



Golden Triangle Cooperative

Standards for ELA Grade 5

Language

MCCS.L= Montana Common Core Language Standards

CCRA.L= College and Career Readiness Anchor Standards for Language

GTCC= Golden Triangle Coop Curriculum

STANDARD 1

Conventions of Standard English

STATE STANDARD--MCCS.L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.*
- e. Use correlative conjunctions (e.g., either/or, neither/nor).

STATE ANCHOR STANDARD--CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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 reacquainted with Bloom's Taxonomy to do justice to the Concepts Section of the curriculum.



GOLDEN TRIANGLE CURRICULUM FOR STANDARD 1

Conventions of Standard English Grammar

Facts:

GTCC.5.L.1.1 Identify relative conjunctions, correlative conjunctions, and interjections.

- GTCC.5.L.1.2 Recognize perfect verb tenses.
- GTCC.5.L.1.3 Recognize inappropriate changes in verb tense.
- GTCC.5.L.1.4 Know verb tense conveying various times, sequences, states and conditions.
- GTCC.5.L.1.5 Know correlative conjunctions such as either/or or neither/nor).

Skills:

- GTCC.5.L.1.6 Practice the command of standard English grammar and usage when speaking or writing.
- GTCC.5.L.1.7 Use perfect verb tenses.
- GTCC.5.L.1.8 Use verb tenses to convey times, sequences, states and conditions.
- GTCC.5.L.1.9 Correct inappropriate changes in verb tense.
- GTCC.5.L.1.10 Use correlative conjunctions, relative conjunctions, and interjections.

Concepts: At this level students should be independently competent with the objectives.

- GTCC.5.L.1.11 Demonstrate command of standard English grammar and usage when writing and speaking. This standard is conventions in the 6 Trait Writing Model.
- GTCC.5.L.1.12 Students understand and can apply the objectives listed in Standard 1.

STANDARD 2

Conventions of Standard English

STATE STANDARD--MCCS.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STATE ANCHOR STANDARD--CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



GOLDEN TRIANGLE CURRICULUM FOR STANDARD 2

Capitalization, Punctuation, and Spelling

Facts:

- GTCC.5.L.2.1 Know correct capitalization, punctuation and spelling.
- GTCC.5.L.2.2 Use commas to separate items in a series.
- GTCC.5.L.2.3 Use a comma to separate introductory element from the sentence.
- GTCC.5.L.2.4 Use a comma to set off the words yes and no.
- GTCC.5.L.2.5 Use a comma to set off a tag questions from the sentence.
- GTCC.5.L.2.6 Know use of underlining and italics.
- GTCC.5.L.2.7 Use underlining, quotation marks or italics to indicate titles.
- GTCC.5.L.2.8 Recall and apply spelling rules.
- GTCC.5.L.2.9 Identify and correct misspelled words.
- GTCC.5.L.2.10 Consult references as needed.

Skills:

GTCC.5.L.2.11 Practice using all of the objectives listed 1-9. Practice with direct instruction, attention to the rules in students' own writing, identify examples in text students read.

Concepts: At this level students should be independently competent using the objectives.

GTCC.5.L.2.12 Understand how to apply the rules of conventions in Standard 1 and Standard 2.

STANDARD 3

Knowledge of Language

STATE STANDARD--MCCS.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

STATE ANCHOR STANDARD--CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.



GOLDEN TRIANGLE CURRICULUM FOR STANDARD 3

Sentence Length and Structure; Dialects and Registers

Facts:

- GTCC.5.L.3.1 Recognize language conventions for reading, writing, listening, and speaking**
- GTCC.5.L.3.2 Recognize various sentence structures for meaning, for reader/listener interest and for style.**

Skills:

- GTCC.5.L.3.3 Practice using knowledge of language conventions when speaking, listening and writing.**
- GTCC.5.L.3.4 Practice expanding, combining and reducing sentences for meaning, interest or style.**

Concepts: At this level students should be independently competent using the objectives.

- GTCC.5.L.3.5 Understand how to apply knowledge of language conventions when reading, writing, and speaking.**
- GTCC.5.L.3.6 Understand how to expand, combine, reduce, and vary sentence structure for interest, meaning, style, and sophistication in writing or speaking.**

STANDARD 4

Vocabulary Acquisition and Use

STATE STANDARD--MCCS.L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

STATE ANCHOR STANDARD--CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.



GOLDEN TRIANGLE CURRICULUM FOR STANDARD 4

Vocabulary

Facts:

GTCC.5.L.4.1 Know and define Greek and Latin affixes and roots.

GTCC.5.L.4.2 Identify common context clues such as cause/effect relationships and comparisons in text.

GTCC.5.L.4.3 Use digital and print reference materials to find pronunciation.

GTCC.5.L.4.4 Use digital and print reference materials to determine the meaning of key words.

Skills:

GTCC.5.L.4.5 Practice Greek and Latin Affixes and roots.

GTCC.5.L.4.6 Practice using context clues to find meanings for words.

GTCC.5.L.4.7 Practice using digital and print reference materials to find pronunciations of key words and the meaning of key word.

Concepts: At this level students should be independently competent using the objectives.

GTCC.5.L.4.8 Understand the meaning of words by examining a text using context clues.

GTCC.5.L.4.9 Understand the meaning of words using Greek and Latin affixes and roots.

GTCC.5.L.4.10 Understand how to use a range of vocabulary strategies to determine a word's meaning using context clues, affixes and roots, and using print and digital reference materials.

STANDARD 5

Vocabulary Acquisition and Use

STATE STANDARD--MCCS.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

STATE ANCHOR STANDARD--CCRA.L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.



GOLDEN TRIANGLE CURRICULUM FOR STANDARD 5

Figurative Language; Word Relationships; Nuances in Word Meanings

Facts:

GTCC.5.L.5.1 Define and know homographs, synonyms, and antonyms.

GTCC.5.L.5.2 Identify similes, metaphors, personifications.

GTCC.5.L.5.3 Recognize idioms, adages, and proverbs.

Skills:

GTCC.5.L.5.4 Practice using figurative language through direct instruction, writing, speaking, and finding in text.

GTCC.5.L.5.5 Practice using the relationship of words to better understand words. These relationships are antonyms, synonyms, and homographs.

Concepts: At this level students should be independently competent using the objectives.

GTCC.5.L.5.6 Understand how language is defined by figurative language using similes and metaphors.

GTCC.5.L.5.7 Understand how language is enhanced with idioms, adages and proverbs.

GTCC.5.L.5.8 Understand how synonyms, antonyms, and homographs help with the understanding of vocabulary.

STANDARD 6

Vocabulary Acquisition and Use

STATE STANDARD--MCCS.L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

STATE ANCHOR STANDARD--CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



GOLDEN TRIANGLE CURRICULUM FOR STANDARD 6

Grade-appropriate General Academic and Domain-specific Words and Phrases

Facts:

GTCC.5.L.6.1 Acquire grade appropriate general and domain-specific academic words.

GTCC.5.L.6.2 Know words that signal contrast, addition and logical relationships. Example: however, although, nevertheless, similarly, moreover, in addition.

Skills:

GTCC.5.L.6.3 Practice pointing out and defining general and domain specific academic words. Many words are content specific and are called Tier 1 words; many words are just more complex but found in all content areas. These are called Tier 2 words.

GTCC.5.L.6.4 Practice words that signal contrast, addition, and logical relationships such as however, although, nevertheless, similarly, moreover, in addition. These are transition words to be used in writing and speaking.

Concepts: At this level students should be independently competent using the objectives.

GTCC.5.L.6.5 Understand grade appropriate general and domain-specific academic words.

GTCC.5.L.6.6 Understand vocabulary that signals contrast, addition, and other logical relationships.