ALIGNMENT

Virginia 2024 English Standards of Learning, Grades 6–12

SOAR Learning & Soft Skills (3.0), with the ELA Maps where noted, addresses all 18 standard families across all 8 strands of the Virginia 2024 English Standards of Learning, grades 6–12 — 6 MET — IN THE CURRICULUM, 12 MET — WITH USAGE NOTE.

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

WHERE TO FIND EACH CORRELATION

Two products carry this correlation, and each row says which. **SOAR Learning & Soft Skills (3.0) — the student book and software** — carries most rows. The three **Reading Literary Text** rows (RL.1, RL.2 and RL.3) **require the SOAR ELA Maps**: the Fiction Story Map and the Literary Elements Map are the evidence on those rows, not an add-on. The ELA Maps are a separate product, commonly bundled with SOAR Learning. Lines marked **ELA Maps (optional)** are additional correlation for schools that have those maps; they are never the sole evidence for a row. The Writing Roadmap ships with SOAR 3.0 (Lesson 15) and is cited as part of it, not as an ELA Map. The 5-Minute Fast-Write on the W.1 row is available upon request; the row says how to get it.

ABOUT THIS DOCUMENT

Virginia writes a separate standard for every grade from 6 to 12. This correlation has one row per standard family — 18 families across Virginia's 8 strands — and each row's evidence serves that family across all seven grades. Each grade's Virginia code is printed on the row (6.RL.1 through 12.RL.1, for example).

HOW TO READ THIS CORRELATION

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

EVIDENCE BASE

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

Standard family	Virginia codes	Where it is taught	Verdict
DEVELOPING SKILLED READERS AND BUILDING READING STAMINA			
DSR	**6.DSR** **7.DSR** **8.DSR** **9.DSR** **10.DSR** **11.DSR** **12.DSR**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4) • Lesson 13: How to Study & Learn New Terms — How to study English language arts (ELA) — 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 • Lesson 15: How to Write Paragraphs & Essays — collecting research and numbering each source on the 3D Writing Organizer **ELA Maps** (optional): • Nonfiction Notes Map — Layers 1–4, carried across a full chapter, unit or book • Fiction Story Map — 01 Before Reading (Setting: Time Period; Style of Language, Modern / "Old-fashioned"), 03 During Reading (Characters and Locations proper-noun tracking) and 02 Unfamiliar Words & Phrases — one panel per barrier, carried across a full novel study in the Fiction Book Club format **Usage note:** Indicator B names a text-complexity band, and SOAR does not select texts. Teachers choose the literature and nonfiction to match the band and the rigor of the course, then run the same Layers 1–4 routine across the year on progressively longer or more demanding pieces. Indicator A's accuracy, rate and expression in successive readings is oral reading. Fluency is a foundational skill, and the Miscue Analysis is the instrument that determines whether a genuine fluency gap is present or whether the difficulty is meaning-making; teachers are directed to the SOAR training video, "Miscue Analysis: How to Decode a Student's Reading 'Mistakes'" (https://www.youtube.com/watch?v=nriyfhxXUVU). Where a real gap is found the student is referred to proper support, which is the correct response rather than a shortfall — SOAR assesses, routes, and delivers the meaning-making half directly.	**MET — WITH USAGE NOTE**

Standard family	Virginia codes	Where it is taught	Verdict
READING AND VOCABULARY			
RV.1 — Vocabulary Development and Word Analysis	**6.RV.1** **7.RV.1** **8.RV.1** **9.RV.1** **10.RV.1** **11.RV.1** **12.RV.1**	**SOAR 3.0** (book + software): • Lesson 13: How to Study & Learn New Terms — How to study English language arts (ELA) — for unfamiliar words, link the meaning to the story's context, then replace it with an appropriate synonym • Lesson 16: How to Learn Grammar & Punctuation – the word-choice pass within the Revising & Editing Decoder (RED), where students weigh one word against another for precision and effect – the Four-Square Sentence, which builds a sentence by choosing and swapping its parts **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 — the Diction column (word choice), including its Figurative Language category; 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:** Context clues and looking a word up are covered as printed; add the other two parts to the table students are already keeping. Before recording a meaning on the Unfamiliar Words & Phrases table, have students try taking the word apart and write the prefix, root or suffix they recognized beside it. When they do look a word up, have them name the reference they used — dictionary, glossary, thesaurus or a search — and say in a few words why that one fit.	**MET — WITH USAGE NOTE**
READING LITERARY TEXT			
RL.1 — Key Ideas and Plot Details	**6.RL.1** **7.RL.1** **8.RL.1** **9.RL.1** **10.RL.1** **11.RL.1** **12.RL.1**	**ELA Maps**: • Fiction Story Map – 05 After Reading: Objective Summary of Theme, with the Paragraph Outline scaffold (intro sentence → three supporting details → concluding restatement); 05 Story Coding: the (Th) Theme code marks each detail that supports it – 05 After Reading: Story Structure: Plot Diagram, with each circle coded Exposition → Inciting Action → Rising Actions → Plot Twist(s) → Climax → Falling Action(s) → Resolution; Conflict Analysis – 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 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; 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)	**MET — IN THE CURRICULUM**

Standard family	Virginia codes	Where it is taught	Verdict
RL.2 — Craft and Style	**6.RL.2** **7.RL.2** **8.RL.2** **9.RL.2** **10.RL.2** **11.RL.2** **12.RL.2**	**SOAR 3.0** (book + software): • Lesson 13: How to Study & Learn New Terms — How to study English language arts (ELA) — for unfamiliar words, link the meaning to the story's context, then replace it with an appropriate synonym **ELA Maps**: • Fiction Story Map – 02 During Reading: Unfamiliar Words & Phrases table, using context clues or looking the word up and recording the meaning in as few key words or synonyms as possible; 01 Before Reading: Style of Language (Modern / "Old-fashioned"); 05 Story Coding: the (M/T) Mood/Tone code – 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 • Literary Elements Map — the Diction column (word choice), including its Figurative Language and Sound + Voice categories, the latter covering rhythmic sound, onomatopoeia and alliteration; the Syntax column's Repetition and Rhythm + Pace categories; the Author's Purpose row, with Tone and Mood beneath it, and the Point-of-View row **Usage note:** Add one column to the Unfamiliar Words & Phrases table on the Fiction Story Map. After recording the meaning, students note whether the author chose that word for precision or for effect, and what it makes the reader picture or feel.	**MET — WITH USAGE NOTE**
RL.3 — Integration of Concepts	**6.RL.3** **7.RL.3** **8.RL.3** **9.RL.3** **10.RL.3** **11.RL.3** **12.RL.3**	**ELA Maps**: • Fiction Story Map – 01 Before Reading: Text-to-Self / Text / World connections; 05 Story Coding: the (TT) Text-to-Text code; 05 After Reading: Objective Summary of Theme – 03 During Reading: Characters and Locations panels, tracking relationships and drawing connections across characters, locations and timeline details • Literary Elements Map – worked once per text, the same six element rows set the two authors side by side: which of the three tool columns — Diction, Syntax, Structure — did each writer reach for to accomplish the same element, and what does the difference say about the approach each one took – the Structure column (arrangement of information and ideas) and the Plot Development row **Usage note:** Run the same routine twice, once per text, then set the two side by side. For two literary texts, compare the Objective Summary of Theme entries and tag every shared point with the (TT) Text-to-Text code. On the Literary Elements Map, place a card for each author on the same row and ask which tools each writer reached for to accomplish the same element.	**MET — WITH USAGE NOTE**

Standard family	Virginia codes	Where it is taught	Verdict
READING INFORMATIONAL TEXT			
RI.1 — Key Ideas and Confirming Details	**6.RI.1** **7.RI.1** **8.RI.1** **9.RI.1** **10.RI.1** **11.RI.1** **12.RI.1**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction • Lesson 13: How to Study & Learn New Terms — How to Make a Concept Map • 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 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 – Layer 2 During Reading: the Event Map places people above the timeline and places below it, with lines drawn to show how each connects – 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?” **Usage note:** Before a source goes onto the 3D Writing Organizer, have students check it with “How to Do Online Research & Verify Sources,” then keep or drop the source and say why. Same sources they are already numbering. Grades 11–12 (indicator A): students summarize workplace and technical documents with the same Lesson 10 reading routine; completing an application for employment or college admission is not taught in SOAR.	**MET — WITH USAGE NOTE**
RI.2 — Craft and Style	**6.RI.2** **7.RI.2** **8.RI.2** **9.RI.2** **10.RI.2** **11.RI.2** **12.RI.2**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4) • Lesson 13: How to Study & Learn New Terms — How to Make a Concept Map **ELA Maps** (optional): • Nonfiction Notes Map – Layer 2 During Reading: 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 – Layer 2 During Reading: Key Terms panel (Social Studies edition) – 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 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	**MET — IN THE CURRICULUM**

Standard family	Virginia codes	Where it is taught	Verdict
RI.3 — Integration of Concepts	**6.RI.3** **7.RI.3** **8.RI.3** **9.RI.3** **10.RI.3** **11.RI.3** **12.RI.3**	**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 • Lesson 12: How to Listen & Take Notes **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 – Layer 1 Before Reading; Layers 3 & 4 After Reading **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 a lecture-and-text pair, put the Lesson 12 notes beside the Lesson 10 reading notes on the same topic and mark where the two agree, differ, or fill each other's gaps.	**MET — WITH USAGE NOTE**
WRITING			
W.1 — Modes and Purposes for Writing	**6.W.1** **7.W.1** **8.W.1** **9.W.1** **10.W.1** **11.W.1** **12.W.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: 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 (Expository); Writing Planning Guide, p. 2, 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 (Argument); Composition REDecoder (Phase 3), codes U–Y: defend opinions with facts and evidence; avoid rhetorical questions and unsure language; provide background rather than assuming prior knowledge • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4), where the evidence students later draw on is first collected **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: the Argumentative Book analysis or the Book Review **5-Minute Fast-Write** (available upon request): • Supplies the short end of routine writing at length — a daily short piece measured against a student's own prior best — paired with the Writing Roadmap's full six-phase process at the long end. Answers grades 9–12's "routinely producing shorter and longer pieces" indicator; Virginia does not raise this at grades 6–8. • Available upon request — email info@studyskills.com and we will send it to you. **Usage note:** Grades 11–12 ask students to write about their personal qualifications for a job or for college, and to produce workplace documents such as a job application. Job and college applications are not taught in SOAR. Students plan and draft these pieces with the same Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role); the teacher supplies the application or document format.	**MET — WITH USAGE NOTE**

Standard family	Virginia codes	Where it is taught	Verdict
W.2 — Organization and Composition	**6.W.2** **7.W.2** **8.W.2** **9.W.2** **10.W.2** **11.W.2** **12.W.2**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role) – 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, Composition REDecoder (Phase 3), the revising pass: Style elements, codes O–T — remove unnecessary words, use active voice, show rather than tell, vary cadence with compound sentences, hold parallel structure, and place emphatic words at the end of a sentence • Lesson 16: How to Learn Grammar & Punctuation — Revising & Editing Decoder (RED), Round 1 self-evaluation: “Is my message clear and logical?” — check completeness, order, and unnecessary or missing words	**MET — IN THE CURRICULUM**
W.3 — Usage and Mechanics	**6.W.3** **7.W.3** **8.W.3** **9.W.3** **10.W.3** **11.W.3** **12.W.3**	**SOAR 3.0** (book + software): • Lesson 16: How to Learn Grammar & Punctuation – Revising & Editing Decoder (RED), downloadable at StudySkills.com/bonus-v3 – 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 • Lesson 15: How to Write Paragraphs & Essays — Writing Roadmap, Composition REDecoder (Phase 3), Style elements codes O–T • Writing Roadmap (download, included with the book + software) — Punctuation REDecoder (Phase 4), items 1–12	**MET — IN THE CURRICULUM**
LANGUAGE USAGE			
LU.1 — Grammar	**6.LU.1** **7.LU.1** **8.LU.1** **9.LU.1** **10.LU.1** **11.LU.1** **12.LU.1**	**SOAR 3.0** (book + software): • Lesson 16: How to Learn Grammar & Punctuation – downloadable grammar reference tools and reference charts (StudySkills.com/bonus-v3) – Revising & Editing Decoder (RED) – Grammar Symbols and the Four-Square Sentence • Writing Roadmap — Composition REDecoder (Phase 3): complete sentences, descriptive adjectives and adverbs, sentence variety built with prepositions, conjunctions and clauses **Usage note:** The Grammar Symbols, Four-Square Sentence and RED teach parts of speech, clauses, appositives, pronoun-antecedent agreement, consistent verb tense, parallel structure and active voice directly. Virginia also names items these tools do not code: subject-verb agreement and often-confused verbs (lie/lay, sit/set, rise/raise) in grades 6–7; choosing passive voice for effect in grades 9–11; and verbal phrases and noun, relative and adverbial clauses in grades 11–12. For agreement, have students mark the subject and the verb with their Grammar Symbols and check that the two match. Add the other items as extra codes when returning RED feedback in Rounds 2 and 3.	**MET — WITH USAGE NOTE**

Standard family	Virginia codes	Where it is taught	Verdict
LU.2 — Mechanics	**6.LU.2** **7.LU.2** **8.LU.2** **9.LU.2** **10.LU.2** **11.LU.2** **12.LU.2**	**SOAR 3.0** (book + software): • Lesson 16: How to Learn Grammar & Punctuation — Revising & Editing Decoder (RED), Round 1: check that every sentence starts with a capital letter and ends with the correct punctuation, then check comma use; Rounds 2 and 3 return coded feedback from a helper and from the teacher • 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:** Indicator D asks students to consult reference materials to check and correct spelling. The 3.0 book carries grammar reference charts rather than word-meaning reference. Add one step to the RED's editing round: when a word is flagged, have students name the reference they checked — spellchecker, glossary, dictionary or a search — and record the corrected spelling on the same line. Grades 9–12 (indicator B) name a style manual, such as MLA or APA, for citing sources and formatting quotations. SOAR does not teach a citation style: supply the manual your school uses and add it as one more check in the RED's editing round.	**MET — WITH USAGE NOTE**
COMMUNICATION AND MULTIMODAL LITERACIES			
C.1 — Communication, Listening, and Collaboration	**6.C.1** **7.C.1** **8.C.1** **9.C.1** **10.C.1** **11.C.1** **12.C.1**	**SOAR 3.0** (book + software): • Lesson 11: How to Communicate with Teachers & Peers — 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 — How to Work with a Group: Emotional Safety and the ten ways to manage group work, including "beware of group-think — if you disagree, speak up"; Actively Listen ("Is there more?", clarifying questions, repeat 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**

Standard family	Virginia codes	Where it is taught	Verdict
C.2 — Speaking and Presentation of Ideas	**6.C.2** **7.C.2** **8.C.2** **9.C.2** **10.C.2** **11.C.2** **12.C.2**	**SOAR 3.0** (book + software): • Lesson 17: How to Give Presentations — preparing content, visuals and delivery • Lesson 15: How to Write Paragraphs & Essays — Writing Roadmap (Argument) • Exit Presentation: see Assessments in Teacher's Guide — the end-of-term synthesis, presented to an audience • Turn & Talk prompts: see Teacher Presentation Tool, under "Optional Activities" (in all lessons) **ELA Maps** (optional): • Speaking & Listening Map – Formal Speaking, The Content: logical order, the opening and closing, and the lede; The Delivery: non-verbals, timing and planned pauses – Formal Speaking: Giving a Presentation, step 1 (identify topic, audience, angle and purpose) and The Delivery, "practice with variety — use different words and tones"; the Map treats Formal Speaking and Interpersonal Communication as separate panels, each with its own register **Usage note:** Lesson 17 teaches preparing and delivering a presentation or speech in full. Grades 7, 9, 10 and 12 also ask students to memorize and recite a selection — a poem, a passage, a speech or a monologue. Lesson 17 teaches speakers not to memorize their own presentations, so treat recitation as its own task: students memorize the selection, then run the Lesson 17 practice guide on it — out loud and standing, non-verbals, timing and planned pauses, and in front of a real audience.	**MET — WITH USAGE NOTE**
C.3 — Integrating Multimodal Literacies	**6.C.3** **7.C.3** **8.C.3** **9.C.3** **10.C.3** **11.C.3** **12.C.3**	**SOAR 3.0** (book + software): • 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 • Exit Presentation: see Assessments in Teacher's Guide **ELA Maps** (optional): • Speaking & Listening Map — content, visuals, delivery	**MET — IN THE CURRICULUM**

Standard family	Virginia codes	Where it is taught	Verdict
C.4 — Examining Media Messages	**6.C.4** **7.C.4** **8.C.4** **9.C.4** **10.C.4** **11.C.4** **12.C.4**	**SOAR 3.0** (book + software): • Lesson 12: How to Listen & Take Notes — the listening and note-taking routine • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4) • Lesson 13: How to Study & Learn New Terms — Concept Maps and Event Maps built from notes, videos and readings on the same topic, so information from several formats lands in one structure **ELA Maps** (optional): • Nonfiction Notes Map – Layer 1 Before Reading, Step 2 “Read the Visuals” (pictures, illustrations, graphs and maps, each read with its caption); Layers 3 & 4 After Reading – Layer 1 Before Reading, Step 3 Evaluate the Author: rank the likely motivation — persuade, inform, entertain or other; 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 **Usage note:** Students already rank an author’s motivation and weigh the evidence on the Nonfiction Notes Map. Run the same two steps on a media message rather than a book — an advertisement, a short video, a news graphic, a sponsored post. Then add one question the Map does not ask: name the technique used to carry the message — the editing, the music, the image chosen, the words on screen — and say what it was built to make that particular audience feel. Compare two messages aimed at different audiences on the same topic.	**MET — WITH USAGE NOTE**
RESEARCH			
R.1 — Evaluation and Synthesis of Information	**6.R.1** **7.R.1** **8.R.1** **9.R.1** **10.R.1** **11.R.1** **12.R.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 – collecting research and numbering each source on the 3D Writing Organizer – How to set up and use a digital “3D” Writing Organizer: built in PowerPoint or Google Slides, one slide per pocket • Lesson 15 Articles (student lesson and Teacher Presentation Tool): “How to Do Online Research & Verify Sources.” • Lesson 12: How to Listen & Take Notes — the listening and note-taking routine • Lesson 17: How to Give Presentations — preparing content, visuals and delivery **ELA Maps** (optional): • Nonfiction Notes Map — Step 3: Evaluate the Author (rank the motivation: persuade / inform / entertain) **Usage note:** Before a source goes onto the 3D Writing Organizer, have students check it with “How to Do Online Research & Verify Sources,” then keep or drop the source and say why. Same sources they are already numbering. Indicator F names a citation style (MLA or APA) from grade 8 up: SOAR teaches students to number each source and track what came from it, but does not teach a citation style. Supply the style manual your school uses and have students format the sources they have already numbered. Indicator G asks for ethical and responsible use of all sources, including artificial intelligence: run an AI tool through that same keep-or-drop decision. Students number it like any other source, record what they asked it and what it returned, verify each claim they keep against a second numbered source, and mark in their notes which words are theirs and which came from the tool. The standard SOAR already sets for a website — verify the source, then credit what you use — is the standard applied to AI.	**MET — WITH USAGE NOTE**

NOTES

Claim. SOAR Learning & Soft Skills (3.0), with the ELA Maps where noted, addresses all 18 standard families across all 8 strands of the Virginia 2024 English Standards of Learning, grades 6–12 — 6 MET — IN THE CURRICULUM, 12 MET — WITH USAGE NOTE.

How this correlation is built. One row per standard family. Virginia writes each family at every grade from 6 to 12, and the wording changes by grade. Each row's evidence serves the family across all seven grades. Where a single grade names something SOAR does not teach, that row's usage note says so and names the grade.

Where the ELA Maps are required. The three Reading Literary Text rows — RL.1, RL.2 and RL.3 — rest on the ELA Maps: the Fiction Story Map and the Literary Elements Map. RL.1 and RL.3 cite the Maps alone; RL.2 cites them alongside SOAR 3.0 Lesson 13. The ELA Maps are a separate product, commonly bundled with SOAR Learning. The other fifteen rows stand on the SOAR 3.0 book and software; the W.1 row also cites the 5-Minute Fast-Write, available upon request.

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

Indicator letters. Usage notes refer to Virginia's indicator letters (A, B, C and so on). The full indicator text for each grade is in the VDOE 2024 English Standards of Learning.

The DSR row. The DSR row has no family title because Virginia writes DSR as a single strand-level standard with indicators A–E and no numbered sub-standards. The Grade 12 strand heading reads "Developing Skilled and Building Reading Stamina" — omitting "Readers" — while grades 6–11 read "Developing Skilled Readers and Building Reading Stamina". The strand band in this document uses the grades 6–11 wording.

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. Virginia Department of Education, 2024 English Standards of Learning, adopted by the Board of Education 2024-03-28. Extracted verbatim from the VDOE posting document "2024-ELA-SOL-To-Post.docx" (March 2024). Grades 6–12 sections.

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