Use the Sequence-of-Events Text Structure

1. Focus

Explain Sequence-of-Events Text Structure

Say: Personal narratives tell about a particular incident that already happened in the author’s life. Most incidents are made up of a series of events: first this happened, then that happened, and so on. The order in which things happen is the sequence of events. When you write a personal narrative, you organize your narrative based on this sequence of events. Certain signal words and phrases, such as first, then, at the same time, and after that, help writers move from one event to the next and tell readers the order in which events occurred.

Model Identifying the Sequence-of-Events Text Structure

Ask students to listen as you reread a paragraph from “Climbing the Snow King.” Reread the first full paragraph on page 17. Note: you may want to display this page from the book using the interactive whiteboard resources so that students may read along.

Say: The author writes, “After a while I was breathing quickly and needed to stop.” The signal phrase after a while tells me that a while, or some time, has passed before she runs out of breath. Without this phrase, I might wonder why she was suddenly so out of breath. The signal phrase provides me with information about the sequence: first she took long strides, then she continued to take more long strides for a while, and finally, she was tired. The signal phrase helps me follow the events and helps the writer describe the sequence in a short, easy way.

Practice Identifying the Sequence-of-Events Text Structure

Say: Now I’ll read another paragraph and you listen for other words and phrases that help you follow the sequence of events. Reread the second paragraph on page 19. Students should notice the word soon that signals the group coming upon a change in the scenery, and the word then that signals another change to a dangerous area.

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

Say: Writers use signal words and phrases to help their readers follow the sequence of events in their writing.

On chart paper, work with students to brainstorm a list of sequence words and phrases they might use in a personal narrative. Begin with the words you found...
in the excerpts from “Climbing the Snow King.” Post this in your classroom as a Sequence-of-Events Signal Words anchor chart that students can refer to throughout the unit.

<table>
<thead>
<tr>
<th>Sequence-of-Events Signal Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>- after a while</td>
</tr>
<tr>
<td>- after that</td>
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<tr>
<td>- at the same time</td>
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</tbody>
</table>

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

### 2. Rehearse

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

**Turn and talk.** Ask students to use sequence-of-events words as they tell a partner about their morning routine. Remind them to consult the anchor chart for ideas.

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

**Share Conversations**

Bring students together and invite volunteers to share examples from their partner conversations.

### 3. Independent Writing and Conferring

**Say:** The sequence-of-events text structure works well for personal narratives. Writers use signal words and phrases to let readers know the sequence of events, just as you did when telling about your morning routine. You can use the anchor chart to help you tell about the order of the events in your personal narratives.

Ask students to write a sequence of events using signal language. If possible, they should use a sequence from the personal narrative they are currently drafting.

**4. Share**

Bring students together. Invite two or three students who used signal words particularly well to read aloud their sequence of events.

### Strategies to Support ELs

**Beginning**

Meet with beginning ELs one on one during independent writing and conferring time. Using the interactive whiteboard resources or images you have gathered, display photographs depicting typical morning routines. Work with each student to order the photographs so they tell about the sequence of events in his or her morning routine. Write captions for each image using simple sentences, such as: *First I ______. Then I ______. After that, I ______.*

**Intermediate and Advanced**

Provide the idea bank and sentence frames below on chart paper to support ELs and struggling writers as they talk about their morning routines. You may also wish to display the photographs showing typical morning routine steps using the interactive whiteboard resources.

**Idea Bank**

wake up  
brush my teeth  
get dressed  
wash my face  
eat breakfast  
put on my jacket  
put on my backpack

**Sentence Frames**

*First I ______.*  
*Then I ______.*  
*After that, I ______.*  
*Before ______, I ______.*  
*Finally I ______.*

**All Levels**

Display the photos depicting the typical steps of a morning routine using the interactive whiteboard resources to visually support students’ discussion about their morning routines.