**There are 4 Performance Tasks within this course.  Below you will find the title and description for each. (Please note, for your convenience, we have provided a Teacher Overview and Student Materials download for each of the 4 Tasks.)**

**ELA Performance Task Titles:**

3rd Grade:

* **Natural Disasters:** This Performance Task focuses on Reading and Writing Informational Text, Research, and Science. Students will utilize text evidence to analyze and draw inferences; understand complex text; understand the structure of the text and how portions of the text relate to one another; synthesize information from multiple sources; use domain specific vocabulary to inform; write a compare and contrast essay from the informational text as well as independent research; complete independent research; and use information gained from informational text to generate a solution or creation.
* **Space Invaders:** This Performance Task focuses on Reading Informational Texts, Main Idea, Key Details, Opinion Writing and Research. Students will demonstrate understanding of a complex text using key details to determine main idea; determine a sequence and timeline based on scientific concepts as well as historical events; use text features to locate information and gain information to determine main idea; use text evidence to garner information to answer questions; utilize text evidence to analyze and draw inferences; understand the structure of the text and how portions of the text relate to one another; synthesize information from multiple sources; use domain specific vocabulary to inform; and write an opinion paper after synthesizing informational text as well as independent research.
* **Titanic:** This Performance Task focuses on Informational Text, Writing, Primary Sources and Cause and Effect. Students will utilize text evidence to analyze and draw inferences; understand complex text; understand the structure of the text and how portions of the text relate to one another; understand the difference between primary and secondary text; analyze research to establish an answer to a question; synthesize information from multiple sources; demonstrate understanding through a timeline and series of historical events; utilize research skills to create a biographical sketch; and use information gained from background knowledge, research and informational text to generate a solution or creation.
* **Trash Talk:** This Performance Task focuses on Reading Informational Texts, Main Idea, Writing and Science. Students will utilize text evidence to analyze and draw inferences; understand complex text; understand the structure of the text and how portions of the text relate to one another; analyze research to establish an answer to a question; synthesize information from multiple sources; use domain specific vocabulary to inform; utilize writing skills to tell a story from a selected point of view; use information gained from informational text to generate a solution or creation.

4th Grade:

* **Inventors and Innovators:** This Performance Task focuses on Informational Text and Research. Students will cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text; offer and support opinions and negotiate with others in communicative exchanges; read closely informational texts and view multimedia to determine how meaning is conveyed explicitly and implicitly through language; ask open-ended research questions and develop a plan for answering them; organize and present their ideas and information according to the purpose of the research and their audience; and write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.
* **It’s Up to You – Protecting Ecosystems:** This Performance Task focuses on Informational Text and Research. Students will use text evidence to recall information and make inferences; determine main idea using key details; use domain-specific vocabulary; explain concepts that contribute to changes in the ecosystem; use multiple texts on the same topic to create a presentation; and use research to make inferences and present the problems and solutions of endangered animals and ecosystems.
* **To Bee or Not to Bee:** This Performance Task focuses on Informational Text, Research and Opinion Writing. Students will use text evidence to recall information and make inferences; determine main idea using key details; use domain-specific vocabulary; explain concepts about the bumblebee and its effect on the ecosystem; use collaborative groups to research and develop arguments to debate; write an opinion piece; use multiple texts on the same topic to create a presentation; and use research to make inferences and present the problems and solutions to help bees and ecosystems.
* **Wild Rides:** This Performance Task focuses on Narrative Writing, Expository Writing and Informational Text. Students will cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text; offer and support opinions and negotiate with others in communicative exchanges; read closely informational texts and view multimedia to determine how meaning is conveyed explicitly and implicitly through language; use domain-specific vocabulary to explain concepts; organize and present their ideas and information according to the purpose of the research and their audience; write a narrative about an imagined experience; and gather information and analyze texts to synthesize information in order to design a roller coaster using scientific principals and create an advertisement.

5th Grade:

* **Beyond Video Games:** This Performance Task focuses on Reading Informational Texts, Inferences and Multiple Texts. Students will cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text; offer and support opinions and negotiate with others in communicative exchanges; use text evidence to make inferences; determine the central idea of a text and provide an objective summary; determine author’s purpose using different texts addressing the same topic; use the text to synthesize and infer general information on the topic; and use key details to support main idea.
* **5 Second Rule:** This Performance Task focuses on Author’s Purpose, Main Ideas and Health. Students will cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text; read closely informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language; use domain-specific vocabulary to explain concepts; organize and present their ideas and information according to the purpose of the research and their audience; determine the central idea of a text and provide an objective summary; determine author’s purpose using different texts addressing the same topic; use the text to synthesize and infer general information on the topic; and use key details to support main idea.
* **Storm Chasers:** This Performance Task focuses on Informational Text, Primary and Secondary Sources and Research. Students will cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text; offer and support opinions and negotiate with others in communicative exchanges; determine author’s purpose of multiple texts; read closely informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language; use domain-specific vocabulary to explain concepts; organize and present their ideas and information according to the purpose of the research and their audience; and cite textual evidence to support analysis of both primary and secondary sources as well as determine central ideas and information of said sources.
* **Hunt or Be Hunted:** This Performance Task focuses on Main Idea, Central Idea of Text, Comparing and Contrasting and Research. Students will cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text; offer and support opinions and negotiate with others in communicative exchanges; determine author’s purpose of multiple texts; use domain-specific vocabulary to explain concepts; organize and present their ideas and information according to the purpose of the research and their audience; use text evidence to make inferences; determine the central idea of a text and provide an objective summary; determine author’s purpose using different texts addressing the same topic; use the text to synthesize and infer general information on the topic; look at three different texts to garner information to solve a problem; and research invasive species and correlate information from multiple sources.

6th Grade:

* **From Athena to Zeus:** This Performance Task focuses on Research and Writing. Students will use text evidence to make inferences; understand symbolism in Greek Mythology; understand how Greeks explained natural events in the world around them, and tried to resolve ethical issues through storytelling; participate in dialogue with peers and adults; research various Greek and Roman myths and deities to make connections to events/circumstances in the real world; and compare and contrast myths from various mediums including video and written text.
* **Who’s Your Mummy?:** This Performance Task focuses on Research, Informational Text, Primary and Secondary Sources and Ancient Civilizations. Students will understand the reasons that mummies were important to Egyptian society; use both primary and secondary sources to identify the key steps in mummification; understand the division of society into a hierarchy of social classes of Ancient Egypt and how it affected both the living and dead Egyptians; understand what the Egyptians believed about the afterlife; understand the division of society into a hierarchy of social classes; and understand how our culture today reflects many aspects of ancient cultures.
* **Wild Things:** This Performance Task focuses on using Informational Texts, Research and Problem Solving. Students will use text evidence to make inferences; determine the central idea of a text and provide an objective summary; determine author’s purpose; use the text to synthesize and infer general information on a topic; and look at three different texts to garner information to solve a problem.
* **Wonders of the World:** This Performance Task focuses on using Informational Texts, Research and Problem Solving. Students will use text evidence to make inferences; use the text to synthesize and infer general information on the topic; use a map to find and discuss each natural wonder or monument; analyze what signifies a wonder of the world as well as an UNESCO World Heritage Site; research to find information and draw conclusions based on text evidence; analyze text and integrated information presented in different formats to further develop a coherent understanding of topic; and participate in dialogue with peers to gain information and evaluate text evidence.

7th Grade:

* **I Hear America:** This Performance Task focuses on Reading Informational Text, Inferencing, Author’s Purpose and Music. Students will determine purpose from the text and its effect on the reader; look for and identify deeper meaning within the text by drawing inferences; explain how the author conveys his/her point of view; draw evidence from the text to support point of view analysis; and analyze multiple texts to determine meaning that strongly supports both explicit and inferential conclusions.
* **Living in Two Worlds:** This Performance Task focuses on Informational Text, Inferencing, Author’s Point of View and Multiculturalism. Students will draw evidence from the text to make assumptions about character development; explain how the author conveys his/her point of view; utilize prior knowledge, research and text evidence to examine the role culture can play in the development of personal identity; and prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
* **On the Move:** This Performance Task focuses on Informational Text, Writing Informative/Explanatory Text and Science. Students will utilize text evidence to analyze and draw inferences; understand complex text; understand the structure of the text and how portions of the text relate to one another; analyze research to establish an answer to a question; synthesize information from multiple sources; use domain specific vocabulary to inform; and utilize writing skills to both inform and persuade.
* **Swishes and Wishes – Basketball:** This Performance Task focuses on Informational Text, Research, Decision-Making and Writing. Students will draw evidence from the text to make logical inferences; determine the purpose of the text and its effect on the reader; evaluate claims made in the text; analyze research to establish an answer to a question; and make connections between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

8th Grade:

* **Animal Instinct:** This Performance Task focuses on Informational Text, Letter Writing, Research and Argument Writing. Students will cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text; offer and support opinions and negotiate with others in communicative exchanges; read closely informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language; integrate and analyze various media formats to compare their effectiveness; write an expository essay utilizing research and textual evidence; write an argumentative essay utilizing research and textual evidence; and evaluate and analyze texts to draw conclusions, identify where texts are aligned or have conflicting information.
* **No Irish Need Apply:** This Performance Task focuses on Informational Text, Primary and Secondary Sources and Social Studies/History. Students will use textual evidence to draw inferences and conclusions from the text; use multiple texts to analyze a historical event and give an objective summary; cite textual evidence to support analysis of both primary and secondary sources as well as determine central ideas and information of said sources; analyze various mediums (video, print, multimedia and digital text) that expressly discuss the issues associated with Irish immigrants; and evaluate the issues surrounding Irish immigration and struggles facing immigrants.
* **Poetry: Caged Birds:** This Performance Task focuses on Poetry, Figurative Language, Inferencing and Author’s Purpose. Students will determine purpose from the text and its effect on the reader; look for and identify deeper meaning within the text by drawing inferences; explain how the author conveys his/her point of view; draw evidence from the text to support point of view analysis; define figurative language specifically similes/metaphors and identify examples; read and analyze the similes and/or metaphors used in poetry; create their own figurative language in order to learn how to apply this tool to their own writing projects; and create their own piece using figurative language.
* **Sports Experience or Specialization:** This Performance Task focuses on Informational Text, Research, Writing Informative/Explanatory Text and Argument/Opinion Essay. Students will understand complex text; understand the structure of the text and how portions of the text relate to one another; understand how to synthesize information from multiple sources; understand the importance of supplying valid reasoning to support claims in a text; draw evidence from the text to make logical inferences; determine the purpose of the text and its effect on the reader; evaluate claims made in the text; and analyze research to establish an independent claim.

English I:

* **High Tech:** This Performance Task focuses on Reading Informational Text and Writing Arguments. Students will identify the difference between what the author states directly and what is implied in the text; use a text to answer questions and find evidence to support those answers; figure out the meaning of unknown words; tell how the parts of a text fit together to develop a main idea or theme; read several texts describing the same event, idea or topic and explain how each author presents that topic; use many texts to gather information about a topic; summarize the main ideas and details of a text; explain how an author uses reasons and evidence to support their main ideas; write a claim(s) and support it with valid reasons and enough evidence to build an argument that analyzes a topic or a text; and organize an argument to show clear connections between the claim(s), counterclaim(s), reasons, and evidence.
* **Make Amends:** This Performance Task focuses on Reading Informational Texts and Writing Informative/Explanatory Text. Students will evaluate textual evidence; explain how a reader uses textual evidence to reach a logical conclusion; analyze multiple pieces of text to determine evidence that strongly supports both explicit meaning and inferential conclusions; choose a topic and identify and select the most relevant information to develop their ideas; and present information in a writing format to fit the task, purpose, or audience.
* **Views on Video Games:** This Performance Task focuses on Informational Text, Research and Argument Writing. Students will draw evidence from the text to make logical inferences; determine the purpose of the text and its effect on the reader; evaluate claims made in the text; and analyze research to establish an independent claim.
* **With Brotherhood:** This Performance Task focuses on Literary and Informational Text and Informative and Narrative Writing. Students will determine how images contribute to the tone of a text; analyze the development of a text; make logical inferences based on key details in the texts; analyze the use of language and its effect on the reader; present an argument to support a claim based on reading multiple texts; and create a narrative which clearly communicates the ideas to the reader.

English II:

* **Emily Dickinson:** This Performance Task focuses on Reading Literature, Reading Informational Text and Narrative Writing. Students will identify and explain how textual evidence supports what the author states directly and what he/she implies; identify the theme or central idea of a text; explain how a theme is developed by specific details; identify and show support for the author's tone through multiple words and phrases in the text; analyze how an author uses structure to create effects such as mystery, tension, or surprise; read a variety of texts on one subject and identify how they are similar and how they are different; and write a well-structured, detailed narrative about real or imagined events or experiences.
* **Power of Words:** This Performance Task focuses on Reading Informational Text, Argument and Speaking. Students will analyze the text and make inferences; interpret words and phrases as they are used and analyze how they shape meaning and tone of the speech; write arguments to support claims in an analysis of the text; produce clear and coherent writing in a style appropriate for the task, purpose, and audience; and adapt speech to a variety of communicative contexts, demonstrating Standard English appropriate for the task.
* **Prince of Tides:** This Performance Task focuses on Reading Literature and Writing Informative/Explanatory Text. Students will cite text-based evidence that provides strong and thorough support for an analysis of literary text; determine the theme or central idea of a literary text; analyze the development of the theme or central idea over the course of the text (how it emerges and is shaped and refined by details); objectively summarize a literary text; determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings); analyze the overall impact of word choice on meaning and tone; analyze how an author’s choices about how to structure text, order events and manipulate time create intended effects; and write informative/explanatory texts that convey complex ideas and concepts clearly and accurately, using content that is carefully selected, organized, and analyzed.
* **Up in Smoke: Medical Marijuana:** This Performance Task focuses on Reading Informational Text, Argument Writing and Research. Students will identify the difference between what the author states directly and what he/she implies in the text; provide an objective summary of the text; determine the quality of the evidence used to support what the text says; find a central idea in a text and explain its development throughout the text; explain how an author outlines a series of ideas or events in a text; determine how the author's points are introduced and developed in a text; write a claim(s) and support it with valid reasons and enough evidence to build an argument that analyzes a topic or a text; and research short as well as extended projects to solve problems or answer questions, including questions that they create.

English III

**Between the Lines – Hemingway:** This Performance Task focuses on Literature and Writing. Students will define inference and explain how a reader uses textual evidence to reach a logical conclusion; read closely and find answers explicitly in the text and answers that require an inference; determine places in the text that leave matters uncertain; write to support an opinion; and determine a writing format/style to fit a task, purpose, and/or audience.

**If I Were a Rich Man:** This Performance Task focuses on Literature and Narrative Writing. Students will define inference and explain how a reader uses textual evidence to reach a logical conclusion; read closely and find answers explicitly in the text and answers that require an inference; determine places in the text that leave matters uncertain; define and identify forms of figurative language; analyze how specific word choices build on one another to create a cumulative impact on meaning and tone; analyze how an author’s choice of structuring parts of the text affects the overall meaning; evaluate various works that have drawn on or transformed the same source material and explain the varied interpretations of different authors; and write a narrative to develop real or imaged experiences or events.

**More Powerful as One:** This Performance Task focuses on Informational Text and Argument Writing. Students will identify and explain how textual evidence supports what the author states directly and what he/she implies; determine the quality of the evidence used to support what the text says; explain how specific individuals, ideas, or events interact and develop throughout the text; identify figurative language in an informational text; identify the structure of an author's exposition or argument and evaluate its effectiveness for his/her purpose(s); determine whether an author's structure makes his or her points clear, convincing, and interesting; explain how the author's style and content contribute to the power, persuasiveness, or beauty of the text; outline and explain the reasoning in key U.S. texts; outline and explain the premises, purposes, and arguments in works of public advocacy; participate in a variety of discussions, building on others' ideas, while expressing their own ideas clearly and convincingly; and write a claim(s) and support it with valid reasons and enough evidence to build an argument that analyzes a topic or a text.

**Take a Knee:** This Performance Task focuses on Informational Reading, Argument Writing and Collaborative Discussions. Students will cite strong and thorough evidence to support analysis of informational text, including determining where the text leaves matters uncertain; analyze the development of the theme or central idea over the course of the text (how they interact and build on one another to produce a complex account); evaluate the effectiveness of the structure of an author’s explanation or argument (including whether the structure makes points clear, convincing and engaging); evaluate the reasoning (premises, purposes, and arguments) in works of public advocacy (including the application of constitutional principles and use of legal reasoning); write an analysis of substantive topics or text using valid reasoning and sufficient evidence; and adjust writing practices for different timeframes, tasks, purposes, and audiences.