MS Sample Performance Tasks for Stories, Drama, and Poetry

☐ Students *summarize the development* of the morality of literary text (i.e. Tom Sawyer in Mark Twain's novel of the same name) and analyze its connection to its theme (i.e. of accountability and authenticity) by noting how it is conveyed *through characters, setting, and plot.* [RL.8.2]

☐ Students *compare and contrast literary text (i.e.* Laurence Yep's *fictional portrayal of* Chinese immigrants in turn-of-the-twentieth-century San Francisco in *Dragonwing)* to *historical accounts of the same period* (using materials detailing the 1906 San Francisco earthquake) in order to glean a deeper *understanding* of *how authors use or alter historical sources* to create a sense of *time* and *place* as well as make fictional *characters* lifelike and real. [RL.7.9]

☐ Students *cite explicit textual evidence* as well as draw *inferences* in literary text (i.e. about the drake and the duck from Katherine Paterson's *The Tale of the Mandarin Duck) to support* their *analysis* of the theme (i.e. the perils of vanity). [RL.6.1]

☐ Students *explain how* the author's choice of words *develops the point of view of the* main character *in the story.* [RL.6.6]

☐ Students *analyze* how a playwright uses *particular elements of drama* (e.g., setting and dialogue) to create dramatic tension in a play. [RL.7.3]

☐ Students *compare and contrast* the effect of a piece of literary text (i.e. Henry Wadsworth Longfellow's *poem* "Paul Revere's Ride") has on them to the effect they experience from a *multimedia* dramatization of the event presented in an interactive digital map (http://www.paulreverehouse.org/ride/), *analyzing* the impact of different *techniques* employed that are *unique to each medium.* [RL.6.7]

MS Sample Performance Tasks for Informational Texts: English Language Arts

☐ Students *determine* the *point of view* in informational text (i.e. John Adams in his "Letter on Thomas Jefferson") and *analyze how* the author *distinguishes* his position *from* an alternative approach articulated by another author (i.e. Thomas Jefferson). [RI.7.6]

☐ Students *provide an objective summary of informational text (i.e.*Frederick Douglass's Narrative). They *analyze* how *the central idea* regarding the topic (i.e. the evils of slavery) is *conveyed through supporting ideas* and *developed over the course of the text*. [RI.8.2]

☐ Students *trace* the line of *argument* in informational text (i.e. Winston Churchill's "Blood, Toil, Tears and Sweat" address to Parliament) and *evaluate* the *specific claims* and opinions *in the text*, *distinguishing* which *claims* are *supported by* facts, *reasons, and evidence*, and which *are not.* [RI.6.8]

☐ Students *analyze in detail how informational text regarding a noted historic figure (*i.e.the early years of Harriet Tubman as related by author Ann Petry) contributes to the figure's development (i.e. Tubman's later becoming a conductor on the Underground Railroad), attending to how the author *introduces, illustrates,and elaborates* upon the events in the person's life. [RI.6.3]

☐ Students *determine* the *figurative and connotative meanings* of *words in informational text (i.e.* such as *wayfaring, laconic*, and *taciturnity* as well as of *phrases* such as *hold his peace* in John Steinbeck's *Travels with Charley: In Search of America).*They *analyze* how the author's *specific word choices* and diction impact the *meaning and tone* of his writing and the characterization of the individuals and places he describes. [RI.7.4]

MS Sample Performance Tasks for Informational Texts: History/Social Studies & Science, Mathematics, and Technical Subjects

☐ Students analyze informational text regarding history or social studies (i.e. the governmental structure of the United States) and *support* their *analysis* by *citing specific textual evidence* from *primary sources (i.e.* such as the Preamble and First Amendment of the U.S. Constitution) as well as secondary sources(i.e. such as Linda R. Monk's *Words We Live By: Your Annotated Guide to the Constitution).* [RH.6–8.1]

☐ Students evaluate an author's historical account (i.e. Jim Murphy's *The Great Fire)* to *identify* which *aspects of* the *text* (e.g., *loaded language* and the *inclusion of particular facts*) *reveal* his purpose, (i.e. presenting Chicago as a city that was "ready to burn.") [RH.6–8.6]

☐ Students *describe how an author of historical informational text (i.e.* Russell Freedman in his book *Freedom Walkers: The Story of the Montgomery Bus Boycott)* integrates and *presents information* both *sequentially* and *causally* to explain an historical event (i.e. how the civil rights movement began). [RH.6–8.5]

☐ Students *integrate* the *quantitative or technical information expressed* in the technical *text* (i.e. David Macaulay's *Cathedral: The Story of Its Construction)* with the information conveyed by accompanying *diagrams* and *models also provided*, to develop a deeper understanding of the topic (i.e. Gothic architecture). [RST.6–8.7]

☐ Students construct a holistic picture of historical text (i.e. the history of Manhattan) by *comparing and contrasting the information gained from one piece of text (i.e.* Donald Mackay's *The Building of Manhattan)* with the *multimedia sources* available on the same topic (i.e. "Manhattan on the Web" portal hosted by the New York Public Library http://legacy.www.nypl.org/branch/manhattan/index2.cfm?Trg=1&d1=865). [RST.6–8.9]

☐ Students learn about a mathematical concept by reading technical text (i.e. fractal geometry by reading Ivars Peterson and Nancy Henderson's *Math Trek: Adventures in the Math Zone)* and then generate their own structure or model using information from the text (such as generating fractal geometric structure by *following the multistep procedure* for creating a Koch's curve). [RST.6–8.3]