

Sample Performance Task for . . .

Stories and Poetry (K-1)
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]
Students (<i>with prompting and support from the teacher</i>) 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]
Students (<i>with prompting and support from the teacher</i>) 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]
Students (<i>with prompting and support from the teacher</i>) 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]
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]
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 major events such as the arrival of the cyclone. [RL.1.3]
Students identify words and phrases within Molly Bang’s <i>The Paper Crane</i> that appeal to the senses and suggest the feelings of happiness experienced by the owner of the restaurant (e.g., clapped, played, loved, overjoyed). [RL.1.4]
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]

Sample Performance Task for . . .

Informational Texts K -1
Students (with prompting and support from the teacher) read “Garden Helpers” in National Geographic Young Explorers and demonstrate their understanding of the main idea of the text—not all bugs are bad—by retelling key details. [RI.K.2]
Students (with prompting and support from the teacher) describe the connection between drag and flying in Fran Hodgkins and True Kelley’s How People Learned to Fly by performing the “arm spinning” experiment described in the text. [RI.K.3]
Students ask and answer questions about animals (e.g., hyena, alligator, platypus, scorpion) they encounter in Steve Jenkins and Robin Page’s What Do You Do With a Tail Like This? [RI.K.4]
Students identify Edith Thacher Hurd as the author of Starfish and Robin Brickman as the illustrator of the text and define the role and materials each contributes to the text. [RI.K.6]
After listening to Gail Gibbons’ Fire! Fire!, students ask questions about how firefighters respond to a fire and answer using key details from the text. [RI.1.1]
Students locate key facts or information in Claire Llewellyn’s Earthworms by using various text features (head-ings, table of contents, glossary) found in the text. [RI.1.5]
Students use the illustrations along with textual details in Wendy Pfeffer’s From Seed to Pumpkin to describe the key idea of how a pumpkin grows. [RI.1.7]
Students <i>identify</i> 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]

Sample Performance Task for . . .

Stories and Poetry (2-3)
Students read <i>fables</i> and <i>folktales from diverse cultures</i> 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 <i>their central message, lesson, or moral</i> . [RL.2.2]
Students <i>describe how the character</i> of Bud in Christopher Paul Curtis’ story <i>Bud, Not Buddy</i> responds to a major event in his life of being placed in a foster home. [RL.2.3]
Students <i>describe the overall story structure</i> of <i>The Thirteen Clocks</i> by James Thurber, <i>describing how</i> the interactions of the characters of the Duke and Princess Saralinda <i>introduce the beginning of the story</i> and how the suspenseful plot comes to an <i>end</i> . [RL.2.5]
Students <i>ask and answer questions</i> regarding the plot of Patricia MacLachlan’s <i>Sarah, Plain and Tall</i> , <i>explicitly referring to the book</i> to form the <i>basis for their answers</i> . [RL.3.1]
Students read Paul Fleischman’s poem “Fireflies,” determining the meaning of <i>words and phrases in</i> the poem, particularly focusing on identifying his use of <i>nonliteral language</i> (e.g., “light is the ink we use”) and talking about how it suggests meaning. [RL.3.4]
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]
<i>Students explain how Mark Teague’s illustrations contribute to what is conveyed in Cynthia Rylant’s Poppleton in Winter to create the mood and emphasize aspects of characters and setting in the story</i> . [RL.3.7]

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Informational Texts (2-3)
Students read Alikí’s description of <i>A Medieval Feast</i> and <i>demonstrate</i> their <i>understanding</i> of all that goes into such an event by <i>asking questions</i> pertaining to <i>who, what, where, when, why,</i> and <i>how</i> such a meal happens and by <i>answering using key details</i> . [RI.2.1]
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 <i>the Arctic</i> . [RI.2.4]
Students read Selby Beeler’s <i>Throw Your Tooth on the Roof: Tooth Traditions Around the World</i> and <i>identify what Beeler wants to answer</i> as well as explain the <i>main purpose of the text</i> . [RI.2.6]
Students <i>explain how the 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]
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 she is making in the text</i> . [RI.2.8]
Students <i>explain how the main idea</i> that Lincoln had “many faces” in Russell Freedman’s <i>Lincoln: A Photobiography</i> is <i>supported by key details</i> in the text. [RI.3.2]
Students read Robert Coles’s retelling of <i>a series of historical events</i> in <i>The Story of Ruby Bridges</i> . <i>Using their knowledge of how cause and effect</i> gives order to <i>events</i> , they <i>use specific language</i> to <i>describe the sequence</i> of events that leads to Ruby desegregating her school. [RI.3.3]
Students <i>use text features</i> , such as the table of contents and headers, found in Alikí’s text <i>Ah, Music!</i> to <i>identify relevant sections</i> and <i>locate information relevant to a given topic</i> (e.g., rhythm, instruments, harmony) <i>quickly and efficiently</i> . [RI.3.5]

Sample Performance Task for . . .

Stories and Poetry (4-5)
Students <i>explain</i> the selfish behavior by Mary and make <i>inferences</i> regarding the impact of the cholera outbreak in Frances Hodgson Burnett's <i>The Secret Garden</i> by <i>explicitly referring to details and examples from the text</i> . [RL.4.1]
Students read Natalie Babbitt's <i>Tuck Everlasting</i> and <i>describe in depth</i> the idyllic <i>setting</i> of the story, <i>drawing on specific details in the text</i> , from the color of the sky to the sounds of the pond, to describe the scene. [RL.4.3]
Students <i>refer to the structural elements</i> (e.g., <i>verse, rhythm, meter</i>) of Ernest Lawrence Thayer's "Casey at the Bat" when analyzing the <i>poem</i> and contrasting the impact and <i>differences</i> of those <i>elements</i> to a <i>prose</i> summary of the <i>poem</i> . [RL.4.5]
Students <i>make connections between the visual presentation</i> of John Tenniel's illustrations in Lewis Carroll's <i>Alice's Adventures in Wonderland</i> and the text of the story to <i>identify</i> how the pictures of Alice reflect <i>specific descriptions</i> of her <i>in the text</i> . [RL.4.7]
Students <i>summarize</i> the plot of Antoine de Saint-Exupéry's <i>The Little Prince</i> and then reflect on the <i>challenges</i> facing the <i>characters in the story</i> while employing those and other <i>details in the text</i> to discuss the value of inquisitiveness and exploration as a <i>theme</i> of the <i>story</i> . [RL.5.2]
Students <i>determine the meaning of the metaphor</i> of a cat in Carl Sandburg's poem "Fog" and contrast that <i>figurative language</i> to the meaning of the <i>simile</i> in William Blake's "The Echoing Green." [RL.5.4]
Students <i>describe how the narrator's point of view</i> in Walter Farley's <i>The Black Stallion</i> <i>influences how events are described</i> and how the reader perceives the character of Alexander Ramsay, Jr. [RL.5.6]
Students <i>compare and contrast</i> coming-of-age <i>stories</i> by Christopher Paul Curtis (<i>Bud, Not Buddy</i>) and Louise Erdrich (<i>The Birchbark House</i>) by <i>identifying similar themes</i> and examining the stories' <i>approach</i> to the topic of growing up. [RL.5.9]

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Informational Texts (4–5)
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 support</i> his distinctions regarding different types of telescopes. [RI.4.2]
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]
Students <i>compare and contrast a firsthand account</i> of African American ballplayers in the Negro Leagues to a <i>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 the <i>information provided</i> by each. [RI.4.6]
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 how the information</i> found within it <i>contributes to an understanding of</i> how to create a budget. [RI.4.7]
Students <i>explain how</i> 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]
Students <i>quote accurately and explicitly from</i> Leslie Hall’s “Seeing Eye to Eye” to <i>explain statements</i> they make and ideas they <i>infer</i> regarding sight and light. [RI.5.1]
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]
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]

Sample Performance Task for . . .

Stories, Drama, and Poetry (6-8)
Students <i>cite explicit textual evidence</i> as well as draw <i>inferences</i> about the drake and the duck from Katherine Paterson’s <i>The Tale of the Mandarin Ducks</i> to support their <i>analysis</i> of the perils of vanity. [RL.6.1]
Students <i>analyze how</i> the opening <i>stanza</i> of Robert Frost’s “The Road Not Taken” <i>structures</i> the rhythm and meter for the poem and how the <i>themes</i> introduced by the speaker <i>develop</i> over the course of <i>the text</i> . [RL.6.5]
Students <i>explain how</i> Sandra Cisneros’s choice of words <i>develops the point of view of the young speaker</i> in her story “Eleven.” [RL.6.6]
Students <i>compare and contrast</i> the effect Henry Wadsworth Longfellow’s <i>poem</i> “Paul Revere’s Ride” has on them to the effect they experience from a <i>multimedia</i> dramatization of the event presented in an interactive digital map (http://www.paulreverehouse.org/ride/), <i>analyzing</i> the impact of different <i>techniques</i> employed that are <i>unique to each medium</i> . [RL.6.7]
Students <i>analyze how</i> the playwright Louise Fletcher uses <i>particular elements of drama</i> (e.g., setting and dialogue) to create dramatic tension in her play <i>Sorry, Wrong Number</i> . [RL.7.3]
Students <i>compare and contrast</i> Laurence Yep’s <i>fictional portrayal</i> of Chinese immigrants in turn-of-the-twentieth-century San Francisco in <i>Dragonwings</i> to <i>historical accounts of the same period</i> (using materials detailing the 1906 San Francisco earthquake) in order to glean a deeper <i>understanding of how authors use or alter historical sources</i> to create a sense of <i>time</i> and <i>place</i> as well as make fictional <i>characters</i> lifelike and real. [RL.7.9]
Students <i>summarize the development</i> 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 <i>through characters, setting, and plot</i> . [RL.8.2]
Students <i>analyze</i> Walt Whitman’s “O Captain! My Captain!” to uncover the poem’s <i>analogies</i> and <i>allusions</i> . They <i>analyze the impact of specific word choices</i> by Whitman, such as <i>rack</i> and <i>grim</i> , and <i>determine</i> how they contribute to the overall <i>meaning and tone</i> of the poem. [RL.8.4]

Sample Performance Task for . . .

Informational Texts: English Language Arts (6-8)

Students *analyze in detail* how the early years of Harriet Tubman (as related by author Ann Petry) contributed to her later becoming a conductor on the Underground Railroad, attending to how the author *introduces, illustrates, and elaborates* upon the events in Tubman’s life. [RI.6.3]

Students *trace* the line of *argument* in Winston Churchill’s “Blood, Toil, Tears and Sweat” address to Parliament and *evaluate* his *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 *determine* the *figurative and connotative meanings* of words 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 Steinbeck’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]

Students *determine* the *point of view* of John Adams in his “Letter on Thomas Jefferson” and *analyze how* he *distinguishes* his position *from* an alternative approach articulated by Thomas Jefferson. [RI.7.6]

Students *provide an objective summary* of Frederick Douglass’s Narrative. They *analyze* how *the central idea* regarding the evils of slavery is *conveyed through supporting ideas* and *developed over the course of the text*. [RI.8.2]

Sample Performance Task for . . .

Informational Texts: History/Social Studies & Science, Mathematics, and Technical Subjects (6-8)

Students analyze the governmental structure of the United States and *support their analysis by citing specific textual evidence from primary sources* such as the Preamble and First Amendment of the U.S. Constitution as well as secondary sources such as Linda R. Monk’s *Words We Live By: Your Annotated Guide to the Constitution*. [RH.6–8.1]

Students learn about fractal geometry by reading Ivars Peterson and Nancy Henderson’s *Math Trek: Adventures in the Math Zone* and then generate their own fractal geometric structure by *following the multistep procedure* for creating a Koch’s curve. [RST.6–8.3]

Students *describe how* Russell Freedman in his book *Freedom Walkers: The Story of the Montgomery Bus Boycott* integrates and *presents information* both *sequentially* and *causally* to explain how the civil rights movement began. [RH.6–8.5]

Students evaluate 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*; presenting Chicago as a city that was “ready to burn.” [RH.6–8.6]

Students *integrate the quantitative or technical information expressed in the text* of David Macaulay’s *Cathedral: The Story of Its Construction* with the information conveyed by the *diagrams* and *models* Macaulay *provides*, developing a deeper understanding of Gothic architecture. [RST.6–8.7]

Students construct a holistic picture of the history of Manhattan by *comparing and contrasting the information gained from* Donald Mackay’s *The Building of Manhattan* with the *multimedia sources* available on the “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]

Sample Performance Task for . . .

Stories, Drama, and Poetry (9 – 10)

Students *analyze in detail the theme* of relationships between mothers and daughters and how that *theme develops over the course of* Amy Tan’s *The Joy Luck Club*. 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]

Students *analyze how the character* of Odysseus from Homer’s *Odyssey*—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]

Students *analyze how* Michael Shaara in his Civil War novel *The Killer Angels* 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]

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]

Students *analyze how* the Japanese filmmaker Akira Kurosawa in his film *Throne of Blood* *draws on and trans-forms Shakespeare’s play Macbeth* in order to develop a similar plot set in feudal Japan. [RL.9–10.9]

Sample Performance Task for . . .

Informational Texts: English Language Arts (9-10)

Students *analyze how* Abraham Lincoln in his “Second Inaugural Address” *unfolds* his examination of the *ideas* that led to the Civil War, paying particular attention to *the order in which the points are made, how Lincoln introduces and develops his points, and the connections that are drawn between them.* [RI.9–10.3]

Students determine the purpose and point of view in Martin Luther King, Jr.’s, “I Have a Dream” speech and analyze how King uses rhetoric to advance his position. [RI.9–10.6]

Students *evaluate the argument and specific claims* about the “spirit of liberty” in Learned Hand’s “I Am an American Day Address,” *assessing the relevance and sufficiency of the evidence and the validity of his reasoning.* [RI.9–10.8]

Students compare George Washington’s Farewell Address to other foreign policy statements, such as the Monroe Doctrine, and *analyze how both texts address similar themes and concepts* regarding “entangling alliances.” [RI.9–10.9]

Sample Performance Task for . . .

Informational Texts: History/Social Studies & Science, Mathematics and Technical Subjects (9-10)
Students <i>cite specific textual evidence</i> from Annie J. Cannon’s “Classifying the Stars” to support 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].
Students <i>determine how</i> Jearl Walker clarifies the <i>phenomenon</i> of acceleration in his essay “Amusement Park Physics,” <i>accurately summarizing</i> his <i>conclusions</i> regarding the physics of roller coasters <i>and tracing how sup-porting details</i> regarding the <i>processes</i> of rotational dynamics and energy conversion are incorporated in his explanation. [RST.9–10.2]
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]
Students <i>compare the</i> 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 event</i> and <i>which details they include and emphasize in their respective accounts</i> . [RH.9–10.6]
Students read in Phillip Hoose’s <i>Race to Save Lord God Bird</i> about the attempts scientists and bird-lovers made to save the ivory-billed woodpecker from extinction and <i>assess the extent to which the reasoning and evidence</i> Hoose presents <i>supports his scientific analysis</i> of why protecting this particular species was so challenging. [RST.9–10.8]
Students analyze the role of African American soldiers in the Civil War by <i>comparing and contrasting primary source materials</i> 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]

Sample Performance Task for . . .

Stories, Drama, and Poetry (11-12)
Students <i>cite strong and thorough textual evidence</i> from John Keats’s “Ode on a Grecian Urn” to <i>support</i> their <i>analysis</i> of what the poem says explicitly about the urn as well as what can be <i>inferred</i> about the urn from <i>evidence</i> in the poem. Based on their close reading, students <i>draw inferences from the text</i> regarding what meanings the figures decorating the urn convey as well as noting <i>where the poem leaves matters about the urn and its decoration uncertain</i> . [RL.11–12.1]
Students <i>provide an objective summary</i> of F. Scott’s Fitzgerald’s <i>Great Gatsby</i> wherein they analyze how <i>over the course of the text</i> 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]
Students <i>analyze</i> the first impressions given of Mr. and Mrs. Bennet in the opening chapter of <i>Pride and Prejudice</i> based on <i>the setting</i> and how <i>the characters are introduced</i> . By comparing these first impressions with their later understanding based on how <i>the action is ordered</i> and the <i>characters develop</i> over the course of the novel, students understand <i>the impact of Jane Austen’s choices in relating elements of a story</i> . [RL.11–12.3]
Students compare and contrast the <i>figurative and connotative meanings</i> as well as <i>specific word choices</i> in John Donne’s “Valediction Forbidding Mourning” and Emily Dickinson’s “Because I Would Not Stop for Death” in order to <i>determine how</i> the metaphors of the carriage and the compass <i>shape the meaning and tone</i> of each poem. Students <i>analyze</i> the ways both poets use <i>language that is particularly fresh, engaging, or beautiful</i> to convey the <i>multiple meanings</i> regarding death contained in each <i>poem</i> . [RL.11–12.4]
Students <i>analyze</i> how Anton Chekhov’s choice of <i>structuring</i> his story “Home” by <i>beginning</i> in “midstream” <i>shapes the meaning of the text</i> and <i>contributes to its overall</i> narrative arc. [RL.11–12.5]
Students <i>analyze</i> Miguel de Cervantes’s <i>Don Quixote</i> and Jean-Baptiste Poquelin Molière’s <i>Tartuffe</i> for how <i>what is directly stated in a text differs from what is really meant</i> , comparing and contrasting the <i>point of view</i> adopted by the protagonist in each work. [RL.11–12.6]
Students compare two or more <i>recorded or live productions</i> of Arthur Miller’s <i>Death of a Salesman</i> to the written text, <i>evaluating how each version interprets the source text</i> and debating which aspects of the enacted <i>interpretations</i> of the play best capture a particular character, scene, or theme. [RL.11–12.7]
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]

Sample Performance Task for . . .

Informational Texts: English Language Arts (11-12)
Students <i>provide an objective summary</i> of Henry David Thoreau’s <i>Walden</i> wherein they <i>analyze how</i> he articulates <i>the central ideas</i> of living simply and being self-reliant and how those ideas <i>interact and build on one another</i> (e.g., “According to Thoreau, how specifically does moving toward complexity in one’s life undermine self-reliance?”) [RI.11–12.2]
Students <i>analyze how</i> the <i>key term success</i> is interpreted, <i>used, and refined over the course of</i> G. K. Chesterton’s essay “The Fallacy of Success.” [RI.11–12.4]
Students determine Richard Hofstadter’s <i>purpose and point of view</i> in his “Abraham Lincoln and the Self-Made Myth,” <i>analyzing</i> how both Hofstadter’s <i>style and content contribute</i> to the <i>eloquent and powerful</i> contrast he draws between the younger, ambitious Lincoln and the sober, more reflective man of the presidential years. [RI.11–12.6]
Students <i>delineate and evaluate</i> the <i>argument</i> that Thomas Paine makes in <i>Common Sense</i> . They <i>assess the reasoning</i> present in his analysis, including the <i>premises and purposes</i> of his essay. [RI.11–12.8]
Students <i>analyze</i> Thomas Jefferson’s Declaration of Independence, identifying its <i>purpose</i> and evaluating <i>rhetorical features</i> such as the listing of grievances. Students compare and contrast the <i>themes</i> and argument found there to those of other <i>U.S. documents of historical and literary significance</i> , such as the Olive Branch Petition. [RI.11–12.9]

Sample Performance Task for . . .

Informational Texts: History/Social Studies & Science, Mathematics and Technical Subjects (11-12)

Students *analyze* the concept of mass based on their close reading of Gordon Kane’s “The Mysteries of Mass” and *cite specific textual evidence* from the *text* to answer the question of why elementary particles have mass at all. Students explain *important distinctions the author makes* regarding the Higgs field and the Higgs boson and their relationship to the concept of mass. [RST.11–12.1]

Students *determine the central ideas* found in the Declaration of Sentiments by the Seneca Falls Conference, noting the parallels between it and the Declaration of Independence and *providing a summary that makes clear the relationships among the key details and ideas* of each text and between the texts. [RH.11–12.2]

Students *determine the meaning of key terms* such as *hydraulic, trajectory, and torque* as well as other *domain-specific words and phrases* such as *actuators, antilock brakes, and traction control* used in Mark Fischetti’s “Working Knowledge: Electronic Stability Control.” [RST.11–12.4]

Students *analyze the hierarchical relationships* between phrase searches and searches that use basic Boolean operators in Tara Calishain and Rael Dornfest’s *Google Hacks: Tips & Tools for Smarter Searching, 2nd Edition*. [RST.11–12.5]

Students *integrate the information* provided by Mary C. Daly, vice president at the Federal Reserve Bank of San Francisco, with the data presented *visually* in the *FedViews* report. In their analysis of these *sources of information presented in diverse formats*, students *frame and address a question or solve a problem* raised by their *evaluation* of the evidence. [RH.11–12.7]

Students *evaluate the premises* of James M. McPherson’s argument regarding why Northern soldiers fought in the Civil War by *corroborating the evidence* provided from the letters and diaries of these soldiers with *other primary and secondary sources* and *challenging McPherson’s claims* where appropriate. [RH.11–12.8]