Analyze the Features of a Procedural Text

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 to identify and analyze what those special features of a procedural text are.

Build a Class Genre Features Anchor Chart

Say: 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 summarize the characteristics, or 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 on BLM 1 to students. Work with students to record features of procedural texts in the left column. (The right column will be completed in the next part of 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 follow the steps in the procedure?
• What are some ways that a procedural writer can organize steps?
• What kind of verbs do you expect to see when someone is telling you what to do?
• In addition to the text, what other support do procedural texts usually include?

Objectives

In this mini-lesson, students will:
• Identify procedural text genre features to create a class anchor chart.
• Listen to a procedural mentor text and identify the features of the genre in the text.

Preparation

Materials Needed
• Mentor text: “How to Make Burritos” from Kids in the Kitchen
• Chart paper and markers
• Procedural Text Features (BLM 1)
• Interactive whiteboard resources

Advanced Preparation
If necessary, copy the sentence frames from “Strategies to Support ELs” on chart paper.

<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>page 10: How to Make Burritos</td>
</tr>
<tr>
<td>Introduction that tells what the procedural text will explain</td>
<td>page 10: Try this recipe for a tasty family meal.</td>
</tr>
<tr>
<td>Bulleted list of materials or supplies needed</td>
<td>page 10: The list explains the amounts of each food needed.</td>
</tr>
<tr>
<td>Directions numbered or in short paragraphs with sequence words</td>
<td>pages 10 and 11: The recipe shows a numbered list of steps.</td>
</tr>
<tr>
<td>Many sentences beginning with command verbs</td>
<td>pages 10 and 11: Heat, scoop, put, and ask are the verbs that begin sentences.</td>
</tr>
<tr>
<td>Art or photos that show the steps of the process</td>
<td>pages 10 and 11: The photos show the steps of making burritos.</td>
</tr>
</tbody>
</table>
Read Aloud a Procedural Text

Before reading “How to Make Burritos,” 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 (or reread) “How to Make Burritos” from Kids in the Kitchen. 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 the examples in the mentor 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 the examples they found in the text 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: As you work on your own procedural text, keep in mind that procedures have certain features that readers of the genre expect to see. Refer to our anchor chart to help you remember these features.

Encourage students to choose one or two features of a procedural text. Ask them to write those portions of their procedures. During student conferences, reinforce students’ understanding of the features of a procedural text using the information on your conferring flip chart.

4. Share

Bring students together. Invite volunteers to read aloud the portions of the procedural text they completed during independent writing time.

Strategies to Support ELs

Beginning

Pair beginning ELs with fluent English speakers during the 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. Write the following simple sentence frames on chart paper and model how students can use them to contribute ideas in the group. For example:

The introduction tells ______.
The title tells ______.
One part of a procedural text is ______.
A procedural text has ______.

Advanced

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