ALIGNMENT

Common Core Content-Area Literacy: Grades 6–12

Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects, grades 6–12 (RH · RST · WHST) to SOAR Learning & Soft Skills (3.0) with the SOAR ELA Maps. 100% standards covered.

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

WHERE TO FIND EACH CORRELATION

Every row names the product a teacher actually holds. **SOAR Learning & Soft Skills (3.0) — the student book and software** carries the correlation for all thirty standards. Where a second product adds reinforcement, it is named in gray as **ELA Maps (optional)**, always with the specific map — the Nonfiction Notes Map for Social Studies, or the Nonfiction Notes Map for Science and Math. The ELA Maps are a separate product, often bundled with SOAR Learning, especially for ELA credit. An optional line is never the sole evidence for a row. Where a product does not contain the correlation, it is not mentioned — there are no courtesy citations here. Each location gives the lesson number and the specific section or tool inside it, not a bare lesson title.

ABOUT THIS DOCUMENT

These are the Common Core standards for literacy in history/social studies, science and technical subjects, grades 6–12 — coded RH, RST and WHST. Common Core publishes them as a **separate section** of the standards and assigns them to the content-area teacher — the history, science and technical-subject teacher — **not** to the ELA teacher. **This packet is therefore bonus coverage.** These thirty standards are not part of SOAR's "100% of the grades 6–12 ELA standards" claim and are never counted in its denominator. That claim is reported separately, in its own packet, against the ELA standards alone. Read this document as additional coverage that SOAR delivers on top of it. The correlation is to the current edition of SOAR Learning & Soft Skills (3.0). The standards are banded by grade group, so the 6, 7 and 8 codes in the grade column are the same 6–8 band code; the standard text shown is the grades 6–8 wording.

HOW TO READ THIS CORRELATION

MET — IN THE CURRICULUM means the printed lessons and tools satisfy the standard as taught, with nothing extra required. **MET — WITH USAGE NOTE** means the standard is satisfied when the stated note is applied — a short, specific instruction layered onto a routine students already run, using materials already in hand. The note is printed in the row. **N/A (PER THE STANDARDS)** means Common Core itself does not set the standard as a separate requirement at these grades. The distinction between the two MET tiers is published rather than hidden. A single undifferentiated checkmark would tell an evaluator less, and this column exists so that anyone auditing the correlation can see exactly which rows carry a condition.

EVIDENCE BASE

Thirty standards, each reviewed individually against the SOAR 3.0 book and software. Coverage was verified first-party by SOAR Learning. Anything still in development is marked as such in italics and is never load-bearing for a verdict — every row here rests on materials that ship today.

Anchor	Anchor standard (verbatim)	Grade-level code	Where it is taught · what students do · usage note where applicable	Verdict
LITERACY: HISTORY/SOC. STUDIES				
CCRA.R.1	Cite specific textual evidence to support analysis of primary and secondary sources.	6 **RH.6-8.1** 7 **RH.6-8.1** 8 **RH.6-8.1** 9–10 **RH.9-10.1** 11–12 **RH.11-12.1**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4); students mark what the source actually says. • Lesson 15: How to Write Paragraphs & Essays — pulling and numbering evidence onto the 3D Writing Organizer. **ELA Maps** (optional): • Nonfiction Notes Map — Social Studies.	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 the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	6 **RH.6-8.2** 7 **RH.6-8.2** 8 **RH.6-8.2** 9–10 **RH.9-10.2** 11–12 **RH.11-12.2**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — main-idea and summary work inside layered comprehension. • Lesson 12: How to Listen & Take Notes — the summarizing routine. **ELA Maps** (optional): • Nonfiction Notes Map — Social Studies (Layer 1 Before Reading; Layers 3 & 4 After Reading).	**MET — IN THE CURRICULUM**
CCRA.R.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	6 **RH.6-8.3** 7 **RH.6-8.3** 8 **RH.6-8.3** 9–10 **RH.9-10.3** 11–12 **RH.11-12.3**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — following sequence and process in nonfiction. • Lesson 13: How to Study & Learn New Terms — How to Make a Concept Map — students lay a multi-step process out visually. **ELA Maps** (optional): • Nonfiction Notes Map — Social Studies.	**MET — IN THE CURRICULUM**
CCRA.R.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	6 **RH.6-8.4** 7 **RH.6-8.4** 8 **RH.6-8.4** 9–10 **RH.9-10.4** 11–12 **RH.11-12.4**	**SOAR 3.0** (book + software): • Lesson 13: How to Study & Learn New Terms — the term-study routine on domain vocabulary. **ELA Maps** (optional): • Key Terms box on the Nonfiction Notes Map — Social Studies.	**MET — IN THE CURRICULUM**
CCRA.R.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).	6 **RH.6-8.5** 7 **RH.6-8.5** 8 **RH.6-8.5** 9–10 **RH.9-10.5** 11–12 **RH.11-12.5**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — reading text structure and signal words before reading for detail. • Lesson 13: How to Study & Learn New Terms — How to Make a Concept Map — students render the structure they found. **ELA Maps** (optional): • Nonfiction Notes Map — Social Studies.	**MET — IN THE CURRICULUM**
CCRA.R.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	6 **RH.6-8.6** 7 **RH.6-8.6** 8 **RH.6-8.6** 9–10 **RH.9-10.6** 11–12 **RH.11-12.6**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension applied to author purpose. **ELA Maps** (optional): • Nonfiction Notes Map — Social Studies, Step 3: Evaluate the Author (rank motivation: persuade / inform / entertain).	**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.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	6 **RH.6-8.7** 7 **RH.6-8.7** 8 **RH.6-8.7** 9–10 **RH.9-10.7** 11–12 **RH.11-12.7**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — reading charts, captions, and graphics as part of the text. • Lesson 12: How to Listen & Take Notes — capturing information from video and presented media. • Lesson 15: How to Write Paragraphs & Essays — the 3D Writing Organizer, the tool students use to collect and combine information drawn from several different sources. • Multi-Media Links and Articles (every lesson, found in the Teacher Presentation Tool). **ELA Maps** (optional): • Nonfiction Notes Map — Social Studies.	**MET — IN THE CURRICULUM**
CCRA.R.8	Distinguish among fact, opinion, and reasoned judgment in a text.	6 **RH.6-8.8** 7 **RH.6-8.8** 8 **RH.6-8.8** 9–10 **RH.9-10.8** 11–12 **RH.11-12.8**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension applied to claims. **ELA Maps** (optional): • Nonfiction Notes Map — Social Studies, Step 3: Evaluate the Author. **Usage note:** after the Evaluate the Author step, have students label three statements from the source as fact, opinion, or reasoned judgment before writing.	**MET — WITH USAGE NOTE**
CCRA.R.9	Analyze the relationship between a primary and secondary source on the same topic.	6 **RH.6-8.9** 7 **RH.6-8.9** 8 **RH.6-8.9** 9–10 **RH.9-10.9** 11–12 **RH.11-12.9**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays — collecting and numbering multiple sources on the 3D Writing Organizer. **ELA Maps** (optional): • Nonfiction Notes Map — Social Studies, run once per source. **Usage note:** have students complete one Nonfiction Notes Map for a primary source and one for a secondary source on the same topic, then compare the two Evaluate the Author rankings side by side.	**MET — WITH USAGE NOTE**
CCRA.R.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. (Grades 9-10 and 11-12 read at their own bands.)	6 **RH.6-8.10** 7 **RH.6-8.10** 8 **RH.6-8.10** 9–10 **RH.9-10.10** 11–12 **RH.11-12.10**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — the independent reading routine students carry into every content class. **ELA Maps** (optional): • Nonfiction Notes Map — Social Studies. One set of skills, every grade: the Nonfiction Notes Map does not change from grade 6 to grade 12. What rises is the complexity of the text a student brings to it — the same routine scales to meet the added rigor rather than being replaced at each grade band.	**MET — IN THE CURRICULUM**

Anchor	Anchor standard (verbatim)	Grade-level code	Where it is taught · what students do · usage note where applicable	Verdict
LITERACY: SCIENCE & TECHNICAL				
CCRA.R.1	Cite specific textual evidence to support analysis of science and technical texts.	6 **RST.6-8.1** 7 **RST.6-8.1** 8 **RST.6-8.1** 9–10 **RST.9-10.1** 11–12 **RST.11-12.1**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension on science and technical text. • Lesson 15: How to Write Paragraphs & Essays — pulling and numbering evidence onto the 3D Writing Organizer. **ELA Maps** (optional): • Nonfiction Notes Map — Science & Math.	**MET — IN THE CURRICULUM**
CCRA.R.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	6 **RST.6-8.2** 7 **RST.6-8.2** 8 **RST.6-8.2** 9–10 **RST.9-10.2** 11–12 **RST.11-12.2**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — main idea and summary inside layered comprehension. • Lesson 12: How to Listen & Take Notes — the summarizing routine. **ELA Maps** (optional): • Nonfiction Notes Map — Science & Math (Layer 1 Before Reading; Layers 3 & 4 After Reading).	**MET — IN THE CURRICULUM**
CCRA.R.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	6 **RST.6-8.3** 7 **RST.6-8.3** 8 **RST.6-8.3** 9–10 **RST.9-10.3** 11–12 **RST.11-12.3**	**SOAR 3.0** (book + software): Scope note: this standard is met on the literacy side — reading a multi-step procedure and understanding what the steps are and how each one depends on the one before it. That comprehension is what the Concept Map builds, and it is the work that has to come first. Carrying the procedure out at the bench or in the lab stays with the content-area teacher. • Lesson 13: How to Study & Learn New Terms — the Concept Map: students render a multi-step procedure visually before performing it.	**MET — IN THE CURRICULUM**
CCRA.R.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.	6 **RST.6-8.4** 7 **RST.6-8.4** 8 **RST.6-8.4** 9–10 **RST.9-10.4** 11–12 **RST.11-12.4**	**SOAR 3.0** (book + software): • Lesson 13: How to Study & Learn New Terms — the term-study routine on science and math vocabulary and symbols. **ELA Maps** (optional): • Key Terms box on the Nonfiction Notes Map — Science & Math.	**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.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	6 **RST.6-8.5** 7 **RST.6-8.5** 8 **RST.6-8.5** 9–10 **RST.9-10.5** 11–12 **RST.11-12.5**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — reading structure, headings, and signal words first. • Lesson 13: How to Study & Learn New Terms — How to Make a Concept Map — students render the structure they found. **ELA Maps** (optional): • Nonfiction Notes Map — Science & Math. Choosing between the two Nonfiction Notes Maps is itself the structural judgment this standard asks for: before taking a single note, students decide which map fits the way the text in front of them is built — the Science & Math map or the Social Studies map.	**MET — IN THE CURRICULUM**
CCRA.R.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	6 **RST.6-8.6** 7 **RST.6-8.6** 8 **RST.6-8.6** 9–10 **RST.9-10.6** 11–12 **RST.11-12.6**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension applied to author purpose. **ELA Maps** (optional): • Nonfiction Notes Map — Science & Math, Step 3: Evaluate the Author.	**MET — IN THE CURRICULUM**
CCRA.R.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	6 **RST.6-8.7** 7 **RST.6-8.7** 8 **RST.6-8.7** 9–10 **RST.9-10.7** 11–12 **RST.11-12.7**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — reading graphs, diagrams, and tables as part of the text. • Lesson 13: How to Study & Learn New Terms — How to Make a Concept Map — students convert prose into a visual model. **ELA Maps** (optional): • Nonfiction Notes Map — Science & Math.	**MET — IN THE CURRICULUM**
CCRA.R.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	6 **RST.6-8.8** 7 **RST.6-8.8** 8 **RST.6-8.8** 9–10 **RST.9-10.8** 11–12 **RST.11-12.8**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension applied to claims. **ELA Maps** (optional): • Nonfiction Notes Map — Science & Math, Step 3: Evaluate the Author. **Usage note:** after the Evaluate the Author step, have students label three statements from the source as fact, reasoned judgment, or speculation before writing.	**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.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	6 **RST.6-8.9** 7 **RST.6-8.9** 8 **RST.6-8.9** 9–10 **RST.9-10.9** 11–12 **RST.11-12.9**	**SOAR 3.0** (book + software): • Lesson 12: How to Listen & Take Notes — capturing information from video and presented media. • Lesson 13: How to Study & Learn New Terms — the Concept Map, where information gathered from different places is connected on a single page. • Lesson 15: How to Write Paragraphs & Essays — the 3D Writing Organizer, the tool students use to collect and combine information drawn from several different sources. • Multi-Media Links and Articles (every lesson, found in the Teacher Presentation Tool): students take in the same lesson content through both a curated video and a curated reading. **ELA Maps** (optional): • Nonfiction Notes Map — Science & Math.	**MET — IN THE CURRICULUM**
CCRA.R.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently. (Grades 9-10 and 11-12 read at their own bands.)	6 **RST.6-8.10** 7 **RST.6-8.10** 8 **RST.6-8.10** 9–10 **RST.9-10.10** 11–12 **RST.11-12.10**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — the independent reading routine students carry into every content class. **ELA Maps** (optional): • Nonfiction Notes Map — Science & Math. One set of skills, every grade: the Nonfiction Notes Map does not change from grade 6 to grade 12. What rises is the complexity of the text a student brings to it — the same routine scales to meet the added rigor rather than being replaced at each grade band.	**MET — IN THE CURRICULUM**
LITERACY: WRITING (H/SS, SCI, TECH)				
CCRA.W.1	Write arguments focused on discipline-specific content.	6 **WHST.6-8.1** 7 **WHST.6-8.1** 8 **WHST.6-8.1** 9–10 **WHST.9-10.1** 11–12 **WHST.11-12.1**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap (Argument), Phase 1: Plan through drafting. – 3D Writing Organizer — for larger-scope reports.	**MET — IN THE CURRICULUM**
CCRA.W.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	6 **WHST.6-8.2** 7 **WHST.6-8.2** 8 **WHST.6-8.2** 9–10 **WHST.9-10.2** 11–12 **WHST.11-12.2**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap (Expository), Phase 1: Plan through drafting. – 3D Writing Organizer. **ELA Maps** (optional): • Nonfiction Notes Map — Social Studies / Science & Math as the note source feeding the draft.	**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.3	Not applicable as a separate requirement. (Note: narrative elements are incorporated into arguments and informative/explanatory texts in these grades.)	6 **WHST.6-8.3** 7 **WHST.6-8.3** 8 **WHST.6-8.3** 9–10 **WHST.9-10.3** 11–12 **WHST.11-12.3**	(Not applicable as a separate requirement — per the Common Core standards)	**N/A (PER THE STANDARDS)**
CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	6 **WHST.6-8.4** 7 **WHST.6-8.4** 8 **WHST.6-8.4** 9–10 **WHST.9-10.4** 11–12 **WHST.11-12.4**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap Phase 1: Plan (purpose, topic, audience, angle, role). – Revising & Editing Decoder (RED).	**MET — IN THE CURRICULUM**
CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	6 **WHST.6-8.5** 7 **WHST.6-8.5** 8 **WHST.6-8.5** 9–10 **WHST.9-10.5** 11–12 **WHST.11-12.5**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays — the full Writing Roadmap cycle. • Lesson 16: How to Learn Grammar & Punctuation — Revising & Editing Decoder (RED) — the revision passes.	**MET — IN THE CURRICULUM**
CCRA.W.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	6 **WHST.6-8.6** 7 **WHST.6-8.6** 8 **WHST.6-8.6** 9–10 **WHST.9-10.6** 11–12 **WHST.11-12.6**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays — the e-version of the 3D Writing Organizer. • Lesson 7: Organize Your Papers & Digital Files — digital file systems for drafts and sources.	**MET — IN THE CURRICULUM**
CCRA.W.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions.	6 **WHST.6-8.7** 7 **WHST.6-8.7** 8 **WHST.6-8.7** 9–10 **WHST.9-10.7** 11–12 **WHST.11-12.7**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays — Writing Roadmap Phase 1: Plan; collecting research and numbering sources. • Unit 4: Ask Questions — the question-generating habit that runs through Lessons 10–17.	**MET — IN THE CURRICULUM**
CCRA.W.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	6 **WHST.6-8.8** 7 **WHST.6-8.8** 8 **WHST.6-8.8** 9–10 **WHST.9-10.8** 11–12 **WHST.11-12.8**	**SOAR 3.0** (book + software): • 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. **Usage note:** the 3.0 book teaches collecting and numbering sources, not judging them. Add the Evaluate the Author step to the research routine so each numbered source carries a credibility ranking before it is quoted.	**MET — WITH USAGE NOTE**

Anchor	Anchor standard (verbatim)	Grade-level code	Where it is taught · what students do · usage note where applicable	Verdict
CCRA.W.9	Draw evidence from informational texts to support analysis, reflection, and research.	6 **WHST.6-8.9** 7 **WHST.6-8.9** 8 **WHST.6-8.9** 9–10 **WHST.9-10.9** 11–12 **WHST.11-12.9**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension feeding notes. • Lesson 13: How to Study & Learn New Terms — the term-study routine and the Concept Map, used to fix the ideas and terms students will later draw on as evidence. • Lesson 15: How to Write Paragraphs & Essays — moving evidence from notes into the 3D Writing Organizer. **ELA Maps** (optional): • Nonfiction Notes Map — Social Studies / Science & Math.	**MET — IN THE CURRICULUM**
CCRA.W.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	6 **WHST.6-8.10** 7 **WHST.6-8.10** 8 **WHST.6-8.10** 9–10 **WHST.9-10.10** 11–12 **WHST.11-12.10**	**SOAR 3.0** (book + software): Teacher Presentation Tool — Writing Reflection (every lesson): a short written response in every lesson of the course. One set of skills, every grade: the Writing Roadmap does not change from grade 6 to grade 12. The same map carries a single-sitting response and a term-long research paper, and it carries a sixth grader and a senior. What rises with the grade is the demand of the assignment, not the number of processes a student has to learn. • Lesson 15: How to Write Paragraphs & Essays – the Writing Roadmap, used for extended-timeframe writing. – How to Write an Email — short-timeframe writing.	**MET — IN THE CURRICULUM**

NOTES

Claim. All thirty Common Core content-area literacy standards for grades 6–12 are covered: twenty-five are **MET — IN THE CURRICULUM**, four are **MET — WITH USAGE NOTE**, and one is **N/A (PER THE STANDARDS)** because Common Core does not set it as a separate requirement at these grades. **This is bonus coverage and is reported on its own.** These standards are assigned to content-area teachers rather than the ELA teacher, so they are not part of the "100% of the grades 6–12 ELA standards" claim and are never counted in its denominator.

A note on the banded codes. Common Core bands these standards by grade group rather than by single grade. The grade column prints the real code for every grade, which is why the 6, 7 and 8 rows repeat the same 6–8 band code. That repetition is the standards' own structure, not a duplication in this correlation.

Source. Anchor codes, grade-band codes and standard text follow the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, grades 6–12 literacy section.

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.