1. Focus

Explain Genre Features

Say: You can often identify what genre you are reading by paying attention to features of that genre in the text. For example, if you read a text that has characters, a setting, and a plot, chances are you are reading a story. If you notice many opinions in a text, you are probably reading a persuasive text. Procedural texts have special features too. Today we are going identify and analyze what those special features of a procedural text are.

Build a Class Genre Features Anchor Chart

Say: I want you to think about procedural texts you have read before. Think about what those procedural texts had in common with each other. We’re going to build an anchor chart to summarize the characteristics, or features, of most procedural texts.

Display a blank chart like this one on chart paper or using the interactive whiteboard resources. Also distribute copies of the chart to students on BLM 1.

<table>
<thead>
<tr>
<th>Procedural Text Features</th>
<th>Examples from the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>A title that identifies the topic</td>
<td>How to Draw Super Tucker</td>
</tr>
<tr>
<td>Introduction that tells what the procedural text will explain</td>
<td>page 10: “Would you like to turn your pet into a cartoon character? Learn how by drawing my dog—Super Tucker!”</td>
</tr>
<tr>
<td>Bulleted list of materials or supplies needed</td>
<td>No bulleted list appears in “How to Draw Super Tucker.”</td>
</tr>
<tr>
<td>Directions numbered or in short paragraphs with sequence words</td>
<td>The procedure shows a numbered list of steps.</td>
</tr>
<tr>
<td>Many sentences beginning with command verbs</td>
<td>pages 10–11: Draw, attach, erase, and customize are the verbs that begin sentences.</td>
</tr>
<tr>
<td>Art or photos that show the steps of the process</td>
<td>The drawings show the steps of drawing Super Tucker.</td>
</tr>
</tbody>
</table>

Sample Procedural Text Features Anchor Chart (BLM 1)

In the left column of the chart, record features of procedural texts as students discuss them. (The right side of the chart will be completed later in the lesson.) If necessary, use the following questions to help students identify the features.

- How do writers identify the topic of a procedural text?
- What feature helps readers know that they will be following a procedure?
- How does a writer help the reader get organized before a procedure?
- How can the reader clearly understand the parts of the procedure?
- What kind of verbs do you expect to see in a procedural text?
- How can a writer use images to help the reader understand what to do?
Read Aloud a Procedural Text

Before reading “How to Draw Super Tucker,” point out the right-hand column on your chart and on students’ BLMs. Explain that you are going to read aloud a procedural text and that students should listen carefully to the text to identify examples of the genre features in the text. Explain that after the reading, students will work in small groups to complete the chart by recording examples of each genre feature in the text. Read aloud “How to Draw Super Tucker” from Cartooning 101. Note: You may wish to project the text using the interactive whiteboard resources so that students can follow along.

2. Rehearse

Analyze the Mentor Text

Form small groups of students to complete the second column of the graphic organizer on BLM 1. If you are using the interactive whiteboard resources, invite students to revisit parts of the text at the whiteboard as they look for examples in the text. If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Ideas

Bring students together and invite volunteers to share examples they found in the text as you read it aloud. Record students’ findings on the anchor chart. Post the anchor chart for students to refer to throughout the unit as they think about the features they will include in their own procedural writing.

3. Independent Writing and Conferring

Say: As you work on your own procedural text, keep in mind that most procedures include the features we have captured in our chart. Use the anchor to help you remember these features.

Encourage students to think about the features of procedural text as they brainstorm, organize, and draft their own procedural texts.

4. Share

Bring students together. Invite volunteers to discuss the procedures they are working on and to discuss specific features they will include.

Strategies to Support ELs

Beginning
Pair beginning ELs with fluent English speakers during the “Analyze the Mentor Text” small-group activity. Keep in mind that they will not be able to contribute many ideas orally. Work with ELs individually to reinforce concepts while other students write independently.

Intermediate
Pair ELs with fluent English speakers during the small-group activity. Display the following simple sentence frames on chart paper or using the interactive whiteboard resources and model how students can use them to contribute ideas in the group. For example:

- The title tells ______.
- The introduction tells ______.
- The materials list ______.
- Numbered steps ______.

Advanced
Pair ELs with fluent English speakers during the small-group activity.