

# Writing Directions

Consider using with *Voyages in English 2011*  
Grade 8—Chapter 2, Lesson 2



## Teach

Tell students that in order to find our way from one place to another, we need directions that are precise and specific. Directions are hard to follow if they are vague or if important details are left out. Point out that good directions include the following:

- Cardinal directions (N, S, E, W) and ordinal directions (NW, NE, SW, SE)
- Names or descriptions of landmarks
- Specific street names
- Specific distances

## Practice

Provide groups of students with a map of their community. Have them find a specific location on the map and then give oral directions, one step at a time, to lead them to a second location. Be sure to use specific information such as cardinal and ordinal directions, landmarks, street names, and distances. Then invite volunteers to give similar directions, as the rest of the class follows the directions to find the location.

## Apply

Have students write a short paragraph that gives directions from their school to a location in town for someone who is new to the community. Point out that they cannot assume that the student knows any of the familiar landmarks in town so their directions need to be specific and detailed. Ask students to include a simple map that illustrates their chosen route. Review the rubric so that students know what should be included in their writing.

## Assess

Use the rubric on the following page to evaluate students on their understanding of writing directions.

*Listening and Speaking Connection:* Have students work in small groups to take turns giving and following directions. Have the speaker keep the final destination a mystery and ask the listener to guess the location. Encourage students to work collaboratively to make revisions to their directions if listeners have difficulty following them.

# Writing Directions

POINTS

<b>Ideas</b>	
States the purpose of the directions	
Includes specific information	
Detailed accurate and complete directions	
<b>Organization</b>	
Beginning	
Steps in the order they will be completed	
Ending destination	
<b>Voice</b>	
Appropriate tone written for someone unfamiliar with the area	
Precise imperative sentences	
<b>Word Choice</b>	
Transition words	
Language specific to the topic	
<b>Sentence Fluency</b>	
Clear, concise sentences	
Logical transitions from step to step	
<b>Conventions</b>	
Correct grammar, spelling, and spelling	
Correct punctuation and capitalization	
<b>Presentation</b>	
Consistent margins and spacing	
Neat, legible writing or text	
Visual aid appropriate for purpose	