

**Voyages in English 2011**  
**Grade 6**  
**Correlations to NJ State Standards**  
(Updated August 2010)

## New Jersey Language Arts Literacy

### Grade 6

<b>STANDARD 3.1 (Reading)</b> 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.		
<b>A. Concepts About Print/Text</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Use a text index and glossary independently and appropriately.		W3-L5
2. Survey and explain text features that contribute to comprehension (e.g., headings, introductory, concluding paragraphs).		W1-C0; W1-L1; W1-L2
3. Recognize and use common print formats to obtain information (e.g., newspapers, magazines, electronic sources).		W5-C0; W5-L1; W6-C0; W6-L1
<b>C. Decoding and Word Recognition</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Use a dictionary to decode new words independently.		W1-L3
2. Use context clues or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words.		W4-L4; W6-L3; W7-L4; W8-L4
3. Apply knowledge of new words correctly (refer to word parts and word origin).		W4-L4; W6-L3; W8-L4
4. Apply spelling and syllabication rules that aid in decoding and word recognition.	G2.6-2.7; G3.5; G5.3	
<b>D. Fluency</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Adjust reading speed appropriately for different purposes and audiences.		W6-L6
2. Read aloud in ways that reflect understanding of proper phrasing and intonation.		W6-L6
<b>E. Reading Strategies (before, during, after reading)</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>

1. Activate prior knowledge and anticipate what will be read or heard.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
2. Vary reading strategies according to their purpose for reading and the nature of the text.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
5. Use reference aids for word meanings when reading.		W1-L3; W3-L5
6. Apply graphic organizers to illustrate key concepts and relationships in a text.		W1-CO; W2-CO; W3-CO; W3-L2; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
<b>F. Vocabulary and Concept Development</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Infer word meanings from learned roots, prefixes, and suffixes.		W4-L4; W6-L3; W8-L4
2. Infer specific word meanings in the context of reading passages.		W1-L5
3. Identify and correctly use antonyms, synonyms, homophones, and homographs.		W5-L5; W7-L4
4. Use the dictionary for a variety of purposes (e.g., definitions, word origins, parts of speech).		W1-L3; W8-L4
5. Use a thesaurus to identify alternative word choices and meanings.		W1-L5; W3-L5
<b>G. Comprehension Skills and Response to Text</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Respond critically to an author's purpose, ideas, 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.		W2-L1; W5-CO; W5-L1; W5-WW
4. Construct meaning from text by making conscious connections to self, an author, and others.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
5. Recognize persuasive and propaganda techniques used to influence readers.		W4-L2
6. Recognize and understand historical and cultural biases and different points of view.		W4-CO;

7. Identify and analyze features of themes conveyed through characters, actions, and images.		W7-L2; W7-L2
8. Distinguish between major and minor details.		W2-L2;
9. Make inferences using textual information and provide supporting evidence.		W3-CO; W4-CO;
10. Recognize common organizational patterns in text that support comprehension (e.g., headings captions).		W4-L3
11. Identify and analyze text types, formats, and elements in nonfiction.		W2-CO; W4-CO; W5-CO; W6-CO; W8-CO
12. Recognize characterization, setting, plot, theme, and point of view in fiction.		W1-CO; W7-CO; W7-L2;
13. Recognize sensory details, figurative language, and other literary devices in text.		W3-CO; W3-L1; W3-L3; W7-CO;
14. Identify and respond to the elements of sound and structure in poetry.		W7-L5
17. Explain ways that the setting contributes to the mood of a novel, play, or poem.		W7-CO; W7-L5;
18. Interpret idiomatic expressions.		W3-CO; W3-L3
<b>H. Inquiry and Research</b>		
1. Develop and revise questions for investigations prior to, during, and after reading.		W5-CO; W5-L2
2. Select and use multiple sources to locate information relevant to research questions.		W1-L3; W4-L2; W5-L1;
3. Draw conclusions from information gathered from multiple sources.		W5-L2
4. Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.		W3-L2
5. Summarize and organize information by taking notes, outlining ideas, and/or making charts.		W4-L3; W5-L2; W5-L4; W8-L2;
6. Produce projects and reports, using visuals, media, and/or		W2-L2; W2-L5; W2-WW

technology to show learning and support the learning of an audience.		
7. Compare themes, characters, settings, and ideas across texts or works and produce evidence of understanding.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W7-L2; W8-CO

<b>STANDARD 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.</b>		
<b>A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Write informational compositions of several paragraphs that engage the interest of the reader, state a clear purpose, develop the topic, and conclude with a detailed summary.		W2-CO; W4-CO; W5-CO; W6-CO; W6-L1; W8-CO; W8-L1;
2. Generate ideas for writing through reading and making connections across the curriculum and with current events.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
3. Expand knowledge about form, structure, and voice in a variety of genres.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
4. Use strategies such as graphic organizers and outlines to elaborate and organize ideas for writing.		W1-WW; W2-WW; W3-L2; W3-WW; W4-L3; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
5. Draft writing in a selected genre with supporting structure and appropriate voice 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
6. Make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details, and justify the choices made.		W1-L5; W4-L3; W6-CO; W6-L1; W6-L2
7. 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-L2; W3-L3; W3-L4; W3-WW; W4-WW; W5-WW; W6-WW; W7-L1; W7-WW; W8-L1; W8-WW
8. Review own writing with others to understand the reader's		W1-WW; W2-WW; W3-WW;

perspective and to consider and incorporate ideas for revision.		W4-WW; W5-L6; W5-WW; W6-WW; W7-WW; W8-WW
9. Review and edit work for spelling, usage, clarity, organization, and fluency.		W1-WW; W2-WW; W3-L4; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
10. Use a variety of reference materials to revise work.		W1-L3; W3-L5
11. Use computer writing applications during the writing process.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
12. 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
13. 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>B. Writing as a Product (resulting in a formal product or publication)</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Expand knowledge of characteristics, structures, and tone of selected genres.		W2-C0; W2-L1
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; W4-WW; W5-WW; W6-WW; W8-L1; W8-WW
4. Write various types of prose, such as short stories, biography, autobiography, or memoir that contain narrative elements.		W1-WW; W3-WW; W7-WW
5. Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple sources.		W2-WW; W4-WW; W5-WW; W6-WW; W8-L3; W8-WW
6. Sharpen focus and improve coherence by considering the relevancy of included details, and adding, deleting, and rearranging appropriately.		W2-L2; W4-L3

7. Write sentences of varying length and complexity, using specific nouns, verbs, and descriptive words.	G6.1–6.11	W1-L4; W1-L5; W2-L4; W3-L3; W4-L5; W5-L3; W6-L4; W7-L3
8. Prepare a works consulted page for reports or research papers.		W8-L3; W8-WW
9. Provide logical sequence throughout multi-paragraph works by refining organizational structure and developing transitions between ideas.		W2-L1; W2-L2; W2-L3; W3-L2; W3-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-L2; W2-WW; W3-L2; W3-WW; W4-L1; W4-WW; W5-L1; W5-WW; W8-L1; W8-WW
<b>C. Mechanics, Spelling, Handwriting</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, handwriting.	G1.1–1.11; G2.1–2.11; G3.1–3.11; G4.1–4.16; G5.1–5.6; G6.1–6.11; G7.1–7.11; G8.1–8.11	W1-WW; W2-WW; W3-WW; W4-WW; W5-L3; W5-WW; W6-WW; W7-WW; W8-WW
2. Use a variety of sentence types and syntax, including independent and dependent clauses and prepositional and adverbial phrases, to connect ideas and craft writing in an interesting and grammatically correct way.	G6.1–6.11	W1-L4; W2-L4; W4-L5; W5-L3; W6-L4; 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; G4.1–4.16; G5.1–5.6; G6.1–6.11; G7.1–7.11; G8.1–8.11	
4. Use correct capitalization and punctuation, including commas and colons, throughout writing.	G7.2–7.11	W5-L3;
5. Use quotation marks and related punctuation correctly in passages of dialogue.	G7.8	W5-L3; W7-L3
6. Use knowledge of roots, prefixes, suffixes, and English spelling patterns to spell words correctly in writing.		W4-L4; W6-L3
7. Demonstrate understanding of reasons for paragraphs in narrative and expository writing and indent appropriately in own writing.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
8. Edit writing for correct grammar usage, capitalization,	G1.1–1.11; G2.1–2.11; G3.1–3.11; G4.1–	W1-WW; W2-WW; W3-WW;

punctuation, and spelling.	4.16; G5.1–5.6; G6.1–6.11; G7.1–7.11; G8.1–8.11	W4-WW; W5-L3; W5-WW; W6-WW; W7-WW; W8-WW
9. Use a variety of materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.		W1-L3; W1-L5; W3-L5; W8-L5
10. Write legibly in manuscript or cursive to meet district standards.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
<b>D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
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-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-L5; W7-WW; 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.		W1-CO; W1-WW; W4-CO; W4-WW
5. Write narratives, establishing a plot or conflict, setting, characters, point of view, and resolution.		W1-WW; W3-WW; W7-L1; W7-L2; W7-WW
6. Use narrative techniques (e.g., dialogue, specific actions of characters, sensory description, and expression of thoughts and feelings of characters).		W1-WW; W3-L1; W3-WW; W7-L2; W7-L3; W7-WW
7. Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topic with facts, examples, and explanations from authoritative sources, and including a works consulted page.		W5-WW; W8-L1; W8-L3; W8-WW

8. 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.		W4-L1; W4-L2; W4-L6; W4-WW; W8-L3
9. Demonstrate the ability to write business letters in correct format and coherent style.		W6-L1; W6-L5; W6-WW
10. Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance.		W1-WW; W2-CO; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
11. Demonstrate higher-order thinking skills and writing clarity <u>when answering open-ended and essay questions</u> in content areas or as responses to literature.		www.voyagesinenglish.com
12. Use relevant graphics in writing (e.g., maps, charts, illustrations, graphs, photographs).		W2-L2; W2-L5; W3-L2
13. Demonstrate the development of a personal style and voice in writing.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
14. Review scoring criteria of relevant rubrics.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
15. Develop a collection of writings (e.g., a literacy folder or a literacy portfolio).		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW

<b>STANDARD 3.3 (Speaking)</b> All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.		
<b>A. Discussion (small group and whole class)</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Support a position with organized, appropriate details.		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; W4-L6; W5-L2; W5-L6; W6-L6; W7-L6; W8-L6

3. Acknowledge others' opinions and respond appropriately.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
4. Respond orally to literature.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
5. Participate in class discussion appropriately.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
<b>B. Questioning (Inquiry) and Contributing</b>		
1. Respond orally by adding questions and comments while integrating knowledge.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
2. Demonstrate effective use of a variety of questions, including literal, inferential, and evaluative questions.		W5-L2
3. Explore concepts by describing, narrating, or explaining how and why things happen.		W1-L6; W2-L6; W3-L6; W5-L6; W8-L6
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.		W1-L6; W2-L6; W3-L6; W4-CO; W4-L2; W4-L6; W5-L6; W6-L6; W7-L6; W8-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; W4-L6
<b>C. Word Choice</b>		
1. Use varied word choice to clarify, illustrate, and elaborate.		W1-L5; W3-L3; W7-L1; W7-L3
2. Use figurative language purposefully in speaking situations.		W3-L3; W3-L6; W7-L1; W7-L6
3. Select and use suitable vocabulary to fit a range of audiences.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L1; W7-L6; W8-L6
<b>D. Oral Presentation</b>		
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		W1-L6; W2-L6; W3-L6; W4-L6;

logical or sequential order, including an opening, supportive details, and a closing statement.		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-L2; W2-L5; W2-L6
5. Use props effectively while speaking.		W5-L6; W7-L6
6. 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
7. Read aloud with fluency.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
8. Understand and use criteria from a rubric to improve an oral presentation.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
9. 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

<b>STANDARD 3.4 (Listening)</b> All students will listen actively to information from a variety of sources in a variety of situations.		
<b>A. Active Listening</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Listen actively for a variety of purposes such as enjoyment and obtaining information.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L2; 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-L2; W5-L6; W6-L6; W7-L6; W8-L6
4. Recognize and analyze persuasive techniques while listening.		W4-L6
5. Recognize the rich and varied language of literature (e.g.,		W1-CO; W1-L6; W3-CO; W3-L6; W7-CO; W7-L5; W7-L6

listen to a recording of poetry or classic literature).		
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>B. Listening Comprehension</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
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-L2; 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.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
3. Ask pertinent questions, take notes, and draw conclusions based on information presented.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L2; W5-L4; W5-L6; W6-L6; W7-L6; W8-L6
4. <u>Make inferences</u> based on an oral report or presentation.		W4-L6
5. Follow three and four-step oral directions.		W2-C0; W2-L5; W2-L6

STANDARD 3.5 (Viewing and Media Literacy) All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.		
<b>A. Constructing Meaning</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Respond to and evaluate the use of illustrations to support text.		W3-L6; W8-L6
2. Use graphs, charts, and diagrams to report data.		W2-L2; W3-L6
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.		www.voyagesinenglish.com
5. Identify the target audience for a particular program, story, or advertisement.		W4-L2

6. Demonstrate an awareness of different media forms (e.g. newspapers, internet, magazines) and how they contribute to communication.		W4-L2; W4-L6; W5-L1; W8-L3; W8-L5
7. Understand uses of persuasive text related to advertising in society.		W4-L2; W4-L6
8. Distinguish different points of view in media texts.		W4-L1; W4-L2; W4-L6
<b>B. Visual and Verbal Messages</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Understand that creators of both print media and electronic media have a purpose and target audience for their work.		W4-L6; W4-WW; W8-L6
2. Evaluate media messages for credibility.		W4-L6
3. Explore and interpret various messages found in advertisements and other texts.		W2-L6
4. Interpret verbal and nonverbal messages reflected in personal interactions with others.		W6-L6
5. Discuss the emotional impact of a still image (e.g., photo, poster, painting) and how it aids understanding.		www.voyagesinenglish.com
7. Understand the uses of technology (e.g., the Internet for research).		W1-L5; W3-L6; W8-L2
<b>C. Living with Media</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Express and justify preferences for media choices.		W6-L6
2. Choose the most appropriate media for a presentation.		W2-L6; W3-L6
4. Examine and evaluate effects of media on the family, home, and school.		www.voyagesinenglish.com