

Sample Performance Tasks for Informational Texts: History/Social Studies & Science, Mathematics, and Technical Subjects

- 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 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 *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 *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 [RST.6–8.9] (<http://legacy.www.nypl.org/branch/manhattan/index2.cfm?Trg=1&d1=865>).
- 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]