Grade 11-12 Question Stem Bank: Common Core State Standards
Reading History (RH)
*Notice Several Standards Require EVALUATE level questions to meet the standard*

Key Ideas and Details Question Stems:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Basic: Remember &amp; Understand</th>
<th>Standard: Apply &amp; Analyze</th>
<th>Expanded: Evaluate &amp; Create</th>
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<tbody>
<tr>
<td>RH 11-12.1</td>
<td>Identify/Cite explicit information: (primary/secondary sources) According to the passage, which quote best describes…? 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 _____ …?</td>
<td>Analyze explicit information (primary/secondary sources) Which quote best illustrates the following insight gained from the text as a whole …? According to lines (x-x), what can you infer…? According to these two quotes, what is the relationship between…?</td>
<td>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…?</td>
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<td>RH 11-12.2</td>
<td>Identify Central Idea &amp; 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…?</td>
<td>Analyze Central Idea &amp; Summarize: (primary/secondary sources) Which of the following statements summarizes this text…? 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) ______ …?</td>
<td>Evaluate Central Idea &amp; Summarize: What are the pros and cons or inconsistencies of the central message/idea…? How is the author’s central idea of this piece different than (similar to)_____ in your opinion…? Create a summary of this source making clear relationships between the following details ____ …</td>
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<td>RH 11-12.3</td>
<td>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) Which is an explanation for the action (event) in the text…?</td>
<td>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…?</td>
<td>Evaluate Multi-Step Process: Which of the following explanations for ____ is best considering the events/actions of the text…? How effective is this procedure for…? Evaluate (pro/con, etc.) the relationship between a series of events in the text…</td>
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Yellow Boxes indicate question complexity focus range for CCSS 11-12 RH

### Craft and Structure Question Stems:

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| RH 11-12.4 | **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/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/Phrase Meaning/Use:**  
What are the (positive/negative) connotations for the phrase...?  
Create a chart to illustrate the meaning of _____ . |
| RH 11-12.5 | **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...?  
How does the following sentence contribute to the meaning of the text as a whole...? | **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** 11-12.6 | **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...?  
How is author #1’s depiction of the historical event different/similar to author #2...?  
Which of the following quotes illustrates how the two authors respond differently(same) to conflicting evidence or viewpoints...? | **Evaluate Author’s POV/Purpose:**  
Consider multiple similar sources: Which of the following is the better (more accurate, better supported) depiction (point of view) on the same historical event (issue)...? (Assess claims, reasoning, evidence, etc.)  
Which author best accomplishes his/her purpose for writing this text? Explain. |

**Requires 2 or more authors on a similar topic**
# Grade 11-12 Question Stem Bank: Common Core State Standards

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## Integration of Knowledge and Ideas Question Stems:

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<td>RH 11-12.7</td>
<td><strong>Understand Integration of Information</strong>: (Quantitative/Technical to Qualitative) Which of the following statements best describes the chart (diagram, photograph, graph, table) in words…?</td>
<td><strong>Analyze Integration of Information</strong>: (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…?</td>
<td><strong>Evaluate Integration of Information</strong>: (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…?</td>
</tr>
<tr>
<td>RH 11-12.8</td>
<td><strong>Identify Facts, Opinion and Reasoned Judgement</strong>: 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…?</td>
<td><strong>Analyze Facts, Opinion and Reasoned Judgement</strong>: (inference as related to opinion) Which of the following claims made by the author is (not) supported by evidence…? 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…?</td>
<td><strong>Evaluate Facts, Opinion and Reasoned Judgement</strong>: Consider the author’s claim: _____. Evaluate the premise (evidence, etc) based on this text and other texts you have read this semester…? Which of the following evidence supporting the argument is most relevant…?</td>
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<td>RH 11-12.9 **</td>
<td><strong>Identify Information- Primary Source and Secondary Source</strong>: In which of the following ways is ____ similar to _____ in these sources…? What is common to both texts (chart, diagram, etc.)..?</td>
<td><strong>Analyze Information- Primary Source and Secondary Source</strong>: How does this passage differ/support the &quot;perception&quot; _____ has of _____ ...? How does the presentation of the same event (idea) change your perception/understanding...?</td>
<td><strong>Evaluate Information-Primary Source and Secondary Source</strong>: Which of the following reasons describes why ____ is better/more accurate/more believable than ______...? (note discrepancies) Which of the following quotes is the best summary of the (same) topic in the provided sources…?</td>
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**Requires Comparison between a primary source and secondary source on the same topic**
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Grade 11-12 RH Common Core State Standards

Key Ideas and Details:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

Craft and Structure:

CCSS.ELA-LITERACY.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).

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RH.11-12.6
Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RH.11-12.8
Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9
Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.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.
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