ALIGNMENT

Nebraska ELA Standards: Grades 6–12

Nebraska’s College and Career Ready Standards for English Language Arts, grades 6–12 (Reading Prose and Poetry, Reading Informational Text, Vocabulary, Writing, Speaking and Listening) to SOAR Learning & Soft Skills (3.0) with the SOAR ELA Maps. 100% standards covered.

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

WHERE TO FIND EACH CORRELATION

Every row names the lesson and the section inside it, then says in one sentence what students do there. **SOAR Learning & Soft Skills (3.0)** is the student book and software. On most Reading Prose and Poetry rows the **SOAR ELA Maps** — the Fiction Story Map and the Literary Elements Map — are the evidence itself and are listed as **ELA Maps**. Where a Map would also serve a standard the book already carries, it is listed as **ELA Maps (optional)**. The Maps are a separate product, often bundled with SOAR Learning, especially when the course carries ELA credit.

ABOUT THESE STANDARDS

Nebraska's standards were approved by the Nebraska State Board of Education on September 2, 2021 and are organized into strands. Grades 6–12 share the same 26 standard families — the wording escalates, the structure does not — so this document has one row per family and prints the standard verbatim for every grade band, from grade 6 to grade 12. Nebraska codes the 9–10 band **LA.10.*** and the 11–12 band **LA.12.***.

HOW TO READ THIS CORRELATION

MET — IN THE CURRICULUM means the printed lessons and tools satisfy the standard as taught. **MET — WITH USAGE NOTE** means it is satisfied when the stated note is applied — a specific prompt layered onto a routine students already run. We publish the distinction rather than hide it: of 26 standard families, **20 are met in the curriculum** and **6 are met with a usage note**.

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 phrase of the standard appears verbatim in a single lesson.

Code	Category	Grade 6	Grade 7	Grade 8	Grade 9–10	Grade 11–12	Where it is taught · what students do · usage note where applicable	Verdict
READING PROSE AND POETRY (RP)								
RP.1	Central Ideas and Details — Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.	LA.6.RP.1 Determine the implied or explicit theme of a literary text and how it develops over the course of a text.	LA.7.RP.1 Determine two or more implied or explicit themes in a literary text and how they are supported with key details.	LA.8.RP.1 Determine two or more implied or explicit themes of a text and how they develop over the course of a literary text, including their relationship to supporting ideas.	LA.10.RP.1 Analyze the development of two or more implied or explicit themes over the course of a literary text or texts.	LA.12.RP.1 Evaluate the development of two or more implied or explicit themes over the course of a literary text or texts.	**ELA Maps**: Students mark theme evidence as they read a novel and carry it forward across chapters, then state the theme in their own words. • Fiction Story Map — theme and significance-of-events panels; 05 Story Coding: the (Th) Theme code, marking theme evidence while reading; carried across full novel studies in the Fiction Book Club format • Literary Elements Map — the Theme/Motif row	MET — IN THE CURRICULUM
Code	**Category**	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9–10**	**Grade 11–12**	**Where it is taught · what students do · usage note where applicable**	**Verdict**
RP.2	Central Ideas and Details — Citing relevant and thorough textual evidence to support ideas,	LA.6.RP.2 Explain how a plot unfolds as well as how the characters respond to events or	LA.7.RP.2 Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal	LA.8.RP.2 Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal	LA.10.RP.2 Analyze how the development of characters, settings, and important events contribute to the	LA.12.RP.2 Analyze the development and interaction of literary elements such as characterization,	**ELA Maps**: Students chart characters and events on the Story Map as the novel progresses and explain how each turn changes the next. • Fiction Story Map — characters, setting, conflict and event sequence, with 05 Story Coding,	MET — IN THE CURRICULUM

Code	Category	Grade 6	Grade 7	Grade 8	Grade 9–10	Grade 11–12	Where it is taught · what students do · usage note where applicable	Verdict
	evaluate the development of themes or central ideas in grade-level literary text.	changes as the plot moves toward a resolution.	aspects of characters, or create meaning.	aspects of characters, or create meaning.	meaning of the work as a whole.	setting, and plot, and how they contribute to the meaning of the work as a whole.	carried across full novel studies in the Fiction Book Club format • Literary Elements Map — the Plot Development, Character Development and Setting rows	
RP.3	Author's Craft — Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.	LA.6.RP.3 Explain how an author establishes and conveys the point(s) of view of a narrator or speaker in a literary text.	LA.7.RP.3 Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a literary text.	LA.8.RP.3 Analyze how an author establishes, conveys, and contrasts the points of view of the audience and the characters to create effects such as suspense, humor, or dramatic irony in a literary text.	LA.10.RP.3 Analyze how the author's choices related to perspective or point of view contribute to the meaning, significance, or aesthetic of a literary text.	LA.12.RP.3 Evaluate an author's use of point of view and how it contributes to the meaning, significance, or aesthetic of a literary text.	**ELA Maps**: Students name the narrator, the vantage point, and what the reader can and cannot know because of it. • Fiction Story Map — 05 Story Coding; the point-of-view panel; the author-purpose panel • Literary Elements Map — the map framework that carries the analysis, worked with the element cards	**MET — IN THE CURRICULUM**
RP.4	Author's Craft — Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.	LA.6.RP.4 Analyze how a sequence of chapters, scenes, or stanzas contribute to the development of literary elements (e.g. theme, setting, or plot).	LA.7.RP.4 Analyze the structure of a literary text, and how the structure contributes to its theme(s) and meaning.	LA.8.RP.4 Compare and contrast the structure of two or more literary texts and how their structures contribute to style and meaning.	LA.10.RP.4 Analyze how an author uses text structure, including the manipulation of time (e.g., foreshadowing, flashbacks) to create literary effects such as mystery, tension, and suspense.	LA.12.RP.4 Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact.	**ELA Maps**: Students track where each scene sits in the arc and what the ordering accomplishes. • Fiction Story Map — event sequence; 05 Story Coding, tracking structure across chapters and scenes • Literary Elements Map — the Structure column (arrangement of information and ideas) and the Plot Development row	**MET — IN THE CURRICULUM**
Code	**Category**	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9–10**	**Grade 11–12**	**Where it is taught · what students do · usage note where applicable**	**Verdict**
RP.5	Knowledge and Ideas — Citing relevant and thorough textual evidence to support ideas, evaluate how an author's	LA.6.RP.5 Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels, fantasy	LA.7.RP.5 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the	LA.8.RP.5 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths,	LA.10.RP.5 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare	LA.12.RP.5 Apply knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of	**ELA Maps**: Students read paired titles and compare how each treats the same theme or topic. **Usage note:** Choose the pairing, not a new method. SOAR supplies the comparison routine; the grades 11–12 standard also requires foundational works of a named era. When you set	**MET — WITH USAGE NOTE**

Code	Category	Grade 6	Grade 7	Grade 8	Grade 9–10	Grade 11–12	Where it is taught · what students do · usage note where applicable	Verdict
	perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	stories) and their treatment of similar themes and topics.	same period.	traditional stories, or religious works.	treats a theme or topic from the Bible).	literature, including how two or more texts from the same period treat similar themes or topics.	the Book Club calendar, pair one contemporary title with one era title from your existing reading list and run the same compare/contrast routine across the two. • Fiction Story Map — run once per title in the paired-title Fiction Book Club format; 01 Before Reading: Text-to-Self / Text / World connections; 05 Story Coding: the (TT) Text-to-Text code tagged across the pair • Literary Elements Map — the same element rows worked on each title, comparing which tools each author reached for to accomplish the same element	
RP.6	Knowledge and Ideas — Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	LA.6.RP.6 Analyze a literary text to answer and develop inferential and evaluative questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.	LA.7.RP.6 Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.	LA.8.RP.6 Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.	LA.10.RP.6 Analyze the implied or stated theme(s) in a literary text to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.	LA.12.RP.6 Evaluate themes within and across literary texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4), the questioning routine • 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**: Students generate questions before, during and after reading and answer them with quoted or paraphrased evidence. • Fiction Story Map — including 05 Story Coding, carried across full novel studies in the Fiction Book Club format; p. 4 prompts an objective summary built around the theme of the story • Literary Elements Map — students identify how the author developed that theme, and which literary elements were used to do it	**MET — IN THE CURRICULUM**
Code	**Category**	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9–10**	**Grade 11–12**	**Where it is taught · what students do · usage note where applicable**	**Verdict**
RP.7	Knowledge and Ideas — Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or	LA.6.RP.7 Compare and contrast regional, national, and/or multicultural perspectives within and across literary texts.	LA.7.RP.7 Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker	LA.8.RP.7 Analyze regional, national, international, and/or multicultural perspectives to make connections	LA.10.RP.7 Analyze multiple perspectives within and across a wide range of literary texts.	LA.12.RP.7 Analyze and evaluate multiple perspectives within and across a wide range of literary texts.	**ELA Maps**: Students compare how two texts from different vantage points treat the same subject and record where the accounts diverge. • Fiction Story Map — run once per title in the paired-title Fiction Book Club format; 01 Before Reading: Point-of-View, "Who is telling the story?"; 05 Story Coding: the (P) Perspective code and the (TT) Text-to-Text code	**MET — IN THE CURRICULUM**

Code	Category	Grade 6	Grade 7	Grade 8	Grade 9–10	Grade 11–12	Where it is taught · what students do · usage note where applicable	Verdict
	use of point of view shapes the style and meaning of grade-level literary and informational text.		introduces, illustrates, or describes characters or individuals, events, and ideas within and across literary texts.	among and distinctions between characters or ideas within and across a range of literary texts.			• Literary Elements Map — the Point-of-View row and the Author's Purpose row	
RP.8	Range of Reading and Level of Text Complexity — Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	LA.6.RP.8 Read and comprehend a wide range of literary text of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.	LA.7.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.	LA.8.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.	LA.10.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.	LA.12.RP.8 Read and comprehend a wide range of literary texts in the 12-CCR grade band independently and proficiently.	**SOAR 3.0** (book + software): • 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, used to diagnose and fix what stops comprehension **ELA Maps**: One set of skills, every grade and every text: the Fiction Story Map is the same map for a three-page short story and a four-hundred-page novel, and the same map in grade 6 and grade 12. Because the instruction starts with the skill rather than with a content level, the map does not have to be swapped out as the reading gets longer or harder — students bring the same routine to whatever text is put in front of them. • Fiction Story Map — carried across sustained, full-length novel studies through the year in the Fiction Book Club format	**MET — IN THE CURRICULUM**
READING INFORMATIONAL TEXT (RI)								
RI.1	Central Ideas and Details — Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.	LA.6.RI.1 Determine the implied or explicit central idea of an informational text and how it develops over the course of a text.	LA.7.RI.1 Determine two or more implied or explicit central ideas of an informational text and how they are supported with key details.	LA.8.RI.1 Determine two or more implied or explicit central ideas and how they develop over the course of an informational text, including their relationship to supporting ideas.	LA.10.RI.1 Analyze the development of two or more implied or explicit central ideas over the course of an informational text or texts.	LA.12.RI.1 Evaluate the development of central ideas over the course of an informational text or texts.	**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 — reducing a text to its controlling idea **ELA Maps** (optional): Students preview for the controlling idea, then confirm or revise it after reading and state it in one sentence. • Nonfiction Notes Map (Social Studies / Science & Math) — Layer 1 Before Reading; Layers 3 & 4 After Reading	**MET — IN THE CURRICULUM**

Code	Category	Grade 6	Grade 7	Grade 8	Grade 9–10	Grade 11–12	Where it is taught · what students do · usage note where applicable	Verdict
RI.2	Central Ideas and Details — Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.	LA.6.RI.2 Explain how a key individual, event, or idea or concept is introduced and developed, drawing on specific supporting details in an informational text.	LA.7.RI.2 Analyze the relationships and interactions between individuals, events, and/or ideas or concepts, drawing on specific supporting details in an informational text.	LA.8.RI.2 Analyze how particular events, interactions between individuals, or key facts and details contribute to meaning.	LA.10.RI.2 Analyze how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.	LA.12.RI.2 Synthesize and evaluate how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.	**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 — showing how ideas connect **ELA Maps** (optional): Students map the people, events and ideas in a text and draw the links between them. • Nonfiction Notes Map — Social Studies	**MET — IN THE CURRICULUM**
RI.3	Author's Craft — Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.	LA.6.RI.3 Explain how an author establishes and conveys a perspective or purpose in an informational text.	LA.7.RI.3 Analyze how an author establishes or conveys a perspective or purpose and distinguishes it from that of others.	LA.8.RI.3 Analyze how an author establishes, conveys, and contrasts perspective or purpose in a text and how the author acknowledges and responds to conflicting evidence or viewpoints.	LA.10.RI.3 Analyze an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	LA.12.RI.3 Evaluate an author's perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text.	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4) **ELA Maps** (optional): Students name why the author wrote the piece and what that motive does to the content. • Nonfiction Notes Map — Step 3: Evaluate the Author (rank the motive: persuade / inform / entertain)	**MET — IN THE CURRICULUM**
RI.4	Author's Craft — Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.	LA.6.RI.4 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	LA.7.RI.4 Analyze how the major sections of text contribute to the development of ideas in an informational text.	LA.8.RI.4 Compare and contrast the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.	LA.10.RI.4 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	LA.12.RI.4 Evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes the points clear, convincing, and engaging.	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — text features, headings and previewing structure • Lesson 12: How to Listen & Take Notes — capturing structure as it is delivered **ELA Maps** (optional): Students read the headings and text features first to predict the organization, then note where the text departs from it. Choosing between the two Nonfiction Notes Maps is itself an act of structural awareness: students judge how the piece in front of them is built, then select the map that matches it. • Nonfiction Notes Map (Science & Math / Social Studies) — structure panels	**MET — IN THE CURRICULUM**

Code	Category	Grade 6	Grade 7	Grade 8	Grade 9–10	Grade 11–12	Where it is taught · what students do · usage note where applicable	Verdict
RI.5	Knowledge and Ideas — Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational text.	LA.6.RI.5 Compare and contrast one author's presentation of information with that of another.	LA.7.RI.5 Compare and contrast how two or more authors provide conflicting information on the same topic, including where the texts disagree on matters of evidence or interpretation.	LA.8.RI.5 Analyze how two or more texts provide conflicting information on the same topic, including where the texts disagree on matters of evidence or interpretation.	LA.10.RI.5 Analyze informational texts of historical and/or cultural significance, including their treatment of related topics and concepts.	LA.12.RI.5 Analyze seventeenth-, eighteenth-, and nineteenth-century works of historical and literary significance for their central ideas, purposes, and rhetorical style.	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays — collecting research and numbering each source on the 3D Writing Organizer **ELA Maps** (optional): Students place two accounts of the same topic side by side and record where they agree, differ and why. **Usage note:** Two texts, one question. Have students run the Lesson 10 reading process on two accounts of the same topic, then answer in writing: what does each author claim, what does each one include that the other leaves out, and why might that be? Those three answers are the comparison the standard asks for. If your students have the Nonfiction Notes Map, p. 4 is where that answer gets built — the graphic organizer there already shows students how to arrange their ideas and attach the evidence for each, which is exactly the shape a comparative analysis needs. If the topic is also a research topic, use the source numbers students already assign on the 3D Writing Organizer so the same comparison carries into their draft. For grades 11–12, make one of the two accounts a work from the historical era the standard names. • Nonfiction Notes Map — Step 3: Evaluate the Author; p. 4 prompts a written summary of the reading and guides students in fleshing out and citing their ideas	**MET — WITH USAGE NOTE**

Code	Category	Grade 6	Grade 7	Grade 8	Grade 9–10	Grade 11–12	Where it is taught · what students do · usage note where applicable	Verdict
RI.6	Knowledge and Ideas — Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level	LA.6.RI.6 Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.	LA.7.RI.6 Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.	LA.8.RI.6 Analyze the development of an argument and evaluate the effectiveness of the type(s) of reasoning used to support the argument.	LA.10.RI.6 Compare and contrast the development of different arguments on the same topic, evaluating the effectiveness and validity of the claims.	LA.12.RI.6 Compare and contrast the development of multiple arguments in texts of related topics, evaluating the effectiveness and validity of the claims.	**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): claim, reasons, evidence **ELA Maps** (optional): Students name the claim, list the reasons offered for it, and judge whether the evidence carries the claim. **Usage note:** Read the Argument Roadmap backwards. Students already build	**MET — WITH USAGE NOTE**

Code	Category	Grade 6	Grade 7	Grade 8	Grade 9–10	Grade 11–12	Where it is taught · what students do · usage note where applicable	Verdict
	informational text.						claim–reason–evidence when they write. Hand them a published argument and have them fill the same Roadmap from it; the empty boxes are the holes in the author's reasoning. • Nonfiction Notes Map — Step 3: Evaluate the Author	
RI.7	Knowledge and Ideas — Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational text.	LA.6.RI.7 Compare and contrast regional, national, and/or multicultural perspectives within and across informational texts.	LA.7.RI.7 Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across informational texts.	LA.8.RI.7 Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between individuals or ideas within and across a range of informational texts.	LA.10.RI.7 Analyze how an author or speaker unfolds a series of events, ideas, or perspectives within and across a wide range of informational texts.	LA.12.RI.7 Analyze and evaluate multiple perspectives within and across a wide range of informational texts.	**SOAR 3.0** (book + software): • Lesson 12: How to Listen & Take Notes — the listening and note-taking routine • Articles — curated readings (every lesson, found in the Teacher Presentation Tool) • Multi-Media Links — curated video (every lesson, found in the Teacher Presentation Tool) • Turn & Talk — structured peer discussion (every lesson, found in the Teacher Presentation Tool) **ELA Maps** (optional): Students take notes across several curated accounts of one topic, then talk through where the accounts diverge. • Nonfiction Notes Map — Social Studies	**MET — IN THE CURRICULUM**
RI.8	Range of Reading and Level of Text Complexity — Read and comprehend complex, grade-level informational text independently and proficiently.	LA.6.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.	LA.7.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.	LA.8.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.	LA.10.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 9- 10 grade band proficiently, with scaffolding as needed at the high end of the range.	LA.12.RI.8 Read and comprehend a wide range of informational texts in the 12-CCR grade band independently and proficiently.	**SOAR 3.0** (book + software): • Articles — curated readings (every lesson, found in the Teacher Presentation Tool) • Lesson 10: How to Read Textbooks and Nonfiction — the full reading process on assigned and self-selected text **ELA Maps** (optional): One set of skills, every subject, every grade: Lesson 10 and the Nonfiction Notes Map are the same in grade 6 as in grade 12. Because instruction starts with the skill rather than with a content level, the routine carries students into whatever complexity the grade band puts in front of them — the rigor of the text rises, the process does not have to be relearned. • Nonfiction Notes Map (Social Studies / Science & Math)	**MET — IN THE CURRICULUM**
VOCABULARY (V)								

Code	Category	Grade 6	Grade 7	Grade 8	Grade 9–10	Grade 11–12	Where it is taught · what students do · usage note where applicable	Verdict
V.1	Acquisition and Use — Build and use a range of conversational, academic, and discipline-specif ic grade-level vocabulary and apply to reading, writing, speaking, and listening.	LA.6.V.1 Integrate gradelevel academic vocabulary appropriately for a variety of tasks and purposes. a. Use context clues (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible). c. Consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.	LA.7.V.1 Integrate gradelevel academic vocabulary appropriately for a variety of tasks and purposes. a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible). c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.	LA.8.V.1 Integrate gradelevel academic vocabulary appropriately for a variety of tasks and purposes. a. Use context clues (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., recede, precede). c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.	LA.10.V.1 Integrate gradelevel academic vocabulary appropriately for a variety of tasks and purposes. a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis). c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, or etymology of words.	LA.12.V.1 Integrate gradelevel academic vocabulary appropriately for a variety of tasks and purposes. a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.	**SOAR 3.0** (book + software): • Lesson 13: How to Study & Learn New Terms – the term-study routine – How to study English language arts (ELA) — link an unfamiliar word's meaning to the surrounding context, then replace it with an appropriate synonym • Lesson 16: How to Learn Grammar & Punctuation — downloadable reference charts (StudySkills.com/bonus-v3) **ELA Maps** (optional): Students log every unfamiliar term, work out a concise meaning from context, and study it with a repeatable routine. **Usage note:** Add two lines to the term entry students already make. (1) Word parts — break the word apart and note what each piece contributes; keep a running class list of the roots and affixes that recur in your texts. (2) Reference check — when context and word parts both fail, students look the term up and record three things: part of speech, pronunciation, and the one definition that fits this sentence. Choosing among a dictionary's several meanings is the skill. Any reference will do — the course glossary, a classroom dictionary, or the one built into the device they draft on. • Nonfiction Notes Map — Key Terms box	**MET — WITH USAGE NOTE**

Code	Category	Grade 6	Grade 7	Grade 8	Grade 9–10	Grade 11–12	Where it is taught · what students do · usage note where applicable	Verdict
V.2	Context and Connotation — Determine or clarify the meaning of unknown and m ultiple-meaning words and phrases, choosing flexibly from a range of strategies.	LA.6.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. a. Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context. b. Determine the relationship between words (e.g., cause/effect, part/whole, item/category). c. Distinguish between the connotations of words with similar denotations (e.g., economical, thrifty).	LA.7.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. a. Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context. b. Determine the relationship between words (e.g., cause/effect, part/whole, item/category). c. Distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).	LA.8.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Determine the relationship between particular words to better understand each of the words. c. Distinguish between the connotations of words with similar denotations (e.g., willful, resolute).	LA.10.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in text. b. Analyze nuances in the meanings of words with similar denotations.	LA.12.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in text. b. Analyze nuances in the meanings of words with similar denotations.	**SOAR 3.0** (book + software): • Lesson 16: How to Learn Grammar & Punctuation — the word-choice pass within the Revising & Editing Decoder (RED) • Lesson 13: How to Study & Learn New Terms — technical and discipline-specific vocabulary **ELA Maps**: • Literary Elements Map — literary vocabulary built through the Map's six element rows and three tool columns, the Tier 1 to Tier 3 cards naming figures of speech (simile, metaphor, idiom, personification, hyperbole) and connotation directly **ELA Maps** (optional): Students examine word choice on the revision pass, and the Literary Elements Map's Tier cards name the figure of speech and the connotation directly rather than leaving either to inference. • Fiction Story Map — conflict analysis, theme and significance of events	**MET — IN THE CURRICULUM**

WRITING (W)

Code	Category	Grade 6	Grade 7	Grade 8	Grade 9–10	Grade 11–12	Where it is taught · what students do · usage note where applicable	Verdict
W.1	Production of Writing — Use a recursive writing process to produce clear and coherent writing appropriate to	LA.6.W.1 Create grammatically correct multiparagraph compositions with varied sentence	LA.7.W.1 Create grammatically correct multiparagraph compositions with varied sentence	LA.8.W.1 Create grammatically correct multiparagraph compositions with varied sentence	LA.10.W.1 Compose grammatically correct multiparagraph compositions to convey meaning and add variety,	LA.12.W.1 Compose grammatically correct multiparagraph compositions to convey meaning and to add	**SOAR 3.0** (book + software): Students run the RED over their own draft, symbol by symbol, and repair conventions before submitting. • Lesson 16: How to Learn Grammar & Punctuation – Revising & Editing Decoder (RED)	**MET — IN THE CURRICULUM**

Code	Category	Grade 6	Grade 7	Grade 8	Grade 9–10	Grade 11–12	Where it is taught · what students do · usage note where applicable	Verdict
	the discipline, audience, and/or context.	structures. a. Apply knowledge of rules for capitalization. b. Use punctuation (e.g., commas, parentheses, dashes) to set off non-restrictive clauses. c. Use a colon to introduce items in a series; use a semicolon to combine independent clauses. d. Explain the function of articles (e.g., definite and indefinite) and apply knowledge to writing. e. Identify and use verb tenses (e.g., progressive). f. Distinguish between and use different types of phrases (e.g., prepositional and appositive). g. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.	structures. a. Apply knowledge of rules for capitalization. b. Use a comma to separate coordinate adjectives. c. Distinguish between and use types of clauses (e.g., noun, relative, adverbial), modifiers (e.g., misplaced and dangling), and adjectives (coordinate and cumulative). d. Use a variety of prepositional and appositive phrases in sentences and paragraphs. e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.	structures. a. Apply knowledge of rules for capitalization. b. Use punctuation (comma, ellipsis, dashes) to indicate a pause or break and an ellipsis to indicate an omission. c. Explain the function of and use different types of verbals in sentences (e.g., gerunds, participles, infinitives). d. Distinguish between and use active and passive voice, formal and informal tone, and types of grammatical mood (e.g. indicative, subjunctive, conditional, imperative). e. Use appropriate parallel structure in words, phrases, and clauses. f. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, and mood.	interest, and fluency to written and spoken language. a. Apply knowledge of rules for capitalization. b. Use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb. c. Apply knowledge of function and usage to revise personal writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials. d. Select and use verbs with appropriate voice and mood. e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, mood, and parallel structure.	variety, interest, and fluency to written and spoken language. a. Demonstrate understanding that usage is a matter of convention, can evolve, and is sometimes contested. b. Apply knowledge of function and usage to revise personal and peer writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.	– Grammar Symbols and the Four-Square Sentence – downloadable grammar reference charts (StudySkills.com/bonus-v3)	

Code	Category	Grade 6	Grade 7	Grade 8	Grade 9–10	Grade 11–12	Where it is taught · what students do · usage note where applicable	Verdict
W.2	Production of Writing — Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.	LA.6.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline. a. Use prewriting activities and inquiry tools to plan, organize, and draft writing. b. Adapt writing processes to sustain engagement in short and longterm writing tasks of increasing length and complexity. c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers. d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers. e. Use appropriate print and digital/multi media tools to produce, enhance, and/or publish writing individually or in	LA.7.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline. a. Use prewriting activities and inquiry tools to plan, organize, and draft writing. b. Adapt writing processes to sustain engagement in short and longterm writing tasks of increasing length and complexity. c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers. d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers. e. Use appropriate print and digital/multi media tools to produce, enhance, and/or publish writing individually or in	LA.8.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline. a. Identify and use resources and inquiry tools to plan, organize, and draft writing. b. Adapt writing processes to sustain engagement in short and longterm writing tasks of increasing length and complexity. c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers. d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers. e. Use appropriate print and digital/multi media tools to produce, enhance, and/or publish writing individually or in	LA.10.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline. a. Identify and use resources and inquiry tools to plan, organize, and draft writing. b. Adapt writing processes to sustain engagement in short and longterm writing tasks of increasing length and complexity. c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure. d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task. e. Use appropriate print and digital/multi	LA.12.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline. a. Identify and use resources and inquiry tools to plan, organize, and draft writing. b. Adapt writing processes to sustain engagement in short and longterm writing tasks of increasing length and complexity. c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure. d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task. e. Use appropriate print and digital/multi	**SOAR 3.0** (book + software): Students plan on the Roadmap, build on the Organizer, then revise and edit with the RED before publishing. • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role) – 3D Writing Organizer, including the digital version • Lesson 16: How to Learn Grammar & Punctuation — Revising & Editing Decoder (RED) for the revise and edit passes	**MET — IN THE CURRICULUM**

Code	Category	Grade 6	Grade 7	Grade 8	Grade 9–10	Grade 11–12	Where it is taught · what students do · usage note where applicable	Verdict
		collaboration with peers.	collaboration with peers.	collaboration with peers.	media tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	media tools to produce, enhance, and/or publish writing individually or in collaboration with peers.		

Code	Category	Grade 6	Grade 7	Grade 8	Grade 9–10	Grade 11–12	Where it is taught · what students do · usage note where applicable	Verdict
W.3	Modes of Writing — Write in a variety of modes for a variety of purposes and audiences across disciplines.	LA.6.W.3 Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience. a. Engage and orient the reader by establishing a context and introducing a narrator and/or character(s) and point of view; organize an event sequence that unfolds naturally and logically. b. Use literary techniques (e.g. dialogue, pacing, description) to develop characters, events, settings, and conflicts. c. Use a variety of transitional words and phrases to signal	LA.7.W.3 Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience. a. Engage and orient the reader by establishing a context and introducing a narrator and/or character(s), establishing and maintaining a point of view, and organizing an event sequence that unfolds naturally and logically. b. Use literary techniques (e.g., dialogue, pacing, description) to develop characters, events, settings, and conflicts. c. Use a variety of transitional	LA.8.W.3 Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience. a. Engage and orient the reader by establishing a conflict, situation, or observation, introducing a narrator and/or character(s), and establishing and maintaining point(s) of view; organize an event sequence that unfolds naturally and logically. b. Use literary techniques (e.g., dialogue, pacing, description, multiple plot lines) to develop experiences, events, characters, and	LA.10.W.3 Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and audience. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use literary techniques, such as dialogue, pacing, description, reflection, and	LA.12.W.3 Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and discipline. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use literary techniques, such as dialogue, pacing, description, reflection, and	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap (Narrative) – Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role) About the three Roadmaps: SOAR ships the Writing Roadmap in three genre versions — Narrative, Expository and Argument. Three of the four pages are identical across all three, so students learn one writing process, not three. Only p. 2, the genre-specific planning guide, differs. That is where students see, side by side, how purpose and audience change the planning moves while the process around them stays the same. **ELA Maps**: Students plan the narrative arc on the Roadmap, then draft with the orienting, sequencing and closing moves it prompts, drawing the figurative-language moves they use from the Tier cards. • Literary Elements Map — literary vocabulary, Tier 1 to Tier 3 cards naming figures of speech and connotation directly, applied to the student's own draft	**MET — IN THE CURRICULUM**

Code	Category	Grade 6	Grade 7	Grade 8	Grade 9–10	Grade 11–12	Where it is taught · what students do · usage note where applicable	Verdict
		shifts from one character, time frame, or setting to another. d. Use precise words and phrases, descript ive/sensory details, and figurative language to express personal or narrative voice. e. Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.	words and phrases to signal shifts from one character, time frame, or setting to another. d. Use precise words and phrases, descript ive/sensory details, and figurative language to express personal or narrative voice. e. Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.	settings. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, descript ive/sensory details, and figurative language to establish mood and tone and convey a vivid picture. e. Provide a conclusion that is clearly related to and reflects upon what is experienced, observed, or left unresolved over the course of the piece.	multiple plot lines, to develop experiences, events, settings, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to establish mood and tone. e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.	multiple plot lines, to develop experiences, events, settings, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to set mood and tone. e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.		

Code	Category	Grade 6	Grade 7	Grade 8	Grade 9–10	Grade 11–12	Where it is taught · what students do · usage note where applicable	Verdict
W.4	Modes of Writing — Write in a variety of	LA.6.W.4 Write arguments that explain a	LA.7.W.4 Write arguments that develop a	LA.8.W.4 Write arguments that develop a	LA.10.W.4 Write arguments that develop a	LA.12.W.4 Write arguments that develop a	**SOAR 3.0** (book + software): Students state the claim, group supporting reasons on the Organizer, and attach numbered	**MET — IN THE CURRICULUM**

Code	Category	Grade 6	Grade 7	Grade 8	Grade 9–10	Grade 11–12	Where it is taught · what students do · usage note where applicable	Verdict
	modes for a variety of purposes and audiences across disciplines.	perspective with supporting reasons and evidence. a. Introduce a claim clearly and develop a structure in which the ideas are grouped logically. b. Use relevant evidence from two or more credible sources. c. Use words, phrases, and key vocabulary to clarify the relationship between claim(s) and supporting evidence. d. Provide a concluding statement or section that follows from the argument presented.	perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience. a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate. b. Explain and cite relevant evidence from multiple credible sources. c. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between claim(s) and supporting evidence. d. Provide a concluding statement or section that follows from and supports the argument(s) presented.	perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience. a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate. b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or supporting claims, and develop a structure in which ideas are grouped logically. c. Explain and cite relevant evidence from multiple credible sources. d. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between the claim(s) and supporting evidence. e. Adapt style and tone appropriate to the norms and conventions of	perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience. a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims. b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration. c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence. d. Adapt style and tone appropriate to the norms and	perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience. a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims. b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration. c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence. d. Adapt style and tone appropriate to the norms and	evidence to each. • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap (Argument) – Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role) – 3D Writing Organizer	

Code	Category	Grade 6	Grade 7	Grade 8	Grade 9–10	Grade 11–12	Where it is taught · what students do · usage note where applicable	Verdict
				the task and discipline. f. Provide a conclusion that follows from and supports the argument(s) presented.	conventions of the task and discipline. e. Provide a conclusion that follows from and supports the argument(s) presented.	conventions of the task and discipline. e. Provide a conclusion that follows from and supports the argument(s) presented.		
Code	**Category**	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9–10**	**Grade 11–12**	**Where it is taught · what students do · usage note where applicable**	**Verdict**
W.5	Modes of Writing — Write in a variety of modes for a variety of purposes and audiences across disciplines.	LA.6.W.5 Write informative /explanatory pieces to examine a topic or text and clearly convey ideas and information. a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements. b. Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic. c. Use appropriate transitions and key vocabulary to clarify	LA.7.W.5 Write informative /explanatory pieces to examine a topic or text and clearly convey ideas and information. a. Introduce a topic clearly and provide a specific focus, grouping information logically and including text features, illustrations, and/or multimedia elements. b. Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic. c. Use appropriate transitions and key vocabulary to clarify	LA.8.W.5 Write informative /explanatory pieces to clearly convey ideas and information in which the development and structure are appropriate to the task, purpose, and audience. a. Introduce a topic clearly and provide a specific focus; organize ideas, concepts, and information into broader categories or sections including text features, illustrations, and/or multimedia elements. b. Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other	LA.10.W.5 Write informative /explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience. a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements. b. Develop the topic with relevant, sufficient facts,	LA.12.W.5 Write informative /explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience. a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements. b. Develop the topic thoroughly with relevant, sufficient facts,	**SOAR 3.0** (book + software): Students focus a topic on the Roadmap, then develop it with facts, definitions and examples on the Organizer. • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap (Expository) – 3D Writing Organizer • Lesson 13: How to Study & Learn New Terms — key vocabulary for clarifying relationships among ideas	**MET — IN THE CURRICULUM**

Code	Category	Grade 6	Grade 7	Grade 8	Grade 9–10	Grade 11–12	Where it is taught · what students do · usage note where applicable	Verdict
		relationships among ideas and concepts. d. Provide a concluding statement or section that follows from the information or explanation(s).	relationships among ideas and concepts. d. Provide a concluding statement or section that follows from the information or explanation(s).	information and examples. c. Use appropriate transitions and domain-specific vocabulary to clarify relationships among ideas and concepts. d. Provide a concluding statement or section that follows from the information or explanation(s).	extended definitions, concrete details, quotations, and/or other information and examples. c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.	extended definitions, concrete details, quotations, and/or other information and examples. c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.		
Code	**Category**	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9–10**	**Grade 11–12**	**Where it is taught · what students do · usage note where applicable**	**Verdict**
W.6	Modes of Writing — Write in a variety of modes for a variety of purposes and audiences across disciplines.	LA.6.W.6 Gather and use credible evidence from trustworthy sources and assess its relevance in answering a	LA.7.W.6 Gather and use credible evidence from multiple trustworthy sources and assess its relevance in	LA.8.W.6 Gather and use credible evidence from multiple trustworthy sources and assess its relevance in	LA.10.W.6 Gather and use credible evidence from multiple authoritative sources and assess its relevance in	LA.12.W.6 Gather and use credible evidence from multiple authoritative sources, evaluate the strengths and	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap (Expository), the tool this lesson introduces and the map students work the research through: Phase 1 Plan (p. 1) sets purpose, topic, audience, angle and role plus the guiding questions the paper has to answer, and p. 2 is the Expository planning guide	**MET — WITH USAGE NOTE**

Code	Category	Grade 6	Grade 7	Grade 8	Grade 9–10	Grade 11–12	Where it is taught · what students do · usage note where applicable	Verdict
		research question. a. Paraphrase and quote evidence to support ideas while avoiding plagiarism. b. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings. c. Select and use appropriate notetaking formats to collect and organize information. d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format. e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g.,	answering the research question. a. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism. b. Locate and evaluate the credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings. c. Select and use appropriate notetaking formats to collect and organize information. d. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format. e. Practice safe and ethical	answering the research question(s). a. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism. b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception) from print and digital sources to generate and answer questions and create new understandings. c. Select and use appropriate notetaking formats to collect and organize information. d. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a	answering the research question(s). a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism. b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings. c. Select and use appropriate notetaking formats to collect and organize information. d. Demonstrate academic integrity by avoiding overreliance on	limitations of sources in terms of the task, purpose, and audience, and assess their relevance in answering the research question(s). a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism. b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings. c. Select and use appropriate notetaking formats to collect	– collecting research and numbering each source on the 3D Writing Organizer – paraphrasing and quoting onto the Organizer • Lesson 12: How to Listen & Take Notes — selecting and using note-taking formats • Lesson 7: Organize Your Papers & Digital Files — managing sources and digital materials **ELA Maps** (optional): Students number every source on the Organizer, paraphrase onto it rather than copying, and carry the numbers into the source list. **Usage note:** Two columns added to the source list students already number on the 3D Writing Organizer. (1) CREDIBILITY (indicator b): for each numbered source, record who published it and what they gain if the reader believes it. A source no one can name, or one that profits from the conclusion, gets ranked lower before it is used — and a student who cannot fill the column has found their answer. The Nonfiction Notes Map's Evaluate the Author step supplies the same three-way ranking if your students have that map. (2) ETHICS (indicator e): the numbering system is already the plagiarism rule — anything traceable to a source carries its number, and anything unnumbered has to be the student's own. State it that way out loud. Add one question at the same time: may this material be reused, and how does the source say so? Students answer it before the material enters the draft, not after. • Nonfiction Notes Map — Step 3: Evaluate the Author (rank the motive: persuade / inform / entertain)	

Code	Category	Grade 6	Grade 7	Grade 8	Grade 9–10	Grade 11–12	Where it is taught · what students do · usage note where applicable	Verdict
		safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	standard format. e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g. MLA, APA, Chicago). e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	and organize information. d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago). e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).		
SPEAKING AND LISTENING (SL)								
Code	**Category**	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9–10**	**Grade 11–12**	**Where it is taught · what students do · usage note where applicable**	**Verdict**
SL.1	Comprehension and Collaboration — Communicate effectively and appropriately in collaborative	LA.6.SL.1 Prepare for and participate in structured discussions and collaborations about 6th grade	LA.7.SL.1 Prepare for and participate in structured discussions and collaborations about 7th grade	LA.8.SL.1 Initiate and participate in structured discussions and collaborations about 8th grade	LA.10.SL.1 Initiate and participate in structured discussions and collaborations about	LA.12.SL.1 Communicate effectively and appropriately in collaborative activities for a variety of tasks,	**SOAR 3.0** (book + software): Students run a structured Turn & Talk in every lesson, taking notes while listening and asking clarifying questions. • Turn & Talk — structured peer discussion (every lesson, found in the Teacher Presentation Tool)	**MET — IN THE CURRICULUM**

Code	Category	Grade 6	Grade 7	Grade 8	Grade 9–10	Grade 11–12	Where it is taught · what students do · usage note where applicable	Verdict
	activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.	topics and texts. a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. b. Demonstrate interpretation of verbal and nonverbal messages in a conversation. c. Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning). e. Complete a task following multi-step directions.	topics and texts. a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. b. Demonstrate interpretation of verbal and nonverbal messages in a conversation. c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning). e. Complete a task following multi-step directions.	topics and texts. a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. b. Demonstrate interpretation of verbal and nonverbal messages in a conversation. c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning). e. Complete a task following complex, multistep directions.	gradelevel topics and texts. a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. b. Demonstrate interpretation of verbal and nonverbal messages in a conversation. c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning). e. Complete a task following complex, multistep directions.	purposes, and audiences to express ideas, share knowledge, and generate new understandings. a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. b. Demonstrate interpretation of verbal and nonverbal messages in a conversation. c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning). e. Complete a task following complex, multistep directions.	• Writing Reflection (every lesson, found in the Teacher Presentation Tool) • Lesson 11: How to Communicate with Teachers & Peers — asking questions, group roles and shared deadlines • Lesson 12: How to Listen & Take Notes — the listening and note-taking routine **ELA Maps** (optional): • Speaking & Listening Map — active listening and clarifying questions	

Code	Category	Grade 6	Grade 7	Grade 8	Grade 9–10	Grade 11–12	Where it is taught · what students do · usage note where applicable	Verdict
SL.2	Presentation of Knowledge and Ideas — Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.	LA.6.SL.2 Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to clarify themes or central ideas. a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 6th grade texts. b. Convey a perspective with clear reasoning and support. c. Analyze the purpose and credibility of information being presented. d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language). e. Use appropriate visual and/or digital tools to	LA.7.SL.2 Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas. a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 7th grade texts. b. Convey a perspective with clear reasoning and valid evidence. c. Analyze the purpose and credibility of information being presented. d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words). e. Use	LA.8.SL.2 Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas. a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 8th grade texts. b. Convey a perspective with clear reasoning and valid evidence. c. Analyze the purpose of information being presented and evaluate its motives (e.g., social, commercial, political). d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes,	LA.10.SL.2 Present information, findings, and supporting evidence clearly and concisely and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences. a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts. b. Convey a perspective with clear reasoning and valid evidence. c. Analyze the purpose of information being presented, evaluate its motives (e.g., social, commercial, political), and determine its credibility. d. Demonstrate awareness of and sensitivity to the appropriate	LA.12.SL.2 Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences. a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts. b. Convey a perspective with clear reasoning and valid evidence. c. Evaluate the purpose of information being presented, its motives (e.g., social, commercial, political), and determine its credibility. d. Demonstrate awareness of and sensitivity to the appropriate use of words	**SOAR 3.0** (book + software): Students build and deliver presentations, including a graded Exit Presentation that synthesizes the term's learning. • Lesson 15: How to Write Paragraphs & Essays — Writing Roadmap (Argument) for the reasoning behind the claim • Lesson 17: How to Give Presentations — preparing content, visuals and delivery • Exit Presentation — the graded end-of-term synthesis project. **ELA Maps** (optional): **Usage note:** Indicator d asks for sensitivity to stereotypes and to the connotations of language. Lesson 17 already has students rehearse and adjust for audience — add one rehearsal question and give it to the partner, not the presenter: is there a word here that lands differently on someone in this room than it does on you? Then run the same word-choice test used in the RED — what the word means versus what it makes a listener feel — over the presentation script. Students who have done the V.2 work will recognize the move; this is the speaking-side application of it. • Speaking & Listening Map — content, visuals, delivery	**MET — WITH USAGE NOTE**

Code	Category	Grade 6	Grade 7	Grade 8	Grade 9–10	Grade 11–12	Where it is taught · what students do · usage note where applicable	Verdict
		enhance verbal communication and add interest.	appropriate visual and/or digital tools to enhance verbal communication and add interest.	multiple meanings of words). e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.	use of words (e.g., stereotypes, multiple meanings of words). e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.	(e.g., stereotypes, multiple meanings of words). e. Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.		

NOTES

Claim. SOAR Learning & Soft Skills (3.0), with the ELA Maps where noted, covers 100% of Nebraska's College and Career Ready ELA standards for grades 6–12 — 20 MET — IN THE CURRICULUM, 6 MET — WITH USAGE NOTE.

How to interpret the grade bands. Why there is no separate grade 9 or grade 11 standard. Nebraska writes grades 6, 7 and 8 individually, then switches to two-year bands: one set of standards for grades 9–10 and one for grades 11–12. Grade 9 is therefore covered by the 9–10 band and grade 11 by the 11–12 band — nothing is missing. Nebraska names each band for its upper grade, which is why the codes read **LA.10.*** and **LA.12.***. A ninth-grade teacher works from the LA.10 column; an eleventh-grade teacher works from the LA.12 column. Grades 6, 7 and 8 are coded LA.6, LA.7 and LA.8.

Structure. All five grade bands share exactly the same 26 standard families — RP.1–8, RI.1–8, V.1–2, W.1–6, SL.1–2 — so the matrix is complete with no empty cells and no family that exists in one grade but not another. Only the wording escalates. Reading strands (RP, RI) carry no curricular indicators at any grade; Vocabulary, Writing and Speaking and Listening do, and every indicator is reproduced in the grade cells.

Foundations of Reading and Writing. Foundations of Reading (F) and Foundations of Writing (FW) do not appear in grades 6–12. Nebraska ends Foundations of Reading at grade 5 (LA.5.F.3 Phonics and Word Analysis, LA.5.F.4 Fluency) and Foundations of Writing at grade 5. Their absence here is not an omission.

The Category column. The Category column shows Nebraska's middle tier of specificity — the category statement that stays constant across grades within a strand. Where the state varies that statement by a word or two between grade bands, the Grade 6 wording is shown.

Source. Nebraska Department of Education, Nebraska's College and Career Ready Standards for English Language Arts, approved by the Nebraska State Board of Education 2021-09-02. Codes, standard text and curricular indicators extracted verbatim from the grade-level sections: Grade 6 pp. 73–80, Grade 7 pp. 81–88, Grade 8 pp. 89–97, Grades 9–10 pp. 98–106, Grades 11–12 pp. 107–115.

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