1. Focus

Explain Descriptive and Sequence-of-Events Text Structures

Say: A persuasive book review describes a book’s characters, setting, and events. It uses descriptive words that give a sense of the story and helps readers decide whether they want to read the book. These words can describe feelings, appearance, actions, and many other qualities. Another way that a persuasive book review informs a reader about a book is by summarizing the book’s plot. When you write your book review, you’ll tell the events of the plot in the order, or sequence, they occur in the book. Writers use signal words, such as first, next, then, and finally, to help readers follow the sequence of events.

Model Identifying Descriptive and Sequence-of-Events Text Structures

Ask students to listen as you reread a paragraph from “Different Isn’t Ugly.” Reread the first paragraph on page 13.

Say: The first paragraph describes the Ugly Duckling. The reviewer uses adjectives such as different, big, and peculiar to tell me about the duckling’s appearance. The reviewer’s descriptive language helps me understand the mood and feelings in the story.

Say: The first paragraph also has a sequence-of-events structure. It provides a summary of the Ugly Duckling’s humble beginnings. It tells the events in order. First, the mother duck sits on her eggs. Then all the eggs except one crack. So the mother keeps sitting on the egg. Finally, the last duckling appears. The signal word finally tells me this event is the last in a sequence.

Practice Identifying Descriptive and Sequence-of-Events Text Structures

Read aloud the last two paragraphs on page 13.

Say: Now I’ll read these paragraphs, and you listen for words that describe the characters, settings, and events. Also listen for words that tell you the sequence of events. Students should notice words that describe the Ugly Duckling’s feelings: unwanted, alone, hideous, mean, and unharmed. And they should notice the use of the sequence-of-events signal word then: “Then a flock of wild geese invite him to join them,” “Then hunters shoot many of the geese,” and “Then the Ugly Duckling lives with an old woman.”
Create a Class Signal Words Anchor Chart

On chart paper, work with students to brainstorm a list of descriptive and sequence words they might use in a persuasive book review. Begin with the words you found in the excerpts from “Different Isn’t Ugly.” Post the chart in your classroom so that students can refer to it throughout the unit.

<table>
<thead>
<tr>
<th>Descriptive Signal Words</th>
<th>Sequence-of-Events Signal Words</th>
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</thead>
<tbody>
<tr>
<td>different</td>
<td>finally</td>
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<tr>
<td>peculiar</td>
<td>then</td>
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<td>ugly</td>
<td>now</td>
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<td>alone</td>
<td>first</td>
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<td>unwanted</td>
<td>next</td>
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<td>handsome</td>
<td>after</td>
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<td>beautiful</td>
<td>by</td>
</tr>
<tr>
<td>hideous</td>
<td>before</td>
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</tbody>
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Sample Descriptive and Sequence-of-Events Signal Words Anchor Chart

2. Rehearse

Practice Using the Descriptive and Sequence-of-Events Text Structures in Oral Conversation

Turn and talk. Ask students to use descriptive and sequence-of-events signal words as they tell a partner about a book or story they have read. Ask them to share what they liked or didn’t like. Remind them to describe the characters, settings, and events, and make the sequence of events in the plot clear.

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

Share Signal Words

Bring students together and invite volunteers to share some of the descriptive and sequence-of-events signal language they used in their oral book reviews. Add examples to the class anchor chart.

3. Independent Writing and Conferring

Say: Persuasive book reviews describe what happens in a book and make the sequence of events in the plot clear. Remember to use descriptive and sequence-of-events signal words as you write your own persuasive book reviews.

Encourage students to use descriptive signal words and sequence-of-events signal words to write a brief summary of the book they are reviewing. During student conferences, reinforce students’ use of the descriptive and sequence-of-events text structures, as appropriate.

4. Share

Bring students together. Invite volunteers to read aloud sentences they’ve written in which they’ve used descriptive signal words and sequence-of-events signal words.

Strategies to Support ELs

Beginning

Invite beginning ELs to draw a character, setting, or a sequence of events from a story they are familiar with. Meet with students one on one during the independent writing and conferring time and ask them to tell you about their drawings using descriptive words. Write captions for each image and read them with students.

Intermediate and Advanced

Provide the following sentence frames to help students give their oral book reviews:

This book is about ______.
The setting is ______.
The characters are ______.
The first event is ______.

All Levels

If you have students whose first language is Spanish, share this English/Spanish cognate to help them understand the lesson focus: sequence/la secuencia.