



# Golden Triangle Cooperative

## Standards for ELA Grade 9-10

### 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.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use parallel structure.\*
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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 acquainted 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 and Usage

##### Skills:

**GTCC.9-10.L.1.1** Substitute various phrases (e.g. noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (e.g. independent and

**dependent: noun, relative, adverbial) to add variety in speech and writing.**

**GTCC.9-10.L.1.2 Integrate parallel structure into speech and writing.**

**Concepts: At this level students need to independently apply objectives.**

**GTCC.9-10.L.1.3 Apply parallel structure and various types of phrases to add variety and interest to writing or presentation.**

## STANDARD 2

### Conventions of Standard English

STATE STANDARD--MCCS.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.
- c. Spell correctly.

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, Spelling**

#### **Skills:**

**GTCC.9-10.L.2.1 Practice using correct capitalization, punctuation, and spelling.**

**GTCC.9-10.L.2.2 Practice using semicolons to link two or more closely related independent clauses.**

**GTCC.9-10.L.2.3 Compose sentences with colons for lists and quotations.**

**Concepts: At this level students need to independently apply objectives.**

**GTCC.9-10.L.2.4 Understand how to use semicolons and colons correctly in writing and presentation.**

## STANDARD 3

### Knowledge of Language

STATE STANDARD--MCCS.L.9-10.3 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.

- a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

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**

### **Writing and Editing Conforming to Guidelines in Style Manual**

#### **Skills:**

**GTCC.9-10.L.3.1** Craft writing according to style manual guidelines, appropriate for the discipline and writing type. Style Manuals e.g., MLA Handbook, Turabian's Manual for Writers, APA Handbook.

#### **Concepts: At this level students need to independently apply objectives.**

**GTCC.9-10.L.3.2** Understand how language functions in different contexts to make effective choices for meaning or style.

## **STANDARD 4**

### **Vocabulary Acquisition and Use**

STATE STANDARD--MCCS.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies, recognizing the role culture plays in the development of language.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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**

### **Unknown and Multiple-meaning Words for 9-10 Grade Level Reading and Writing**

#### **Skills:**

**GTCC.9-10.L.4.1** Consult general and specialized reference materials, both print and digital, to find meaning, etymology, and the part of speech of words.

**GTCC.9-10.L.4.2** Recognize and apply word patterns that indicate different meanings or parts of speech. (analyze, analysis, analytical or advocate, advocacy)

#### **Concepts: At this level students need to independently apply objectives.**

**GTCC.9-10.L.4.3** Choose from a range of vocabulary strategies to establish the meaning of a word or phrase.

**GTCC.9-10.L.4.4** Use context and references to establish the meaning of a word or phrase.

## STANDARD 5

### Vocabulary Acquisition and Use

STATE STANDARD--MCCS.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

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, and Nuances in Word Meanings**

#### **Skills:**

**GTCC.9-10.L.5.1 Practice using figurative language, especially euphemism and oxymoron, in the 9th and 10th grade. Students should now know how to use and apply many forms of figurative language.**

**GTCC.9-10.L.5.2 Practice using nuances in the meaning of words with similar denotations. This skill can be practiced forever and will be aided with the use of dictionaries and thesauruses.**

#### **Concepts: At this level students need to independently apply objectives.**

**GTCC.9-10.L.5.3 Interpret the role of figurative language (e.g. euphemism, oxymoron) in the text.**

**GTCC.9-10.L.5.4 Analyze nuances of words with similar denotations to understand words in context.**

## STANDARD 6

### Vocabulary Acquisition and Use

STATE STANDARD--MCCS.L.9-10.6 Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

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**

**General Academic and Domain-specific Words and Phrases at Independent Level**

**Skills:**

**GTCC.9-10.L.6.1** Write and speak with general and domain specific words and phrases at the college and career-readiness level.

**Concepts: At this level students need to independently apply objectives.**

**GTCC.9-10.L.6.2** Interpret contextual clues when demonstrating independence in gathering vocabulary knowledge.