 RI.9-10.3 11–12 RI.11-12.3	SOAR 2.0 (book + software): • Chapter 10: How to Read Textbooks & Nonfiction ELA Maps (optional): • Nonfiction Notes Map — Layer 2 During Reading: the Event Map places people above the timeline and places below it, with lines drawn to show how each connects; the Concept Map requires a labeled primary and secondary connection for every concept	MET — IN THE CURRICULUM
CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	6 RI.6.4 7 RI.7.4 8 RI.8.4 9–10 RI.9-10.4 11–12 RI.11-12.4	SOAR 2.0 (book + software): • Chapter 10: How to Read Textbooks & Nonfiction — How to Study Vocabulary • Chapter 15: How to Use Language Resources ELA Maps (optional): • Nonfiction Notes Map — Layer 2 During Reading: Key Terms panel (Social Studies edition); Layer 4: the author's tone and style, and how rhetoric was used to communicate a position	MET — IN THE CURRICULUM
CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	6 RI.6.5 7 RI.7.5 8 RI.8.5 9–10 RI.9-10.5 11–12 RI.11-12.5	SOAR 2.0 (book + software): • Chapter 10: How to Read Textbooks & Nonfiction ELA Maps (optional): • Nonfiction Notes Map — Layer 2 During Reading: turn each heading and sub-heading into a question, then build the Event Map or Concept Map that shows how those parts connect to the whole	MET — IN THE CURRICULUM
CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.	6 RI.6.6 7 RI.7.6 8 RI.8.6 9–10 RI.9-10.6 11–12 RI.11-12.6	SOAR 2.0 (book + software): • Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model • Chapter 10: How to Read Textbooks & Nonfiction ELA Maps (optional): • Nonfiction Notes Map — Layer 1 Before Reading, Step 3 Evaluate the Author: review the author's background and rank the likely motivation — persuade, inform, entertain or other	MET — IN THE CURRICULUM
CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	6 RI.6.7 7 RI.7.7 8 RI.8.7 9–10 RI.9-10.7 11–12 RI.11-12.7	SOAR 2.0 (book + software): • Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model • Chapter 10: How to Read Textbooks & Nonfiction • Chapter 11: How to Take & Study Notes ELA Maps (optional): • Nonfiction Notes Map — Layer 1 Before Reading, Step 2 “Read the Visuals”: preview every picture, illustration, graph and map, read the caption, and ask how it connects to the chapter title	MET — IN THE CURRICULUM

Anchor	Anchor standard (verbatim)	Grade-level code	Where it is taught · what students do · usage note where applicable	Verdict
CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	6 RI.6.8 7 RI.7.8 8 RI.8.8 9–10 RI.9-10.8 11–12 RI.11-12.8	SOAR 2.0 (book + software): • Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model • Chapter 13: How to Write Papers — How to Do Online Research & Verify Sources ELA Maps (optional): • Nonfiction Notes Map — Layer 4 After Reading, Argumentative Book analysis: the author’s primary argument, the three points presented to support it, how rhetoric and organization were used, and “did the author present convincing evidence to support his/her claim? Why/why not?”	MET — IN THE CURRICULUM
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	6 RI.6.9 7 RI.7.9 8 RI.8.9 9–10 RI.9-10.9 11–12 RI.11-12.9	SOAR 2.0 (book + software): • Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model • Chapter 10: How to Read Textbooks & Nonfiction • Chapter 11: How to Take & Study Notes ELA Maps (optional): • Nonfiction Notes Map — Layers 1–4 run on each of two texts, then compared: the two Evaluate the Author rankings side by side, and the two Layer 4 analyses of argument and evidence Usage note: Run the Chapter 10 reading routine on each of two texts that share a topic or theme, and take notes on each with the Chapter 11 routine. Then set the two sets of notes side by side and mark what both authors cover and where their approaches differ.	MET — WITH USAGE NOTE
CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.	6 RI.6.10 7 RI.7.10 8 RI.8.10 9–10 RI.9-10.10 11–12 RI.11-12.10	SOAR 2.0 (book + software): • Chapter 10: How to Read Textbooks & Nonfiction — “Additional Tips for Literature/Fiction” ELA Maps (optional): • Nonfiction Notes Map — Layers 1–4, carried across a full chapter, unit or book; Social Studies and Science & Math editions	MET — IN THE CURRICULUM
READING: LITERATURE				
CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	6 RL.6.1 7 RL.7.1 8 RL.8.1 9–10 RL.9-10.1 11–12 RL.11-12.1	ELA Maps (required): • Fiction Story Map — including 05 Story Coding, carried across full novel studies in the Fiction Book Club format	MET — IN THE CURRICULUM

Anchor	Anchor standard (verbatim)	Grade-level code	Where it is taught · what students do · usage note where applicable	Verdict
CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	6 RL.6.2 7 RL.7.2 8 RL.8.2 9–10 RL.9-10.2 11–12 RL.11-12.2	ELA Maps (required): • Story Coding (themes, significance of events) • Fiction Story Map	MET — IN THE CURRICULUM
CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	6 RL.6.3 7 RL.7.3 8 RL.8.3 9–10 RL.9-10.3 11–12 RL.11-12.3	ELA Maps (required): • Fiction Story Map (characters, events) • Story Coding	MET — IN THE CURRICULUM
CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	6 RL.6.4 7 RL.7.4 8 RL.8.4 9–10 RL.9-10.4 11–12 RL.11-12.4	ELA Maps (required): • Fiction Story Map • Literary Elements Map — the Diction column (word choice) Usage note: Add one column to the Unfamiliar Words & Phrases table on the Fiction Story Map. After recording the meaning, students note whether the author chose that word for precision or for effect, and what it makes the reader picture or feel.	MET — WITH USAGE NOTE
CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	6 RL.6.5 7 RL.7.5 8 RL.8.5 9–10 RL.9-10.5 11–12 RL.11-12.5	ELA Maps (required): • Fiction Story Map — 05 Story Coding • Literary Elements Map — the Structure column	MET — IN THE CURRICULUM
CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.	6 RL.6.6 7 RL.7.6 8 RL.8.6 9–10 RL.9-10.6 11–12 RL.11-12.6	ELA Maps (required): • Fiction Story Map (point of view, author purpose)	MET — IN THE CURRICULUM
CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	6 RL.6.7 7 RL.7.7 8 RL.8.7 9–10 RL.9-10.7 11–12 RL.11-12.7	ELA Maps (required): • Fiction Story Map • Literary Elements Map Usage note: Have students complete the Fiction Story Map from the book, then meet the same scene in a second medium — a film version, an audiobook chapter, or an illustrated edition. On the Sources of Information checklist they mark which medium each detail came from, then answer two questions: what did the film or picture show that the text left the reader to imagine, and what did the text give that the other medium could not?	MET — WITH USAGE NOTE

Anchor	Anchor standard (verbatim)	Grade-level code	Where it is taught · what students do · usage note where applicable	Verdict
CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	6 RL.6.8 7 RL.7.8 8 RL.8.8 9–10 RL.9-10.8 11–12 RL.11-12.8	(Not applicable to literature — per CCSS)	N/A (PER THE STANDARDS)
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	6 RL.6.9 7 RL.7.9 8 RL.8.9 9–10 RL.9-10.9 11–12 RL.11-12.9	ELA Maps (required): - Fiction Story Map — 01 Before Reading: Text-to-Self / Text / World connections; 05 Story Coding: the (TT) Text-to-Text code, run once per text and set side by side - Literary Elements Map — the same element rows worked on each title Usage note: Run the same routine twice, once per text, then set the two side by side. For two literary texts, compare the Objective Summary of Theme entries and tag every shared point with the (TT) Text-to-Text code. On the Literary Elements Map, place a card for each author on the same row and ask which tools each writer reached for to accomplish the same element.	MET — WITH USAGE NOTE
CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.	6 RL.6.10 7 RL.7.10 8 RL.8.10 9–10 RL.9-10.10 11–12 RL.11-12.10	SOAR 2.0 (book + software): - Chapter 10: How to Read Textbooks & Nonfiction — “Additional Tips for Literature/Fiction” ELA Maps (required): - Fiction Story Map — carried across a full novel study in the Fiction Book Club format - Literary Elements Map	MET — IN THE CURRICULUM
WRITING				
CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	6 W.6.1 7 W.7.1 8 W.8.1 9–10 W.9-10.1 11–12 W.11-12.1	SOAR 2.0 (book + software): - Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model - Chapter 13: How to Write Papers ELA Maps (optional): - Writing Roadmap (Argument) — Phase 1: Plan (purpose, topic, audience, angle, role); p. 2, the Writing Planning Guide for this genre; Composition REDecoder (Phase 3), codes U–Y: defend opinions with facts and evidence	MET — IN THE CURRICULUM

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CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	6 W.6.2 7 W.7.2 8 W.8.2 9–10 W.9-10.2 11–12 W.11-12.2	SOAR 2.0 (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 13: How to Write Papers ELA Maps (optional): • Writing Roadmap (Expository) — Phase 1: Plan; p. 2, the Writing Planning Guide, with pockets A–F for body paragraphs, G for the lede and H for the conclusion	MET — IN THE CURRICULUM
CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	6 W.6.3 7 W.7.3 8 W.8.3 9–10 W.9-10.3 11–12 W.11-12.3	SOAR 2.0 (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 13: How to Write Papers ELA Maps (optional): • Writing Roadmap (Narrative) — p. 2, the Writing Planning Guide: A characters · B main conflict, climax and resolution · C theme · D inciting action · E mini conflicts and plot twists · F rising actions · G “The Exposition” · H falling actions; Composition REDecoder (Phase 3), codes DD–GG	MET — IN THE CURRICULUM
CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	6 W.6.4 7 W.7.4 8 W.8.4 9–10 W.9-10.4 11–12 W.11-12.4	SOAR 2.0 (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 13: How to Write Papers ELA Maps (optional): • Writing Roadmap — Phase 1: Plan, which fixes task, purpose and audience before drafting; Composition REDecoder (Phase 3), Style elements codes O–T: remove unnecessary words, active voice, show rather than tell, parallel structure	MET — IN THE CURRICULUM
CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6 W.6.5 7 W.7.5 8 W.8.5 9–10 W.9-10.5 11–12 W.11-12.5	SOAR 2.0 (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 13: How to Write Papers — Revising & Editing Checklist ELA Maps (optional): • Writing Roadmap — Phase 3: Revise, Improve, Conference (minimum 24-hour break; self-review before conferencing) with the Composition REDecoder; Phase 4: Edit with the Punctuation REDecoder; Phase 6: The Retrospective — what went well, what did not, what to do differently next time	MET — IN THE CURRICULUM

Anchor	Anchor standard (verbatim)	Grade-level code	Where it is taught · what students do · usage note where applicable	Verdict
CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	6 W.6.6 7 W.7.6 8 W.8.6 9–10 W.9-10.6 11–12 W.11-12.6	SOAR 2.0 (book + software): - Chapter 13: How to Write Papers - e-version of the 3-D Organizer - How to Write an Email (Book Bonus download, referenced at p. 136) - How to Do Online Research & Verify Sources - Chapter 9: How to Work With Teachers & Peers — How to Collaborate With Groups Effectively — #4 decide how you will collaborate (meetings, the school's online system, a social platform) and #5 put the roles and deadlines in writing and share them, both electronically and on paper ELA Maps (optional): - Writing Roadmap — Phase 5: Publish, which distinguishes formatting a piece for a blog from formatting it for an email newsletter Usage note: Run one assignment end to end on the platforms the school already uses. Students build the e-version of the 3-D Organizer, share it with their group for comment, post the roles and deadlines from Chapter 9 where the whole group can see them, submit the draft through the school's online system, and use the Chapter 13 email format when they need to ask their teacher a question.	MET — WITH USAGE NOTE
CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	6 W.6.7 7 W.7.7 8 W.8.7 9–10 W.9-10.7 11–12 W.11-12.7	SOAR 2.0 (book + software): - Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model - Chapter 13: How to Write Papers — How to Write a Research Report ELA Maps (optional): Note: The Writing Roadmap is provided for each of the three genres* (argument, expository, and narrative). Together with the 3-D Organizer, they carry every writing assignment, from a single paragraph to a sustained research report. Plus, the same setup prepares a presentation. *The Writing Roadmap remains consistent across all genres; only p. 2 of the Roadmap changes with the genre. This reduces cognitive load for students and supports their internalization of the writing process, regardless of genre. - Writing Roadmap — Phase 1: THE OUTCOME, which turns an assignment into the guiding questions the paper must answer, each needing three to four answers	MET — IN THE CURRICULUM

Anchor	Anchor standard (verbatim)	Grade-level code	Where it is taught · what students do · usage note where applicable	Verdict
CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	6 W.6.8 7 W.7.8 8 W.8.8 9–10 W.9-10.8 11–12 W.11-12.8	SOAR 2.0 (book + software): - Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model - Chapter 13: How to Write Papers - How to Do Online Research & Verify Sources - How to Write a Research Report ELA Maps (optional): - Writing Roadmap — Phase 1: THE OUTCOME, guiding questions with three to four answers each, every answer written in the student's own words and tagged with its numbered source	MET — IN THE CURRICULUM
CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	6 W.6.9 7 W.7.9 8 W.8.9 9–10 W.9-10.9 11–12 W.11-12.9	SOAR 2.0 (book + software): - Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model - Chapter 13: How to Write Papers — How to Write a Research Report ELA Maps (optional): - Writing Roadmap — Phase 1: THE OUTCOME, guiding questions answered from the text - Nonfiction Notes Map — Layer 4 After Reading: the Argumentative Book analysis (the author's primary argument and the three points supporting it) or the Book Review (three things you learned, and how the author's background shaped the piece) - Fiction Story Map — 05 After Reading: Objective Summary of Theme, whose Paragraph Outline requires three examples, each answering "Why is this a good example?"	MET — IN THE CURRICULUM
CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	6 W.6.10 7 W.7.10 8 W.8.10 9–10 W.9-10.10 11–12 W.11-12.10	SOAR 2.0 (book + software): - Chapter 13: How to Write Papers — How to Write an Email (Book Bonus download, referenced at p. 136) - Chapter 11: How to Take & Study Notes - Multi-Media Teacher's Guide — Writing Reflection (every lesson) ELA Maps (optional): - Writing Roadmap — the full six-phase process for extended pieces; Phase 1 alone for short ones	MET — IN THE CURRICULUM

Anchor	Anchor standard (verbatim)	Grade-level code	Where it is taught · what students do · usage note where applicable	Verdict
SPEAKING & LISTENING				
CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	6 SL.6.1 7 SL.7.1 8 SL.8.1 9–10 SL.9-10.1 11–12 SL.11-12.1	SOAR 2.0 (book + software): - Chapter 8: How to Speak & Listen Effectively – Writing & Speaking Model – Listening & Comprehension Model - Chapter 9: How to Work With Teachers & Peers — How to Collaborate With Groups Effectively - Spiral Reviews & Daily Reviews: see Teacher Presentation Tool ELA Maps (optional): - Speaking & Listening Map — How to Work with a Group: Emotional Safety and the ten ways to manage group work, including “beware of group-think — if you disagree, speak up”; Actively Listen (“Is there more?”, clarifying questions, repeat in your own words)	MET — IN THE CURRICULUM
CCRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	6 SL.6.2 7 SL.7.2 8 SL.8.2 9–10 SL.9-10.2 11–12 SL.11-12.2	SOAR 2.0 (book + software): - Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model - Chapter 10: How to Read Textbooks & Nonfiction - Chapter 11: How to Take & Study Notes ELA Maps (optional): - Speaking & Listening Map — Formal Listening: Lecture / Audio-Visual, Step 2 Prepare Your Learning Structure, which previews a topic across several formats (textbook visuals and captions, shared reading, short videos, video summaries in text, an internet search) before listening - Nonfiction Notes Map — Layer 1, Step 2 “Read the Visuals”	MET — IN THE CURRICULUM
CCRA.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	6 SL.6.3 7 SL.7.3 8 SL.8.3 9–10 SL.9-10.3 11–12 SL.11-12.3	SOAR 2.0 (book + software): - Chapter 8: How to Speak & Listen Effectively — Listening & Comprehension Model ELA Maps (optional): - Speaking & Listening Map — The Invisible Layers of Communication, which separates a speaker's stated message from the intentions, values and needs behind it; the Empathy Map's seven zones - Nonfiction Notes Map — Layer 4: how the author used rhetoric to communicate a position, and “did the author present convincing evidence to support his/her claim? Why/why not?”	MET — IN THE CURRICULUM

Anchor	Anchor standard (verbatim)	Grade-level code	Where it is taught · what students do · usage note where applicable	Verdict
CCRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	6 SL.6.4 7 SL.7.4 8 SL.8.4 9–10 SL.9-10.4 11–12 SL.11-12.4	SOAR 2.0 (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 14: How to Give a Presentation • Spiral Review & Daily Review: see Teacher Presentation Tool ELA Maps (optional): • Speaking & Listening Map — Formal Speaking, The Content: logical order, the opening and closing, and the lede; The Delivery: non-verbals, timing and planned pauses	MET — IN THE CURRICULUM
CCRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	6 SL.6.5 7 SL.7.5 8 SL.8.5 9–10 SL.9-10.5 11–12 SL.11-12.5	SOAR 2.0 (book + software): • Chapter 14: How to Give a Presentation — How to Strategically Use: Visuals, Props, & Digital Media • Exit Presentation: see Assessments in Teacher's Guide ELA Maps (optional): • Speaking & Listening Map — Formal Speaking, The Visuals: identify photos, illustrations, physical props and multi-media; clean slide template; a maximum of two visuals per slide; test the presentation	MET — IN THE CURRICULUM
CCRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	6 SL.6.6 7 SL.7.6 8 SL.8.6 9–10 SL.9-10.6 11–12 SL.11-12.6	SOAR 2.0 (book + software): • Chapter 8: How to Speak & Listen Effectively — Writing & Speaking Model • Chapter 15: How to Use Language Resources • Spiral Review & Daily Review: see Teacher Presentation Tool ELA Maps (optional): • Speaking & Listening Map — Formal Speaking, step 1 identifies topic, audience, angle and purpose, and The Delivery asks students to practice with variety, trying different words and tones; the Map keeps Formal Speaking and Interpersonal Communication as separate panels, each with its own register	MET — IN THE CURRICULUM

Anchor	Anchor standard (verbatim)	Grade-level code	Where it is taught · what students do · usage note where applicable	Verdict
LANGUAGE				
CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	6 L.6.1 7 L.7.1 8 L.8.1 9–10 L.9-10.1 11–12 L.11-12.1	SOAR 2.0 (book + software): - Chapter 15: How to Use Language Resources - Capitalization, Punctuation, & Spelling - Most Common Language Errors ELA Maps (optional): - Writing Roadmap — Composition REDecoder (Phase 3): complete sentences, descriptive adjectives and adverbs, sentence variety built with prepositions, conjunctions and clauses Usage note: Chapter 15's language resources teach the most common grammar and usage errors directly. The grade-level standards also name verbals, active and passive voice, and verb mood (grade 8) and parallel structure (grades 9–10). Add each as a line on the Chapter 13 Revising & Editing Checklist in the grade where it is expected.	MET — WITH USAGE NOTE
CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	6 L.6.2 7 L.7.2 8 L.8.2 9–10 L.9-10.2 11–12 L.11-12.2	SOAR 2.0 (book + software): - Chapter 13: How to Write Papers - Chapter 15: How to Use Language Resources — Capitalization, Punctuation, & Spelling ELA Maps (optional): - Writing Roadmap — Punctuation REDecoder (Phase 4), items 1–12: apostrophes with possessives, including it's / its; end punctuation; capitalization (a–f); commas (a–i, covering FANBOYS, introductory clauses, mid-sentence dependent clauses and an unnecessary-comma code); semicolons; colons; quotation marks; and title formatting	MET — IN THE CURRICULUM
CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	6 L.6.3 7 L.7.3 8 L.8.3 9–10 L.9-10.3 11–12 L.11-12.3	SOAR 2.0 (book + software): - Chapter 10: How to Read Textbooks & Nonfiction - What to Do When You Come to a Word You Don't Know - How to Study Vocabulary - Chapter 15: How to Use Language Resources ELA Maps (optional): - Fiction Story Map — 01 Before Reading: Style of Language (Modern / "Old-fashioned"); 02 During Reading: Unfamiliar Words & Phrases, resolved with context clues - Nonfiction Notes Map — Layer 2: turning headings into questions; Layer 4: the author's tone and style, and how rhetoric was used to communicate a position - Writing Roadmap — Composition REDecoder (Phase 3), Style elements codes O–T	MET — IN THE CURRICULUM

Anchor	Anchor standard (verbatim)	Grade-level code	Where it is taught · what students do · usage note where applicable	Verdict
CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	6 L.6.4 7 L.7.4 8 L.8.4 9–10 L.9-10.4 11–12 L.11-12.4	SOAR 2.0 (book + software): - Chapter 10: How to Read Textbooks & Nonfiction - What to Do When You Come to a Word You Don't Know - How to Study Vocabulary - Chapter 15: How to Use Language Resources 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)	MET — IN THE CURRICULUM
CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	6 L.6.5 7 L.7.5 8 L.8.5 9–10 L.9-10.5 11–12 L.11-12.5	SOAR 2.0 (book + software): - Chapter 15: How to Use Language Resources - How to Figure Out Figurative Language - Figures of Speech (Book Bonus download) ELA Maps (optional): - Literary Elements Map — the Diction column, including its Figurative Language category; Author's Purpose, with Tone and Mood beneath it - Fiction Story Map — 05 Story Coding: the (M/T) Mood/Tone code	MET — IN THE CURRICULUM
CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	6 L.6.6 7 L.7.6 8 L.8.6 9–10 L.9-10.6 11–12 L.11-12.6	SOAR 2.0 (book + software): - Chapter 10: How to Read Textbooks & Nonfiction - What to Do When You Come to a Word You Don't Know - How to Study Vocabulary - Chapter 15: How to Use Language Resources — Know Your Language! ELA Maps (optional): - Fiction Story Map — 02 During Reading: Unfamiliar Words & Phrases, where students independently resolve an unknown term and record it - Nonfiction Notes Map — Layer 2 During Reading: Key Terms panel (Social Studies edition) - Literary Elements Map — literary vocabulary built through the element cards	MET — IN THE CURRICULUM

NOTES

Claim. SOAR Learning & Soft Skills (2nd Edition) + Literature Module addresses all 41 applicable standards of the grades 6–12 ELA standards, across Reading, Writing, Speaking & Listening and Language: 35 MET — IN THE CURRICULUM, 6 MET — WITH USAGE NOTE. RL.8 is N/A (PER THE STANDARDS): the standards do not apply it to literature.

Where the ELA Maps are required. The applicable Reading: Literature standards (RL.1–RL.7, RL.9 and RL.10) rest on the ELA Maps — the Fiction Story Map and the Literary Elements Map. On eight of them the Maps are the sole evidence; RL.10 also cites the Chapter 10 section “Additional Tips for Literature/Fiction.” The usage notes on RL.4, RL.7 and RL.9 run on the Maps. The other four strands stand on the 2nd Edition book and software.

Usage notes. Six standards — RI.9, RL.4, RL.7, RL.9, W.6 and L.1 — are met with usage notes, each printed in full on its row. Read the note before drawing a conclusion about any one of them.

Optional citations. Lines marked **ELA Maps (optional)** point to maps a school may already own that also serve the standard. They add to the row's evidence; they never carry it alone.

Source. National Governors Association Center for Best Practices & Council of Chief State School Officers, Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (2010) — Standards for English Language Arts, Grades 6–12: Reading Standards for Literature, Reading Standards for Informational Text, Writing Standards, Speaking and Listening Standards, and Language Standards, together with the College and Career Readiness Anchor Standards each corresponds to by number. Anchor and grade-band text quoted verbatim from corestandards.org/wp-content/uploads/2023/09/ELA_Standards1.pdf; confirmed current Sep 2026.

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