ALIGNMENT

Texas TEKS:
College Readiness & Study Skills

Texas TEKS §110.48 (One-Half Credit) to SOAR Learning & Soft Skills. 100% standards covered.

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

ABOUT THIS COURSE

TEKS §110.48 defines the elective course **College Readiness and Study Skills**, in which students acquire techniques for learning from texts — studying word meanings, identifying and relating key ideas, drawing and supporting inferences, and reviewing study strategies.

WHAT YOU NEED TO TEACH THIS COURSE

Every expectation below is met within **SOAR Learning & Soft Skills — the student book and software. Nothing else is required.** Where a SOAR ELA Map would also serve the expectation, it is listed as **ELA Maps (optional)** — additional correlation for schools that have them, never the sole evidence for a row. The ELA Maps are a separate product — often bundled with SOAR Learning, especially when the course is used for ELA credit. The Writing Roadmap is the one map included as a downloadable tool in the Learning & Soft Skills book.

HOW TO READ THIS CORRELATION

Every row tells you where. Each expectation names the lesson and the section inside it. **MET — IN THE CURRICULUM** means the printed lessons and tools satisfy it as taught. **MET — WITH USAGE NOTE** means it is satisfied when the stated note is applied: a specific prompt layered onto a routine students already run. Where a usage note appears on a row marked **MET — IN THE CURRICULUM**, it is an optional enhancement, not a condition of coverage. Nothing here requires a supplemental program, and we publish the distinction rather than hide it.

EVIDENCE BASE

SOAR here means the complete instructional system — student lessons, teacher-led activities, companion maps and tools, portfolio requirements, rubrics, and digital tools — not a claim that every standards phrase appears verbatim in a single lesson.

TEKS	Student expectation (paraphrased)	Where it is taught · what students do · usage note where applicable	Verdict
(1) WIDE READING FOR VARIED PURPOSES			
(1)(A)	Read self-selected and assigned texts from varied sources (literature, literary non-fiction, expository, electronic texts, other media).	**SOAR Learning & Soft Skills** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction – layered comprehension (Layers 1–4): preview, “read the visuals,” turn headings into questions, then read to answer them – “How to read ‘other’ nonfiction: online,” with before/while-reading steps for online text and for videos • 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: preview the story, build a proper-noun map, and link unfamiliar words to context **ELA Maps** (optional): • Fiction Story Map — 01 Before Reading through 05 After Reading, carried across a full novel study in the Fiction Book Club format • Nonfiction Notes Map — Layer 1 Before Reading: Step 2 two-minute preview, “Read the Visuals,” turn the title into a question; Step 3 Evaluate the Author (review the author’s background; rank the motivation — persuade, inform, entertain, other)	**MET — IN THE CURRICULUM**

TEKS	Student expectation (paraphrased)	Where it is taught · what students do · usage note where applicable	Verdict
(1)(B)	Read for various purposes (to be entertained, appreciate craft, be informed, take action, discover models for writing).	**SOAR Learning & Soft Skills** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4): preview, "read the visuals," turn headings into questions, then read to answer them • Lesson 15: How to Write Paragraphs & Essays — Writing Roadmap, Phase 1: "A. Determine the why" — persuade, inform or entertain — the same purpose lens students then read with **ELA Maps** (optional): • Nonfiction Notes Map — Layer 1 Before Reading: Step 2 two-minute preview, "Read the Visuals," turn the title into a question; Step 3 Evaluate the Author (review the author's background; rank the motivation — persuade, inform, entertain, other) • Fiction Story Map — 01 Before Reading: Setting (Time Period; Location), Genre, Story Line, Point-of-View ("Who is telling the story?"), Text-to-Self / Text / World, Style of Language (Modern / "Old-fashioned"), Sources of Information checklist	**MET — IN THE CURRICULUM**
(2) VOCABULARY THROUGH READING AND WORD STUDY			
(2)(A)	Expand vocabulary through wide reading, viewing, listening, and discussion.	**SOAR Learning & Soft Skills** (book + software): • Lesson 13: How to Study & Learn New Terms – the term-study routine (read notes once, then create Jeopardy!™-style questions; Take Ten™ daily review) – How to study English language arts (ELA) — for unfamiliar words, link the meaning to the story's context, then replace it with an appropriate synonym • Lesson 12: How to Listen & Take Notes — the listening and note-taking routine: preview before the lecture or video, ask questions during it, take notes with a pen in hand **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) • Literary Elements Map — literary vocabulary built through the Map's six element rows and three tool columns, expanded by the Tier 1 to Tier 3 cards	**MET — IN THE CURRICULUM**
(2)(B)	Apply knowledge of affixes and roots to comprehend.	**SOAR Learning & Soft Skills** (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 **Usage note:** Before recording a meaning on the Unfamiliar Words & Phrases table (or at the Lesson 13 term-study step), have students take the word apart and write the prefix, root or suffix they recognized beside it. Keep a running class list of affixes and roots that recur in course texts.	**MET — WITH USAGE NOTE**

TEKS	Student expectation (paraphrased)	Where it is taught · what students do · usage note where applicable	Verdict
(2)(C)	Investigate word origins to understand meanings, derivations, spellings.	**SOAR Learning & Soft Skills** (book + software): • Lesson 13: How to Study & Learn New Terms – the term-study routine (read notes once, then create Jeopardy!™-style questions; Take Ten™ daily review) – How to study English language arts (ELA) — for unfamiliar words, link the meaning to the story's context, then replace it with an appropriate synonym • Lesson 16: How to Learn Grammar & Punctuation — downloadable grammar reference tools and reference charts (StudySkills.com/bonus-v3); Grammar Symbols and the Four-Square Sentence **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 **Usage note:** When a student looks a word up for the Unfamiliar Words & Phrases table, have them read the entry's etymology line and write one phrase on how the origin explains the word's current meaning or spelling. Same terms already being studied.	**MET — WITH USAGE NOTE**
(2)(D)	Distinguish connotative vs. denotative meanings; interpret connotative power of words.	**SOAR Learning & Soft Skills** (book + software): • Lesson 16: How to Learn Grammar & Punctuation — the word-choice pass within the Revising & Editing Decoder (RED) • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4): preview, "read the visuals," turn headings into questions, then read to answer them OPTIONAL 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. **ELA Maps** (optional): • Fiction Story Map – 05 Story Coding: the (M/T) Mood/Tone code; conflict analysis, theme, significance of events – 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 • Literary Elements Map — the Diction column (word choice), including its Figurative Language category; the Author's Purpose row, with Tone and Mood beneath it	**MET — IN THE CURRICULUM**

TEKS	Student expectation (paraphrased)	Where it is taught · what students do · usage note where applicable	Verdict
(2)(E)	Use reference material to determine precise meaning and usage.	**SOAR Learning & Soft Skills** (book + software): • Lesson 13: How to Study & Learn New Terms – the term-study routine (read notes once, then create Jeopardy!™-style questions; Take Ten™ daily review) – How to study English language arts (ELA) — for unfamiliar words, link the meaning to the story's context, then replace it with an appropriate synonym • Lesson 16: How to Learn Grammar & Punctuation — downloadable grammar reference tools and reference charts (StudySkills.com/bonus-v3); Grammar Symbols and the Four-Square Sentence **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:** When students look a word up, have them name the reference they used — dictionary, glossary, thesaurus or a search — and say in a few words why that one fit.	**MET — WITH USAGE NOTE**
(2)(F)	Use context to determine meanings of words and phrases.	**SOAR Learning & Soft Skills** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4) are strategies that build context: preview, "read the visuals," turn headings into questions, then read to answer them. • 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)	**MET — IN THE CURRICULUM**

TEKS	Student expectation (paraphrased)	Where it is taught · what students do · usage note where applicable	Verdict
(3) COMPREHENSION STRATEGIES			
(3)(A)	Use self-monitoring reading strategies; make modifications when understanding breaks down.	**SOAR Learning & Soft Skills** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4): preview, "read the visuals," turn headings into questions, then read to answer them • Lesson 11: How to Communicate with Teachers & Peers — "Ask … then (actively) listen!": asking for clarification when understanding breaks down • 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: preview the story, build a proper-noun map, and link unfamiliar words to context **ELA Maps** (optional): • Nonfiction Notes Map – Layer 1 Before Reading: Step 2 two-minute preview, "Read the Visuals," turn the title into a question; Step 3 Evaluate the Author (review the author's background; rank the motivation — persuade, inform, entertain, other) – Layer 3 After Reading: write your own quiz questions in the left margin, 2–5 per page; 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?") or Book Review • Speaking & Listening Map — Formal Listening: Lecture / Audio-Visual, Steps 1–5 (preview and ask questions, listen with a pen in hand, actively make connections); "Need Clarification? Afraid to Ask Your Teacher?" script	**MET — IN THE CURRICULUM**
(3)(B)	Activate and draw upon prior knowledge and experience.	**SOAR Learning & Soft Skills** (book + software): • Lesson 3: How Does Our Brain Learn? — "Learning is connecting": new information must attach to prior knowledge (The Brain Circuit™; learning happens in layers) • "Scorecard questions" (most common school problems to be resolved in the forthcoming lesson) to introduce each lesson. • Investigations (every lesson, found in TPT and student software, "Layer 1"): Layer 1 prompts that activate prior knowledge before new content • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4): preview, "read the visuals," turn headings into questions, then read to answer them **ELA Maps** (optional): • Nonfiction Notes Map — Layer 1 Before Reading: Step 2 two-minute preview, "Read the Visuals," turn the title into a question; Step 3 Evaluate the Author (review the author's background; rank the motivation — persuade, inform, entertain, other) • Fiction Story Map — 01 Before Reading: Text-to-Self / Text / World connections; Sources of Information checklist	**MET — IN THE CURRICULUM**

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(3)(C)	Establish purposes for reading.	**SOAR Learning & Soft Skills** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4): preview, "read the visuals," turn headings into questions, then read to answer them **ELA Maps** (optional): • Nonfiction Notes Map — Layer 1 Before Reading: Step 2 two-minute preview, "Read the Visuals," turn the title into a question; Step 3 Evaluate the Author (review the author's background; rank the motivation — persuade, inform, entertain, other) • Fiction Story Map — 01 Before Reading: Setting (Time Period; Location), Genre, Story Line, Point-of-View ("Who is telling the story?"), Text-to-Self / Text / World, Style of Language (Modern / "Old-fashioned"), Sources of Information checklist	MET — IN THE CURRICULUM
(3)(D)	Construct images based on text descriptions.	**SOAR Learning & Soft Skills** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — "Read the visuals" (80/20 Power Strategy) • Lesson 13: How to Study & Learn New Terms — How to Make a Concept Map — Concept Maps, and the Event Map for history and biography **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 • Fiction Story Map — 03 During Reading: Characters and Locations panels, tracking relationships and drawing connections; 04 At the End of Each Chapter: events, conversations and revelations logged with their Significance **Usage note:** For a descriptive passage, have students sketch or map what the text describes before discussion, then compare against the text to find missed details.	MET — WITH USAGE NOTE
(3)(E)	Create graphic organizers to represent textual information.	**SOAR Learning & Soft Skills** (book + software): • Lesson 12: How to Listen & Take Notes — the listening and note-taking routine: preview before the lecture or video, ask questions during it, take notes with a pen in hand • Lesson 13: How to Study & Learn New Terms — How to Make a Concept Map — Concept Maps, and the Event Map for history and biography • Lesson 15: How to Write Paragraphs & Essays — "Assemble your 3D Writing Organizer" (student-built from the chapter's instructions; a digital version is provided): one pocket per guiding question, sequenced into logical order before drafting **ELA Maps** (optional): • Nonfiction Notes Map — Layer 2 During Reading: turn each heading and sub-heading into a question, then build the Event Map (Social Studies) or Concept Map (Science & Math) • Fiction Story Map – 03 During Reading: Characters and Locations panels, tracking relationships and drawing connections; 04 At the End of Each Chapter: events, conversations and revelations logged with their Significance – 05 After Reading: Story Coding (Plot Analysis codes E → IA → RA → PT → C → FA → R; Significance codes I, Th, CD, P, Ti, M/T, TS/TT/TW), Story Structure: Plot Diagram, Conflict Analysis, and Objective Summary of Theme with the Paragraph Outline scaffold	MET — IN THE CURRICULUM

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(4) CRITICAL READING AND SOURCE EVALUATION			
(4)(A)	Analyze audience, purpose, and message of text.	**SOAR Learning & Soft Skills** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4): preview, "read the visuals," turn headings into questions, then read to answer them • Lesson 15: How to Write Paragraphs & Essays — Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role) **ELA Maps** (optional): • Nonfiction Notes Map – Layer 1 Before Reading: Step 2 two-minute preview, "Read the Visuals," turn the title into a question; Step 3 Evaluate the Author (review the author's background; rank the motivation — persuade, inform, entertain, other) – Layer 3 After Reading: write your own quiz questions in the left margin, 2–5 per page; 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?") or Book Review • Literary Elements Map — the Author's Purpose row (Persuade / Inform / Entertain), with Tone and Mood beneath it	**MET — IN THE CURRICULUM**
(4)(B)	Evaluate credibility and relevance of information sources.	**SOAR Learning & Soft Skills** (book + software): • Lesson 15: How to Write Paragraphs & Essays – collecting research and numbering each source on the 3D Writing Organizer – Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role) **ELA Maps** (optional): • Nonfiction Notes Map – Step 3: Evaluate the Author (rank the motivation: persuade / inform / entertain) – Layer 3 After Reading: write your own quiz questions in the left margin, 2–5 per page; 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?") or Book Review **Usage note:** Before a source goes onto the 3D Writing Organizer, have students rank that author's motivation using the Evaluate the Author step, then keep or drop the source and say why. Same sources they are already numbering.	**MET — WITH USAGE NOTE**

TEKS	Student expectation (paraphrased)	Where it is taught · what students do · usage note where applicable	Verdict
(4)(C)	Evaluate the author's motivation, stance, or position.	**SOAR Learning & Soft Skills** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4): preview, "read the visuals," turn headings into questions, then read to answer them **ELA Maps** (optional): • Nonfiction Notes Map – Layer 1 Before Reading: Step 2 two-minute preview, "Read the Visuals," turn the title into a question; Step 3 Evaluate the Author (review the author's background; rank the motivation — persuade, inform, entertain, other) – Layer 3 After Reading: write your own quiz questions in the left margin, 2–5 per page; 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?") or Book Review • Literary Elements Map — the Author's Purpose row (Persuade / Inform / Entertain), with Tone and Mood beneath it, and the Point-of-View row • Fiction Story Map — 01 Before Reading: Point-of-View; 05 Story Coding: the (P) Perspective code	MET — IN THE CURRICULUM
(4)(D)	Analyze organizational patterns, diction, format, and tone.	**SOAR Learning & Soft Skills** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4): preview, "read the visuals," turn headings into questions, then read to answer them • Lesson 16: How to Learn Grammar & Punctuation — the word-choice pass within the Revising & Editing Decoder (RED) **ELA Maps** (optional): • Nonfiction Notes Map – Layer 2 During Reading: turn each heading and sub-heading into a question, then build the Event Map (Social Studies) or Concept Map (Science & Math) – Layer 3 After Reading: write your own quiz questions in the left margin, 2–5 per page; 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?") or Book Review • Fiction Story Map — 05 Story Coding: the (M/T) Mood/Tone code • Literary Elements Map — the Diction, Syntax and Structure columns; the Author's Purpose row, with Tone and Mood beneath it	MET — IN THE CURRICULUM
(4)(E)	Identify explicit and implicit textual information.	**SOAR Learning & Soft Skills** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4): preview, "read the visuals," turn headings into questions, then read to answer them **ELA Maps** (optional): • Nonfiction Notes Map — Layer 3 After Reading: write your own quiz questions in the left margin, 2–5 per page; 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?") or Book Review • 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	MET — IN THE CURRICULUM

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(4)(F)	Support complex inferences with text evidence and experience.	**SOAR Learning & Soft Skills** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4): preview, "read the visuals," turn headings into questions, then read to answer them • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role) – Writing Roadmap, Composition REDecoder (Phase 3): sentence, paragraph, multi-paragraph and style codes A–T; expository/argument codes U–Y; literary-analysis codes Z–CC; narrative codes DD–GG **ELA Maps** (optional): • Fiction Story Map — 04 At the End of Each Chapter: Significance column; 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 • Nonfiction Notes Map — Layer 3 After Reading: write your own quiz questions in the left margin, 2–5 per page; 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?") or Book Review	**MET — IN THE CURRICULUM**
(4)(G)	Recognize persuasive techniques in texts.	**SOAR Learning & Soft Skills** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4): preview, "read the visuals," turn headings into questions, then read to answer them • Lesson 15: How to Write Paragraphs & Essays — Writing Roadmap (Argument); Composition REDecoder codes U–Y: for arguments, defend opinions with facts and evidence, avoid rhetorical questions and unsure language **ELA Maps** (optional): • Nonfiction Notes Map – Step 3: Evaluate the Author (rank the motivation: persuade / inform / entertain) – Layer 3 After Reading: write your own quiz questions in the left margin, 2–5 per page; 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?") or Book Review **Usage note:** When a student ranks an author's motivation as "persuade" on the Evaluate the Author step, follow with one question: which techniques did the author use? Students name them from the Argument Roadmap toolkit they write with (lede types, evidence, background, avoided rhetorical questions).	**MET — WITH USAGE NOTE**

TEKS	Student expectation (paraphrased)	Where it is taught · what students do · usage note where applicable	Verdict
(5) STUDY STRATEGIES			
(5)(A)	Use effective reading strategies to recall material (previewing, skimming, scanning, rereading, questioning).	**SOAR Learning & Soft Skills** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4): preview, "read the visuals," turn headings into questions, then read to answer them • Lesson 13: How to Study & Learn New Terms — the term-study routine (read notes once, then create Jeopardy!™-style questions; Take Ten™ daily review) • Lesson 14: How to Take Tests — preparation and test-taking strategies by test type; "use test-taking tips only when" the material is learned **ELA Maps** (optional): • Nonfiction Notes Map – Layer 1 Before Reading: Step 2 two-minute preview, "Read the Visuals," turn the title into a question; Step 3 Evaluate the Author (review the author's background; rank the motivation — persuade, inform, entertain, other) – Layer 3 After Reading: write your own quiz questions in the left margin, 2–5 per page; 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?") or Book Review	MET — IN THE CURRICULUM
(5)(B)	Summarize information from text (outlines, study guides, annotating, two-column notes).	**SOAR Learning & Soft Skills** (book + software): • Lesson 12: How to Listen & Take Notes — the listening and note-taking routine: preview before the lecture or video, ask questions during it, take notes with a pen in hand • Lesson 13: How to Study & Learn New Terms — How to Make a Concept Map — Concept Maps, and the Event Map for history and biography **ELA Maps** (optional): • Nonfiction Notes Map — Layer 4 After Reading: Textbook Unit Wrap-Up (complete connections, quiz yourself with your own questions, review the study guide) • Fiction Story Map — 05 After Reading: Objective Summary of Theme, with the Paragraph Outline scaffold	MET — IN THE CURRICULUM
(5)(C)	Use text features and graphics to form an overview and locate information.	**SOAR Learning & Soft Skills** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction – layered comprehension (Layers 1–4): preview, "read the visuals," turn headings into questions, then read to answer them – "Read the visuals" (80/20 Power Strategy); review summary questions, headings and italicized phrases as signposts **ELA Maps** (optional): • Nonfiction Notes Map — Layer 1 Before Reading: Step 2 two-minute preview, "Read the Visuals," turn the title into a question; Step 3 Evaluate the Author (review the author's background; rank the motivation — persuade, inform, entertain, other)	MET — IN THE CURRICULUM
(5)(D)	Use effective test-taking strategies for different types of tests.	**SOAR Learning & Soft Skills** (book + software): • Lesson 13: How to Study & Learn New Terms — the term-study routine (read notes once, then create Jeopardy!™-style questions; Take Ten™ daily review) • Lesson 14: How to Take Tests — preparation and test-taking strategies by test type; "use test-taking tips only when" the material is learned	MET — IN THE CURRICULUM

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(6) RESPONSE AND SYNTHESIS			
(6)(A)	Respond to literary and informational texts through various modes of communication.	**SOAR Learning & Soft Skills** (book + software): • Lesson 11: How to Communicate with Teachers & Peers — build rapport with questions, “Ask … then (actively) listen!”, the Invisible Layers of Communication, Communication don’ts, Ten ways to manage group work, and the Conflict Map’s steps to win-win solutions • Lesson 15: How to Write Paragraphs & Essays — Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role) • Lesson 17: How to Give Presentations — preparing content (pp. 1–2 of the Writing Roadmap), visuals and delivery; Step 6, confirm technology logistics • Turn & Talk prompts: see Teacher Presentation Tool, under “Optional Activities” (in all lessons) • Writing Reflection: see Teacher Presentation Tool, under “Optional Activities” (in all lessons) **ELA Maps** (optional): • Fiction Story Map — 05 After Reading: Story Coding (Plot Analysis codes E → IA → RA → PT → C → FA → R; Significance codes I, Th, CD, P, Ti, M/T, TS/TT/TW), Story Structure: Plot Diagram, Conflict Analysis, and Objective Summary of Theme with the Paragraph Outline scaffold • 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 • Nonfiction Notes Map — Layer 3 After Reading: write your own quiz questions in the left margin, 2–5 per page; 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?”) or Book Review	MET — IN THE CURRICULUM
(6)(B)	Formulate and defend a position with support synthesized from multiple texts.	**SOAR Learning & Soft Skills** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap (Argument); Writing Planning Guide, p. 2, used to set up a 3D Writing Organizer: one pocket per guiding question, each with three to four answers, sources numbered – Composition REDecoder codes U–Y: for arguments, defend opinions with facts and evidence – collecting research and numbering each source on the 3D Writing Organizer **ELA Maps** (optional): • Nonfiction Notes Map — Layer 3 After Reading: write your own quiz questions in the left margin, 2–5 per page; 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?”) or Book Review • Fiction Story Map — 05 Story Coding: the (TT) Text-to-Text code; 05 After Reading: Objective Summary of Theme **Usage note:** Run the same routine twice, once per text, then set the two side by side. For two nonfiction texts, complete the Layer 4 author analysis on each and compare the two authors’ arguments, evidence and organization. For two literary texts, compare the Objective Summary of Theme entries and tag every shared point with the (TT) Text-to-Text code.	MET — WITH USAGE NOTE

TEKS	Student expectation (paraphrased)	Where it is taught · what students do · usage note where applicable	Verdict
(6)(C)	Evaluate personal responses to reading for evidence of growth.	**SOAR Learning & Soft Skills** (book + software): • Pre-Post Assessment: Scorecard — the same ~50 items taken before and after the course, compared in the student's SOAR account • Lesson 15: How to Write Paragraphs & Essays — Writing Roadmap, Phase 5: Publish, and Phase 6: The Retrospective ("What did you learn about this process? What went well? What could you do better next time?") • Lesson 18: How to Track Progress & Keep Moving Forward — "Pause & reflect … at anchor points!": the retrospective (expectations vs. reality; what went well; Plan B for setbacks; "1% better") • Writing Reflection: see Teacher Presentation Tool, under "Optional Activities" (in all lessons) • Skill Demonstration Portfolio and Exit Presentation: see Assessments in Teacher's Guide — lesson-by-lesson evidence, reflected on at the end of term	**MET — IN THE CURRICULUM**

NOTES

Claim. SOAR Learning & Soft Skills covers 100% of the TEKS for College Readiness & Study Skills — 20 expectations met in the curriculum as taught, and 7 met with the usage notes stated above.

Why every row names a location. A correlation is only useful if a teacher can find the thing being claimed — in the materials they actually own. Naming the lesson and the section is what separates a usable correlation from a checkmark.

Source. 19 TAC §110.48, College Readiness and Study Skills (One-Half Credit), current through June 2025.

Keeping this current. *Updated Aug 2026. Standards bodies revise; if the standards have been updated since this date, contact us and we'll update the correlation.