RESEARCH

ELAR TEKS Vertical Alignment

Grades K–English IV

The *English Language Arts and Reading (ELAR) 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 *ELAR TEKS* document. After kindergarten, the *ELAR TEKS* are listed to correlate with previous grade levels. Consequently, in viewing columns for grades 1–English IV, you may see various letters [(A), (B), (i), (ii), etc.] that are not in order preceding the student expectation.

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

Guide to the ELAR TEKS Research Strand Across Grade Levels

Tagline and Applicable Grade Level	Knowledge and Skills Statement	CCRS Standard
Research Plan K 1 2 3 4 5 6 7 8 9 10 11 12	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.
Gathering Sources K 1 2 3 4 5 6 7 8 9 10 11 12	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.
Synthesizing Information K 1 2 3 4 5 6 7 8 9 10 11 12	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.
Organizing and Presenting Ideas K 1 2 3 4 5 6 7 8 9 10 11 12	Grades 1–4: Students organize and present their ideas and information according to the purpose of the research and their audience. Grades 5–8 and Courses Eng. I–IV: 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.

Research/Research Plan.
Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
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) / 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) / 22(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic;		22(A) / 22(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic;		20(A)	20(A)	20(A)	20(A)
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) / 23(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.		23(B) / 22(B) generate a research plan for gathering relevant information about the major research question.		22(B) / 22(B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.		20(B) / 20(B) formulate a plan for engaging in research on a complex, multi-faceted topic.		20(B) / 20(B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.	

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:

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
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) / 24(A) follow the research plan to collect information from multiple sources of information, both oral and written, including: (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;		24(A) / 23(A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;		23(A) / 23(A follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;		21(A) / 21(A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;		21(A) / 21(A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;	

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K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV

Research/Gathering Sources (cont.)

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
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);								
					24(B) / 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) / 24(C) take simple notes and sort evidence into provided categories or an organizer;		24(C) / 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;		23(B) / 23(B) categorize information thematically in order to see the larger constructs inherent in the information;		21(B) / 21(B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs);		21(B) / 21(B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences;	
			26(D) / 24(D) identify the author, title, publisher, and publication year of sources;		24(D) / 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;		23(C) / 23(C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format;		21(C) / 21(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number)		21(C) / 21(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.	
			26(E) / 24(E) / 24(E) / 23(E) / 23(D) / 23(D) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.									

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:												

Research/Synthesizing Information.
Students clarify research questions and evaluate and synthesize collected information. Students are expected to:

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
	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)		25(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions;	24(A)	24(A) narrow or broaden the major research question, if necessary, based on further research and investigation;	24(A)	22(A) modify the major research question as necessary to refocus the research plan;	22(A)	22(A)	22(A)
					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.	24(B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another.	24(B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another.	22(B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity;	22(B)	22(B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument;	22(B)
									22(C) critique the research process at each step to implement changes as the need occurs and is identified.	22(C)	22(C)	22(C)

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
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 5–8 and Courses Eng. I–IV) 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)						
					26(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;	25(B)	25(B) marshals evidence to explain the topic and gives relevant reasons for conclusions;	25(B)	23(A) marshals evidence in support of a clear thesis statement and related claims;	23(A)	23(C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;	23(C)
	26(A) create a visual display or dramatization to convey the results of the research (with adult assistance).	27(A)	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)			25(A) draws conclusions and summarizes or paraphrases the findings in a systematic way;	25(A)	23(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;	23(B)	23(A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;	23(A)
					26(C) presents the findings in a consistent format;	25(C)	25(C) presents the findings in a meaningful format;	25(C)	23(C) uses graphics and illustrations to help explain concepts where appropriate;	23(C)	23(B) uses a variety of formats and rhetorical strategies to argue for the thesis;	23(B)
									23(D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and	23(D)		
					26(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources. (e.g., bibliography, works cited).	25(D)	25(D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.	25(D)	23(E) uses a style manual (e.g., *Modern Language Association*, *Chicago Manual of Style*) to document sources and format written materials;	23(E)		
											23(E) is of sufficient length and complexity to address the topic.	23(E)

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