

Sample Performance Tasks for Informational Texts: English Language Arts

- 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]
- 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 *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 *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]