



# Standard #: LAFS.910.RST.3.9

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Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

## 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="#">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="#">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="#">0500370:</a>	Voluntary Public Service (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
	In this activity students will conduct research then test the effects of adding products to soil. Students will learn about

<a href="#">Investigating the pH of Soils:</a>	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.
<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="#">Island Biogeography:</a>	Students will study the concept of speciation and predict an island habitat's biodiversity based on the island's size and distance from the mainland.
<a href="#">Community Energy Wars:</a>	Students will discuss the costs and benefits of a variety of energy projects in a local area.

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>