



Golden Triangle Cooperative

Standards for ELA Grade 7

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.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of phrases and clauses in general and their function in specific sentences.
- b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

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

Facts:

GTCC.7.L.1.1 Know the purpose of phrases and clauses in sentences.

GTCC.7.L.1.2 Identify sentence types. (Simple, compound, complex, and compound-complex) to show different relationships among ideas.

GTCC.7.L.1.3 Identify misplaced modifiers.

Skills:

GTCC.7.L.1.4 Practice writing sentences devoid of misplaced modifiers and dangling modifiers. A 7th Grade Grammar Textbook will give examples.

GTCC.7.L.1.5 Practice writing different sentences with different phrases and clauses and explain their function in specific sentences. A 7th Grade Grammar Textbook will give examples.

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

GTCC.7.L.1.6 Understand when own writing or that of others shows appropriate phrases and clauses in sentences.

GTCC.7.L.1.7 Understand when own writing or that of others shows use of different sentence types such as simple, compound, complex, and compound-complex and they are appropriate to show different relationships among ideas.

STANDARD 2

Conventions of Standard English

STATE STANDARD--MCCS.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
- b. 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

Commas to Separate Coordinating Adjectives; Spell Correctly

Facts:

GTCC.7.L.2.1 Know capitalization rules.

GTCC.7.L.2.2 Know punctuation rules.

GTCC.7.L.2.3 Know spelling rules.

Skills:

GTCC.7.L.2.6 Practice using correct capitalization.

GTCC.7.L.2.7 Practice using punctuation correctly.

GTCC.7.L.2.8 Practice spelling correctly.

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

GTCC.7.L.2.9 Evaluate writing of own and of others for correct capitalization, punctuation, and spelling.

Knowledge of Language STATE STANDARD 3

STATE STANDARD--MCCS.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

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

Precise Language; Eliminate Wordiness and Redundancy

Facts:

GTCC.7.L.3.1 Be precise and concise to avoid wordiness and redundancy when writing and speaking.

Skills:

GTCC.7.L.3.2 Practice selecting ideas precisely and concisely so communication is always clear.

Concepts:

GTCC.7.L.3.3 Understand how to revise for concise language that expresses ideas precisely when writing and speaking. This Standard reflects Word Choice, Sentence Fluency, and Ideas in the 6 Trait Writing Model.

GTCC.7.L.3.4 Understand it is important to eliminate wordiness and redundancy.

STANDARD 4

Vocabulary Acquisition and Use

STATE STANDARD--MCCS.L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- 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 or its part of speech.
- 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

How to Know Meanings of Words at Grade Level

Facts:

- GTCC.7.L.4.1 Use context as a clue to the meaning of a words or phrase.**
- GTCC.7.L.4.2 Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words. Example: belligerent, bellicose, rebel**
- GTCC.7.L.4.3 Know how to use general and specialized print and digital reference materials to find word pronunciation or meaning.**
- GTCC.7.L.4.4 Know how to verify the meaning of unknown and multiple-meaning words and phrases by using print and digital reference materials.**

Skills:

- GTCC.7.L.4.5 Practice using context as a clue to understanding words and phrases.**
- GTCC.7.L.4.6 Practice use Greek and Latin affixes and roots as clues to word meanings. The grade appropriate Greek and Latin affixes and roots can be found in a Grade 7 Grammar and Usage textbook.**
- GTCC.7.L.4.7 Demonstrate the use of digital and text reference materials to find word meanings, parts of speech and pronunciation of words.**

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

- GTCC.7.L.4.8 Understand context and its role as clue to meaning of words and phrases.**
- GTCC.7.L.4.9 Evaluate word meanings through word origins.**
- GTCC.7.L.4.10 Understand how to use digital and print reference materials to find word meanings, parts of speech, and pronunciation of word and how to verify meanings of words using these resources.**

STANDARD 5

Vocabulary Acquisition and Use

STATE STANDARD--MCCS.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
- d. Recognize the influence time, culture, gender and social relationships have upon word meaning.

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.7.L.5.1 Identify figures of speech in context. Includes literary, biblical, and mythological allusions.**
- GTCC.7.L.5.2 Distinguish between synonyms and antonyms, and analogy to understand the relationship between words to better understand them.**
- GTCC.7.L.5.3 Know definition of connotation and denotation of words and examples of both.**

Skills:

- GTCC.7.L.5.4 Practice studying connotations and denotations of grade level vocabulary.**
- GTCC.7.L.5.5 Practice using synonyms and antonyms and analogy correctly.**
- GTCC.7.L.5.6 Practice using figures of speech in own writing and point out examples in text.**
- GTCC.7.L.5.7 Practice looking at the influence that time, culture, gender and social relationships have on meaning of words.**

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

- GTCC.7.L.5.8 Understand connotations of words that have similar denotations.
Example: refined also means respectful, polite, diplomatic, condescending, but the connotation(associations) of each word definitely changes how we view the denotation(definition).**
- GTCC.7.L.5.9 Understand figures of speech and how to use in own writing.**
- GTCC.7.L.5.10 Understand how synonyms, antonyms, and analogy help explain relationships between words to better understand them.**
- GTCC.7.L.5.11 Evaluate the influences of environment (time, culture, gender, and social relationships) on word meanings.**

STANDARD 6

Vocabulary Acquisition and Use

STATE STANDARD--MCCS.L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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

Grade Appropriate General Academic and Domain-specific Words and Phrases

Facts:

GTCC.7.L.6.1 Gain new vocabulary at grade level that is domain-specific and general academic.

GTCC.7.L.6.2 Know to consider words or phrases and how to select appropriate ones to make comprehension clear.

Skills:

GTCC.7.L.6.3 Practice developing vocabulary knowledge.

GTCC.7.L.6.4 Practice producing words and phrases that help make meaning and comprehension clear.

GTCC.7.L.6.5 Demonstrate vocabulary comprehension.

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

GTCC.7.L.6.6 Understand ways to learn vocabulary--strategies that build awareness and then push them into long term memory. Example: Writing, saying, hearing a new word 7-10 times improves the chance of remembering that word.