Grade 9-10 Question Stem Bank: Common Core State Standards
Reading History (RH)

Key Ideas and Details Question Stems:

Standard	Basic: Remember & Understand	Standard: Apply & Analyze	Expanded: Evaluate & Create
RH 9-10.1	**Identify/Cite explicit information:** *(primary/secondary sources)* How do you know _____ …? (answer choices are text quotes) Which of the following quotes shows a characteristic of _____...? Which quote from the passage best illustrates an example of _____ …?	**Analyze explicit information** *(primary/secondary sources)* Which of the following is a possible solution to the problem in this quote…? According to lines (x-x), what can you infer...? According to these two quotes, what is the relationship between…? Which quote best illustrates attributes of …?	**Evaluate explicit/ implicit information:** *(primary/secondary sources)* Which of the following quotes illustrates biases...? (the author's opinion) Defend a position/why do you believe…(cite specific evidence)? Which is more (most) important, logical, valid (cite evidence)...? or which of the following quotes best describes the most logical reason why…?
RH 9-10.2	**Identify Central Idea & Summarize:** *(primary/secondary sources)* What is the central idea...? Summarize the text without judgement (objectively) Summarize how key events (ideas) develop over the course of the text. What was the author's main point in paragraph x...?	**Analyze Central Idea & Summarize:** *(primary/secondary sources)* Which of the following details conveys/ contributes to the central idea of...? What does the following quote suggest about...(life, conflict, etc.)? In what way is _____ (central idea) like (or unlike) _____ ... ?	**Evaluate Central Idea & Summarize:** How would you have handled the situation in lines (x-x)...? What are the pros and cons or inconsistencies of the central message/idea...? How is the author's piece different than (similar to) your opinion…?
RH 9-10.3	**Understand Multi-Step Process:** Which of the following is a step in the process (ex: how a bill becomes a law)? OR what happens after/before (ex: sequence of historical events)...? (cite specific evidence; choose from a series of quotes) According to the text, (lines x-x), what happens after…?	**Analyze Multi-Step Process:** How is the following event(s) related (cause effect)...? What step in this process is most important to _____ success …? If _____ (event/order) was changed, how would the outcome be different...?	**Evaluate Multi-Step Process:** How effective is this procure for…? Devise your own way/resource/is there a better solution.... Evaluate (pro/con, etc.) the relationship between a series of events in the text...

Yellow Boxes indicate question complexity focus range for CCSS 9-10 **RH**

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Craft and Structure Question Stems:

Standard	Basic: Remember & Understand	Standard: Apply & Analyze	Expanded: Evaluate & Create
RH 9-10.4	**Identify Word/Phrase Meaning/Use:** What does the word/phrase _____ mean in this selection? In line xx, what does the word (phrase) _____ mean...? What is the technical meaning of the word...? (political, social or economic aspects of history/social science)	**Analyze Word Word/Phrase Meaning/Use:** Without changing the meaning of the sentence, which word(s) can be used to replace the underlined word(s) above...? Based on the information in the table (chart) which of the following best describes the meaning of _____?	**Evaluate Word Word/Phrase Meaning/Use:** What are the (positive/negative) connotations for the phrase...? Create a chart to illustrate the meaning of _____ .
RH 9-10.5	**Identify Structure:** How does this text present information…? (sequentially, comparatively, causally…)	**Analyze Structure:** How does the structure of this text help emphasize the following key point…? What does this text structure tell you about _____ (analysis)...? Which of the following most likely describes why the author choose to organize the text the way he/she did (analysis)...?	**Evaluate Structure:** Is the structure of this text effective...? Create an outline of this text and explain the structure. Evaluate how the idea develops
RH** 9-10.6	**Identify Author's POV/Purpose:** What are the authors' purposes for writing this text (speech, etc.)...? From whose point of view are these texts written...? According to the following quote, what purpose (opinion, concept) is the author attempting to convey...?	**Analyze Author's POV/Purpose:** Which of the following best describes the two authors' different area of emphasis (opinion) on the topic...? Which of the following quotes illustrates how the two authors respond differently(same) to conflicting evidence or viewpoints…?	**Evaluate Author's POV/Purpose:** Which of the following statements is opposing these authors' point of view...? Does the author accomplish his/her purpose for writing this text? Explain. Based on your prior knowledge, would you agree with one author? Explain.

** Requires 2 or more authors on a similar topic

Integration of Knowledge and Ideas Question Stems:

Standard	Basic: Remember & Understand	Standard: Apply & Analyze	Expanded: Evaluate & Create
RH 9-10.7	**Understand Integration of Information:** *(Quantitative/Technical to Qualitative)* Which of the following statements best describes the chart (diagram, photograph, graph, table) in words…? Compare this quantitative (data) information to the authors qualitative analysis...	**Analyze Integration of Information:** *(Quantitative/Technical to Qualitative)* How does the information in these charts (diagram, research data, model, photograph, table) support (disagree with, prove)...? How does this picture (chart, diagram) support (conflict) with the text…?	**Evaluate Integration of Information:** *(Quantitative/Technical to Qualitative)* Examine the information in this data (technical analysis). How does it align (disagree with, integrate) with the information presented in this text…? Create a diagram (drawing, model, graph, table) to represent the information in this text.
RH 9-10.8	**Identify Facts, Opinion and Reasoned Judgement:** Which of the following quotes is an unsupported opinion of the author…? What were the main claims presented by the author and how are they supported by reasoning/evidence…? Which of the following quotes is reasoned judgement made by the author…?	**Analyze Facts, Opinion and Reasoned Judgement:** *(inference as related to opinion)* To what degree does the provided evidence support (disagree with) the author's claim(s)? Based on the x paragraph (or this quote), which of the following statements is a reasoned based judgement…? OR ...which of the following is speculation…?	**Evaluate Facts, Opinion and Reasoned Judgement:** Which of the following evidence supporting the argument is most relevant...? Which of the following claims made by the author is (not) supported by evidence...?
RH 9-10.9 **	**Identify Information- Primary Source and Secondary Source:** In which of the following ways is _____ similar to _____ in these sources...? What is common to both texts (chart, diagram, etc.)..?	**Analyze Information- Primary Source and Secondary Source:** How does this passage differ from/support the "perception" _____ has of _____ ...? How does the presentation of the same event differ in these two sources...?	**Evaluate Information-Primary Source and Secondary Source:** Which of the following quotes is the best summary of the treatment of the same topic in the provided primary/secondary sources…? Which of the following reasons describes why _____ is better/more accurate/more believable than _____...?

**Requires Comparison between a primary source and secondary source on the same topic

Grade 9-10 RH Common Core State Standards

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure:

CCSS.ELA-LITERACY.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.9-10.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.