



<b>Author(s):</b> David Nohara			<b>Lesson Title:</b> Giving directions			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
<b>K-4</b> <b>XX</b>	<b>5-8</b>	<b>9-12</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b> <b>XX</b>

**Instructional Focus: Language Arts**

<p>Writing Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level</p>
<p>Reading Students read a variety of grade level materials, applying strategies appropriate to various situations</p>
<p>Language arts integration Students synthesize individual language arts skills</p>

**Performance Task**

1. Students secretly choose another room in the school building or a location on school grounds and write directions from their classroom to that room or location.
2. Students check their directions by exchanging and discussing them with another student.
3. They then rewrite their directions based on each other's input.
4. They exchange the rewritten directions with another student. This time, students try to figure out the room or location from the written directions.
5. One or two sets of directions are selected to use as a class exercise. The class can either "talk through" the directions by pretending they are walking in the school building, or the class can leave the classroom and actually follow the directions.
6. As a class, students rewrite the directions, based on their experience trying to follow them.

**ICLE Essential Skills**

Give oral or written directions that are clear and are understood by another person. (ela 2)
Follow oral or written directions. (ela 4)
Follow written directions carefully and accurately. (ela 6)
Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)
Present information in well-organized fashion that will be clear to the target audience. (ela 11)
Edit and revise first drafts. (ela 41)
Proofread and correct first drafts. (ela 42)

**Scoring Guide:**

**3 Points:**  
 Revised directions: The student includes essential information, primarily what to do at choice points (e.g., right or left turn, up or down stairs) and indicators of distance (e.g., halfway, 3 rooms from the stairs). The student also includes information to help the user avoid mistakes, verify that they are correct, or correct a likely mistake ("do not go past the principal's office, that is too far," or "you will pass a drinking fountain on your right"). Information is presented sequentially, as it would be needed by the user. Student may also use a more direct format, such as numbered or "bulleted" sentences.

Revised directions compared with original directions: Revised version incorporates suggested revisions and shows improvement over the original (such as correction of incorrect information and addition of useful cues and comments).

Revised directions compared with original directions: Student incorporates suggested revisions and revised version shows improvement over the original (such as correction of incorrect information and addition of useful cues and comments).

1 Point:

Revised directions: The student leaves out essential information, primarily what to do at choice points (e.g., right or left turn, up or down stairs) and indicators of distance (e.g., halfway, 3 rooms from the stairs), or gives incorrect information. Information is often out of the proper sequence.

Revised directions compared with original directions: Student does not incorporate suggested revisions and revised version shows little improvement over the original (such as correction of incorrect information and addition of useful cues and comments).

0 Points:

The student does not attempt the task.

### Keywords

English Language Arts	Mathematics	Science
Reading Comprehension Construct meaning	Algebra	Earth Science
Writing Expository Editing Sequencing	Geometry	Life Science
Communications	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	