ALIGNMENT

21st Century Skills (P21) & ACT WorkKeys Assessments

P21 Framework for 21st Century Learning and ACT WorkKeys to SOAR Learning & Soft Skills (3.0). 100% of the 21st century skills elements; 6 of 8 WorkKeys assessments.

*Updated Aug 2026 — contact us if the standards have since been revised.

WHERE TO FIND EACH CORRELATION

Every element below is met within **SOAR 3.0 — the student book and software. Nothing else is required.** Each row names the lesson and the section inside it, never a lesson title alone. Where a SOAR ELA Map would also serve the element, 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 inside the SOAR 3.0 book.

ABOUT THIS DOCUMENT

The Framework for 21st Century Learning (P21) describes the skills, knowledge and expertise students must master to succeed in work and life. Its 21st century skills fall into three categories — Learning & Innovation Skills (the 4Cs); Information, Media & Technology Skills; and Life & Career Skills — comprising 25 named elements. ACT WorkKeys is the assessment suite employers, states and school districts use to measure workplace readiness; three of its eight assessments earn the National Career Readiness Certificate (NCRC). This document correlates all 25 P21 skill elements and all 8 current WorkKeys assessments to SOAR Learning & Soft Skills (3.0), the study-skills curriculum for grades 6–12.

HOW TO READ THIS CORRELATION

Every row tells you where. Each element 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. **NAMED EXCLUSION** means SOAR does not teach that content and makes no claim to it; the row still shows what SOAR contributes nearby, so you can see exactly where the boundary falls. One row carries three P21 elements — Reason Effectively, Use Systems Thinking, and Make Judgments and Decisions — because the same SOAR lessons serve all three; the framework's wording for all three is combined in that row. Nothing here requires a supplemental program, and we publish the distinctions rather than hide them.

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 framework phrase appears verbatim in a single lesson. The WorkKeys rows correlate SOAR to the skills each assessment measures; SOAR is not a test-preparation product, and ACT does not endorse or certify curricula.

Framework	Skill	Element	What it covers (framework definition)	Where it is taught · what students do · usage note where applicable	Verdict
LEARNING & INNOVATION SKILLS (4CS)					
Learning & Innovation Skills (4Cs)	Creativity & Innovation	Think Creatively	Use a wide range of idea-creation techniques (such as brainstorming); create new and worthwhile ideas; elaborate, refine, analyze and evaluate their own ideas to improve and maximize creative efforts.	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays — Writing Roadmap, Phase 1 (“Cut the Right Slice of Your Topic”; the nine lede types on p. 2); Phase 3: Revise, Improve, Conference; Phase 6: The Retrospective • Lesson 5: Create Your Goals — “A. Potential actions” brainstorm before the action plan is chosen • Lesson 18: How to Track Progress & Keep Moving Forward — Kaizen: “1% better!”; write down your three kaizen strategies • Apply + practice (App & StudySkills.com/bonus-v3), Layer 3 of every lesson — use the new learning in real-life contexts right away	**MET — IN THE CURRICULUM**

Framework	Skill	Element	What it covers (framework definition)	Where it is taught · what students do · usage note where applicable	Verdict
Learning & Innovation Skills (4Cs)	Creativity & Innovation	Work Creatively with Others	Develop, implement and communicate new ideas to others effectively; be open and responsive to new and diverse perspectives, incorporating group input and feedback; view failure as an opportunity to learn.	**SOAR 3.0** (book + software): • Lesson 11: How to Communicate with Teachers & Peers – Ten ways to manage group work (purpose, roles and deadlines, collaboration method, put it in writing, communicate frequently, "beware of group-think," address conflicts immediately, reflect, celebrate) – steps to win-win solutions, the Conflict Map, and the two-man saw mindset ("What is motivating them? How would I feel?") • Lesson 16: How to Learn Grammar & Punctuation — the Revising & Editing Decoder (RED) rounds and downloadable grammar reference tools • Lesson 3: How Does Our Brain Learn? — growth vs. fixed mindset (Mindset Assessment), The Brain Circuit™, "learning is connecting," and the three brain sections that drive learning • Lesson 18: How to Track Progress & Keep Moving Forward — How to handle setbacks; Plan B: choose your response **ELA Maps** (optional): • Speaking & Listening Map – How to Work with a Group: Emotional Safety ("the #1 most important factor"), Ten Ways to Manage Group-Work, "BEWARE OF GROUP-THINK!", the Two-Man Saw – the Conflict Map (Destructive vs. Constructive Path: Tame It · Name It · Claim It · Evaluate all Perspectives · Define Your Boundaries · Identify Common Ground · Find Win-Win Solutions · Use "I" Statements)	**MET — IN THE CURRICULUM**
Learning & Innovation Skills (4Cs)	Creativity & Innovation	Implement Innovations	Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.	**SOAR 3.0** (book + software): • Every lesson — Apply + practice (App & StudySkills.com/bonus-v3), Layer 3: use the new learning in real-life contexts right away • Lesson 5: Create Your Goals — the priority chart, action plans (potential actions, how you will measure, target date), and the paradox of goal-setting (commitment plus flexibility) • Lesson 6: Schedule Time to Take Action — the weekly planner, digital calendar + task-manager vs. paper planner, and anchor points, including the Seven-Minute Sunday Sessions • Lesson 18: How to Track Progress & Keep Moving Forward — check your gradebook weekly, look at missing grades, the LMS "What if" feature, "Advocate … politely!", the retrospective at anchor points, Plan B for setbacks, and "1% better" • Skill Demonstration Portfolio and Final Project: Exit Presentation — see Assessments in Teacher's Guide: a portfolio entry after every lesson, then at the end of the course students choose from their 18 lessons' worth of entries the evidence of learning they present in the Exit Presentation **Usage note:** At the Exit Presentation, have each student pick one strategy they customized during the course (from their Skill Demonstration Portfolio entries) and teach it to the class or to a younger group — the innovation made a tangible contribution to someone else's learning.	**MET — WITH USAGE NOTE**

Framework	Skill	Element	What it covers (framework definition)	Where it is taught · what students do · usage note where applicable	Verdict
Learning & Innovation Skills (4Cs)	Critical Thinking & Problem Solving	Reason Effectively	Use various types of reasoning as appropriate; use systems thinking; make judgments and decisions; effectively analyze and evaluate evidence, arguments, claims and beliefs; analyze alternative points of view; synthesize and make connections; interpret information and draw conclusions; reflect critically on learning experiences and processes.	**SOAR 3.0** (book + software): • Lesson 4: Identify Your Priorities — rocks, pebbles and water; "Tasks you MUST do / WANT to do"; anti-priorities and how to block them • Lesson 5: Create Your Goals — the priority chart, action plans (potential actions, how you will measure, target date), and the paradox of goal-setting (commitment plus flexibility) • 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 — Concept Maps: every concept linked with a labeled primary and secondary connection • Lesson 18: How to Track Progress & Keep Moving Forward — check your gradebook weekly, look at missing grades, the LMS "What if" feature, "Advocate … politely!", the retrospective at anchor points, Plan B for setbacks, and "1% better" **ELA Maps** (optional): • 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 • Speaking & Listening Map — the Empathy Map's seven zones (who we are empathizing with; what they need to do; what they see, say, do, hear, think and feel)	MET — IN THE CURRICULUM
Learning & Innovation Skills (4Cs)	Critical Thinking & Problem Solving	Solve Problems	Solve different kinds of non-familiar problems in both conventional and innovative ways; identify and ask significant questions that clarify various points of view and lead to better solutions.	**SOAR 3.0** (book + software): • Unit 4: Ask Questions — the unit premise: every reading, listening, studying and writing strategy is built on asking questions • Lesson 11: How to Communicate with Teachers & Peers – build rapport with questions, "Ask … then (actively) listen!", the Invisible Layers of Communication, and Communication don'ts – steps to win-win solutions, the Conflict Map, and the two-man saw mindset ("What is motivating them? How would I feel?") • Lesson 18: How to Track Progress & Keep Moving Forward — check your gradebook weekly, look at missing grades, the LMS "What if" feature, "Advocate … politely!", the retrospective at anchor points, Plan B for setbacks, and "1% better" **ELA Maps** (optional): • Speaking & Listening Map – the Conflict Map (Destructive vs. Constructive Path: Tame It · Name It · Claim It · Evaluate all Perspectives · Define Your Boundaries · Identify Common Ground · Find Win-Win Solutions · Use "I" Statements) – "Need Clarification? Afraid to Ask Your Teacher?" script	MET — IN THE CURRICULUM

Framework	Skill	Element	What it covers (framework definition)	Where it is taught · what students do · usage note where applicable	Verdict
Learning & Innovation Skills (4Cs)	Communication	Communicate Clearly	Articulate thoughts and ideas effectively using oral, written and nonverbal communication in a variety of forms and contexts; listen effectively to decipher meaning; use communication for a range of purposes (inform, instruct, motivate, persuade); utilize multiple media and technologies; communicate effectively in diverse environments.	**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, and Communication don’ts • Lesson 12: How to Listen & Take Notes — the listening and note-taking routine • Lesson 15: How to Write Paragraphs & Essays – the Writing Roadmap’s six phases, the Four-Square, the 3D Writing Organizer (student-built; digital version provided), and the Revising & Editing Decoder (RED) – How to write an email — 3Qs + 1 Thank You, sentence starters, subject line written last • Lesson 16: How to Learn Grammar & Punctuation — the Revising & Editing Decoder (RED) rounds and downloadable grammar reference tools • Lesson 17: How to Give Presentations — the content (pp. 1–2 of the Writing Roadmap), the visuals (clean slide template), the delivery, and Step 6: confirm technology logistics **ELA Maps** (optional): • Speaking & Listening Map – Interpersonal Communication: Actively Listen (eye contact, open posture, body language and tone carry 93% of the message, avoid interrupting, “Is there more?”, clarifying questions); Formal Listening, Steps 1–5 – Formal Speaking: Giving a Presentation (The Content, The Visuals — 5×5 rule, The Delivery — eight practice steps) – the Empathy Map’s seven zones (who we are empathizing with; what they need to do; what they see, say, do, hear, think and feel)	MET — IN THE CURRICULUM
Learning & Innovation Skills (4Cs)	Collaboration	Collaborate with Others	Demonstrate ability to work effectively and respectfully with diverse teams; exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal; assume shared responsibility for collaborative work and value each team member’s contributions.	**SOAR 3.0** (book + software): • Lesson 11: How to Communicate with Teachers & Peers – Ten ways to manage group work (purpose, roles and deadlines, collaboration method, put it in writing, communicate frequently, “beware of group-think,” address conflicts immediately, reflect, celebrate) – steps to win-win solutions, the Conflict Map, and the two-man saw mindset (“What is motivating them? How would I feel?”) • Turn & Talk prompts: see Teacher Presentation Tool, under “Optional Activities” (in all lessons) **ELA Maps** (optional): • Speaking & Listening Map – How to Work with a Group: Emotional Safety (“the #1 most important factor”), Ten Ways to Manage Group-Work, “BEWARE OF GROUP-THINK!”, the Two-Man Saw – the Conflict Map (Destructive vs. Constructive Path: Tame It · Name It · Claim It · Evaluate all Perspectives · Define Your Boundaries · Identify Common Ground · Find Win-Win Solutions · Use “I” Statements)	MET — IN THE CURRICULUM

Framework	Skill	Element	What it covers (framework definition)	Where it is taught · what students do · usage note where applicable	Verdict
INFORMATION, MEDIA & TECHNOLOGY SKILLS					
Information, Media & Technology Skills	Information Literacy	Access and Evaluate Information	Access information efficiently (time) and effectively (sources); evaluate information critically and competently.	**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 15: How to Write Paragraphs & Essays — collecting research and numbering each source on the 3D Writing Organizer **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

Framework	Skill	Element	What it covers (framework definition)	Where it is taught · what students do · usage note where applicable	Verdict
Information, Media & Technology Skills	Information Literacy	Use and Manage Information	Use information accurately and creatively for the issue or problem at hand; manage the flow of information from a wide variety of sources; apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information.	**SOAR 3.0** (book + software): • Lesson 7: Organize Your Papers & Digital Files — the SOAR Binder and the mirrored digital file system • Lesson 6: Schedule Time to Take Action — the weekly planner, digital calendar + task-manager vs. paper planner, and anchor points, including the Seven-Minute Sunday Sessions • Lesson 12: How to Listen & Take Notes — the listening and note-taking routine • Lesson 15: How to Write Paragraphs & Essays — collecting research and numbering each source on the 3D Writing Organizer; Composition REDecoder codes Z–CC: support quotes with proper lead-in and transition • Lesson 18: How to Track Progress & Keep Moving Forward — check your gradebook weekly, look at missing grades, the LMS “What if” feature, “Advocate … politely!”, the retrospective at anchor points, Plan B for setbacks, and “1% better” **Usage note:** At the source-numbering step on the 3D Writing Organizer, require every quoted or paraphrased line on an index card to carry its source number, and hold one class discussion on why — that is the ethical-use half of the element, layered onto a routine students already run.	**MET — WITH USAGE NOTE**

Framework	Skill	Element	What it covers (framework definition)	Where it is taught · what students do · usage note where applicable	Verdict
Information, Media & Technology Skills	Media Literacy	Analyze Media	Understand how and why media messages are constructed and for what purposes; examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors; apply a fundamental understanding of ethical/legal issues surrounding media.	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction – "How to read 'other' nonfiction: online," with before/while-reading steps for online text and for videos – layered comprehension (Layers 1–4): preview, "read the visuals," turn headings into questions, then read to answer them • Lesson 11: How to Communicate with Teachers & Peers — build rapport with questions, "Ask … then (actively) listen!", the Invisible Layers of Communication, and Communication don'ts **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: Sources of Information checklist (front cover, back-cover synopsis, teacher overview, peer comments, a movie about the story, story summary, book reviews) **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: what did each version want the audience to feel, and what did it leave out to get there?	MET — WITH USAGE NOTE
Information, Media & Technology Skills	Media Literacy	Create Media Products	Understand and utilize the most appropriate media creation tools, characteristics and conventions; understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments.	**SOAR 3.0** (book + software): • Lesson 17: How to Give Presentations — the content (pp. 1–2 of the Writing Roadmap), the visuals (clean slide template), the delivery, and Step 6: confirm technology logistics • Lesson 15: How to Write Paragraphs & Essays — the digital 3D Writing Organizer (PowerPoint or Google Slides); Writing Roadmap, Phase 5: Publish (blog vs. email newsletter formatting) • Final Project: Exit Presentation — see Assessments in Teacher's Guide **ELA Maps** (optional): • Speaking & Listening Map — Formal Speaking: Giving a Presentation (The Content, The Visuals — 5×5 rule, The Delivery — eight practice steps)	MET — IN THE CURRICULUM

Framework	Skill	Element	What it covers (framework definition)	Where it is taught · what students do · usage note where applicable	Verdict
Information, Media & Technology Skills	ICT (Information, Communications & Technology) Literacy	Apply Technology Effectively	Use technology as a tool to research, organize, evaluate and communicate information; use digital technologies, communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information; apply a fundamental understanding of ethical/legal issues surrounding information technologies.	**SOAR 3.0** (book + software): • Lesson 6: Schedule Time to Take Action — the weekly planner, digital calendar + task-manager vs. paper planner, and anchor points, including the Seven-Minute Sunday Sessions • Lesson 7: Organize Your Papers & Digital Files — the SOAR Binder and the mirrored digital file system • Lesson 10: How to Read Textbooks and Nonfiction — “How to read ‘other’ nonfiction: online,” with before/while-reading steps for online text and for videos • Lesson 15: How to Write Paragraphs & Essays — the digital 3D Writing Organizer; How to write an email • Lesson 17: How to Give Presentations — the content (pp. 1–2 of the Writing Roadmap), the visuals (clean slide template), the delivery, and Step 6: confirm technology logistics • Lesson 18: How to Track Progress & Keep Moving Forward — check your gradebook weekly, look at missing grades, the LMS “What if” feature, “Advocate … politely!”, the retrospective at anchor points, Plan B for setbacks, and “1% better” • Skill Demonstration Portfolio and Final Project: Exit Presentation — see Assessments in Teacher’s Guide: a portfolio entry after every lesson, then at the end of the course students choose from their 18 lessons’ worth of entries the evidence of learning they present in the Exit Presentation	MET — IN THE CURRICULUM
LIFE & CAREER SKILLS					
Life & Career Skills	Flexibility & Adaptability	Adapt to Change	Adapt to varied roles, job responsibilities, schedules and contexts; work effectively in a climate of ambiguity and changing priorities.	**SOAR 3.0** (book + software): • Lesson 5: Create Your Goals — the priority chart, action plans (potential actions, how you will measure, target date), and the paradox of goal-setting (commitment plus flexibility) • Lesson 6: Schedule Time to Take Action — the weekly planner, digital calendar + task-manager vs. paper planner, and anchor points, including the Seven-Minute Sunday Sessions • Lesson 4: Identify Your Priorities — rocks, pebbles and water; “Tasks you MUST do / WANT to do”; anti-priorities and how to block them • Lesson 18: How to Track Progress & Keep Moving Forward — “Unexpected challenges will happen”; How to handle setbacks; Plan B • Lesson 11: How to Communicate with Teachers & Peers — Ten ways to manage group work (purpose, roles and deadlines, collaboration method, put it in writing, communicate frequently, “beware of group-think,” address conflicts immediately, reflect, celebrate)	MET — IN THE CURRICULUM

Framework	Skill	Element	What it covers (framework definition)	Where it is taught · what students do · usage note where applicable	Verdict
Life & Career Skills	Flexibility & Adaptability	Be Flexible	Incorporate feedback effectively; deal positively with praise, setbacks and criticism; understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments.	**SOAR 3.0** (book + software): • Lesson 16: How to Learn Grammar & Punctuation — the Revising & Editing Decoder (RED) rounds and downloadable grammar reference tools • Lesson 3: How Does Our Brain Learn? — growth vs. fixed mindset (Mindset Assessment), The Brain Circuit™, "learning is connecting," and the three brain sections that drive learning • Lesson 18: How to Track Progress & Keep Moving Forward — check your gradebook weekly, look at missing grades, the LMS "What if" feature, "Advocate … politely!", the retrospective at anchor points, Plan B for setbacks, and "1% better" • Lesson 11: How to Communicate with Teachers & Peers — steps to win-win solutions, the Conflict Map, and the two-man saw mindset ("What is motivating them? How would I feel?") • Progress Markers (Activities & Anecdotal Observations) and the Assessment Matrix rubrics — see Assessments in Teacher's Guide **ELA Maps** (optional): • Speaking & Listening Map – the Conflict Map (Destructive vs. Constructive Path: Tame It · Name It · Claim It · Evaluate all Perspectives · Define Your Boundaries · Identify Common Ground · Find Win-Win Solutions · Use "I" Statements) – the Empathy Map's seven zones (who we are empathizing with; what they need to do; what they see, say, do, hear, think and feel)	**MET — IN THE CURRICULUM**
Life & Career Skills	Initiative & Self-Direction	Manage Goals and Time	Set goals with tangible and intangible success criteria; balance tactical (short-term) and strategic (long-term) goals; utilize time and manage workload efficiently.	**SOAR 3.0** (book + software): • Lesson 4: Identify Your Priorities — rocks, pebbles and water; "Tasks you MUST do / WANT to do"; anti-priorities and how to block them • Lesson 5: Create Your Goals — the priority chart, action plans (potential actions, how you will measure, target date), and the paradox of goal-setting (commitment plus flexibility) • Lesson 6: Schedule Time to Take Action — the weekly planner, digital calendar + task-manager vs. paper planner, and anchor points, including the Seven-Minute Sunday Sessions • Lesson 9: Organize Your Time & Manage Stress — seek efficiency (the 24-hour jar), reduce distractions, power down, use down-time, develop routines	**MET — IN THE CURRICULUM**

Framework	Skill	Element	What it covers (framework definition)	Where it is taught · what students do · usage note where applicable	Verdict
Life & Career Skills	Initiative & Self-Direction	Work Independently	Monitor, define, prioritize and complete tasks without direct oversight.	**SOAR 3.0** (book + software): • Lesson 6: Schedule Time to Take Action — the weekly planner, digital calendar + task-manager vs. paper planner, and anchor points, including the Seven-Minute Sunday Sessions • Lesson 4: Identify Your Priorities — rocks, pebbles and water; “Tasks you MUST do / WANT to do”; anti-priorities and how to block them • Lesson 18: How to Track Progress & Keep Moving Forward — check your gradebook weekly, look at missing grades, the LMS “What if” feature, “Advocate … politely!”, the retrospective at anchor points, Plan B for setbacks, and “1% better” • Lesson 9: Organize Your Time & Manage Stress — develop routines; do homework early; use a timer • Student software delivery — all three lesson Layers available for independent progression	**MET — IN THE CURRICULUM**
Life & Career Skills	Initiative & Self-Direction	Be Self-Directed Learners	Go beyond basic mastery to explore and expand one’s own learning; demonstrate initiative to advance skill levels; demonstrate commitment to learning as a lifelong process; reflect critically on past experiences to inform future progress.	**SOAR 3.0** (book + software): • Lesson 3: How Does Our Brain Learn? — growth vs. fixed mindset (Mindset Assessment), The Brain Circuit™, “learning is connecting,” and the three brain sections that drive learning • Lesson 18: How to Track Progress & Keep Moving Forward — check your gradebook weekly, look at missing grades, the LMS “What if” feature, “Advocate … politely!”, the retrospective at anchor points, Plan B for setbacks, and “1% better” • Pre-Post Assessment: Scorecard — the same ~50 items before and after the course, compared in the student’s SOAR account; every lesson previews and reviews its 3–4 items • Writing Reflection: see Teacher Presentation Tool, under “Optional Activities” (in all lessons) • Skill Demonstration Portfolio and Final Project: Exit Presentation — see Assessments in Teacher’s Guide: a portfolio entry after every lesson, then at the end of the course students choose from their 18 lessons’ worth of entries the evidence of learning they present in the Exit Presentation • Apply + practice (App & StudySkills.com/bonus-v3), Layer 3 of every lesson — use the new learning in real-life contexts right away	**MET — IN THE CURRICULUM**

Framework	Skill	Element	What it covers (framework definition)	Where it is taught · what students do · usage note where applicable	Verdict
Life & Career Skills	Social & Cross-Cultural Skills	Interact Effectively with Others	Know when it is appropriate to listen and when to speak; conduct themselves in a respectable, professional manner.	**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, and Communication don’ts • Lesson 15: How to Write Paragraphs & Essays — How to write an email — 3Qs + 1 Thank You, sentence starters, subject line written last • Lesson 18: How to Track Progress & Keep Moving Forward — check your gradebook weekly, look at missing grades, the LMS “What if” feature, “Advocate … politely!”, the retrospective at anchor points, Plan B for setbacks, and “1% better” **ELA Maps** (optional): • Speaking & Listening Map – Interpersonal Communication: Actively Listen (eye contact, open posture, body language and tone carry 93% of the message, avoid interrupting, “Is there more?”, clarifying questions); Formal Listening, Steps 1–5 – Build Rapport (R.A.P.P.O.R.T.), Communication “Don’ts,” and the Invisible Layers of Communication – “Need Clarification? Afraid to Ask Your Teacher?” script	**MET — IN THE CURRICULUM**
Life & Career Skills	Social & Cross-Cultural Skills	Work Effectively in Diverse Teams	Respect cultural differences and work effectively with people from a range of social and cultural backgrounds; respond open-mindedly to different ideas and values; leverage social and cultural differences to create new ideas and increase innovation and quality of work.	**SOAR 3.0** (book + software): • Lesson 2: What Are Your Strengths & Superpowers – the multiple intelligences (“How am I smart?”), Multiple Intelligences Inventory, and “How can I discover my superpowers?” – “Note to students with ‘learning differences’”; “emphasize your strengths, accept your weaknesses” – Apply + practice: interview unique people representing the multiple intelligences • Lesson 11: How to Communicate with Teachers & Peers — Ten ways to manage group work (purpose, roles and deadlines, collaboration method, put it in writing, communicate frequently, “beware of group-think,” address conflicts immediately, reflect, celebrate) **ELA Maps** (optional): • Speaking & Listening Map – the Empathy Map’s seven zones (who we are empathizing with; what they need to do; what they see, say, do, hear, think and feel) – How to Work with a Group: Emotional Safety (“the #1 most important factor”), Ten Ways to Manage Group-Work, “BEWARE OF GROUP-THINK!”, the Two-Man Saw **Usage note:** Before a group project, have each student complete the Empathy Map for a teammate whose background, strengths or learning differences differ from their own, then name one thing that changes how the group will work. Same Map, same Ten Ways routine students already run.	**MET — WITH USAGE NOTE**

Framework	Skill	Element	What it covers (framework definition)	Where it is taught · what students do · usage note where applicable	Verdict
Life & Career Skills	Productivity & Accountability	Manage Projects	Set and meet goals, even in the face of obstacles and competing pressures; prioritize, plan and manage work to achieve the intended result.	**SOAR 3.0** (book + software): • Lesson 5: Create Your Goals — the priority chart, action plans (potential actions, how you will measure, target date), and the paradox of goal-setting (commitment plus flexibility) • Lesson 6: Schedule Time to Take Action — the weekly planner, digital calendar + task-manager vs. paper planner, and anchor points, including the Seven-Minute Sunday Sessions • Lesson 4: Identify Your Priorities — rocks, pebbles and water; “Tasks you MUST do / WANT to do”; anti-priorities and how to block them • Lesson 11: How to Communicate with Teachers & Peers — Ten ways to manage group work (purpose, roles and deadlines, collaboration method, put it in writing, communicate frequently, “beware of group-think,” address conflicts immediately, reflect, celebrate) • Lesson 15: How to Write Paragraphs & Essays — the Writing Roadmap’s six phases, from Plan to Publish to The Retrospective • Lesson 18: How to Track Progress & Keep Moving Forward — check your gradebook weekly, look at missing grades, the LMS “What if” feature, “Advocate … politely!”, the retrospective at anchor points, Plan B for setbacks, and “1% better”	**MET — IN THE CURRICULUM**

Framework	Skill	Element	What it covers (framework definition)	Where it is taught · what students do · usage note where applicable	Verdict
Life & Career Skills	Productivity & Accountability	Produce Results	Work positively and ethically; manage time and projects effectively; multi-task; participate actively, be reliable and punctual; present oneself professionally and with proper etiquette; collaborate and cooperate with teams; respect team diversity; be accountable for results.	**SOAR 3.0** (book + software): • Lesson 6: Schedule Time to Take Action — the weekly planner, digital calendar + task-manager vs. paper planner, and anchor points, including the Seven-Minute Sunday Sessions • Lesson 9: Organize Your Time & Manage Stress — seek efficiency (the 24-hour jar), reduce distractions, power down, use down-time, develop routines • Lesson 11: How to Communicate with Teachers & Peers – build rapport with questions, “Ask … then (actively) listen!”, the Invisible Layers of Communication, and Communication don’ts – Ten ways to manage group work (purpose, roles and deadlines, collaboration method, put it in writing, communicate frequently, “beware of group-think,” address conflicts immediately, reflect, celebrate) • Lesson 18: How to Track Progress & Keep Moving Forward — check your gradebook weekly, look at missing grades, the LMS “What if” feature, “Advocate … politely!”, the retrospective at anchor points, Plan B for setbacks, and “1% better” • Progress Markers (Activities & Anecdotal Observations) and the Assessment Matrix rubrics — see Assessments in Teacher’s Guide • Skill Demonstration Portfolio and Final Project: Exit Presentation — see Assessments in Teacher’s Guide: a portfolio entry after every lesson, then at the end of the course students choose from their 18 lessons’ worth of entries the evidence of learning they present in the Exit Presentation **ELA Maps** (optional): • Speaking & Listening Map — How to Work with a Group: Emotional Safety (“the #1 most important factor”), Ten Ways to Manage Group-Work, “BEWARE OF GROUP-THINK!”, the Two-Man Saw	**MET — IN THE CURRICULUM**

Framework	Skill	Element	What it covers (framework definition)	Where it is taught · what students do · usage note where applicable	Verdict
Life & Career Skills	Leadership & Responsibility	Guide and Lead Others	Use interpersonal and problem-solving skills to influence and guide others toward a goal; leverage strengths of others to accomplish a common goal; inspire others to reach their very best via example and selflessness; demonstrate integrity and ethical behavior in using influence and power.	**SOAR 3.0** (book + software): • Lesson 11: How to Communicate with Teachers & Peers – Ten ways to manage group work (purpose, roles and deadlines, collaboration method, put it in writing, communicate frequently, "beware of group-think," address conflicts immediately, reflect, celebrate) – steps to win-win solutions, the Conflict Map, and the two-man saw mindset ("What is motivating them? How would I feel?") • Lesson 2: What Are Your Strengths & Superpowers — the multiple intelligences ("How am I smart?"), Multiple Intelligences Inventory, and "How can I discover my superpowers?" • Lesson 17: How to Give Presentations — the content (pp. 1–2 of the Writing Roadmap), the visuals (clean slide template), the delivery, and Step 6: confirm technology logistics **ELA Maps** (optional): • Speaking & Listening Map – How to Work with a Group: Emotional Safety ("the #1 most important factor"), Ten Ways to Manage Group-Work, "BEWARE OF GROUP-THINK!", the Two-Man Saw – Build Rapport (R.A.P.P.O.R.T.), Communication "Don'ts," and the Invisible Layers of Communication **Usage note:** When the group assigns roles (Ten ways to manage group work, #3), have it match each role to a member's named superpower from Lesson 2 and record the reason on the group's written plan (#5). Leveraging the strengths of others becomes a visible step in the routine.	MET — WITH USAGE NOTE
Life & Career Skills	Leadership & Responsibility	Be Responsible to Others	Act responsibly with the interests of the larger community in mind.	**SOAR 3.0** (book + software): • Lesson 11: How to Communicate with Teachers & Peers – Ten ways to manage group work (purpose, roles and deadlines, collaboration method, put it in writing, communicate frequently, "beware of group-think," address conflicts immediately, reflect, celebrate) – steps to win-win solutions, the Conflict Map, and the two-man saw mindset ("What is motivating them? How would I feel?") – build rapport with questions, "Ask … then (actively) listen!", the Invisible Layers of Communication, and Communication don'ts **ELA Maps** (optional): • Speaking & Listening Map – How to Work with a Group: Emotional Safety ("the #1 most important factor"), Ten Ways to Manage Group-Work, "BEWARE OF GROUP-THINK!", the Two-Man Saw – the Conflict Map (Destructive vs. Constructive Path: Tame It · Name It · Claim It · Evaluate all Perspectives · Define Your Boundaries · Identify Common Ground · Find Win-Win Solutions · Use "I" Statements)	MET — IN THE CURRICULUM
ACT WORKKEYS					

Framework	Skill	Element	What it covers (framework definition)	Where it is taught · what students do · usage note where applicable	Verdict
ACT WorkKeys	Applied Math (NCRC core)	Assessment	Mathematical reasoning, critical thinking and problem-solving techniques for practical, work-related situations.	**SOAR 3.0** (book + software): • Lesson 13: How to Study & Learn New Terms – "How to study math": learn math vocabulary with Concept Maps ("understanding the language of math can help or hinder our progress in math"); complete daily homework as the top study tool; note and learn from homework challenges – "How to use homework as a study tool," steps 1–7: label and paginate each assignment, troubleshoot for three minutes then circle and move on, attempt every problem, seek help when 50% or more is unclear, share circled problem numbers at homework review, redo highlighted problems before a test • Lesson 18: How to Track Progress & Keep Moving Forward — the LMS "What if" feature: calculating what a missing or improved grade does to the average • Lesson 9: Organize Your Time & Manage Stress — the 24-hour jar: how the hours in a day are actually spent **Named exclusion:** SOAR removes a large share of the friction in learning math — the vocabulary, the homework routine, the help-seeking — but it does not teach mathematical reasoning or problem-solving, which is what the Applied Math assessment measures. The rows above are the study-skills scaffolding around math, not math instruction.	NAMED EXCLUSION
ACT WorkKeys	Graphic Literacy (NCRC core)	Assessment	Reading and comprehending graphical materials — charts, graphs, tables, diagrams, floor plans and forms — to solve work-related problems.	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — "Read the visuals" (80/20 Power Strategy): every visual, caption and sidebar read before the text • Lesson 13: How to Study & Learn New Terms — Concept Maps and Event Maps: information rebuilt as a diagram • Lesson 6: Schedule Time to Take Action — reading and building the weekly planner grid; Lesson 18 — reading the LMS gradebook • Lesson 2: What Are Your Strengths & Superpowers — the multiple-intelligences chart **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)	MET — IN THE CURRICULUM

Framework	Skill	Element	What it covers (framework definition)	Where it is taught · what students do · usage note where applicable	Verdict
ACT WorkKeys	Workplace Documents (NCRC core)	Assessment	Reading real workplace documents — messages, emails, letters, directions, signs, bulletins, policies, websites, contracts and regulations — and using the information to make job-related decisions and solve problems.	**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 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 1 "B. THE OUTCOME": read directions, underline every detail, staple the rubric to the map – How to write an email — 3Qs + 1 Thank You, sentence starters, subject line written last • Lesson 18: How to Track Progress & Keep Moving Forward — check your gradebook weekly, look at missing grades, the LMS "What if" feature, "Advocate … politely!", the retrospective at anchor points, Plan B for setbacks, and "1% better" **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)	MET — IN THE CURRICULUM
ACT WorkKeys	Applied Technology	Assessment	Understanding technical principles — electricity, mechanics, fluid dynamics and thermodynamics — as they apply to solving workplace problems with machines and equipment.	**Named exclusion:** SOAR provides the tools for accessing and expressing the information needed to use applied technologies — reading and comprehending technical text, taking and studying notes, asking questions, organizing digital files, and communicating findings in writing and in presentations. Execution is out of our scope. The ACT Applied Technology assessment measures the application of technical and physical principles — electricity, mechanics, fluid dynamics and thermodynamics — to troubleshoot machines and equipment. SOAR does not teach that content and makes no claim to it.	NAMED EXCLUSION
ACT WorkKeys	Business Writing	Assessment	Composing clear, well-developed messages relating to on-the-job situations — writing mechanics, organization, style, tone and audience.	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – How to write an email — 3Qs + 1 Thank You, sentence starters, subject line written last – the Writing Roadmap's six phases, the Four-Square, the 3D Writing Organizer (student-built; digital version provided), and the Revising & Editing Decoder (RED) – Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role); Composition REDecoder codes A–T (sentences, paragraphs, style) • Lesson 16: How to Learn Grammar & Punctuation — the Revising & Editing Decoder (RED) rounds and downloadable grammar reference tools • Writing Roadmap (download, included with the book + software) — Punctuation REDecoder (Phase 4), items 1–12	MET — IN THE CURRICULUM

Framework	Skill	Element	What it covers (framework definition)	Where it is taught · what students do · usage note where applicable	Verdict
ACT WorkKeys	Workplace Observation	Assessment	Paying attention to details in instructions and demonstrations; observing, following and evaluating processes and noticing when something has changed.	**SOAR 3.0** (book + software): • Lesson 12: How to Listen & Take Notes — the listening and note-taking routine • Lesson 10: How to Read Textbooks and Nonfiction — “Read the visuals”; Unit 4: Ask Questions (“developing an awareness of details, making connections, drawing conclusions”) • Lesson 13: How to Study & Learn New Terms — Jeopardy!™-style questions, Concept Maps, Take Ten™ daily review • Lesson 18: How to Track Progress & Keep Moving Forward — check your gradebook weekly; “Oh, the things that can go wrong …” (noticing missing and changed grades) **ELA Maps** (optional): • Speaking & Listening Map — Interpersonal Communication: Actively Listen (eye contact, open posture, body language and tone carry 93% of the message, avoid interrupting, “Is there more?”, clarifying questions); Formal Listening, Steps 1–5	**MET — IN THE CURRICULUM**
ACT WorkKeys	Fit (soft skills)	Assessment	How an individual’s interests and work values correspond to a particular career (ACT Interest Inventory and Work Values Inventory).	**SOAR 3.0** (book + software): • Lesson 2: What Are Your Strengths & Superpowers – the multiple intelligences (“How am I smart?”), Multiple Intelligences Inventory, and “How can I discover my superpowers?” – Multiple Intelligences Inventory (workbook or soarlearning.com/mi-quiz) • Lesson 4: Identify Your Priorities — rocks, pebbles and water; “Tasks you MUST do / WANT to do”; anti-priorities and how to block them • Lesson 5: Create Your Goals — the priority chart, action plans (potential actions, how you will measure, target date), and the paradox of goal-setting (commitment plus flexibility) • Skill Demonstration Portfolio and Final Project: Exit Presentation — see Assessments in Teacher’s Guide: a portfolio entry after every lesson, then at the end of the course students choose from their 18 lessons’ worth of entries the evidence of learning they present in the Exit Presentation	**MET — IN THE CURRICULUM**

Framework	Skill	Element	What it covers (framework definition)	Where it is taught · what students do · usage note where applicable	Verdict
ACT WorkKeys	Talent (soft skills)	Assessment	Work-related attitudes and behaviors — dependability, assertiveness, emotional stability, teamwork, work ethic, goal orientation, discipline and related attributes.	**SOAR 3.0** (book + software): • Lesson 2: What Are Your Strengths & Superpowers — the multiple intelligences (“How am I smart?”), Multiple Intelligences Inventory, and “How can I discover my superpowers?” • Lesson 3: How Does Our Brain Learn? — growth vs. fixed mindset (Mindset Assessment), The Brain Circuit™, “learning is connecting,” and the three brain sections that drive learning • Lesson 5: Create Your Goals — the priority chart, action plans (potential actions, how you will measure, target date), and the paradox of goal-setting (commitment plus flexibility) • Lesson 6: Schedule Time to Take Action — the weekly planner, digital calendar + task-manager vs. paper planner, and anchor points, including the Seven-Minute Sunday Sessions • Lesson 9: Organize Your Time & Manage Stress — seek efficiency (the 24-hour jar), reduce distractions, power down, use down-time, develop routines • Lesson 11: How to Communicate with Teachers & Peers – build rapport with questions, “Ask … then (actively) listen!”, the Invisible Layers of Communication, and Communication don’ts – Ten ways to manage group work (purpose, roles and deadlines, collaboration method, put it in writing, communicate frequently, “beware of group-think,” address conflicts immediately, reflect, celebrate) • Lesson 18: How to Track Progress & Keep Moving Forward — check your gradebook weekly, look at missing grades, the LMS “What if” feature, “Advocate … politely!”, the retrospective at anchor points, Plan B for setbacks, and “1% better” • Pre-Post Assessment: Scorecard — the same ~50 items before and after the course, compared in the student’s SOAR account; every lesson previews and reviews its 3–4 items • Progress Markers (Activities & Anecdotal Observations) and the Assessment Matrix rubrics — see Assessments in Teacher’s Guide • Skill Demonstration Portfolio and Final Project: Exit Presentation — see Assessments in Teacher’s Guide: a portfolio entry after every lesson, then at the end of the course students choose from their 18 lessons’ worth of entries the evidence of learning they present in the Exit Presentation **ELA Maps** (optional): • Speaking & Listening Map — How to Work with a Group: Emotional Safety (“the #1 most important factor”), Ten Ways to Manage Group-Work, “BEWARE OF GROUP-THINK!”, the Two-Man Saw	MET — IN THE CURRICULUM

NOTES

Claim. SOAR Learning & Soft Skills (3.0) covers every skill element in the P21 Framework for 21st Century Learning — all 25 elements across Learning & Innovation Skills (the 4Cs), Information, Media & Technology Skills, and Life & Career Skills: 19 met in the curriculum as taught, 6 met with the usage notes stated above. Against the ACT WorkKeys suite as

currently offered, SOAR covers 6 of the 8 assessments — Graphic Literacy and Workplace Documents (two of the three NCRC core), plus Business Writing, Workplace Observation, and both soft-skills assessments, Fit and Talent. Two are named exclusions, and we name them rather than bury them: **Applied Math** measures mathematical reasoning and problem solving — SOAR teaches the study routine around math, not math itself — and **Applied Technology** measures electricity, mechanics, fluid dynamics and thermodynamics, content SOAR does not teach and makes no claim to. This correlation covers the framework's 21st century skills; Key Subjects & 21st Century Themes and the P21 Support Systems are outside its scope.

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.

Named exclusions. Two of the 31 rows are named exclusions, both of them content domains rather than skills. We publish them in the table, with the framework's own definition beside them, so an evaluator can see the boundary instead of guessing at it. This packet does not claim complete coverage of the WorkKeys suite, and says so on the cover.

Optional citations. Lines marked **ELA Maps (optional)** are additional correlation for schools that have those maps. They are never the sole evidence for a row; every row stands on the SOAR 3.0 book and software alone.

Framework currency. The P21 rows follow the Battelle for Kids “Framework for 21st Century Learning — Definitions” (© 2019), which is the current published statement of the P21 student outcomes (4Cs; Information, Media & Technology Skills; Life & Career Skills). Key Subjects & 21st Century Themes and the Support Systems (standards, assessment, curriculum & instruction, professional development, learning environments) are not correlated here; SOAR is a skills curriculum, not a subject-area or systems provider.

WorkKeys currency. ACT retired the Reading for Information, Locating Information, Listening and Teamwork assessments and renamed Observation to Workplace Observation. The three NCRC core assessments are Applied Math, Graphic Literacy and Workplace Documents; Applied Technology, Business Writing and Workplace Observation are additional; Fit and Talent are the soft-skills assessments. An earlier 2015 SOAR correlation used the retired assessment names and cited SOAR 2.0 chapters; it is superseded by this document.

Source. Battelle for Kids, Framework for 21st Century Learning — Definitions (© 2019), battelleforkids.org/networks/p21 · ACT WorkKeys assessments as currently offered — act.org/workkeys (NCRC core: Applied Math, Graphic Literacy, Workplace Documents; additional: Applied Technology, Business Writing, Workplace Observation; soft skills: Fit, Talent)

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