ALIGNMENT

Common Core Anchor Standards: College & Career Readiness in ELA

Common Core CCR Anchor Standards (Reading, Writing, Speaking & Listening, Language) to SOAR Learning & Soft Skills (3.0). 100% standards covered.

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

WHERE TO FIND EACH CORRELATION

Every anchor standard 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 standard, 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 Common Core College and Career Readiness Anchor Standards define what students should know and be able to do by the end of high school, across four strands — Reading, Writing, Speaking & Listening, and Language. They are identical across all grades and all content areas, which makes them the broadest single test of a curriculum's ELA coverage. This document correlates all 32 anchor standards 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 anchor standard 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. 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.

Anchor	Anchor standard (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
READING — CCRA.R			
CCSS.ELA-Literacy. 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.	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction • Lesson 15: How to Write Paragraphs & Essays **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 • Fiction Story Map — 04 At the End of Each Chapter: log each event, conversation and revelation with its Significance; 05 Story Coding: the (I) Inference code marks an interpretation the text does not state explicitly • Literary Elements Map — every card a student places has to be pinned to the passage where the author used it and defended out loud. Several placements are defensible, so the work is naming the evidence and arguing the interpretation from it, assessed through discussion rather than by a single correct placement.	**MET — IN THE CURRICULUM**

Anchor	Anchor standard (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
CCSS.ELA-Literacy. CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction • Lesson 13: How to Study & Learn New Terms **ELA Maps** (optional): • Nonfiction Notes Map — Layer 2: 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 • Fiction Story Map — 05 After Reading: Objective Summary of Theme, with the Paragraph Outline scaffold (intro sentence → three supporting details → concluding restatement); the (Th) Theme code marks each detail that supports it • Literary Elements Map — the Theme/Motif row: theme as the underlying message the author wants the reader to take away, and motif as the recurring symbol, image or idea that develops it — placed and defended in Book Club discussion	**MET — IN THE CURRICULUM**
CCSS.ELA-Literacy. CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction • Lesson 13: How to Study & Learn New Terms — How to Make a Concept Map **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 • Fiction Story Map — 03 During Reading: Characters and Locations panels, tracking relationships and drawing connections across characters, locations and timeline details; 05 Story Coding: (D) Dynamic / (S) Static character codes and the (CD) Character Development code • Literary Elements Map — the Character Development row (PAIRS: physical description · actions and attitudes · inner thoughts · reactions · speech) and the Plot Development row (exposition · inciting action · rising action · conflict · climax · falling action · resolution), each worked across the Diction, Syntax and Structure columns, so students name how the author built the change over the course of the story rather than only noting that it happened	**MET — IN THE CURRICULUM**

Anchor	Anchor standard (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
CCSS.ELA-Literacy. 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.	**SOAR 3.0** (book + software): • Lesson 13: How to Study & Learn New Terms — 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 **ELA Maps** (optional): • Fiction Story Map — 02 During Reading: Unfamiliar Words & Phrases table, using context clues or looking the word up and recording the meaning in as few key words or synonyms as possible; 01 Before Reading: Style of Language (Modern / "Old-fashioned"); 05 Story Coding: the (M/T) Mood/Tone code • Nonfiction Notes Map — Layer 2 During Reading: Key Terms panel (Social Studies edition) • Literary Elements Map — the Diction column (word choice), including its Figurative Language category **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
CCSS.ELA-Literacy. 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.	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction • Lesson 13: How to Study & Learn New Terms — How to Make a Concept Map **ELA Maps** (optional): • Fiction Story Map — 05 After Reading: Story Structure: Plot Diagram, with each circle coded Exposition → Inciting Action → Rising Actions → Plot Twist(s) → Climax → Falling Action(s) → Resolution • 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 • Literary Elements Map — the Structure column (arrangement of information and ideas) and the Plot Development row	MET — IN THE CURRICULUM
CCSS.ELA-Literacy. CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4) **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; Layers 3 & 4 After Reading • Fiction Story Map — 01 Before Reading: Point-of-View, "Who is telling the story?"; 05 Story Coding: the (P) Perspective code marks evidence of a perspective different from the primary character or narrator; Objective Summary of Theme, which the Map describes as the "purpose" of the story • Literary Elements Map — the Author's Purpose row (Persuade / Inform / Entertain), with Tone and Mood beneath it, and the Point-of-View row (1st / 2nd / 3rd person)	MET — IN THE CURRICULUM

Anchor	Anchor standard (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
CCSS.ELA-Literacy. CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction • Lesson 12: How to Listen & Take Notes — the listening and note-taking routine • Lesson 15: How to Write Paragraphs & Essays • Lesson 17: How to Give Presentations **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; Layers 3 & 4 After Reading • Fiction Story Map — 01 Before Reading: Sources of Information checklist, recording which format each detail came from (front cover, back-cover synopsis, teacher overview, peer comments, a movie about the story, story summary, book reviews); Story Mapping, which pulls setting, characters, locations, events and theme from across the whole story into one structure so the pieces can be weighed against each other • Literary Elements Map — the six element rows give a fixed set of questions to carry from one medium into the next: what did each version do with setting, author’s purpose, point-of-view, character development, plot and theme, and which tools — Diction, Syntax, Structure — did it use to get there **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 — IN THE CURRICULUM**
CCSS.ELA-Literacy. 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.	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4) • Lesson 15: How to Write Paragraphs & Essays – collecting research and numbering each source on the 3D Writing Organizer – Writing Roadmap (Argument) **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?” – Step 3: Evaluate the Author (rank the motivation: persuade / inform / entertain) • Fiction Story Map — 05 After Reading: Conflict Analysis, where students circle the most prominent conflict type and explain their rationale **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**

Anchor	Anchor standard (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
CCSS.ELA-Literacy. 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.	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4) • Lesson 12: How to Listen & Take Notes **ELA Maps** (optional): • Nonfiction Notes Map — Layer 1 Before Reading; Layers 3 & 4 After Reading • Fiction Story Map — 01 Before Reading: Text-to-Self / Text / World connections; 05 Story Coding: the (TT) Text-to-Text code • Literary Elements Map — worked once per text, the same six element rows set the two authors side by side: which of the three tool columns — Diction, Syntax, Structure — did each writer reach for to accomplish the same element, and what does the difference say about the approach each one took **Usage note:** Run the same routine twice, once per text, then set the two side by side. For two nonfiction texts, complete the Layer 4 author analysis on each and compare the two authors' arguments, evidence and organization. For two literary texts, compare the 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. For a lecture-and-text pair, put the Lesson 12 notes beside the Lesson 10 reading notes on the same topic and mark where the two agree, differ, or fill each other's gaps.	**MET — WITH USAGE NOTE**
CCSS.ELA-Literacy. CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction • 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; Style of Language, Modern / "Old-fashioned"), 03 During Reading (Characters and Locations proper-noun tracking) and 02 Unfamiliar Words & Phrases — one panel per barrier, carried across a full novel study in the Fiction Book Club format • Nonfiction Notes Map — Layers 1–4, carried across a full chapter, unit or book • Literary Elements Map — the six element rows and their printed definitions give a reader named concepts to hold onto in a demanding text: setting, author's purpose with tone and mood beneath it, point-of-view, character development, plot development, and theme/motif. The Tier 1 to Tier 3 card progression expands craft vocabulary within the same course as the texts get longer and harder.	**MET — IN THE CURRICULUM**
WRITING — CCRA.W			

Anchor	Anchor standard (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
CCSS.ELA-Literacy. CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	**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 of the Argument Writing Roadmap, used to set up a 3D Writing Organizer for this specific project: one pocket per guiding question, each with three to four answers, sources numbered – Writing Roadmap, Composition REDecoder (Phase 3), codes U–Y: for arguments, defend opinions with facts and evidence; avoid rhetorical questions and unsure language; provide background rather than assuming prior knowledge	**MET — IN THE CURRICULUM**
CCSS.ELA-Literacy. 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.	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role) – Writing Roadmap (Expository) – Writing Planning Guide, p. 2 of the Expository Writing Roadmap, used to set up a 3D Writing Organizer for this specific project: one pocket per guiding question, each with three to four answers, sources numbered – Writing Roadmap, Composition REDecoder (Phase 3), codes U–Y: for expository, avoid rhetorical questions and unsure language; provide background rather than assuming prior knowledge, etc.	**MET — IN THE CURRICULUM**
CCSS.ELA-Literacy. CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role) – Writing Roadmap (Narrative) – Writing Planning Guide, p. 2 of the Narrative Writing Roadmap, used to set up a 3D Writing Organizer for this specific project: 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” (background, setting, point of view; hook in the first 200 words) · H falling actions – Writing Roadmap, Composition REDecoder (Phase 3), codes DD–GG: new speakers get new paragraphs and proper transitions, new characters are introduced with background, plot is developed with strong conflicts, and the resolution closes all open loops	**MET — IN THE CURRICULUM**

Anchor	Anchor standard (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
CCSS.ELA-Literacy. CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role) – 3D Writing Organizer: one pocket per guiding question, sequenced into a logical order before drafting, so development and organization are built rather than repaired – Writing Roadmap, Composition REDecoder (Phase 3), the revising pass: Style elements, codes O–T — remove unnecessary words, use active voice, show rather than tell, vary cadence with compound sentences, hold parallel structure, and place emphatic words at the end of a sentence • Lesson 16: How to Learn Grammar & Punctuation — Revising & Editing Decoder (RED), Round 1 self-evaluation: “Is my message clear and logical?” — check completeness, order, and unnecessary or missing words	**MET — IN THE CURRICULUM**
CCSS.ELA-Literacy. CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays — Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role) • Lesson 16: How to Learn Grammar & Punctuation — Revising & Editing Decoder (RED), downloadable at StudySkills.com/bonus-v3	**MET — IN THE CURRICULUM**
CCSS.ELA-Literacy. CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – How to set up and use a digital “3D” Writing Organizer: built in PowerPoint or Google Slides, one slide per pocket; students draft from it, then paste the paragraphs into a word processor – Writing Roadmap, Phase 5: Publish — formatting the same piece differently for a blog than for an email newsletter, each with its own headline and call to action – How to write an email: 3Qs + 1 Thank You, four sentence starters, subject line written last • Lesson 17: How to Give Presentations — building the slide deck, and Step 6, Confirm technology logistics: emailing a link, flash drive, cables and adapters • Lesson 11: How to Communicate with Teachers & Peers — Ten ways to manage group work, #4 collaboration methods (meetings, LMS, social media) and #5 document and share roles and deadlines digitally and in print • Lesson 16: How to Learn Grammar & Punctuation — the revising and editing rounds: exchange the draft and a copy of the Revising & Editing Decoder (RED) with a helper, then the teacher, and decode the returned feedback **ELA Maps** (optional): • Speaking & Listening Map — How to Work with a Group: Ten Ways to Manage Group-Work, #4 collaboration method and #5 put it in writing and share it **Usage note:** Run one assignment end to end in the tools the school already uses. Students build the digital 3D Writing Organizer in Google Slides or PowerPoint, share it with their group for comment, submit through the LMS, decode teacher feedback in the same channel, and send the “I am writing to …” email from Lesson 15 when they need a clarification.	**MET — WITH USAGE NOTE**

Anchor	Anchor standard (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
CCSS.ELA-Literacy. CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role) – Writing Roadmap (Expository); 3D Writing Organizer	MET — IN THE CURRICULUM
CCSS.ELA-Literacy. 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.	**SOAR 3.0** (book + software): • 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); 3D Writing Organizer **ELA Maps** (optional): • Nonfiction Notes Map — Step 3: Evaluate the Author (rank the motivation: persuade / inform / entertain) **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
CCSS.ELA-Literacy. CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4), where the evidence students later draw on is first collected • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role) – Writing Roadmap (Expository); 3D Writing Organizer • Lesson 13: How to Study & Learn New Terms — How to study English language arts (ELA) — the "proper noun map" and linking unfamiliar words to the story's context; and the Event Map for history and biography **ELA Maps** (optional): • Fiction Story Map — 04 At the End of Each Chapter: events, conversations and revelations logged with their Significance; 05 After Reading: Objective Summary of Theme, whose Paragraph Outline requires three examples, each answering "Why is this a good example?" • Nonfiction Notes Map — Layer 4 After Reading: the Argumentative Book analysis (the author's primary argument and the three points presented to support it) or the Book Review (three things you learned, and the author's background influence)	MET — IN THE CURRICULUM
CCSS.ELA-Literacy. 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.	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays — How to Write an Email — 3Qs + 1 Thank You, with sentence starters • Teacher Presentation Tool — SOAR Notes (printable/downloadable, provided for every lesson) • Written Reflections: see Teacher Presentation Tool, under "Optional Activities" (in all lessons)	MET — IN THE CURRICULUM
SPEAKING & LISTENING — CCRA.SL			

Anchor	Anchor standard (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
CCSS.ELA-Literacy.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.	**SOAR 3.0** (book + software): • Lesson 17: How to Give Presentations — preparing content, visuals and delivery • Lesson 12: How to Listen & Take Notes — the listening and note-taking routine • Lesson 11: How to Communicate with Teachers & Peers — group work, roles and shared deadlines • Turn & Talk prompts: see Teacher Presentation Tool, under "Optional Activities" (in all lessons) **ELA Maps** (optional): • Nonfiction Notes Map — Layer 1 Before Reading; Layers 3 & 4 After Reading • 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; engaging at any level, including with scaffolded support, meets the standard	MET — IN THE CURRICULUM
CCSS.ELA-Literacy.CCRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	**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 • Lesson 13: How to Study & Learn New Terms — Concept Maps and Event Maps built from notes, videos and readings on the same topic, so information from several formats lands in one structure **ELA Maps** (optional): • Nonfiction Notes Map — Layer 1 Before Reading, Step 2 "Read the Visuals" (pictures, illustrations, graphs and maps, each read with its caption); Layers 3 & 4 After Reading • Fiction Story Map — 01 Before Reading: Sources of Information checklist, where students record what they learned from a teacher overview, peer comments, a movie about the story, a story summary and book reviews before reading	MET — IN THE CURRICULUM
CCSS.ELA-Literacy.CCRA.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	**SOAR 3.0** (book + software): • Lesson 11: How to Communicate with Teachers & Peers • Lesson 12: How to Listen & Take Notes — the listening and note-taking routine **ELA Maps** (optional): • Nonfiction Notes Map — Layer 1 Before Reading; Layers 3 & 4 After Reading; Layer 4 Argumentative Book analysis: how the author used rhetoric to communicate a position, and "did the author present convincing evidence to support his/her claim? Why/why not?" • Speaking & Listening Map — The Invisible Layers of Communication, which separates a speaker's stated message from the feelings, intentions, values and needs behind it; the Empathy Map's seven zones; the Conflict Map's "Evaluate all Perspectives" step; and Actively Listen ("Is there more?", clarifying questions, repeating in your own words)	MET — IN THE CURRICULUM

Anchor	Anchor standard (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
CCSS.ELA-Literacy. 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.	**SOAR 3.0** (book + software): • Lesson 17: How to Give Presentations — preparing content, visuals and delivery • Lesson 15: How to Write Paragraphs & Essays — Writing Roadmap (Argument) • Exit Presentation: see Assessments in Teacher's Guide — the end-of-term synthesis, presented to an audience	MET — IN THE CURRICULUM
CCSS.ELA-Literacy. CCRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	**SOAR 3.0** (book + software): • Lesson 17: How to Give Presentations — visuals and delivery • Exit Presentation: see Assessments in Teacher's Guide **ELA Maps** (optional): • Speaking & Listening Map — content, visuals, delivery	MET — IN THE CURRICULUM
CCSS.ELA-Literacy. CCRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	**SOAR 3.0** (book + software): • Lesson 17: How to Give Presentations — preparing content, visuals and delivery • Turn & Talk prompts: see Teacher Presentation Tool, under "Optional Activities" (in all lessons) **ELA Maps** (optional): • Speaking & Listening Map — Formal Speaking: Giving a Presentation, step 1 (identify topic, audience, angle and purpose) and The Delivery, "practice with variety — use different words and tones"; the Map treats Formal Speaking and Interpersonal Communication as separate panels, each with its own register	MET — IN THE CURRICULUM
LANGUAGE — CCRA.L			
CCSS.ELA-Literacy. CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**SOAR 3.0** (book + software): • Lesson 16: How to Learn Grammar & Punctuation – downloadable grammar reference tools and reference charts (StudySkills.com/bonus-v3) – Revising & Editing Decoder (RED) – Grammar Symbols and the Four-Square Sentence	MET — IN THE CURRICULUM
CCSS.ELA-Literacy. CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**SOAR 3.0** (book + software): • Lesson 16: How to Learn Grammar & Punctuation — Revising & Editing Decoder (RED), Round 1: check that every sentence starts with a capital letter and ends with the correct punctuation, then check comma use; Rounds 2 and 3 return coded feedback from a helper and from the teacher • 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, direct-quotation explainers and an unnecessary-comma code); semicolons; colons; quotation marks; commas, dashes and parentheses for inserted information; and title formatting	MET — IN THE CURRICULUM

Anchor	Anchor standard (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
CCSS.ELA-Literacy. 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.	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4); the chapter is built around comprehending more fully while reading • Lesson 12: How to Listen & Take Notes — previewing before a lecture or video to raise listening comprehension, and asking questions during it to build a mental web of the content • Lesson 13: How to Study & Learn New Terms • Lesson 16: How to Learn Grammar & Punctuation **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 Argumentative Book analysis: the author's tone and style, and how rhetoric was used to communicate a position • Speaking & Listening Map — Formal Listening: Lecture / Audio-Visual, Steps 1–5 (preview and ask questions, listen with a pen in hand, actively make connections)	**MET — IN THE CURRICULUM**
CCSS.ELA-Literacy. 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.	**SOAR 3.0** (book + software): • Lesson 13: How to Study & Learn New Terms — 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 **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) **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**

Anchor	Anchor standard (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
CCSS.ELA-Literacy. CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**SOAR 3.0** (book + software): • Lesson 16: How to Learn Grammar & Punctuation — the word-choice pass within the Revising & Editing Decoder (RED) **ELA Maps** (optional): • Literary Elements Map — the Diction column (word choice), including its Figurative Language category; the Author's Purpose row, with Tone and Mood beneath it • Fiction Story Map — 05 Story Coding: the (M/T) Mood/Tone code; conflict analysis, theme, significance of events **Usage note:** In the RED's word-choice pass, add one prompt — name what the word literally says, then what it makes the reader picture or feel. Run it on the student's own draft and on one passage from the current novel study.	MET — WITH USAGE NOTE
CCSS.ELA-Literacy. 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.	**SOAR 3.0** (book + software): • Lesson 13: How to Study & Learn New Terms — 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, where students independently resolve an unknown term with context clues or a look-up and record it in as few key words or synonyms as possible; 05 After Reading: conflict analysis, theme, significance of events • Nonfiction Notes Map — Layer 2 During Reading: Key Terms panel (Social Studies edition) • Literary Elements Map — literary vocabulary built through the Map's six element rows and three tool columns, expanded by the Tier 1 to Tier 3 cards	MET — IN THE CURRICULUM

NOTES

Claim. SOAR Learning & Soft Skills (3.0) covers 100% of the Common Core College and Career Readiness Anchor Standards for English Language Arts — 25 anchor standards met in the curriculum as taught, and 7 met with the usage notes stated above.

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

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.

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) — College and Career Readiness Anchor Standards for Reading, Writing, Speaking & Listening, and Language. Anchor text quoted verbatim from corestandards.org/wp-content/uploads/2023/09/ELA_Standards1.pdf; confirmed current Sept 2026. The CCR anchors are identical across all grades and content areas.

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.