



# Standard #: LAFS.910.RST.3.8

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Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.

## 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:** Integration of Knowledge and Ideas -

**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="#">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="#">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="#">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="#">2002330:</a>	Space Technology and Engineering (Specifically in versions: 2014 - 2015, 2015 - 2018 (course terminated))
<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="#">The Impact of Melting Tropical Glaciers:</a>	In this lesson, students will analyze an informational text that explains how climate change is leading to the melting of tropical glaciers in Peru and how this is negatively impacting the residents there. Students will examine how the United States Agency for International Development (USAID) is assisting the Peruvians in developing strategies to deal with the impact. The lesson plan includes a note-taking guide, text-dependent questions, a writing prompt, answer keys,

and a writing rubric. Numerous options to extend the lesson are also included.

[Investigating the pH of Soils:](#)

In this activity students will conduct research then test the effects of adding products to soil. Students will learn about soil pH, what factors affect the pH of soil and how important it is to the growth of plants. Students will learn to use reputable resources to support their findings. Students will be expected to write a detailed lab report that thoroughly explores the concept while integrating the data from their investigation.

[CrazyConcrete:](#)

In this MEA students work collaboratively to analyze concrete and cement formulas based on research collected. Students are required to apply knowledge of chemical composition and determine which formula would be best to use in a given situation. In the first letter, students are asked to rank different concrete mixtures. In the second letter, students are asked to analyze a series of cement mixtures. Then, the students must determine which cement mixture is the most appropriate for rebuilding a coastal area. Students must also investigate hurricane building standards to make the most appropriate choices.

Original Student Tutorial

Name	Description
<a href="#">Question Quest:</a>	Learn to distinguish between questions that can be answered by science and questions that science cannot answer. This interactive tutorial will help you distinguish between science and other ways of knowing, including art, religion, and philosophy.

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="#">Peru's Melting Glaciers Teach Community "to Be Strong in the Face of the Changes":</a>	This informational text is resource designed to help support reading in the content area. The article discusses the impact of climate change (global warming) on the tropical glaciers in Peru. It focuses on providing a description of how Peruvians depend upon the glaciers and the impact that the melting of the glaciers could have in the future. The author also emphasizes USAID's role in working with Peruvians to help them develop plans to deal with the possible loss of the glaciers
<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="#">Why Tau Trumps Pi:</a>	This informational text resource is intended to support reading in the content area. The author tries to convince the reader that two pi, or tau, occurs more often in mathematics than pi by itself. The author provides several examples and indicates the history behind society's choice of pi rather than tau.
<a href="#">Debate Tests Accuracy of Tree Ring Data :</a>	This informational text resource is intended to support reading in the content area. The article explains the controversy surrounding the research of scientists Mann, Fuentes, and Rutherford, whose work suggests that tree rings may not be as accurate a record of past climate changes as once thought. The author explains how the reliance on one type or source of data is a limitation in science and discusses the other information available to reconstruct climates of the past.
<a href="#">Invasive Pythons Put Squeeze on Everglades' Animals:</a>	This informational text resource is intended to support reading in the content area. This interesting article about Burmese pythons in the Everglades showcases the effect one invasive species has on a local ecosystem and habitat. This is a great way to discuss invasive species in the classroom and explore the causes and effects on biodiversity.
<a href="#">Will Snakes Inherit the Earth?:</a>	This informational text resource is intended to support reading in the content area. The author discusses the effects that invasive animals can have on an ecosystem. She initially writes about the Burmese python's effect on the Everglades and follows with the effects of other non-native species on native species. Finally, she exposes the reader to the debate about whether something should be done to control invasive species.
<a href="#">F-16 Accident Investigation Complete:</a>	This informational text resource is intended to support reading in the content area. Investigators give their final conclusion of what caused an F-16 crash after making scientific observations.

Tutorial

Name	Description
	<b>Click "View Site" to open a full-screen version.</b> This tutorial is designed to help secondary math teachers learn

[Pi Fight: Pi vs. Tau:](#)

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.

## Student Resources

Original Student Tutorial

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