

**Common Core State Standards
Sample Performance Tasks
for Stories and Poetry**

Kindergarten-1st	Students read two texts on the topic of pancakes (Tomie DePaola's <i>Pancakes for Breakfast</i> and Christina Rossetti's "Mix a Pancake") and distinguish between the text that is a <i>storybook</i> and the text that is a <i>poem</i> . [RL.K.5]
Kindergarten-1st	Students (with prompting and support from the teacher) describe the relationship between key events of the overall story of <i>Little Bear</i> by Else Holmelund Minarik to the corresponding scenes illustrated by Maurice Sendak. [RL.K.7]
Kindergarten-1st	Students (with prompting and support from the teacher) compare and contrast the adventures and experiences of the owl in Arnold Lobel's <i>Owl at Home</i> to those of the owl in Edward Lear's poem "The Owl and the Pussycat." [RL.K.9]
Kindergarten-1st	Students (with prompting and support from the teacher) when listening to Laura Ingalls Wilder's <i>Little House in the Big Woods</i> ask questions about the events that occur (such as the encounter with the bear) and answer by offering key details drawn from the text. [RL.1.1]
Kindergarten-1st	Students retell Arnold Lobel's <i>Frog and Toad Together</i> while demonstrating their understanding of a central message or lesson of the story (e.g., how friends are able to solve problems together or how hard work pays off). [RL.1.2]
Kindergarten-1st	After listening to L. Frank Baum's <i>The Wonderful Wizard of Oz</i> , students describe the characters of Dorothy, Auntie Em, and Uncle Henry, the setting of Kansan prairie, and the major events such as the arrival of the cyclone. [RL.1.3]
Kindergarten-1st	Students identify word and phrases within Molly Bang's <i>The Paper Crane</i> that appeal to the senses and suggest the feelings of happiness experiences by the owner of the restaurant (e.g., clapped, played, loved, overjoyed). [RL.1.4]
Kindergarten-1st	Students identify the points at which different characters are telling the story in the <i>Finn Family Moomintroll</i> by Tove Jansson. [RL.1.6]
2nd-3rd	Students read fables and folktales from diverse cultures that represent various origin tales, such as Rudyard Kipling's "How the Camel Got His Hump" and Natalie Babbitt's <i>The Search for Delicious</i> , and paraphrase their central message, lesson, or moral. [RL.2.2]
2nd-3rd	Students describe how the character of Bud in Christopher Paul Curtis' story of <i>Bud, Not Buddy</i> responds to a major event in his life of being placed in a foster home. [RL.2.3]
2nd-3rd	Students describe the overall story structure of <i>The Thirteen Clocks</i> by James Thurber, describing how the interactions of the characters of the Duke and Princess Saralinda introduce the beginning of the story and how the suspenseful plot comes to an end. [RL.2.5]

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2nd-3rd	Students ask and answer questions regarding the plot of Patricia MacLachlan's <i>Sarah, Plain and Tall</i> , explicitly referring to the book to form the basis for their answers. [RL.3.1]
2nd-3rd	Students read Paul Fleishman's poem "Fireflies," determining the meaning of words and phrases in the poem, particularly focusing on identifying his use of nonliteral language (e.g., "light is the ink we use") and talking about how it suggests meaning. [RL.3.4]
2nd-3rd	When discussing E. B. White's book <i>Charlotte's Web</i> , students distinguish their own point of view regarding Wilbur the Pig from that of Fern Arable as well as from that of the narrator. [RL.3.6]
2nd-3rd	Students explain how Mark Teague's illustrations contribute to what is conveyed in Cynthia Rylant's <i>Poppleton in Winter</i> to create the mood and emphasize aspects of characters and setting in the story. [RL.3.7]
4th-5th	Students explain the selfish behavior by Mary and make inferences regarding the impact of the cholera outbreak in Frances Hodgson Burnett's <i>The Secret Garden</i> by explicitly referring to details and examples from the text. [RL.4.1]
4th-5th	Students read Natalie Babbitt's <i>Tuck Everlasting</i> and describe in depth the idyllic setting of the story, drawing on specific details in the text, from the color of the sky to the sounds of the pond, to describe the scene. [RL.4.3]
4th-5th	Students refer to the structural elements (e.g. verse, rhythm, meter) of 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]
4th-5th	Students make connections between the visual presentation of John Tenniel's illustrations in Lewis Carroll's <i>Alice's Adventures in Wonderland</i> and the text of the story to identify how the pictures of Alice reflect specific descriptions of her in the text. [RL.4.7]
4th-5th	Students summarize the plot of Antoine de Saint-Exupery's <i>The Little Prince</i> 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 inquisitiveness and exploration as a theme of the story. [RL.5.2]
4th-5th	Students determine the meaning of the metaphor of a cat in Carl Sandburg's poem "Fog" and contrast that figurative language to the meaning of the simile in William Blake's "The Echoing Green." [RL.5.4]

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4th-5th	Students describe how the narrator's point of view in Walter Farley's <i>The Black Stallion</i> influences how events are described and how the reader perceives the character of Alexander Rasay, Jr. [RL.5.6]
4th-5th	Students compare and contrast coming-of-age stories by Christopher Paul Curtis (<i>Bud, Not Buddy</i>) and Louise Erdrich (<i>The Birchbark House</i>) by identifying similar themes and examining the stories' approach to the topic of growing up. [RL.5.9]
6th-8th	Students cite explicit textual evidence as well as draw inferences about the drake and the duck from Katherine Paterson's <i>The Tale of the Mandarin Ducks</i> to support their analysis fo the perils of vanity. [RL.6.1]
6th-8th	Students analyze how the opening stanza of Robert Frost's "The Road Not Taken" structures the rhythm and meter for the poem and how the themes introduced by the speaker develop over the course of the text. [RL.6.5]
6th-8th	Students explain how Sandra Cisneros's choice of words develops the point of view of the young speaker in ther story "Eleven." [RL.6.6]
6th-8th	Students compare and contrast the effect 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]
6th-8th	Students analyze how the playwright Louise Fletcher uses particular elements of drama (e.g. setting and dialogue) to create dramatic tension in her play <i>Sorry, Wrong Number</i> . [RL.7.3]
6th-8th	Students compare and contrast Laurence Yep's portrayal of Chinese immigrants in turn-of-the-century San Francisco in <i>Dragonwings</i> 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]
6th-8th	Students summarize the development of the morality of Tom Sawyer in Mark Twain's novel of the same name and analyze its connection to themes of accountability and authenticity by noting how it is conveyed through characters, setting, and plot. [RL.8.2]

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6th-8th	Students analyze Walt Whitman's "O Captain! My Captain!" to uncover the poem's analogies and allusions. They analyze the impact of specific word choices by Whitman, such as <i>rack</i> and <i>grim</i> , and determine how they contribute to the overall meaning and tone of the poem. [RL.8.4]
9th-10th	Students analyze in detail the theme of relationships between mothers and daughters and how that theme develops over the course of Amy Tan's <i>Joy Luck Club</i> . Students search the text for specific details that show how the theme emerges and how it is shaped and refined over the course of the novel. [RL.9-10.2]
9th-10th	Students analyze how the character in Odysseus from Homer's <i>Odyssey</i> -a "man of twists and turns"-reflects conflicting motivations through his interactions with other characters in the epic poem. They articulate how his conflicting loyalties during his long and complicated journey home from the Trojan War both advance the plot of Homer's epic and develop themes. [RL.9-10.3]
9th-10th	Students analyze how Michael Shaara in his Civil War novel <i>The Killer Angels</i> creates a sense of tension and even surprise regarding the outcome of events at the Battle of Gettysburg through pacing, ordering of events, and the overarching structure of the novel. [RL.9-10.5]
9th-10th	Students analyze how artistic representations of Ramses II (the pharaoh who reigned during the time of Moses) vary, basing their analysis on what is emphasized or absent in different treatments of the pharaoh in works of art (e.g., images in the British Museum) and in Percy Bysshe Shelley's poem "Ozymandias." [RL.9-10.7]
9th-10th	Students analyze how the Japanese filmmaker Akira Kurosawa in his film <i>Throne of Blood</i> draws on and transforms Shakespeare's play <i>Macbeth</i> in order to develop a similar plot set in feudal Japan. [RL.9-10.9]
11th-12th	Students cite strong and thorough textual evidence from John Keat's "Ode to a Grecian Urn" to support their analysis of what the poem says explicitly about the urn as well as what can be inferred about the urn from evidence in the poem. Based on their close reading, students draw inferences from the text regarding what meanings the figures decorating the urn convey as well as noting where the poem leaves matters about the urn and its decoration uncertain. [RL.11-12.1]
11th-12th	Students provide an objective summary of F. Scott's Fitzgerald's <i>Great Gatsby</i> wherein they analyze how over the course of the text different characters try to escape the worlds they come from, including whose help they get and whether anybody succeeds in escaping. [RL.11-12.2]

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11th-12th	Students analyze the first impressions given of Mr. and Mrs. Bennet in the opening chapter of <i>Pride and Prejudice</i> based on the setting and how the characters are introduced. By comparing these first impressions with their later understanding based on how the action is ordered and the characters develop over the course of the novel, students understand the impact of Jane Austen's choices in relating elements of the story. [RL.11-12.3]
11th-12th	Students compare and contrast the figurative and connotative meanings as well as specific word choices in John Donne's "Valediction Forbidding Mourning" and Emily Dickinson's "Because I Would Not Stop for Death" in order to determine how the metaphors of the <i>carriage</i> and the <i>compass</i> shape the meaning and tone of each poem. Students analyze the ways both poets use language that is particularly fresh, engaging, or beautiful to convey the multiple meanings regarding death contained in each poem. [RL.11-12.4]
11th-12th	Students analyze Miguel de Cervantes's <i>Don Quixote</i> and Jean-Baptiste Poquelin Moliere's <i>Tartuffe</i> for how what is directly stated in text differs from what is really meant, comparing and contrasting the point of view adopted by the protagonist in each work. [RL.11-12.6]
11th-12th	Students analyze how Anton Chekhov's choice of structuring his story "Home" by beginning in "midstream" shapes the meaning and text and contributes to its overall narrative arc. [RL.11-12.5]
11th-12th	Students compare two or more recorded or live productions of Arthur Miller's <i>Death of a Salesman</i> to the written text, evaluating how each version interprets the source text and debating which aspects of the enacted interpretations of the play best capture a particular character, scene, or theme. [RL.11-12.7]
11th-12th	Students compare and contrast how the protagonists of Herman Melville's <i>Billy Budd</i> and Nathaniel Hawthorne's <i>Scarlet Letter</i> maintain their integrity when confronting authority, and they relate their analysis of that theme to other portrayals in nineteenth- and early-twentieth-century foundational works of American literature they have read. [RL.11-12.9]