



# Golden Triangle Cooperative

## Standards for ELA 11-12

### Writing

**MCCS.W**= Montana Common Core Writing Standards

**CCRA.W**= College and Career Readiness Anchor Standards for Writing

**GTCC**= Golden Triangle Coop Curriculum

#### STANDARD 1

##### Text Types and Purposes

STATE STANDARD--MCCS.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, including culturally diverse topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence. relevant evidence for each while pointing out the strengths and limitations of both in a manner
- b. Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
- d. Establish and maintain formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

STATE ANCHOR STANDARD--CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Please read before using the Golden Triangle Curriculum.** We have divided the curriculum into **FACTS, SKILLS, and CONCEPTS**. Students must know facts and then practice skills to internalize the standards. If they have done this, they are ready for the Concepts where students will tackle higher level thinking. When you see the word Understand, you will know that you can decide how you want your students to show that understanding. Do you want them to do a Compare/Contrast activity that would be Analysis or maybe a letter to the editor that would be Evaluation and Analysis? You will have to become acquainted with Bloom's Taxonomy to do justice to the Concepts Section of the curriculum.

Preface: The following objectives were written with the 6 + 1 Traits of Writing in mind. While teachers may choose to focus on specific traits; the language of all traits is embedded in the following objectives.



## **GOLDEN TRIANGLE CURRICULUM FOR STANDARD 1**

### **Understanding and Writing Argument**

Identify issues and investigate alternative explanations and/or solutions and defend a position by using relevant evidence, reason and logic. Achieve clarity through organization, idea development, voice, word choice, and fluency in his or her writing. Mastery conventions including appropriate usage, spelling, capitalization and mechanics of sentence structure to support effective communication.

#### **Facts:**

- GTCC.11-12.W.1.1 Define precise claim and counter claim.**
- GTCC.11-12.W.1.2 Define and generate substantive topics or texts.**
- GTCC.11-12.W.1.3 Recognize relevant and sufficient evidence.**
- GTCC.11-12.W.1.4 Identify fair and unfair claims and counterclaims.**
- GTCC.11-12.W.1.5 Recognize concluding statements or sections that support the argument presented.**
- GTCC.11-12.W.1.6 Explain audience awareness, including knowledge level and concerns.**
- GTCC.11-12.W.1.7 Know definition of rhetorical writing, substantive writing, claims, counterclaims, evidence.**

#### **Skills: At this level students need to be independently competent using objectives.**

- GTCC.11-12.W.1.8 Write argumentative essays in a variety of styles, and points of view.**

#### **Concepts:**

- GTCC.11-12.W.1.9 Analyze a substantive topic or text to determine if it is suitable for a written argument.**
- GTCC.11-12.W.1.10 Determine methods to introduce precise claim(s) and distinguish the claim(s) from alternate or opposing claims.**
- GTCC.11-12.W.1.11 Select an organizational structure that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.**
- GTCC.11-12.W.1.12 Analyze the knowledge level and concerns of the rhetorical audience.**
- GTCC.11-12.W.1.13 Clarify relationships: 1) among claims and reasons; 2) between reasons and evidence; and 3) between claims and counterclaims using words, phrases, and clauses.**
- GTCC.11-12.W.1.14 Develop formal writing style and objective tone while attending to the norms and conventions of the discipline.**

## **STANDARD 2**

State Standard MCCS.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

STATE ANCHOR STANDARD--CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.



## **GOLDEN TRIANGLE CURRICULUM FOR STANDARD 2**

### **Writing Informative/Explanatory text**

#### **Facts:**

- GTCC.11-12.W.2.1 Identify organization of informative/explanatory texts.**
- GTCC.11-12.W.2.2 Identify methods of idea development.**
- GTCC.11-12.W.2.3 Identify variation in sentence beginnings.**
- GTCC.11-12.W.2.4 Identify tools for effective communication such as dictionary and thesaurus.**
- GTCC.11-12.W.2.5 Identify methods to improve voice and point of view.**
- GTCC.11-12.W.2.6 Identify methods of determining audience.**

#### **Skills:**

- GTCC.11-12.W.2.7 Practice writing informative/explanatory pieces that focus on and convey complex ideas.**
- GTCC.11-12.W.2.8 Use vocabulary strategies to choose precise language and domain-specific vocabulary.**
- GTCC.11-12.W.2.9 Use techniques of figurative language such as simile, metaphor, and analogy to describe complex ideas.**
- GTCC.11-12.W.2.10 Select significant and relevant facts and include definitions, details, and quotations to develop the topic.**

**GTCC.11-12.W.2.11 Use organization strategies to write informative/explanatory pieces in an order that best conveys complex content, with effective transitions, and a concluding statement that supports the thesis.**

**GTCC.11-12W.2.12 Use formatting, graphics and other tools to enhance audience comprehension.**

**Concepts: At this level students need to be independently competent using objectives**

**GTCC.11-12.W.2.13 Connect and distinguish between complex ideas.**

**GTCC.11-12.W.2.14 Understand the needs of the audience in terms of knowledge of the topic and knowledge of domain-specific vocabulary.**

**GTCC.11-12.W.2.15 Explain the organizational structure of a piece that links major sections, clarifies ideas, and creates a cohesive whole.**

**GTCC.11-12.W.2.16 Understand how figurative language enhances comprehension of complex ideas.**

### **STANDARD 3**

State Standard MCCS.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so they build on one another to create a coherent whole and build toward a particular tone and outcome (a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

STATE ANCHOR STANDARD--CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.



## **GOLDEN TRIANGLE CURRICULUM FOR STANDARD 3**

### **Writing Narrative**

#### **Facts:**

**GTCC.11-12.W.3.1 List characteristics of organization, idea development, voice, word choice, and fluency that build narrative.**

**GTCC.11-12.W.3.2 Identify tools such as dictionaries and thesauri used to expand-word choice for clarity, purpose and audience.**

**GTCC.11-12.W.3.3 List steps in the writing process, including editing and responding to writing through one or more drafts.**

**GTCC.11-12.W.3.4 Identify ways writers relate problems, situations, or observations to readers.**

**GTCC.11-12.W.3.5 Identify various points of view in narrative.**

**GTCC.11-12.W.3.6 Identify multiple plot lines in narrative.**

**GTCC.11-12.W.3.7 Identify methods employed by writers to build plot development.**

**Skills:**

**GTCC.11-12.W.3.8 Practice writing narrative in various styles and points of view that demonstrates use transitions and conflict to build toward a specific outcome and includes a reflective conclusion.**

**GTCC.11-12.W.3.9 Practice writing narratives that include description and dialogue that demonstrates precise, descriptive, and sensory language.**

**GTCC.11-12.W.3.10 Practice writing narratives that incorporates imagery to vividly describe experiences, plot events, and characters.**

**Concepts: At this level students need to be independently competent using objectives**

**GTCC.11-12.W.3.11 Apply knowledge of conventions, language structure, figurative language connotation and denotation, and genre.**

**GTCC.11-12.W.3.12 Explain how writers use tone and know how to use in own writing**

**GTCC.11-12.W.3.13 Compare use of various points of view in narratives and be able to use in own writing.**

**GTCC.11-12.W.3.14 Explain how writers use multiple plot lines to build narrative and be able to produce such writing.**

**GTCC.11-12.W.3.15 Describe how writers relate significance and relationships among experiences and events and be able to produce such writing.**

**STANDARD 4**

**Production and Distribution of Writing**

STATE STANDARD--MCCS.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STATE ANCHOR STANDARD--CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



**GOLDEN TRIANGLE CURRICULUM FOR STANDARD 4**

**Clear and Coherent Writing--Development, Organization, and Style**

Achieve clarity through organization, idea development, voice, word choice, and fluency in his or her writing. Master conventions including appropriate usage, spelling, capitalization and mechanics of sentence structure to support effective communication.

**Facts:**

- GTCC.11-12.W.4.1** List ways the six traits of writing help build clarity.
- GTCC.11-12.W.4.2** Identify tools that help build appropriate usage, mechanics, and sentence structure.
- GTCC.11-12.W.4.3** Identify tools such as dictionaries or spell checker to help check for accurate conventions.

**Skills:**

- GTCC.11-12.W.4.4** Create writing products that are clear and unified, develop ideas, use techniques of organization, and demonstrate appropriate style.

**Concepts: At this level students need to be independently competent using objectives**

- GTCC.11-12.W.4.5** Understand the reason for writing.
- GTCC.11-12.W.4.6** Decide task, purpose, and audience.
- GTCC.11-12.W.4.7** Choose appropriate idea development strategies, organization, and style.

**STANDARD 5**

**Production and Distribution of Writing**

STATE STANDARD--MCCS.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STATE ANCHOR STANDARD--CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.



**GOLDEN TRIANGLE CURRICULUM FOR STANDARD 5**

**Internalize the Writing Process**

**Facts:**

- GTCC.11-12.W.5.1** Know definition of planning, revising, editing, and rewriting.
- GTCC.11-12.W.5.2** Master conventions including usage, spelling, capitalization, and mechanics of sentence structure.

**Skills:**

- GTCC.11-12.W.5.3** Practice planning, revising, editing, or rewriting with genres of argument, expository, narrative.

**Concepts: At this level students need to be independently competent using objectives**

- GTCC.11-12.W.5.4** Understands how to write through one or more drafts.
- GTCC.11-12.W.5.5** Decides when to plan, revise, edit, or rewrite.
- GTCC.11-12.W.5.6** Understands how to apply conventions, language structure, figurative language, connotation and denotation, and genre independently.
- GTCC.11-12.W.5.7** Understands how to plan for specific purpose and audience.

## STANDARD 6

### Production and Distribution of Writing

STATE STANDARD--MCCS.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STATE ANCHOR STANDARD--CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.



## **GOLDEN TRIANGLE CURRICULUM FOR STANDARD 6**

### **Using Technology in the Writing Process**

#### **Facts:**

**GTCC.11-12.W.6.1 Know Internet and technology support programs for producing, publishing, and extending writing pieces.**

**GTCC.11-12.W.6.2 Know Internet and technology support programs for researching, writing, revising, and editing final products individually or in collaboration.**

#### **Skills:**

**GTCC.11-12.W.6.3 Practice using Internet and technology support programs in the writing process and continually updating and using latest innovations in support programs.**

**GTCC.11-12.W.6.4 Use technology and Internet to solicit feedback on individual/shared writing pieces.**

#### **Concepts: At this level students need to be independently competent using objectives**

**GTCC.11-12.W.6.5 Understand how technology and Internet support programs aid in production of writing pieces.**

**GTCC.11-12.W.6.6 Understand how technology and Internet support programs facilitate research.**

**GTCC.11-12.W.6.7 Clarify the relationship between feedback and incorporating new arguments and information.**

## STANDARD 7

### Research to Build and Present Knowledge

STATE STANDARD--MCCS.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STATE ANCHOR STANDARD--CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.



## **GOLDEN TRIANGLE CURRICULUM FOR STANDARD 7**

### **Conduct Short Research Projects and Longer More Sustained Research Projects**

Produce a narrow or broad research paper on a provided or self-generated question, synthesizing multiple sources, and demonstrating understanding of the subject.

#### **Facts:**

**GTCC.11-12.W.7.1 Know parameters of short research projects to answer a question, solve a problem, narrow or broaden an inquiry, and use multiple sources on the subject.**

**GTCC.11-12.W.7.2 Know parameters of long research projects to answer a question, solve a problem, narrow or broaden and inquiry, and use multiple sources on the subject.**

**GTCC.11-12.W.7.3 Identify appropriate sources.**

**GTCC.11-12.W.7.4 Know how to use available print and electronic sources.**

#### **Skills:**

**GTCC.11-12.W.7.5 Practice writing short research projects.**

**GTCC.11-12.W.7.6 Practice writing long, sustained research projects.**

**GTCC.11-12.W.7.7 Access appropriate sources.**

#### **Concepts: At this level students need to be independently competent using objectives**

**GTCC.11-12.W.7.8 Understand and carry out planning, writing, and completion of short research projects.**

**GTCC.11-12.W.7.9 Understand and carry out planning, writing, and completion of long, sustained research projects.**

**GTCC.11-12.W.7.10 Create and refine research questions or problems.**

**GTCC.11-12.W.7.11 Compile information from multiple sources into a coherent research project.**

## **STANDARD 8**

### **Research to Build and Present Knowledge**

STATE STANDARD--MCCS.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STATE ANCHOR STANDARD--CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.



## **GOLDEN TRIANGLE CURRICULUM FOR STANDARD 8**

## **Gather Relevant Information from Multiple Print and Digital Sources**

### **Facts:**

**GTCC.11-12.W.8.1** Know proper citation styles, such as Modern Language Association (MLA), American Psychological Association (APA), or Chicago Manual of Style (CMS) and when it is appropriate to use different styles.

**GTCC.11-12.W.8.2** Know criteria used to evaluate sources.

**GTCC.11-12.W.8.3** Describe the required balance between individual ideas and source material.

### **Skills:**

**GTCC.11-12.W.8.4** Apply criteria to analyze a source for relevance to task, purpose, and audience.

**GTCC.11-12.W.8.5** Evaluate sources using criteria to address accuracy and reliability.

**GTCC.11-12.W.8.6** Summarize, paraphrase, or quote sources in appropriate places within the text, avoiding plagiarism and overreliance on one source.

### **Concepts: At this level students need to be independently competent using objectives**

**GTCC.11-12.W.8.7** Discuss different kinds of criteria used to evaluate sources.

**GTCC.11-12.W.8.8** Understand what constitutes plagiarism.

**GTCC.11-12.W.8.9** Use source material ethically and responsibly.

## **STANDARD 9**

### **Research to Build and Present Knowledge**

STATE STANDARD--MCCS.W.11-12.9 Draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research.

- a. Apply grades 11-12 Reading standards to literature( “Demonstrate knowledge of eighteenth, nineteenth, and early twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”)
- b. Apply grades 11-12 Reading standards to literary nonfiction (“Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy such as The Federalist, presidential addresses, American Indian Policies.

STATE ANCHOR STANDARD--CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.



## **GOLDEN TRIANGLE CURRICULUM FOR STANDARD 9**

### **Use Literary or Informational Texts to Support Writing**

Retrieve information from literary and informational texts to support analysis, reflection, and research.

### **Facts:**

- GTCC.11-12.W.9.1 Know definitions of analysis, reflection, and research.**
- GTCC.11-12.W.9.2 Know characteristics of seminal U.S. texts.**
- GTCC.11-12.W.9.3 Know characteristics of American Indian texts.**
- GTCC.11-12.W.9.4 List seminal U.S. texts, including American Indian texts.**

**Skills:**

- GTCC.11-12.W.9.5 Practice retrieving information from literary or informational texts to support analysis, reflection, and research, including those by and about American Indians.**
- GTCC.11-12.W.9.6 Locate ideas and details that provide evidence to support conclusions.**
- GTCC.11-12.W.9.7 Cite evidence to support analysis of text.**

**Concepts: At this level students need to be independently competent using objectives.**

- GTCC.11-12.W.9.8 Understand how information from text supports analysis.**
- GTCC.11-12.W.9.9 Understand how information from text supports reflection.**
- GTCC.11-12.W.9.10 Understand how information from text supports research.**
- GTCC.11-12.W.9.11 Evaluate how ideas and details support understanding of a text.**

**STANDARD 10**

**Range of Writing**

STATE STANDARD--MCCS.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STATE ANCHOR STANDARD--CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



**GOLDEN TRIANGLE CURRICULUM FOR STANDARD 10**

**Write Routinely Over Extended Time Frames and Shorter Time Frames**

**Facts:**

- GTCC.11-12.W.10.1 Know conventions including appropriate usage, spelling, capitalization and mechanics of sentence structure to support effective communication including in shorter or extended time frames for writing.**
- GTCC.11-12.W.10.2 Know planning strategies for writing short pieces under time-constraints.**
- GTCC.11-12.W.10.3 Know planning strategies for writing longer pieces with time for research, reflection, and revision.**
- GTCC.11-12.W.10.4 Identify task, audience, and purpose.**

**Skills:**

**GTCC.11-12.W.10.5 Practice writing pieces in short time frames such as for writing assessments on state or college tests.**

**GTCC.11-12.W.10.6 Practice writing pieces over extended time frames using planning, prewriting, revision and editing strategies.**

**Concepts: At this level students need to be independently competent using objectives**

**GTCC.11-12.W.10.7 Differentiate between tasks that require short or extended time frames.**

**GTCC.11-12.W.10.8 Describe the organizational structure of text required by varied tasks, purposes, and audiences.**