# Virginia Department of Education Research Progression by Grade

## Key for Progression Charts

| **Standard Introduction Level**  | **Symbol**  |
| --- | --- |
| The skill has not been introduced.  | -  |
| The skill appears in the grade-level standards.  | **A**  |
| The skill grows in complexity of text and/or application in the grade level standards. Students should be knowledgeable about the skill from previous instruction.    | **G**  |
| The skill is subsumed by another grade level standard.   | **\***  |
| Explicit instruction in this skill is no longer applicable at this grade level.  |  |

Teachers should reference Virginia’s Approach to Text Complexity located in the appendix of the 2024 *English Standards of Learning* for guidance in selecting relevant texts. The 2024 *English Standards of Learning* reflect grade level expectations for instruction.

## Research Progression Chart

| Research Standards | **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** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| With prompting and support, generate a topic of interest and question to explore a given topic.  | **A**  | **A**  | **G**  | **\*** |   |   |   |   |   |   |   |   |   |
| Identify a topic and generate questions to explore the topic.  | **-**  | **-**  | **A**  | **A**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Construct and formulate questions about a topic.  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Formulate questions that help narrow the topic and revise questions as needed based on research.  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Formulate appropriately narrow questions about a research topic and refocus the inquiry when appropriate.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **A**  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Formulate and revise questions about a research topic, broadening or narrowing the inquiry as necessary.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **A**  | **A**  | **A**  | **A**  |
| With prompting and support, find information on the topic from pictures, texts, people or provided sources.  | **A**  | **G**  | **\***  |   |   |   |   |   |   |   |   |   |   |
| Locate and collect information related to the given topic from pictures, texts, people, or provided sources.   | **-**  | **A**  | **A**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Locate information in reference texts, electronic resources, provided sources, or through interviews and take brief notes on sources.  | **-**  | **-**  | **-**  | **A**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Identify search terms to locate information on the topic and gather relevant information from various print and digital sources.  | **-**  | **-**  | **-**  | **-**  | **A**  | **A**  | **G**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  |
| Collect information from multiple sources, using search terms effectively.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  |
| Collect, organize, and synthesize information from multiple sources using various notetaking formats.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **A**  | **G**  | **\***  | **\***  | **\***  |
| Gather and organize information from various sources, including internet resources, electronic databases, and other technology.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **A**  | **A**  | **A**  |
| Use templates to organize the information collected (e.g., charts, graphs).  | **-**  | **A**  | **A**  | **G**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Organize evidence into relevant categories, recognizing that some sources may be more reliable than others.  | **-**  | **-**  | **-**  | **A**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Organize and synthesize information from the print and digital resources determining the relevance and reliability of the information gathered.  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Organize and synthesize information from the print and digital resources, evaluating their relevance, reliability, and credibility.  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Organize and synthesize information from multiple sources (primary, secondary, digital, and print) evaluating the relevance, usefulness, validity, and credibility of each source.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Evaluate and analyze the relevance, validity, and credibility of each source (primary, secondary, digital, and print), determining what information to include and exclude.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **\***  | **\***  | **\***  | **\***  |
| Evaluate and analyze the relevance, validity, and credibility of sources (primary, secondary, digital, and print) identifying main and supporting ideas, conflicting information, points of view, and any biases.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **\***  | **\***  | **\***  |
| Analyze and evaluate the primary and secondary sources gathered for their credibility, reliability, accuracy, and usefulness that includes identifying their main and supporting ideas, points of view, conflicting information, and any misconceptions or biases.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  | **G**  |
| Objectively evaluate primary and secondary sources for their credibility, reliability, accuracy, usefulness, and limitations, that includes identifying their main and supporting ideas, points of view, conflicting information, and any misconceptions or biases.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **A**  | **A**  |
| With prompting and support, use drawing, writing, or dictation to record facts and information collected from the research.    | **A**  | **G**  | **\***  |   |   |   |   |   |   |   |   |   |   |
| Use drawing, writing, or dictation to record facts and information collected from research.  | **-**  | **A**  | **G**  | **\***  |   |   |   |   |   |   |   |   |   |
| Record information on sources using own words, organizing evidence into provided categories.  | **-**  | **-**  | **A**  | **G**  | **G**  | **G**  | **G**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  |
| Develop notes that include important concept, summaries, and identification of information sources.  | **-**  | **-**  | **-**  | **-**  | **A**  | **A**  | **G**  | **G**  | **\***  | \*  | \*  | **\***  | **\***  |
| Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **A**  | **G**  | \*  | \*  | **\***  | **\***  |
| Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  | **G**  | **G**  |
| Synthesize multiple streams of information to support claims and introduce counterclaims.  |   | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **A**  | **A**  | **A**  |
| With prompting and support, in small or large group settings, informally share recorded information collected from research.  | **A**  | **G**  | **\***  |   |   |   |   |   |   |   |   |   |   |
| In small or large group settings, informally share recorded information collected from research.  | **-**  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Share information orally in writing, or through visual display, avoiding plagiarism and using own words.  | **-**  | **-**  | **A**  | **G**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Organize and share information orally, in writing, or through visual display.  | **-**  | **-**  | **-**  | **A**  | **A**  | **A**  | **G**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  |
| Organize and share findings in formal and informal oral or written formats.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **A**  | **A**  | **G**  | **G**  | **G**  | **G**  |
| Create research products aligned with the demands of the reading and writing standards.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **A**  | **A**  | **A**  |
| Avoid plagiarism, giving credit to sources of information (title and author when available).  | **-**  | **-**  | **-**  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Avoid plagiarism and give proper credit by providing citations whenever using another person’s media, facts, ideas, graphics, music, and direct quotations.  | **-**  | **-**  | **-**  | **-**  | **A**  | **A**  | **G**  | **G**  | **\***  | **\***  | **\***  | **\***  | **\***  |
| Give credit for information quoted or paraphrased using standard citations (e.g., author, article title, webpage, and publication date).  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **A**  | **G**  | **G**  | **G**  | **G**  | **G**  |
| Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **A**  | **A**  | **A**  | **A**  |
| Define plagiarism's meaning and legal consequences and follow ethical and legal guidelines for gathering and using information.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **A**  | **A**  | **A**  |
| Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies as they develop.  | **-**  | **-**  | **-**  | **-**  | **-**  | **-**  | **A**  | **A**  | **A**  | **A**  | **A**  | **A**  | **A**  |