



*AREA V REGIONAL SUPERINTENDENTS OF SCHOOLS*

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# **Text-Dependent Questions Reflecting Common Core Standards for Reading By Grade Level**

## **High School**

Questions developed by the Delaware Comprehensive Assessment System. Examples can be used 6-8.

**Sample Questions Reflecting the Common Core State Standards for Reading**

**Reading Standards for Literature – Grade 9**

**9RL1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

- Why was Jonathan able to win the competition? How do you know? What is the strong and thorough textual evidence that supports your answer?
- What is so special about Mario’s accomplishments? How do you know? What is the strong and thorough textual evidence that supports your answer?
- How did moving to New York impact Juan’s career? How do you know? What is the strong and thorough textual evidence that supports your answer?
- Why is Tiesha confused? How do you know? What is the strong and thorough textual evidence that supports your answer?
- How is John different from Paul? What is the strong and thorough textual evidence that supports your answer?

**9RL2 – Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**

- What is the theme of \_\_\_\_\_ (text title)? How does the author develop this theme over the course of the text? Use examples from the text to support your analysis.
- What is the central idea of \_\_\_\_\_ (text title)? How does the author develop this idea over the course of the text? Use examples from the text to support your analysis.
- How is the theme of the story/novel/drama/poem shaped and refined by specific details? Use examples from the text to support your analysis.
- Summarize the story/drama/poem objectively.

**9RL3 – Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.**

- How does \_\_\_\_\_ (a character) develop over the course of the drama? Use examples from the drama in your analysis.
- How does the development of \_\_\_\_\_ (a character) over the course of the story advance the plot? Use examples from the story in your analysis.
- How does the author use the actions of \_\_\_\_\_ (a character) over the course of the story to develop the theme? Use examples from the story in your analysis.
- How does the author use Maria's interactions with the other characters in the novel to reveal her conflicting motivations? Use examples from the novel in your analysis.
- How does the author use Justin's interactions with the other characters in the novel to advance the plot? Use examples from the novel in your analysis.

**9RL4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).**

- What is the meaning of \_\_\_\_\_ in paragraph 2?
- Which words help the reader understand the meaning of \_\_\_\_\_ in paragraph 5?
- What is meant by the phrase, "As solid as the ground we stand on," in paragraph 3?
- What is meant by the phrase, "You are the sun in my sky," in paragraph 6?
- How does the use of the word "scrawny" rather than "skinny" impact the image the author is creating of the main character?
- How does the use of the phrase "barged in" rather than "entered the room" change the tone of the scene the author is creating?
- What is the overall tone of the text? How does the author create that tone? Use specific examples to support your analysis.
- How does the author's word choice impact the story? Use specific examples from the text to support your analysis.
- How does the author's word choice contribute to the text's sense of time and place? Use specific examples from the text to support your analysis.
- What is the cumulative impact of the author's specific word choices on the story's tone? Use specific examples from the text to support your analysis.
- What is the cumulative impact of the author's specific word choices on the story's meaning? Use specific examples from the text to support your analysis.

**9RL5 – Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.**

- How does the text structure the author chose contribute to the story? Use examples from the story in your analysis.
- How does the order of events contribute to the drama? Use examples from the drama in your analysis.
- How does having parallel plots contribute to the drama? Use examples from the drama in your analysis.
- How does the manipulation of time contribute to the story? Use examples from the story in your analysis.
- How does the author create mystery/tension/surprise in the story/drama? Use examples from the story/drama in your analysis.

**9RL6 – Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.**

- How is the author’s cultural experience reflected in \_\_\_\_\_ (a work of literature from outside the U.S.)? Use examples from the text in your analysis.
- How is the author’s point of view reflected in \_\_\_\_\_ (a work of literature from outside the U.S.)? Use examples from the text in your analysis.

**9RL7 – Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*).**

- How do Dorothea Lange’s photographs from the Great Depression compare and contrast to the image created in *The Grapes of Wrath*? Use specific examples in your analysis.
- After reading a text and examining a painting of a key scene from that text, which elements are emphasized or absent in each treatment? Use specific examples in your analysis.
- After reading a text and examining a painting in a key scene, what is the most likely reason(s) the author and the artist decided to emphasize or omit elements in each treatment? Use specific examples in your analysis.

**9RL8 – Not applicable**

**9RL9 – Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).**

- What source material does \_\_\_\_ (an author) draw upon in \_\_\_\_ (text title)? Use examples from both texts to support your analysis.
- How does \_\_\_\_ (an author) draw on and transform source material in \_\_\_\_ (text title)? Use examples from both texts to support your analysis.

**9RL10 – By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range**

- Information regarding text complexity can be found in Appendix A of the Common Core State Standards.
- Text exemplars can be found in Appendix B of the Common Core State Standards.

**Reading Standards for Informational Text – Grade 9**

**9RI1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

- Based on the information in \_\_\_\_\_, which car is best for a large family? How do you know? What is the strong and thorough textual evidence that supports your answer?
- Why are spiders more beneficial than harmful? Give strong and thorough evidence from the article that supports your answer.
- Which step is most important in \_\_\_\_\_? How do you know? What is the strong and thorough textual evidence that supports your answer?
- Why is it important that birds fly south for the winter? How do you know? What is the strong and thorough textual evidence that supports your answer?
- As a result of their work, what will most likely happen to the snow geese population? How do you know? What is the strong and thorough textual evidence that supports your answer?
- How are insects and mammals alike and different? Give strong and thorough evidence from the article that supports your answer.

**9RI2 – Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**

- What is the central idea of \_\_\_\_\_ (title of a text)? How is the central idea developed over the course of the text?
- What is the central idea of \_\_\_\_\_ (title of text)? How does the author use specific details to shape and refine the central idea over the course of the text?
- Summarize, objectively, the information in the article.

**9RI3 – Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.**

- How does the author develop his/her analysis of a concept in order to help the reader understand the material being presented? Use examples from the text in your explanation.
- How does the author help the reader understand the connections between ideas presented in a text? Use examples from the text in your analysis.
- What is the most likely reason the author presents a series of ideas in the order he/she does? Use examples from the text in your analysis.
- How does the author introduce, develop, and draw connections between ideas and events? Use examples from the text in your analysis.

**9RI4 – Determine the meaning of words and phrases as they are used in a text including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).**

- What does the word \_\_\_\_\_ mean in paragraph 2?
- Which words help the reader understand the meaning of \_\_\_\_\_ in paragraph 5?
- Which definition of \_\_\_\_\_ is used in paragraph 6?
- What is the impact of the word \_\_\_\_\_ in paragraph 5?
- What is the most likely reason the author used the word \_\_\_\_\_ in paragraph 3?
- What does the author's use of the word \_\_\_\_\_ reveal about his/her attitude toward the topic? Use examples from the text in your answer.
- What is the tone of the article? How does the author create this tone? Use examples from the article in your analysis.
- How is the language in the *New York Times* different from a legal brief? Use examples from the text in your answer.
- What does the phrase \_\_\_\_\_ (figurative language) mean? How does the use of that phrase enhance the reader's understanding of the text? Use examples from the text in your answer.
- What is the connotation of \_\_\_\_\_ as it is used in the text? How does the use of that word enhance the reader's understanding of the text? Use examples from the text in your answer.

**9RI5 – Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).**

- How does the author develop and refine his ideas with particular sentences? Use examples from the text in your analysis.
- How does the author develop and refine his claims in the third chapter of the text? Use examples from the text in your analysis.
- How does the following sentence from paragraph 4 contribute to the development and refinement of the author’s claim? (Provide appropriate sentence). Use examples from the text in your analysis.
- How does paragraph 6 contribute to the development and refinement of the author’s ideas? Use examples from the text in your analysis.

**9RI6 – Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.**

- What is the author’s viewpoint on climate change? How does the author use rhetoric to advance that viewpoint? Use examples from the text to support your analysis.
- What is the author’s viewpoint on capital punishment? Is the author effective in advancing that viewpoint? Why or why not? Use examples from the text in your analysis.
- What is the author’s purpose? How does the author use rhetoric to advance that purpose? Use examples from the text in your analysis.
- What is the author’s purpose? Is the author effective in advancing that purpose? Why or why not? Use examples from the text in your analysis.

**9RI7 – Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.**

- After reading and analyzing a text and reviewing and analyzing a multimedia account about Franklin Roosevelt, what details are emphasized or absent in each account? What are the most likely reasons why? Use specific examples in your analysis.
- After reading and analyzing texts about Van Gogh’s life, what additional information can be gained by viewing and analyzing his *Self-Portrait*? Use specific examples in your analysis

**9RI8 – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.**

- Is the argument the author presents effective? Using examples from the text, explain why or why not.
- Is the reasoning of the author’s specific claims valid and the evidence relevant and sufficient to support the claim? Use examples from the text to support your answer.
- Has the author introduced any false statements or fallacious reasoning? Explain why the statements are false or have fallacious reasoning. Use information from the text to support your answer.

**9RI9 – Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from a Birmingham Jail”), including how they address related themes and concepts.**

- Analyze Washington’s Farewell Address to explain why it is considered a seminal U.S. document of historical and literary significance. Use examples from the speech to support your analysis.
- Analyze how Roosevelt’s Four Freedoms speech and Dr. King’s “Letter from a Birmingham Jail” address the same concepts and themes. Use examples from the speeches to support your analysis.

**9RI10 – By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

- Information regarding text complexity can be found in Appendix A of the Common Core State Standards.
- Text exemplars can be found in Appendix B of the Common Core State Standards.



## Sample Questions Reflecting the Common Core State Standards for Reading

### Reading Standards for Literature – Grades 10, 11, 12

**10RL1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

- Why was Jonathan able to win the competition? How do you know? What is the strong and thorough textual evidence that supports your answer?
- What is so special about Mario's accomplishments? How do you know? What is the strong and thorough textual evidence that supports your answer?
- How did moving to New York impact Juan's career? How do you know? What is the strong and thorough textual evidence that supports your answer?
- Why is Tiesha confused? How do you know? What is the strong and thorough textual evidence that supports your answer?
- How is John different from Paul? What is the strong and thorough textual evidence that supports your answer?

**10RL2 – Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**

- What is the theme of \_\_\_\_\_ (text title)? How does the author develop this theme over the course of the text? Use examples from the text to support your analysis.
- What is the central idea of \_\_\_\_\_ (text title)? How does the author develop this idea over the course of the text? Use examples from the text to support your analysis.
- How is the theme of the story/novel/drama/poem shaped and refined by specific details? Use examples from the text to support your analysis.
- Summarize the story/drama/poem objectively.

**10RL3 – Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.**

- How does \_\_\_\_\_ (a character) develop over the course of the drama? Use examples from the drama in your analysis.
- How does the development of \_\_\_\_\_ (a character) over the course of the story advance the plot? Use examples from the story in your analysis.
- How does the author use the actions of \_\_\_\_\_ (a character) over the course of the story to develop the theme? Use examples from the story in your analysis.
- How does the author use Maria’s interactions with the other characters in the novel to reveal her conflicting motivations? Use examples from the novel in your analysis.
- How does the author use Justin’s interactions with the other characters in the novel to advance the plot? Use examples from the novel in your analysis.

**10RL4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).**

- What is the meaning of \_\_\_\_\_ in paragraph 2?
- Which words help the reader understand the meaning of \_\_\_\_\_ in paragraph 5?
- What is meant by the phrase, “As solid as the ground we stand on,” in paragraph 3?
- What is meant by the phrase, “You are the sun in my sky,” in paragraph 6?
- How does the use of the word “scrawny” rather than “skinny” impact the image the author is creating of the main character?
- How does the use of the phrase “barged in” rather than “entered the room” change the tone of the scene the author is creating?
- What is the overall tone of the text? How does the author create that tone? Use specific examples to support your analysis.
- How does the author’s word choice impact the story? Use specific examples from the text to support your analysis.
- How does the author’s word choice contribute to the text’s sense of time and place? Use specific examples from the text to support your analysis.
- What is the cumulative impact of the author’s specific word choices on the story’s tone? Use specific examples from the text to support your analysis.
- What is the cumulative impact of the author’s specific word choices on the story’s meaning? Use specific examples from the text to support your analysis.

**10RL5 – Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.**

- How does the text structure the author chose contribute to the story? Use examples from the story in your analysis.
- How does the order of events contribute to the drama? Use examples from the drama in your analysis.
- How does having parallel plots contribute to the drama? Use examples from the drama in your analysis.
- How does the manipulation of time contribute to the story? Use examples from the story in your analysis.
- How does the author create mystery/tension/surprise in the story/drama? Use examples from the story/drama in your analysis.

**10RL6 – Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.**

- How is the author’s cultural experience reflected in \_\_\_\_\_ (a work of literature from outside the U.S.)? Use examples from the text in your analysis.
- How is the author’s point of view reflected in \_\_\_\_\_ (a work of literature from outside the U.S.)? Use examples from the text in your analysis.

**10RL7 – Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*).**

- How do Dorothea Lange’s photographs from the Great Depression compare and contrast to the image created in *The Grapes of Wrath*? Use specific examples in your analysis.
- After reading a text and examining a painting of a key scene from that text, which elements are emphasized or absent in each treatment? Use specific examples in your analysis.
- After reading a text and examining a painting a key scene, what is the most likely reason(s) the author and the artist decided to emphasize or omit elements in each treatment? Use specific examples in your analysis.

**10RL8 – Not applicable**

**10RL9 – Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).**

- What source material does \_\_\_\_ (an author) draw upon in \_\_\_\_ (text title)? Use examples from both texts to support your analysis.
- How does \_\_\_\_ (an author) draw on and transform source material in \_\_\_\_ (text title)? Use examples from both texts to support your analysis.

**10RL10 –By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.**

- Information regarding text complexity can be found in Appendix A of the Common Core State Standards.
- Text exemplars can be found in Appendix B of the Common Core State Standards.

### Reading Standards for Informational Text

**10RI1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

- Based on the information in \_\_\_\_\_, which car is best for a large family? How do you know? What is the strong and thorough textual evidence that supports your answer?
- Why are spiders more beneficial than harmful? Give strong and thorough evidence from the article that supports your answer.
- Which step is most important in \_\_\_\_\_? How do you know? What is the strong and thorough textual evidence that supports your answer?
- Why is it important that birds fly south for the winter? How do you know? What is the strong and thorough textual evidence that supports your answer?
- As a result of their work, what will most likely happen to the snow geese population? How do you know? What is the strong and thorough textual evidence that supports your answer?
- How are insects and mammals alike and different? Give strong and thorough evidence from the article that supports your answer.

**10RI2 – Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**

- What is the central idea of \_\_\_\_\_ (title of a text)? How is the central idea developed over the course of the text?
- What is the central idea of \_\_\_\_\_ (title of text)? How does the author use specific details to shape and refine the central idea over the course of the text?
- Summarize, objectively, the information in the article.

**10RI3 – Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.**

- How does the author develop his/her analysis of a concept in order to help the reader understand the material being presented? Use examples from the text in your explanation.
- How does the author help the reader understand the connections between ideas presented in a text? Use examples from the text in your analysis.
- What is the most likely reason the author presents a series of ideas in the order he/she does? Use examples from the text in your analysis.
- How does the author introduce, develop, and draw connections between ideas and events? Use examples from the text in your analysis.

**10RI4 – Determine the meaning of words and phrases as they are used in a text including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).**

- What does the word \_\_\_\_\_ mean in paragraph 2?
- Which words help the reader understand the meaning of \_\_\_\_\_ in paragraph 5?
- Which definition of \_\_\_\_\_ is used in paragraph 6?
- What is the impact of the word \_\_\_\_\_ in paragraph 5?
- What is the most likely reason the author used the word \_\_\_\_\_ in paragraph 3?
- What does the author's use of the word \_\_\_\_\_ reveal about his/her attitude toward the topic? Use examples from the text in your answer.
- What is the tone of the article? How does the author create this tone? Use examples from the article in your analysis.
- How is the language in the *New York Times* different from a legal brief? Use examples from the text in your answer.
- What does the phrase \_\_\_\_\_ (figurative language) mean? How does the use of that phrase enhance the reader's understanding of the text? Use examples from the text in your answer.
- What is the connotation of \_\_\_\_\_ as it is used in the text? How does the use of that word enhance the reader's understanding of the text? Use examples from the text in your answer.

**10RI5 – Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).**

- How does the author develop and refine his ideas with particular sentences? Use examples from the text in your analysis.
- How does the author develop and refine his claims in the third chapter of the text? Use examples from the text in your analysis.
- How does the following sentence from paragraph 4 contribute to the development and refinement of the author’s claim? (Provide appropriate sentence). Use examples from the text in your analysis.
- How does paragraph 6 contribute to the development and refinement of the author’s ideas? Use examples from the text in your analysis.

**10RI6 – Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.**

- What is the author’s viewpoint on climate change? How does the author use rhetoric to advance that viewpoint? Use examples from the text to support your analysis.
- What is the author’s viewpoint on capital punishment? Is the author effective in advancing that viewpoint? Why or why not? Use examples from the text in your analysis.
- What is the author’s purpose? How does the author use rhetoric to advance that purpose? Use examples from the text in your analysis.
- What is the author’s purpose? Is the author effective in advancing that purpose? Why or why not? Use examples from the text in your analysis.

**10RI7 – Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.**

- After reading and analyzing a text and reviewing and analyzing a multimedia account about Franklin Roosevelt, what details are emphasized or absent in each account? What are the most likely reasons why? Use specific examples in your analysis.
- After reading and analyzing texts about Van Gogh’s life, what additional information can be gained by viewing and analyzing his *Self-Portrait*? Use specific examples in your analysis.

**10RI8 – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.**

- Is the argument the author presents effective? Using examples from the text, explain why or why not.
- Is the reasoning of the author’s specific claims valid and the evidence relevant and sufficient to support the claim? Use examples from the text to support your answer.
- Has the author introduced any false statements or fallacious reasoning? Explain why the statements are false or have fallacious reasoning. Use information from the text to support your answer.

**10RI9 – Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from a Birmingham Jail”), including how they address related themes and concepts.**

- Analyze Washington’s Farewell Address to explain why it is considered a seminal U.S. document of historical and literary significance. Use examples from the speech to support your analysis.
- Analyze how Roosevelt’s Four Freedoms speech and Dr. King’s “Letter from a Birmingham Jail” address the same concepts and themes. Use examples from the speeches to support your analysis.

**10RI10 – By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.**

- Information regarding text complexity can be found in Appendix A of the Common Core State Standards.
- Text exemplars can be found in Appendix B of the Common Core State Standards.