ALIGNMENT

Florida B.E.S.T. Standards for English Language Arts, Grades 6–12

SOAR Learning & Soft Skills (3.0), with the ELA Maps where noted, addresses all 24 benchmark families and all six K–12 ELA Expectations of Florida's B.E.S.T. Standards for English Language Arts, grades 6–12 — 19 MET — IN THE CURRICULUM, 11 MET — WITH USAGE NOTE.

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

WHERE TO FIND EACH CORRELATION

Two products carry this correlation, and each row says which. **SOAR Learning & Soft Skills (3.0) — the student book and software** — carries most rows. The four **Reading Prose and Poetry** rows (R.1.1 through R.1.4) **require the SOAR ELA Maps**: the Fiction Story Map and the Literary Elements Map are the evidence on those rows, not an add-on. The ELA Maps are a separate product, commonly bundled with SOAR Learning. Lines marked **ELA Maps (optional)** are additional correlation for schools that have those maps; they are never the sole evidence for a row.

ABOUT THIS DOCUMENT

Florida writes a distinct benchmark for every grade from 6 to 12. This correlation has one row per benchmark family — 24 families across Florida's Reading, Communication and Vocabulary strands — and each row's evidence serves that family across all seven grades. Each grade's Florida code is printed on the row (ELA.6.R.1.1 through ELA.12.R.1.1, for example). The six K–12 ELA Expectations apply at every grade, so each is correlated once, in the final section.

HOW TO READ THIS CORRELATION

Every row tells you where. **MET — IN THE CURRICULUM** means the printed lessons and tools satisfy the benchmark family as taught. **MET — WITH USAGE NOTE** means the family is satisfied when the row's usage note is applied: a specific step layered onto a routine students already run, or an item the teacher supplies. Where a single grade names something SOAR does not teach, the row's usage note says so and names the grade. 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.

Benchmark	Florida codes	Where it is taught	Verdict
READING (R.1) — READING PROSE AND POETRY			
Literary Elements	**ELA.6.R.1.1** **ELA.7.R.1.1** **ELA.8.R.1.1** **ELA.9.R.1.1** **ELA.10.R.1.1** **ELA.11.R.1.1** **ELA.12.R.1.1**	**ELA Maps**: • 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**
Theme	**ELA.6.R.1.2** **ELA.7.R.1.2** **ELA.8.R.1.2** **ELA.9.R.1.2** **ELA.10.R.1.2** **ELA.11.R.1.2** **ELA.12.R.1.2**	**ELA Maps**: • Fiction Story Map — 05 After Reading: Objective Summary of Theme, with the Paragraph Outline scaffold (intro sentence → three supporting details → concluding restatement); 05 Story Coding: 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**

Benchmark	Florida codes	Where it is taught	Verdict
Perspective and Point of View	**ELA.6.R.1.3** **ELA.7.R.1.3** **ELA.8.R.1.3** **ELA.9.R.1.3** **ELA.10.R.1.3** **ELA.11.R.1.3** **ELA.12.R.1.3**	**ELA Maps**: • 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; 05 After Reading: Objective Summary of Theme • Literary Elements Map — the Point-of-View row and the Character Development row, worked across the Diction, Syntax and Structure columns; the Diction column's Rhetorical Device category and the Structure column's Implied Meaning category **Usage note:** The narrator and perspective work is covered as printed. Grades 9 through 11 each name one specific device — irony or satire at 9, juxtaposition at 11. Have students place a card in the Diction column under Rhetorical Device, or in Structure under Implied Meaning, for the device the author used to hold two perspectives against each other, then defend the placement against the (P) Perspective codes they logged while reading. The Map's own mechanic applies: play the most specific card you can name, and use the category card as the placeholder you upgrade from.	**MET — WITH USAGE NOTE**
Poetry	**ELA.6.R.1.4** **ELA.7.R.1.4** **ELA.8.R.1.4** **ELA.9.R.1.4** **ELA.10.R.1.4** **ELA.11.R.1.4** **ELA.12.R.1.4**	**ELA Maps**: • Literary Elements Map — the Diction column, including its Figurative Language, Imagery and Sound + Voice categories; the Syntax column, including Repetition and Rhythm + Pace; the Structure column, including Outside References and Implied Meaning • Fiction Story Map — 05 Story Coding: the (M/T) Mood/Tone code; 01 Before Reading: Style of Language (Modern / "Old-fashioned") and Setting: Time Period **Usage note:** Named poetic forms (sonnet and villanelle in grades 6–7, the epic in grade 9) and the poets and periods of grades 11–12 are not taught in SOAR; the teacher supplies the poems and the form names. Run the Literary Elements Map on a poem rather than a story — the three tool columns work on verse exactly as written, and Sound + Voice, Rhythm + Pace and Repetition are the sound and form categories Florida asks for. Students place one card per column and defend how the three work together to produce the poem's effect. For epic and narrative poetry at grade 9, run the Fiction Story Map alongside it — characters, structure and theme are the same panels. For grades 11 and 12, use the Story Map's Setting: Time Period and Style of Language panels to place the poem in its period before the Elements Map work begins.	**MET — WITH USAGE NOTE**
READING (R.2) — READING INFORMATIONAL TEXT			
Structure	**ELA.6.R.2.1** **ELA.7.R.2.1** **ELA.8.R.2.1** **ELA.9.R.2.1** **ELA.10.R.2.1** **ELA.11.R.2.1** **ELA.12.R.2.1**	**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: turn each heading and sub-heading into a question, then build the Event Map or Concept Map that shows how those parts connect to the whole	**MET — IN THE CURRICULUM**

Benchmark	Florida codes	Where it is taught	Verdict
Central Idea	**ELA.6.R.2.2** **ELA.7.R.2.2** **ELA.8.R.2.2** **ELA.9.R.2.2** **ELA.10.R.2.2** **ELA.11.R.2.2** **ELA.12.R.2.2**	**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	**MET — IN THE CURRICULUM**
Purpose and Perspective	**ELA.6.R.2.3** **ELA.7.R.2.3** **ELA.8.R.2.3** **ELA.9.R.2.3** **ELA.10.R.2.3** **ELA.11.R.2.3** **ELA.12.R.2.3**	**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, including how rhetoric and organization were used to communicate a position • Literary Elements Map — the Diction column (word choice), including its Figurative Language and Rhetorical Device categories, and the Syntax column (arrangement of words); the Author's Purpose row, with Tone and Mood beneath it	**MET — IN THE CURRICULUM**
Argument	**ELA.6.R.2.4** **ELA.7.R.2.4** **ELA.8.R.2.4** **ELA.9.R.2.4** **ELA.10.R.2.4** **ELA.11.R.2.4** **ELA.12.R.2.4**	**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 – Writing Roadmap (Argument) – collecting research and numbering each source on the 3D Writing Organizer • Lesson 15 Articles (student lesson and Teacher Presentation Tool): "How to Do Online Research & Verify Sources." **ELA Maps** (optional): • Nonfiction Notes Map – Layer 4 After Reading, Argumentative Book analysis: the author's primary argument, the three points presented to support it, how rhetoric and organization were used, and "did the author present convincing evidence to support his/her claim? Why/why not?" – Step 3: Evaluate the Author (rank the motivation: persuade / inform / entertain) **Usage note:** Before a source goes onto the 3D Writing Organizer, have students check it with "How to Do Online Research & Verify Sources," then keep or drop the source and say why. From grade 9, where Florida asks students to compare opposing arguments rather than track one, run the Lesson 10 layers on each text, then set the two side by side and mark where the authors used the same information to reach different conclusions. Florida also names types of reasoning; SOAR does not teach these by name, so supply Florida's list from Appendix B of the standards.	**MET — WITH USAGE NOTE**

Benchmark	Florida codes	Where it is taught	Verdict
READING (R.3) — READING ACROSS GENRES			
Interpreting Figurative Language	**ELA.6.R.3.1** **ELA.7.R.3.1** **ELA.8.R.3.1** **ELA.9.R.3.1** **ELA.10.R.3.1** **ELA.11.R.3.1** **ELA.12.R.3.1**	**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 and Imagery categories; the Structure column's Outside References category (allusion, allegory) and Implied Meaning category (symbolism); 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**
Paraphrasing and Summarizing	**ELA.6.R.3.2** **ELA.7.R.3.2** **ELA.8.R.3.2** **ELA.9.R.3.2** **ELA.10.R.3.2** **ELA.11.R.3.2** **ELA.12.R.3.2**	**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 — the listening and note-taking routine • Lesson 15: How to Write Paragraphs & Essays — Writing Roadmap, Phase 1: THE OUTCOME, where every answer to a guiding question is written in the student's own words and tagged with its numbered source **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 • Fiction Story Map — 05 After Reading: Objective Summary of Theme, with the Paragraph Outline scaffold	**MET — IN THE CURRICULUM**
Comparative Reading	**ELA.6.R.3.3** **ELA.7.R.3.3** **ELA.8.R.3.3** **ELA.9.R.3.3** **ELA.10.R.3.3** **ELA.11.R.3.3** **ELA.12.R.3.3**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4) **ELA Maps** (optional): • Fiction Story Map — 01 Before Reading: Text-to-Self / Text / World connections; 05 Story Coding: the (TT) Text-to-Text code; 05 After Reading: Objective Summary of Theme • 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; the Structure column's Outside References category carries the adapted-source work • Nonfiction Notes Map — Layers 1–4 run on each of two texts, then compared **Usage note:** Run the same routine twice, once per text, then set the two side by side. Compare the Objective Summary of Theme entries and tag every shared point with the (TT) Text-to-Text code. On the Literary Elements Map, place a card for each author on the same row and ask which tools each writer reached for to accomplish the same element.	**MET — WITH USAGE NOTE**

Benchmark	Florida codes	Where it is taught	Verdict
Understanding Rhetoric	**ELA.6.R.3.4** **ELA.7.R.3.4** **ELA.8.R.3.4** **ELA.9.R.3.4** **ELA.10.R.3.4** **ELA.11.R.3.4** **ELA.12.R.3.4**	**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 — Writing Roadmap (Argument), Composition REDecoder (Phase 3), codes U–Y: defend opinions with facts and evidence; avoid rhetorical questions and unsure language; provide background rather than assuming prior knowledge **ELA Maps** (optional): • Literary Elements Map — the Diction column's Rhetorical Device category, whose term cards each carry a "When to Use" field and a worked example with attribution, so the device is met as an authorial choice rather than a label • Nonfiction Notes Map — Layer 4 After Reading: how the author used rhetoric and organization to communicate a position, and "did the author present convincing evidence to support his/her claim? Why/why not?" **Usage note:** The device work is covered as printed. Florida names the three classical appeals — logos, ethos and pathos — at grade 6, and those three words are not used in the SOAR book. Add them as a sorting step to the Layer 4 analysis students already run: after naming how the author used rhetoric, have them label each move as an appeal to logic, to the author's credibility, or to the reader's feelings, and say which one carried the most weight in that text.	**MET — WITH USAGE NOTE**
COMMUNICATION (C.1) — COMMUNICATING THROUGH WRITING			
Narrative Writing	**ELA.6.C.1.2** **ELA.7.C.1.2** **ELA.8.C.1.2** **ELA.9.C.1.2** **ELA.10.C.1.2** **ELA.11.C.1.2** **ELA.12.C.1.2**	**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**
Argumentative Writing	**ELA.6.C.1.3** **ELA.7.C.1.3** **ELA.8.C.1.3** **ELA.9.C.1.3** **ELA.10.C.1.3** **ELA.11.C.1.3** **ELA.12.C.1.3**	**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; and codes Z–CC for literary analysis — present tense, assume the reader has not read the literature, support quotes with proper lead-in and transition • Lesson 15 Articles (student lesson and Teacher Presentation Tool): "How to Do Online Research & Verify Sources." **ELA Maps** (optional): • Nonfiction Notes Map — Step 3: Evaluate the Author (rank the motivation: persuade / inform / entertain)	**MET — IN THE CURRICULUM**

Benchmark	Florida codes	Where it is taught	Verdict
Expository Writing	**ELA.6.C.1.4** **ELA.7.C.1.4** **ELA.8.C.1.4** **ELA.9.C.1.4** **ELA.10.C.1.4** **ELA.11.C.1.4** **ELA.12.C.1.4**	**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: style and voice, where “Classical” is a first- or second-person conversation and “Formal” is third-person reporting — the tone-and-voice choice Florida names from grade 9	**MET — IN THE CURRICULUM**
Improving Writing	**ELA.6.C.1.5** **ELA.7.C.1.5** **ELA.8.C.1.5** **ELA.9.C.1.5** **ELA.10.C.1.5** **ELA.11.C.1.5** **ELA.12.C.1.5**	**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; Round 1 self-evaluation, then Rounds 2 and 3, which return coded feedback from a helper and from the teacher for the student to decode **ELA Maps** (optional): • Writing Roadmap — Phase 3: Revise, Improve, Conference (minimum 24-hour break; self-review before conferencing) with the Composition REDecoder; Phase 4: Edit with the Punctuation REDecoder; Phase 6: The Retrospective — what went well, what did not, what to do differently next time	**MET — IN THE CURRICULUM**
COMMUNICATION (C.2) — COMMUNICATING ORALLY			
Oral Presentation	**ELA.6.C.2.1** **ELA.7.C.2.1** **ELA.8.C.2.1** **ELA.9.C.2.1** **ELA.10.C.2.1** **ELA.11.C.2.1** **ELA.12.C.2.1**	**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 **ELA Maps** (optional): • Speaking & Listening Map — Formal Speaking, The Content: logical order, the opening and closing, and the lede; The Delivery: non-verbals, timing and planned pauses • Literary Elements Map — the Diction column’s Rhetorical Device category **Usage note:** At grades 11 and 12 Florida asks for effective rhetorical devices in the presentation itself. Students already choose a lede on the Writing Roadmap’s panel G — nine types, including the analogy, the tease, the play on words and the rhetorical question. Have them name the device behind the lede they picked and one more they will use in the closing, then say what each is meant to do to the audience. Assess with the Secondary Oral Communication Rubric.	**MET — WITH USAGE NOTE**

Benchmark	Florida codes	Where it is taught	Verdict
COMMUNICATION (C.3) — FOLLOWING CONVENTIONS			
Conventions	**ELA.6.C.3.1** **ELA.7.C.3.1** **ELA.8.C.3.1** **ELA.9.C.3.1** **ELA.10.C.3.1** **ELA.11.C.3.1** **ELA.12.C.3.1**	**SOAR 3.0** (book + software): • Lesson 16: How to Learn Grammar & Punctuation – downloadable grammar reference tools and reference charts (StudySkills.com/bonus-v3) – Grammar Symbols and the Four-Square Sentence, which builds a sentence by choosing and swapping its parts – 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 – Composition REDecoder (Phase 3), codes A–D: complete sentences, descriptive adjectives and adverbs, varied length using prepositions, conjunctions and interjections, varied sound with clauses placed before and after the core sentence; and Style elements codes O–T: remove unnecessary words, active voice, parallel structure across lists, comparisons, headings and clauses, keep related words together – Punctuation REDecoder (Phase 4), items 1–12: apostrophes with possessives, including it's / its; pronoun-antecedent agreement in gender, person and number; 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; consistent person; consistent verb tense; and title formatting **Usage note:** The RED, Grammar Symbols and Four-Square Sentence teach colons, semicolons, sentence variety, pronoun-antecedent agreement, active voice, parallel structure and clauses directly. Florida's Conventions Progression also names items these tools do not code: verbals and comparative and superlative adjectives (grade 6), ellipses and hyphens (grade 7), and passive voice and verb mood (grade 8). Add each as an extra code when returning RED feedback in Rounds 2 and 3, in the grade where Florida expects mastery.	**MET — WITH USAGE NOTE**
COMMUNICATION (C.4) — RESEARCHING			
Researching and Using Information	**ELA.6.C.4.1** **ELA.7.C.4.1** **ELA.8.C.4.1** **ELA.9.C.4.1** **ELA.10.C.4.1** **ELA.11.C.4.1** **ELA.12.C.4.1**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role) – Writing Roadmap, Phase 1: THE OUTCOME, which turns an assignment into the guiding questions the paper must answer, each needing three to four answers; and "Cut the Right Slice of Your Topic," which sets the angle to match the scope of the assignment – collecting research and numbering each source on the 3D Writing Organizer • Lesson 15 Articles (student lesson and Teacher Presentation Tool): "How to Do Online Research & Verify Sources." **ELA Maps** (optional): • Nonfiction Notes Map — Step 3: Evaluate the Author (rank the motivation: persuade / inform / entertain)	**MET — IN THE CURRICULUM**

Benchmark	Florida codes	Where it is taught	Verdict
COMMUNICATION (C.5) — CREATING AND COLLABORATING			
Multimedia	**ELA.6.C.5.1** **ELA.7.C.5.1** **ELA.8.C.5.1** **ELA.9.C.5.1** **ELA.10.C.5.1** **ELA.11.C.5.1** **ELA.12.C.5.1**	**SOAR 3.0** (book + software): • Lesson 17: How to Give Presentations – visuals and delivery – Section D — handling visuals, props and digital media – building the slide deck, and Step 6, Confirm technology logistics: emailing a link, flash drive, cables and adapters • Exit Presentation: see Assessments in Teacher's Guide **ELA Maps** (optional): • Speaking & Listening Map — Formal Speaking, The Visuals: identify photos, illustrations, physical props and multi-media; clean slide template; a maximum of two visuals per slide; test the presentation	**MET — IN THE CURRICULUM**
Technology in Communication	**ELA.6.C.5.2** **ELA.7.C.5.2** **ELA.8.C.5.2** **ELA.9.C.5.2** **ELA.10.C.5.2** **ELA.11.C.5.2** **ELA.12.C.5.2**	**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 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. From grade 9, add the export step Florida names: students take the finished piece out of the collaborative platform in the format the audience needs, using the Roadmap's Phase 5 blog-versus-newsletter distinction to decide what that format is.	**MET — WITH USAGE NOTE**
VOCABULARY (V.1) — FINDING MEANING			
Academic Vocabulary	**ELA.6.V.1.1** **ELA.7.V.1.1** **ELA.8.V.1.1** **ELA.9.V.1.1** **ELA.10.V.1.1** **ELA.11.V.1.1** **ELA.12.V.1.1**	**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), where students weigh one word against another for precision and effect **ELA Maps** (optional): • 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**

Benchmark	Florida codes	Where it is taught	Verdict
Morphology	**ELA.6.V.1.2** **ELA.7.V.1.2** **ELA.8.V.1.2** **ELA.9.V.1.2** **ELA.10.V.1.2** **ELA.11.V.1.2** **ELA.12.V.1.2**	**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:** Add the word-parts step 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. From grade 9, where Florida asks for etymology and derivations rather than roots and affixes, add one column: where did this word come from, and what did it mean before it meant this? Students answer it from the reference they used, and name that reference. Etymology, derivations and foreign phrases are not taught in SOAR; this step has students look them up and record what they find.	**MET — WITH USAGE NOTE**
Context and Connotation	**ELA.6.V.1.3** **ELA.7.V.1.3** **ELA.8.V.1.3** **ELA.9.V.1.3** **ELA.10.V.1.3** **ELA.11.V.1.3** **ELA.12.V.1.3**	**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, "use context clues or look up the word/phrase"; 01 Before Reading: Style of Language (Modern / "Old-fashioned"); 05 Story Coding: the (M/T) Mood/Tone code • Literary Elements Map — the Diction column (word choice), including its Figurative Language category; the Author's Purpose row, with Tone and Mood beneath it **Usage note:** Context clues, figurative language and word relationships are covered as printed, and the RED's word-choice pass carries the connotative half — name what the word literally says, then what it makes the reader picture or feel. Add the reference-material step: when students 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**

Benchmark	Florida codes	Where it is taught	Verdict
K–12 ELA EXPECTATIONS (ELA.K12.EE) — SIX EXPECTATIONS THAT APPLY AT EVERY GRADE, K THROUGH 12. FLDOE PUBLISHES THEM OUTSIDE THE GRADE-LEVEL BENCHMARK TABLES.			
K–12 Expectation	**ELA.K12.EE.1.1**	**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: THE OUTCOME, guiding questions each needing three to four answers, every answer tagged with its numbered source **ELA Maps** (optional): • Fiction Story Map — 05 After Reading: Objective Summary of Theme, whose Paragraph Outline requires three examples, each answering “Why is this a good example?” • 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	**MET — IN THE CURRICULUM**
K–12 Expectation	**ELA.K12.EE.2.1**	**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 **ELA Maps** (optional): • Nonfiction Notes Map — Layers 1–4, carried across a full chapter, unit or book • Fiction Story Map — 01 Before Reading, 03 During Reading and 02 Unfamiliar Words & Phrases, one panel per barrier, carried across a full novel study in the Fiction Book Club format	**MET — IN THE CURRICULUM**
K–12 Expectation	**ELA.K12.EE.3.1**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4) **ELA Maps** (optional): • 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 • 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	**MET — IN THE CURRICULUM**

Benchmark	Florida codes	Where it is taught	Verdict
K–12 Expectation	**ELA.K12.EE.4.1**	**SOAR 3.0** (book + software): • Lesson 11: How to Communicate with Teachers & Peers — Ten ways to manage group work, roles and shared deadlines • Lesson 12: How to Listen & Take Notes — the listening and note-taking routine • 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 — 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) • 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**
K–12 Expectation	**ELA.K12.EE.5.1**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 1: THE OUTCOME, which requires reading the directions, underlining every detail and stapling the rubric to the map before drafting begins – How to Write an Email — 3Qs + 1 Thank You, with sentence starters and the subject line written last • Lesson 16: How to Learn Grammar & Punctuation — Revising & Editing Decoder (RED) **ELA Maps** (optional): • Writing Roadmap — Phase 5: Publish, which distinguishes formatting a piece for a blog from formatting it for an email newsletter, each with its own headline and call to action; Punctuation REDecoder (Phase 4), item 12: title formatting — major works italicized or underlined, minor works in quotation marks, unpublished titles capitalized only	**MET — IN THE CURRICULUM**
K–12 Expectation	**ELA.K12.EE.6.1**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role) – Writing Roadmap, Composition REDecoder (Phase 3), codes U–Y: style and voice, where “Classical” is a first- or second-person conversation and “Formal” is third-person reporting • Lesson 16: How to Learn Grammar & Punctuation — the word-choice pass within the Revising & Editing Decoder (RED) **ELA Maps** (optional): • Speaking & Listening Map — Formal Speaking, 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**

NOTES

Claim. SOAR Learning & Soft Skills (3.0), with the ELA Maps where noted, addresses all 24 benchmark families and all six K–12 ELA Expectations of Florida’s B.E.S.T. Standards for English Language Arts, grades 6–12 — 19 MET — IN THE CURRICULUM, 11 MET — WITH USAGE NOTE.

Florida’s framework. Florida’s B.E.S.T. Standards replaced the Common Core in Florida under Executive Order 19-32. No Common Core codes appear on this correlation. Florida has no Speaking & Listening strand; oral presentation is C.2.1, multimedia is C.5.1, and collaborative technique and active listening are named only in ELA.K12.EE.4.1.

Text-bound grades. Where Florida ties a benchmark to a body of texts (historical American speeches and essays in grade 10, the Classical Period in grade 11, mythical, classical or religious texts in grades 9–10), SOAR supplies the reading routine and the district supplies the texts.

Where the ELA Maps are required. The four Reading Prose and Poetry rows — R.1.1, R.1.2, R.1.3 and R.1.4 — rest on the ELA Maps: the Fiction Story Map and the Literary Elements Map are the cited evidence on each. The ELA Maps are a separate product, commonly bundled with SOAR Learning. The other twenty rows and all six K–12 ELA Expectations stand on the SOAR 3.0 book and software.

Optional citations. Lines marked **ELA Maps (optional)** are additional correlation for schools that have those maps. They are never the sole evidence for the row they sit on.

Grade-specific usage notes. Usage notes refer to specific grades. The full benchmark text for each grade is in the Florida Department of Education's B.E.S.T. Standards for English Language Arts.

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. Florida Department of Education, Next Generation Sunshine State Standards (Benchmarks for Excellent Student Thinking (B.E.S.T.)) — English Language Arts 2020, Rule 6A-1.09401, F.A.C. Retrieved and extracted 2026-08-29 from https://www.fldoe.org/core/fileparse.php/19853/urlt/English-Language-Arts.pdf

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