

Standards Chart: “WIRING” YOUR BRAIN

Grades 6–12

The “**Wiring**” **Your Brain** student article and teacher’s guide support Common Core State Standards for English Language Arts (corestandards.org) and Next Generation Science Standards (nextgenscience.org). The standards chart below is organized by grade level.

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Grade 6
LANGUAGE ARTS
Reading: Informational Text Key Ideas and Details <ul style="list-style-type: none">• CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.• CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details.• CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.• CCSS.ELA-Literacy.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.
Language: Vocabulary Acquisition and Use <ul style="list-style-type: none">• CCSS.ELA-Literacy.L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
Speaking & Listening Comprehension and Collaboration <ul style="list-style-type: none">• CCSS.ELA-Literacy.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.• CCSS.ELA-Literacy.SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Grade 6 (continued)
SCIENCE
NGSS From Molecules to Organisms: Structures and Processes <ul style="list-style-type: none"> MS-LS1-3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. MS-LS1-8 Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

Grade 7
LANGUAGE ARTS
Reading: Informational Text Key Ideas and Details <ul style="list-style-type: none"> CCSS.ELA-Literacy.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.
Reading: Informational Text Craft and Structure <ul style="list-style-type: none"> CCSS.ELA-Literacy.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.
Language: Vocabulary Acquisition and Use <ul style="list-style-type: none"> CCSS.ELA-Literacy.L.7.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
Speaking & Listening Comprehension and Collaboration <ul style="list-style-type: none"> CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.SL.7.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Grade 7 (continued)
SCIENCE
NGSS From Molecules to Organisms: Structures and Processes <ul style="list-style-type: none"> MS-LS1-3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. MS-LS1-8 Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

Grade 8
LANGUAGE ARTS
Reading: Informational Text Key Ideas and Details <ul style="list-style-type: none"> CCSS.ELA-Literacy.SL.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. CCSS.ELA-Literacy.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.
Reading: Informational Text Craft and Structure <ul style="list-style-type: none"> CCSS.ELA-Literacy.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
Language: Vocabulary Acquisition and Use <ul style="list-style-type: none"> CCSS.ELA-Literacy.L.8.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
Speaking & Listening Comprehension and Collaboration <ul style="list-style-type: none"> CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Grade 8 (continued)
SCIENCE
NGSS From Molecules to Organisms: Structures and Processes <ul style="list-style-type: none"> MS-LS1-3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. MS-LS1-8 Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

Grades 9–10
LANGUAGE ARTS
Reading: Informational Text Key Ideas and Details <ul style="list-style-type: none"> CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.
Reading: Informational Text Craft and Structure <ul style="list-style-type: none"> CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
Speaking & Listening Comprehension and Collaboration <ul style="list-style-type: none"> CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SCIENCE
NGSS From Molecules to Organisms: Structures and Processes <ul style="list-style-type: none"> HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

Grades 11–12	
LANGUAGE ARTS	
Reading: Informational Text Key Ideas and Details	
<ul style="list-style-type: none">CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
Reading: Informational Text Craft and Structure	
<ul style="list-style-type: none">CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	
Speaking & Listening Comprehension and Collaboration	
<ul style="list-style-type: none">CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasivelyCCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	
SCIENCE	
NGSS From Molecules to Organisms: Structures and Processes	
<ul style="list-style-type: none">HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.	