Analyze the Features of Procedural Texts

1. Focus

Explain Genre Features

Say: You can often tell what genre you are reading by paying attention to special features of that genre in the text. For example, if you read a text that has characters, a setting, and a plot, you are probably reading a story. Procedural texts have special features, too. Today we are going to find out 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. We’re going to build an anchor chart to tell about the features of most procedural texts.

Display a blank chart like the one shown here on chart paper or using the interactive whiteboard resources. Also distribute copies of the chart to students on BLM 1. In the left column of the chart, record features of procedural texts as students discuss them. (Student will complete the right side of the chart later in the lesson.) If necessary, use the following questions to help students identify the features.

• How does the writer let you know what you will be learning to do?
• What feature helps readers know that they will be following a procedure?
• What do you need in order to do the activity or make the item?
• What are some ways that a procedural writer can organize his or her steps?
• How does the writer give you extra information about the procedure?
• In addition to the written directions, how else do procedural texts show you what to do?

Procedural Text Features Examples from the Texts

<table>
<thead>
<tr>
<th>Procedural Text Features</th>
<th>Examples from the Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>A title</td>
<td>page 10: “Flipping Out with Flip Books”</td>
</tr>
<tr>
<td></td>
<td>page 12: “How to Make a Grilled Cheese Sandwich”</td>
</tr>
<tr>
<td>Introduction</td>
<td>page 10: “Try this fun project anytime, anywhere . . .”</td>
</tr>
<tr>
<td></td>
<td>page 12: “Try this recipe for a quick, tasty . . .”</td>
</tr>
<tr>
<td>Bulleted list of materials or supplies</td>
<td>Materials are shown in the order in which they are used</td>
</tr>
<tr>
<td>listed in order of use</td>
<td></td>
</tr>
<tr>
<td>Directions that are numbered and begin</td>
<td>The recipe shows steps in a paragraph with sequence words. The flip book instructions</td>
</tr>
<tr>
<td>with verbs, or in paragraphs with</td>
<td>give numbered directions that begin with verbs.</td>
</tr>
<tr>
<td>sequence words</td>
<td></td>
</tr>
<tr>
<td>Tip</td>
<td>“To make a complete meal, add some carrot sticks . . .”</td>
</tr>
<tr>
<td>Drawings or photos that show the steps</td>
<td>The drawings show the steps of making a flip book.</td>
</tr>
<tr>
<td>of the process</td>
<td></td>
</tr>
</tbody>
</table>

Sample Procedural Text Features Anchor Chart (BLM 1)
Read Aloud Procedural Texts

Before reading, point out the right-hand column on your chart and on students’ BLMs. Explain that you are going to read aloud two procedural texts and that students should listen carefully to the texts. Explain that after the reading, students will work in small groups to complete the chart by recording examples of each genre feature in the texts. Read aloud (or reread) “How to Make a Grilled Cheese Sandwich” and “Flipping Out with Flip Books” from *It’s Saturday!* Note: You may wish to project the texts using the interactive whiteboard resources so that students can follow along.

2. Rehearse

Analyze the Mentor Texts

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 texts at the whiteboard as they look for the examples in the texts.

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 texts you read 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 procedural text features they will include in their own procedural writing.

3. Independent Writing and Conferring

Say: You can look at this anchor chart any time you are writing your own procedural text. Check the chart to make sure you are including all of the correct features as you write.

As students brainstorm and plan their procedural texts, encourage them to think about the features of the genre that they will need to incorporate.

4. Share

Bring students together. Invite students who have selected their procedural topics to share them with their peers and discuss their ideas for how to incorporate features of the genre.

Strategies to Support ELs

Beginning

Place beginning ELs with fluent English speakers during the “Analyze the Mentor Texts” 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 and model how students can use them to contribute ideas in the group. For example:

The title is ______.
The materials are ______.
The drawings show ______.

Advanced

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