ALIGNMENT

Indiana Academic Standards for English/Language Arts, Grades 6–12

SOAR Learning & Soft Skills (3.0), with the ELA Maps where noted, addresses all 32 standard families of the 2023 Indiana Academic Standards for English/Language Arts, grades 6–12, across Reading Comprehension, Writing, and Communication and Collaboration: 7 MET — IN THE CURRICULUM, 25 MET — WITH USAGE NOTE.

Updated Nov 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** — is cited on every row. Five Reading Comprehension rows (RC.1, RC.2, RC.3, RC.4 and RC.15) **require the SOAR ELA Maps**: the Fiction Story Map and the Literary Elements Map are part of the evidence on those rows, not an add-on, and each of the five also cites SOAR 3.0. 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. The Writing Roadmap (Lesson 15) and the Revising & Editing Decoder, or RED (Lesson 16), ship with SOAR 3.0 and are cited as part of it, not as ELA Maps. The 5-Minute Fast-Write on the W.4 row is available upon request; the row says how to get it.

ABOUT THIS DOCUMENT

Indiana writes separate standards for grades 6, 7 and 8 and for the 9–10 and 11–12 bands — 137 standards across three domains: Reading Comprehension, Writing, and Communication and Collaboration. Reading Comprehension covers literature and nonfiction together, in one domain. Indiana does not group its standards across bands, so SOAR did: this correlation has one row per standard family — 32 families — and each row's evidence serves that family across all five bands. **The grouping is SOAR's, not Indiana's.** Each band's Indiana code is printed on the row (6.RC.1 through 11-12.RC.1, for example).

HOW TO READ THIS CORRELATION

Every row tells you where. **MET — IN THE CURRICULUM** means the printed lessons and tools satisfy the 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 band names something SOAR does not teach, the row's usage note says so and names the band. 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.

Standard family	Indiana codes	Where it is taught	Verdict
READING COMPREHENSION (RC)			
RC.1 Textual evidence — what a text says explicitly and by inference	**6.RC.1 (E)** **7.RC.1 (E)** **8.RC.1 (E)** **9-10.RC.1 (E)** **11-12.RC.1 (E)**	**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, Composition REDecoder (Phase 3), literary-analysis codes Z–CC: support a quote with a proper lead-in and transition **ELA Maps** (required): • 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 is 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 **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	**MET — IN THE CURRICULUM**

Standard family	Indiana codes	Where it is taught	Verdict
RC.2 Theme and central idea in literature	**6.RC.2 (E)** **7.RC.2 (E)** **8.RC.2 (E)** **9-10.RC.2 (E)** **11-12.RC.2**	**ELA Maps** (required): • Fiction Story Map — 05 After Reading: Objective Summary of Theme, with the Paragraph Outline scaffold (intro sentence → three supporting details, each answering "why is this a good example?" → concluding restatement); 05 Story Coding: the (Th) Theme code marks each detail that supports it, and the (CD) Character Development code ties theme to characterization • Literary Elements Map — the Theme/Motif row: theme as the underlying message the author wants the reader to take away, motif as the recurring symbol, image or idea that develops it, placed and defended in Book Club discussion **SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4) • Lesson 13: How to Study & Learn New Terms — How to study English language arts (ELA) **Usage note:** Grades 6, 7 and 8 work one theme inside one text, which the Objective Summary of Theme panel covers as printed. Two bands raise the count. At 9-10 the task is two or more themes in one work: run the panel once per theme and use the (Th) code to keep each theme's supporting details separate on the timeline. At 11-12 the task is comparing similar themes across two or more works, which one completed Map cannot evidence — complete a Map per work, set the summaries side by side, and use the Literary Elements Map's six element rows to ask which tools each author reached for to develop the shared theme.	**MET — WITH USAGE NOTE**
RC.3 Structure of literary texts	**6.RC.3 (E)** **7.RC.3 (E)** **8.RC.3 (E)** **9-10.RC.3** **11-12.RC.3 (E)**	**ELA Maps** (required): • Fiction Story Map — 05 After Reading: Story Structure: Plot Diagram, each circle coded Exposition → Inciting Action → Rising Actions → Plot Twist(s) → Climax → Falling Action(s) → Resolution; 05 Story Coding: the (Ti) Timing Element code for flashback and foreshadowing, the (RA) Rising Actions and (PT) Plot Twist codes, and Conflict Analysis; 04 At the End of Each Chapter, which places a single chapter's events inside that whole • Literary Elements Map — the Structure column (arrangement of information and ideas) and the Plot Development row; the Structure category cards name the specific mechanisms Indiana lists, including flashback, foreshadowing, frame and subplot, and the Syntax column's Rhythm + Pace category carries the pacing clause **SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4) **Usage note:** Grade 8 changes the move and needs setting up differently from the rest of the family. Grades 6, 7, 9-10 and 11-12 analyze structure within one work, which the Plot Diagram and the Structure column cover as printed. Grade 8 compares the structure of two related works and evaluates how the differing structure shapes each one's meaning and style: complete a Plot Diagram on each, set them side by side, and have students name where the two shapes differ and what each author gained by the choice.	**MET — WITH USAGE NOTE**

Standard family	Indiana codes	Where it is taught	Verdict
RC.4 Comparing works of literature across forms, genres and eras	**6.RC.4** **7.RC.4** **Gr 8: none at this band** **Gr 9–10: none at this band** **11-12.RC.4**	**ELA Maps** (required): • Fiction Story Map — 01 Before Reading: Genre, and Text-to-Self / Text / World; 05 Story Coding: the (TT) Text-to-Text code; 05 After Reading: Objective Summary of Theme • Literary Elements Map — worked once per work, the same six element rows set two authors side by side: which of the three tool columns (Diction, Syntax, Structure) did each reach for to accomplish the same element, and what does the difference say about the approach each one took **SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4) • Lesson 13: How to Study & Learn New Terms — How to study English language arts (ELA) — previewing a story, building a proper-noun map and linking unfamiliar words to context, which is what makes an unfamiliar form or era readable in the first place **Usage note:** This family compares across works, so one completed Map is not evidence — two are. Run a Fiction Story Map on each work and set them side by side, tagging every shared point with the (TT) Text-to-Text code. The pairing changes by band: at grade 6 the two works differ by form or genre, at grade 7 it is a fictional portrayal against a historical account of the same period, and at 11-12 it is works of literary and cultural significance treated for their archetypes and their shared themes. SOAR is content-neutral. It supplies the comparison method and the vocabulary for naming what each author did; it does not supply the myths, traditional stories or religious works the 11-12 standard draws its archetypes from, and it does not teach “archetype” as a term. Both are supplied by the course’s literature selection.	**MET — WITH USAGE NOTE**
RC.5 Central idea in nonfiction	**6.RC.5** **7.RC.5** **8.RC.4** **9-10.RC.4** **11-12.RC.5 (E)**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4) • 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 Concept Map is built out from the chapter or unit title at its center, with an explanatory phrase written on every primary and secondary connection; Layer 4 After Reading: the Book Review synthesis — general topic and specific angle, plus three things you learned **Usage note:** One central idea summarized objectively is covered as printed at every band. Two bands raise the count and one raises the scope. At grades 7 and 9-10 the task is two or more central ideas in one text, which the Concept Map handles without modification — each idea gets its own box and its own labeled connections, and 9-10’s “how they build on one another” is what the secondary connections are for. At 11-12 the task moves across texts: build a Concept Map on each and set the two side by side, then have students name which details in each shaped the shared idea differently.	**MET — WITH USAGE NOTE**
RC.6 Development of ideas, events and individuals within a text	**6.RC.6** **7.RC.6** **Gr 8: none at this band** **9-10.RC.5** **11-12.RC.6**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4) • Lesson 13: How to Study & Learn New Terms – How to Make a Concept Map – the Event Map for history and biography **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 (Social Studies edition); the Concept Map requires a labeled primary and secondary connection for every concept (Science & Math edition); Layer 4 After Reading: how the author presented, organized and positioned the information	**MET — IN THE CURRICULUM**

Standard family	Indiana codes	Where it is taught	Verdict
RC.7 Author's perspective and purpose	**6.RC.7 (E)** **7.RC.7 (E)** **8.RC.5** **9-10.RC.6** **11-12.RC.7 (E)**	**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; Layer 4 After Reading: how the author's background shaped the argument, the author's tone and style, and how rhetoric was used to communicate the position **Usage note:** Perspective, purpose and rhetoric are covered as printed at grades 6, 7, 8 and 9-10 — Step 3 establishes the purpose before reading and the Layer 4 rhetoric question tests it afterwards. Grades 11-12 add a harder clause: texts whose rhetoric is particularly effective because it anticipates and addresses reader concerns and counterclaims. Run the Layer 4 rhetoric question twice on such a text. First name the position the author is arguing for; then name the objection the author saw coming and point to the sentence where it is answered. The second pass is what makes the "anticipates and addresses" clause observable rather than asserted.	**MET — WITH USAGE NOTE**
RC.8 Argument, claims and the evaluation of reasoning	**6.RC.8** **7.RC.8 (E)** **8.RC.6 (E)** **9-10.RC.7** **11-12.RC.8**	**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), which names what a sound argument has to contain and so supplies the checklist a reader runs against **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 "in your opinion, did the author present convincing evidence to support his/her claim? Why/why not?" – Layer 1, Step 3 Evaluate the Author (rank the motivation: persuade, inform, entertain, other) **Usage note:** SOAR teaches students to build a sound argument. Evaluating someone else's is the reverse move and has to be run deliberately. Fill an Argument Writing Roadmap from a published argument rather than from the student's own thinking — the boxes that cannot be filled are the holes in the author's reasoning, and they are visible on the page rather than a matter of opinion. Before a source goes onto the 3D Writing Organizer, have students rank that author's motivation with the Evaluate the Author step, then keep or drop the source and say why. The escalation across bands is handled by what students are told to look for in the empty boxes: unsupported claims at grade 6, bias and stereotyping at 7, irrelevant evidence at 8, and false statements and fallacious reasoning at 9-10 and 11-12. SOAR does not teach a taxonomy of fallacies. Where 9-10 and 11-12 expect students to identify fallacious reasoning by name, the fallacy list is teacher-supplied; the reverse-Roadmap routine shows students where the reasoning fails, not what it is called.	**MET — WITH USAGE NOTE**

Standard family	Indiana codes	Where it is taught	Verdict
RC.9 Integrating and comparing multiple texts and sources	**6.RC.9** **7.RC.9** **8.RC.7** **Gr 9–10: none at this band** **11-12.RC.9**	**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, which brings a lecture or video onto the same page as the reading • 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 • Lesson 15: How to Write Paragraphs & Essays — the 3D Writing Organizer, where several numbered sources are gathered under one guiding question **ELA Maps** (optional): • Nonfiction Notes Map — Layers 1–4 run on each source, then compared: the two Evaluate the Author rankings side by side, and the two Layer 4 analyses of argument, evidence and organization **Usage note:** Multiple sources means multiple completed Maps — one Map does not evidence synthesis. Run the same routine once per source, then set the results side by side. What students look for changes by band: at grade 6 it is integrating across media and formats into one coherent understanding; at grades 7 and 8 it is two authors on one topic, where the task is to find where they emphasize different evidence or disagree on matters of fact as against matters of interpretation; at 11-12 it is synthesizing several mediums to answer a question or solve a problem. The Layer 4 analysis run twice is what makes a disagreement locatable rather than general.	**MET — WITH USAGE NOTE**
RC.10 Foundational U.S. and world documents	**Gr 6: none at this band** **Gr 7: none at this band** **Gr 8: none at this band** **9-10.RC.8** **11-12.RC.10**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4) • Lesson 13: How to Study & Learn New Terms — the Event Map for history and biography **ELA Maps** (optional): • Nonfiction Notes Map (Social Studies edition) — Layer 2 During Reading: the Event Map, people above the timeline and places below, with lines drawn to connect them; Layer 4 After Reading: the author's primary argument, the three supporting points, and how rhetoric was used to communicate the position, which is the analysis this family asks for when the text is a founding document **Usage note:** SOAR is content-neutral. It supplies the reading and note-taking method and the analysis frame; it does not supply the U.S. and world documents themselves, and it does not teach their historical context. Apply the Layer 1–4 routine to whichever documents the course has selected, and use the Layer 4 rhetoric and argument questions for the themes-and-purposes analysis the standard requires. At 11-12 the verb is "analyze and synthesize" across documents, so the routine runs once per document and the results are compared, as on RC.4 and RC.9.	**MET — WITH USAGE NOTE**
RC.11 Context clues	**6.RC.10** **7.RC.10** **8.RC.8** **9-10.RC.9** **11-12.RC.11**	**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 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4) **ELA Maps** (optional): • Fiction Story Map — 02 During Reading: the Unfamiliar Words & Phrases table (Word/Phrase · page · Meaning), "use context clues or look up the word/phrase," recording the meaning in as few key words or synonyms as possible • Nonfiction Notes Map — Layer 2 During Reading: Key Terms panel (Social Studies edition); Concept Map for math and science vocabulary (Science & Math edition)	**MET — IN THE CURRICULUM**

Standard family	Indiana codes	Where it is taught	Verdict
RC.12 Word relationships	**6.RC.11** **7.RC.11** **Gr 8: none at this band** **Gr 9–10: none at this band** **Gr 11–12: none at this band**	**SOAR 3.0** (book + software): • Lesson 13: How to Study & Learn New Terms — How to Make a Concept Map — concepts boxed around a central term with an explanatory phrase written on every primary and secondary connection, which is where a cause/effect, part/whole or item/category relationship is made explicit rather than assumed • Lesson 16: How to Learn Grammar & Punctuation — the word-choice pass within the Revising & Editing Decoder (RED), where one word is weighed against another for precision **ELA Maps** (optional): • Nonfiction Notes Map — Layer 2 During Reading: the Concept Map for math and science vocabulary (Science & Math edition), where every concept must carry one labeled primary and one labeled secondary connection **Usage note:** The Concept Map is the asset for this family and it is an exact fit at grade 6 — cause/effect, part/whole and item/category are precisely the relationship types the labeled connections exist to capture. Grade 7 adds synonym/antonym and analogy, which the Map does not name. Add them as two of the labeled connection types students are already writing, so an analogy is constructed on the Map and defended rather than answered on a worksheet.	**MET — WITH USAGE NOTE**
RC.13 Connotation and nuance in word meaning	**6.RC.12** **7.RC.12** **8.RC.9** **9-10.RC.10** **11-12.RC.12**	**SOAR 3.0** (book + software): • 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 • Lesson 13: How to Study & Learn New Terms **ELA Maps** (optional): • Literary Elements Map — the Diction column (word choice), including its Figurative Language and Sound + Voice categories; the Author's Purpose row, with Tone and Mood beneath it, which is where a connotation is shown doing work rather than defined in isolation • Fiction Story Map — 05 Story Coding: the (M/T) Mood/Tone code **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. That single addition is the denotation/connotation distinction the standard asks for, run on the student's own draft and on one passage from the current novel study. Grades 9-10 and 11-12 raise the task from distinguishing connotations to analyzing nuance between near-synonyms; at those bands have students line up three near-synonyms for the same slot and defend the one they chose, which is the same pass with a wider field.	**MET — WITH USAGE NOTE**
RC.14 Word structure — affixes, roots and word forms	**6.RC.13 (E)** **7.RC.13 (E)** **8.RC.10** **9-10.RC.11** **Gr 11–12: none at this band**	**SOAR 3.0** (book + software): • Lesson 13: How to Study & Learn New Terms – take the word apart: prefixes, roots and suffixes, used as clues to meaning – 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 — Grammar Symbols and the Four-Square Sentence, where changing a word's form changes its part of speech and its job in the sentence **ELA Maps** (optional): • Fiction Story Map — 02 During Reading: Unfamiliar Words & Phrases, where an unknown term is taken apart and resolved before reading continues • Nonfiction Notes Map — Layer 2 During Reading: Key Terms panel (Social Studies edition)	**MET — IN THE CURRICULUM**

Standard family	Indiana codes	Where it is taught	Verdict
RC.15 Figurative language and word meaning in literary text	**Gr 6: none at this band** **Gr 7: none at this band** **8.RC.11** **9-10.RC.12 (E)** **11-12.RC.13**	**ELA Maps** (required): • Literary Elements Map — the Diction column (word choice), including its Figurative Language, Imagery, Rhetorical Device and Sound + Voice categories and the term cards inside them, worked across the six element rows so a device is named where the author used it and defended in Book Club discussion; the Theme/Motif row, where a motif is the recurring symbol or image that develops a theme; the Author's Purpose row, with Tone and Mood beneath it • Fiction Story Map — 05 Story Coding: the (M/T) Mood/Tone code; 02 During Reading: Unfamiliar Words & Phrases, where a phrase that will not resolve literally is caught and worked; 01 Before Reading: Style of Language (Modern / "Old-fashioned") **SOAR 3.0** (book + software): • Lesson 16: How to Learn Grammar & Punctuation — the word-choice pass within the Revising & Editing Decoder (RED) **Usage note:** Grade 8 asks for figures of speech interpreted in context, naming verbal irony and puns. Those are Diction-column card terms and are placed against the passage where they occur rather than defined in isolation. Grades 9-10 and 11-12 widen the task to figurative, connotative and denotative meaning together with the impact of word choice on meaning and tone, and 11-12 adds cumulative impact across a whole work, naming imagery, allegory and symbolism. Two adjustments carry those bands: work the Map across a full novel study rather than one passage, so a cumulative claim has a trail of evidence behind it; and add one prompt to the RED word-choice pass — name what the word literally says, then what it makes the reader picture or feel — which is the denotative/connotative pairing the standard asks for. THE MAP IS EXTENSIBLE, AND THIS IS THE POINT THAT SETTLES TERM COVERAGE: any literary term can be added to the Literary Elements Map. The printed decks are a starting vocabulary, not a ceiling. A term a course needs that is not already on a card is written onto a blank card and played exactly like any other, landing in one row and one column, defended against the passage where the author used it. A standard that names a specific device is therefore met whether or not that device happens to ship on a printed card.	**MET — WITH USAGE NOTE**
RC.16 Word meaning in nonfiction, including technical terms	**Gr 6: none at this band** **Gr 7: none at this band** **Gr 8: none at this band** **9-10.RC.13** **11-12.RC.14 (E)**	**SOAR 3.0** (book + software): • Lesson 13: How to Study & Learn New Terms • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4) • Lesson 16: How to Learn Grammar & Punctuation — the word-choice pass within the Revising & Editing Decoder (RED), for the connotative and effectiveness clauses **ELA Maps** (optional): • Nonfiction Notes Map (Science & Math edition) — Layer 2 During Reading: the Concept Map for math and science vocabulary, where every technical concept carries a labeled primary and a labeled secondary connection, which is what makes a technical term's meaning specific rather than general • Nonfiction Notes Map (Social Studies edition) — Layer 2 During Reading: the Key Terms panel **Usage note:** The technical, denotative and connotative halves are covered as printed at both bands. Grade 11-12 adds a harder clause — how an author uses and refines the meaning of a key term over the course of a text. Carry one key term across a whole Layer 1–4 run: record it in the Key Terms panel at first use, then add a dated line each time the author sharpens, narrows or shifts it, so the refinement is visible as a trail rather than asserted at the end.	**MET — WITH USAGE NOTE**

Standard family	Indiana codes	Where it is taught	Verdict
WRITING (W)			
W.1 Argumentative writing	**6.W.1 (E)** **7.W.1 (E)** **8.W.1 (E)** **9-10.W.1 (E)** **11-12.W.1 (E)**	**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 and its sources numbered; pocket G for the introductory paragraph and the lede, pocket H for the concluding paragraph – 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. Style codes O–T carry the consistent-style-and-tone clause • Lesson 16: How to Learn Grammar & Punctuation — Revising & Editing Decoder (RED), Round 1 self-evaluation: “Is my message clear and logical?” **Usage note:** Every printed sub-part is carried by the Roadmap as it stands, with one exception that needs setting up rather than adding. Counterclaims enter at grade 7 and are load-bearing from grade 8 upward — acknowledge, distinguish, then develop both claim and counterclaim fairly while naming the strengths and limitations of each. The Roadmap’s pocket structure handles this without modification: assign one pocket to the opposing claim and require the same three to four numbered answers in it as in any other pocket, so the counterclaim is researched rather than dismissed in a sentence. At 9-10 and 11-12 the rhetorical-strategies clause is run as a pass of Composition REDecoder style codes O–T over the finished argument.	**MET — WITH USAGE NOTE**
W.2 Informative and explanatory writing	**6.W.2 (E)** **7.W.2 (E)** **8.W.2 (E)** **9-10.W.2 (E)** **11-12.W.2 (E)**	**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 and its sources numbered – Writing Roadmap, Composition REDecoder (Phase 3): paragraph codes E–I (topic sentence, related sentences in logical order, specific examples supporting generalizations, transition words, signalling the conclusion), multi-paragraph codes J–N, and style codes O–T, whose first instruction is to remove unnecessary words • Lesson 17: How to Give Presentations, Section D — How to Strategically Use: Visuals, Props, & Digital Media, for the formatting, graphics and multimedia clause • Lesson 13: How to Study & Learn New Terms — for the content-specific vocabulary clause	**MET — IN THE CURRICULUM**

Standard family	Indiana codes	Where it is taught	Verdict
W.3 Narrative writing	**6.W.3 (E)** **7.W.3 (E)** **8.W.3 (E)** **9-10.W.3 (E)** **11-12.W.3 (E)**	**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: 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 **ELA Maps** (optional): • Literary Elements Map — read as a writer's checklist rather than a reader's: the six element rows name what a narrative has to accomplish, and the Diction, Syntax and Structure columns name the tools available to accomplish it, which is where sensory language, pacing and multiple plotlines are found by name	**MET — IN THE CURRICULUM**
W.4 The writing process, technology and citation	**6.W.4** **7.W.4** **8.W.4** **9-10.W.4** **11-12.W.4**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – the Writing Roadmap's six phases, which are the writing process: Phase 1 Plan · Phase 2 Write · Phase 3 Revise, Improve, Conference (minimum 24-hour break, self-review before conferencing) · Phase 4 Edit · Phase 5 Publish · Phase 6 The Retrospective – Writing Roadmap, Composition REDecoder (Phase 3) for revising and Punctuation REDecoder (Phase 4) for editing – How to set up and use a digital "3D" Writing Organizer, built in PowerPoint or Google Slides with 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 • 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 returning coded feedback from a helper and from the teacher, which the student decodes – downloadable grammar reference tools and reference charts (StudySkills.com/bonus-v3), which are the reference materials sub-part (a) sends a student to during revision • Lesson 11: How to Communicate with Teachers & Peers — Ten ways to manage group work, #4 collaboration methods (meetings, the school's system, a social platform) and #5 document and share roles and deadlines digitally and in print **Available Upon Request**: • 5-Minute Fast-Write — a daily timed writing activity supplying the short end of any length-of-task expectation: a prompt is provided, students track their own word count, and each session works to beat the previous best. Contact info@studyskills.com **Usage note:** Sub-parts (a) and (b) are covered as printed at every band — the six phases are the writing process, and the digital Organizer, Phase 5 Publish and the Lesson 11 collaboration steps carry the technology clause. Sub-part (c) appears only at 9-10 and 11-12 and asks for a standard style-guide framework for in-text documentation, formatting and works cited. SOAR teaches source numbering on the 3D Writing Organizer, which is what makes every claim traceable back to its origin, but it does not supply a style guide. The style guide itself is teacher-supplied. Attach it to the numbering system students already keep — the numbered source list becomes the works-cited list once the school's chosen format is applied to it, so this is a formatting convention rather than a missing skill.	**MET — WITH USAGE NOTE**

Standard family	Indiana codes	Where it is taught	Verdict
W.5 Research	**6.W.5 (E)** **7.W.5 (E)** **8.W.5 (E)** **9-10.W.5 (E)** **11-12.W.5 (E)**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 1: Plan and THE OUTCOME, which turns an assignment into the guiding questions the piece must answer, each needing three to four answers – collecting research and numbering each source on the 3D Writing Organizer, every answer written in the student's own words and tagged with its numbered source – Writing Roadmap (Expository) • Lesson 15 Articles (student lesson and Teacher Presentation Tool): "How to Do Online Research & Verify Sources." • Lesson 17: How to Give Presentations — for sub-part (f), presenting the research in a chosen format **ELA Maps** (optional): • Nonfiction Notes Map — Layer 1, Step 3 Evaluate the Author: review the author's background and rank the likely motivation — persuade, inform, entertain or other **Usage note:** Sub-parts (a), (b), (d) and (f) are covered as printed at every band. Two need the existing routine extended. Sub-part (c), assessing source credibility, appears at all five bands: 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. Sub-part (e), avoiding plagiarism, is carried by the numbering system rather than by instruction: say out loud that the numbering IS the plagiarism rule, and add a reuse-permission question before any image, video or audio file enters the draft.	**MET — WITH USAGE NOTE**
W.6 Grammar and usage	**6.W.6 (E)** **7.W.6 (E)** **8.W.6 (E)** **9-10.W.6 (E)** **Gr 11–12: none at this band**	**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, so a fragment, a run-on and a compound-complex sentence are constructed rather than defined – Revising & Editing Decoder (RED), Round 1 self-evaluation: "Is my message clear and logical?" — check completeness, order, and unnecessary or missing words • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Punctuation REDecoder (Phase 4): pronoun-antecedent agreement in gender, person and number; consistent person; consistent verb tense – Writing Roadmap, Composition REDecoder (Phase 3), style codes O–T, which include active voice and parallel structure **Usage note:** The named sub-parts land on specific tools rather than on the lesson in general, and it is worth pointing a teacher at the right one. Pronouns and antecedent agreement at grade 6, and subject/verb agreement at grade 7, are Punctuation REDecoder items. Sentence types, fragments and run-ons at grades 6 and 7 are the Four-Square Sentence. Active and passive voice at grade 8, and parallelism at 9-10, are Composition REDecoder style codes O–T. Two items Indiana names are not named by SOAR: verbals (gerunds, participles, infinitives) at grade 8, and the indicative, imperative, interrogative, conditional and subjunctive moods at 9-10. Both are worked through the Four-Square Sentence as sentence parts that can be swapped and tested, but neither is named as a term; supply the terminology alongside the routine so students can meet the words on a test.	**MET — WITH USAGE NOTE**

Standard family	Indiana codes	Where it is taught	Verdict
W.7 Capitalization, punctuation and spelling	**6.W.7 (E)** **7.W.7 (E)** **8.W.7 (E)** **9-10.W.7 (E)** **Gr 11–12: none at this band**	**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, which the student decodes – Grammar Symbols and the Four-Square Sentence, which carries the instruction half rather than the monitoring half • Lesson 15: How to Write Paragraphs & Essays – 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 – Writing Roadmap, Punctuation REDecoder, matched band by band to Indiana's printed indicator: nonrestrictive and parenthetical elements set off with commas, parentheses and dashes, and semicolons connecting main clauses with colons introducing a list or quotation, at grade 6; commas with subordinate clauses at grade 7; punctuation indicating a pause, break or omission at grade 8; and a semicolon with a conjunctive adverb linking closely related independent clauses at 9-10	**MET — IN THE CURRICULUM**
COMMUNICATION AND COLLABORATION (CC)			
CC.1 Participating in collaborative discussion	**6.CC.1 (E)** **7.CC.1 (E)** **8.CC.1 (E)** **9-10.CC.1 (E)** **11-12.CC.1**	**SOAR 3.0** (book + software): • Lesson 11: How to Communicate with Teachers & Peers — Ten ways to manage group work • Lesson 12: How to Listen & Take Notes — the listening and note-taking routine • Turn & Talk prompts: see Teacher Presentation Tool, under "Optional Activities" (in all lessons) **ELA Maps** (optional): • Speaking & Listening Map — How to Work with a Group: Emotional Safety, and the Ten Ways to Manage Group-Work, including "beware of group-think" — if others appear to agree, and you disagree, speak up, politely; Interpersonal Communication: Actively Listen ("Is there more?", ask a clarifying question, repeat the point 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 **Usage note:** One-on-one, group and teacher-led discussion are covered as printed across Lesson 11, the group-work panel and the Turn & Talk prompts. Grades 9-10 and 11-12 change one verb — from "engage effectively" to "initiate and participate" or "initiate and engage" — and add "persuasively." Initiation is the part no routine assigns by itself: rotate the role explicitly using the Lesson 11 roles-and-deadlines step, so a named student opens the discussion and another closes it rather than the teacher doing both.	**MET — WITH USAGE NOTE**

Standard family	Indiana codes	Where it is taught	Verdict
CC.2 Contributing questions, elaboration and evidence	**6.CC.2 (E)** **7.CC.2 (E)** **8.CC.2 (E)** **9-10.CC.2 (E)** **11-12.CC.2 (E)**	**SOAR 3.0** (book + software): • Lesson 12: How to Listen & Take Notes — the listening and note-taking routine • Lesson 11: How to Communicate with Teachers & Peers • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4), where the evidence a student brings to a discussion is first collected • Turn & Talk prompts: see Teacher Presentation Tool, under “Optional Activities” (in all lessons) **ELA Maps** (optional): • Speaking & Listening Map — Interpersonal Communication: Actively Listen — “Is there more?”, ask a clarifying question, respond with sincerity by repeating the point in your own words; the Communication “Don’ts”; the Empathy Map’s seven zones • Nonfiction Notes Map — Layer 3 After Reading: the quiz questions students write in the left margin, 2–5 per page, which are the raw material for posing questions others can answer from the text • Literary Elements Map — Book Club discussion, where a student defends a card placement against the passage and answers another student’s placement **Usage note:** Grades 6, 7 and 8 are about posing and responding to questions with elaboration, which the Actively Listen routine and the Turn & Talk prompts cover as printed. Grades 9-10 and 11-12 shift the requirement to grounding every contribution in specific textual evidence. Use the Layer 3 margin questions as the discussion’s opening set at all bands, and at high school add one rule: any answer must name the page it came from. That turns a routine students already run into the evidence requirement without adding an activity.	**MET — WITH USAGE NOTE**
CC.3 Responding to and extending others' ideas	**6.CC.3 (E)** **7.CC.3 (E)** **8.CC.3** **9-10.CC.3** **11-12.CC.3**	**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 • Turn & Talk prompts: see Teacher Presentation Tool, under “Optional Activities” (in all lessons) **ELA Maps** (optional): • Speaking & Listening Map — Interpersonal Communication: Actively Listen, which asks a student to repeat the point in their own words or ask a clarifying question before responding, and “Is there more?”; 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 **Usage note:** Reviewing key ideas, paraphrasing and acknowledging others’ views at grades 6, 7 and 8 are covered as printed by the Actively Listen routine, and the multiple-perspectives clause at grade 6 is what the Empathy Map’s seven zones exist for. Grades 9-10 and 11-12 ask for something harder: expanding a conversation by posing questions that probe reasoning and evidence, ensuring a hearing for a full range of positions, and challenging conclusions. The Map supplies the disposition but not the mechanism — make it a role. Assign one student per discussion to hold the “beware of group-think” position from the Ten Ways to Manage Group-Work, whose job is to state the view nobody in the room has argued yet.	**MET — WITH USAGE NOTE**

Standard family	Indiana codes	Where it is taught	Verdict
CC.4 Weighing multiple perspectives and structured debate	**Gr 6: none at this band** **Gr 7: none at this band** **Gr 8: none at this band** **9-10.CC.4** **11-12.CC.4 (E)**	**SOAR 3.0** (book + software): • Lesson 11: How to Communicate with Teachers & Peers — Ten ways to manage group work, including "beware of group-think," addressing conflicts immediately, and the roles-and-deadlines step • Lesson 15: How to Write Paragraphs & Essays — Writing Roadmap (Argument), where students learn to develop a claim and its counterclaim fairly and supply evidence for both **ELA Maps** (optional): • Speaking & Listening Map — the Conflict Map's Constructive Path: Tame It · Name It · Claim It · Evaluate all Perspectives (via the Empathy Map) · Define Your Boundaries · Identify Common Ground · Respectfully Initiate the Uncomfortable Conversation · Find Win-Win Solutions · Use "I" Statements; and the "Two-Man Saw," a mindset for holding the tension of differing views long enough to reach a win-win **Usage note:** SOAR teaches disagreement well — how to hold a dissenting view, evaluate all perspectives, and find common ground without conceding the point. It does not teach formal debate as a format. Build the 11-12 requirement on the assets that exist rather than treating them as a substitute for the format: assign sides and require an Argument Writing Roadmap from each side before the debate, so both positions are researched; run the exchange along the Conflict Map's Constructive Path; and use the 9-10 move — summarize points of agreement and disagreement, then qualify or justify your own view — as the closing step. The debate format itself — turn structure, timing, rebuttal and judging — is teacher-supplied. SOAR supplies the preparation, the disposition and the closing analysis, not the procedure.	**MET — WITH USAGE NOTE**
CC.5 Interpreting information across diverse media and formats	**6.CC.4** **7.CC.4** **8.CC.4** **9-10.CC.5** **Gr 11–12: none at this band**	**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 — layered comprehension (Layers 1–4) • 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 • Lesson 15: How to Write Paragraphs & Essays — collecting research and numbering each source on the 3D Writing Organizer **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 each connects to the chapter title; Layer 1, Step 3 Evaluate the Author, for the credibility clause at 9-10 • Speaking & Listening Map — Formal Listening: Lecture / Audio-Visual, Step 2 Prepare Your "Learning Structure," which previews a topic across several formats — textbook visuals and captions, other shared reading, short videos, video summaries in text, an internet search — before listening **Usage note:** Grades 6 and 7 interpret and analyze information across formats, which the routines above cover as printed. Grade 8 adds evaluating the motives behind a presentation — social, commercial or political — which is the Evaluate the Author step applied to a video or an advertisement rather than to a chapter, ranking the same four motivations. Grade 9-10 adds credibility and accuracy across multiple sources, which needs multiple completed Maps rather than one: run the routine once per source and set the results side by side.	**MET — WITH USAGE NOTE**

Standard family	Indiana codes	Where it is taught	Verdict
CC.6 Evaluating a speaker's argument, reasoning and rhetoric	**6.CC.5** **7.CC.5** **8.CC.5** **9-10.CC.6** **11-12.CC.5 (E)**	**SOAR 3.0** (book + software): • Lesson 12: How to Listen & Take Notes — the listening and note-taking routine, which is where a speaker's claims are captured before they can be evaluated • Lesson 11: How to Communicate with Teachers & Peers • Lesson 15: How to Write Paragraphs & Essays — Writing Roadmap (Argument), which names what a sound argument has to contain and so supplies the checklist a listener runs against • Lesson 16: How to Learn Grammar & Punctuation — the word-choice pass within the Revising & Editing Decoder (RED), for the stylistic-choices clause at 11-12 **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; Actively Listen, repeating the point in your own words before responding to it • Nonfiction Notes Map — Layer 4 After Reading, Argumentative Book analysis: the primary argument, the three points presented to support it, how rhetoric was used to communicate the position, and "did the author present convincing evidence to support his/her claim? Why/why not?" • Literary Elements Map — the Diction column, for naming a speaker's word choice and points of emphasis at 11-12 **Usage note:** Evaluating someone else's reasoning is the reverse of what SOAR teaches directly, and the same move used on RC.8 works on a live speaker. Have students fill an Argument Writing Roadmap from the talk rather than from their own thinking — the boxes that cannot be filled are where the reasoning failed — then run the Layer 4 question set on the talk afterwards. SOAR does not teach a taxonomy of fallacies. Where 9-10 and 11-12 expect students to identify fallacious reasoning or distorted evidence by name, the fallacy list is teacher-supplied.	**MET — WITH USAGE NOTE**
CC.7 Presenting claims and findings	**6.CC.6** **7.CC.6** **8.CC.6** **9-10.CC.7** **11-12.CC.6**	**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, Phase 1: Plan (purpose, topic, audience, angle, role), and the 3D Writing Organizer, sequenced into a logical order before the talk is built – Writing Roadmap (Argument), for the supporting-evidence and line-of-reasoning clause and, at 11-12, the counterclaim pocket that carries "address opposing perspectives" • 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, six steps covering logical order, the opening and closing and the lede; The Delivery, eight practice steps including practicing out loud standing with the visuals, practicing with variety, non-verbals, practicing for timing with planned pauses, mastering the opening, presenting to a real audience, recording on video, and a recovery script for mistakes **Usage note:** Grades 6, 7 and 8 name three delivery mechanics explicitly — appropriate eye contact, adequate volume and clear pronunciation. All three sit inside The Delivery's non-verbals and record-on-video steps, but they are practiced there rather than listed as criteria: make them the three scoring lines on the video review so each is observed rather than assumed. High school drops the mechanics in favor of line of reasoning and audience fit, both of which the Roadmap's Phase 1 and the Organizer's sequencing carry directly.	**MET — WITH USAGE NOTE**

Standard family	Indiana codes	Where it is taught	Verdict
CC.8 Multimedia and digital media in presentations	**6.CC.7** **7.CC.7** **8.CC.7** **Gr 9–10: none at this band** **11-12.CC.7 (E)**	**SOAR 3.0** (book + software): • Lesson 17: How to Give Presentations – building the slide deck, and Step 6, Confirm technology logistics: emailing a link, flash drive, cables and adapters – Section D — How to Strategically Use: Visuals, Props, & Digital Media • Exit Presentation: see Assessments in Teacher's Guide • Teacher Presentation Tool — the lesson-level presentation artifact, cited here as the delivery model rather than the software **ELA Maps** (optional): • Speaking & Listening Map — Formal Speaking: The Visuals — identify the visuals including photos, illustrations, physical props and multi-media; start from a clean slide template; the 5×5 rule and a maximum of two visuals per slide; test the presentation before delivering it **Usage note:** Grades 6, 7 and 8 ask for multimedia components and visual displays included to clarify information, which Section D and The Visuals cover as printed. Grade 11-12 raises the task from including multimedia to making strategic and creative use of digital media, and names interactive elements. Section D and the 5×5 rule carry selection and restraint; for the interactive clause, require one element the audience responds to — a poll, a prompted turn-and-talk, or a demonstration — and plan it in Phase 1 alongside purpose and audience rather than adding it at the end.	**MET — WITH USAGE NOTE**
CC.9 Analyzing media messages, bias and persuasion	**6.CC.8 (E)** **7.CC.8 (E)** **8.CC.8 (E)** **9-10.CC.8 (E)** **11-12.CC.8 (E)**	**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), run in reverse against a media message • Lesson 16: How to Learn Grammar & Punctuation — the word-choice pass within the Revising & Editing Decoder (RED), for the words-and-images clause at grade 7 **ELA Maps** (optional): • Nonfiction Notes Map — Layer 1, Step 3 Evaluate the Author: review the author's background and rank the likely motivation — persuade, inform, entertain or other; Layer 4 After Reading, Argumentative Book analysis: the primary argument, the three supporting points, how the author's background and rhetoric shaped the position, and "did the author present convincing evidence to support his/her claim? Why/why not?" **Usage note:** SOAR teaches students to evaluate one source and one author well. This family asks about media in aggregate, so run the existing routines ACROSS sources rather than within one. Take a single event and three accounts of it from different outlets. Students complete Evaluate the Author on each, then answer two questions: which parts of the event did each outlet put first and which did it leave out, and what would a reader who saw only one of the three now wrongly believe? Fill an Argument Writing Roadmap from each account so the boxes that cannot be filled show where the reasoning fails. That covers accuracy at grade 6, words and images at 7, false or misleading information at 8, and inclusion, exclusion and source reliability at 9-10. The taxonomies Indiana names at grades 8, 9-10 and 11-12 — persuasive and propaganda techniques, rhetorical and logical fallacies — are not taught in SOAR, and the aggregate effect of media on the public at 11-12 is not taught as a topic in either edition. The routines above show a student where a message is working on them; the vocabulary for naming the technique is teacher-supplied.	**MET — WITH USAGE NOTE**

NOTES

Claim. SOAR Learning & Soft Skills (3.0), with the ELA Maps where noted, addresses all 32 standard families of the 2023 Indiana Academic Standards for English/Language Arts, grades 6–12, across Reading Comprehension, Writing, and Communication and Collaboration: 7 MET — IN THE CURRICULUM, 25 MET — WITH USAGE NOTE.

How this correlation is built. Indiana writes separate standards for grades 6, 7 and 8 and for the 9–10 and 11–12 bands, and does not group them. SOAR grouped Indiana's 137 standards into 32 families, one row each; the grouping is SOAR's, not Indiana's. Each row's evidence serves the family across all five bands; where a band asks for more, the usage note says how to run it. Codes are Indiana's own, and (E) marks the standards Indiana identifies as essential.

Bands with no standard. Where a band reads "— none at this band," Indiana publishes no standard in that family at that grade. That is the state's structure, not a gap in coverage.

Where the ELA Maps are required. Five Reading Comprehension rows — RC.1, RC.2, RC.3, RC.4 and RC.15 — cite the ELA Maps as required evidence: the Fiction Story Map and the Literary Elements Map. Each of the five also cites SOAR 3.0; none rests on the Maps alone. The ELA Maps are a separate product, commonly bundled with SOAR Learning. The other twenty-seven rows stand on the SOAR 3.0 book and software; the W.4 row also cites the 5-Minute Fast-Write, available upon request.

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.

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. Indiana Department of Education, 2023 Indiana Academic Standards — English/Language Arts; grade-level documents for Grade 6, Grade 7, Grade 8, Grades 9-10 and Grades 11-12. Codes, domain learning outcomes, standard text and essential-mastery flags extracted verbatim from the IDOE grade-level PDFs (in.gov/doe). All 137 codes verified against the source documents, 2026-08-28. Vertical family grouping is SOAR's and is not published by IDOE.

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