Strand: Research

Key for Progression Chart

| **Standard Introduction Level** | **Symbol** |
| --- | --- |
| The skill has not been introduced. | - |
| The skill is introduced and appears in the grade-level reading standards. | I |
| The skill is not formally introduced in the grade level reading standard. Students should be knowledgeable about the skill from previous instruction. Teachers should review skills taught in previous grades. | P |

Progression Chart

| **Standard** | **Kindergarten** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Generate topics of interest. | I | I | I | P | P | P | P | P | P | P | P | P | P |
| Generate questions to gather information. | I | I | I | P | P | P | P | P | P | P | P | P | P |
| Identify pictures, texts, or people as sources of information. | I | I | I | P | P | P | P | P | P | P | P | P | P |
| Find information from provided sources. | I | I | I | P | P | P | P | P | P | P | P | P | P |
| Gather and record information. | - | I | I | P | P | P | P | P | P | P | P | P | P |
| Organize information in writing or a visual display. | - | - | I | I | P | P | P | P | P | P | P | P | P |
| Create a research product. | - | - | I | I | P | P | P | P | P | P | P | P | P |
| Describe the difference between plagiarism and using one’s own words. | - | - | I | I | P | P | P | P | P | P | P | P | P |
| Access appropriate resources. | - | - | - | I | I | I | P | P | P | P | P | P | P |
| Collect and organize information about the topic. | - | - | - | I | I | P | P | P | P | P | P | P | P |
| Evaluate the relevance of information. | - | - | - | I | I | I | P | P | P | P | P | P | P |
| Demonstrate ethical use of the Internet. | - | - | - | I | I | I | I | I | P | P | P | P | P |
| Collect and organize information from multiple resources. | - | - | - | - | I | I | I | P | P | P | P | P | P |
| Give credit to sources used in research. | - | - | - | - | I | I | I | P | P | P | P | P | P |
| Formulate and revise questions about a research topic. | - | - | - | - | - | - | I | I | P | P | P | P | P |
| Evaluate and analyze the validity and credibility of sources. | - | - | - | - | - | - | I | I | I | P | P | P | P |
| Cite primary and secondary sources. | - | - | - | - | - | - | I | I | I | P | P | P | P |
| Avoid plagiarism by using one’s own words and follow ethical and legal guidelines for gathering and using information. | - | - | - | - | - | - | I | I | I | P | P | P | P |
| Synthesize information from multiple sources. | - | - | - | - | - | - | - | I | I | I | P | P | P |
| Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias. | - | - | - | - | - | - | - | - | I | I | I | P | P |
| Cite sources using Modern Language Association (MLA) or American Psychological Association (APA) style. | - | - | - | - | - | - | - | - | I | I | I | P | P |
| Quote, summarize, and paraphrased research findings. | - | - | - | - | - | - | - | - | I | I | I | P | P |
| Publish findings and respond to feedback. | - | - | - | - | - | - | - | - | I | I | I | P | P |
| Verify the validity and accuracy of all information. | - | - | - | - | - | - | - | - | - | I | I | I | P |
| Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims. | - | - | - | - | - | - | - | - | - | I | I | I | P |
| Synthesize relevant information from primary and secondary sources and present it in a logical sequence. | - | - | - | - | - | - | - | - | - | - | - | I | P |
| Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge. | - | - | - | - | - | - | - | - | - | - | - | - | P |