

E-Research Plan Portfolio

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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
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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. **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)

E-Research Plan Portfolio
Research Paper

Writing a research paper can be a rewarding experience. Click on the following links from South Texas College (STC) Library and University of Texas at Austin University Writing Center (UWC) to learn research steps and steps to writing a research paper:

[STC Library—Research Steps](#)

[UWC—Steps for Writing a Research Paper](#)

Notes

<u>STC Library—Research Steps</u>	<u>UWC—Writing a Research Paper</u>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
	6.
	7.
	8.
	9.

E-Research Plan Portfolio
Choosing a Research Topic

Click on the following links to learn more about selecting a research topic: [STC Library](#) and [Purdue Online Writing Lab \(OWL\)](#). Hint: Choose a topic you are passionate about. Suggested research topics are provided below or choose one of your own. Consult with your teacher for their approval regarding your topic.

Suggested Research Topics
Abortion
Adoption
Animal Abuse
Child Abuse
Civil Rights
Drug Abuse
Equal Opportunity
Euthanasia
Gay Marriage
Gay Rights
Global Warming
Gun Violence
Health Care
School Violence
Spouse Abuse
Student Research Topic:

E-Research Plan Portfolio
Open-Ended Questions Exercise

Write five open-ended questions based on your research topic. Use the questions to generate thoughts and information. To learn about open-ended questions, click on the following link: [University of California at Los Angeles](#).

Research Topic: Abortion

Example Questions:

1. What states legalize abortion in the United States?
2. What legal rights does the mother of a fetus have in the United States?
3. What legal rights does the father of a fetus have in the United States?
4. What events lead up to the court decision of Roe v. Wade?
5. What other Supreme Court cases on abortion exist in the United States?

Student Research Topic: _____

Student Open-Ended Research Questions:

1. _____

2. _____

3. _____

4. _____

5. _____

E-Research Plan Portfolio
Types of Sentences Exercise

Based on your research topic, write the four types of sentences: simple, compound, complex, and compound-complex. Click on the link to refresh your memory about sentence types: [UWC Sentence Structure Handout](#).

Example of a research topic: Abortion

Student Research Topic: _____

1. Write a simple sentence based on your research topic.

Example of a Simple Sentence:

Abortion exists.

Research Topic Simple Sentence

2. Write a compound sentence based on your research topic.

Example of a Compound Sentence:

Abortion is a difficult decision, but many individuals choose to have one.

Research Topic Compound Sentence:

3. Write a complex sentence based on your research topic.

Example of a Complex Sentence:

Since abortion is a controversial topic, conversations about the subject can become heated.

Research Topic Complex Sentence:

4. Write a compound-complex sentence based on your research topic.

Example of a Compound-Complex Sentence:

Even though abortion can be a delicate topic, people need to have an open-discuss about how it impacts society, and individuals who find themselves in this situation need support and guidance.

Research Topic Compound-Complex Sentence:

E-Research Plan Portfolio Prewriting Exercise

Prewrite on your research topic by typing whatever comes to mind. There are no right or wrong answers. Remember, you are more apt to write if you are passionate or opinionated about the topic. Click on the links to learn more about brainstorming and prewriting: [UWC](#) and [Purdue OWL](#).

Research Topic: Abortion

Example of Prewriting:

Whether a person wants to have an abortion or not, I am sure the decision would be a difficult one. Could you imagine the pain and anguish of the mother of the fetus who wants her baby, but she cannot find a way to support or care for the baby? Could you imagine the pain and anguish of the father of the fetus who wants to have his baby born? What support is given to people who find themselves in this situation? I think the most popular Supreme Court case on abortion is Roe v. Wade. I am sure I have heard of other court cases that deal with abortion. Because having a baby involves two people, it would be fair to have both have a say in whether to have the baby or not. Maybe the father of the baby would want to raise the child. Because the woman would be the one to physically have the baby, it would seem fair that it be her decision. I am sure that religion plays a major role in deciding to have an abortion or not.

E-Research Plan Portfolio Color-Coding Exercise

Choose four font colors. Read your prewriting assignment and begin color-coding sentences similar in thought.

Research Topic: Abortion

Example of Color-Coding Prewriting:

Whether a person wants to have an abortion or not, I am sure the decision would be a difficult one. Could you imagine the pain and anguish of the mother of the fetus who wants her baby, but she cannot find a way to support or care for the baby? Could you imagine the pain and anguish of the father of the fetus who wants to have his baby born? What support is given to people who find themselves in this situation? I think the most popular Supreme Court case on abortion is Roe vs. Wade. I am sure I have heard of other court cases that deal with abortion. Because having a baby involves two people, it would be fair to have both have a say in whether to have the baby or not. Maybe the father of the baby would want to raise the child. Because the woman would be the one to physically have the baby, it would seem fair that it be her decision. I am sure religion plays a major role in deciding to have an abortion or not.

E-Research Plan Portfolio Grouping Exercise

Group prewriting sentences by colors.

Research Topic: Abortion

Example of Grouping Color-Coded Sentences:

Whether a person wants to have an abortion or not, I am sure the decision would be a difficult one. What support is given to people who find themselves in this situation? Because having a baby involves two people, it would be fair to have both have a say in whether to have the baby or not.

Could you imagine the pain and anguish of the mother of the fetus who wants her baby, but she cannot find a way to support or care for the baby? Because the woman would be the one to physically have the baby, it would seem fair that it be her decision.

Could you imagine the pain and anguish of the father of the fetus who wants to have his baby born? Maybe the father of the baby would want to raise the child.

I think the most popular Supreme Court case on abortion is Roe vs. Wade. I am sure I have heard of other court cases that deal with abortion. I am sure religion plays a major role in deciding to have an abortion or not.

E-Research Plan Portfolio Thesis Statement and Outline Exercise

Be directed to UWC and Purdue OWL to learn about writing a thesis statement and an outline by clicking on the following links: [thesis statement](#) and [outline](#). Use your color-coded grouped sentences to generate ideas. Write a tentative thesis statement and a tentative outline.

Research Topic: Abortion

Example of Tentative Thesis Statement:

United States Supreme Court rulings favor women's rights over men's right when it comes to a woman having an abortion over a man's right to raising a child.

Whether a person wants to have an abortion or not, I am sure the decision either way would be a difficult one. Because having a baby involves two people, it would seem fair to have both have a say in whether to have the baby or not. What support is given to people who find themselves in this situation?

Example of Tentative Outline:

I. Supreme Court Rulings on Abortion

I think the most popular Supreme Court case on abortion is Roe vs. Wade. I am sure I have heard of other court cases that deal with abortion. I am sure religion plays a major role in deciding to have an abortion or not.

II. Women's Rights to Having an Abortion

Could you imagine the pain and anguish of the mother of the fetus who wants her baby, but she cannot find a way to support or care for the baby? Because the woman would be the one to physically have the baby, it would seem fair that it be her decision.

III. Men's Rights to Raising an Unborn Child

Could you imagine the pain and anguish of the father of the fetus who wants to have his baby born? Maybe the father of the baby would want to raise the child.

E-Research Plan Portfolio Citation Styles

When writing a research paper, intellectual credit must be given to whom it is due. Use the citation style assigned by your teacher to ensure that proper credit is given to individuals, organizations, and/or entities. To further understand citing sources and formatting styles, use the following links from STC Library and UWC:

[STC Library--Citing Sources](#)

[UWC—ALA Documentation](#)

[UWC—7th Edition: Format](#)

[UWC—8th Edition: Examples](#)

[UWC—8th Edition: In-Text Citations](#)

[UWC—8th Edition: Works Cited](#)

Citing sources has become an easy task with free online citation makers. Click on the following links to have access to citation generators: [BibMe](#) and [KnightCite](#)

E-Research Plan Portfolio Evaluating Sources

Oakleaf and Owen’s evidence-based research demonstrates that source types assigned for inquiry-based research assignments are the following: web sites, articles, books, reference books, and data and statistics (53). When conducting research, it is imperative that source types cited are reliable and creditable. Click on the following links to learn more about evaluating sources:

[STC Library](#)

[University of Texas Libraries](#)

Evaluating Web Sites

Evaluating Articles

Evaluating Books

Evaluating Reference Books

Evaluating Data and Statistics

When evaluating sources, determine if they classify as primary or secondary. Click on the following links to distinguish the difference:

[STC Library—Primary and Secondary Sources](#)

[University of Texas Libraries—Primary Versus Secondary Sources](#)

Campus Online Databases
Web Sites

PSJA CCTA Library Resources

Research your topic by using the following e-Resource management system to search for web sites. Your thesis statement and outline should guide your search. Username and password can be obtained from school librarians. Click on the icon for access:



STC Library Resources

Dual-credit students have access to STC Library resources. Students will need to visit the library's web site and be ready to input their username and password when prompted to view secured material. Click on the following link to access [STC Library](#).

Cite web sites using online citation tools such as [BibMe](#) or [KnightCite](#).

Web Site Citation:

Campus Online Databases Newspaper Articles

PSJA CCTA Library Resources

Research your topic by using the following e-Resource management system to search for newspaper articles. Your thesis statement and outline should guide your search. Username and password can be obtained from school librarians. Click on the icon for access:



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Cite newspaper articles using online citation tools such as [BibMe](#) or [KnightCite](#).

Newspaper Citation:

Campus Online Databases Magazine Articles

PSJA CCTA Library Resources

Research your topic by using the following e-Resource management system to search for magazine articles. Your thesis statement and outline should guide your search. Username and password can be obtained from school librarians. Click on the icon for access:



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Cite magazine articles using online citation tools: [BibMe](#) or [KnightCite](#).

Magazine Article Citation:

Online Public Access Catalog Books and E-Books

PSJA CCTA Library Resources

Use the campus Online Public Access Catalog (OPAC) to search for books and e-books on your research topic. To access the OPAC, click on the following link:

[Destiny](#)

Username and passwords for library e-books can be obtained from school librarians.

Interlibrary Loan (ILL) services are available for students. If you would like to borrow a book from another district campus, ask your school librarians for details.

Research your topic by using the following e-Resource management system to search for e-books. Your thesis statement and outline should guide your search. Username and password can be obtained from school librarians. Click on the icon for access:



STC Library Resources

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Cite books and/or e-books using online citation tools: [BibMe](#) or [KnightCite](#).

Book or e-Book Citation:

Online Public Access Catalog
Reference Books and Reference E-Books

PSJA CCTA Library Resources

Use the campus Online Public Access Catalog (OPAC) to search for library reference books and reference e-books on your research topic. To access the OPAC, click on the following link:

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Cite reference books and/or reference e-books using online citation tools: [BibMe](#) or [KnightCite](#).

Reference Book or Reference e-Book Citation:

Campus Online Databases Data and Statistics

PSJA CCTA Library Resources

Research your topic by using the following e-Resource management system to search for data and statistics. Your thesis statement and outline should guide your search. Username and password can be obtained from school librarians. Click on the icon for access:



STC Library Resources

Dual-credit students have access to STC Library resources. Students will need to visit the library's web site and be ready to input their username and password when prompted to view secured material. Click on the following link to access [STC Library](#).

Cite data and statistics using online citation tools: [BibMe](#) or [KnightCite](#).

Data and Statistics Citation:

Work Cited

Oakleaf, Megan, and Patricia L. Owen. "Closing the 12-13 Gap Together: School and College Librarians Supporting 21st Century Learners." *Teacher Librarian* 37, no. 4 (2010): 52-58. Print.