



Vertical Alignment

English Language Arts and Reading

Grade 7
Research

Grade 6	Grade 7	Grade 8
Introduction		
<p>§110.17. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Middle School, Beginning with School Year 2009-2010.</p> <p><i>Source: The provisions of this §110.17 adopted to be effective September 4, 2008, 33 TexReg 7162; amended to be effective February 22, 2010, 35 TexReg 1462.</i></p> <p>§110.18. English Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.</p>	<p>§110.17. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Middle School, Beginning with School Year 2009-2010.</p> <p><i>Source: The provisions of this §110.17 adopted to be effective September 4, 2008, 33 TexReg 7162; amended to be effective February 22, 2010, 35 TexReg 1462.</i></p> <p>§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.</p>	<p>§110.17. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Middle School, Beginning with School Year 2009-2010.</p> <p><i>Source: The provisions of this §110.17 adopted to be effective September 4, 2008, 33 TexReg 7162; amended to be effective February 22, 2010, 35 TexReg 1462.</i></p> <p>§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010.</p>
<p>The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In sixth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language</p>	<p>The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In seventh grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language</p>	<p>The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In eighth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language</p>

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skills. Students should read and write on a daily basis.	skills. Students should read and write on a daily basis.	skills. Students should read and write on a daily basis.
For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.	For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.	For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
<p>English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.</p>	<p>English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.</p>	<p>English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.</p>
<p>For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.</p>	<p>For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.</p>	<p>For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.</p>
During initial stages of English development, ELLs are	During initial stages of English development, ELLs are	During initial stages of English development, ELLs are

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<p>expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.</p>	<p>expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.</p>	<p>expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.</p>
<p>To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 6 as described in subsection (b) of this section.</p>	<p>To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 7 as described in subsection (b) of this section.</p>	<p>To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 8 as described in subsection (b) of this section.</p>
<p>To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.</p>	<p>To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.</p>	<p>To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.</p>
<p>Research/Research Plan.</p>		

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<p>6.22 <i>Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</i></p>	<p>7.22 <i>Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</i></p>	<p>8.22 <i>Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</i></p>
<p>TxCCRS <i>A. Formulate topic and questions.</i></p>	<p>TxCCRS <i>A. Formulate topic and questions.</i></p>	<p>TxCCRS <i>A. Formulate topic and questions.</i></p>
<p>TxCCRS <i>C. Research across the curriculum</i></p>	<p>TxCCRS <i>C. Research across the curriculum</i></p>	<p>TxCCRS <i>C. Research across the curriculum</i></p>
<p>C3 <i>Refine research topic based on preliminary research and devise a timeline for completing work.</i></p>	<p>C3 <i>Refine research topic based on preliminary research and devise a timeline for completing work.</i></p>	<p>C3 <i>Refine research topic based on preliminary research and devise a timeline for completing work.</i></p>
<p>6.22A Brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic.</p> <p>Brainstorm, Consult with Others, Decide</p> <p>UPON A TOPIC</p> <p>Brainstorming – a technique in which many ideas are generated quickly and without judgment or evaluation, usually as part of a problem-solving process or to inspire creative thinking. Brainstorming may be done in a classroom, with a small group, or individually.</p> <p>Formulate</p> <p>OPEN-ENDED QUESTIONS TO ADDRESS THE MAJOR RESEARCH TOPIC</p>	<p>7.22A Brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic.</p> <p>Brainstorm, Consult with Others, Decide</p> <p>UPON A TOPIC</p> <p>Brainstorming – a technique in which many ideas are generated quickly and without judgment or evaluation, usually as part of a problem-solving process or to inspire creative thinking. Brainstorming may be done in a classroom, with a small group, or individually.</p> <p>Formulate</p> <p>A MAJOR RESEARCH QUESTION TO ADDRESS THE MAJOR RESEARCH TOPIC</p>	<p>8.22A Brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic.</p> <p>Brainstorm, Consult with Others, Decide</p> <p>UPON A TOPIC</p> <p>Brainstorming – a technique in which many ideas are generated quickly and without judgment or evaluation, usually as part of a problem-solving process or to inspire creative thinking. Brainstorming may be done in a classroom, with a small group, or individually.</p> <p>Formulate</p> <p>A MAJOR RESEARCH QUESTION TO ADDRESS THE MAJOR RESEARCH TOPIC</p>

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<p>Open-ended research question – a type of question used to encourage many possible responses rather than a single directed one (e.g., <i>What does the ending of this story suggest to you?</i>)</p>	<p>Major research question – one clear, significant, researchable, and goal-driven question that contains information collected from various sources</p>	<p>Major research question – one clear, significant, researchable, and goal-driven question that contains information collected from various sources</p>
<p>6.22B Generate a research plan for gathering relevant information about the major research question.</p> <p>Generate</p> <p>A RESEARCH PLAN FOR GATHERING RELEVANT INFORMATION ABOUT THE MAJOR RESEARCH QUESTION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Determine what resources will be best for gathering informational about the research topic/questions (e.g., surveys, interviews, encyclopedias, web-based articles, books, newspaper, local experts) 	<p>7.22B 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.</p> <p>Apply</p> <p>STEPS FOR OBTAINING AND EVALUATING INFORMATION FROM A WIDE VARIETY OF SOURCES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Clarify and map out the parts of the essential research question. Conduct preliminary research (e.g., reference works, text searches, online searches, etc.) to locate relevant sources <p>Create</p> <p>A WRITTEN PLAN AFTER PRELIMINARY RESEARCH IN REFERENCE WORKS AND ADDITIONAL TEXT SEARCHES</p>	<p>8.22B 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.</p> <p>Apply</p> <p>STEPS FOR OBTAINING AND EVALUATING INFORMATION FROM A WIDE VARIETY OF SOURCES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Clarify and map out the parts of the essential research question. Conduct preliminary research (e.g., reference works, text searches, online searches, etc.) to locate relevant sources <p>Create</p> <p>A WRITTEN PLAN AFTER PRELIMINARY RESEARCH IN REFERENCE WORKS AND ADDITIONAL TEXT SEARCHES</p>
<p>Research/Gathering Sources.</p>		
<p>6.23 Research/Gathering Sources. Students determine,</p>	<p>7.23 Research/Gathering Sources. Students determine,</p>	<p>8.23 Research/Gathering Sources. question and</p>

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<p><i>locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</i></p>	<p><i>locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</i></p>	<p><i>systematically record the information they gather. Students are expected to:</i></p>
<p>TxCCRS <i>B.Select information from a variety of sources.</i></p>	<p>TxCCRS <i>B.Select information from a variety of sources.</i></p>	<p>TxCCRS <i>B.Select information from a variety of sources.</i></p>
<p>B1 <i>Gather relevant sources.</i></p>	<p>B1 <i>Gather relevant sources.</i></p>	<p>B1 <i>Gather relevant sources.</i></p>
<p>B4 <i>Use source material ethically.</i></p>	<p>B4 <i>Use source material ethically.</i></p>	<p>B4 <i>Use source material ethically.</i></p>
<p>6.23A 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.</p> <p>Follow</p> <p>THE RESEARCH PLAN TO COLLECT DATA FROM A RANGE OF PRINT AND ELECTRONIC RESOURCES AND DATA FROM EXPERTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Reference texts • Periodicals • Web pages • Online sources 	<p>7.23A Follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies.</p> <p>Follow</p> <p>THE RESEARCH PLAN TO GATHER INFORMATION FROM A RANGE OF RELEVANT PRINT AND ELECTRONIC SOURCES USING ADVANCED SEARCH STRATEGIES</p> <p>Examples of advanced search strategies:</p> <ul style="list-style-type: none"> • Boolean searches • Electronic library catalog searches 	<p>8.23A Follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies.</p> <p>Follow</p> <p>THE RESEARCH PLAN TO GATHER INFORMATION FROM A RANGE OF RELEVANT PRINT AND ELECTRONIC SOURCES USING ADVANCED SEARCH STRATEGIES</p> <p>Examples of advanced search strategies:</p> <ul style="list-style-type: none"> • Boolean searches • Electronic library catalog searches
<p>6.23B Differentiate between primary and secondary</p>		

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<p>sources.</p> <p>Differentiate</p> <p>BETWEEN PRIMARY AND SECONDARY SOURCES</p> <p>Primary source – a source from the time in which an event being studied occurred and created by someone who was present at the event. Examples of primary source documents include letters, speeches, diaries, surveys, fieldwork, and personal interviews.</p> <p>Secondary source – a source that is a step removed from the original accounts of an event or experience</p>		
<p>6.23C 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.</p> <p>Record</p> <p>DATA, UTILIZING AVAILABLE TECHNOLOGY IN ORDER TO SEE THE RELATIONSHIPS BETWEEN IDEAS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Use word processors to record data • Assemble ideas and information into logical groups within categories • Arrange and rearrange the information into logical patterns 	<p>7.23B Categorize information thematically in order to see the larger constructs inherent in the information.</p> <p>Categorize</p> <p>INFORMATION THEMATICALLY IN ORDER TO SEE THE LARGER CONSTRUCTS INHERENT IN THE INFORMATION</p> <p>Construct – the relationships between ideas</p>	<p>8.23B Categorize information thematically in order to see the larger constructs inherent in the information.</p> <p>Categorize</p> <p>INFORMATION THEMATICALLY IN ORDER TO SEE THE LARGER CONSTRUCTS INHERENT IN THE INFORMATION</p> <p>Construct – the relationships between ideas</p>

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<p>Convert</p> <p>GRAPHIC/VISUAL DATA INTO WRITTEN NOTES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Charts • Diagrams • Timeline 		
<p>6.23D</p> <p>Identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format.</p> <p>Identify</p> <p>THE SOURCE OF NOTES</p> <p>Record</p> <p>BIBLIOGRAPHIC INFORMATION CONCERNING THOSE SOURCES ACCORDING TO A STANDARD FORMAT</p> <p>Bibliographic information – the locating information about a source (e.g., book, journal, periodical, or website). For example, a book’s bibliographic information consists of author, title, place of publication, publisher, and date of publication. See a style guide for specific formatting rules (e.g., MLA, Chicago, APA).</p> <p>Standard format for citations – A uniform way in which citations are recorded and listed. A standard format for citation depends on the</p>	<p>7.23C</p> <p>Record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format.</p> <p>Record</p> <p>BIBLIOGRAPHIC INFORMATION FOR ALL NOTES AND SOURCES ACCORDING TO A STANDARD FORMAT</p> <p>Bibliographic information – the locating information about a source (i.e., book, journal, periodical, or website). For example, a book’s bibliographic information consists of author, title, place of publication, publisher, and date of publication. See a style guide for specific formatting rules (e.g., MLA, Chicago, APA).</p> <p>Standard format for citations – a uniform way in which citations are recorded and listed. A standard format for citation depends on the stylebook the writer uses (e.g., APA, MLA, Turabian, or Chicago).</p>	<p>8.23C</p> <p>Record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format.</p> <p>Record</p> <p>BIBLIOGRAPHIC INFORMATION FOR ALL NOTES AND SOURCES ACCORDING TO A STANDARD FORMAT</p> <p>Bibliographic information – the locating information about a source (i.e., book, journal, periodical, or website). For example, a book’s bibliographic information consists of author, title, place of publication, publisher, and date of publication. See a style guide for specific formatting rules (e.g., MLA, Chicago, APA).</p> <p>Standard format for citations – a uniform way in which citations are recorded and listed. A standard format for citation depends on the stylebook the writer uses (e.g., APA, MLA, Turabian, or Chicago).</p>

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<p>stylebook the writer uses (e.g., APA, MLA, Turabian, or Chicago).</p>		
<p>6.23E Differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p> <p>Differentiate</p> <p>BETWEEN PARAPHRASING AND PLAGIARISM</p> <p>Paraphrase – to restate the meaning of something in different words. Paraphrasing alters the exact wording of the source and transmits its ideas or information without evaluation or interpretation.</p> <p>Plagiarize – to present the ideas or word of another as one’s own without crediting the source</p> <p>Identify</p> <p>THE IMPORTANCE OF CITING VALID AND RELIABLE SOURCES</p> <p>In order to determine the reliability and validity of a source, the following must be evaluated:</p> <ul style="list-style-type: none"> • Author’s credentials • Date of the publication (copyright, publication, created or last updated date) • Sources of information • Citations • Purpose • Bias 	<p>7.23D Differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p> <p>Differentiate</p> <p>BETWEEN PARAPHRASING AND PLAGIARISM</p> <p>Paraphrase – to restate the meaning of something in different words. Paraphrasing alters the exact wording of the source and transmits its ideas or information without evaluation or interpretation.</p> <p>Plagiarize – to present the ideas or word of another as one’s own without crediting the source</p> <p>Identify</p> <p>THE IMPORTANCE OF CITING VALID AND RELIABLE SOURCES</p> <p>In order to determine the reliability and validity of a source, the following must be evaluated:</p> <ul style="list-style-type: none"> • Author’s credentials • Date of the publication (copyright, publication, created or last updated date) • Sources of information • Citations • Purpose • Bias 	<p>8.23D Differentiate between paraphrasing and plagiarism and identify the importance of using valid and reliable sources.</p> <p>Differentiate</p> <p>BETWEEN PARAPHRASING AND PLAGIARISM</p> <p>Paraphrase – to restate the meaning of something in different words. Paraphrasing alters the exact wording of the source and transmits its ideas or information without evaluation or interpretation.</p> <p>Plagiarize – to present the ideas or word of another as one’s own without crediting the source</p> <p>Identify</p> <p>THE IMPORTANCE OF CITING VALID AND RELIABLE SOURCES</p> <p>In order to determine the reliability and validity of a source, the following must be evaluated:</p> <ul style="list-style-type: none"> • Author’s credentials • Date of the publication (copyright, publication, created or last updated date) • Sources of information • Citations • Purpose • Bias

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<p>Reliable source – a credible or believable source. Some questions to evaluate credibility might be: Is the author a respected authority on the subject? Does the author support opinions with strong argumentation and reasoning? How current is the information?</p>	<p>Reliable source – a credible or believable source. Some questions to evaluate credibility might be: Is the author a respected authority on the subject? Does the author support opinions with strong argumentation and reasoning? How current is the information?</p>	<p>Reliable source – a credible or believable source. Some questions to evaluate credibility might be: Is the author a respected authority on the subject? Does the author support opinions with strong argumentation and reasoning? How current is the information?</p>
Research/Synthesizing Information.		
<p>6.24 <i>Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</i></p>	<p>7.24 <i>Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</i></p>	<p>8.24 <i>Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</i></p>
<p>B2 <i>Evaluate the validity and reliability of sources.</i></p>	<p>B2 <i>Evaluate the validity and reliability of sources.</i></p>	<p>B2 <i>Evaluate the validity and reliability of sources.</i></p>
<p>B3 <i>Synthesize and organize information effectively.</i></p>	<p>B3 <i>Synthesize and organize information effectively.</i></p>	<p>B3 <i>Synthesize and organize information effectively.</i></p>
<p>6.24A Refine the major research question, if necessary, guided by the answers to a secondary set of questions.</p> <p>Refine</p> <p>THE MAJOR RESEARCH QUESTION, IF NECESSARY, GUIDED BY THE ANSWERS TO A SECONDARY SET OF QUESTIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Evaluate the research question for focus, specificity, viability, etc. 	<p>7.24A Narrow or broaden the major research question, if necessary, based on further research and investigation.</p> <p>Narrow or broaden</p> <p>THE MAJOR RESEARCH QUESTION, IF NECESSARY, BASED ON FURTHER RESEARCH AND INVESTIGATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Evaluate the major research question to determine focus, specificity (too broad), or 	<p>8.24A Narrow or broaden the major research question, if necessary, based on further research and investigation.</p> <p>Narrow or broaden</p> <p>THE MAJOR RESEARCH QUESTION, IF NECESSARY, BASED ON FURTHER RESEARCH AND INVESTIGATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Evaluate the major research question to determine focus, specificity (too broad), or

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<ul style="list-style-type: none"> Decide to narrow or broaden (if applicable) the research question based on the information already gathered 	<p>possible number of resources available</p>	<p>possible number of resources available</p>
<p>6.24B Evaluate the relevance and reliability of sources for the research.</p> <p>Evaluate</p> <p>THE RELEVANCE, VALIDITY, AND RELIABILITY OF SOURCES FOR THE RESEARCH</p> <p>Possible elements that demonstrate the relevance, validity, and reliability of sources:</p> <ul style="list-style-type: none"> Author’s bias (Does the bias affect the reliability?) Author’s credibility (sources of information, citations) Date of the publication (copyright, publication, created or last updated date) Purpose <p>Reliable source – a credible or believable source. Some questions to evaluate credibility might be: Is the author a respected authority on the subject? Does the author support opinions with strong argumentation and reasoning? How current is the information?</p>	<p>7.24B 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.</p> <p>Utilize</p> <p>ELEMENTS THAT DEMONSTRATE THE RELIABILITY AND VALIDITY OF THE SOURCES USED</p> <p>Possible elements that demonstrate the relevance, validity, and reliability of sources:</p> <ul style="list-style-type: none"> Author’s bias (Does the bias affect the reliability?) Author’s credibility (sources of information, citations) Date of the publication (copyright, publication, created or last updated date of Web information) Purpose Coverage of information Language use Point of view <p>Valid source – a correct and truthful source. Some questions for evaluating validity of a source might be: Does the author present facts with supporting evidence? Does the information in this source match information in other</p>	<p>8.24B 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.</p> <p>Utilize</p> <p>ELEMENTS THAT DEMONSTRATE THE RELIABILITY AND VALIDITY OF THE SOURCES USED</p> <p>Possible elements that demonstrate the relevance, validity, and reliability of sources:</p> <ul style="list-style-type: none"> Author’s bias (Does the bias affect the reliability?) Author’s credibility (sources of information, citations) Date of the publication (copyright, publication, created or last updated date of Web information) Purpose Coverage of information Language use Point of view <p>Valid source – a correct and truthful source. Some questions for evaluating validity of a source might be: Does the author present facts with supporting evidence? Does the information in this source match information in other</p>

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	<p>sources?</p> <p>Reliable source – a credible or believable source. Some questions to evaluate credibility might be: Is the author a respected authority on the subject? Does the author support opinions with strong argumentation and reasoning? How current is the information?</p> <p>Explain</p> <p>WHY ONE SOURCE IS MORE USEFUL AND RELEVANT THAN ANOTHER</p>	<p>sources?</p> <p>Reliable source – a credible or believable source. Some questions to evaluate credibility might be: Is the author a respected authority on the subject? Does the author support opinions with strong argumentation and reasoning? How current is the information?</p> <p>Explain</p> <p>WHY ONE SOURCE IS MORE USEFUL AND RELEVANT THAN ANOTHER</p>
Research/Organizing and Presenting Ideas.		
<p>6.25 <i>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:</i></p> <p>Synthesize</p> <p>THE RESEARCH INTO A WRITTEN OR AN ORAL PRESENTATION THAT:</p>	<p>7.25 <i>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:</i></p> <p>Synthesize</p> <p>THE RESEARCH INTO A WRITTEN OR AN ORAL PRESENTATION THAT:</p>	<p>8.25 <i>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:</i></p>
<p>TxCCRS <i>C.Produce and design a document.</i></p>	<p>TxCCRS <i>C.Produce and design a document.</i></p>	<p>TxCCRS <i>C.Produce and design a document.</i></p>
<p>6.25A Compiles important information from multiple</p>		

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<p>sources.</p> <p>Compiles</p> <p>IMPORTANT INFORMATION FROM MULTIPLE SOURCES</p>		
<p>6.25B Develops a topic sentence, summarizes findings, and uses evidence to support conclusions.</p> <p>Develops</p> <p>A TOPIC SENTENCE</p> <p>Topic sentence – a complete sentence that includes the controlling or main idea</p> <p>Summarizes</p> <p>FINDINGS</p> <p>Summarize – to reduce large sections of text to their essential points and main ideas. Note: It is still important to attribute summarized ideas to the original source.</p> <p>Uses</p> <p>EVIDENCE TO SUPPORT CONCLUSIONS</p>	<p>7.25B Marshals evidence to explain the topic and gives relevant reasons for conclusions.</p> <p>Marshals</p> <p>EVIDENCE TO EXPLAIN THE TOPIC</p> <p>Marshals evidence – a term that implies the gathering, organizing, and categorizing of evidence that answers a question or supports conclusions</p> <p>Gives</p> <p>RELEVANT REASONS FOR CONCLUSIONS</p> <p>Draw conclusions – a form of inference in which the reader gathers information, considers the general thoughts or ideas that emerge from the information, and comes to a decision. The conclusion is generally based on more than one piece of information.</p>	<p>8.25B Marshals evidence to explain the topic and gives relevant reasons for conclusions.</p> <p>Marshals</p> <p>EVIDENCE TO EXPLAIN THE TOPIC</p> <p>Marshals evidence – a term that implies the gathering, organizing, and categorizing of evidence that answers a question or supports conclusions</p> <p>Give</p> <p>RELEVANT REASONS FOR CONCLUSIONS</p> <p>Draw conclusions – a form of inference in which the reader gathers information, considers the general thoughts or ideas that emerge from the information, and comes to a decision. The conclusion is generally based on more than one piece of information.</p>
	<p>7.25A Draws conclusions and summarizes or paraphrases the findings in a systematic way.</p> <p>Draws Conclusions, Summarizes, Paraphrases</p> <p>THE FINDINGS IN A SYSTEMATIC WAY</p>	<p>8.25A Draws conclusions and summarizes or paraphrases the findings in a systematic way.</p> <p>Draw Conclusions, Summarize, Paraphrase</p> <p>THE FINDINGS IN A SYSTEMATIC WAY</p>

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	<p>Draw conclusions – a form of inference in which the reader gathers information, considers the general thoughts or ideas that emerge from the information, and comes to a decision. The conclusion is generally based on more than one piece of information.</p> <p>Summarize – to reduce large sections of text to their essential points and main ideas. Note: It is still important to attribute summarized ideas to the original source.</p> <p>Paraphrase – to restate the meaning of something in different words. Paraphrasing alters the exact wording of the source and transmits its ideas or information without evaluation or interpretation.</p>	<p>Draw conclusions – a form of inference in which the reader gathers information, considers the general thoughts or ideas that emerge from the information, and comes to a decision. The conclusion is generally based on more than one piece of information.</p> <p>Summarize – to reduce large sections of text to their essential points and main ideas. Note: It is still important to attribute summarized ideas to the original source.</p> <p>Paraphrase – to restate the meaning of something in different words. Paraphrasing alters the exact wording of the source and transmits its ideas or information without evaluation or interpretation.</p>
<p>6.25C Presents the findings in a consistent format.</p> <p>Presents</p> <p>THE FINDINGS IN A CONSISTENT FORMAT</p>	<p>7.25C Presents the findings in a meaningful format.</p> <p>Presents</p> <p>THE FINDINGS IN A MEANINGFUL FORMAT</p>	<p>8.25C Presents the findings in a meaningful format.</p> <p>Present</p> <p>THE FINDINGS IN A MEANINGFUL FORMAT</p>
<p>6.25D Uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).</p> <p>Uses</p> <p>QUOTATIONS TO SUPPORT IDEAS AND AN APPROPRIATE FORM OF DOCUMENTATION TO</p>	<p>7.25D Follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.</p> <p>Follows</p> <p>ACCEPTED FORMATS FOR INTEGRATING QUOTATIONS AND CITATIONS INTO THE WRITTEN TEXT TO MAINTAIN A FLOW OF IDEAS</p>	<p>8.25D Follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.</p> <p>Follows</p> <p>ACCEPTED FORMATS FOR INTEGRATING QUOTATIONS AND CITATIONS INTO THE WRITTEN TEXT TO MAINTAIN A FLOW OF IDEAS</p>

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<p>ACKNOWLEDGE SOURCES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Bibliography according to a standard format (MLA, Chicago, APA) <p>Quote – to repeat the exact words from a source; credit should be given to the original source</p>	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> Use relevant quotations to support research findings Cite the sources of the quotations using a standard format <p>Quote – to repeat the exact words from a source; credit should be given to the original source</p> <p>Standard format for citations – a uniform way in which citations are recorded and listed. A standard format for citation depends on the stylebook the writer uses (e.g., APA, MLA, Turabian, or Chicago).</p>	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> Use relevant quotations to support research findings Cite the sources of the quotations using a standard format <p>Quote – to repeat the exact words from a source; credit should be given to the original source</p> <p>Standard format for citations – a uniform way in which citations are recorded and listed. A standard format for citation depends on the stylebook the writer uses (e.g., APA, MLA, Turabian, or Chicago).</p>

Black text in italics: Knowledge and Skills Statement (TEKS) and Texas College and Career Readiness Standard (TxCCRS)

Black text: Student Expectation (TEKS)

Red text in italics: Student Expectation identified by TEA as a Readiness Standard for STAAR

Green text in italics: Student Expectation identified by TEA as a Supporting Standard for STAAR

Blue text: Supporting information / Clarifications from TCMPC (Specificity)

Blue text: Standards for Ensuring Success from Kindergarten to College and Career Spring 2012 Update, 2012 Texas Education Agency/University of Texas System

Black text: Texas Education Agency (TEA)