

Voyages in English 2011
Grade 5
Correlations to NJ State Standards

(Updated January 2011)

New Jersey Language Arts Literacy

Grade 5

STANDARD 3.1 (Reading)		
All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.		
A. Concepts About Print/Text	Grammar Section-Lesson	Writing Chapter-Lesson
1. Use a text index and glossary appropriately.		W8-L5
2. Survey and explain text features that contribute to comprehension (e.g., headings, introductory and concluding paragraphs).		W3-CO; W5-CO; W5-L1; W8-L1
B. Phonological Awareness	Grammar Section-Lesson	Writing Chapter-Lesson
No additional indicators at this grade level.	N/A	N/A
C. Decoding and Word Recognition	Grammar Section-Lesson	Writing Chapter-Lesson
1. Use the pronunciation key of a dictionary to decode new words.		W4-L5
2. Use context clues or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words.		W3-L3; W4-L4; W5-L4
3. Interpret new words correctly in context.		W4-L4; W5-L4; W6-L4
4. Apply spelling and syllabication rules that aid in decoding and word recognition.		W4-L4; W5-L4; W8-L4
D. Fluency	Grammar Section-Lesson	Writing Chapter-Lesson
1. Adjust reading speed appropriately for different purposes and audiences.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
2. Apply knowledge of letter-sound associations, language structures, and context to recognize words.	(articles, placement of adverbs, adj)	W6-L4
3. Read aloud in ways that reflect understanding of proper phrasing and intonation.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
4. Read silently for the purpose of increasing speed, accuracy, and reading fluency.		N/A

5. Apply self-correcting strategies to decode and gain meaning from print both, orally and silently.		N/A
E. Reading Strategies (before, during, after reading)	Grammar Section-Lesson	Writing Chapter-Lesson
1. Activate prior knowledge and anticipate what will be read or heard.		W2-CO; W7-CO
2. Vary reading strategies according to their purpose for reading and the nature of the text.		W2-CO; W4-L3
5. Apply graphic organizers to illustrate key concepts and relationships in a text.		W1-L2; W3-L5; W4-L3; W8-L1; W8-L3
F. Vocabulary and Concept Development	Grammar Section-Lesson	Writing Chapter-Lesson
1. Infer word meanings from learned roots, prefixes, and suffixes.		W3-L3; W4-L3; W5-L4
2. Infer specific word meanings in the context of reading passages.		W6-L4
3. Identify and correctly use antonyms, synonyms, homophones, and homographs.		W1-L4; W1-L5; W2-L4; W6-L4; W7-L4
4. Use a grade-level appropriate dictionary independently to define unknown words.		W2-L4; W3-L3; W4-L5; W7-WW
5. Use a thesaurus to identify alternative word choices and meanings.		W1-L4; W2-L4; W7-WW
G. Comprehension Skills and Response to Text	Grammar Section-Lesson	Writing Chapter-Lesson
1. Identify author's purpose, views, and beliefs.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
2. Identify genre by their distinctive elements (e.g. tall tale-exaggeration).		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
3. Use cause and effect and sequence of events to gain meaning.		W5-L1
4. Anticipate and construct meaning from text by making conscious connections to self, an author, and others.		W2-CO; W3-L1; W3-L5; W4-CO; W5-CO; W7-CO
5. Recognize persuasive and propaganda techniques used to influence readers.		W5-CO; W7-CO; W7-L2
6. Recognize historical and cultural biases and different points of		W6-CO; W6-L2; W7-CO

view.		
7. Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether implied or stated directly.		W5-CO; W5-L1
8. Distinguish between major and minor details.		W2-L2; W8-L1
9. Make inferences using textual information and provide supporting evidence.		W4-L2; W5-CO; W5-L5; W7-CO
10. Recognize common organizational patterns in text that support comprehension (e.g., headings, captions).		W1-CO; W1-L2; W3-L2
11. Identify and analyze text types, formats, and elements in nonfiction.		W2-CO; W8-CO; W8-L1
12. Recognize literary elements in stories, including setting, characters, plot, and mood.		W1-CO; W5-L1; W6-CO; W6-L1; W6-L2
13. Recognize figurative language in text (e.g. simile, metaphor, personification, alliteration).		W6-CO; W6-L3
14. Identify and respond to the elements of sound and structure in poetry.		W6-L5
15. Identify the structures in drama.		W6-L2 (skit), W7-L4 (commercial)
16. Read regularly in materials appropriate for their independent reading level.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
17. Interpret idiomatic expressions.		
H. Inquiry and Research		
1. Use library classification systems, print or electronic, to locate information.		W5-L5
2. Develop and revise questions for investigations prior to, during, and after reading.		W8-L1; W8-L2
3. Use multiple sources to locate information relevant to research questions.		W2-L5; W5-L5 ; W7-L5; W8-L1; W8-L2; W8-L5; W8-WW
4. Read independently and research topics using a variety of		W8-L1; W8-L2; W8-L5;

materials to satisfy personal, academic, and social needs, and produce evidence of reading.		W8-WW
5. Draw conclusions from information gathered from multiple sources.		W6-L1; W8-L1; W8-L2; W8-L5; W8-WW
6. Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.		W8-L6; W8-WW
7. Summarize and organize information by taking notes, outlining ideas, and/or making charts.		W3-L6; W4-L3; W5-L1; W5-L2; W6-CO; W8-L2; W8-L3; W8-WW
8. Produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience.		W2-L6; W2-WW; W4-L6; W6-WW; W7-WW; W8-WW

STANDARD 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.		
A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	Grammar Section-Lesson	Writing Chapter-Lesson
1. Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.		W1-WW; W4-WW; W6-WW
2. Write informational compositions with multiple paragraphs that present important ideas, provide details, and offer a concluding paragraph.		W2-WW; W3-WW; W5-WW; W7-WW
3. Generate possible ideas for writing through listening, talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.		W1-WW; W2-WW; W4-L1; W4-WW; W5-WW; W6-WW; W7-WW; W8-L1
4. Develop an awareness of form, structure, and author's voice in various genres.		W1-L1; W1-WW; W2-L1; W2-WW; W5-L1; W5-WW; W6-WW ; W7-WW; W8-WW
5. Use strategies such as graphic organizers and outlines to elaborate and organize ideas for writing.		W1-WW; W2-WW; W3-WW; W4-L3; W4-WW;

		W5-WW; W6-WW; W7-WW; W8-WW
6. Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
7. Make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details, and justify the choices made.	G1.1–1.11; G2.1–2.11; G3.1–3.11; G4.1–4.11; G5.1–5.5; G6.1–6.6	W1-L5; W1-WW; W2-L4; W7-L3
8. Revise drafts by rereading for meaning, narrowing focus, elaborating and deleting, as well as reworking organization, openings, closings, word choice, and consistency of voice.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-L3; W7-WW; W8-WW
9. Review own writing with others to understand the reader’s perspective and to consider and incorporate ideas for revision.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
10. Review and edit work for spelling, usage, clarity, organization, and fluency.	G1.1–1.11; G2.1–2.11; G3.1–3.11; G4.1–4.11; G5.1–5.5; G6.1–6.6; G7.1–7.11; G8.1–8.11; G9.1–9.11	W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
11. Use a variety of reference materials to revise work.		W1-L4; W2-L4; W4-L5; W7-L5; W7-WW; W8-L5; W8-WW
12. Use computer-writing applications during the writing process.		W1-WW; W2-WW; W3-L5; W3-WW; W4-WW; W5-WW; W7-WW; W8-L3; W8-WW
13. Understand and apply the elements of a scoring rubric to improve and evaluate writing.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW

14. Reflect on own writing, noting strengths and setting goals for improvement.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
B. Writing as a Product (resulting in a formal product or publication)	Grammar Section-Lesson	Writing Chapter-Lesson
1. Expand knowledge of characteristics and structures of selected genres.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
2. Write a range of grade appropriate essays across curricula (e.g., persuasive, personal, descriptive, issue based).		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
3. Write grade appropriate, multi-paragraph, expository pieces across curricula (e.g., problem/solution, cause/effect, hypothesis/results, feature articles, critique, research reports).		W2-WW; W5-WW; W7-WW; W8-WW
4. Write various types of prose, such as short stories, biography, autobiography, or memoir, that contain narrative elements.		W1-WW; W6-WW
5. Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple sources.		W2-WW; W5-WW; W7-WW; W8-L1; W8-WW
6. Sharpen focus and improve coherence by considering the relevancy of included details and adding, deleting, and rearranging appropriately.		W1-L3; W1-WW; W2-L2; W2-WW; W3-WW; W4-L1; W4-L2; W4-WW; W5-L3; W5-WW; W6-WW; W7-WW; W8-L1; W8-WW
7. Write sentences of varying length and complexity, using specific nouns, verbs, and descriptive words.	G7.1–7.11	W1-L3; W3-L4; W5-L3; W7-L3
8. Prepare a works consulted page for reports or research papers.		W8-L2; W8-WW
9. Provide logical sequence throughout multi-paragraph works by refining organizational structure and developing transitions between ideas.		W1-L2; W2-L2; W4-L2; W4-WW; W5-L2; W5-WW; W7-L1; W7-WW; W8-L1; W8-WW

10. Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion.		W1-L2; W1-WW; W2-L1; W2-WW; W4-WW; W5-WW; W6-WW; W8-L1; W8-WW
C. Mechanics, Spelling, Handwriting	Grammar Section-Lesson	Writing Chapter-Lesson
1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.	G1.1–1.11; G2.1–2.11; G3.1–3.11; G4.1–4.11; G5.1–5.5; G6.1–6.6; G7.1–7.11; G8.1–8.11	W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
2. Use increasingly complex sentence structure and syntax to express ideas.	G7.1–7.11	W1-L3; W3-L4; W5-L3; W7-L3
3. Use knowledge of English grammar and usage to express ideas effectively.	G1.1–1.11; G2.1–2.11; G3.1–3.11; G4.1–4.11; G5.1–5.5; G6.1–6.6; G9.1–9.11	W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
4. Use correct capitalization and punctuation, including commas and colons, throughout writing.	G7.10–7.11; G8.1–8.11	
5. Use quotation marks and related punctuation correctly in passages of dialogue.	G8.7; G8.10	W6-L2
6. Use knowledge of roots, prefixes, suffixes, and English spelling patterns to spell words correctly in writing.		W3-L3; W4-L4; W5-L4
7. Study examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
8. Edit writing for correct grammar usage, capitalization, punctuation, and spelling.	G1.1–1.11; G2.1–2.11; G3.1–3.11; G4.1–4.11; G5.1–5.5; G6.1–6.6; G7.1–7.11; G8.1–8.11	W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
9. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.		W1-L4; W2-L4; W2-L5; W4-L5; W7-WW
10. Write legibly in manuscript or cursive to meet district		W1-WW; W4-WW; W7-

standards.		WW
D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)	Grammar Section-Lesson	Writing Chapter-Lesson
1. Write for different purposes (e.g., to express ideas, inform, entertain, respond to literature, persuade, question, reflect, clarify, share) and a variety of audiences (e.g., self, peers, community).		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
2. Gather, select, and organize information appropriate to a topic, task, and audience.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
3. Develop and use knowledge of a variety of genres, including expository, narrative, persuasive, poetry, critiques, and everyday/ workplace writing.		W1-CO; W1-WW; W2-CO; W2-WW; W3-CO; W3-L5; W3-WW; W4-CO; W4-WW; W5-CO; W5-WW; W6-CO; W6-WW; W7-CO; W7-WW; W8-CO; W8-WW
4. Organize a response that develops insight into literature by exploring personal reactions, connecting to personal experiences, and referring to the text through sustained use of examples.		W5-L1; W5-L2; W5-L5; W5-WW
5. Use transitions between and within paragraphs.		W1-L2; W1-WW; W2-L2; W2-WW
6. Organize paragraphs using topic sentences.		W7-WW; W8-L1; W8-WW
7. Write narratives, establishing a plot or conflict, setting, characters, point of view, and resolution.		W1-WW; W6-WW
8. Use narrative techniques (e.g., dialogue, specific actions of characters, sensory description, and expression of thoughts and feelings of characters).		W1-WW; W4-L2; W4-WW; W6-WW
9. Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topic with		W8-L1; W8-L3; W8-WW

facts, examples, and explanations, and including a works consulted page.		
10. Write persuasive essays with clearly stated positions or opinions supported by organized and relevant evidence to validate arguments and conclusions, and sources cited when needed.		W5-L5; W7-L1; W7-WW
11. Demonstrate the ability to write friendly/business letters in correct format and coherent style.		W3-L1; W3-L2; W3-L5; W3-WW
12. Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance.		W1-L2; W1-WW; W2-L2; W2-WW; W4-L2; W4-WW; W5-L2; W5-WW; W7-L1; W7-WW
13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.		W5-WW; W7-L1; W7-WW; W8-L1
14. Use relevant graphics in writing (e.g., maps, charts, illustrations, graphs, photographs).		W1-L2; W2-L6; W4-L3; W8-L6
15. Demonstrate the development of a personal style and voice in writing.		W1-L1; W1-WW; W2-WW; W3-L1; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
16. Review scoring criteria of relevant rubrics.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
17. Develop a collection of writings (e.g., a literacy folder, a literacy portfolio).		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW

STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for

different audiences and purposes.		
A. Discussion (small group and whole class)	Grammar Section-Lesson	Writing Chapter-Lesson
1. Use details, examples and reasons to support central ideas or clarify a point of view.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
2. Stay focused on a topic and ask relevant questions.		W1-L6; W2-L6; W3-L6; W5-L6; W8-L6
3. Accept others' opinions and respond appropriately.		W3-L6; W4-L6; W5-L6; W7-L6
4. Respond orally to literature.		W1-CO; W5-L6
5. Participate in class discussions appropriately.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
B. Questioning (Inquiry) and Contributing		
1. Respond orally by adding questions and comments while integrating knowledge.		W1-L6; W2-L6; W3-L6; W8-L6
2. Use interview techniques to develop inquiry skills.		W3-L6
3. Explore concepts by describing, narrating, or explaining how and why things happen.		W1-L6; W2-L6; W4-L6; W8-L6
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.		W3-L6; W4-L6; W5-L6; W7-L6
5. Reflect and evaluate information learned as a result of the inquiry.		W5-L6; W8-L6
6. Solve a problem or understand a task through group cooperation.		W2-L6; W7-L6
C. Word Choice		
1. Use convincing dialogue to role-play short scenes involving familiar situations or emotions.		W4-L6; W6-L2; W7-L2
2. Use varied word choice to clarify, illustrate, and elaborate.		W1-L5
3. Use figurative language purposefully in speaking situations.		W6-L3; W6-WW
4. Select and use suitable vocabulary to fit a range of audiences.		W1-L1; W3-L1; W4-L1; W5-L6; W6-L2; W7-L2

D. Oral Presentation		
1. Develop and deliver a formal presentation based on a central theme, including logical sequence, introduction, main ideas, supporting details, and concluding remarks to an audience of peers, younger students, and/or parents.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
2. Prepare, rehearse, and deliver a formal presentation in logical or sequential order, including an opening, supportive details, and a closing statement.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
3. Use clear, precise, organized language that reflects the conventions of spoken English.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
4. Use visuals such as charts or graphs when presenting for clarification.		W2-L6; W4-L3; W5-L6; W8-L6
5. Use props effectively while speaking.		W2-L6; W6-L6
6. Maintain audience interest during formal presentations, incorporating adequate volume, proper pacing, and clear enunciation.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
7. Use verbal and non-verbal elements of delivery (e.g., eye contact, stance) to maintain audience focus.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
8. Read aloud with fluency.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
9. Understand and use criteria from a rubric to improve an oral presentation.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
10. Incorporate peer feedback and teacher suggestions for revisions in content, organization, and delivery.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6

STANDARD 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.		
A. Active Listening	Grammar Section-Lesson	Writing Chapter-Lesson
1. Listen actively for a variety of purposes such as enjoyment and obtaining information.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
2. Listen attentively and critically to a variety of speakers.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
3. Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker’s message.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
4. Recognize and analyze persuasive techniques while listening.		W5-L6; W7-L6
5. Recognize the rich and varied language of literature (e.g., listen to a recording of poetry or classic literature).		W6-L5; W6-L6
6. Listen to determine a speaker’s purpose, attitude, and perspective.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
7. Use, when appropriate, criteria/rubric to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
B. Listening Comprehension	Grammar Section-Lesson	Writing Chapter-Lesson
1. Demonstrate competence in active listening through responding to a story, interview, or oral report (e.g., summarizing, reacting, retelling).		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
2. Demonstrate competence in active listening by interpreting and applying received information to new situations and in solving problems.		W3-L6; W7-L6
3. Ask pertinent questions, take notes, and draw conclusions based on information presented.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W7-L6; W8-L6
4. Make inferences based on an oral report or presentation.		W5-L6; W7-L6
5. Follow three-and four-step oral directions.		W2-L1; W2-L3; W2-WW

STANDARD 3.5 (Viewing and Media Literacy) All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.		
A. Constructing Meaning	Grammar Section-Lesson	Writing Chapter-Lesson
1. Respond to and evaluate the use of illustrations to support text.		W4-L3; W6-CO; W6-L1; W8-L6; W8-WW
2. Use graphs, charts, and diagrams to report data.		W1-L2; W8-WW
3. Distinguish between factual and fictional visual representations (e.g. political cartoons).		www.voyagesinenglish.com
4. Identify the central theme in a movie, film, or illustration.		
5. Identify the target audience for a particular program, story, or advertisement.		W5-L6; W5-WW
6. Demonstrate an awareness of different media forms (e.g. newspapers, internet, magazines) and how they contribute to communication.		W2-CO; W3-L5; W5-L5
7. Understand uses of persuasive text related to advertising in society.		W5-L5
8. Distinguish different points of view in media texts.		www.voyagesinenglish.com
B. Visual and Verbal Messages	Grammar Section-Lesson	Writing Chapter-Lesson
1. Understand that creators of both print media and electronic media have a purpose and target audience for their work.		W5-L5
2. Evaluate media messages for credibility.		www.voyagesinenglish.com
3. Explore and interpret various messages found in advertisements and other texts.		W5-L5
4. Interpret verbal and nonverbal messages reflected in personal interactions with others.		W3-L6; W5-L6
5. Discuss the emotional impact of a still image (e.g., photo, poster, painting) and how it aids understanding.		W7-L1; W7-L2
6. Compare and contrast media sources, such as film and book versions of a story.		W8-CO
7. Understand the uses of technology (e.g., the Internet for		W2-L5; W3-L5; W7-L5;

research).		W8-L2; W8-L5
C. Living with Media	Grammar Section-Lesson	Writing Chapter-Lesson
1. Express and justify preferences for media choices.		W8-L5
2. Choose the most appropriate media for a presentation.		W2-WW; W4-WW; W8-WW
3. Use a rubric to evaluate the content of media presentations.		www.voyagesinenglish.com
4. Examine and evaluate effects of media on the family, home, and school.		www.voyagesinenglish.com