



# Standard #: LAFS.910.RST.2.5

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Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

## General Information

**Subject Area:** English Language Arts

**Grade:** 910

**Strand:** Reading Standards for Literacy in Science and Technical Subjects 6-12

**Idea:** Level 2: Basic Application of Skills & Concepts

**Cluster:** Craft and Structure -

**Date Adopted or Revised:** 12/10

**Content Complexity Rating:** [Level 2: Basic Application of Skills & Concepts](#) - [More Information](#)

**Date of Last Rating:** 02/14

**Status:** State Board Approved

## Related Courses

Course Number	Course Title
<a href="#">2001350:</a>	Astronomy Solar/Galactic (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2000310:</a>	Biology 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2000320:</a>	Biology 1 Honors (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2000430:</a>	Biology Technology (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2000370:</a>	Botany (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2003350:</a>	Chemistry 1 Honors (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2001310:</a>	Earth/Space Science (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2001320:</a>	Earth/Space Science Honors (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2000380:</a>	Ecology (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2002480:</a>	Forensic Science 1 (Specifically in versions: 2014 - 2015, 2015 - 2017, 2017 - 2022 (current), 2022 and beyond)
<a href="#">2002490:</a>	Forensic Sciences 2 (Specifically in versions: 2014 - 2015, 2015 - 2017, 2017 - 2022 (current), 2022 and beyond)
<a href="#">2002400:</a>	Integrated Science 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2002410:</a>	Integrated Science 1 Honors (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2002420:</a>	Integrated Science 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2002430:</a>	Integrated Science 2 Honors (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2000390:</a>	Limnology (Specifically in versions: 2014 - 2015, 2015 - 2018 (course terminated))
<a href="#">2003310:</a>	Physical Science (Specifically in versions: 2015 - 2022 (current), 2022 and beyond)
<a href="#">2003320:</a>	Physical Science Honors (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2003600:</a>	Principles of Technology 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2003610:</a>	Principles of Technology 2 (Specifically in versions: 2014 - 2015, 2015 - 2018 (course terminated))
<a href="#">2002550:</a>	Solar Energy 2 Honors (Specifically in versions: 2014 - 2015, 2015 - 2018 (course terminated))
<a href="#">2002330:</a>	Space Technology and Engineering (Specifically in versions: 2014 - 2015, 2015 - 2018 (course terminated))
<a href="#">2000410:</a>	Zoology (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2000800:</a>	Florida's Preinternational Baccalaureate Biology 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2002340:</a>	Experimental Science 1 Honors (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2002350:</a>	Experimental Science 2 Honors (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">7920015:</a>	Access Biology 1 (Specifically in versions: 2014 - 2015, 2015 - 2018, 2018 and beyond (current))
<a href="#">7920020:</a>	Access Earth/Space Science (Specifically in versions: 2014 - 2015, 2015 - 2018, 2018 and beyond (current))
<a href="#">7920025:</a>	Access Integrated Science 1 (Specifically in versions: 2014 - 2015, 2015 - 2018, 2018 and beyond (current))
<a href="#">2000315:</a>	Biology 1 for Credit Recovery (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2000500:</a>	Bioscience 1 Honors (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2002405:</a>	Integrated Science 1 for Credit Recovery (Specifically in versions: 2014 - 2015, 2015 - 2020 (course terminated))
<a href="#">2002425:</a>	Integrated Science 2 for Credit Recovery (Specifically in versions: 2014 - 2015, 2015 - 2020 (course terminated))
<a href="#">7920022:</a>	Access Physical Science (Specifically in versions: 2016 - 2018, 2018 and beyond (current))
<a href="#">2001341:</a>	Environmental Science Honors (Specifically in versions: 2016 - 2022 (current), 2022 and beyond)

## Related Resources

### Lesson Plans

Name	Description
<a href="#">5K and No More - Producing Data:</a>	<p>Can your school use \$5000? What school doesn't?! Well, the money is available, but the student body must decide how the money will be spent!</p> <p>5K and No More - Producing Data will enable students to fantasize about what they would do to improve their school if given the opportunity to answer the question, "How would \$5000 best be spent at your school?" The activity begins with students distinguishing the differences between a sample survey, an experiment, and an observational study through a pre-activity. After which, the students are given five (5) scenarios in which they must discuss the pros and cons of each. In life we want things to be fair, so students must constantly think about bias. The company in this MEA desires the most efficient and effective way to collect information from the students without having to talk to everyone ... who has that kind of time!</p> <p>Now, just when the students have found the most efficient and effective way to get students to share their thoughts on where the money should go, more information is revealed about the High School. How do we account for the brains and the brawn, the perfect attendee and the most missed days, or for the goth or skater?</p> <p>Your Savvy Statisticians in the making will figure it out and tell you ALL about it.</p>
<a href="#">MERMAID TAXONOMY:</a>	This MEA is designed to educate students about the use of classification systems and the general characteristics of vertebrates.
<a href="#">Discovering Newton's Third Law:</a>	Students will investigate interacting forces between two objects.
<a href="#">Marvel Rainforest:</a>	Students will examine how to manage a rainforest while maintaining the living standards of a community.
<a href="#">Poly Wants a Bridge!:</a>	"Poly Wants a Bridge" is a model-eliciting activity that allows students to assist the city of Polygon City with selecting the most appropriate bridge to build. Teams of students are required to analyze properties of bridges, such as physical composition and span length in order to solve the problem.
<a href="#">HEART HEALTH:</a>	This MEA is designed to educate students about the relationship between fast food choices and heart health. It should give students dietary choices to assist in the prevention of high blood pressure and heart disease.
<a href="#">SUSHI MANIA:</a>	This MEA is designed to educate students about the biomagnification of mercury in aquatic ecosystems.

### Professional Development

Name	Description
<a href="#">Cultivating Literacy: Reading Skills and Standards:</a>	<p><b>Click "View Site" to open a full-screen version.</b></p> <p>By the end of this module, teachers should be able to:</p> <ul style="list-style-type: none"> <li>• Name the key instructional shifts in English Language Arts and Literacy</li> <li>• Label the College and Career Readiness, also known as CCR, anchor standards for Reading</li> <li>• Use the language of the Reading Standards for Literacy in Science and Technical Subjects to identify what students should know and be able to do</li> <li>• Arrange and sequence the Reading Standards for Literacy in Science and Technical Subjects</li> <li>• Distinguish the changes in rigor as a Reading standard progresses from one grade band to the next</li> </ul> <p>This is Module 1 of 4 in the series, "Literacy across the Content Areas: Reading and Writing to Build Content Knowledge."</p>

### Text Resources

Name	Description
<a href="#">Zanzibar's Malaria Hunter:</a>	This informational text resource is designed to support reading in the content area. The article is about a woman, Habiba, who uses a motorbike to travel to families in the villages of Zanzibar to track, test, and treat malaria patients. After receiving a text message about the location of a malaria patient, she travels to the patient and tests the patient's family to see if other family members have malaria. Then, she treats any infected family members with medicine, giving them extra medicine and insecticide-treated mosquito nets, while educating them about prevention of the disease and its transmission.
<a href="#">Climate's Troublesome Kids:</a>	This informational text resource is intended to support reading in the content area. Did you know that climate has two not-so-nice children? Meet El Niño and La Niña, the "boy" and "girl" spawned by the global climate every 3-7 years. They can give the world a climate that's quite troublesome, depending on which one is causing the disturbance.
<a href="#">Ultracold Atoms:</a>	This informational text resource is intended to support reading in the content area. Most students are familiar with the four most common states of matter, but what about the 5th state of matter, the Bose-Einstein condensate (BEC for short)? This article explains what a BEC is and how researchers are exploring this unique state of matter.
<a href="#">The Weird, Wild World of Citizen Science is Already Here:</a>	This informational text resource is intended to support reading in the content area. This article describes the collision course between citizens and scientists as "makers" and "hobbyists" begin aiding and supplementing the scientific community more and more. The article gives many examples of amateurs helping out on active projects, especially when science cannot dedicate the hours or money necessary to complete them.
<a href="#">Explainer: The Difference Between Radioactivity and Radiation:</a>	This informational text resource is intended to support reading in the content area. This text explains the difference between radioactivity (including radioactive decay, half-life, etc.) and radiation, and the connection between the two.

<a href="#">The Real-Life Neuroscience Behind Zombies:</a>	This informational text resource is intended to support reading in the content area. This text discusses the possible real-life brain disorders that could contribute to fictional zombie behavior. There is also a TED Talk video that explains these disorders further.
<a href="#">Bactreia and Fungi Together: A Biofuel Dream Team?:</a>	This informational text resource is intended to support reading in the content area. The text describes use of bacteria and fungi to share the process of changing cellulose in corn husks to isobutanol. In contrast to current methods of producing biofuels, this process requires a simple, one bioreactor process.
<a href="#">The Electromagnetic Spectrum:</a>	This informational text resource is intended to support reading in the content area. The text explains the source of electromagnetic waves and surveys the types, including examples of each.
<a href="#">What is Chemiluminescence?:</a>	This informational text resource is intended to support reading in the content area. The text defines chemiluminescence as an exothermic chemical process. It contrasts endothermic and exothermic reactions. To better understand chemiluminescence, the author compares the process to incandescence and gives examples of chemiluminescence in everyday life and in nature.

Tutorial

Name	Description
<a href="#">What Causes Zombies?:</a>	This tutorial is designed to help secondary science teachers learn how to integrate literacy skills within their curriculum. This tutorial focuses on evaluating the reasoning and evidence of an argumentative claim. The focus on literacy across content areas is designed to help students independently build knowledge in different disciplines through reading and writing.