**Use the Steps-in-a-Process Text Structure**

### 1. Focus

**Explain Steps-in-a-Process Text Structure**

**Say:** Procedural texts tell us how to do or make something. The steps are told in the order in which they must be done. When you write a procedural text, you are writing about the steps in a process. You want the steps to be easy for your readers to follow. Special words, called signal words, help readers follow the directions. Words such as *next*, *now*, *then*, and *finally* can all help a person understand the steps in a process and do them in the right order.

**Model Identifying the Steps-in-a-Process Text Structure**

Ask students to listen as you read (or reread) a paragraph from “How to Make a Grilled Cheese Sandwich.” Reread the paragraph that explains the steps in the process. Note: You may want to display this page from the book using the interactive whiteboard resources so that students may read along.

**Say:** This procedure is described in a paragraph. The first sentence tells me how to start. It says, “First, put the bread in the toaster.” The second sentence says, “When it pops up, put it on the plate.” The word *when* tells me that I need to wait for the bread to pop up before I put it on the plate. The third sentence begins with the word *next*: “Next, use the butter knife to spread butter.” *Next* is an important signal word. This word lets me know that right after I put the bread on the plate, I should spread the butter on one side of each slice of bread.

### 2. Rehearse

**Practice Identifying Steps-in-a-Process Text Structure**

**Say:** There are other words in the paragraph that show that the steps must be done in a certain order. What other signal words are in the paragraph? What do they tell the reader? (Students should notice the signal words *after*, which tells the reader when to do the step, and *finally*, which signals the last step in the process.)

**Create a Steps-in-a-Process Signal Words Anchor Chart**

Ask students to listen as you read (or reread) the numbered steps in “Flipping Out with Flip Books.” Ask them to identify signal words that show the steps in the process. On chart paper, work with students to list the signal words from both mentor texts. Encourage students to think of other signal words they could use.
use in their procedural writing. Post the chart in your classroom as a Steps-in-a-Process Signal Words anchor chart that students can refer to throughout the unit.

<table>
<thead>
<tr>
<th>Steps-in-a-Process Signal Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>first</td>
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<tr>
<td>finally</td>
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<tr>
<td>second</td>
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</tbody>
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Sample Steps-in-a-Process Signal Words Anchor Chart

**Practice Using the Steps-in-a-Process Text Structure in Oral Conversation**

**Turn and talk.** Ask students to use steps-in-a-process signal words to orally explain the steps of brushing their teeth. Remind them to look at the anchor chart for helpful signal words.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

**Share Ideas**

Bring students together. Invite them to share signal words they used as they explained the steps in brushing their teeth.

**Strategies to Support ELs**

**Beginning**

Invite beginning ELs to draw the steps for brushing teeth. (As an alternative, provide photos for students to sequence.) Meet with students one on one during independent writing and conferring time and ask them to tell you about their illustrations or photographs. Write captions for each step in the process using simple sentence frames such as:

*First, ______. Next, ______.*

**Intermediate**

Provide the sentence frames below to help students describe how to brush their teeth during the turn-and-talk activity:

*First, I ______. Next, I ______. Then, I ______.*

**Advanced**

Pair ELs with fluent English speakers for the turn-and-talk activity.

**All Levels**

Display pictures of people brushing their teeth (provided on the interactive whiteboard resources) to visually support students’ descriptions of the steps in the process.