



## and the Common Core State Standards for English Language Arts

In the tables below, we've mapped *Quandary* to the standards for *reading* and *speaking & listening*. Note that, because all the text in the game is available as audio, the standards targeted will depend on whether the player is listening or reading.

Additionally, *Quandary* targets a number of the CCSS descriptions that form the basis of students who are “college and career ready in reading, writing, speaking, listening and languages”:

- They demonstrate independence.
- They respond to the varying demand of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They come to understand other perspectives and cultures.

Source: [www.corestandards.org](http://www.corestandards.org)

### KEY to how Standards map to *Quandary*

- ✓ Standard targeted through normal game-play of *Quandary*.
- ⌘ Standard targeted through mid-game & post-game discussions and extension activities, as facilitated by our teacher support material.
- ✗ Standard not targeted.

## Reading Standards for Literature

Note that the Anchor Standards for Reading are the same for Literature and Informational Text.

	Anchor Standards	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Key Ideas and Details	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<p>✕ <b>CCSS.ELA-Literacy.RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>✕ <b>CCSS.ELA-Literacy.RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>✕ <b>CCSS.ELA-Literacy.RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>✕ <b>CCSS.ELA-Literacy.RL.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>✕ <b>CCSS.ELA-Literacy.RL.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>✕ <b>CCSS.ELA-Literacy.RL.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<p>✕ <b>CCSS.ELA-Literacy.RL.3.2</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>✕ <b>CCSS.ELA-Literacy.RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>✕ <b>CCSS.ELA-Literacy.RL.5.2</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>✕ <b>CCSS.ELA-Literacy.RL.6.2</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>✕ <b>CCSS.ELA-Literacy.RL.7.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p>✕ <b>CCSS.ELA-Literacy.RL.8.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>
	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<p>✕ <b>CCSS.ELA-Literacy.RL.3.3</b> Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>✕ <b>CCSS.ELA-Literacy.RL.4.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p>✕ <b>CCSS.ELA-Literacy.RL.5.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>✕ <b>CCSS.ELA-Literacy.RL.6.3</b> Describe how a particular story or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.</p>	<p>✕ <b>CCSS.ELA-Literacy.RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>✕ <b>CCSS.ELA-Literacy.RL.8.3</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>

Craft and Structure	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	✕ <b>CCSS.ELA-Literacy.RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	✕	✕	✕	✕	✕
	6. Assess how point of view or purpose shapes the content and style of a text.	✓ <b>CCSS.ELA-Literacy.RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.	✕	✕ <b>CCSS.ELA-Literacy.RL.5.6</b> Describe how a narrator's or speaker's point of view influences how events are described.	✕ <b>CCSS.ELA-Literacy.RL.6.6</b> Explain how an author develops the point of view of the narrator or speaker in a text.	✕ <b>CCSS.ELA-Literacy.RL.7.6</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	✕ <b>CCSS.ELA-Literacy.RL.8.6</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Integration of Knowledge and Ideas	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	✕ <b>CCSS.ELA-Literacy.RL.3.7</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	✕	✕ Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	✕	✕	✕

**NOTES:** A key theme of Quandary, and these standards, is to comprehend and be able to describe the key themes and character viewpoints in the text. By asking your students to summarize and analyze the dilemmas they faced, the different character viewpoints and the choices and corresponding outcomes in the game, you'll be able to address many of the highlighted standards in this section.

## Reading Standards for Informational Text

	Anchor Standards	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Key Ideas and Details	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<p>✕ <b>CCSS.ELA-Literacy.RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>✕ <b>CCSS.ELA-Literacy.RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>✕ <b>CCSS.ELA-Literacy.RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>✕ <b>CCSS.ELA-Literacy.RI.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>✕ <b>CCSS.ELA-Literacy.RI.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>✕ <b>CCSS.ELA-Literacy.RI.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<p>✕ <b>CCSS.ELA-Literacy.RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>✕ <b>CCSS.ELA-Literacy.RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>✕ <b>CCSS.ELA-Literacy.RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>✕ <b>CCSS.ELA-Literacy.RI.6.2</b> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>✕ <b>CCSS.ELA-Literacy.RI.7.2</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p>✕ <b>CCSS.ELA-Literacy.RI.8.2</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>
	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<p>✕ <b>CCSS.ELA-Literacy.RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>✕ <b>CCSS.ELA-Literacy.RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>✕ <b>CCSS.ELA-Literacy.RI.5.3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>✓ <b>CCSS.ELA-Literacy.RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>✓ ✕ <b>CCSS.ELA-Literacy.RI.7.3</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>✓ <b>CCSS.ELA-Literacy.RI.8.3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>

Craft and Structure	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	X	✗ <b>CCSS.ELA-Literacy.RI.4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	X	X	X	X
	6. Assess how point of view or purpose shapes the content and style of a text.	✓ <b>CCSS.ELA-Literacy.RI.3.6</b> Distinguish their own point of view from that of the author of a text.	X	✓ <b>CCSS.ELA-Literacy.RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	X	X	X
Integration of Knowledge & Ideas	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	✓ <b>CCSS.ELA-Literacy.RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	X	X	X	X	X

Integration of Knowledge & Ideas	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	✘ <b>CCSS.ELA-Literacy.RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	✘ <b>CCSS.ELA-Literacy.RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.	✘ <b>CCSS.ELA-Literacy.RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	✓ <b>CCSS.ELA-Literacy.RI.6.8</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	✓ ✘ <b>CCSS.ELA-Literacy.RI.7.8</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	✘ <b>CCSS.ELA-Literacy.RI.8.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	✘ <b>CCSS.ELA-Literacy.RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.	✘ <b>CCSS.ELA-Literacy.RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	✘ <b>CCSS.ELA-Literacy.RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	✘	✘	✘

**NOTES:** *Quandary* is clearly fiction, but the process that players go through is one of gaining skills in information literacy. A key theme of *Quandary*, and these standards, is to comprehend and be able to describe the key themes and ideas in the text. By asking your students to summarize and analyze the dilemmas they faced, the different character viewpoints and the choices and corresponding outcomes in the game, you'll be able to address many of the highlighted standards in this section.

## Speaking & Listening Standards

	Anchor Standards	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Comprehension & Collaboration	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<p>✕ <b>CCSS.ELA-Literacy.SL.3.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>✕ <b>CCSS.ELA-Literacy.SL.4.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>✕ <b>CCSS.ELA-Literacy.SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>✕ <b>CCSS.ELA-Literacy.SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>✕ <b>CCSS.ELA-Literacy.SL.7.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>✕ <b>CCSS.ELA-Literacy.SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.</p>
	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	<p>✕ <b>CCSS.ELA-Literacy.SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>✕ <b>CCSS.ELA-Literacy.SL.4.2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>✕ <b>CCSS.ELA-Literacy.SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>✕ <b>CCSS.ELA-Literacy.SL.6.2</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>✕ <b>CCSS.ELA-Literacy.SL.7.2</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>✕ <b>CCSS.ELA-Literacy.SL.8.2</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>

Comprehension & Collaboration	3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	✓ <b>CCSS.ELA-Literacy.SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	✓ <b>CCSS.ELA-Literacy.SL.4.3</b> Identify the reasons and evidence a speaker provides to support particular points.	✗ <b>CCSS.ELA-Literacy.SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	✗ <b>CCSS.ELA-Literacy.SL.6.3</b> Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	✗ <b>CCSS.ELA-Literacy.SL.7.3</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	✗ <b>CCSS.ELA-Literacy.SL.8.3</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Presentation of Knowledge & Ideas	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	✗ <b>CCSS.ELA-Literacy.SL.3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	✗ <b>CCSS.ELA-Literacy.SL.4.4</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	✗ <b>CCSS.ELA-Literacy.SL.5.4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	✗ <b>CCSS.ELA-Literacy.SL.6.4</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	✗ <b>CCSS.ELA-Literacy.SL.7.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	✗ <b>CCSS.ELA-Literacy.SL.8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**NOTES:** *Quandary* is the perfect springboard for discussion. The scenarios players face present complex and challenging choices, with multiple viewpoints to consider, evidence to cite, and no clear right or wrong answers. Through prompting discussion during game-play (by having students working in pairs or groups), and through whole-class discussions post-game, you’ll be able to cover a range of the standards highlighted above. The *Quandary* teacher page contains a Lesson Plan, Worksheet and a Game Guide to help you facilitate these discussions. And the presentation standards could be achieved through groups putting together a ‘Captain’s Report’ about what they did, why, and that the outcomes were.





## and the P21 Framework Elements

Quandary targets the following *Partnership for 21<sup>st</sup> Century Skills* (P21) elements.

Source: [www.p21.org](http://www.p21.org)

### LEARNING & INNOVATION SKILLS

#### ***Critical Thinking and Problem Solving***

##### **Reason Effectively**

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

##### **Use Systems Thinking**

- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

##### **Make Judgments and Decisions**

- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

##### **Solve Problems**

- Solve different kinds of non-familiar problems in both conventional and innovative ways

**Identify and ask significant questions that clarify various points of view and lead to better solutions**

### ***Communication and Collaboration***

#### **Communicate Clearly**

- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions

#### **Collaborate with Others**

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

## **INFORMATION, MEDIA AND TECHNOLOGY SKILLS**

### ***Information literacy***

#### **Access and Evaluate Information**

- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

#### **Use and Manage Information**

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources

## LIFE AND CAREER SKILLS

### ***Flexibility and Adaptability***

#### **Adapt to Change**

- Adapt to varied roles, jobs responsibilities, schedules and contexts
- Work effectively in a climate of ambiguity and changing priorities

#### **Be Flexible**

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

### ***Social and Cross-Cultural Skills***

#### **Work Effectively in Diverse Teams**

- Respond open-mindedly to different ideas and values

### ***Leadership and Responsibility***

#### **Guide and Lead Others**

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

#### **Be Responsible to Others**

- Act responsibly with the interests of the larger community in mind