



**Tomah Area School District**  
*High Quality Student Learning*  
*Every Child. Every Day.*

## Essential Learning

**Grade/Course: Grade 9 ELA**

### Essential Knowledge:

Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)

Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)

In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

Analyze how a subject and/or content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account (e.g., analyze the representation of a subject and/or content or key scene in two different formats). (RI&RL)

Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 9-10 Reading standards)

Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations.
- Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).

### Essential Questions:

1. What reading, writing, and thinking skills will I develop as a successful 9th grade Language Arts student?
2. How do I select engaging and appropriate independent reading texts that will foster a life-long love of reading?
3. What are the structures and routines that will make this a safe learning classroom for students to take risks?
4. How do I communicate and collaborate with my peers, showing respect for diverse perspectives?
5. How will critically reading and insightfully responding to a wide variety of narrative texts help me understand the human experience?

6. What can I add to the understanding of the human experience?
7. What narrative techniques have writers used to communicate the human experience?
8. How can I collaborate with my peers during the writing process to improve my writing?
9. How do I correctly use parallel structure, independent clauses, and semi-colons, while spelling correctly to add variety and interest to my writing?
10. How do individuals participate in collaborative discussions, building on others ideas and expressing their own clearly and thoughtfully to justify their own ideas?
11. How will critically reading and insightfully responding to a wide variety of informational texts help me understand the human experience?
12. How does the analysis of an author's use of language lead to a deeper understanding of informational text?
13. How does selecting, reading, and responding to a wide range of informational texts foster the desire for further learning and contribute to college and career readiness?
14. How will critically reading and insightfully responding to a wide variety of informational texts help me understand the human experience?
15. How does selecting, reading, and responding to a wide range of informational texts foster the desire for further learning and contribute to college and career readiness?
16. How does reading a drama contribute to personal enrichment, inquiry, and problem solving?
17. How does analysis of a text deepen my understanding of related artistic mediums?
18. How does understanding vocabulary enrich my understanding of a text?
19. How do I objectively analyze what is present or absent in multiple interpretations of a subject or key scene?
20. How does analyzing literature help me understand author's craft?
21. How do discussions impact my thinking?
22. What role does language play in shaping my thinking?
23. What can I add to the understanding of the human experience?
24. What narrative techniques have writers used to communicate the human experience?
25. How can I collaborate with my peers during the writing process to improve my writing?
26. How do I correctly use parallel structure, independent clauses, and semi-colons, while spelling correctly to add variety and interest to my writing?
27. How does reading multiple texts (literature and informational) help me shape an argument?
28. How does choice of language influence an argument?
29. What makes an argument effective?
30. What kind of research do I need to do to write realistic fiction that is based on facts?
31. How can I use research in realistic fiction to help my audience make informed decisions or shape their thinking?
32. How can multi-modal presentations be created to be appropriate for the task, purpose, and audience for which it is intended?



**Tomah Area School District**  
*High Quality Student Learning*  
*Every Child. Every Day.*

## Essential Learning

**Grade/Course: Grade 10 ELA**

### Essential Knowledge:

Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations.
- Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).

### Essential Questions:

1. What structures and routines create an engaging, collaborative, and relevant classroom environment?
2. How do I communicate and collaborate with my peers, showing respect for diverse perspectives?
3. How will critically reading and insightfully responding to a wide variety of narrative texts (e.g., poetry, songs, drama) help me understand the human experience?
4. How do I select engaging and appropriate independent texts that foster a life-long love of reading?
5. What reading, writing, and thinking skills will I develop as a successful 9th grade Language Arts student?
6. How do key ideas help the reader understand and analyze informational text?
7. How does an author use specific language to convey information?
8. How is the language and structure of journalistic writing different from other informational text?
9. How does reading and responding to a wide range of texts foster the desire for further learning and contribute to career readiness?
10. How does a writer organize complex ideas effectively when writing journalistic text?
11. What journalistic writing techniques help me effectively communicate the human experience?
12. How can I collaborate with my peers during the writing process to improve my writing?
13. How can I use digital media to enhance understanding and add interest to my presentation?
14. How do I correctly use parallel structure, independent clauses, colons, and semi-colons, while spelling correctly to add variety and interest to my writing?
15. What reading, writing, and thinking skills will I develop as a successful 9th grade Language Arts student?
16. How do I select engaging and appropriate independent reading texts that will foster a life-long love of reading?
17. What are the structures and routines that will make this a safe learning classroom for students to take risks?

18. How do I communicate and collaborate with my peers, showing respect for diverse perspectives?
19. How will critically reading and insightfully responding to a wide variety of narrative texts help me understand the human experience?
20. How will studying the topic of morals and ethics as represented in multiple texts deepen my understanding of others?
21. What influences how works from different parts of the world treat a common topic?
22. What conclusions can I draw about the human experience from reading multiple texts about a common topic?
23. How can I increase awareness of topic of morals and ethics?
24. What is important to consider when presenting information orally?
25. How do common themes from literature apply to the lives of modern teenagers throughout the world?
26. How can I bring awareness to issues that impact contemporary teenagers throughout the world?
27. What is important to consider when presenting information orally?
28. How does analyzing literature help me understand author's craft?
29. How do discussions impact my thinking?
30. What role does language play in shaping my thinking?
31. How does reading multiple texts (literature and informational) help me shape an argument?
32. How does choice of language influence an argument?
33. What makes an argument effective?
34. How can I use my arguments to influence or change others' thinking?
35. How do task, purpose, and audience influence the presentation of an argument?
36. How does reading historical fiction change my perspective about history?
37. What is the role of research in writing historical fiction?
38. How do authors of historical fiction use research to create complex characters?
39. What kind of research do I need to do to write historical fiction that is based on facts?
40. How can I use research in historical fiction to change my audience's perspective about history?
41. What reading, writing, and thinking skills will I develop as a successful 9th grade Language Arts student?
42. How do I select engaging and appropriate independent reading texts that will foster a life-long love of reading?
43. What are the structures and routines that will make this a safe learning classroom for students to take risks?
44. How do I communicate and collaborate with my peers, showing respect for diverse perspectives?
45. How will critically reading and insightfully responding to a wide variety of narrative texts help me understand the human experience?





**Tomah Area School District**  
*High Quality Student Learning*  
*Every Child. Every Day.*

## Essential Learning

**Grade/Course: Grade 11 ELA**

### Essential Knowledge:

Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI&RL)

In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL) In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question or solve a problem. (RI)

Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.

Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- Recognize that conventions (i.e., aspects of punctuation, layout, and formatting within a particular genre) are the result of agreed upon usage.
- Identify ways in which usage and conventions vary and are sometimes contested.
- Resolve issues of complex or contested usage by consulting appropriate references (e.g., Merriam-Webster's Dictionary of English Usage, Dictionary of American Regional English).

### Essential Questions:

1. What do good readers do?
2. Am I clear about what I just read? How do I know?
3. Writing clearly: What makes a difference?
4. Final product: What does it take?
5. What makes collaboration meaningful?
6. Making meaning from a variety of sources: What will help?
7. When a word doesn't make sense, what can I do?
8. How do I use what I know to figure out what I don't know?

## Units:

1. Reading and Responding to Narrative Texts (Poetry and Short Story Unit)
2. Reading and Responding to Nonfiction Memoir and Personal Narrative
3. Reading and Responding to Informational Text
4. Timeless Tragedy
5. Analyzing Texts that Transcend Time
6. Inquiry Promotes Awareness on Contemporary Issues
7. Contemporary Issues in Literature
8. Connecting Contemporary Issues
9. Junior Speech
10. Reading Fictionalized Memoir/Biography
11. Writing Fictionalized Memoir/Biography





**Tomah Area School District**  
*High Quality Student Learning*  
*Every Child. Every Day.*

## Essential Learning

**Grade/Course: Grade 12 ELA**

### Essential Knowledge:

Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning, literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.

Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- Recognize that conventions (i.e., aspects of punctuation, layout, and formatting within a particular genre) are the result of agreed upon usage.
- Identify ways in which usage and conventions vary and are sometimes contested.
- Resolve issues of complex or contested usage by consulting appropriate references (e.g., Merriam-Webster's Dictionary of English Usage, Dictionary of American Regional English).