Add Questions to Connect to the Audience

1. Focus

Explain Adding Questions to Connect to the Audience

Say: When I write a persuasive book review, I want my audience to agree with my thoughts and feelings. To get this to happen, I have to connect to my readers. One way I connect to my readers is by adding questions to my review. When I add questions, I reach out to my readers. I give voice to the text by making it sound a bit more like I am speaking to readers directly. If my readers and I connect, they will be more likely to consider my feelings about the book I’m reviewing. Today I’m going to show you how to include questions in your book reviews so that you can make connections to your readers.

Model How Writers Add Questions to a Book Review to Connect to the Audience

Display the modeling text on chart paper or using the interactive whiteboard resources.

Modeling Text

After example 1. Say: I notice that the reviewer says, “Readers must draw their own conclusions about why.” Then she adds questions that I might have asked myself about why the prince’s shopping spree—which was actually a search for a princess—failed. These questions make the writer’s voice more conversational and help the writer form a connection to readers.

After example 2. Say: In this example, I see more questions. The writer is asking readers to think about what might happen in the story she is reviewing. Instead of simply telling us what happens, she asks questions to get us involved. I can see how adding questions to a review helps a writer to connect to readers. I am more likely to be persuaded about a book by a reviewer who connects to me.
2. Rehearse

Practice Adding a Question to Connect to Your Audience

Display the practice text on chart paper or using the interactive whiteboard resources.

In fairy tales, princesses usually arrive in big carriages. They have servants. They wear beautiful gowns. Their hair is perfect. But this princess is a mess!

Practice Text

Ask students to work with a partner to add one or more questions to these sentences from the story. Remind students that adding questions can help connect a writer to the audience. Encourage students to think of what you might ask if you were describing this part of the story to somebody in conversation. Each pair of students should write down their question or questions and be prepared to read them to the class. They should be able to explain how their questions help the writer connect to the audience.

Share Practice Questions

Bring students together and invite pairs to read aloud their questions and explain how their questions connect to the audience. Record students’ sentences and post these as models for students to use as they write their own persuasive reviews.

3. Independent Writing and Conferring

Say: We just learned that adding questions to a persuasive book review is a way to connect to the audience. Remember, a good persuasive book review connects the thoughts and feelings of the writer to the audience. This helps readers relate to the writer’s voice and makes the writer more persuasive.

Encourage students to experiment with using questions in their drafts of the book reviews during independent reading time. During student conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

4. Share

Bring students together. Invite volunteers to read aloud examples of questions they’ve used in their own writing.

Strategies to Support ELs

Beginning

Work one on one with ELs while other students work with partners or during independent writing time. Model how you ask questions about a story using simple sentences and picture support. Say: This story has a princess. (Show a picture of the princess or use the interactive whiteboard resources.) This story has a pea. (Show a picture of a pea.) Ask: Who is the princess? Why is there a pea?

Intermediate and Advanced

Invite students to draw a picture of the princess and to tell you what they think of the princess in the drawing, using sentence frames such as:

Why is the princess ______? How would you feel if ______?

Advanced

Pair ELs with fluent English speakers during partner practice.

All Levels

If you have students whose first language is Spanish, share these English/Spanish cognates: connect/conectar; persuade/persuadir.