CURRICULUM STANDARDS

Series: Extreme Scientists

Standards Achieved
This series supports the following Common Core State Standards, National Council for the Social Studies Standards, and National Science Education Standards for grades 3–9.

Common Core State Standards

Key Ideas and Details	RI 3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	RI 3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
	RI 3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Craft and Structure	RI 3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
	RI 3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
Integration of Knowledge and Ideas	RI 3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
	RI 3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
Key Ideas and Details	RI 4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	RI 4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
	RI 4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Craft and Structure	RI 4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Integration of Knowledge and Ideas	RI 4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
	RI 4.8	Explain how an author uses reasons and evidence to support particular points in a text.
Key Ideas and Details	RI 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	RI 5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
	RI 5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure	RI 5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
Integration of Knowledge and Ideas	RI 5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
Key Ideas and Details	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 (e.g., through examples or anecdotes).
Craft and Structure	RI 6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
Key Ideas and Details	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 two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
Craft and Structure	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.

Key Ideas and Details	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.
Craft and Structure	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 specific word choices on meaning and tone, including analogies or allusions to other texts.
Key Ideas and Details	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.
	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; provide an objective summary of the text.
Craft and Structure	RI 9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

National Council for the Social Studies Standards

People, Places, and Environments	3	Social studies programs should include experiences that provide for the study of people, places, and environments.

National Science Education Standards

Life Science	Content Standard C, grades K–4	As a result of activities in grades K–4, all students should develop understanding of the characteristics of organisms, life cycles of organisms, and organisms and environments.
Earth and Space Science	Content Standard D, grades K–4	As a result of their activities in grades K–4, all students should develop an understanding of properties of earth materials, objects in the sky, and changes in earth and sky.
History and Nature of Science	Content Standard G, grades K–4	As a result of activities in grades K–4, all students should develop understanding of science as a human endeavor.

Life Science	Content Standard C, grades 5–8	As a result of their activities in grades 5–8, all students should develop understanding of structure and function in living systems, reproduction and heredity, regulation and behavior, populations and ecosystems, and diversity and adaptations of organisms.
Earth and Space Science	Content Standard D, grades 5–8	As a result of their activities in grades 5–8, all students should develop an understanding of the structure of the earth system, Earth's history, and Earth in the solar system.
History and Nature of Science	Content Standard G, grades 5–8	As a result of activities in grades 5–8, all students should develop understanding of science as a human endeavor, the nature of science, and the history of science.
Life Science	Content Standard C, grades 9–12	As a result of their activities in grades 9–12, all students should develop understanding of the cell; molecular basis of heredity; biological evolution; interdependence of organisms; matter, energy, and organization in living systems; and behavior of organisms.
Earth and Space Science	Content Standard D, grades 9–12	As a result of their activities in grades 9–12, all students should develop an understanding of energy in the earth system, geochemical cycles, origin and evolution of the earth system, and the origin and evolution of the universe.
History and Nature of Science	Content Standard G, grades 9–12	As a result of activities in grades 9–12, all students should develop understanding of science as a human endeavor, the nature of scientific knowledge, and historical perspectives.