

A Correlation: JA Inspire[®] Entry and Common Core Standards in English Language Arts

Session One: Career Interests and Your Path

Session Two: Career Planning and Your Path

Session Three: Preparing to Meet Your Future

Session Four: Local Business Means Opportunity

Session Five: Prepare for the JA Inspire Event

Session Five: (virtual) Learn From the Experts

Session Six: Visit the JA Inspire Event

Session Seven: JA Inspire Personal Reflection

GRADE 6

RI Reading Standards for Instructional Text

Gray dots indicate skills supported specifically by recommended or optional activities

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	•	•	•	•			•	•
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments	•	•	•			•	•	•
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text	•	•		•			•	•
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	•	•	•	•	•	•	•	•
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas	•	•		•			•	
RI.6.7 Integrate information presented in different media or formats to develop a coherent understanding of a topic or issue.	•	•	•		•	•	•	•
RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.								•
RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).							•	•
RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range	•		•				•	•

W Writing Standards

W.6.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					•			•
W.6.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content	•		•	•			•	
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	•							•
W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	•	•	•	•	•	•	•	•

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W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach		●		●				
W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others		●	●	●		●	●	●
W.6.7 Conduct short research projects to answer a question or solve a problem: narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation	●	●	●	●			●	●
W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources	●	●	●	●	●	●	●	●
W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.							●	
W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences		●	●		●	●		●

SL Speaking and Listening

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	●		●	●	●		●	●
SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	●	●	●	●	●		●	●
SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	●			●	●	●	●	●
SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation	●	●	●	●				
SL.6.5 Include multimedia components (e.g., graphics, images, music, sound), and visual displays in presentations to clarify information.	●	●						
SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.				●	●		●	

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L Language Standards

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●
L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		●		●		●	●	
L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	●	●	●	●	●	●	●	●
L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	●	●	●	●	●	●	●	●
L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	●		●		●	●	●	●
L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	●	●	●	●	●	●	●	●

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GRADE 7

RI Reading Standards for Instructional Text

Gray dots indicate skills supported specifically by optional or recommended activities

RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	●	●	●	●			●	●
RI.7.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	●	●	●				●	●
RI.7.3 Analyze the interactions between individuals, events, and ideas in a text	●	●		●			●	●
RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.	●	●	●	●	●	●	●	●
RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	●	●		●			●	
RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	●	●	●		●	●	●	●
RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).								●
RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.							●	●
RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts	●		●				●	●
RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	●	●	●	●		●	●	●

W Writing Standards

W.7.1 Write arguments to support claims with clear reasons and relevant evidence					●			●
W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	●		●	●			●	
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	●							●

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W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	●	●	●	●	●	●	●	●
W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed		●		●				
W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.		●	●	●		●	●	●
W.7.7 Conduct short research projects to answer a question or solve a problem: narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	●	●	●	●			●	●
W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	●	●	●	●	●	●	●	●
W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research							●	
W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		●	●		●	●		●

SL Speaking and Listening Standards

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	●		●	●	●		●	●
SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	●	●	●	●	●		●	●
SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	●			●	●	●	●	●
SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	●	●	●	●				
SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	●	●						
SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate				●	●		●	

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L Language Standards

L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●
L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		●		●		●	●	
L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	●	●	●	●	●	●	●	●
L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	●	●	●	●	●	●	●	●
L. 7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	●		●		●	●	●	●
L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	●	●	●	●	●	●	●	●

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GRADE 8

RI Reading Standards for Instructional Text

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RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	●	●	●	●	●		●	●
RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	●	●		●	●	●	●	●
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events	●	●	●	●	●		●	●
RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.	●	●	●	●	●	●	●	●
RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.			●		●			●
RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.						●		●
RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.								
RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	●	●	●	●	●		●	●
RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.								
RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently								

W Writing Standards

W.8.1 Write arguments to support claims with clear reasons and relevant evidence								
W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content								

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W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.							
W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		●		●		●	●
W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed		●		●		●	●
W.8.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.		●		●		●	●
W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.							●
W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation						●	
W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.							
W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.						●	

SL Speaking and Listening Standards

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	●		●	●	●		●	●
SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	●	●	●	●	●		●	●
SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when relevant evidence is introduced.	●			●	●	●	●	●
SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	●	●	●	●				

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SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	●	●						
SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.				●	●		●	

L Language Standards

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●
L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		●		●		●	●	
L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	●	●	●	●	●	●	●	●
L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	●	●	●	●	●	●	●	●
L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	●		●		●	●	●	●
L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	●	●	●	●	●	●	●	●

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RH Reading Standards for Literacy in History/Social Studies 6-8

RH.1 Cite specific textual evidence to support analysis of sources.	●	●	●	●	●	●	●	●
RH.2 Determine the central ideas of information of a source; provide an accurate summary of the source distinct from prior knowledge or opinions.	●	●	●	●	●	●	●	●
RH.3 Identify key steps in a text’s description of a process.	●	●	●	●	●	●	●	●
RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to social studies.	●	●	●	●	●	●	●	●
RH.7 Integrate visual information with other information in print and digital texts.	●	●	●	●	●	●	●	●
RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.	●	●	●	●	●	●	●	●

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