



# Golden Triangle Cooperative

## Standards for Literacy in History/Social Studies 11-12

### Reading

**Please Note:** When the standards talk about “text” that does not just mean the textbook. Text is any piece of writing/articles/trade books that you may also be using.

**MCCS.RH=** Montana Common Core Reading Standards for Literacy in History/Social Studies 6-12

**CCRA=** College and Career Readiness Anchor Standards for Reading

**GTCC=** Golden Triangle Coop Curriculum

#### STANDARD 1 CITE SPECIFIC TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF PRIMARY AND SECONDARY SOURCES IN HISTORY/SOCIAL STUDIES

##### Key Ideas and Details

STATE STANDARD--MCCS.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

STATE ANCHOR STANDARD--CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.



#### GOLDEN TRIANGLE: STANDARD 1

##### Facts:

**GTCC.11-12.RH.1.1** Recognize strong and thorough textual evidence within the text.

**GTCC.11-12.RH.1.2** Identify examples of inference.

##### Skills:

**GTCC.11-12.RH.1.3** Practice pulling inferences and textual evidence and organizing the ideas using graphic organizers.

##### Concepts:

**GTCC.11-12.RH.1.4** Explain inferences from the text.

**GTCC.11-12.RH.1.5** Interpret how the text uses ambiguity or leaves matters uncertain.

**GTCC.11-12.RH.1.6** Cite strong and thorough textual evidence to support the text.

#### STANDARD 2 DETERMINE CENTRAL IDEAS OF PRIMARY OR SECONDARY SOURCE IN HISTORY/SOCIAL STUDIES

### Key Ideas and Details

STATE STANDARD--MCCS.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

STATE ANCHOR STANDARD--CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.



## **GOLDEN TRIANGLE: STANDARD 2**

### **Facts:**

- GTCC.11-12.RH.2.1 Identify two or more themes or central ideas of a text.**
- GTCC.11-12.RH.2.2 Explain how themes or central ideas interact and build on one another to produce a complex account.**
- GTCC.11-12.RH.2.3 Know how to write an objective summary.**

### **Skills:**

- GTCC.11-12RH.2.4 Practice using Venn diagrams to explore two or more themes or central ideas of a text.**

### **Concepts:**

- GTCC.11-12.RH.2.5 Analyze how the text develops two or more central ideas or themes in a text.**
- GTCC.11-12.RH.2.6 Interpret how the text supports the themes or central ideas to produce a complex account of the text.**
- GTCC.11-12.RH.2.7 Formulate an objective summary that includes how the text builds upon the central ideas or themes to produce a complex account of the text.**

## **STANDARD 3 EVALUATING VARIOUS EXPLANATIONS FOR ACTIONS OR EVENTS in HISTORY/SOCIAL STUDIES**

### Key Ideas and Details

STATE STANDARD--MCCS.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

STATE ANCHOR STANDARD--CCRA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.



## **GOLDEN TRIANGLE: STANDARD 3**

### **Facts:**

- GTCC.11-12.RH.3.1 Identify examples of actions, events, or individuals that develop with strong textual evidence.**

**GTCC.11-12.RH.3.2 Identify examples where the text leaves matters uncertain, concerning actions, events, or individuals.**

**Skills:**

**GTCC.11-12.RH.3.3 Develop the skill of analyzing a text using strong textual evidence or identifying where matters are left uncertain using small groups where students can hear the ideas of others and practice giving input.**

**Concepts**

**GTCC.11-12.RH.3.4 Analyze the decisions the author made to develop certain actions, events, or individuals with strong textual evidence.**

**GTCC.11-12.RH.3.5 Analyze the decisions the author made to leave some matters concerning actions, events, or individuals uncertain.**

**STANDARD 4 MEANING OF WORDS AND PHRASES USED IN TEXT in HISTORY/SOCIAL STUDIES**

**Craft and Structure**

STATE STANDARD--MCCS.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10; how the use of "sovereignty" in official documents impacts political and legal relationships).

STATE ANCHOR STANDARD--CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.



**GOLDEN TRIANGLE: STANDARD 4**

**Facts:**

**GTCC.11-12.RH.4.1 Recall the meanings of words and phrases.**

**Skills**

**GTCC.11-12.RH.4.2 Practice strategies that develop retention of words and phrases.**

**GTCC.11-12.RH.4.3 Practice identifying figurative and connotative meanings of words or phrases as they are used in a text.**

**Concepts:**

**GTCC.11-12.RH.4.4 Analyze the impact of specific word choices on meaning and tone.**

**GTCC.11-12.RH.4.5 Explain the meanings of connotative or figurative words or phrase.**

**STANDARD 5 ANALYZE IN DETAIL HOW A COMPLEX PRIMARY SOURCE IS STRUCTURED IN HISTORY/SOCIAL STUDIES**

**Craft and Structure**

STATE STANDARD--MCCS.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

STATE ANCHOR STANDARD--CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.



## **GOLDEN TRIANGLE: STANDARD 5**

### **Facts:**

**GTCC.11-12.RH.5.1 Identify how the author has structured a complex primary source, looking at specific sentences, paragraphs, and larger portions of the text.**

### **Skills:**

**GTCC.11-12.RH.5.2 Observe the likenesses and differences different authors use to structure a complex primary source. Use two or more primary sources to practice this skill.**

### **Concepts:**

**GTCC.11-12.RH.5.3 Analyze how the author's organization and style contribute to the overall meaning and impact.**

## **STANDARD 6 AUTHOR'S DIFFERING POINT OF VIEW ON SAME HISTORICAL EVENT OR ISSUE IN HISTORY SOCIAL STUDIES**

### **Craft and Structure**

STATE STANDARD--MCCS.RH.11-12.6 Evaluate authors', incorporating American Indian authors, differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

STATE ANCHOR STANDARD--CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.



## **GOLDEN TRIANGLE: STANDARD 6**

### **Facts:**

**GTCC.11-12.RH.6.1 Determine the author's point of view in a primary text by looking at the same historical event in different sources and comparing the claims, reasoning, and evidence.**

**An activity appropriate to Montana is to read accounts of history by American Indian authors and compare those accounts to those of differing reports.**

### **Skills:**

**GTCC.11-12.RH.6.2 Compare or contrast what is directly stated in a text to what is implied or inferred.**

**GTCC.11-12.RH.6.3 Summarize the author’s point of view using non-literal interpretation.**

**Concepts:**

**GTCC.11-12.RH.6.4 Analyze how knowing the author’s point of view helps the reader identify the true meaning of the text.**

**STANDARD 7 MULTIPLE SOURCES OF INFORMATION PRESENTED IN DIVERSE FORMATS AND MEDIA IN HISTORY/SOCIAL STUDIES**

**Craft and Structure**

STATE STANDARD--MCCS.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

STATE ANCHOR STANDARD--CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.



**GOLDEN TRIANGLE: STANDARD 7**

**Facts:**

**GTCC.11-12.RH.7.1 Identify various sources of information presented in diverse media and formats.**

**GTCC.11-12.RH.7.2 Explain how to integrate from various sources of information.**

**Skills:**

**GTCC.11-12.RH.7.3 Analyze many sources of information in diverse media and compare and contrast these sources. Examples: Books, articles, power points, internet.**

**Concepts:**

**GTCC.11-12.RH.7.4 Integrate multiple sources of information in diverse media to address a question or solve a problem.**

**STANDARD 8 EVALUATE AUTHOR’S PREMISES, CLAIMS, AND EVIDENCE BY CORROBORATING OR CHALLENGING THEM WITH OTHER INFORMATION IN HISTORY/SOCIAL STUDIES**

**Integration of Knowledge and Ideas**

STATE STANDARD--MCCS.RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. Include texts by and about American Indians.

STATE ANCHOR STANDARD--CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.



## **GOLDEN TRIANGLE: STANDARD 8**

### **Facts:**

- GTCC.11-12.RH.8.1** Explain constitutional principle.
- GTCC.11-12.RH.8.2** Recognize elements of legal reasoning.
- GTCC.11-12.RH.8.3** Identify premises, purposes, and arguments in works of public advocacy.

### **Skills:**

- GTCC.11-12.RH.8.4** Spend time understanding the vocabulary and eventual application of the terms: constitutional principle, legal reasoning, and public advocacy and seminal text. (Those constituting a source of importance of later development.)
- GTCC.11-12.RH.8.5** Use rubrics that set up criteria to analyze important documents.

### **Concepts:**

- GTCC.11-12.RH.8.6** Evaluate the reasoning in U.S. seminal texts such a presidential addresses, U.S. Supreme Court cases, and the Federalist.

## **STANDARD 9 INTEGRATE INFORMATION FROM DIVERSE SOURCES TO UNDERSTAND IDEA OR EVENT, NOTING DISCREPANCIES AMONG SOURCES IN HISTORY/SOCIAL STUDIES**

### **Integration of Knowledge and Ideas**

STATE STANDARD--MCCS.RH.11-12.9 Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

STATE ANCHOR STANDARD--CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.



## **GOLDEN TRIANGLE: STANDARD 9**

### **Facts:**

- GTCC.11-12.RH.9.1** Identify theme, purpose, and rhetorical features of U.S. documents of historical significance.
- GTCC.11-12.RH.9.2** Explore different perspectives taken from texts exploring similar themes or topics.

### **Skills:**

- GTCC.11-12.RH.9.3** Demonstrate understanding that different authors have different perspectives on the same issue or topic including historical events of American Indians.

### **Concepts:**

**GTCC.11-12.RH.9.4 Analyze theme, purpose, and rhetorical features of U.S. documents of historical significance, including documents concerning American Indians.**

**GTCC.11-12.RH.9.5 Analyze perspectives of different authors, looking at the same historical event, including those of American Indians.**

**STANDARD 10 READ AND COMPREHEND AT GRADES 11 TEXT COMPLEXITY INDEPENDENTLY AND PROFICIENTLY**

Range of Reading and Level of Text Complexity

STATE STANDARD--MCCS.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

STATE ANCHOR STANDARD--CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.



**GOLDEN TRIANGLE: STANDARD 10**

**Facts:**

**GTCC.11-12.RH.10.1 Identify and understand key ideas and details in history/social studies texts.**

**GTCC.11-12.RH.10.2 Identify and understand craft and structure in history/social studies texts.**

**GTCC.11-12.RH.10.3 Identify and understand integration of knowledge and ideas in history/social studies text.**

**Concepts:**

**GTCC.11-12.RH.10.4 Interchangeably, be able to discuss key ideas and details, craft and structure, and integration of knowledge and ideas in history/social studies texts.**