English - Mr. Fitton Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: How To Do Something



***Rationale****: There are a lot of times when you have to write out directions of how to do something. Sometimes you have to explain how something works, how to make something, or how to get from one place to another.*

**Objective: To clearly communicate instructions without using voice.**

**Criteria:**

-2 pages maximum

-you can use visuals (draw/take photos, no internet pic), but should have an equal amount of writing

-visuals must have a caption

-fun topic that is not too complicated

-must show what success looks like (visual of what it should look like when instructions completed)

-must have a check box at bottom where other student can check whether they were able to follow the instructions easily and a section to write comments.

-Can be typed or handwritten – but must be neat

-must bring your own supplies

**Front-Loading: Directions for writing clear instructions:**

1. Make a list of all the steps – don’t go into a lot of detail, just enough that you remember what to write about.

2. Make sure all of the steps are in the right order.

3. If you’re giving directions to make something, make sure you give a list that tells all the things you will need.

4. Start your explanation with a good sentence that explains what you’re trying to do.

5. Write all the directions as briefly and clearly as possible.

**Tips for writing clear directions:**

a. Use transition words like first, second, and next to help the reader understand.

b. Use words in their imperative form (“drive South” instead of “while you are driving south”)

c. Use precise verbs (instead of “go in” write “enter the classroom from the side door. There you will see two desks, a red medium sized one and a large blue one.”)

6. Edit what you’ve written, and then try to follow the directions yourself. Make any changes that you might have missed the first time.

7. Have someone else try to follow your directions. If they don’t understand, write it more clearly so they do.

8. Use illustrations if they help make the written words more clear. It helps to have captions under your pictures.

9. Have a picture at the end to show what success looks like (ie. if it looks like this, then you have done everything correctly!)

**Rubric (attached to finished assignment)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Not Yet Meeting  Expectations (1) | Minimally Meets  Expectations (2) | Fully Meets  Expectations (3) | Exceeds  Expectations (4) |
| **Content** | 1. Directions cannot be  followed and/or are  incomplete.  2. No transitions used  3. Complicated or  imprecise vocab  4. Inappropriate or  unhelpful visuals  5. Verbs are not in  imperative form | 1. Directions can be  followed, but are unclear  or incomplete in places  2. Some transition words,  but many are missing  3. vocab is often  imprecise  or complicated  4. Visuals, but no  captions  5. Verbs are often not in  the imperative form. | 1. Directions are mostly  clear, full and easy to  follow  2. Transitions words are  used, but not always the  most appropriate one.  3. With one or two  exceptions, the vocab  used is simple and  precise  4. Visual are appropriate,  but may miss one  caption.  5. Most verbs are in the  imperative form | 1. Clear and full  directions that are easy  to follow.  2. Appropriate  transitions are always  used (ie. next, first).  3. Simple and precise  vocabulary  4. Appropriate visuals  with captions  5. Verbs in imperative  Form |
| **Form** | 1. Directions are not  organized into numbered  steps  2. No indicator of success  at the end of the  assignment  3. Missing the “check off  if successful” and  comment section | 1. Direction are only  somewhat organized into  appropriate amount of  steps.  2. Indicator of success is  hard to understand  3. Missing either the box  to check off if successful  or comment section | 1. Directions are mostly  organized into an  appropriate amount of  steps.  2. Indicator of success at  the end of the assignment  3. Section for tester  to indicate whether  they could follow the  directions and a  comment section | 1. Directions are  organized into an  appropriate amount  of steps.  2. Indicator of  success at the end of  the instructions  3. Section for tester  to indicate whether  they could follow the  directions and a  comment section |
| **Conventions** | 1. 1. Many errors in spelling and sentence structure interfere with meaning. | 1. 1. Errors in simple words and structures are noticeable but don’t interfere with meaning | 1. 1. Three or four grammar and spelling errors in some difficult passages but meaning is clear | 1. 1. Only one or two errors in spelling, sentence structure, punctuation or grammar |



Content /4 x 2 = /8

Form /4

Conventions /4

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Total: /16

**Comments**:

**Critique the directions below. What do they do well? What are they missing?**

**Criterion B: Organizing**

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| --- | --- | --- |
| **Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. | **Add your own expectations here!** |
| 1-2 | The student:   1. makes minimal use of organizational structures though these may not always serve the context and intention, 2. organizes opinions and ideas with a minimal degree of coherence and logic, 3. makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention. |  |
| 3-4 | The student:   1. makes adequate use of organizational structures that serve the context and intention, 2. organizes opinions and ideas with some degree of coherence and logic, 3. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention. |  |
| 5-6 | The student:   1. makes competent use of organizational structures that serve the context and intention, 2. organizes opinions and ideas in a coherent and logical manner with ideas building on each other, 3. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention. |  |
| 7-8 | The student:   1. makes sophisticated use of organizational structures that serve the context and intention effectively, 2. effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way, 3. makes excellent use of referencing and formatting tools to create an effective presentation style. |  |

**Criterion C: Producing Text**

|  |  |  |
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| **Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. | **Add your own expectations here!** |
| 1-2 | The student produces texts that:   1. demonstrate limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination or sensitivity and minimal exploration of and critical reflection on new perspectives and ideas, 2. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience, 3. selects few relevant details and examples to develop ideas. |  |
| 3-4 | The student produces texts that:   1. demonstrate adequate personal engagement with the creative process; demonstrates some insight, imagination or sensitivity and some exploration of and critical reflection on new perspectives and ideas, 2. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience, 3. selects some relevant details and examples to develop ideas. |  |
| 5-6 | The student produces texts that:   1. demonstrate considerable personal engagement with the creative process; demonstrates considerable insight, imagination or sensitivity and substantial exploration of and critical reflection on new perspectives and ideas, 2. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience, 3. selects sufficient relevant details and examples to develop ideas. |  |
| 7-8 | The student produces texts that:   1. demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas, 2. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience, 3. selects extensive relevant details and examples to develop ideas with precision. |  |