Use the Sequence-of-Events Text Structure

1. Focus

Explain Sequence-of-Events Text Structure

Say: Many informational reports tell about how something came to be. This usually involves a series of events that have an order, or sequence. First one thing happens, and this leads to another, then another. When you write your informational report, you may be able to organize it based on a certain order. Writers use special words, such as next, now, then, and finally to help readers follow the order of events.

Model Identifying the Sequence-of-Events Text Structure

Ask students to listen as you reread a selection from “Potato Chips.” Reread the section on page 17, beginning at the top of the page and ending with “Now George was really mad.” Note: You may want to display this page from the book using the interactive whiteboard resources so that students may read along.

Say: When the author writes, “Now George was really mad,” the word now tells me that certain things have happened that have led to George’s anger. As I read an informational report, I look for special sequence words that help me follow the order of events.

2. Rehearse

Practice Identifying Sequence-of-Events Text Structure

Say: As I read the rest of the paragraph, listen for words that help you follow the order, or sequence, of events. Read rest of the paragraph that begins with “Now George was really mad.” Students should notice the word then that signals a step in the process of making potato chips.

Create a Class Sequence-of-Events Text Structure Signal Words Anchor Chart

Say: Writers use special sequence words to help readers follow the events in their reports.

On chart paper, work with students to brainstorm sequence words they can use in an informational report. Begin with the words you found in “Potato Chips.” Post this in your classroom as a Sequence-of-Events Text Structure Signal Words anchor chart that students can refer to throughout the unit. Reread and clarify the meaning of unfamiliar sequence words and phrases.
**Strategies to Support ELs**

**Beginning**
Invite beginning ELs to draw a series of pictures of the seasons. Meet with students one on one during the independent writing and conferring time and ask them to tell you about their illustrations. Write captions for the pictures, including sequence words.

**Intermediate and Advanced**
Provide the following sentence frames on chart paper to support ELs and struggling writers as they talk about the seasons:

- After winter, ______.
- Then ______.
- Next comes ______.
- Finally ______.

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**Sample Sequence-of-Events Text Structure Signal Words Anchor Chart**

<table>
<thead>
<tr>
<th>First</th>
<th>In [date]</th>
<th>In the [years]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Later</td>
<td>Now</td>
<td>Soon</td>
</tr>
<tr>
<td>Starting in/ending in</td>
<td>Then</td>
<td>Today</td>
</tr>
</tbody>
</table>

**Practice Using the Sequence-of-Events Text Structure in Oral Conversation**

**Turn and talk.** Ask students to use sequence words to tell a partner about the seasons. **Ask:** *How can you use words to help your partner understand the order of the seasons?* Remind students to consult the anchor chart to remind them of words and phrases they can use.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

**Share Descriptions**
Bring students together and invite volunteers to share their partners’ descriptions of the order of the seasons. Discuss the variety of sequence words students used.

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**3. Independent Writing and Conferring**

**Say:** We learned that writers use the sequence-of-events Text Structure in many different kinds of writing, including informational reports. Writers use special words to help their readers follow the events they are writing about, just as you described the order of the seasons to your partners. Remember to use these words to help your readers follow the order of events in your informational reports.

Ask students to write a sequence of events using signal language. If possible, they should use a sequence from the report they are currently drafting. During student conferences, reinforce students’ use of signal language.

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**4. Share**

Bring students together. Invite volunteers to read aloud the paragraphs they wrote using sequence-of-events signal words.