

Teaching Reading and Writing of Procedural or How-to Text

Nell K. Duke, Michigan State University Literacy Achievement Research Center

+ Procedural Text Purpose	
■ The purpose of procedural text is to instruct a reader in how to do something, typically written by someone who knows how to do the procedure for someone who must rely on the text to properly do	
the procedure.	
Drawn from Purcell-Gates, Duke, & Martineau, 2007	
Procedural Text Features	
Based on a discourse analysis of procedural texts in	
science appropriate for children in grades 2 and 3, procedural text:	
Almost Always	-
■ Has a statement of goal (sometimes in the title) (e.g., "How to Grow a Plant")	
■ Has a materials section	
■ Includes methods/procedures/steps	
■ Uses letters or numbers to indicate the order of the steps	-
Drawn from Purcell-Gates, Duke, & Martineau, 2007	
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+ Procedural Text Features, cont.	
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 Has graphics, and the graphics are almost always demonstrative 	
■ Has an explicit, clear description of materials	
■ Has explicit information about procedures (how, when, etc.;	
e.g., "In two weeks look at your plant" versus "Look at your plant later")	
■ Uses you, if any personal pronoun	
■ Employs imperative verbs (e.g., "Put," "Make")	
Drawn from Purcell-Gates, Duke, & Martineau, 2007	

Often Has an crollustian of the outcome (e.g., "Now look at your two plants. Which one grew better?") Has headings/subcategories Lists materials in order of use Has a graphic of two approach (e.g., a grown plant) Uses units of measure (e.g., centimeters, inches) Provides a scientific explanation for the results Indicates the expected results Desen toon Purcell- Gates, Dale, & Has an inquiry question Desen toon Purcell- Gates, Dale, & Has an inquiry question Proceedural Text Features, cont. Less often Indicates temporal terms (e.g., first, then, next, before, after) Is as the procedure represent something (e.g., a "condoor is about to represent a resul to randor stacking pillows to represent something (e.g., a "condoor is a bottle to represent a resul to randor stacking pillows to represent something (e.g., a "condoor is a bottle to represent a resul to randor stacking pillows to represent sodimentary rock) Drawn from Purcell-Gates, Dake, & Martineau, 2007 **Some Procedural Trade Books** **Some Procedural Trade Books** **Satem, M., & Hendenon, A. I. (2004.) **Pestend away and other real seegles: A condoor for preschoolers and up. New York: Tricycle Press. **Tis is swortes procedural textle** **Patt. (2009.) **Fatystet filings or make and do London: Usberne. **Patt. (2009.) **Fatystet filings or make and do London: Usberne. **Patt. (2009.) **Fatystet filings or make and do London: Usberne. **Patt. (2009.) **Fatystet filings or make and do London: Usberne. **Patt. (2009.) **Fatystet filings or make and do London: Usberne. **Patt. (2009.) **Fatystet filings or make and do London: Usberne. **Patt. (2009.) **Fatystet filings or make and do London: Usberne. **Patt. (2009.) **Fatystet filings or make and do London: Usberne. **Patt. (2009.) **Fatystet filings or make and do London: Usberne. **Patt. (2009.) **Fatystet filings or make and do London: Usberne. **Patt. (2009.) **Fatystet filings or make and do London: Usberne. **Patt. (2009.) **Fatystet filings or make and do Lond	+ Procedural Text Features, co	ont.]	
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■ Whiter, B. (2001). Balloon animals. New York: Mud Puddle Books.	
 Solga, K. (1991). Make gifts! Cincinnati, OH: McGraw-Hill Ryerson. 	
Hewitt, S. (2000). Nature for fun projects. Brookfield, CT: Copper Beech Books.	
 Neuman, M. (2006). Fabulous hair: Find your best look! New York: DK Publishing. 	
■ Smith. J. (2007). How to be a spy in 7 days or less. Boston, MA: Kingfisher.	
■ Criswell, P. K. (2003). A smart girl's guide to friendship troubles. New York: American Girl Publishers.	
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+ Real-World Literacy Events	
Have students read and write real-world	
procedural texts for real-world purposes.	
■ Authentic reading of procedural text involves reading for the purpose of enacting, or at least contemplating	
enacting, a procedure. Authentic writing of procedural text involves writing	
procedures for people who want or need to enact them.	
(Purcell-Gates, Duke, Hall, & Tower, 2006/2007)	
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Real-World Literacy Events with	
Procedural Text in Science	
Second and third graders in classrooms with literacy events with a greater degree	
of authenticity showed greater growth in	
procedural reading comprehension in grade 3 and greater growth in the use of	
procedural text features in writing in grade 2 (but only, in the latter case, in interaction	
with a greater degree of explicit teaching of	
those features).	

*Some Real-World Contexts for Reading and Writing Procedural Text

- Students create computer manuals for people in need of technical assistance.
- Students create a class procedures book for new students.
- Students design a series of experiments and they write texts for other students to conduct those experiments.
- Students create carnival games and compose oral texts to help each other play them.
- Students collect family recipes that reflect their cultural traditions and publish them in a cookbook.

(Credit to Nicole M. Martin, Michigan State University, for collaborating on these ideas.)

Some Real-World Contexts for Reading and Writing Procedural Text

- Students research and write a book of seasonally-themed crafts for their kindergarten buddies and their families.
- Students publish a manual on customs of U.S. and other cultures for recent immigrants and long-time residents.
- Students collaboratively create texts to teach each other how to do one of their hobbies (e.g., origami, hairstyling, pitching).
- Students host a family game night with clear, concise directions for how to play the games available.

(Credit to Nicole M. Martin, Michigan State University, for collaborating on these ideas.)

A Strategy for Creating Real-World Contexts for Procedural Reading and Writing

- Identifying a need or problem: e.g., humans produce pollution and waste that can harm the environment
- Introducing a solution that involves teaching others: e.g., schoolchildren teaching others to enact conservation projects on Earth Day
- Using text to help achieve the solution: e.g., texts, particularly procedural texts, can show people who don't know how to reduce pollution and waste by reusing household products; selling these texts can help provide funds for the school's recycling program

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+ Explicitly Too shing Strategies for	
Explicitly Teaching Strategies for Reading Procedural Text	
As needed.	
For example:	
 Previewing Especially examining graphic of end product (if applicable) 	
■ Gathering materials	
■ Reading in order	
 Paying special attention to measurements and other specifications 	
 Comparing illustrative graphic to what you have done at the end of each step (if applicable) 	
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+ Cranicitha Tooching Footures of	
Explicitly Teaching Features of Procedural Text	-
The verdict is still out on the impact of explicitly teaching procedural text features. In our study it did have a positive	
impact on procedural text writing, but not reading comprehension, in grade 2 only.	-
We think about four ways of explicitly teaching a genre feature:	
Naming it Modeling it	
■ Describing it	
■ Explaining its function	
(Purcell-Gates, Duke, & Martineau, 2007)	
(Furcer-Gates, Duke, & Martineau, 2007)	
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+ Explicitly Teaching Features of	
Procedural Text	
■ Naming it: "They're using the command verbs—put, make, etc."	
■ Modeling it: "I'm reading to see what do to next. It says "Then mix' I know that's a command verb telling me what to do."	
Describing it: "One way you can recognize a command verb is that they don't have endings on them like -s or -ing."	
 Explaining its function: "The purpose of procedural text is to tell people how to do things, so the verbs in them are verbs 	
that tell people to do—like place, make, stop, stir, and so on."	
(Purcell-Gates, Duke, & Martineau, 2007)	

+ Important Components of Procedural Text Instruction

- Raising students' awareness of the ubiquity and usefulness of procedural text
- Providing opportunities for students to read good procedural text for real-world purposes
- Teach features and strategies as needed
- Providing opportunities to students to critically examine bad procedural text
- Providing opportunities for students to write procedural text for real-world purposes
- Teach features and strategies as needed

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