ALIGNMENT

SOAR 3.0 + ELA Maps × South Carolina College- and Career-Ready English Language Arts Standards — Grades 6–English 4

SOAR Learning & Soft Skills (3.0), with the ELA Maps where noted, addresses all 27 indicator families across the three strands South Carolina writes for grades 6–English 4 (Applications of Reading, Research, and Written and Oral Communications) and all six Overarching Expectations of the South Carolina College- and Career-Ready English Language Arts Standards — 22 MET — IN THE CURRICULUM, 11 MET — WITH USAGE NOTE. One family, C.6.1 Handwriting, is marked not applicable: at every grade from 6 through English 4, South Carolina prints “This standard is not directly addressed after fifth grade.”

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** — carries most rows. Five literature rows — AOR.1.1, AOR.2.1, AOR.3.1, AOR.5.1 and AOR.10.1 — **require the SOAR ELA Maps** and rest on them alone: the Fiction Story Map and the Literary Elements Map are the evidence on those rows, not an add-on. The ELA Maps are a separate product, commonly bundled with SOAR Learning. Lines marked **ELA Maps (optional)** are additional correlation for schools that have those maps; they are never the sole evidence for a row. 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.

ABOUT THIS DOCUMENT

South Carolina writes its English Language Arts standards grade by grade, with a distinct indicator for grades 6, 7 and 8 and for each high-school course, English 1 through English 4. This correlation gives one row per indicator family across Applications of Reading, Research, and Written and Oral Communications — 27 correlated families, plus C.6.1 Handwriting, which South Carolina does not write at these grades — and one row for each of South Carolina's six Overarching Expectations. Each row's evidence serves the family at every grade and course, and each row prints South Carolina's code for every one of them (ELA.6.AOR.1.1 through ELA.E4.AOR.1.1, for example). The indicator wording itself is South Carolina's and is not reprinted here.

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 grade or course names something SOAR does not teach, the row's usage note says so and names it. **N/A (PER THE STANDARDS)** means South Carolina writes no indicator for that family at these grades, so there is nothing to correlate; the row is not counted in the claim. 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.

Indicator family	South Carolina codes	Where it is taught	Verdict
OVERARCHING EXPECTATIONS (OE)			
OE.1	**ELA.6.OE.1** **ELA.7.OE.1** **ELA.8.OE.1** **ELA.E1.OE.1** **ELA.E2.OE.1** **ELA.E3.OE.1** **ELA.E4.OE.1**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4), carried across a full chapter, unit or book • 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 • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role) – Writing Roadmap (Argument), (Expository) and (Narrative) — each piece planned, drafted, revised, edited and published across the Roadmap's six phases – Writing Roadmap, Phase 5: Publish — formatting the same piece differently for a blog than for an email newsletter, each with its own headline and call to action **ELA Maps** (optional): • Fiction Story Map — 01 Before Reading, 03 During Reading and 02 Unfamiliar Words & Phrases, carried across a full novel study in the Fiction Book Club format • Nonfiction Notes Map — Layers 1–4, carried across a full chapter, unit or book	**MET — IN THE CURRICULUM**

Indicator family	South Carolina codes	Where it is taught	Verdict
OE.2	**ELA.6.OE.2** **ELA.7.OE.2** **ELA.8.OE.2** **ELA.E1.OE.2** **ELA.E2.OE.2** **ELA.E3.OE.2** **ELA.E4.OE.2**	**SOAR 3.0** (book + software): • Lesson 12: How to Listen & Take Notes — the listening and note-taking routine • 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 Articles (student lesson and Teacher Presentation Tool): “How to Do Online Research & Verify Sources.” • Lesson 17: How to Give Presentations – visuals and delivery – building the slide deck, and Step 6, Confirm technology logistics: emailing a link, flash drive, cables and adapters • Lesson 15: How to Write Paragraphs & Essays — Writing Roadmap, Phase 5: Publish — formatting the same piece differently for a blog than for an email newsletter, each with its own headline and call to action **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 it connects to the chapter title • Speaking & Listening Map — Formal Speaking, The Visuals: identify photos, illustrations, physical props and multi-media; clean slide template; a maximum of two visuals per slide; test the presentation	**MET — IN THE CURRICULUM**
OE.3	**ELA.6.OE.3** **ELA.7.OE.3** **ELA.8.OE.3** **ELA.E1.OE.3** **ELA.E2.OE.3** **ELA.E3.OE.3** **ELA.E4.OE.3**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4) **ELA Maps** (optional): • Fiction Story Map — 04 At the End of Each Chapter: log each event, conversation and revelation with its Significance; 05 Story Coding: the (I) Inference code marks an interpretation the text does not state explicitly • Nonfiction Notes Map — Layer 3 After Reading: write your own quiz questions in the left margin, 2–5 per page, each answerable from the text	**MET — IN THE CURRICULUM**
OE.4	**ELA.6.OE.4** **ELA.7.OE.4** **ELA.8.OE.4** **ELA.E1.OE.4** **ELA.E2.OE.4** **ELA.E3.OE.4** **ELA.E4.OE.4**	**SOAR 3.0** (book + software): • Lesson 11: How to Communicate with Teachers & Peers — Ten ways to manage group work, roles and shared deadlines • Lesson 12: How to Listen & Take Notes — the listening and note-taking routine • Lesson 17: How to Give Presentations — preparing content, visuals and delivery • Turn & Talk prompts: see Teacher Presentation Tool, under “Optional Activities” (in all lessons) **ELA Maps** (optional): • Speaking & Listening Map — The Invisible Layers of Communication, which separates a speaker’s stated message from the feelings, intentions, values and needs behind it; the Empathy Map’s seven zones; the Conflict Map’s “Evaluate all Perspectives” step; and Actively Listen (“Is there more?”, clarifying questions, repeating in your own words) • Literary Elements Map — Book Club discussion is the Map’s assessed layer: students hold a substantive conversation about the elements, defending placements where several are defensible; engaging at any level, including with scaffolded support, meets the standard	**MET — IN THE CURRICULUM**

Indicator family	South Carolina codes	Where it is taught	Verdict
OE.5	**ELA.6.OE.5** **ELA.7.OE.5** **ELA.8.OE.5** **ELA.E1.OE.5** **ELA.E2.OE.5** **ELA.E3.OE.5** **ELA.E4.OE.5**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4), where the evidence students later draw on is first collected • Lesson 15: How to Write Paragraphs & Essays — Writing Roadmap, Phase 1: THE OUTCOME, guiding questions each needing three to four answers, every answer tagged with its numbered source **ELA Maps** (optional): • Fiction Story Map — 05 After Reading: Objective Summary of Theme, whose Paragraph Outline requires three examples, each answering "Why is this a good example?" • Literary Elements Map — every card a student places has to be pinned to the passage where the author used it and defended out loud; several placements are defensible, so the work is naming the evidence and arguing the interpretation from it	**MET — IN THE CURRICULUM**
OE.6	**ELA.6.OE.6** **ELA.7.OE.6** **ELA.8.OE.6** **ELA.E1.OE.6** **ELA.E2.OE.6** **ELA.E3.OE.6** **ELA.E4.OE.6**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 1: THE OUTCOME, which requires reading the directions, underlining every detail and stapling the rubric to the map before drafting begins – How to Write an Email — 3Qs + 1 Thank You, with sentence starters and the subject line written last – Writing Roadmap, Phase 5: Publish, which distinguishes formatting a piece for a blog from formatting it for an email newsletter, each with its own headline and call to action – Writing Roadmap, Punctuation REDecoder (Phase 4), item 12: title formatting — major works italicized or underlined, minor works in quotation marks, unpublished titles capitalized only • Lesson 16: How to Learn Grammar & Punctuation — Revising & Editing Decoder (RED) • Lesson 17: How to Give Presentations — preparing content, visuals and delivery	**MET — IN THE CURRICULUM**
APPLICATIONS OF READING (AOR)			
AOR.1.1 — Literary Elements	**ELA.6.AOR.1.1** **ELA.7.AOR.1.1** **ELA.8.AOR.1.1** **ELA.E1.AOR.1.1** **ELA.E2.AOR.1.1** **ELA.E3.AOR.1.1** **ELA.E4.AOR.1.1**	**ELA Maps** (required): • Fiction Story Map — 03 During Reading: Characters and Locations panels, tracking relationships and drawing connections across characters, locations and timeline details; 05 Story Coding: (D) Dynamic / (S) Static character codes and the (CD) Character Development code • Literary Elements Map — the Character Development row (PAIRS: physical description · actions and attitudes · inner thoughts · reactions · speech) and the Plot Development row (exposition · inciting action · rising action · conflict · climax · falling action · resolution), each worked across the Diction, Syntax and Structure columns, so students name how the author built the change over the course of the story rather than only noting that it happened	**MET — IN THE CURRICULUM**
AOR.1.2 — Figurative Language	**ELA.6.AOR.1.2** **ELA.7.AOR.1.2** **ELA.8.AOR.1.2** **ELA.E1.AOR.1.2** **ELA.E2.AOR.1.2** **ELA.E3.AOR.1.2** **ELA.E4.AOR.1.2**	**SOAR 3.0** (book + software): • Lesson 16: How to Learn Grammar & Punctuation — the word-choice pass within the Revising & Editing Decoder (RED) **ELA Maps** (optional): • Literary Elements Map — the Diction column (word choice), including its Figurative Language cards and the symbolism card South Carolina names at grade 8; the Structure column's allusion card (English 1) and allegory card (English 2); the Author's Purpose row, with Tone and Mood beneath it • Fiction Story Map — 05 Story Coding: the (M/T) Mood/Tone code; conflict analysis, theme, significance of events **Usage note:** In the RED's word-choice pass, add one prompt — name what the word literally says, then what it makes the reader picture or feel. Run it on the student's own draft and on one passage from the current novel study.	**MET — WITH USAGE NOTE**

Indicator family	South Carolina codes	Where it is taught	Verdict
AOR.2.1 — Theme	**ELA.6.AOR.2.1** **ELA.7.AOR.2.1** **ELA.8.AOR.2.1** **ELA.E1.AOR.2.1** **ELA.E2.AOR.2.1** **ELA.E3.AOR.2.1** **ELA.E4.AOR.2.1**	**ELA Maps** (required): • Fiction Story Map — 05 After Reading: Objective Summary of Theme, with the Paragraph Outline scaffold (intro sentence → three supporting details → concluding restatement); 05 Story Coding: the (Th) Theme code marks each detail that supports it • Literary Elements Map — the Theme/Motif row: theme as the underlying message the author wants the reader to take away, and motif as the recurring symbol, image or idea that develops it — placed and defended in Book Club discussion	**MET — IN THE CURRICULUM**
AOR.2.2 — Central Idea	**ELA.6.AOR.2.2** **ELA.7.AOR.2.2** **ELA.8.AOR.2.2** **ELA.E1.AOR.2.2** **ELA.E2.AOR.2.2** **ELA.E3.AOR.2.2** **ELA.E4.AOR.2.2**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction • Lesson 13: How to Study & Learn New Terms **ELA Maps** (optional): • Nonfiction Notes Map — Layer 2: the Concept Map is built out from the chapter or unit title at its center; Layer 4 After Reading: Book Review synthesis — general topic and specific angle, plus three things you learned	**MET — IN THE CURRICULUM**
AOR.3.1 — Point of View and Perspective in Literary Texts	**ELA.6.AOR.3.1** **ELA.7.AOR.3.1** **ELA.8.AOR.3.1** **ELA.E1.AOR.3.1** **ELA.E2.AOR.3.1** **ELA.E3.AOR.3.1** **ELA.E4.AOR.3.1**	**ELA Maps** (required): • Fiction Story Map — 01 Before Reading: Point-of-View, “Who is telling the story?”; 05 Story Coding: the (P) Perspective code marks evidence of a perspective different from the primary character or narrator; 05 After Reading: Objective Summary of Theme, which the Map describes as the “purpose” of the story • Literary Elements Map — the Author’s Purpose row (Persuade / Inform / Entertain), with Tone and Mood beneath it, and the Point-of-View row; the Structure column’s irony cards (verbal, situational and dramatic irony) and its satire/sarcasm card, which carry South Carolina’s progression from dramatic irony (grade 8) to satire and sarcasm (English 3–4) **Usage note:** The unreliable narrator (grade 7) and understatement (English 4) are not taught by name in SOAR. At grade 7, define the unreliable narrator alongside the Fiction Story Map’s (P) Perspective code — students mark a place where the narrator’s account and the evidence disagree, and say which they believe. At English 4, define understatement alongside the litotes card in the Diction column, and have students mark one place where the author says less than is meant and say what it does to the tone.	**MET — WITH USAGE NOTE**
AOR.4.1 — Perspective and Purpose in Informational Texts	**ELA.6.AOR.4.1** **ELA.7.AOR.4.1** **ELA.8.AOR.4.1** **ELA.E1.AOR.4.1** **ELA.E2.AOR.4.1** **ELA.E3.AOR.4.1** **ELA.E4.AOR.4.1**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4) **ELA Maps** (optional): • Nonfiction Notes Map – Layer 1 Before Reading, Step 3 Evaluate the Author: review the author’s background and rank the likely motivation — persuade, inform, entertain or other; Layers 3 & 4 After Reading – Layer 4 After Reading: how the author used rhetoric and organization to communicate a position **Usage note:** Grade 6 names primary and secondary accounts of the same event; SOAR does not teach these terms by name. Have students run Layers 1–4 on one account of each kind and compare the two Layer 4 analyses. From English 3, the indicator asks students to weigh two authors against each other. Run Layers 1–4 on each of two texts on the same topic, then set the two Layer 4 analyses side by side and answer one question: which author’s rhetoric did more to advance the position, and what specifically did it do that the other’s did not?	**MET — WITH USAGE NOTE**

Indicator family	South Carolina codes	Where it is taught	Verdict
AOR.5.1 — Literary Text Structure	**ELA.6.AOR.5.1** **ELA.7.AOR.5.1** **ELA.8.AOR.5.1** **ELA.E1.AOR.5.1** **ELA.E2.AOR.5.1** **ELA.E3.AOR.5.1** **ELA.E4.AOR.5.1**	**ELA Maps** (required): • Fiction Story Map — 05 After Reading: Story Structure: Plot Diagram, with each circle coded Exposition → Inciting Action → Rising Actions → Plot Twist(s) → Climax → Falling Action(s) → Resolution • Literary Elements Map — the Structure column (arrangement of information and ideas), including its flashback and foreshadowing cards, and the Plot Development row; the Diction, Syntax and Structure columns together are the three tools South Carolina names at English 3–4	**MET — IN THE CURRICULUM**
AOR.5.2 — Informational Text Features and Structures	**ELA.6.AOR.5.2** **ELA.7.AOR.5.2** **ELA.8.AOR.5.2** **ELA.E1.AOR.5.2** **ELA.E2.AOR.5.2** **ELA.E3.AOR.5.2** **ELA.E4.AOR.5.2**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction • Lesson 13: How to Study & Learn New Terms — How to Make a Concept Map **ELA Maps** (optional): • Nonfiction Notes Map — Layer 2 During Reading: turn each heading and sub-heading into a question, then build the Event Map or Concept Map that shows how those parts connect to the whole	**MET — IN THE CURRICULUM**
AOR.5.3 — Argument and Rhetoric	**ELA.6.AOR.5.3** **ELA.7.AOR.5.3** **ELA.8.AOR.5.3** **ELA.E1.AOR.5.3** **ELA.E2.AOR.5.3** **ELA.E3.AOR.5.3** **ELA.E4.AOR.5.3**	**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) • Lesson 15 Articles (student lesson and Teacher Presentation Tool): “How to Do Online Research & Verify Sources.” **ELA Maps** (optional): • Nonfiction Notes Map – Layer 4 After Reading, Argumentative Book analysis: the author’s primary argument, the three points presented to support it, how rhetoric and organization were used, and “did the author present convincing evidence to support his/her claim? Why/why not?” – Step 3: Evaluate the Author (rank the motivation: persuade / inform / entertain) • Literary Elements Map — the Diction column’s Rhetorical Device category, whose term cards each carry a “When to Use” field and a worked example with attribution **Usage note:** South Carolina names the rhetorical appeals of ethos, pathos and logos at grades 6–7 and the types of reasoning (inductive, deductive and causal) from grade 6. SOAR does not teach either set by name. Add them as a sorting step to the Layer 4 analysis students already run: after naming how the author used rhetoric, have them label each move as an appeal to the author’s credibility, to the reader’s feelings, or to logic, and name the type of reasoning behind the main claim, taking the terms from South Carolina’s Rhetoric Support Document. From English 2, where two or more arguments are compared, run the Lesson 10 layers on each text, then set the analyses side by side and mark where the authors used the same information to reach different conclusions.	**MET — WITH USAGE NOTE**

Indicator family	South Carolina codes	Where it is taught	Verdict
AOR.6.1 — Summarizing and Paraphrasing	**ELA.6.AOR.6.1** **ELA.7.AOR.6.1** **ELA.8.AOR.6.1** **ELA.E1.AOR.6.1** **ELA.E2.AOR.6.1** **ELA.E3.AOR.6.1** **ELA.E4.AOR.6.1**	**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 **ELA Maps** (optional): • Fiction Story Map — 05 After Reading: Objective Summary of Theme, whose Paragraph Outline requires three examples, each answering "Why is this a good example?" • Nonfiction Notes Map — Layer 4 After Reading: Book Review synthesis — general topic and specific angle, plus three things you learned	**MET — IN THE CURRICULUM**
AOR.7.1 — Determining Meaning	**ELA.6.AOR.7.1** **ELA.7.AOR.7.1** **ELA.8.AOR.7.1** **ELA.E1.AOR.7.1** **ELA.E2.AOR.7.1** **ELA.E3.AOR.7.1** **ELA.E4.AOR.7.1**	**SOAR 3.0** (book + software): • Lesson 13: How to Study & Learn New Terms — How to study English language arts (ELA) — for unfamiliar words, link the meaning to the story's context, then replace it with an appropriate synonym **ELA Maps** (optional): • Fiction Story Map — 02 During Reading: Unfamiliar Words & Phrases table, "use context clues or look up the word/phrase," recording the meaning in as few key words or synonyms as possible; overflow printable on p. 5 • Nonfiction Notes Map — Layer 2 During Reading: Key Terms panel (Social Studies edition); Concept Map for math and science vocabulary (Science & Math edition) **Usage note:** Sub-part c asks students to consult reference materials for pronunciation, part of speech and — from Gr 8 — etymology and standard usage. Add one column to the Unfamiliar Words & Phrases table: after resolving the word from context, students look it up and record the part of speech, the pronunciation key and, where the entry gives one, the word's origin, then say whether the entry confirmed or corrected their context guess. Etymology is not taught in SOAR; this step has students look it up and record what they find.	**MET — WITH USAGE NOTE**
AOR.8.1 — Word Meaning Within Text	**ELA.6.AOR.8.1** **ELA.7.AOR.8.1** **ELA.8.AOR.8.1** **ELA.E1.AOR.8.1** **ELA.E2.AOR.8.1** **ELA.E3.AOR.8.1** **ELA.E4.AOR.8.1**	**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 **ELA Maps** (optional): • Literary Elements Map — the Diction column (word choice), including its Figurative Language cards — metaphor, oxymoron, pun and hyperbole are the figures of speech South Carolina gives as examples at grades 6, 8, English 1 and English 2; the Author's Purpose row, with Tone and Mood beneath it • Fiction Story Map — 02 During Reading: Unfamiliar Words & Phrases table; 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. Run it on the student's own draft and on one passage from the current novel study.	**MET — WITH USAGE NOTE**

Indicator family	South Carolina codes	Where it is taught	Verdict
AOR.9.1 — Morphology	**ELA.6.AOR.9.1** **ELA.7.AOR.9.1** **ELA.8.AOR.9.1** **ELA.E1.AOR.9.1** **ELA.E2.AOR.9.1** **ELA.E3.AOR.9.1** **ELA.E4.AOR.9.1**	**SOAR 3.0** (book + software): • Lesson 13: How to Study & Learn New Terms — How to study English language arts (ELA) — for unfamiliar words, link the meaning to the story's context, then replace it with an appropriate synonym **ELA Maps** (optional): • Literary Elements Map — literary vocabulary built through the Map's six element rows and three tool columns, expanded by the Tier 1 to Tier 3 cards **Usage note:** Affixes and Greek and Latin roots (grades 6–8) and etymology (English 1–4) are not taught in SOAR. Add the word-parts step to the routine students already use: before recording a new term's meaning, have them take the word apart and write the prefix, root or suffix they recognize beside it. From English 1, add one column: where did this word come from, and what did it mean before it meant this? Students answer it from a dictionary entry, name that reference, and name one other word in the course that shares the root.	**MET — WITH USAGE NOTE**
AOR.10.1 — Print and Non-Print Formats	**ELA.6.AOR.10.1** **ELA.7.AOR.10.1** **ELA.8.AOR.10.1** **ELA.E1.AOR.10.1** **ELA.E2.AOR.10.1** **ELA.E3.AOR.10.1** **ELA.E4.AOR.10.1**	**ELA Maps** (required): • Fiction Story Map — 01 Before Reading: Sources of Information checklist, recording which format each detail came from (front cover, back-cover synopsis, teacher overview, peer comments, a movie about the story, story summary, book reviews); Story Mapping, which pulls setting, characters, locations, events and theme from across the whole story into one structure so the pieces can be weighed against each other • Literary Elements Map — the six element rows give a fixed set of questions to carry from one medium into the next: what did each version do with setting, author's purpose, point-of-view, character development, plot and theme, and which tools — Diction, Syntax, Structure — did it use to get there **Usage note:** Have students complete the Fiction Story Map from the book, then meet the same scene in a second medium — a film version, an audiobook chapter, or an illustrated edition. On the Sources of Information checklist they mark which medium each detail came from, then answer two questions: what did the film or picture show that the text left the reader to imagine, and what did the text give that the other medium could not?	**MET — WITH USAGE NOTE**
RESEARCH (R)			
R.1.1 — Research	**ELA.6.R.1.1** **ELA.7.R.1.1** **ELA.8.R.1.1** **ELA.E1.R.1.1** **ELA.E2.R.1.1** **ELA.E3.R.1.1** **ELA.E4.R.1.1**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role) – Writing Roadmap (Expository); 3D Writing Organizer • Lesson 15 Articles (student lesson and Teacher Presentation Tool): "How to Do Online Research & Verify Sources."	**MET — IN THE CURRICULUM**

Indicator family	South Carolina codes	Where it is taught	Verdict
R.1.2 — Research	**ELA.6.R.1.2** **ELA.7.R.1.2** **ELA.8.R.1.2** **ELA.E1.R.1.2** **ELA.E2.R.1.2** **ELA.E3.R.1.2** **ELA.E4.R.1.2**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays — collecting research and numbering each source on the 3D Writing Organizer • Lesson 15 Articles (student lesson and Teacher Presentation Tool): "How to Do Online Research & Verify Sources." Each source is checked before it goes onto the 3D Writing Organizer, which is the credibility check South Carolina names at every grade, with relevance added from grade 8 **ELA Maps** (optional): • Nonfiction Notes Map — Step 3: Evaluate the Author (rank the motivation: persuade / inform / entertain), and the full Layer 4 author-background, tone, rhetoric and organization analysis after reading	**MET — IN THE CURRICULUM**
R.1.3 — Research	**ELA.6.R.1.3** **ELA.7.R.1.3** **ELA.8.R.1.3** **ELA.E1.R.1.3** **ELA.E2.R.1.3** **ELA.E3.R.1.3** **ELA.E4.R.1.3**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4), where the evidence students later draw on is first collected • Lesson 15: How to Write Paragraphs & Essays — Writing Roadmap (Expository); 3D Writing Organizer • Lesson 15 Articles (student lesson and Teacher Presentation Tool): "How to Do Online Research & Verify Sources." **ELA Maps** (optional): • Nonfiction Notes Map — Layer 4 After Reading: the Argumentative Book analysis (the author's primary argument and the three points presented to support it) or the Book Review (three things you learned, and the author's background influence)	**MET — IN THE CURRICULUM**
R.1.4 — Research	**ELA.6.R.1.4** **ELA.7.R.1.4** **ELA.8.R.1.4** **ELA.E1.R.1.4** **ELA.E2.R.1.4** **ELA.E3.R.1.4** **ELA.E4.R.1.4**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – 3D Writing Organizer: one pocket per guiding question, sequenced into a logical order before drafting, so development and organization are built rather than repaired – Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role)	**MET — IN THE CURRICULUM**
R.1.5 — Research	**ELA.6.R.1.5** **ELA.7.R.1.5** **ELA.8.R.1.5** **ELA.E1.R.1.5** **ELA.E2.R.1.5** **ELA.E3.R.1.5** **ELA.E4.R.1.5**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – 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 – Phase 1, D. Collect thoughts and/or research: "Avoid plagiarism; write answers in your own words"; a direct quote is marked with quotation marks and its page number recorded **Usage note:** From English 1, South Carolina asks students to follow a standard academic style guide for citation. SOAR teaches students to number each source and track what came from it, but does not teach a citation style. Supply the style guide your school uses, such as MLA or APA, and have students format the sources they have already numbered: each numbered pocket entry gets a full citation in that style, built once and reused across the paper.	**MET — WITH USAGE NOTE**

Indicator family	South Carolina codes	Where it is taught	Verdict
WRITTEN AND ORAL COMMUNICATIONS (C)			
C.1.1 — Argumentative Writing	**ELA.6.C.1.1** **ELA.7.C.1.1** **ELA.8.C.1.1** **ELA.E1.C.1.1** **ELA.E2.C.1.1** **ELA.E3.C.1.1** **ELA.E4.C.1.1**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role) – Writing Roadmap (Argument) – Writing Planning Guide, p. 2 of the Argument Writing Roadmap, used to set up a 3D Writing Organizer for this specific project: one pocket per guiding question, each with three to four answers, sources numbered – Writing Roadmap, Composition REDecoder (Phase 3), codes U–Y: for arguments, defend opinions with facts and evidence; avoid rhetorical questions and unsure language; provide background rather than assuming prior knowledge	**MET — IN THE CURRICULUM**
C.2.1 — Informative/ Expository Writing	**ELA.6.C.2.1** **ELA.7.C.2.1** **ELA.8.C.2.1** **ELA.E1.C.2.1** **ELA.E2.C.2.1** **ELA.E3.C.2.1** **ELA.E4.C.2.1**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role) – Writing Roadmap (Expository) – Writing Planning Guide, p. 2 of the Expository Writing Roadmap, used to set up a 3D Writing Organizer for this specific project: one pocket per guiding question, each with three to four answers, sources numbered – Writing Roadmap, Composition REDecoder (Phase 3), codes U–Y: for expository, avoid rhetorical questions and unsure language; provide background rather than assuming prior knowledge, etc.	**MET — IN THE CURRICULUM**
C.3.1 — Narrative Writing	**ELA.6.C.3.1** **ELA.7.C.3.1** **ELA.8.C.3.1** **ELA.E1.C.3.1** **ELA.E2.C.3.1** **ELA.E3.C.3.1** **ELA.E4.C.3.1**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role) – Writing Roadmap (Narrative) – Writing Planning Guide, p. 2 of the Narrative Writing Roadmap, used to set up a 3D Writing Organizer for this specific project: A characters · B main conflict, climax and resolution · C theme · D inciting action · E mini conflicts and plot twists · F rising actions · G “The Exposition” (background, setting, point of view; hook in the first 200 words) · H falling actions – Writing Roadmap, Composition REDecoder (Phase 3), codes DD–GG: new speakers get new paragraphs and proper transitions, new characters are introduced with background, plot is developed with strong conflicts, and the resolution closes all open loops	**MET — IN THE CURRICULUM**

Indicator family	South Carolina codes	Where it is taught	Verdict
C.4.1 — Grammar and Conventions	**ELA.6.C.4.1** **ELA.7.C.4.1** **ELA.8.C.4.1** **ELA.E1.C.4.1** **ELA.E2.C.4.1** **ELA.E3.C.4.1** **ELA.E4.C.4.1**	**SOAR 3.0** (book + software): • Lesson 16: How to Learn Grammar & Punctuation – downloadable grammar reference tools and reference charts (StudySkills.com/bonus-v3) – Grammar Symbols and the Four-Square Sentence – 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 – the Revising & Editing Decoder (RED) is also the source for monitoring spelling: it is caught and corrected in the student's own draft, on every piece, rather than on a word list detached from writing — which is what the Grade 6 sub-part i asks for • Writing Roadmap (download, included with the book + software) — 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 **Usage note:** The RED, Grammar Symbols and Four-Square Sentence teach capitalization, commas (including between coordinate adjectives), colons, semicolons, dashes and parentheses for inserted information, the parts of speech including articles, phrases and clauses, sentence variety, complete sentences, pronoun-antecedent agreement, consistent person and verb tense, active voice, parallel structure and keeping related words together directly. South Carolina also names items these tools do not code: hyphens in compound adjectives and compound words and pronouns with unclear antecedents (grades 6–7); noun, relative and adverbial clauses by name and dangling modifiers (grade 7); the ellipsis, verbals (gerunds, participles, infinitives), passive voice and grammatical mood (grade 8); and conjunctive adverbs and verb mood (English 1–2). Add each as an extra code when returning RED feedback in Rounds 2 and 3, in the grade where South Carolina names it.	**MET — WITH USAGE NOTE**
C.5.1 — Improving Writing	**ELA.6.C.5.1** **ELA.7.C.5.1** **ELA.8.C.5.1** **ELA.E1.C.5.1** **ELA.E2.C.5.1** **ELA.E3.C.5.1** **ELA.E4.C.5.1**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays — Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role) • Lesson 16: How to Learn Grammar & Punctuation – Revising & Editing Decoder (RED), downloadable at StudySkills.com/bonus-v3 – the revising and editing rounds: exchange the draft and a copy of the Revising & Editing Decoder (RED) with a helper, then the teacher, and decode the returned feedback	**MET — IN THE CURRICULUM**
C.6.1 — Handwriting	**Gr 6–English 4: not directly addressed after fifth grade**	N/A note: South Carolina writes no handwriting indicator for grades 6 through English 4. At every one of those grades the standards print, under ELA.C.6, "This standard is not directly addressed after fifth grade." Handwriting progresses from kindergarten through fifth grade.	**N/A (PER THE STANDARDS)**

Indicator family	South Carolina codes	Where it is taught	Verdict
C.7.1 — Communicating Ideas	**ELA.6.C.7.1** **ELA.7.C.7.1** **ELA.8.C.7.1** **ELA.E1.C.7.1** **ELA.E2.C.7.1** **ELA.E3.C.7.1** **ELA.E4.C.7.1**	**SOAR 3.0** (book + software): • Lesson 17: How to Give Presentations – preparing content, visuals and delivery – Step 6, Confirm technology logistics: emailing a link, flash drive, cables and adapters • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap (Argument) – Writing Roadmap, Phase 5: Publish — formatting the same piece differently for a blog than for an email newsletter, each with its own headline and call to action, which carries the publish-and-export step South Carolina names from English 1 • 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: Giving a Presentation, step 1 (identify topic, audience, angle and purpose), The Content, The Visuals, and The Delivery	**MET — IN THE CURRICULUM**
C.8.1 — Collaboration and Perspective	**ELA.6.C.8.1** **ELA.7.C.8.1** **ELA.8.C.8.1** **ELA.E1.C.8.1** **ELA.E2.C.8.1** **ELA.E3.C.8.1** **ELA.E4.C.8.1**	**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): • 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 • Speaking & Listening Map — How to Work with a Group: Ten Ways to Manage Group-Work, including "beware of group-think — if you disagree, speak up"; Actively Listen ("Is there more?", clarifying questions, repeating in your own words)	**MET — IN THE CURRICULUM**
C.9.1 — Evaluating Ideas	**ELA.6.C.9.1** **ELA.7.C.9.1** **ELA.8.C.9.1** **ELA.E1.C.9.1** **ELA.E2.C.9.1** **ELA.E3.C.9.1** **ELA.E4.C.9.1**	**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 **ELA Maps** (optional): • Nonfiction Notes Map — Layer 1 Before Reading; Layers 3 & 4 After Reading; Layer 4 Argumentative Book analysis: how the author used rhetoric to communicate a position, and "did the author present convincing evidence to support his/her claim? Why/why not?" • Speaking & Listening Map — The Invisible Layers of Communication, which separates a speaker's stated message from the feelings, intentions, values and needs behind it; the Empathy Map's seven zones; the Conflict Map's "Evaluate all Perspectives" step; and Actively Listen ("Is there more?", clarifying questions, repeating in your own words) **Usage note:** From English 2, South Carolina asks students to identify logical fallacies in a presentation; logical fallacies are not taught in SOAR. Supply a list of common fallacies, then add one question to the Layer 4 analysis students already run on a speaker: after judging whether the evidence convinced them, have them name any fallacy in the reasoning and say what it was meant to make the audience accept.	**MET — WITH USAGE NOTE**

NOTES

Claim. SOAR Learning & Soft Skills (3.0), with the ELA Maps where noted, addresses all 27 indicator families across the three strands South Carolina writes for grades 6–English 4 (Applications of Reading, Research, and Written and Oral Communications) and all six Overarching Expectations of the South Carolina College- and Career-Ready English Language Arts Standards — 22 MET — IN THE CURRICULUM, 11 MET — WITH USAGE NOTE. One family, C.6.1 Handwriting, is marked not applicable: at every grade from 6 through English 4, South Carolina prints “This standard is not directly addressed after fifth grade.”

How this correlation is built. One row per indicator family. South Carolina writes each indicator at every grade from 6 through English 4, and the wording changes by grade. Each row’s evidence serves the family across all seven grade and course columns. Where a single grade names something SOAR does not teach, that row’s usage note says so and names the grade.

Texts. Where South Carolina ties an indicator to a body of texts — literary texts from different time periods, places and cultures (AOR.2.1, English 2–4) and historical speeches or essays (AOR.2.2, English 2–4) — SOAR supplies the reading routine and the district supplies the texts.

Overarching Expectations. South Carolina prints six Overarching Expectations at every grade (ELA.6.OE.1 through ELA.E4.OE.6) and states that they “should not be viewed as specific standards or indicators”; they are the skills embedded in every grade-level indicator. They are correlated here and counted in the claim as Overarching Expectations, separately from the indicator families.

Where the ELA Maps are required. Five literature rows — AOR.1.1, AOR.2.1, AOR.3.1, AOR.5.1 and AOR.10.1 — cite the ELA Maps as required evidence (the Fiction Story Map and the Literary Elements Map) and rest on them alone. The ELA Maps are a separate product, commonly bundled with SOAR Learning. Every other counted row stands on the SOAR 3.0 book and software.

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

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. South Carolina Department of Education, South Carolina College- and Career-Ready English Language Arts Standards (approved January 2023; emended August 2025): https://ed.sc.gov/instruction/standards/english-language-arts/standards/2023-sc-ccr-ela-standards-approved/ · Every code and indicator in this correlation verified verbatim against the full document (grade-level sections, pp. 93–159, and Appendix B), 2026-11-12.

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