

RESEARCH



SLAR TEKS Vertical Alignment

Grades K–6

The *Spanish Language Arts and Reading (SLAR) Vertical Alignment Chart* is a tool that allows the *Texas Essential Knowledge and Skills (TEKS)* to be viewed across multiple grade levels. The *TEKS* for kindergarten are listed here in the same order as they are presented in the *SLAR TEKS* document. After kindergarten, the *SLAR TEKS* are listed to correlate with previous grade levels. Consequently, in viewing columns for grades 1–6, you may see various letters [(A), (B), (i), (ii), etc.] that are not in order preceding the student expectation.

RESEARCH

Students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information.

Guide to the SLAR TEKS Research Strand Across Grade Levels

Tagline and Applicable Grade Level							Knowledge and Skills Statement	CCRS Standard
Research Plan							Students ask open-ended research questions and develop a plan for answering them.	E/LAS (English/Language Arts Standards): V. Research: A. Formulate topic and questions. CDS (Cross-Disciplinary Standards): II. Foundational Skills. C. Research across the curriculum 3. Refine research topic based on preliminary research and devise a timeline for completing work.
K	1	2	3	4	5	6		
Gathering Sources							Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.	E/LAS: V. Research: B. Select information from a variety of sources. B.1. Gather relevant sources. B.4. Use source material ethically.
K	1	2	3	4	5	6		
Synthesizing Information							Students clarify research questions and evaluate and synthesize collected information.	E/LAS: V. Research: B.2. Evaluate the validity and reliability of sources. B.3. Synthesize and organize information effectively.
K	1	2	3	4	5	6		
Organizing and Presenting Ideas							Grades 1–4: Students organize and present their ideas and information according to the purpose of the research and their audience. Grades 5–6: Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or oral presentation.	E/LAS: V. Research: C. Produce and design a document.
K	1	2	3	4	5	6		

SLAR TEKS Research Strand Vertical Alignment

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:						
19(A) ask questions about topics of class-wide interest (with adult assistance);	23(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics (with adult assistance);	24(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics;	25(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic;	23(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic;	23(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic;	22(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic;
19(B) decide what sources or people in the classroom, school, library, or home can answer these questions (with adult assistance).	23(B) decide what sources of information might be relevant to answer these questions (with adult assistance).	24(B) decide what sources of information might be relevant to answer these questions.	25(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.	23(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.	23(B) generate a research plan for gathering relevant information about the major research question.	22(B) generate a research plan for gathering relevant information about the major research question.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:						
20(A) gather evidence from provided text sources (with adult assistance);	24(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts (with adult assistance);	25(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;	26(A) follow the research plan to collect information from multiple sources of information, both oral and written, including:	24(A) follow the research plan to collect information from multiple sources of information both oral and written, including:	24(A) follow the research plan to collect data from a range of print and electronic resources in Spanish (e.g., reference texts, periodicals, web pages, online sources) and data from experts;	23(A) follow the research plan to collect data from a range of print and electronic resources in Spanish (e.g., reference texts, periodicals, web pages, online sources) and data from experts;
			(i) student-initiated surveys, on-site inspections, and interviews; (ii) data from experts, reference texts, and online searches; (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;	(i) student-initiated surveys, on-site inspections, and interviews; (ii) data from experts, reference texts, and online searches; (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;		
20(B) use pictures in conjunction with writing when documenting research (with adult assistance).	24(B) use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information (with adult assistance);	25(B) use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information;	26(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics);	24(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics);		

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Research/Gathering Sources (cont.)						
					24(B) differentiate between primary and secondary sources;	23(B) differentiate between primary and secondary sources;
	24(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) (with adult assistance).	25(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).	26(C) take simple notes and sort evidence into provided categories or an organizer;	24(C) take simple notes and sort evidence into provided categories or an organizer;	24(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;	23(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;
			26(D) identify the author, title, publisher, and publication year of sources;	24(D) identify the author, title, publisher, and publication year of sources;	24(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format;	23(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format;
			26(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	24(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	24(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	23(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Research/Synthesizing Information.						
Students clarify research questions and evaluate and synthesize collected information. Students are expected to:						
	25(A) revise the topic as a result of answers to initial research questions (with adult assistance).	26(A) revise the topic as a result of answers to initial research questions.	27(A) improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).	25(A) improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).	25(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions;	24(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions;
					25(B) evaluate the relevance, validity, and reliability of sources for the research.	24(B) evaluate the relevance and reliability of sources for the research.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Research/Organizing and Presenting Ideas. (Grades 1–4) Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to: (Grades 5–6) Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:						
					26(A) compiles important information from multiple sources;	25(A) compiles important information from multiple sources;
					26(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;	25(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;
	26(A) create a visual display or dramatization to convey the results of the research (with adult assistance).	27(A) create a visual display or dramatization to convey the results of the research (with adult assistance).	28(A) draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.	26(A) draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.	26(C) presents the findings in a consistent format;	25(C) presents the findings in a consistent format;
					26(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).	25(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).

