

## Sample Performance tasks for Reading in History, Science, Math and Technical Subjects

Anchor Reading Standard	9-10 Graders	11-12 grades	Possible Products
<p>1. Read <i>closely</i> to determine what the text says <i>explicitly</i> and to make <i>logical inferences</i> from it; cite <i>specific textual evidence</i> when writing or speaking to support conclusions drawn from the text.</p>	<p>Students understand the concept of _____ based on their close reading of _____ and cite specific evidence that explain the idea of _____.</p>	<p>Students <i>analyze</i> the concept of _____ based on their close reading of _____ and <i>cite specific textual evidence</i> from the <i>text</i> to answer the question of _____. Students explain <i>important distinctions the author makes</i> regarding _____.</p> <p>[RST.11–12.1]</p>	<ul style="list-style-type: none"> <li>• Discussion in class (Seminar)</li> <li>• Written Response (reaction)</li> <li>• Research assignment</li> </ul>
<p>2. <i>Determine central ideas</i> or themes of a text and <i>analyze their development</i>; <i>summarize</i> the key supporting details and ideas.</p>	<p>Students <i>determine how</i> _____ clarifies the <i>phenomenon of</i> _____ in his [essay, article, etc.] <i>accurately summarizing his conclusions</i> regarding _____ <i>and tracing how supporting details</i> regarding _____. [RST.9–10.2]</p>	<p>Students <i>determine the central ideas</i> found in the _____ and _____, noting the _____ and <i>providing a summary that makes clear the relationships among the key details and ideas</i> of each text and between the texts. [RH.11–12.2]</p>	<ul style="list-style-type: none"> <li>• Graphic organizer</li> <li>• Group Discussion</li> <li>• Exit Tickets</li> </ul>
<p>3. <i>Analyze how and why</i> individuals, events, or ideas <i>develop and interact</i> over the course of a text.</p>	<p>Given the procedural steps for _____ (lab experiment, etc.), students should follow the directions to successfully complete the task. [RST.9-10.3]</p>	<p>Given the procedural steps for _____ (lab experiment, etc.), students should follow the directions to successfully complete the task and successfully interpret the results to prove a hypothesis. [RST.11-12.3]</p>	<ul style="list-style-type: none"> <li>• Lab experiment</li> <li>• Construction of tangible object</li> <li>• Lab report</li> <li>• Data chart</li> </ul>

<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Students determine the meaning of words such as _____ in _____ as well as phrases such as _____ that reflect _____. [RH.9–10.4]</p>	<p>Students determine the meaning of key terms such as _____ as well as other domain-specific words and phrases such as _____ used in _____. [RST.11–12.4]</p>	<ul style="list-style-type: none"> <li>• Vocabulary activity/ Organizer</li> <li>• A lots diagram with key words and meanings</li> </ul>
<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>Students read _____ and explain how each section of the text relate to the other sections (i.e., reading a textbook or article with multi parts) [RST.9-10.5]</p>	<p>Students analyze the hierarchical relationships between _____ in _____. [RST.11–12.5]</p>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Presentation</li> </ul>
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>What purpose does _____ (author) have in analyzing _____ (idea) in _____ (source)? [RST. 9-10.6 or RH.9-10.6]</p>	<p>What purpose does _____ (author) have in analyzing _____ (idea) in _____ (source), and identify the concepts that he/she still have not resolved. What are some unresolved essential questions that you have after reading? [RST. 11-12.6 or RH.11-12.6]</p>	<ul style="list-style-type: none"> <li>• Exit Ticket</li> <li>• Analysis paper</li> <li>• Essential Questions</li> <li>• Class Discussion</li> <li>• Small Group Discussion</li> </ul>
<p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p>Students read _____ and organize the information into a graphic or chart to explain the overall meaning of the information [RH.09-10.7] or [RST.9-10.7]</p>	<p>Students integrate the information provided by _____, with the data presented visually in _____. In their analysis of these sources of information presented in diverse formats, students frame and address a question or solve a problem raised by their evaluation of the evidence. [RH.11–12.7] or [RST.11-12.7]</p>	<ul style="list-style-type: none"> <li>• Tables/ Diagrams/ Charts</li> <li>• Establishment of a central Question(s).</li> </ul>

<p>8. <i>Delineate and evaluate the argument and specific claims</i> in a text, including the validity of the reasoning as well as the relevance and sufficiency of the argument.</p>	<p>Students read in _____ about _____ and assess <i>the extent to which the reasoning and evidence</i> _____ (author) presents <i>supports the analysis of</i> _____. [RST.9–10.8]</p>	<p>Students <i>evaluate</i> the <i>premises</i> of _____ regarding _____ by <i>corroborating</i> the <i>evidence</i> provided from _____ with <i>other</i> primary and secondary <i>sources</i> and <i>challenging</i> _____ <i>claims</i> where appropriate. [RH.11–12.8]</p>	<ul style="list-style-type: none"> <li>• Research paper with primary and secondary sources</li> <li>• Research analysis</li> <li>• Argumentative writing (letter to the Editor/ Senator, etc.)</li> </ul>
<p>9. <i>Analyze how two or more texts address similar themes or topics</i> in order to build knowledge or to compare the approaches the authors take.</p>	<p>Students analyze _____ by <i>comparing and contrasting primary source</i> materials against <i>secondary</i> syntheses such as _____. [RH.9–10.9] or [RST.9-10.9]</p>	<p>Students explain the idea of _____ using the following readings: _____, and _____ and explain how _____ (a process, a result, etc) [RH.11-12.9] or [ST.11-12.9]</p>	<ul style="list-style-type: none"> <li>• Venn Diagram</li> <li>• Presentation</li> <li>• Discussion</li> </ul>
<p>10. Read and <i>comprehend</i> complex <i>literary and informational texts</i> independently and proficiently.</p>	<p>Students should be given multiple opportunities to read informational texts over the duration of a course, and the readings should develop in complexity with support for struggling readers.</p>	<p>Students should be given multiple opportunities to read informational texts over the duration of a course, and the readings should develop in complexity with support for struggling readers.</p>	

\*\* Teachers should refer to the specific standards for Reading and Writing for Science, Math and Technical Subjects, which further explains the relationship of the anchor standard to the specific standard.

\*\* Teachers in Technical Subjects should have students reading a variety of informational texts over the duration of the class. These texts should have specific relevance to the content and be extracted from “real-world” sources applicable to the content area.

# Writing Standards for History, Science, Math and Technical Subjects

Writing Anchor Standards	9-10 Graders	11-12 grades	Possible Products
<p>[1] Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p>	<p>Using [primary and secondary sources from multiple perspectives], _____ . Write _____ [an argument in some format]. Be sure to support your argument with evidence from your research.</p>	<p>Using [primary and secondary sources from multiple perspectives], _____ . Write _____ [an argument in some format]. Be sure to support your argument with evidence from your research.</p>	
<p>[2] Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>After studying _____ Write a letter of concern, opinion piece] to _____ to explain _____. Support your discussion with evidence from your research and texts.</p>	<p>After studying _____ Write a letter of concern, opinion piece] to _____ to explain _____. Support your discussion with evidence from your research and texts.</p>	
<p>[3] Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>	<p>Not Required</p>	<p>Not Required</p>	

<p>[4] Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>• Integrated throughout other tasks</li> <li>• Teachers use graphic organizers for developing writing (will be developed as part of summer work)</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated throughout other tasks</li> <li>• Teachers use graphic organizers for developing writing (will be developed as part of summer work)</li> </ul>	
<p>[5] Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ul style="list-style-type: none"> <li>• Integrated as part of writing process</li> <li>• Se of common processes to generate writing</li> <li>• STEM connection- The engineering process applied to writing</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated as part of writing process</li> <li>• Se of common processes to generate writing</li> <li>• STEM connection- The engineering process applied to writing</li> </ul>	
<p>[6] Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<ul style="list-style-type: none"> <li>• This component should be part of the process of the class- for example, using blogs and social media to engage writing and collaborate.</li> </ul>	<ul style="list-style-type: none"> <li>• This component should be part of the process of the class- for example, using blogs and social media to engage writing and collaborate.</li> </ul>	
<p>[7] Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>Using a variety of resources (both print and media) develop an essential question based on _____. Write a detailed analysis of _____ answering the essential question. Make sure to appropriately document sources.</p>	<p>Using a variety of resources (both print and media) develop an essential question based on _____. Write a detailed analysis of _____ answering the essential question. Make sure to appropriately document sources.</p>	

<p>[8] Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<ul style="list-style-type: none"> <li>• Integrated into other areas, particularly #4</li> <li>• Focus lessons on validation of sources and integration of information with integrity</li> <li>• Lessons on copyright</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated into other areas, particularly #4</li> <li>• Focus lessons on validation of sources and integration of information with integrity</li> <li>• Lessons on copyright</li> </ul>	
<p>[9] Draw evidence from literacy or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> <li>• Integrated into other areas</li> <li>• Part of the research process</li> <li>• Teach students about ethical research and use of sources with integrity.</li> <li>• Lessons focused on integration of researched information into products- writing, presentations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated into other areas</li> <li>• Part of the research process</li> <li>• Teach students about ethical research and use of sources with integrity.</li> <li>• Lessons focused on integration of researched information into products- writing, presentations, etc.</li> </ul>	
<p>[10] Write routinely over extended time frames (time for research, reflection, and revision) and shorter times frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences</p>	<ul style="list-style-type: none"> <li>• Teachers should plan accordingly to ensure that students are writing frequently and more complexly over the duration of the course.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers should plan accordingly to ensure that students are writing frequently and more complexly over the duration of the course.</li> </ul>	

\*Students in technical subjects should generate both short and longer, sustained pieces of writing to explore appropriate content in the specific discipline. Students should always be asked to validate resources and draw evidence from a variety of sources.

\*\* Teachers should refer to the specific standards for Reading and Writing for Science, Math and Technical Subjects, which further explains the relationship of the anchor standard to the specific standard.