

Common Core Standards Sample Performance Tasks

Sample Performance Tasks for Informational Texts

Kindergarten-1st	Students identify the reasons Clyde Robert Bulla gives in his book <i>A Tree Is a Plant</i> in support of his <i>point</i> about the function of roots in germination. [RI.1.8]
Kindergarten-1st	Students identify Edith Thacher Hurd as the <i>author</i> of <i>Starfish</i> and Robin Brickman as the <i>illustrator</i> of the text and <i>define</i> the role and materials <i>each</i> contributes to the text. [RI.K.6]
Kindergarten-1st	Students (<i>with prompting and support from the teacher</i>) read “Garden Helpers” in <i>National Geographic Young Explorers</i> and demonstrate their understanding of the <i>main idea</i> of the text—not all bugs are bad—by <i>retelling key details</i> . [RI.K.2]
Kindergarten-1st	After listening to Gail Gibbons’ <i>Fire! Fire!</i> , students <i>ask questions</i> about how firefighters respond to a fire and answer using <i>key details</i> from the text. [RI.1.1]
Kindergarten-1st	Students locate <i>key facts or information</i> in Claire Llewellyn’s <i>Earthworms</i> by <i>using various text features</i> (<i>headings, table of contents, glossary</i>) found in the text. [RI.1.5]
Kindergarten-1st	Students <i>ask and answer questions</i> about animals (e.g., hyena, alligator, platypus, scorpion) they encounter in Steve Jenkins and Robin Page’s <i>What Do You Do With a Tail Like This?</i> [RI.K.4]
Kindergarten-1st	Students use the <i>illustrations</i> along with <i>textual details</i> in Wendy Pfeffer’s <i>From Seed to Pumpkin</i> to describe the <i>key idea</i> of how a pumpkin grows. [RI.1.7]
Kindergarten-1st	Students (<i>with prompting and support from the teacher</i>) describe the <i>connection between</i> drag and flying in Fran Hodgkins and True Kelley’s <i>How People Learned to Fly</i> by performing the “arm spinning” experiment described in the text. [RI.K.3]
2nd-3rd	Students read Alikì’s description of <i>A Medieval Feast</i> and <i>demonstrate</i> their <i>understanding</i> of all that goes into such an <i>event</i> by <i>asking questions</i> pertaining to <i>who, what, where, when, why, and how</i> such a meal happens and by <i>answering using key details</i> . [RI.2.1]
2nd-3rd	Students <i>describe the reasons</i> behind Joyce Milton’s statement that bats are nocturnal in her <i>Bats: Creatures of the Night</i> and how she <i>supports the points</i> she is making in the text. [RI.2.8]
2nd-3rd	Students read Selby Beeler’s <i>Throw Your Tooth on the Roof: Tooth Traditions Around the World</i> and <i>identify what</i> Beeler wants to answer as well as explain the <i>main purpose of the text</i> . [RI.2.6]
2nd-3rd	Students <i>determine the meanings of words and phrases</i> encountered in Sarah L. Thomson’s <i>Where Do Polar Bears Live?</i> , such as <i>cub, den, blubber</i> , and the <i>Arctic</i> . [RI.2.4]
2nd-3rd	Students explain <i>how the main idea</i> that Lincoln had “many faces” in Russell Freedman’s <i>Lincoln: A Photobiography</i> is supported by <i>key details</i> in the text. [RI.3.2]
2nd-3rd	Students read Robert Coles’s retelling of a <i>series of historical events</i> in <i>The Story of Ruby Bridges</i> . <i>Using</i> their knowledge of how <i>cause and effect</i> gives order to events, they <i>use specific language</i> to describe the <i>sequence</i> of events that leads to Ruby desegregating her school. [RI.3.3]

Common Core Standards Sample Performance Tasks

2nd-3rd	Students <i>explain how</i> the <i>specific image</i> of a soap bubble and <i>other accompanying illustrations</i> in Walter Wick’s <i>A Drop of Water: A Book of Science and Wonder</i> contribute to and <i>clarify</i> their understanding of bubbles and water. [RI.2.7]
2nd-3rd	Students use <i>text features</i> , such as the table of contents and headers, found in Aiki’s text <i>Ah, Music!</i> to identify relevant sections and <i>locate information relevant to a given topic</i> (e.g., rhythm, instruments, harmony) <i>quickly and efficiently</i> . [RI.3.5]
4th-5th	Students explain how Melvin Berger <i>uses reasons and evidence</i> in his book <i>Discovering Mars: The Amazing Story of the Red Planet</i> to <i>support particular points</i> regarding the topology of the planet. [RI.4.8]
4th-5th	Students identify <i>the overall structure of ideas, concepts, and information</i> in Seymour Simon’s <i>Horses</i> (based on factors such as their speed and color) and <i>compare and contrast</i> that scheme to the one employed by Patricia Lauber in her book <i>Hurricanes: Earth’s Mightiest Storms</i> . [RI.5.5]
4th-5th	Students <i>interpret</i> the visual <i>chart</i> that accompanies Steve Otfinoski’s <i>The Kid’s Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It</i> and <i>explain</i> how the <i>information</i> found within it <i>contributes to an understanding of</i> how to create a budget. [RI.4.7]
4th-5th	Students <i>explain the relationship between</i> time and clocks using <i>specific information</i> drawn from Bruce Koscielniak’s <i>About Time: A First Look at Time and Clocks</i> . [RI.5.3]
4th-5th	Students <i>determine the meaning of domain-specific words or phrases</i> , such as <i>crust, mantle, magma, and lava</i> , and important <i>general academic words and phrases</i> that appear in Seymour Simon’s <i>Volcanoes</i> . [RI.4.4]
4th-5th	Students <i>compare and contrast a firsthand account</i> of African American ballplayers in the Negro Leagues to <i>a secondhand account</i> of their treatment found in books such as Kadir Nelson’s <i>We Are the Ship: The Story of Negro League Baseball</i> , attending to the <i>focus</i> of each account and <i>the information provided</i> by each. [RI.4.6]
4th-5th	Students quote accurately and explicitly from Leslie Hall’s “Seeing Eye to Eye” to explain statements they make and ideas they infer regarding sight and light. [RI.5.1]
4th-5th	Students <i>determine the main idea</i> of Colin A. Ronan’s “Telescopes” and create a <i>summary</i> by <i>explaining how key details</i> support his distinctions regarding different types of telescopes. [RI.4.2]

Common Core Standards Sample Performance Tasks

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

6th-8th	Students analyze the governmental structure of the United States and <i>support</i> their <i>analysis</i> by <i>citing specific textual evidence</i> from <i>primary sources</i> such as the Preamble and First Amendment of the U.S. Constitution as well as secondary sources such as Linda R. Monk’s <i>Words We Live By: Your Annotated Guide to the Constitution</i> . [RH.6–8.1]
6th-8th	Students evaluate Jim Murphy’s <i>The Great Fire</i> to <i>identify</i> which <i>aspects</i> of the text (e.g., <i>loaded language</i> and the <i>inclusion of particular facts</i>) <i>reveal</i> his purpose; presenting Chicago as a city that was “ready to burn.” [RH.6–8.6]
6th-8th	Students <i>describe</i> how Russell Freedman in his book <i>Freedom Walkers: The Story of the Montgomery Bus Boycott</i> integrates and <i>presents information</i> both <i>sequentially</i> and <i>causally</i> to explain how the civil rights movement began. [RH.6–8.5]
6th-8th	Students <i>integrate</i> the <i>quantitative or technical information</i> expressed in the <i>text</i> of David Macaulay’s <i>Cathedral: The Story of Its Construction</i> with the information conveyed by the <i>diagrams</i> and <i>models</i> Macaulay <i>provides</i> , developing a deeper understanding of Gothic architecture. [RST.6–8.7]
6th-8th	Students construct a holistic picture of the history of Manhattan by <i>comparing</i> and <i>contrasting the information gained</i> from Donald Mackay’s <i>The Building of Manhattan</i> with the <i>multimedia</i> sources available on the “Manhattan on the Web” portal hosted by the New York Public Library. [RST.6–8.9] http://legacy.www.nypl.org/branch/manhattan/index2.cfm?Trg=1&d1=865
6th-8th	Students learn about fractal geometry by reading Ivars Peterson and Nancy Henderson’s <i>Math Trek: Adventures in the Math Zone</i> and then generate their own fractal geometric structure by <i>following the multistep procedure</i> for creating a Koch’s curve. [RST.6–8.3]
9th-10th	Students <i>compare</i> the similarities and differences in <i>point of view</i> in works by Dee Brown and Evan Connell regarding the Battle of Little Bighorn, analyzing <i>how</i> the authors <i>treat the same</i> event and <i>which details they include</i> and <i>emphasize in their respective accounts</i> . [RH.9–10.6]
9th-10th	Students analyze the role of African American soldiers in the Civil War by <i>comparing and contrasting primary source</i> materials against <i>secondary syntheses</i> such as Jim Haskins’s <i>Black, Blue and Gray: African Americans in the Civil War</i> . [RH.9–10.9]
9th-10th	Students <i>determine the meaning of words</i> such as <i>quadrant, astrolabe, equator, and horizon line</i> in Joan Dash’s <i>The Longitude Prize</i> as well as <i>phrases</i> such as <i>dead reckoning</i> and <i>sailing the parallel</i> that reflect <i>social aspects of history</i> . [RH.9–10.4]

Common Core Standards Sample Performance Tasks

9th-10th	Students <i>cite specific textual evidence</i> from Annie J. Cannon’s “Classifying the Stars” to <i>support</i> their <i>analysis</i> of the scientific importance of the discovery that light is composed of many colors. Students <i>include</i> in their <i>analysis precise details</i> from the text (such as Cannon’s repeated use of the image of the rainbow) to buttress their explanation. [RST.9–10.1].
9th-10th	Students <i>determine how</i> Jearl Walker clarifies the <i>phenomenon</i> of acceleration in his essay “Amusement Park Physics,” accurately <i>summarizing</i> his <i>conclusions</i> regarding the physics of roller coasters and <i>tracing</i> how <i>supporting details</i> regarding the <i>processes</i> of rotational dynamics and energy conversion are incorporated in his explanation. [RST.9–10.2]
9th-10th	Students read in Phillip Hoose’s Race to Save Lord God Bird about the attempts scientists and bird-lovers made to save the ivory-billed woodpecker from extinction and assess <i>the extent to which the reasoning and evidence</i> Hoose presents <i>supports</i> his <i>scientific</i> analysis of why protecting this particular species was so challenging. [RST.9–10.8]
11th-12th	Students <i>determine the central ideas</i> found in the Declaration of Sentiments by the Seneca Falls Conference, noting the parallels between it and the Declaration of Independence and <i>providing a summary that makes clear the relationships among the key details and ideas</i> of each text and between the texts. [RH.11–12.2]
11th-12th	Students <i>evaluate</i> the <i>premises</i> of James M. McPherson’s argument regarding why Northern soldiers fought in the Civil War by <i>corroborating</i> the <i>evidence</i> provided from the letters and diaries of these soldiers with <i>other</i> primary and secondary <i>sources</i> and <i>challenging</i> McPherson’s <i>claims</i> where appropriate. [RH.11–12.8]
11th-12th	Students <i>integrate</i> the <i>information</i> provided by Mary C. Daly, vice president at the Federal Reserve Bank of San Francisco, with the data presented <i>visually</i> in the FedViews report. In their analysis of these <i>sources of information presented in diverse formats</i> , students frame and <i>address a question or solve a problem</i> raised by their <i>evaluation</i> of the <i>evidence</i> . [RH.11–12.7]
11th-12th	Students <i>analyze the hierarchical</i> relationships between phrase searches and searches that use basic Boolean operators in Tara Calishain and Rael Dornfest’s <i>Google Hacks: Tips & Tools for Smarter Searching, 2nd Edition</i> . [RST.11–12.5]
11th-12th	Students <i>analyze</i> the concept of mass based on their close reading of Gordon Kane’s “The Mysteries of Mass” and <i>cite specific textual evidence</i> from the <i>text</i> to answer the question of why elementary particles have mass at all. Students explain <i>important distinctions the author makes</i> regarding the Higgs field and the Higgs boson and their relationship to the <i>concept of mass</i> . [RST.11–12.1]
11th-12th	Students <i>determine the meaning of key terms</i> such as <i>hydraulic, trajectory, and torque</i> as well as other <i>domain-specific words and phrases</i> such as <i>actuators, antilock brakes, and traction control</i> used in Mark Fischetti’s “Working Knowledge: Electronic Stability Control.” [RST.11–12.4]