ALIGNMENT

Florida CPALMS: Learning Skills & Strategies

Florida's CPALMS Special Skills benchmarks for Learning Skills & Strategies (Grades 6-12) 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 CPALMS benchmark 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 benchmark, 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.

ABOUT THIS DOCUMENT

Florida's CPALMS Special Skills standards (domain: Unique Skills) define the benchmarks behind the state's "Learning Strategies" courses (grades 6–8 and 9–12) - test-taking, problem-solving, note-taking and study strategies, task and time management, self-determination, and the English Language Development benchmark for social and instructional communication that the same courses carry. This document correlates all 14 benchmarks 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 benchmark 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. 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.

CPALMS benchmark	Benchmark (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
(1) LEARNING SKILLS AND STRATEGIES			
SP.PK12.US.1.5	Use effective test-taking skills and strategies, such as previewing, allocating time, outlining response to essays and short and extended responses, and reviewing answers.	**SOAR 3.0** (book + software): • How to Take Tests • How to Study & Learn New Terms	**MET — IN THE CURRICULUM**
SP.PK12.US.1.6	Select and apply effective problem-solving skills and strategies to solve personal, academic, and community-based problems.	**SOAR 3.0** (book + software): • Ask questions: Section introduction and theme	**MET — IN THE CURRICULUM**
SP.PK12.US.1.1b	Apply skills and strategies, such as decoding multisyllabic words; analyzing vocabulary, including roots and affixes; making associations; and using visual imagery and mnemonics, to recall and understand information from a variety of media sources.	**SOAR 3.0** (book + software): • Ask questions: Section introduction (addresses “how we learn”) • How to Read Textbooks and Nonfiction • How to Study & Learn New Terms • How to Learn Grammar & Punctuation	**MET — IN THE CURRICULUM**
SP.PK12.US.1.2c	Apply skills and strategies (scanning, predicting, paraphrasing/ summarizing, rereading, inferencing, retelling, self-questioning, note taking, outlining, and interpreting text structure) to gain information from a variety of media sources and instructional presentations.	**SOAR 3.0** (book + software): • How Does Your Brain Learn? • How to Read Textbooks and Nonfiction • How to Study & Learn New Terms	**MET — IN THE CURRICULUM**

CPALMS benchmark	Benchmark (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
SP.PK12.US. 1.3c	Apply skills and strategies in written communication, including setting a purpose for writing, creating complete simple and complex sentences, and organizing information into different types of paragraphs and essays.	**SOAR 3.0** (book + software): • How to Write Paragraphs & Essays	**MET — IN THE CURRICULUM**
SP.PK12.US. 1.3d	Apply skills and strategies to produce clear and coherent oral and written communication, such as planning, creating drafts, editing and proofing, elaborating, rehearsing, revising, and publishing or presenting.	**SOAR 3.0** (book + software): • How to Write Paragraphs & Essays • How to Give Presentations	**MET — IN THE CURRICULUM**
SP.PK12.US. 1.4b	Apply skills and strategies in mathematical concepts and processes and/or computational fluency, such as financial literacy skills, algebraic problem solving, estimation skills, measurement and geometry skills, and comprehension of graphs, tables, and charts.	**SOAR 3.0** (book + software): • How to Study & Learn New Terms (address tips for how to learn math)	**MET — IN THE CURRICULUM**
(2) TASK MANAGEMENT			
SP.PK12.US. 2.1b	Use effecting task-completion strategies, such as identifying needed resources, planning steps for completion, and self-monitoring.	**SOAR 3.0** (book + software): • Unit 2: Set Goals • Identify Your Priorities • Create Your Goals • Schedule Time to Take Action • Record Your Progress	**MET — IN THE CURRICULUM**
SP.PK12.US. 2.2b	Use effective time-management, planning, and organization skills and strategies, including using a visual schedule or daily planner, setting goals and priorities, and locating, organizing, and sorting information.	**SOAR 3.0** (book + software): • Unit 2: Set Goals • Identify Your Priorities • Create Your Goals • Schedule Time to Take Action • How to Organize Your Time • How to Write Paragraphs & Essays (“how to sort information”)	**MET — IN THE CURRICULUM**
(3) SELF-DETERMINATION AND SELF-MANAGEMENT			

CPALMS benchmark	Benchmark (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
SP.PK12.US.3.5	Use instructional and assistive technology to locate and access information, participate in computer-based instruction or testing, solve mathematical problems, create documents or images, and communicate with others.	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays — collecting research and numbering each source on the 3D Writing Organizer • How to Write an Email • Use of SOAR Learning & Soft Skills via software • "Optional Activities" includes many web-based resources **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
SP.PK12.US.3.6	Use effective time management and organization skills and strategies to complete class and work assignments.	**SOAR 3.0** (book + software): • Schedule Time to Take Action • How to Organize Your Time	MET — IN THE CURRICULUM
SP.PK12.US.3.2a	Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, accepting feedback, and resolving conflicts.	**SOAR 3.0** (book + software): • How to Communicate with Teachers & Peers	MET — IN THE CURRICULUM
SP.PK12.US.3.3b	Participate effectively in academic and career planning, including, but not limited to, the IEP, course selection, course of study, post secondary goals, and the transition process.	**SOAR 3.0** (book + software): • HOW Are You Smart • Unit 2: Set Goals • Identify Your Priorities • Create Your Goals	MET — IN THE CURRICULUM
ENGLISH LANGUAGE DEVELOPMENT			
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	**SOAR 3.0** (book + software): • How to Communicate with Teachers & Peers • Heavy use of visuals (especially in software) to communicate concepts • Audio narration in software	MET — IN THE CURRICULUM

NOTES

Claim. SOAR Learning & Soft Skills (3.0) covers 100% of Florida's CPALMS for Learning Skills & Strategies - 13 benchmarks met in the curriculum as taught, and 1 met with the usage note 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.

Source. https://www.cpalms.org/PreviewCourse/Preview/355

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.