

Sample Performance Tasks for Stories and Poetry

Students ask and answer questions regarding the plot of Patricia MacLachlan’s *Sarah, Plain and Tall*, explicitly referring to the book to form the basis for their answers.

[RL.3.1]

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. [RL.3.7]

Students read fables and folktales from diverse cultures that represent various origin tales, such as Rudyard Kipling’s “How the Camel Got His Hump” and Natalie Babbitt’s *The Search for Delicious*, and paraphrase their central message, lesson, or moral.

[RL.2.2]

Students describe the overall story structure of *The Thirteen Clocks* by James Thurber, describing how the interactions of the characters of the Duke and Princess Saralinda introduce the beginning of the story and how the suspenseful plot comes to an end.

[RL.2.5]

When discussing E. B. White’s book *Charlotte’s Web*, 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]

Students describe how the character of Bud in Christopher Paul Curtis’ story *Bud, Not Buddy* responds to a major event in his life of being placed in a foster home. [RL.2.3]

Students read Paul Fleischman’s poem “Fireflies,” determining the meaning of words and phrases in the poem, particularly focusing on identifying his use of non-literal language (e.g., “light is the ink we use”) and talking about how it suggests meaning.

[RL.3.4]