Georgia Performance Standards Task for English Language Arts – GRADE First

Grade: 1
Level of Performance: Meets the Standard
Date of Task Completion: March 8, 2007
Unit/Genre: Informational/ Instructional
Title: Yummy Slushy Mash potato Soup (Yumy Slushy Mash Potato Soup)

Description/Directions: After reading several instructional books, the students were asked to write an instructional piece of writing about something they felt they could do well. Students took their piece through the writing process over several days. Students conferred with a teacher on the elements of writing.

Circumstances of the Task: Students worked independently on this performance task with teacher feedback in writing conferences. They were able to access the word wall for assistance spelling high frequency words and sight words.

Analysis of the Work:

Standards: ELA1W1 the student begins to demonstrate competency in the writing process. The students:

a. writes texts of a length appropriate to address a topic and tell a story
b. prints with appropriate spacing between words and sentences
c. begins to use common rules of spelling
d. uses appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g., personal names, months)
e. uses a variety of resources picture dictionary, the internet, books and other strategies to gather information to write about a topic and report to others.

- The piece is an appropriate length to explain how to make mash potato soup. It is clear to the reader through the title, Yumy Slushy Mash Potato Soup that the author is going to explain how to make mash potato soup. He states his purpose clearly in and in an interesting way by using the words Yumy (Yummy) and Slushy. To further develop the topic he provides a list of ingredients. The list is clear and specific. He states that you need ½ cup of mash potatoes, 5 tablespoons of water and 5 teaspoons of sour cream.

- The piece is organized by the headings Ingredients and Directions. The sequence of the steps is chronological. The reader is able to follow the steps in the process from the beginning where he tells the reader to preheat the stove to 500 F to the end where he says, “Enjoy and eat it.” He uses a numbering system to make it clear to the reader.

- The writer provides a sense of closure when he tells the reader, “Enjoy and eat it.”

- The writer is using a more sophisticated form of giving directions by using imperative sentences with an understood subject (You).

- He has appropriate spacing between words and sentences.
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- He has applied the common rules of spelling. The words *yummy for yummy and minits for minutes* are easily recognized and the reader is able to understand the directions.

- The capitalization of this piece is not consistent. He capitalizes the beginning of some of his sentences, but not others. He is consistent with the punctuation of the sentences. There is a period at the end of each of his sentences.

**Next Step Instructional Plans**

- Follow up the author on capitalizing the beginning of each sentence. Looks at several of his past pieces of writing to assess if he does not understand capitalization, he doesn’t understand editing or if it was just an issue of not having enough time to edit. If he does not understand capitalization, explicitly teach capitalization of sentences in a conference and monitor closely. If the issue is not understanding editing, pair the child up with a partner who is competent in editing and have the students edit together. This will force the reader to read his piece out loud which should solve the problem. Closely monitor.

- Review how to spell words you do not know. Remind the student of the word wall and other strategies to help spell words. Also, remind the students that checking your spelling is part of the editing process.

- Talk about using more descriptive language to clarify directions. Review the five sense and create a list of words the author could have included to further explain this process. Ask the author, “What will it look like when it is finished?”

**Commentary provided to the student (verbal or written)**

Your title, *Yumy Slushy Mash Potato Soup* clearly explains your topic to the reader. The describing words or adjectives such as *yummy* and *slushy* engage the reader and make them want to read to find out more.

The sequence of directions is easy to follow. They are numbered and written in small enough parts, so the reader can clearly understand them. You said, “1. Preheat stove to 500 F, 2. Let the water boil. And so on.”

You organized your piece with the headings Ingredients and Directions. You also were very specific with your ingredients. You said, “½ cup of mashed potatoes, 5 tablespoons of water, and 5 teaspoons of sour cream. The reader is not left wondering about the amounts.

Your closing is effective. You said, “Enjoy and eat it.” The reader is clear the piece is complete.
Yumy Slushy Mash
Potato Soup

Ingredients:

1 1/2 cup of mac
25 tablespoons
30 teaspoons of

1. Preheat stove to 500°F
2. Let the water boil
3. Put the mashed potatoes

Directions:

4. Put the soup in the bowl.
5. Let it cool for 15 minutes.
6. Make a dip!
7. Enjoy and eat it.