

Standards Chart: “The Awesomely Evolved Human Brain”

Grades 6–12

The “The Awesomely Evolved Human 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.
Reading: Informational Text Craft and Structure <ul style="list-style-type: none">• 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.
Reading: Informational Text Integration of Knowledge and Ideas <ul style="list-style-type: none">• CCSS.ELA-Literacy.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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.
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. CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text.
Reading: Informational Text Craft and Structure <ul style="list-style-type: none"> CCSS.ELA-Literacy.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. 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.
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.
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.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. 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.

Grade 8 (continued)
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.
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. CCSS.ELA-Literacy.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
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. • CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis. 	
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 persuasively. • CCSS.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. 	