

**Grade 11-12 Question Stem Bank: Common Core State Standards**  
**Reading Literature (RL) & Reading for Information (RI)**

**Key Ideas and Details Question Stems:**

Standard	Basic: Remember & Understand	Standard: Apply & Analyze	Expanded: Evaluate & Create
RL 11-12.1 & RI 11-12.1 <i>(cite specific evidence when possible)</i>	<b>Identify explicit information:</b> Which of the following (explicit detail) does the passage state...? According to the information in paragraph x (lines x-x), what happened to...? Which of the following quotes best describes the ....(explicit information)?	<b>Analyze explicit information; making inferences:</b> Lines xx-xx most strongly suggest uncertainty of..._____ Based on paragraph x, which of the following is unclear (uncertain)...? It can be reasonably inferred from the beginning of the passage that...? Which of the following inferences can be drawn from these two quotes...? (or from lines (x-x) and lines (x-x)...?	<b>Evaluate explicit information and inferences:</b> Details in the lines xx-xx most strongly suggest...? Which of the following uses of this passage would be most effective...? Why do you believe (evaluate)...? and choose two quotes from the text as evidence. Is there a better solution to...? Which is more important, logical, valid (cite evidence)...?
RL 11-12.2 & RI 11-12.2 <i>(cite specific evidence when possible)</i>	<b>Identify Theme/Idea:</b> What are the main themes of the passage...? Which of the following quotes from the passage is evidence a the central theme? Summarize the text without judgement. What was the author's main point in paragraph x...?	<b>Analyze Theme/Idea:</b> Choose the statement that best captures the underlying themes (central idea)...? Which of the following quotes are an example of how the themes recur (are developed) in the text? After reading lines (x-x), how does the character (author, narrator) change (develop) his opinion (theme)...?	<b>Evaluate Theme/Idea:</b> What are the pros and cons or inconsistencies of the theme/message...? How does the theme xx build upon (interact with) theme xx...?
RL 11-12.3 & RI 11-12.3 <i>(cite specific evidence when possible)</i>	<b>Identify elements</b> According to x (lines x-x) what happened after...? What is the order in which points are made in the text...? Which of the following is an example of a choice the author has made to relate elements of the story?	<b>Analyze Elements</b> How does the author's choice to ____ (order of events, how character is introduced) impact ____..? What is the impact of the author's choice to _____ ...?	<b>Evaluate Elements</b> Which change(s) in events were most influential...?

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**Craft and Structure Question Stems:**

Standard	Basic: Remember & Understand	Standard: Apply & Analyze	Expanded: Evaluate & Create
RL 11-12.4 & RI 11-12.4	<p><b>Identify Word Use:</b>            In line xx, what does the word ____ most nearly mean...?            What is the technical (connotative, figurative) meaning of the word...?</p>	<p><b>Analyze Word Use:</b>            Which of the following sentiment most nearly captures the sentiment behind the comment “xx”...?            What is the impact of the author’s use of the word “xx” as used in lines xx-xx...?            What emotion is the author trying to express with the phrase “xx” as used in lines xx-xx...?            The tone of the phrase (word) in lines x-x is best described as...?</p>	<p><b>Evaluate Word Use:</b>            Which of the following synonyms is closest to the meaning of the word ____ in line x...?            What are the (positive/negative) connotations for the phrase...?            Choose a word that would best replace “x” in lines xx-xx without changing the meaning (connotation, tone) of the phrase.</p>
RL 11-12.5 & RI 11-12.5	<p><b>Identify Structure:</b>            What is the structure of this text...?            What genre does this text best fit into...?            Which of the following progressions represents how the author’s position develop from the first paragraph to the last paragraph...?</p>	<p><b>Analyze Structure:</b>            How does this text structure contribute to ____ (meaning or aesthetic impact) ...?            How do lines xx-xx develop (refine) the author’s position of ____ ...?            Which of the following best illustrates why the author’s choice ____ (where to begin/end story, comedic or tragic resolution) contributes to the overall meaning...?</p>	<p><b>Evaluate Structure:</b>            Create an outline of this text and explain the structure in terms of specific choices the author made and how they contribute to the overall meaning and aesthetic impact.</p>
RL 11-12.6 & RI 11-12.6	<p><b>Identify Purpose:</b>            What is the author’s point of view (purpose)...?            How does the author develop the narrator (or speaker’s) point of view...?            Which of the following is opposing this author’s point of view...?</p>	<p><b>Analyze Purpose:</b>            How is style (content) contributing to the text’s power (persuasiveness, beauty)...?            How does the author’s point of view differ from what is directly stated (ex: satire, sarcasm, irony or understatement)...?            Where is the author’s rhetoric most effective to advance ____ (point of view, purpose)...?</p>	<p><b>Evaluate Purpose:</b>            Where is the author’s rhetoric most effective to advance ____ (point of view, purpose)...?            Which of the following is most likely the underlying opinion of the author (and how does that differ from what is explicitly stated)...?</p>

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**Integration of Knowledge and Ideas Question Stems:**

Standard	Basic: Remember & Understand	Standard: Apply & Analyze	Expanded: Evaluate & Create
RL 11-12.7 & RI 11-12.7	<b>Identify Media Diversity:</b> Which of the following is a difference (similarity) between the two artistic mediums...?	<b>Analyze Media Diversity:</b> Compare and contrast ___ elements from the two versions. Which of the following details is emphasized more heavily is passage A than passage B...? After reading the text, infer ____ from this photograph (drawing, video)...?	<b>Evaluate Media Diversity:</b> Evaluate which medium best impacts your understanding of the selected works.
RI 11-12.8	<b>Identify Arguments/Claims:</b> Which of the following statements best summarizes the argument (claim)...?	<b>Analyze Arguments/Claims:</b> Which of the following claims are used valid reasoning to support the main argument of this passage...? Which of the following series of statements best delineated the author's claim...?	<b>Evaluate Arguments/Claims:</b> Consider the following judgement by the author, which of the following supporting details is not relevant (sufficient)...? Which of the following claims made by the author is (not) supported by evidence...? Is the reasoning xx sound judgement, and how do you know that?
RL 11-12.9 & RI 11-12.9	<b>Identify Elements- Multiple Sources:</b> (18th-20th century texts) How is the main idea of this excerpt similar/different to _____...? Which of the following quotes describes the key evidence used by the author A to shape his/her text?	<b>Analyze Elements- Multiple Sources:</b> (18th-20th century texts) How does the author's portrayal of the character compare to historical accounts...? How does the author use/alter history to _____...? Which of the following quotes best represents the similarities (differences) between the two passages...?	<b>Evaluate Elements-Multiple Sources:</b> (18th-20th century texts) Was the author's portrayal of the time (place) accurate (evaluate)...? What could the author have done to provide a more accurate portrayal of the time period/place...?

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## Grade 11-12 Common Core State Standards

### Key Ideas and Details

CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

### Craft and Structure

CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-Literacy.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument,

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including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-Literacy.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCSS.ELA-Literacy.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

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

CCSS.ELA-Literacy.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

(RL.11-12.8 not applicable to literature)

CCSS.ELA-Literacy.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

CCSS.ELA-Literacy.RL.11-12.9 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.

CCSS.ELA-Literacy.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

### **Range of Reading and Level of Text Complexity**

CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text

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complexity band independently and proficiently.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

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