

Sample Performance Tasks for Informational Texts

- Students *explain how* Melvin Berger *uses reasons and evidence* in his book *Discovering Mars: The Amazing Story of the Red Planet* to *support particular points* regarding the topology of the planet. [RI.4.8]
- Students identify *the overall structure of ideas, concepts, and information* in Seymour Simon’s *Horses* (based on factors such as their speed and color) and *compare and contrast* that scheme to the one employed by Patricia Lauber in her book *Hurricanes: Earth’s Mightiest Storms*. [RI.5.5]
- Students *interpret* the visual *chart* that accompanies 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 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 African American ballplayers in the Negro Leagues to *a secondhand account* of 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* Leslie Hall’s “Seeing Eye to Eye” to *explain statements* they make and ideas they *infer* regarding sight and light. [RI.5.1]
- Students *determine the main idea* of Colin A. Ronan’s “Telescopes” and create a *summary* by *explaining how key details support* his distinctions regarding different types of telescopes. [RI.4.2]