

School District of Superior
Grade Level Performance
Standards



English Language Arts

GRADES 6-8

Wisconsin Standard A: READING/LITERATURE

CONTENT STANDARD: Students in the School District of Superior will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others.

By the end of grade EIGHT, students will:

- A.8.1 **Use effective reading strategies to achieve their purposes in reading.**
- Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text.
 - Use knowledge of the visual features of texts, such as headings and bold face print, and structures of texts, such as chronology and cause-and-effect, as aids to comprehension.
 - Establish purposeful reading and writing habits by using texts to find information, gain understanding of diverse viewpoints, make decisions, and enjoy the experience of reading.
 - Select, summarize, paraphrase, analyze, and evaluate, orally and in writing, passages of texts chosen for specific purposes.
- A.8.2 **Read, interpret, and critically analyze literature.**
- Identify the defining features and structure of literary texts, such as conflict, representation of character, and point of view.
 - Analyze the effect of characters, plot, setting, language, topic style, purpose, and point of view on the overall impact of literature.
 - Draw on a broad base of knowledge about the genres of literature, such as the structure and conventions of essays, epics, fables, myths, plays, poems, short stories, and novels, when interpreting the meaning of literary work.
 - Develop criteria to evaluate literary merit and explain critical opinions about a text, either informally in conversation or formally in a well-organized speech or essay.
- A.8.3 **Read and discuss literary and nonliterary texts in order to understand human experience.**
- Provide interpretive responses, orally and in writing, to literary and nonliterary texts representing the diversity of American cultural heritage and cultures of the world.
 - Identify common historical, social, and cultural themes and issues in literary works and selected passages.
 - Draw on a broad base of knowledge about the themes, ideas, and insights found in classical literature while reading, interpreting, and reflecting on contemporary texts.
 - Evaluate the themes and main ideas of a work considering its audience and purpose.

By the end of grade TWELVE, students will:

- A.12.1 **Use effective reading strategies to achieve their purposes in reading.**
- Apply sophisticated word meaning and word analysis strategies, such as knowledge of roots, cognates, suffixes, and prefixes, to understand unfamiliar words.
 - Gather information to help achieve understanding when the meaning of a text is unclear.
 - Apply knowledge of expository structures, such as the deductive or inductive development of an argument, to the comprehension and evaluation of texts.
 - Identify propaganda techniques and faulty reasoning in texts.
 - Explain and evaluate the influence of format on the readability and meaning of a text.
 - Distinguish between fact and opinion in nonfiction texts.
 - Consider the context of a work when determining the meaning of abbreviations and acronyms as well as the technical, idiomatic, and figurative meanings of term.
- A.12.2 **Read, interpret, and critically analyze literature.**
- Explain the structure of selected classical and contemporary works of literature, in whole and in part, from various cultures and historical periods, and illustrate ways in which authors use syntax, imagery, figures of speech, allusions symbols, irony, and other devices in the context of history, culture, and style.
 - Draw on a broad base of knowledge about the universal themes of literature such as initiation, love and duty, heroism, illusions and reality, salvation, death and rebirth, and explain how these themes are developed in a particular work of literature.
 - Investigate and report on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events.
 - Develop, explain, and defend interpretations of complex literary works.
 - Explain how details of language, setting, plot, character, conflict, point of view, and voice in a work of literature combine to produce a dominant tone, effect, or theme.
 - Develop and apply criteria to evaluate the literary merit of unfamiliar works.
- A.12.3 **Read and discuss literary and nonliterary texts in order to understand human experience.**
- Examine, explain, and evaluate, orally and in writing, various perspectives concerning individual, community, national, and world issues reflected in literary and nonliterary texts.
 - Develop and articulate, orally and in writing, various perspectives concerning individual, community, national, and world issues reflected in literary and nonliterary texts.
 - Identify the devices an author uses to influence readers and critique the effectiveness of their use.

A.8.4 **Read to acquire information.**

- Interpret and use technical resources such as charts, tables, travel schedules, timelines, and manuals.
- Compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources.
- Identify and explain information, main ideas, and organization found in a variety of informational passages.
- Distinguish between the facts found in documents, narratives, charts, maps, tables and other sources and the generalizations and interpretations that are drawn from them.

A.12.4 **Read to acquire information.**

- Identify philosophical assumptions and basic beliefs underlying selected texts.
- Apply tests of logic and reasoning to informational and persuasive texts.
- Analyze and synthesize the concepts and details encountered in informational texts such as reports, technical manuals, historical papers, and government documents.
- Draw on and integrate information from multiple sources when acquiring knowledge and developing a position on a topic of interest.
- Evaluate the reliability and authenticity of information conveyed in a text, using criteria based on knowledge of the author, topic, and context and analysis of logic, evidence, propaganda, and language.

School District of Superior STANDARD A: READING/LITERATURE

Grade Level Performance Standards: *The student will...*

GRADE 6	GRADE 7	GRADE 8
<p>A.6.1 Use effective reading strategies to achieve their purposes in reading.</p> <ul style="list-style-type: none"> • Use knowledge of root words and word origins. • Use context clues to infer meaning. • Read and learn the meaning of unfamiliar words. • Determine specific purpose for reading. • Comprehend texts. <p>A.6.2 Read, interpret, and critically analyze literature.</p> <ul style="list-style-type: none"> • Activate prior knowledge to understand new material. • Generate questions to be answered. • Make, confirm, or revise predictions and provide support for response. • Draw conclusions and make inferences based on explicit and implied information. • Summarize ideas. • Comprehend texts. • Explain how character and plot development are used in a selection to support a central conflict or story line. • Read poetry. <ul style="list-style-type: none"> ○ Describe the visual images created by language. ○ Describe how word choice, speaker, and imagery elicit a response from the reader. ○ Compare and contrast plot and character development in a narrative poem. <p>A.6.3 Read and discuss literary and nonliterary texts in order to understand human experience.</p> <ul style="list-style-type: none"> • Read fiction (realistic, fantasy, historical) and nonfiction (expository and argumentative). • Use knowledge of literary forms to aid comprehension and predict outcomes. • Describe how author’s style elicits emotional response. • Compare and contrast author’s styles. <p>A.6.4 Read to acquire information.</p> <ul style="list-style-type: none"> • Compare and contrast information about one topic contained in different selections. • Identify author’s purpose and audience. • Understand grade appropriate literature and information material. • Use tables, manuals to acquire information. 	<p>A.7.1 Use effective reading strategies to achieve their purposes in reading</p> <ul style="list-style-type: none"> • Read and learn the meaning of unfamiliar words. • Use analogies, idioms, similes, and metaphors to extend understandings of word meanings. • Explore multiple meanings of words. • Use context cues to infer meaning. • Summarize information. • Adjust reading rate according to purpose. • Ask a variety of questions to self/others. <p>A.7.2 Read, interpret, and critically analyze literature.</p> <ul style="list-style-type: none"> • Read and understand information from varied sources. • Use knowledge of text structures to aid comprehension. • Distinguish fact from opinion in newspapers, magazines, and other print media. • Draw conclusions and provide support from text. • Describe how word choice and language structure convey an author’s viewpoint in a newspaper. • Compare and contrast character and plot development in short stories and longer fiction selections. • Read poetry <ul style="list-style-type: none"> ○ Describe the impact of specific word choices such as jargon, dialect, multiple meanings, invented words, concrete or abstract terms, and sensory or figurative language. ○ Explain how sentence structure, line length, and punctuation convey mood or meaning of a poem. ○ Describe how rhythm contributes to the purpose or theme. <p>A.7.3 Read and discuss literary and nonliterary texts in order to understand human experience.</p> <ul style="list-style-type: none"> • Discuss relevance of own experience with author’s message. • Analyze relationship between author’s style, literary forms and intended impact on reader. • Describe connections between historical and cultural influences and literary selections. • Compare and contrast the rhythm of poems with similar and dissimilar themes. <p align="center"><i>(Continued on Next Page...)</i></p>	<p>A.8.1 Use effective reading strategies to achieve their purposes in reading</p> <ul style="list-style-type: none"> • Apply knowledge of word origins, derivations, idioms and use analogies, metaphors, and similes to extend vocabulary development. • Use context cues to infer meaning. <p>A.8.2 Read, interpret, and critically analyze literature.</p> <ul style="list-style-type: none"> • Compare/contrast prior knowledge and personal experiences with author’s information/message. • Draw on prior knowledge and knowledge of text structure to understand selections. • Set purposes and goals in understanding the text, determining its complexity and establishing a rate for reading. • Analyze details for relevance and accuracy. • Recognize and respond to text complexity (e.g., ambiguity and conflicting messages in text). • Summarize information in a brief, concise manner. • Determine significance of supporting evidence. • Revise interpretations when necessary. • Recognize and analyze the cultural beliefs and underpinning texts. • Recognize and analyze bias, propaganda and stereotyping in texts. <p>A.8.3 Read and discuss literary and nonliterary texts in order to understand human experience.</p> <ul style="list-style-type: none"> • Explain the use of symbols and figurative language. • Describe inferred main ideas or themes with accompanying rationale. • Discuss cause/effect relationships and their impact on plot. • Describe how authors use characters, point of view, and tone to create meaning. • Compare/contrast the use of the poetic elements of word choice, dialogue, rhyme, rhythm, and voice. • Explain how literary selection can expand or enrich personal viewpoints or experiences. • Compare/contrast how different authors use literary techniques (e.g., foreshadowing, flashbacks, and personification). • Evaluate authors’ information and message. <p>A.8.4 Read to acquire information.</p>

A.7.4 Read to acquire information.

- Recognize and analyze bias, propaganda and stereotyping in texts.
- Determine significance of supporting evidence.
- Compare and contrast prior knowledge and personal experiences with author's information/message.

Wisconsin Standard B: WRITING

CONTENT STANDARD: Students in the School District of Superior will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

By the end of grade EIGHT, students will:

B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes.

- Write a coherent and complete expository piece, with sufficient detail to fulfill its purpose, sufficient evidence to support its assertions, language appropriate for its intended audience, and organization achieved through clear coordination and subordination of ideas.
- Write a persuasive piece (such as a letter to a specific person or a script promoting a particular product) that includes a clear position, a discernible tone, and a coherent argument with reliable evidence.
- Write a narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme.
- Write clear and pertinent responses to verbal or visual material that communicate, explain, and interpret the reading or viewing experience to a specific audience.
- Write creative fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and concrete detail.
- Write in a variety of situations (during an exam, in a computer lab) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation.
- Use a variety of writing technologies including pen and paper as well as computers.
- Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation.

B.8.2 Plan, revises, edit, and publish clear and effective writing.

- Produce multiple drafts, including finished pieces that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, content, and tone of successive drafts in order to fulfill a specific purpose for communicating with a specific audience.
- Identify questions and strategies for improving drafts in writing conferences with a teacher.
- Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice.

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By the end of grade TWELVE, students will:

B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes.

- Write a coherent argument that takes a position, accurately summarizes an apposing position, refutes that position, and cites persuasive evidence.
- Compose and publish analytic and reflective writing that conveys knowledge, experience, insights, and opinions to an intended audience.
- Use rhetorical structures that divide complex thoughts into simpler ones, logical transitions from one thought to another, and language appropriate to the intended audience.
- Write creative fiction that includes an authentic setting, discernible tone, coherent plot, distinct characters, effective detail, believable dialogue, and reasonable resolution of conflict.
- Write summaries of complex information (such as information in a lengthy text or a sequence of events), expand or reduce the summaries by adding or deleting detail, and integrate appropriately summarized information into reviews, reports, or essays, with correct citations.
- Write autobiographical and biographical narratives in a mature style characterized by suitable vocabulary, descriptive detail, effective syntax, and appropriate voice, a variety of sentence structures, clear coordination and subordination of ideas, and rhetorical devices that help establish tone and reinforce meaning.
- Prepare and publish technical writing such as memos, application, letters, reports and resumes for various audiences, attending to details of layout and format as appropriate to purpose.
- Write in a variety of situations (impromptu, over time, in collaboration or alone) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation.
- Use a variety of writing technologies, including pen and paper as well as computers.
- Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation.

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B.8.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.

- Understand the function of words, phrases, and clauses in a sentence and use them effectively, including coordinate and subordinate conjunctions, relative pronouns, and comparative adjectives.
- Use correct tenses to indicate the relative order of events.
- Understand and employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun.
- Punctuate compound, complex, and compound-complex sentences correctly.
- Employ the conventions of capitalization.
- Spell frequently used words correctly and uses effective strategies for spelling unfamiliar words.

B.12.2 Plan, revises, edit, and publish clear and effective writing.

- Write essays demonstrating the capacity to communicate knowledge, opinions, and insights to an intended audience through a clear thesis and effective organization of supporting ideas.
- Develop a composition through a series of drafts, using a revision strategy based on purpose and audience, personal style, self-awareness of strengths and weaknesses as a writer, and feedback from peers and teachers.
- Given a writing assignment to be completed in a limited amount of time, produce well developed, well organized, clearly written response in effective language and a voice appropriate for audience and purpose.

B.12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.

- Understand the function of words, phrases, and clauses, including inter-related clauses in complex sentences, and use them effectively.
- Use correct tenses, including conditionals, to indicate the relative order and relationship of events.
- Employ principles of agreement, including subject-verb. Pronoun-noun, and preposition-pronoun.
- Punctuate compound, complex, and compound – complex sentences correctly, including appropriate use of dialogue, citations, colons, hyphens, dashes, ellipses, and italics.
- Employ the conventions of capitalization.
- Spell frequently used words correctly and uses effective strategies for spelling unfamiliar words.
- Recognize common errors in the use of language and know how (and when) to correct them.

School District of Superior STANDARD B: WRITING
Grade Level Performance Standards: *The student will...*

GRADE 6	GRADE 7	GRADE 8
<p>B.6.1 Create or produce writing to communicate with different audiences for a variety of purposes.</p> <ul style="list-style-type: none"> • Write in a variety of forms for a variety of purposes to describe, to inform, to entertain, and to explain across content areas. • Establish central idea, organization, elaboration, and unity. • Use writing as a tool for learning in all subjects. • Make lists • Paraphrase what is heard or read. • Summarize what is heard or read. • Hypothesize. • Synthesize information connect knowledge within and across disciplines. <p>B.6.2 Plan, revise, edit, and publish clear and effective writing.</p> <ul style="list-style-type: none"> • Use a variety of strategies to generate and organize ideas. • Select vocabulary and information to enhance the central idea, tone, and voice. • Revise writing for clarity. • Use a word processor to plan, draft, revise, and publish writing. <p>B.6.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in written communications.</p> <ul style="list-style-type: none"> • Explain ideas. • Edit final copies for grammar, capitalization, punctuation, and spelling. • Use clauses and phrases correctly. • Use correct punctuation in dialogue and sentences. • Identify and reinforce relationship among subject, predicate, adjective, and adverb. • Use transition words to connect ideas. 	<p>B.7.1 Create or produce writing to communicate with different audiences for a variety of purposes.</p> <ul style="list-style-type: none"> • Develop narrative, expository, and persuasive writings. • Write for a variety of purposes and audiences to describe, inform, entertain, explain, and persuade in all content areas. • Use a word processor to publish writing. <p>B.7.2 Plan, revises, edit, and publish clear and effective writing.</p> <ul style="list-style-type: none"> • Apply knowledge of pre-writing strategies. • Elaborate the central idea in an organized manner. • Choose vocabulary and information that will effectively communicate the author’s intent and voice. • Revise for clarity, style, vocabulary and accurate information. • Edit final copies for grammar, capitalization, punctuation, and spelling. • Use a word processor to plan, draft, revise, and publish some writing. • Write fluently. • Use graphic organizer to organize information. • Use thesaurus to select more exact descriptive, specific, or effective vocabulary for writing. <p>B.7.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in written communications.</p> <ul style="list-style-type: none"> • Choose vocabulary and information that will effectively communicate the author’s intent and voice. • Use a variety of standard sentence formation. • Identify and reinforce relationship among all parts of speech and punctuation using simple, compound, complex, compound-complex sentences. 	<p>B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes.</p> <ul style="list-style-type: none"> • Write in a variety of forms, including narrative, expository, and persuasive. • Use pre-writing strategies to generate and organize ideas. • Focus on elaboration and organization. • Select specific vocabulary and information. • Use personal voice. • Use standard sentence formation. • Write fluently • Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs. <p>B.8.2 Plan, revises, edit, and publish clear and effective writing.</p> <ul style="list-style-type: none"> • Edit final copies for grammar, capitalization, punctuation, and spelling. • Use a word processor to plan, draft, revise, and publish some writing. <p>B.8.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately.</p>

Wisconsin Standard C: ORAL LANGUAGE

CONTENT STANDARD: Students in the School District of Superior will listen to understand and will speak clearly and effectively for diverse purposes.

By the end of grade EIGHT, students will:

C.8.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.

- Share brief impromptu remarks about topics of interest to oneself and others.
- Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and decorum appropriate to the occasion.
- Perform expressive oral readings of prose, poetry, and drama
- Prepare and conduct interviews.
- Present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience.
- Differentiate between formal and informal contexts and employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose.
- Observe the appropriate etiquette when expressing thanks and receiving praise.

C.8.2 Listen to and comprehend oral communications...

- Summarize and explain the information conveyed in an oral communication, accounting for the key ideas, structure, and relationship of parts to the whole.
- Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate.
- Recall significant details and sequence accurately.
- Follow a speaker's argument and represent it in notes.
- Evaluate the reliability of information in a communication, using criteria based on prior knowledge of the speaker, the topic, and the context and on analysis of logic, evidence, propaganda devices, and language.

C.8.3 Participate effectively in discussion.

- Participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly and courteously to the remarks of others.
- Explain and advance opinions by citing evidence and referring to sources.
- Evaluate the stated ideas and opinions of others, seeking clarification through questions.
- Invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments.
- Accept and use helpful criticism.
- Establish and maintain an open mind when listening to others' ideas and opinions.
- Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement and paraphrasing contributions.
- Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion.
- Attend to the content of discussion rather than the speaker.
- Participate in discussion without dominating.
- Distinguish between supported and unsupported statements.

By the end of grade TWELVE, students will:

C.12.1 Prepare and deliver formal oral presentations appropriate to specific purposes and audiences.

- Develop and deliver a speech that conveys information and ideas in logical fashion for a selected audience, using language that clarifies and reinforces meaning.
- Construct and present a coherent argument, summarizing then refuting opposing positions, and citing persuasive evidence.
- Participate effectively in question-and-answer sessions following presentations.
- Summarize narrative and numerical information accurately and logically in presentations.
- Demonstrate confidence and poise during presentations, interacting effectively with the audience, and selecting language and gestures mindful of their effect.
- Demonstrate the ability to debate an issue from either side.
- Interpret literary works orally, citing textual data in support of assertions.
- Synthesize and present results of research projects, accurately summarizing and illustrating the main ideas, using appropriate technological aids, and offering support for the conclusions.
- Speak fluently with varied inflection and effective eye contact, enunciating clearly at an appropriate rate and volume.
- Observe the appropriate etiquette when expressing thanks and receiving praise.

C.12.2 Listen to, discuss and comprehend oral communications.

- Attend to both literal and connotative meanings.
- Distinguish between relevant and irrelevant information.
- Distinguish fact from opinion, evaluate logic, and identify manipulative techniques.
- Analyze messages for their accuracy and usefulness.
- Evaluate a speaker's use of diction, tone, syntax, rhetorical structure, and conventions of language considering the purpose and context of the communication.
- Relate a speaker's ideas and information to prior knowledge and experience.
- Consider the specific situation and current conditions when responding to instructions.

C.12.3 Participate effectively in discussion.

- Detect and evaluate a speaker's bias.
- Consider the ideas and opinions of other speakers thoughtfully before responding.
- Evaluate the validity and adequacy of ideas, arguments, hypotheses, and evidence.
- Be aware of and try to control counterproductive emotional responses to a speaker or ideas conveyed in a discussion.
- Appraise the purpose of discussions by examining their context and the motivation of participants.
- Perform various roles in a discussion, including leader, participant, and moderator.
- Demonstrate the ability to extend a discussion by adding relevant information or asking pertinent questions.
- Explain and advance opinions by citing evidence and referring to authoritative sources.
- Employ strategies such as summarizing main ideas or identifying areas of agreement to solve problems, resolve conflicts, and conclude discussions.
- Convey criticism in a respectful and supportive way.

School District of Superior STANDARD C: ORAL LANGUAGE

Grade Level Performance Standards: *The student will...*

GRADE 6	GRADE 7	GRADE 8
<p>C.6.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</p> <ul style="list-style-type: none"> • Use effective language in formal and informal situations (e.g., speeches, debates, reports, and discussions). • Differentiate between formal and informal contexts and employ appropriate style of speaking adjusting language, gesture, rate, and volume according to audience and purpose. • Express opinions in oral presentations. • Present a convincing argument. • Conduct an interview • Perform expressive oral reading. <p>C.6.2 Listen to and comprehend oral communications.</p> <ul style="list-style-type: none"> • Distinguish among purposes for listening, such as gaining information or being entertained. • Distinguish between facts and opinions. • Compare and contrast points of view. • Give feedback about content, organization, and overall effect. • Identify persuasive techniques. • Recognize how messages are adjusted for different audiences. • Identify sales approaches and techniques aimed at children. <p>C.6.3 Participate effectively in discussion.</p> <ul style="list-style-type: none"> • Analyze oral participation in small-group activities. • Communicate as leader and contributor. • Participate in discussion by listening attentively, demonstrating respect for the opinions of others. • Accept and use helpful criticism. • Evaluate own contributions to discussions. • Summarize and evaluate group activities. • Analyze the effectiveness of participant interactions. 	<p>C.7.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</p> <ul style="list-style-type: none"> • Give and seek information in conversations and in group discussions. • Use vocabulary and style appropriate for audience. • Use Standard English conventions. • Communicate ideas and information orally in an organized and succinct manner. • Identify effect of exaggeration on audience. • Evaluate the effectiveness of a speaker’s verbal and nonverbal messages. • Evaluate verbal communication skills, such as word choice, pitch, feeling, tone, and voice. • Evaluate nonverbal communication skills, such as eye contact, posture, and gestures. <p>C.7.2 Listen to and comprehend oral communications.</p> <ul style="list-style-type: none"> • Compare/contrast a speaker’s verbal and nonverbal messages. • Evaluate the reliability of information in various types of communication, using criteria based on prior knowledge of the speaker, the topic, and the context, and on analysis of logic, evidence, propaganda devices, and language. • Recall significant details and sequence accurately. <p>C.7.3 Participate effectively in discussion.</p> <ul style="list-style-type: none"> • Ask probing questions to seek elaboration and clarification of ideas. • Make supportive statements to communicate agreement or acceptance of other’s ideas. • Explain and advance opinions by citing evidence and referring to sources. • Participate in discussion without dominating. • Summarize main points before or after presentation. • Distinguish between supported and unsupported statements. • Evaluate the stated ideas and opinions of others seeking clarification through questioning. 	<p>C.8.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</p> <ul style="list-style-type: none"> • Communicate information, opinions, and ideas effectively to different audiences for a variety of purposes. • Use various resources such as dictionaries, thesauruses, and grammar texts to refine language choices. • Choose words purposefully and evaluate the use of words in communication designed to inform, explain, and persuade. • Demonstrate awareness of how the use of language is affected by community, culture, and audience. <p>C.8.2 Listen to and comprehend oral communications.</p> <ul style="list-style-type: none"> • Listen to and comprehend oral communication. • Evaluate the stated ideas and opinions of others, seeking clarification through questions. • Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion. <p>C.8.3 Participate effectively in discussion.</p> <ul style="list-style-type: none"> • Evaluate the reliability of information in various types of communication, using criteria based on prior knowledge of the speaker, the topic, and the context, and on analysis of logic, evidence, propaganda devices, and language.

Wisconsin Standard D: LANGUAGE

CONTENT STANDARD: Students in the School District of Superior will apply their knowledge of the nature, grammar, and variations of American English.

By the end of grade EIGHT, students will:

D.8.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.

- Consult dictionaries thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations.
- Explain how writers and speakers choose words and use figurative language such as similes, metaphors, personification, hyperbole, and allusion to achieve specific effects.
- Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade.

D.8.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.

- Describe how American English is used in various public and private contexts, such as school, home, and work.
- Make appropriate choices when speaking and writing, such as formal or informal language, considering the purpose and context of the communication.
- Evaluate how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon.

By the end of grade TWELVE, students will:

D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.

- Examine the origin, history, denotation, connotation, and usage of English words and phrases by consulting dictionaries, thesauruses, handbooks, and other sources of information about the language.
- Evaluate the effects of different types of language, such as literary and technical, formal and informal, in communications designed to narrate, inform, explain, persuade, and entertain.
- Use language appropriate to the background, knowledge, and age of an audience.
- Recognize and exercise options in modes of expression and choice of words when speaking and writing, especially when revising written work.

D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.

- Evaluate the use of standard American English in public contexts, such as school and work.
- Evaluate the choice of words, expressions, and style considering the purpose and context of a communication.
- Analyze and explain how immediate context and broader social, cultural, regional, and professional variables influence the use of language, citing characteristics such as level of formality, slang, jargon, and emotional impact.
- Draw inferences about values, attitudes, and points of view by analyzing a writer's or speaker's use of English.
- Compare form, meaning, and value of different symbol systems—such as alphabets, signs, symbols—and of expressions commonly used in another language.

School District of Superior STANDARD D: LANGUAGE

Grade Level Performance Standards: *The student will...*

GRADE 6	GRADE 7	GRADE 8
<p>D.6.1 Develop their vocabulary of words, phrases, and idioms as a means of improving communication.</p> <ul style="list-style-type: none"> • Introduce analogies, comparisons and contrasts. • Reinforce dictionary and thesaurus use. • Demonstrate accurate usage of dialogue in written communication. • Accurately use common parts of speech in written and oral language. • Identify and use personification and idioms • Reinforce similes and metaphors. <p>D.6.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.</p> <ul style="list-style-type: none"> • Demonstrate flexibility and responsiveness in their use of English. • Make appropriate language/word choices in various contexts. • Determine when to use slang and jargon. 	<p>D.7.1 Develop their vocabulary of words, phrases, and idioms as a means of improving communication.</p> <ul style="list-style-type: none"> • Reinforce relationship among all parts of speech. • Accurately use common parts of speech in written and oral language • Reinforce similes, metaphors, personification, and analogies. • Introduce hyperbole and illusion. • Use oral and written language for a variety of purposes: persuasive, expository, narrative, and informative. • Use various resources such as dictionaries, thesauruses, and grammar texts to refine language. • Choose words purposefully and evaluate the use of words in communication designed to inform, explain, and persuade. • Investigate writers' and speakers' usage of literary elements (e.g., figurative language). <p>D.7.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.</p> <ul style="list-style-type: none"> • Demonstrate awareness of how the use of language is affected by community, culture, and audience. • Recognize and apply adaptations of language in a variety of situations. • Differentiate between formal and informal language. • Make appropriate choices when speaking and writing considering purpose and context. • Use technical terms, slang, and jargon when/where appropriate. 	<p>D.8.1 Develop their vocabulary of words, phrases, and idioms as a means of improving communication.</p> <p>D.8.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.</p>

Wisconsin Standard E: MEDIA AND TECHNOLOGY

CONTENT STANDARD: Students in the School District of Superior will use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; and to entertain and be entertained.

By the end of grade EIGHT, students will:

- E.8.1 Use computers to acquire, organize, analyze, and communicate information.**
- Demonstrate efficient word-processing skills
 - Construct and use simple databases.
 - Use Manuals and on-screen help in connection with computer applications.
 - Perform basic computer operations on various platforms.
 - Collect information from various on-line sources, such as web pages, news groups, and listservs.
- E.8.2 Make informed judgments about media and products.**
- Recognize common structural features found in print and broadcast advertising.
 - Identify and explain the use of stereotypes and biases evident in various media.
 - Compare the effect of particular symbols and images seen in various media.
 - Develop criteria for selecting or avoiding specific broadcast programs and periodicals
- E.8.3 Create products appropriate to audience and purpose.**
- Write informational articles that target audiences of a variety of publications.
 - Use desktop publishing to produce products such as brochures and newsletters designed for particular organizations and audiences.
 - Create video and audio tapes designed for particular audiences.
- E.8.4 Demonstrate a working knowledge of media production and distribution.**
- Plan a promotion or campaign that involves broadcast and print media production and distribution.
 - Analyze how messages may be affected by financial factors such as sponsorship
 - Identify advertising strategies and techniques aimed at teenagers.
- E.8.5 Analyze and edit media work as appropriate to audience and purpose.**
- Revise media productions by adding, deleting, and adjusting the sequence and arrangement of information, images, or other content as necessary to improve focus, clarity, or effect.
 - Develop criteria for comprehensive feedback on the quality of media work and use it during production.

By the end of grade TWELVE, students will:

- E.12.1 Use computers to acquire, organize, analyze, and communicate information.**
- Design, format, and produce attractive word-processed documents for various purposes.
 - Incorporate information from databases and spreadsheets into reports.
 - Integrate graphics appropriately into reports, newsletters, and other documents.
 - Retrieve and reproduce documents across various platforms.
 - Use on-line sources to exchange information.
- E.12.2 Make informed judgments about media and products.**
- Develop and apply evaluative criteria of accuracy and point of view to broadcast news programs.
 - Recognize and explain the impact of various media on daily life.
 - Analyze the content and effect of subtle persuasive techniques used on-line and in broadcast and print media.
 - Develop and apply criteria for evaluating broadcast programming.
- E.12.3 Create media appropriate to audience and purpose**
- Create multimedia presentations in connection with major projects, such as research reports or exhibitions.
 - Develop various media products to inform or entertain others in school or the community such as slide shows, videos, newspapers, sound recordings, literary publications, and brochures.
- E.12.4 Demonstrate a working knowledge of media production and distribution.**
- Analyze the effect of media production techniques, such as music, camera angles, fade-outs, and lighting, on different audiences.
 - Evaluate the impact of various market factors on the effectiveness of media production and distribution.
 - Identify the impact of image and context on particular audiences receiving the same message.
 - Develop and apply criteria for evaluating advertising campaigns for a variety of products, past and present.
- E.12.5 Analyze and edit media work as appropriate to audience and purpose.**
- Develop and present criteria for evaluating a variety of media products.
 - Evaluate audience feedback on the clarity, form, effectiveness, technical achievement and aesthetic appeal of media work.

School District of Superior STANDARD E: MEDIA AND TECHNOLOGY

Grade Level Performance Standards: *The student will...*

GRADE 6	GRADE 7	GRADE 8
<p>E.6.1 Use computers to acquire, organize, analyze, and communicate information.</p> <ul style="list-style-type: none"> • Begin to utilize word processing skills • Use simple databases • Demonstrate computer operations on various platforms • Use various on-line sources <p>E.6.2 Make informed judgments about media and products.</p> <ul style="list-style-type: none"> • Identify common features found in print/broadcast advertising • Identify stereotypes and biases in advertising • Identify the effect of particular symbols and images <p>E.6.3 Create products appropriate to audience and purpose.</p> <ul style="list-style-type: none"> • Use desktop publishing to produce newsletters <p>E.6.4 Demonstrate a working knowledge of media production and distribution.</p> <ul style="list-style-type: none"> • Identify advertising strategies and techniques aimed at pre-teens. <p>E.6.5 Analyze and edit media work as appropriate to audience and purpose.</p> <ul style="list-style-type: none"> • Revise media production by editing for sequencing, arrangement of information to improve focus. • Peer editing and implement criteria checklist during production. 	<p>E.7.1 Use computers to acquire, organize, analyze, and communicate information.</p> <ul style="list-style-type: none"> • Demonstrate word processing skills. • Collect information from various on-line sources • Use technology to enhance writing communication skills • Perform basic computer operations on various platforms. <p>E.7.2 Make informed judgments about media and products.</p> <ul style="list-style-type: none"> • Identify and explain the use of stereotypes and biases evident in various media. • Differentiate between print and broadcast media. • Self regulate selection of broadcast and print media. <p>E.7.3 Create products appropriate to audience and purpose.</p> <ul style="list-style-type: none"> • Create videotapes and/or audiotapes designed for particular audiences. • Write informational articles for a variety of publications. • Use desktop publishing to produce brochures. <p>E.7.4 Demonstrate a working knowledge of media production and distribution.</p> <ul style="list-style-type: none"> • Plan an informational print/broadcast media production • Identify advertising strategies and techniques aimed at teenagers. <p>E.7.5 Analyze and edit media work as appropriate to audience and purpose.</p> <ul style="list-style-type: none"> • Revise media production by editing for effect. 	<p>E.8.1 Use computers to acquire, organize, analyze, and communicate information.</p> <p>E.8.2 Make informed judgments about media and products.</p> <p>E.8.3 Create products appropriate to audience and purpose.</p> <p>E.8.4 Demonstrate a working knowledge of media production and distribution.</p> <p>E.8.5 Analyze and edit media work as appropriate to audience and purpose.</p>

Wisconsin Standard F: IQUIRY/RESEARCH

CONTENT STANDARD: Students in the School District of Superior will locate, use and communicate information from a variety of print and non-print materials.

By the end of grade EIGHT, students will:

F.8.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.

- Formulate research questions and focus investigation on relevant and accessible sources of information.

- Use multiple sources to identify and locate information pertinent to research including encyclopedias, almanacs, dictionaries, library catalogs, indexes to periodicals, and various electronic search engines.

- Conduct interviews, field studies, and experiments and use specialized resources (such as almanacs, fact books, pamphlets, and technical manuals) when appropriate to an investigation.

- Compile, organize, and evaluate information, taking notes that record and summarize what has been learned and extending the investigation to other sources.

- Review and evaluate the usefulness of information gathered in an investigation.

- Produce an organized written and oral report that presents and reflects on findings, draws sound conclusions, adheres to the conventions for preparing a manuscript, and gives proper credit to sources.

By the end of grade TWELVE, students will:

F.12.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.

- Formulate questions addressing issues or problems that can be answered through a well defined and focused investigation.

- Use research tools found in school and college libraries, take notes, collect and classify sources, and develop strategies for finding and recording information.

- Conduct interviews, taking notes or recording and transcribing oral information, then summarizing the results.

- Develop research strategies appropriate to the investigation, considering methods such as questionnaires, experiments, and field studies.

- Organize research materials and data, maintaining a note taking system that includes summary, paraphrase, and quoted material.

- Evaluate the usefulness and credibility of data and sources by applying tests of evidence, including bias, position, expertise, adequacy, validity, reliability, and date.

- Analyze, synthesize, and integrate data, drafting a reasoned report that supports and appropriately illustrates inferences and conclusions drawn from research.

- Present findings in oral and written reports, correctly citing sources.

School District of Superior STANDARD F: INQUIRY/RESEARCH

Grade Level Performance Standards: *The student will...*

GRADE 6	GRADE 7	GRADE 8
<p>F.6.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.</p> <ul style="list-style-type: none"> • Select the best sources for a given purpose, including atlases, dictionaries, globes, interviews, telephone directories, encyclopedias, and electronic databases. • Compile and organize information. • Use specialized resources (such as almanacs, fact books, pamphlets, and technical manuals) when appropriate to an investigation. • Review and evaluate the usefulness of information gathered. • Present information in an organized written and/or oral form. 	<p>F.7.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.</p> <ul style="list-style-type: none"> • Apply knowledge of resources in preparing written and/or oral presentation. • Focus investigation on relevant and accessible sources of information. • Integrate information from various sources. • Credit reference sources. • Draft questions to focus investigation • Present an organized written and oral report that adheres to the conventions for preparing a manuscript. 	<p>F.5.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.</p> <ul style="list-style-type: none"> • Compile, organize, and evaluate information, taking notes that record and summarize what has been learned. • Produce an organized written and/or oral report that presents and reflects on findings, draws sound conclusions and gives proper credit to sources. • Develop and use graphic representations to support meaning, if appropriate.