*ENGLISH SAMPLE*

**K-3 English 2017 Standards of Learning Achievement Record**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School Year: Grade K: \_\_\_\_\_ Grade 1: \_\_\_\_\_ Grade 2: \_\_\_\_\_ Grade 3: \_\_\_\_\_**

# **Levels of Performance Scoring Rubric:**

1. - Exceeds the Standard (Student demonstrated knowledge and skills 94-100% of the time.)
2. - Meets the Standard (Student demonstrated knowledge and skills 80-93% of the time.)

2 - Partially Meets the Standard (Student demonstrated knowledge and skills 70-79% of the time.)

1 - Inadequate or No Understanding of the Standard (Student demonstrated knowledge and skills less than 70% of the time.)

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| **RECORD OF INTERVENTION / REMEDIATION SERVICES** |
| **DATE** | **EXPLANATION OF SERVICES AND RESULTS** | **DURATION OF SERVICES** |
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| **Grade K** | **Score** | **Grade 1** | **Score** | **Grade 2** | **Score** | **Grade 3** | **Score** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ◆ Communication and Multimodal Literacies |  | **◆ Communication and Multimodal Literacies** |  | **◆ Communication and Multimodal Literacies** |  | **◆ Communication and Multimodal Literacies** |  |
| **K.1 The student will build** **oral communication skills.** |  | * 1. **The student will**

**develop oral communication skills.**  |  | **2.1 The student will use oral communication skills.** |  | **3.1 The student will use effective communication skills in a variety of settings.** |  |
| 1. Listen actively and speak using agreed-upon rules for discussion.
 |  | 1. Listen actively and speak using agreed-upon rules for discussion.
 |  | 1. Listen actively and speak using appropriate discussion rules.
 |  | 1. Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing.
 |  |
| 1. Express ideas in complete sentences and express needs through direct requests.
 |  | 1. Initiate conversation with peers and adults.
 |  | 1. Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond.
 |  | 1. Present accurate directions to individuals and small groups.
 |  |
| 1. Initiate conversations.
 |  | 1. Adapt or change oral language to fit the situation.
 |  | 1. Speak audibly with appropriate voice level, phrasing, and intonation.
 |  | 1. Ask and respond to questions from teachers and other group members.
 |  |
| 1. Follow implicit rules for conversation, including taking turns and staying on topic.
 |  | 1. Use appropriate voice, level, phrasing, and intonation.
 |  | 1. Share information orally with appropriate facts and relevant details.
 |  | 1. Orally summarize information expressing ideas clearly.
 |  |
| 1. Listen and speak in informal conversations with peers and adults.
 |  | 1. Participate in collaborative and partner discussions about various texts and topics.
 |  | 1. Use increasingly complex sentence structures in oral communication.
 |  | 1. Use language appropriate for context and audience.
 |  |
| 1. Discuss various texts and topics collaboratively and with partners.
 |  | 1. Follow rules for conversation using appropriate voice level in small-group settings.
 |  | 1. Begin to self-correct errors in language use.
 |  | 1. Increase listening and speaking vocabularies.
 |  |
| 1. Use voice level, phrasing, and intonation appropriate for various language situations.
 |  | 1. Ask and respond to questions to seek help, get information, or clarify information.
 |  | 1. Participate as a contributor and leader in collaborative and partner discussions.
 |  | 1. Participate in collaborative discussions.
 |  |
| 1. Follow one- and two-step directions.
 |  | 1. Restate and follow simple two-step oral directions.
 |  | 1. Ask and answer questions to seek help, get information, or clarify information.
 |  | 1. Work respectfully with others in pairs, diverse groups, and whole class settings.
 |  |
| 1. Ask how and why questions to seek help, get information, or clarify information.
 |  | 1. Give simple two-step oral directions.
 |  | 1. Retell information shared by others.
 |  | **3.2 The student will give oral presentations.** |  |
| 1. Work respectfully with others.
 |  | 1. Express ideas orally in complete sentences.
 |  | 1. Restate and follow multi-step directions.
 |  | 1. Speak clearly using appropriate volume.
 |  |
| **K.2 The student will demonstrate growth in oral, early literacy skills.** |  | 1. Work respectfully with others.
 |  | 1. Give multi-step directions.
 |  | 1. Speak at an understandable rate.
 |  |
| 1. Listen and respond to a variety of text and media.
 |  | 1. Increase listening and speaking vocabularies.
 |  | 1. Work respectfully with others and show value for individual contributions.
 |  | 1. Make eye contact with the audience.
 |  |
| 1. Participate in a variety of oral language activities including choral and echo speaking and recitation.
 |  | **1.2 The student will demonstrate growth in oral, early literacy skills.** |  | 1. Create a simple presentation using multimodal tools.
 |  | 1. Organize ideas sequentially or around major points of information using appropriate facts and relevant details.
 |  |
| 1. Tell stories orally.
 |  | 1. Listen and respond to a variety of print and media materials.
 |  | **2.2 The student will****demonstrate growth an understanding of oral early literacy skills.** |  | 1. Use contextually appropriate language and specific vocabulary to communicate ideas.
 |  |
| 1. Participate in creative dramatics.
 |  | 1. Tell and retell stories and events in sequential order.
 |  | 1. Create oral stories to share with others.
 |  | 1. Use multimodal tools to create presentations and enhance communication.
 |  |
|  |  | 1. Participate in a variety of oral language activities, including choral speaking and recitation.
 |  | 1. Create and participate in oral dramatic activities.
 |  |  |  |
|  |  | 1. Participate in creative dramatics.
 |  | 1. Participate in a variety of oral language activities, including choral speaking and recitation.
 |  |  |  |

| ◆ Reading |  | ◆ Reading |  | ◆ Reading |  | ◆ Reading |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.** |  | **1.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness.** |  | **2.3 The student will orally****identify, produce, and manipulate various phonemes within words to develop phonemic awareness.** |  | **3.3 The student will word****analysis skills when reading.** |  |
| 1. Begin to discriminate between spoken sentences, words, and syllables.
 |  | 1. Create rhyming words.
 |  | 1. Count phonemes within one-syllable words.
 |  | 1. Use knowledge of regular and irregular vowel patterns.
 |  |
| 1. Identify and produce words that rhyme.
 |  | 1. Count phonemes (sounds) in one-syllable words.
 |  | 1. Blend sounds to make one-syllable words.
 |  | 1. Decode regular multisyllabic words.
 |  |
| 1. Blend and segment multisyllabic words at the syllable level.
 |  | 1. Blend sounds to make one-syllable words.
 |  | 1. Segment one-syllable words into phonemes.
 |  | **3.4 The student will expand vocabulary when reading.** |  |
| 1. Blend and segment one-syllable words into phonemes including onset and rime.
 |  | 1. Segment one-syllable words into individual phonemes.
 |  | 1. Add or delete phonemes to make words.
 |  | 1. Use knowledge of homophones.
 |  |
| 1. Identify words according to shared beginning and/or ending sounds.
 |  | 1. Add or delete phonemes to make new words.
 |  | 1. Blend and segment multisyllabic words at the syllable level.
 |  | 1. Use knowledge of roots, affixes, synonyms, and antonyms to determine the meaning of new words.
 |  |
| 1. Blend sounds to make one-syllable words.
 |  | 1. Blend and segment multisyllabic words at the syllable level.
 |  | **2.4 The student will use phonetic strategies when reading and spelling.** |  | 1. Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words.
 |  |
| 1. Segment one-syllable words into individual phonemes.
 |  | **1.4 The student will apply knowledge of how print is organized and read.** |  | 1. Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
 |  | 1. Use context to clarify meaning of unfamiliar words.
 |  |
| **K.4 The student will understand how print is organized and read.** |  | 1. Read from left to right and from top to bottom.
 |  | 1. Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.
 |  | 1. Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.
 |  |
| 1. Hold print materials in the correct position.
 |  | 1. Match spoken words with print.
 |  | 1. Decode regular multisyllabic words.
 |  | 1. Use vocabulary from other content areas.
 |  |
| 1. Identify the front cover, back cover, and title page of a book.
 |  | 1. Identify letters, words, sentences, and ending punctuation.
 |  | 1. Apply decoding strategies to confirm or correct while reading.
 |  | 1. Use word-reference resources including the glossary, dictionary, and thesaurus.
 |  |
| 1. Distinguish between print and pictures.
 |  | **1.5 The student will apply phonetic principles to read and spell.** |  | **2.5 The student will use semantic clues and syntax to expand vocabulary when reading.** |  | **3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.** |  |
| 1. Follow words from left to right and from top to bottom on a printed page.
 |  | 1. Use initial and final consonants to decode and spell one-syllable words.
 |  | 1. Use information and context clues in the story to read words.
 |  | 1. Set a purpose for reading.
 |  |
| 1. Match voice with print.
 |  | 1. Use two-letter consonant blends to decode and spell one-syllable words.
 |  | 1. Use knowledge of sentence structure to determine the meaning of unknown words.
 |  | 1. Make connections between reading selections.
 |  |
| **K.5 The student will demonstrate an understanding that print conveys meaning.** |  | 1. Use consonant digraphs to decode and spell one-syllable words.
 |  | **2.6 The student will expand vocabulary and use of word meanings.** |  | 1. Make, confirm, and revise predictions.
 |  |
| 1. Identify common signs and logos.
 |  | 1. Use short vowel sounds to decode and spell one-syllable words.
 |  | 1. Use knowledge of homophones.
 |  | 1. Compare and contrast settings, characters, and plot events.
 |  |
| 1. Explain that printed materials provide information.
 |  | 1. Blend initial, medial, and final, sounds to recognize and read words.
 |  | 1. Use knowledge of prefixes and suffixes.
 |  | 1. Summarize plot events.
 |  |
| 1. Read and explain own writing and drawings.
 |  | 1. Use word patterns to decode unfamiliar words.
 |  | 1. Use knowledge of antonyms and synonyms.
 |  | 1. Identify the narrator of a story.
 |  |
| 1. Read his/her name and commonly used high frequency words.
 |  | 1. Read and spell simple two-syllable compound words.
 |  | 1. Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.
 |  | 1. Ask and answer questions about what is read.
 |  |
| **K.6 The student will develop an understanding of basic phonetic principles.** |  | 1. Read and spell commonly used sight words.
 |  | 1. Use word-reference materials including dictionaries, glossaries, and indices.
 |  | 1. Draw conclusions using the text for support.
 |  |
| 1. Identify and name the capital and lowercase letters of the alphabet.
 |  | **1.6 The student will use semantic clues and syntax for support when reading.** |  | 1. Use vocabulary from other content areas.
 |  | 1. Identify the conflict and resolution.
 |  |
| 1. Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.
 |  | 1. Use words, phrases, and sentences.
 |  | **2.7 The student will read and demonstrate comprehension of fictional texts.** |  | 1. Identify the theme.
 |  |
| 1. Demonstrate a speech-to-print match through accurate finger-point reading in familiar texts that includes words with more than one syllable.
 |  | 1. Use titles and pictures.
 |  | 1. Make and confirm predictions.
 |  | 1. Use reading strategies to monitor comprehension throughout the reading process.
 |  |
| 1. Identify initial consonant sounds in one-syllable words.
 |  | 1. Use information in the story to read words.
 |  | 1. Connect previous experiences to new texts.
 |  | 1. Differentiate between fiction and nonfiction.
 |  |
| 1. Identify final consonant sounds in one-syllable words.
 |  | 1. Use knowledge of sentence structure.
 |  | 1. Ask and answer questions using the text for support.
 |  | 1. Read with fluency, accuracy, and meaningful expression.
 |  |
| **K.7 The student will expand vocabulary and use of word meanings.** |  | 1. Reread and self-correct.
 |  | 1. Describe characters, setting, and plot events in fiction and poetry.
 |  | **3.6 The student will read and demonstrate comprehension of nonfiction texts.** |  |
| 1. Discuss meanings of words.
 |  | **1.7 The student will expand vocabulary and use of word meanings.** |  | 1. Identify the conflict and resolution.
 |  | 1. Identify the author’s purpose.
 |  |
| 1. Increase vocabulary by listening to a variety of texts read aloud.
 |  | 1. Discuss meanings of words in context.
 |  | 1. Identify the theme.
 |  | 1. Use prior and background knowledge as context for new learning.
 |  |
| 1. Use vocabulary from other content areas.
 |  | 1. Develop vocabulary by listening to and reading a variety of texts.
 |  | 1. Summarize stories and events with beginning, middle, and end in the correct sequence.
 |  | 1. Preview and use text features including table of contents, headings, pictures, captions, maps, indices, and charts.
 |  |
| 1. Ask about words not understood.
 |  | 1. Ask for meaning of unknown words and make connections to familiar words.
 |  | 1. Draw conclusions based on the text.
 |  | 1. Ask and answer questions about what is read using the text for support.
 |  |
| 1. Use number words.
 |  | 1. Use text clues such as words of pictures to discern meanings of unknown words.
 |  | 1. Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.
 |  | 1. Draw conclusions using the text for support.
 |  |
| 1. Use nouns to identify and name people, places, and things.
 |  | 1. Use vocabulary from other content areas.
 |  | **2.8 The student will read and demonstrate comprehension of nonfiction texts.** |  | 1. Summarize information found in nonfiction texts.
 |  |
| 1. Use adjectives to describe location, size, color, and shape.
 |  | 1. Use singular and plural nouns.
 |  | 1. Preview the selection using text features including table of contents, headings, pictures, captions, and maps.
 |  | 1. Identify the main idea.
 |  |
| 1. Use verbs to identify actions.
 |  | 1. Use adjectives to describe nouns.
 |  | 1. Make and confirm predictions.
 |  | 1. Identify supporting details.
 |  |
| **K.8 The student will demonstrate comprehension of fictional texts.** |  | 1. Use verbs to identify actions.
 |  | 1. Use prior and background knowledge as context for new learning.
 |  | 1. Use reading strategies to monitor comprehension throughout the reading process.
 |  |
| 1. Identify the role of an author and an illustrator.
 |  | **1.8 The student will use simple reference materials.**  |  | 1. Set purpose for reading.
 |  | 1. Read with fluency, accuracy, and meaningful expression.
 |  |
| 1. Relate previous experiences to what is read.
 |  | 1. Use knowledge of alphabetical order by first letter.
 |  | 1. Ask and answer questions using the text as support.
 |  |  |  |
| 1. Use pictures to make predictions.
 |  | 1. Use a picture dictionary to find meanings of unfamiliar words.
 |  | 1. Identify the main idea.
 |  |  |  |
| 1. Ask and answer questions about what is read.
 |  | **1.9 The student will read and demonstrate comprehension of a variety of fictional texts.** |  | 1. Draw conclusions based on the text.
 |  |  |  |
| 1. Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end.
 |  | 1. Preview the selection.
 |  | 1. Read and reread familiar texts with fluency, accuracy, and meaningful expression.
 |  |  |  |
| **K.9 The student will demonstrate comprehension of nonfiction texts.** |  | 1. Set a purpose for reading.
 |  |  |  |  |  |
| 1. Use pictures to identify topic and make predictions.
 |  | 1. Relate previous experiences to what is read.
 |  |  |  |  |  |
| 1. Identify text features specific to the topic, such as titles, headings, and pictures.
 |  | 1. Make and confirm predictions.
 |  |  |  |  |  |
| 1. Ask and answer questions about what is read.
 |  | 1. Ask and answer who, what, when, where, why, and how questions about what is read.
 |  |  |  |  |  |
|  |  | 1. Identify characters, setting, and important events.
 |  |  |  |  |  |
|  |  | 1. Retell stories and events, using beginning, middle, and end in a sequential order.
 |  |  |  |  |  |
|  |  | 1. Identify theme.
 |  |  |  |  |  |
|  |  | 1. Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.
 |  |  |  |  |  |
|  |  | **1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.** |  |  |  |  |  |
|  |  | 1. Preview the selection.
 |  |  |  |  |  |
|  |  | 1. Use prior and background knowledge as context for new learning.
 |  |  |  |  |  |
|  |  | 1. Set a purpose for reading.
 |  |  |  |  |  |
|  |  | 1. Identify text features such as pictures, headings, charts, and captions.
 |  |  |  |  |  |
|  |  | 1. Make and confirm predictions.
 |  |  |  |  |  |
|  |  | 1. Ask and answer who, what, where, why, and how questions about what is read.
 |  |  |  |  |  |
|  |  | 1. Identify the main idea.
 |  |  |  |  |  |
|  |  | 1. Read and reread familiar texts with fluency, accuracy, and meaningful expression.
 |  |  |  |  |  |

|  **Grade K** | **Score** | **Grade 1** | **Score** | **Grade 2** | **Score** | **Grade 3** | **Score** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ◆ Writing |  | **◆ Writing** |  | **◆ Writing** |  | **◆ Writing** |  |
| **K.10 The student will print in manuscript.** |  | **1.11 The student will print legibly in manuscript.** |  | **2.9 The student will****maintain legible printing****and begin to make the****transition to cursive.** |  | **3.7 The student will write legibly in cursive.**  |  |
| 1. Print capital and lowercase letters of the alphabet independently.
 |  | 1. Form letters accurately.
 |  | 1. Begin to write capital and lowercase letters of the alphabet.
 |  | 1. Write capital and lowercase letters of the alphabet.
 |  |
| 1. Print his/her first and last names.
 |  | 1. Space words within sentences.
 |  | 1. Begin to sign his/her first and last names.
 |  | 1. Sign his/her first and last names.
 |  |
| **K.11 The student will write in a variety of forms to include narrative and descriptive.** |  | **1.12 The student will write****in a variety of forms to****include narrative,****descriptive, and opinion.** |  | **2.10 The student will write****in a variety of forms to****include narrative,****descriptive, opinion, and****expository.**  |  | **3.8 The student will write in a****variety of forms to include****narrative, descriptive, opinion,****and expository.** |  |
| 1. Differentiate pictures from writing.
 |  | 1. Identify audience and purpose.
 |  | 1. Understand writing as a process.
 |  | 1. Engage in writing as a process.
 |  |
| 1. Use prewriting activities to generate ideas including drawing pictures.
 |  | 1. Use prewriting activities to generate ideas.
 |  | 1. Identify audience and purpose.
 |  | 1. Identify audience and purpose.
 |  |
| 1. Use letters to phonetically spell words that describe pictures or experiences.
 |  | 1. Focus on one topic.
 |  | 1. Use prewriting strategies to generate ideas before writing.
 |  | 1. Use a variety of prewriting strategies.
 |  |
| 1. Write left to right and top to bottom.
 |  | 1. Organize writing to suit purpose.
 |  | 1. Use strategies for organization according to the type of writing.
 |  | 1. Use organizational strategies to structure writing according to type.
 |  |
| 1. Compose simple sentences.
 |  | 1. Revise by adding descriptive words when writing about people, place, things, and events.
 |  | 1. Organize writing to include a beginning, middle, and end.
 |  | 1. Write a clear topic sentence focusing on main idea.
 |  |
| 1. Begin each sentence with a capital letter and use ending punctuation.
 |  | 1. Write to express an opinion and give a reason.
 |  | 1. Write facts about a subject to support a main idea.
 |  | 1. Elaborate writing by including supporting details.
 |  |
| 1. Share writing with others.
 |  | 1. Use letters to phonetically spell words.
 |  | 1. Write to express an opinion and provide a reason for support.
 |  | 1. Use transition words to vary sentence structure.
 |  |
|  |  | 1. Share writing with others.
 |  | 1. Expand writing to include descriptive detail.
 |  | 1. Express an opinion about a topic and provide fact-based reasons for support.
 |  |
|  |  | **1.13 The student will edit writing for capitalization, punctuation, and spelling.** |  | 1. Revise writing for clarity.
 |  | 1. Write a well-developed paragraph focusing on the main idea.
 |  |
|  |  | 1. Use complete sentences.
 |  | **2.11 The student will edit writing for capitalization, punctuation, spelling, and Standard English.** |  | 1. Revise writing for clarity of content using specific vocabulary and information.
 |  |
|  |  | 1. Begin each sentence with a capital letter and use ending punctuation.
 |  | 1. Recognize and use complete sentences.
 |  | **3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.** |  |
|  |  | 1. Use correct spelling for commonly used sight words and phonetically regular words.
 |  | 1. Use and punctuate declarative, interrogative, and exclamatory sentences.
 |  | 1. Use complete sentences.
 |  |
|  |  | **1.13 The student will edit writing for capitalization, punctuation, and spelling.** |  | 1. Capitalize all proper nouns and the word I.
 |  | 1. Use the word I in compound subjects.
 |  |
|  |  | 1. Use complete sentences.
 |  | 1. Use singular and plural nouns and pronouns.
 |  | 1. Use past and present verb tense.
 |  |
|  |  | 1. Begin each sentence with a capital letter and use ending punctuation.
 |  | 1. Use apostrophes in contractions and possessives.
 |  | 1. Use adjectives correctly.
 |  |
|  |  | 1. Use correct spelling for commonly used sight words and phonetically regular words.
 |  | 1. Use contractions and singular possessives.
 |  | 1. Use singular possessives.
 |  |
|  |  |  |  | 1. Use knowledge of simple abbreviations.
 |  | 1. Use commas in a simple series.
 |  |
|  |  |  |  | 1. Use correct spelling for commonly used sight words, including compound words and regular plurals.
 |  | 1. Use simple abbreviations.
 |  |
|  |  |  |  | 1. Use commas in salutation and closing of a letter.
 |  | 1. Use apostrophes in contractions with pronouns and in possessives.
 |  |
|  |  |  |  | 1. Use past and present verbs.
 |  | 1. Use the articles a, an, and the correctly.
 |  |
|  |  |  |  | 1. Use adjectives correctly.
 |  | 1. Use correct spelling including irregular plurals.
 |  |
|  |  |  |  |  |  | 1. Indicate paragraphing by indenting or skipping a line.
 |  |

|  **Grade K** | **Score** | **Grade 1** | **Score** | **Grade 2** | **Score** | **Grade 3** | **Score** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ◆ Research |  | **◆ Research** |  | **◆ Research** |  | **◆ Research** |  |
| **K.12 The student will conduct research to answer questions or solve problems using available resources.** |  | **1.14 The student will conduct research to answer questions or solve problems using available resources** |  | **2.12 The student will conduct research by using available resources to gather information and answer questions to complete a research product.** |  | **3.10 The student will demonstrate comprehension of information resources to research a topic and complete a research product.**  |  |
| 1. Generate topics of interest.
 |  | 1. Generate topics of interest.
 |  | 1. Generate topics of interest.
 |  | 1. Construct questions about the topic
 |  |
| 1. Generate questions to gather information.
 |  | 1. Generate questions to gather information.
 |  | 1. Generate questions to gather information.
 |  | 1. Access appropriate resources.
 |  |
| 1. Identify pictures, texts, or people as sources of information.
 |  | 1. Identify pictures, texts, or people as sources of information.
 |  | 1. Identify pictures, texts, or people as sources of information.
 |  | 1. Collect and organize information about the topic.
 |  |
| 1. Find information from provided sources.
 |  | 1. Find information from provided sources.
 |  | 1. Find information from provided sources.
 |  | 1. Evaluate the relevance of the information.
 |  |
|  |  | 1. Record information.
 |  | 1. Organize information in writing or a visual display.
 |  | 1. Avoid plagiarism and use own words.
 |  |
|  |  |  |  | 1. Describe difference between plagiarism and using own words.
 |  | 1. Demonstrate ethical use of the Internet.
 |  |