

Sample Questions Reflecting the Common Core State Standards for Reading

Reading Standards for Literature — Grade 9/10

9/10 RL1 — Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- What inferential analysis about _____ can be drawn from the text? Cite specific evidence to support claim(s).
- What explicit information about _____ can be drawn from the text? Cite specific evidence to support claim(s).
- What conclusions can be drawn from the text about the character of _____? Cite specific evidence to support claim(s).
- What can be inferred from paragraph _____ (ex. #)? Explain the thinking behind inferences.

**Please note any reading comprehension question, either literal or inferential, falls under this “umbrella standard”. The key is students must cite textual evidence to support answer.*

9/10 RL2 — 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 or central idea? How is the theme developed over the course of the text? Cite evidence from the text to support the theme/central idea.
- What aspects of the text (title, character, scenes, word choice, etc.) best develop the theme? Cite specific evidence from the text to support assertion.
- 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 story/novel/drama/poem objectively.

9/10 RL3 — 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 _____ (character) develop over course of a story/novel/drama/poem? Use examples from the story/novel/drama/poem in your analysis.
- How does the development of _____ (character) over the course of story/novel/drama advance the plot? Use examples from the story in your analysis.
- How does the author use the actions of _____ (character) over the course of the story to develop the theme? Use examples from the story in your analysis.
- How does the author use _____ (a character) interactions with other characters in the story/novel/drama to reveal his/her conflicting motivations?
- How does author use _____ (a character) interactions with other characters in the story/novel/drama to advance the plot?

9/10 RL4 — Determine the meaning of words and phrases as they are used in the 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). (See grades 9-10 Language standards 4-6 on page 20 for additional expectations.)

- What does the word/phrase _____ mean in this selection/passage/paragraph?
- What can be inferred from the use of _____ (word/phrase)? (Consider connotative meanings.)
- Find and interpret figures of speech (e.g., euphemism, oxymoron). How does this impact the poem/piece?
- 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?
- Which words help the reader understand the meaning of _____ in paragraph _____?
- 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 meaning/tone? Use specific examples from the text to support your analysis?
- What is the overall tone of the text? How does the author create that tone? Use specific examples to support your analysis?

9/10 RL5— 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 *that* 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.

9/10 RL6 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.

9/10 RL7 — 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 does Romare Bearden’s collage “Land of the Lotus Eaters” compare and contrast to the image created in The Odyssey? 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/sculpture/photograph of 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.

9/10 RL8 — Not applicable to literature.

9/10 RL9 — 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 by Helen Kaufman draw on and transform source material from *The Odyssey* in “Helen on Eighty-sixth Street”? Use examples from both text to support your analysis.

9/10 RL10 — By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Question Template Reflecting the Common Core State Standards for Reading

Reading Standards for Informational Text — Grade 9 / 10

9/10 RI1 — Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- What inferential analysis about _____ can be drawn from the text? Select the best piece(s) of evidence that support your claim(s).
- What explicit information about _____ can be drawn from the text? Select the best piece(s) of evidence that support your claim(s).
- What conclusions can be drawn from the text about the character of _____? Cite specific evidence to support claim(s).
- What can be inferred from paragraph _____ (ex. #)? Explain the thinking behind the inferences.

**Please note any reading comprehension question, either literal or inferential, falls under this “umbrella standard”. The key is students must cite textual evidence to support answer.*

9/10 RI2 — 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 are the central ideas? Cite evidence from the text.
- How are the central ideas developed over the course of the text? Cite specific evidence to support claim(s).
- Consider the central idea of _____, how does the central idea emerge over the course of the text?
- Provide specific details that shape the central idea as it is presented in the text.
- Summarize the text.

9/10 RI3 — 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 the text? Use examples from the text in your analysis.
- What is the most likely reason the author presents the series of ideas in the order s/he 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.

9/10 RI4 — 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). (See grades 9-10 Language standards 4-6 on page 20 for additional expectations.)

- Which words help the reader understand the meaning of _____ in paragraph 5?
- 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/phrase _____ reveal about his/her attitude toward the topic? Use examples from the text in your answer.
- The tone of the passage/article/text is _____. How do the specific cumulative word choices impact tone? Use examples from the article in your analysis.
- Track the author’s use of language to develop __ (meaning/tone) _____ over the course of the text. Use specific evidence to support 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 _____ (oxymoron/euphemism) 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.

9/10 RI5— 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). a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.

- Analyze how the major sections of the text contribute to the whole and to the development of author’s ideas. Cite specific evidence.
- How does the graphic located under _____(ex. paragraph #) serve to deepen your understanding of the text? Cite specific evidence.
- How does the use of caption boxes or headers serve to deepen your understanding of the text? Cite specific evidence.
- How does the author develop and refine ideas with particular sentences/paragraphs? Use examples from the text in your analysis.
- How does the author develop and refine his claims in _____(section)? Use examples from the text in your analysis.
- How does the following sentence/paragraph _____contribute to the development and refinement of the author’s claim? Use examples from the text in your analysis.

9/10 RI6 — Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance the point of view or purpose.

- What is the author’s viewpoint on _____? 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 _____? 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.

9/10 RI7 — 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 _____(historical /public figure), 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.

9/10 RI8 — 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 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.
- Describe in detail the argument and specific claims from the text. Is the argument effective? Explain why or why not using textual evidence.
- 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.

9/10 RI9 — 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 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 _____(document/speech) and _____(document/speech) address the same concepts and themes. Use examples from the speeches to support your analysis.