

LESA
Communication Arts Curriculum
2009

1. Strand: Reading

A. Standard: Students will develop and apply skills and strategies to the reading process.

<u>The student will know:</u>	<u>The student will be able to:</u>	<u>Suggested Activities</u>	<u>Suggested Resources</u>
<p>1. That decoding is necessary for understanding text. MO Reading 1.C IL Goal 1.A. 2a</p>	<p>1. Apply decoding strategies to solve unknown words.</p>	<p>1. Monitor student application of decoding strategies and provide intervention where necessary.</p>	<p>Use appropriate texts.</p>
<p>2. How to read grade-level text with fluency, accuracy, and expression and how to adjust reading rate to the difficulty and type of text. MO Reading 1.D IL Goal 1.B. 3d</p>	<p>2a. Read grade-level text with fluency, accuracy, and expression 2b. Adjust reading rate to the difficulty and type of text</p>	<p>2. Use choral reading, partner reading, repeated reading, Reader's Theater, antiphonal reading, and radio reading.</p>	<p>Use various poems, Reader's Theater, Psalms</p>
<p>3. How to develop vocabulary through text roots and affixes, context clues, glossaries, dictionaries, and thesauruses. MO Reading 1.E</p>	<p>3. Develop vocabulary through text using roots and affixes, context clues, glossaries, dictionaries, and thesauruses.</p>	<p>3a. Replace a multiple-meaning word with a correct synonym or antonym to convey the same meaning. 3b. Circle or highlight words while reading and draw pictures of words. 3c. Create a vocabulary notebook.</p>	<p>Use appropriate texts.</p>

Grade level: Sixth Grade

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The student will know:

4. How to apply pre-reading strategies to aid comprehension by accessing prior knowledge, previewing, predicting with evidence, and setting a purpose.

MO Reading 1.F

IL Goal 1.B.3a

5. How to utilize strategies to determine meanings of unknown words, self-monitor comprehension, question the text, infer, visualize, paraphrase, and summarize.

MO Reading 1.G

IL Goal 1.A.3b

The student will be able to:

4. Apply pre-reading strategies to aid comprehension by accessing prior knowledge, previewing, predicting with evidence, and setting a purpose.

5. Utilize strategies to determine meanings of unknown words, self-monitor comprehension, question the text, infer, visualize, paraphrase, and summarize.

Suggested Activities

4a. Given the circumstance of the story, ask students to make connections to their lives now.
4b. Use a KWL chart

5a. Create a three column chart: write the word, guess the meaning, and look up the meaning.

5b. Use cloze activities.

5c. Create a visual representation via graphic organizers.

5d. Use captions, headlines, bold faced words, and headings.

5e. Create anticipation guides.

Suggested Resources

Use KWL charts.

Use *Graphic Organizer Collection* by Novel Units.

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The student will know:

- 6a. How to apply post-reading skills to comprehend, interpret, analyze, and evaluate text.
- 6b. How to identify and explain the relationship between the main idea and supporting details.
- 6c. How to ask questions to clarify.
- 6d. How to reflect.
- 6e. How to draw conclusions.
- 6f. How to paraphrase.
- 6g. How to summarize.

MO Reading 1.H

IL Goal 1.B.3b

IL Goal 2.B.3a

IL Goal 1.C.3d

The student will be able to:

- 6a. Apply post-reading skills to comprehend, interpret, analyze, and evaluate text.
- 6b. Identify and explain the relationship between the main idea and supporting details.
- 6c. Question to clarify.
- 6d. Reflect.
- 6e. Draw conclusions.
- 6f. Paraphrase.
- 6g. Summarize.

Suggested Activities

- 6a. Create a visual representation (e.g. graphic organizer, outline, drawing, etc.)
- 6b. Write a reaction paragraph.
- 6c. Create a flow chart of cause-effect relationships in a story.
- 6d. Give predications to students and have them skim for details and evidence to support predictions.
- 6c. Give 3 statements and have students surmise an outcome.
- 6d. Use questioning the author.
- 6e. Use QAR's.
- 6f. In small groups, develop questions for rest of class.
- 6g. Write a response paragraph.
- 6h. Dramatize the story.
- 6i. Create a diorama of the setting.
- 6j. Write a response paragraph on what would happen in the future.
- 6k. Infer character motivations using clues from story.
- 6l. Partner reading- after one partner reads, the other retells.
- 6m. Create a herringbone chart and write a newspaper article.

Suggested Resources

Use *Graphic Organizer Collection* by Novel Units.

Use *Guided Comprehension in Action Lessons for Grades 3-8* by Maureen McLaughlin.

Use appropriate text.

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The student will know:

7. How to compare, contrast, and analyze connections between text to text (information and relationships in various fiction and non-fiction works), text to self (text ideas and own experiences), and text to world (text ideas and the world by identifying how literature reflects a culture and historic time frame).

MO Reading 1.I.

IL Goal 1.B.3b 1.B. 3c

The student will be able to:

7. Compare, contrast, and analyze connections between text to text (information and relationships in various fiction and non-fiction works), text to self (text ideas and own experiences), and text to world (text ideas and the world by identifying how literature reflects a culture and historic time frame).

Suggested Activities

7a. Create a visual representation (e.g. graphic organizer, outline, drawing, etc.) to use while reading.
7b. Literature circles
7c. Use Photograph of the Mind.
7d. Use the Double Nickel method of summarizing.

Suggested Resources

Use *Literature Response Activities and Rubrics* by Scholastic.

B. Standard: Students will develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.

The student will know:

1. How to use grade level text to interpret and analyze information in title and recognize and interpret the text features of fiction, poetry, and drama.

MO Reading 2.A

IL 2.A.3c

The student will be able to:

1. Use grade level text to interpret and analyze information in title and recognize and interpret the text features of fiction, poetry, and drama.

Suggested Activities

1a. Create a skit to interpret an important event of the story.
1b. Discuss the elements of literature and how they apply to the text.
1c. Graphic organizers

Suggested Resources

Use *Graphic Organizer Collection* by Novel Units.

Use appropriate text.

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The student will know:

2. How to identify and explain literary techniques in text, emphasizing jargon, dialect, slang, and symbolism and analyze literary techniques previously introduced.

MO Reading 2.B

The student will be able to:

2. Identify and explain literary techniques in text, emphasizing jargon, dialect, slang, and symbolism and analyze literary techniques previously introduced.

Suggested Activities

- 2a. Write sound poems to create onomatopoeia.
- 2b. Discuss tongue twisters and create new ones.
- 2c. Illustrate and discuss idioms.
- 2d. Discuss idioms in the household.

Suggested Resources

Use Marvian Terban books such as *Mad as a Wet Hen!*

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The student will know:

3. How to use details from text to:
- a. Demonstrate comprehension skills previously introduced.
 - b. Identify and explain plot, problem, conflict, climax, and resolution.
 - c. Analyze setting.
 - d. Analyze cause and effect.
 - e. Identify point of view.
 - f. Identify author's viewpoint/perspective.
 - g. Identify the problem solving processes of characters.
 - h. Evaluate effectiveness of solutions.

MO Reading 2C

IL Goal 1.C.3a

IL Goal 2A.3a

IL Goal 1.C. 3b

IL Goal 2.A.3b

IL Goal 2.A.3d1.C.3e

IL Goal 2.A.3b

IL Goal 2.B.3c

IL Goal 2.B.3b

The student will be able to:

3. Use details from text to:
- a. Demonstrate comprehension skills previously introduced.
 - b. Identify and explain plot, problem, conflict, climax, and resolution.
 - c. Analyze setting.
 - d. Analyze cause and effect.
 - e. Identify point of view.
 - f. Identify author's viewpoint/perspective.
 - g. Identify the problem solving processes of characters.
 - h. Evaluate effectiveness of solutions.

Suggested Activities

- 3a. Have students name comprehension skills used to understand text.
- 3b. Illustrate events.
- 3c. Create a timeline.
- 3d. Create a plot map using different colors for the parts.
- 3e. Stop at the climax and have the student write an ending. Compare this to the original ending.
- 3f. Create 3-D maps of the settings.
- 3g. Create a newspaper illustrating the events.
- 3h. Change time period of story and discuss the impact on the story.
- 3i. Use cause and effect graphic organizers.
- 3j. Change an event and discuss the effect on the rest of the story.
- 3k. Retell the story from a different character's point of view.
- 3l. Change the author and discuss the impact on the story.
- 3m. Change the point of view from first to third or third to first person.

Suggested Resources

Use *Strategies that Work: Teaching Comprehension to Enhance Understanding* by Stephanie Harvey.

Use appropriate text.

Use *Graphic Organizer Collection* by Novel Units.

Use *Guided Comprehension in Action Lessons for Grades 3-8* by Maureen McLaughlin.

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The student will know:

The student will be able to:

Suggested Activities

Suggested Resources

3n. Ask the students what music they would play as they read the story aloud.

3o. Have students research and create a power point about the author.

3p. Write a response paragraph about why the author may have written the story.

3q. Infer how the author feels about a particular character based on events in a story.

3r. Use a "what would you do" graphic organizer.

3s. Write an alternative ending to the story and discuss its impact on story events.

3t. Rewrite the story in a "choose your own story" format.

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C. Standard: Students will develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times.

The student will know:

- 1a. How to identify and explain text features in biographies and autobiographies.
- 1b. How to analyze text features to clarify meaning emphasizing newspapers and magazines.

MO Reading 3.A

- 2. How to identify and explain literary techniques and figurative language in nonfiction text, emphasizing onomatopoeia, alliteration, idioms, and other literary techniques previously introduced.

MO Reading 3.B

The student will be able to:

- 1a. Identify and explain text features in biographies and autobiographies.
- 1b. Analyze text features to clarify meaning emphasizing newspapers and magazines.

- 2. Identify and explain literary techniques and figurative language in nonfiction text, emphasizing onomatopoeia, alliteration, idioms, and other literary techniques previously introduced.

Suggested Activities

- 1a. Identify point of view and rewrite from the opposite point of view.
- 1b. Write a story for a newspaper and then rewrite it for a magazine.
- 1c. Bring in articles from the newspaper on a specific topic for a whole week. At the end of the week, turn those articles into a magazine article.
- 1d. Write a "Zine" article and create a "Zine" for the class.

- 2. Circle examples of literary techniques and figurative language using coloring coding.

Suggested Resources

Use appropriate text.

Use newspapers, magazines that are age appropriate.

Use appropriate textbooks.

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The student will know:

- 3. How to use details from text to:
 - a. Demonstrate comprehension skills previously introduced.
 - b. Paraphrase author's stated ideas.
 - c. Make predictions.
 - d. Make inferences.
 - e. Evaluate the accuracy of the information.
 - f. Sequence events.
 - g. Compare and contrast.
 - h. Identify point of view.
 - i. Determine and/or compare authors' viewpoints.
 - j. Identify and explain cause and effect.
 - k. Identify problem solving processes and explain the effectiveness of solutions.
 - l. Analyze two or more texts.

MO Reading 3.C

IL Goal 1.C.3e

IL Goal 1.C. 3c

The student will be able to:

- 3. Use details from text to:
 - a. Demonstrate comprehension skills previously introduced.
 - b. Paraphrase author's stated ideas.
 - c. Make predictions.
 - d. Make inferences.
 - e. Evaluate the accuracy of the information.
 - f. Sequence events.
 - g. Compare and contrast.
 - h. Identify point of view.
 - i. Determine and/or compare authors' viewpoints.
 - j. Identify and explain cause and effect.
 - k. Identify problem solving processes and explain the effectiveness of solutions.
 - l. Analyze two or more texts.

Suggested Activities

- 3a. Use pre-tests.
- 3b. Ask students to name which comprehension skills were used to draw conclusion.
- 3c. Write note cards paraphrasing the author's ideas.
- 3d. Use the note cards to create a "Zine."
- 3e. Bring in newspaper articles and predict what will happen next.
- 3f. Predict how another person would react in the same situation.
- 3g. Identify reporter's bias from an article.
- 3h. Bring in magazine and newspaper articles and compare and contrast information provided.
- 3i. Use the 5W's and H to discuss text.
- 3j. Use story maps.
- 3k. Compare and contrast articles on same topic from different sources.
- 3l. Use a Venn Diagram to contrast.
- 3m. Use pyramid style of writing.
- 3n. Rewrite a biography into an autobiography.
- 3o. Collect articles from the same author and discuss bias.
- 3p. Make a T-chart using articles

Suggested Resources

Use *Strategies that Work: Teaching Comprehension to Enhance Understanding* by Stephanie Harvey.

Use newspapers, magazines that are age appropriate.

Use appropriate textbooks.

Use *Graphic Organizer Collection* by Novel Units.

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The student will know:

4. Read and follow directions.
MO Reading 3.C

The student will be able to:

4. Read and follow multi-step directions to complete a complex task.

Suggested Activities

4a. Write a paper to explain the process of how to do something.
4b. Have a different student try and complete the task.
4c. Give speeches.

Suggested Resources

Use appropriate texts.

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2. Strand: Writing

A. Standard: Students will apply a writing process in composing text.

The student will know:

1. How to follow a writing process to:
 - a. Use appropriate prewriting strategies needed.
 - b. Generate a draft.
 - c. Reread, revise for audience and purpose, ideas, and content.
 - d. Edit for conventions.
 - e. Share writing.

MO 1.A

The student will be able to:

1. Follow a writing process to:
 - a. Use appropriate prewriting strategies needed.
 - b. Generate a draft.
 - c. Reread, revise for audience and purpose, ideas, and content.
 - d. Edit for conventions.
 - e. Share writing.

Suggested Activities

- 1a. Use graphic organizers such as a t-chart.
- 1b. Brainstorm ideas for writing the paper.
- 1c. Teacher model a draft with class.
- 1d. Create individual drafts.
- 1e. Compare and contrast drafts.
- 1f. Make a checklist of items for peer conferencing.
- 1g. Revise a paper using 6+1 traits as a class.
- 1h. Proofread and edit using various colors.
- 1i. Proofread the school bulletin for the principal.
- 1j. Display writing for other students.
- 1k. Create an anthology of writings for the school.

Suggested Resources

- Use *Graphic Organizer Collection* by Novel Units.
- Use overhead or smart board.
- 6+1 Traits of Writing* by Ruth Culham
- 6+1 sticky notes from Bradburns
- Use standard editing marks.
- Use student work.

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B. Standard: Students will compose well-developed text.

The student will know:

- 1a. How to compose text showing awareness of audience.
- 1b. How to compose text choosing a form and point of view appropriate to purpose and audience.

MO 2.A

- 2a. How to compose text with strong controlling idea.
- 2b. How to compose text with relevant specific details.

MO 2.B

- 3. How to compose text with a clear beginning, middle, and end, a logical sequence of events, effective paragraphing, and a variety of sentence structures, including simple and compound sentences.

MO 2.C

The student will be able to:

- 1a. Compose text showing awareness of audience.
- 1b. Compose text choosing a form appropriate to topic and specific audiences.

- 2a. Compose text with strong controlling idea.
- 2b. Compose text with relevant specific details.

- 3. Compose text with a clear beginning, middle, and end, a logical sequence of events, effective paragraphing, and a variety of sentence structures, including simple and compound sentences.

Suggested Activities

- 1a. Use graphic organizers.
- 1b. Write 2 drafts of a paper for two different audiences.
- 1c. RAFT

- 2a. Write several main idea sentences and discuss strength and weaknesses of each.
- 2b. Read essays containing several non-relevant details. Edit and then add necessary details.

- 3a. Color code beginning, middle, and end when writing papers.
- 3b. Number details to show sequencing.
- 3c. Outline papers for paragraphing.

Suggested Resources

RAFT--role, audience, format, topic

6+1 Traits of Writing by Ruth Culham

6+1 Traits of Writing by Ruth Culham

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The student will know:

4. How to compose text using precise and vivid language, writing techniques such as figurative language, sensory details, and purposeful dialogue.

MO 2.D

5. In written text:
- a. How to capitalize proper adjectives.
 - b. How to use conventions of capitalization.
 - c. How to use commas, apostrophes, and quotation marks.
 - d. How to punctuate prepositional phrases and appositives.
 - e. How to use standard spelling and classroom resources to edit spelling.
 - f. How to write legibly.

MO 2.E

The student will be able to:

4. Compose text using precise and vivid language, writing techniques such as figurative language, sensory details, and purposeful dialogue.

5. In written text:
- a. Use conventions of capitalization for proper adjectives.
 - b. use capitalization for appropriate words in dialogue.
 - c. Use commas in compound sentences, apostrophes in irregular and plural possessives, quotation marks in dialogue.
 - d. Punctuate prepositional phrases and appositives correctly.
 - e. Use standard spelling, classroom resources, including dictionaries to edit for correct spelling.
 - f. Write legibly.

Suggested Activities

- 4a. Discuss word choice-- antonyms and synonyms as well as definitions.
- 4b. Give students short simple sentences with generic words and have students revise word choice.
- 4c. Create *Mad-libs*.
- 4d. Write descriptions of foods using all 5 senses.
- 4e. Write a skit about a school day.

- 5a. Write a cookbook.
- 5b. Write a travel brochure.
- 5c. Write dialogue poems.
- 5d. Edit dialogue.
- 5e. Give a paper where mechanics have been removed.
- 5f. Pretest for knowledge.
- 5g. Use proofreading exercises.
- 5h. Use peer-editing.
- 5i. Use dictionary drills to see who can find vocabulary words first.
- 5j. Use dictionary cubes.
- 5k. Write thank-you notes to English teacher.

Suggested Resources

6+1 Traits of Writing by Ruth Culham

Use appropriate textbooks.

Use Merriam Webster.

Purchase thank-you cards.

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C. Standard: Students will write effectively in various forms and types of writing.

The student will know:

1. How to compose a variety of texts using narrative, descriptive, expository, and/or persuasive features, including summary.

MO 3.A

The student will be able to:

1. Compose a variety of texts using narrative, descriptive, expository, and/or persuasive features, including summary for a narrative or information.

Suggested Activities

- 1a. Write a story about an experience from childhood.
- 1b. Write a paper from the point of view of a camera and describe what they see.
- 1c. Write a letter of praise and a letter of complaint.
- 1d. Write a paper to the school board asking them to change your school dress code.
- 1e. Summarize the current social studies lesson in 55 words.

Suggested Resources

6+1 Traits of Writing by Ruth Culham

Literature Response Activities and Rubrics by Scholastic

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3. Strand: Listening and Speaking

A. Standard: Students will develop and apply effective listening skills and strategies.

The student will know:

1. How to listen for enjoyment, information, and directions and to identify tone, mood, and emotion of verbal and nonverbal communication.

MO 1.A

IL Goal 4.A.3a

2. How to use active-listening behaviors (e.g. asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement, or confusion).

MO 1.B

IL Goal 4.A.3b

3. How to demonstrate the ability to identify and manage barriers to listening (e.g. noise, speaker credibility, environmental distractions).

IL Goal 4.A.3d

The student will be able to:

1. Listen for enjoyment, information, and directions and to identify tone, mood, and emotion of verbal and nonverbal communication.

2. Use active-listening behaviors (e.g. asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement, or confusion).

3. Demonstrate the ability to identify and manage barriers to listening (e.g. noise, speaker credibility, environmental distractions).

Suggested Activities

1a. Partner for debriefing.
1b. Use read-alouds excerpts to monitor mood and emotions

2a. Interview classmate about controversial subject and then report on their non-verbal responses.
2b. Use "Hot Seats"-student takes on character role and then responds to questions in character voice.

3a. List barriers to effective listening and brainstorm ideas to solve issues. Then implement ideas.

Suggested Resources

Use appropriate text.

Use *The Whack Pack*.

Use classroom discussion techniques.

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B. Standard: Students will develop and apply effective speaking skills and strategies for various audiences and purposes.

<u>The student will know:</u>	<u>The student will be able to:</u>	<u>Suggested Activities</u>	<u>Suggested Resources</u>
<p>1a. How to speak clearly and stay on topic during discussions and presentations.</p> <p>1b. How to use appropriate volume, tone of voice, rate of speech, fluency/inflections and eye contact.</p> <p>MO 2.A IL Goal 5.C.3b, 4.B.3d, 4.B.3a</p>	<p>1a. Speak clearly and stay on topic during discussions and presentations.</p> <p>1b. Use appropriate volume, tone of voice, rate of speech, fluency/inflections and eye contact.</p>	<p>1a. Lead devotions.</p> <p>1b. Pray with classmates.</p> <p>1c. Write a paper on "This I Believe" and then present it.</p> <p>1d. Give Book Talks.</p>	<p>Use devotional materials.</p> <p>Use teacher created ideas.</p>
<p>2. How to give clear and concise multi-step oral directions to complete a complex task.</p> <p>MO 2.B IL Goal 4.A.3c</p>	<p>2. Give clear and concise multi-step oral directions to complete a complex task.</p>	<p>2a. Write a speech on How to Make a Peanut Butter and Jelly Sandwich and then have another student create the sandwich based on the directions.</p> <p>2b. Teach a partner a three-step task and then have them perform it.</p>	<p>Use teacher created materials.</p>
<p>3. How to develop strategies to manage or overcome communication anxiety and apprehension (e.g. sentence outlining, note cards).</p> <p>IL Goal 4.B.3c</p>	<p>3. Develop strategies to manage or overcome communication anxiety and apprehension (e.g. sentence outlining, note cards).</p>	<p>3a. Teach students to look at the top of the head--not the face as an anxiety management technique.</p> <p>2. Use note cards to make a speech.</p>	<p>Demonstrate skill.</p>

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4. Strand: Information Literacy

A. Standard: Students will develop and apply effective research process skills to gather, analyze, and evaluate information.

<u>The student will know:</u>	<u>The student will be able to:</u>	<u>Suggested Activities</u>	<u>Suggested Resources</u>
1. How to develop questions and statements of purpose to guide research. MO 1.A	1. Develop questions and statements of purpose to guide research.	1. Create interview questions for a research project.	Discuss process.
2. How to locate and use multiple resources to acquire information, answer questions, and support purpose. MO 1.B IL Goal 5.A.3a, 5.B.3a, 5.B.3b	2. Use multiple resources to acquire information, answer questions, and support purpose	2. Use books, magazine/newspaper articles, encyclopedia articles, and web sites for research.	Use web, magazines, and newspapers.
3. How to record relevant information using a variety of note-taking or organizational strategies. MO 1.C IL Goal 6.C.3c	3. Record relevant information using a variety of note-taking or organizational strategies.	3a. Use various note-taking strategies. 3b. Discuss fact, inference, or opinion.	Teach skills. Use previous student work.

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The student will know:

4. How to define plagiarism and document research sources.

MO 1.D

The student will be able to:

4. Define plagiarism and document research sources.

Suggested Activities

4a. Create a web search looking for plagiarized information.
4b. Write a paper that has been plagiarized and then ask the students to prove this using Wikipedia.

Suggested Resources

Use web-quest.

Use the catechism to discuss why plagiarism is wrong.

B. Standard: Students will develop and apply effective skills and strategies to analyze and evaluate oral and visual media.

The student will know:

1. How to identify and explain viewpoints conveyed in various media (videos, pictures, web-sites, artwork, plays, and news programs).

MO 2.A

IL Goal 5.C.3a

2. How to develop both group and individual projects related to contemporary issues (e.g. real-world math, career development, community service) using multiple sources.

IL Goal 5.A.3b, 4.B.3b

The student will be able to:

1. Identify and explain viewpoints conveyed in various media (videos, pictures, web-sites, artwork, plays, and news programs).

2. Develop both group and individual projects related to contemporary issues (e.g. real-world math, career development, community service) using multiple sources.

Suggested Activities

1a. Identify website sponsors and predict their bias.
1b. Watch Fox and MSNBC and discuss the differences in presenting a news story.

2. Create a PowerPoint presentation and then present to the class.

Suggested Resources

Tape news programs.

Use computers.