

Vertical Alignment
Texas Essential Knowledge and Skills for
English Language Arts and Reading
English I, English II, English III and English IV
Research Strand
Aligned by
Lisa Hernandez

The [Texas Essential Knowledge and Skills \(TEKS\) English Language Arts and Reading \(ELAR\)](#) Research Strand has four components: Research Plan, Gathering Sources, Synthesizing Information, and Organizing and Presenting Ideas. For each TEKS ELAR grade level, the numerical order of the research strand is 20-23. Each component is followed by a TEKS declaration and an alphabetical outline of student expectations. **Bold words and sentences** indicate scaffolding of student expectations from English I through English IV. Grade levels are indicated in parenthesis.

(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to: (Grades 9, 10, 11, and 12)

(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and (Grades 9, 10, 11, and 12)

(B) formulate a plan for engaging in research on a complex, multi-faceted topic (Grades 9 and 10)

(B) formulate a plan for engaging in **in-depth** research on a complex, multi-faceted topic. (Grades 11 and 12)

(21) 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: (Grades 9, 10, 11, and 12)

(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; (Grades 9 and 10)

(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**; (Grades 11 and 12)

(B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and (Grades 9 and 10)

(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**; and (Grades 11 and 12)

(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number). (Grades 9 and 10)

(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**. (Grades 11 and 12)

(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to: (Grades 9, 10, 11, and 12)

(A) modify the major research question as necessary to refocus the research plan; (Grades 9, 10, 11, and 12)

(B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by and examining their authority and objectivity; and (Grades 9, and 10)

(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; (Grades 11 and 12)

(C) critique the research process at each step to implement changes as the need occurs and is identified. (Grades 9, 10, 11, and 12)

(23) Research/Organizing and Presenting Ideas. 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: (Grades 9 and 10)

(23) Research/Organizing and Presenting Ideas. 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 **an extended** written or oral presentation that: (Grades 11 and 12)

(A) marshals evidence in support of a clear thesis statement and related claims; (Grades 9 and 10)

(A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information; (Grades 11 and 12)

(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view; (Grades 9 and 10)

(B) uses a variety of formats and rhetorical strategies to argue for the thesis; (Grades 11 and 12)

(C) uses graphics and illustrations to help explain concepts where appropriate; (Grades 9 and 10)

(C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments; (Grades 11 and 12)

(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 (Grades 9 and 10)

(D) uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials; and (Grades 11 and 12)

(E) uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials. (Grades 9 and 10)

(E) is of sufficient length and complexity to address the topic. (Grades 11 and 12)

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Revised on December 11, 2014