Use the Steps in a Procedural Text Structure

1. Focus

Explain Steps in a Procedural 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 are writing about the steps in a process. You want to help your readers follow the steps, and you use special words, called signal words, to help readers follow the process. Words such as next, now, then, and finally can all help a person follow the steps in a process.

Model Identifying the Steps in a Procedural Text Structure

Ask students to listen as you read (or reread) the first two sentences from the paragraph that explains the steps in a process from page 8 of “Secret-Ingredient PBJ.” Note: You may want to display this page from the book using the interactive whiteboard resources so that students can read along.

Say: This procedure is described in a paragraph. The first sentence gets me started with the first step of the procedure. The second sentence begins with the word next: “Next, use the butter knife . . .” 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 peanut butter and jelly.

Practice Identifying Steps in a Procedural Text Structure

Say: Now I’ll read the rest of the paragraph. Listen for words that tell the sequence. Students should identify the words now and then.

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

Say: Writers use certain words in a procedural text to help the reader understand and follow the steps in order.

Ask students to listen as you read the directions to “How to Jazz Up Your Cereal” on page 12 of the mentor text. Have them identify signal words that show the order of 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.

Objectives

In this mini-lesson, students will:

• Listen to a procedural text excerpt and analyze the steps-in-a-process (sequence) structure.
• Recognize the signal language writers use to help readers follow steps in a process.

Preparation

Materials Needed

• Mentor texts: “Secret-Ingredient PBJ” and “How to Jazz Up Your Cereal” from Kids in the Kitchen
• Chart paper and markers
• Interactive whiteboard resources

Advanced Preparation

If you have English learners, support the oral language turn-and-talk activities by preparing sample sentence frames on chart paper. You may also wish to post photographs illustrating procedural texts. (Photos are available using the interactive whiteboard resources.)
Procedural Texts

Strategies to Support ELs

**Beginning**

Invite beginning ELs to draw the steps for washing hands. (As an alternative, provide photos for students to sequence.) Meet with students one on one during independent writing and conferencing time and ask them to tell you about their illustrations or photographs. Write labels on the pictures indicating sequence: **first, then, next.**

**Intermediate**

Show students photographs of the steps for washing hands or display them using the interactive whiteboard resources. Provide the following sentence frames to help students describe how they wash their hands:

- **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 washing their hands (using the interactive whiteboard resources) to visually support students’ descriptions of the steps in the process.

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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 to a partner. Have them orally explain the steps of washing their hands. 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 Signal Words**

Bring students together. Ask them to share signal words they used to explain the steps.

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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 to write steps in a procedural text. During student conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

**4. Share**

Bring students together. Invite volunteers to read aloud the steps in their procedural texts. Discuss students’ use of signal words.