Common Core State Standards Appendix B lists text exemplars and brief performance tasks that further clarify the meaning of the Standards. These sample tasks illustrate specifically the application of the Standards to texts of sufficient complexity, quality, and range. Relevant Reading standards are noted in brackets following each task, and the words in italics in the task reflect the wording of the Reading standard itself. (Individual grade-specific Reading standards are identified by their strand, grade, and number, so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3.)

**SAMPLE INFORMATIONAL TEXT PERFORMANCE TASKS FROM APPENDIX B**

Students ask and answer questions about animals (e.g., hyena, alligator, platypus, scorpion) they encounter in Steve Jenkins and Robin Page's *What Do You Do With a Tail Like This?* [RI.K.4]

Students (with prompting and support from the teacher) read "Garden Helpers" in *National Geographic Young Explorers* and demonstrate their understanding of the main idea of the text - not all bugs are bad - by retelling key details. [RI.K.2]

Students use the illustrations along with textual details in Wendy Pfeffer’s *From Seed to Pumpkin* to describe the key idea of how a pumpkin grows. [RI.1.7]

Students locate key facts or information in Claire Llewellyn’s *Earthworms* by using various text features (headings, table of contents, glossary) found in the text. [RI.1.5]

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 use text features, such as the table of contents and headers, found in Aliki’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]
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 **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 **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 **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 **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 **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 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' 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 **determine the purpose** and **point of view** in Martin Luther King, Jr.'s, "I Have a Dream" speech and **analyze how King uses rhetoric to advance** his position. [RI.9-10.6]

Students **delineate and evaluate** the **argument** that Thomas Paine makes in *Common Sense*. They **assess the reasoning** present in his analysis, including the **premises and purposes** of his essay. [RI.11-12.8]