Recognize and 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 described in the order in which they must be done. When you write a procedural text, you want to be as clear as possible for the reader. Using short sentences that begin with active verbs can help to make the process clear for the reader.

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

Ask students to listen as you read (or reread) the first three steps in the procedure on page 10 from “How to Draw Super Tucker.” Say the number of each step aloud as you read through 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 numbered steps. That makes it easy to follow. But I notice something else about the procedure. Each sentence starts with an action verb. The author tells me very clearly that I draw in step one, I attach something in step 2, and I erase and draw in step 3.

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

Say: Writers use action words in a procedural text to help make the procedure clear and easy to follow. Writers also use signal words to help the reader understand the order in which to do the steps. The writer of “How to Draw Super Tucker” doesn’t use many sequence words because the numbers clearly tell the reader the order of the steps. However, in step 5, which is long, the writer includes sequence words to make sure the reader understands the order that the reader must follow within step 5. He uses the word next to tell the reader when to shade above and below the left side of the mask. He uses the word finally to tell the last part to shade.

Ask students to listen as you read the directions to “How to Draw a Piece of Happy Toast.” Have them identify signal words that show the steps in the process. On chart paper, work with students to list the signal words from the mentor text. Encourage students to think of other signal words they could 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.
### 2. Rehearse

**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 talk about the order in which they do something, for example, drawing the American flag or making a cheese sandwich. Remind them to use the anchor chart to help them get ideas 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 and invite pairs to share the steps they follow to do something, while other students listen for the sequence words. Add any new sequence words to the anchor chart.

#### Strategies to Support ELs

**Beginning**

Invite beginning ELs to draw the steps for making a sandwich. Meet with students one on one during independent writing and conferencing time. Talk to students individually and ask them to tell you about their illustrations or photographs. Write labels on the pictures indicating sequence: first, then, next, etc.

**Intermediate**

Provide the sentence frames below to help students tell how to make a cheese sandwich:

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

**Advanced**

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

### 3. Independent Writing and Conferring

**Say:** All procedural texts tell about steps in a process. They have a sequential text structure that helps readers follow the steps. Remember that when you write a procedural text, you will use this text structure. You will use signal words to help readers follow your steps.

Encourage students to use steps-in-a-process signal words in their procedure drafts. During student conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

#### Share

Bring students together. Invite volunteers to read aloud sentences they’ve written in which they’ve used steps-in-a-process signal words.