

## E2d: Narrative Procedure 4<sup>th</sup>/5<sup>th</sup> Grade

Element of the Standard	Meaning of the Element	What to Teach	Resources
<ul style="list-style-type: none"> <li>Engage the reader by establishing a context, creating a persona, and otherwise developing reader interest</li> </ul>	<p><i>Captures the interest of the reader by stating the topic in the title or relating an anecdote, posing a question or making a claim that will be proven. The writer may establish herself as an expert on the topic, encouraging the reader to continue.</i></p>	<ul style="list-style-type: none"> <li>Leads</li> <li>Audience and purpose (I can tell you how to do that.)</li> </ul>	
<ul style="list-style-type: none"> <li>Provide a guide to action that anticipates a reader's needs, create expectations through predictable structures (e.g., headings) and provide transitions between steps</li> </ul>	<p>The writer guides the reader through the piece by creating a structure for the reader to follow. This structure may be <i>chronological, topics with headings</i> or perhaps a familiar structure such as the step-by-step of a recipe. <i>The writer may use transitional words to guide the reader or may number the steps of the procedure.</i></p>	<ul style="list-style-type: none"> <li>Transition words</li> <li>Sequence of events</li> <li>Problem &amp; solution</li> <li>Headings</li> <li>Lists</li> <li>Topics</li> </ul>	
<ul style="list-style-type: none"> <li>Make use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate</li> </ul>	<p>Writer uses strategies that are the best fit for the type of procedure being described. For example, in relating the procedure for a cooking activity, <i>the writer will begin with a list of ingredients with measurements and then follow with step-by-step directions in which each action is a paragraph of its own.</i> When giving directions for making a piñata, the writer might use a list format for needed materials and follow <i>with paragraphs and illustrations for each step as the</i></p>	<ul style="list-style-type: none"> <li>Paragraphing</li> <li>Line Spacing</li> <li>Using diagrams</li> <li>Imagery</li> <li>Analogies</li> </ul>	<ul style="list-style-type: none"> <li>Recipes</li> <li>Cookbooks</li> <li>Graphic Organizers</li> </ul>

Element of the Standard	Meaning of the Element	What to Teach	Resources
	<i>piñata is constructed. This will help the reader see the process being described.</i>		
Includes relevant information	Includes all of the information needed to understand the procedure or action. Sufficient details	<ul style="list-style-type: none"> <li>• Key details</li> <li>• Determining importance</li> <li>• Rephrasing</li> </ul>	
Excludes extraneous details	Exclude any information that is not relevant to the process	<ul style="list-style-type: none"> <li>• Determining Importance</li> </ul>	
Anticipates problems mistakes and misunderstandings that might arise for the reader	Stance of expert and analyze the process	<ul style="list-style-type: none"> <li>• Peer conferencing</li> <li>• Revise</li> </ul>	
Provides a sense of closure	Satisfying conclusion to sum up the piece	<ul style="list-style-type: none"> <li>• Different types of closures-</li> <li>• Reflection</li> </ul>	