

Sample Performance Tasks for Informational Texts

Students read Alikí'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 Joyce Milton's statement that bats are nocturnal in her *Bats: Creatures of the Night* and how she supports the points she is making in the text. [RI.2.8]

Students read Selby Beeler's *Throw Your Tooth on the Roof: Tooth Traditions Around the World* and identify what Beeler 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 Sarah L. Thomson's *Where Do Polar Bears Live?*, such as cub, den, blubber, and the Arctic. [RI.2.4]

Students explain how the main idea that Lincoln had "many faces" in Russell Freedman's *Lincoln: A Photobiography* is supported by key details in the text. [RI.3.2]

Students read Robert Coles's retelling of a series of historical events in *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 Ruby desegregating her school. [RI.3.3]

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

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