

2-5th Common Core Performance Tasks

2nd-3rd

2nd-3rd Sample Performance Tasks for Stories and Poetry

- Students *ask and answer questions* regarding the plot of a story (i.e. Patricia MacLachlan's *Sarah, Plain and Tall*), *explicitly referring to the book to form the basis for their answers*. [RL.3.1]
- Students *explain* how *illustrations* contribute to what is conveyed in a story (i.e. Mark Teague's illustrations in Cynthia Rylant's *Poppleton in Winter*) to *create the mood and emphasize aspects of characters and setting* in the story. [RL.3.7]
- Students read *fables and folktales from diverse cultures* that represent various origin tales, (i.e. such as Rudyard Kipling's "How the Camel Got His Hump" and Natalie Babbitt's *The Search for Delicious*), and *paraphrase their central message, lesson, or moral*. [RL.2.2]
- Students *describe the overall story structure* of a story (i.e. *The Thirteen Clocks* by James Thurber), *describing how* the interactions of the characters (i.e. the Duke and Princess Saralinda) *introduce the beginning of the story* and how the suspenseful plot comes to an *end*. [RL.2.5]
- When discussing a book (i.e. E. B. White's book *Charlotte's Web*), students *distinguish their own point of view* regarding the main character (i.e. Wilbur the Pig) *from* that of another character in the book (i.e. Fern Arable) as well as *from* that of *the narrator*. [RL.3.6]
- Students *describe how the character* of a book (i.e. Bud in Christopher Paul Curtis' story *Bud, Not Buddy*) *responds to a major event* in his life (i.e. being placed in a foster home). [RL.2.3]
- Students read a poem (i.e. Paul Fleischman's poem "Fireflies") determining the meaning of *words and phrases* in the poem, particularly focusing on identifying use of *nonliteral language* (e.g., "light is the ink we use") and talking about how it suggests meaning. [RL.3.4]

2nd-3rd Sample Performance Tasks for Informational Texts

- Students read an author’s description of an event (i.e. Ailiki’s description of *A Medieval Feast*) and *demonstrate* their *understanding* of all that goes into such an *event* by *asking questions* pertaining to *who, what, where, when, why, and how* such a meal happens and by *answering using key details*. [RI.2.1]

- Students *describe the reasons* behind an author’s statement (i.e. that bats are nocturnal in Joyce Milton’s *Bats: Creatures of the Night*) and how the author *supports the points* she is *making in the text*. [RI.2.8]

- Students read informational text (i.e. Selby Beeler’s *Throw Your Tooth on the Roof: Tooth Traditions Around the World*) and *identify what* the author *wants to answer* as well as explain the *main purpose of the text*. [RI.2.6]

- Students *determine the meanings of words and phrases* encountered in informational text (i.e. Sarah L. Thomson’s *Where Do Polar Bears Live?*, such as *cub, den, , and the Arctic*). [RI.2.4]

- Students *explain how the main idea* is *supported by key details* (i.e. Lincoln had “many faces” in Russell Freedman’s *Lincoln: A Photobiography*). [RI.3.2]

- Students read an author’s retelling of *a series of historical events* (i.e. Robert Coles’s *The Story of Ruby Bridges*). *Using* their knowledge of how *cause and effect* gives order to *events*, they *use specific language* to *describe the sequence* of events that leads to a result (i.e. Ruby desegregating her school). [RI.3.3]

- Students *explain how the specific image and other accompanying illustrations of a scientific concept* (i.e. of a soap bubble in Walter Wick’s *A Drop of Water: A Book of Science and Wonder*) *contribute to and clarify* their understanding of the concept (i.e. bubbles and water). [RI.2.7]

- Students *use text features*, such as the table of contents and headers to identify relevant sections and *locate information relevant to a given topic quickly and efficiently* (i.e. Ailiki’s text *Ah, Music!* regarding rhythm, instruments, harmony). [RI.3.5]

4th & 5th Sample Performance Tasks for Stories and Poetry

- Students *make connections between the visual presentation* of illustrations (i.e. John Tenniel's illustrations in Lewis Carroll's *Alice's Adventures in Wonderland*) and the text of the story to *identify* how the pictures of reflect *specific descriptions of in the text*. [RL.4.7]

- Students *explain* the behavior of a character and make *inferences* regarding the impact of that behavior on an event by *explicitly referring to details and examples from the text* (i.e. selfish behavior of Mary and the cholera outbreak in Frances Hodgson Burnett's *The Secret Garden*). [RL.4.1]

- Students *describe how the narrator's point of view* in a story or poem *influences how events are described* and how the reader perceives the character (ie. Walter Farley's *The Black Stallion* and the character of Alexander Ramsay, Jr. [RL.5.6]

- Students *summarize* the plot of a story or poem (i.e. Antoine de Saint-Exupery's *The Little Prince*) and then reflect on the *challenges* facing the *characters in the story* while employing those and other *details in the text* to discuss the value of *traits* (i.e. such as inquisitiveness and exploration) as a *theme* of the story. [RL.5.2]

- Students read a story or poem (i.e. Natalie Babbitt's *Tuck Everlasting*) and *describe in depth* the idyllic *setting* of the story, *drawing on specific details in the text* to describe the scene. [RL.4.3]

- Students *compare and contrast two texts* (i.e. coming-of-age stories by Christopher Paul Curtis "*Bud, Not Buddy*" and Louise Erdrich "*The Birchbark House*") by identifying *similar themes* and examining the stories' *approach* to the topic (i.e. of growing up). [RL.5.9]

- Students *refer to the structural elements* (e.g., *verse, rhythm, meter*) of a poem (i.e. Ernest Lawrence Thayer's "Casey at the Bat") when analyzing the *poem* and contrasting the impact and *differences* of those *elements* to a *prose* summary of the *poem*. [RL.4.5]

- Students *determine the meaning of a metaphor* (i.e. of a cat in Carl Sandburg's poem "Fog") and contrast that *figurative language* to the meaning of the *simile* in another poem (i.e. William Blake's "The Echoing Green"). [RL.5.4]

4th & 5th Sample Performance Tasks for Informational Texts

- Students *explain how an author uses reasons and evidence (i.e. Melvin Berger in his book *Discovering Mars: The Amazing Story of the Red Planet*) to support particular points regarding the topic (i.e. topology of the planet).* [RI.4.8]
- Students identify *the overall structure of ideas, concepts, and information* in informational text (i.e. Seymour Simon’s *Horses* & based on factors such as their speed and color) and *compare and contrast* that scheme to the one employed by another author on a different topic (i.e. Patricia Lauber in her book *Hurricanes: Earth’s Mightiest Storms*). [RI.5.5]
- Students *interpret* the visual *chart* that accompanies informational text (i.e. Steve Otfinoski’s *The Kid’s Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It*) and *explain how the information* found within it *contributes to an understanding of the topic (i.e. how to create a budget.* [RI.4.7]
- Students *explain the relationship between* time and clocks using *specific information* drawn from Bruce Koscielniak’s *About Time: A First Look at Time and Clocks*. [RI.5.3]
- Students *determine the meaning of domain-specific words or phrases, such as crust, mantle, magma, and lava, and important general academic words and phrases* that appear in Seymour Simon’s *Volcanoes*. [RI.4.4]
- Students *compare and contrast a firsthand account* of a historical event (African American ballplayers in the Negro Leagues) to a *secondhand account* of the same topic (i.e. their treatment found in books such as Kadir Nelson’s *We Are the Ship: The Story of Negro League Baseball*), attending to the *focus of each account and the information provided* by each. [RI.4.6]
- Students *quote accurately and explicitly from informational text (i.e. Leslie Hall’s “Seeing Eye to Eye”)* to *explain statements* they make and ideas they *infer* regarding the topic. [RI.5.1]
- Students *determine the main idea* of informational text (i.e. Colin A. Ronan’s “Telescopes”) and create a *summary by explaining how key details support the author’s purpose (i.e. his distinctions regarding different types of telescopes).* [RI.4.2]