Revise Your Persuasive Book Review for Voice

1. Focus

Explain Revising for Voice

Say: Now that we have written our drafts, what do we need to do next? (Allow responses.) That’s right. We need to revise our writing to make it better. One of the most important steps in the writing process is revision. When you revise a text, you review it and edit it to make it stronger. Professional writers often revise their work many times before they publish it. In a book review, you want to make sure the voice is persuasive enough to convince your audience to read the book. Today I’m going to show you how to revise a book review to make the voice more persuasive.

Model Revising for Voice

Display the modeling text (without revisions) on chart paper or using the interactive whiteboard resources. Read each sentence and model revising for voice.

Modeling Text

1. The story has a happy ending. You’ll have to read the story to find out what happens.
2. This is a very popular story. You should read the story.
3. The story teaches us an important lesson. The story helps us find the beauty in ourselves.

Reread sentence 1. Say: This sentence tells me that the story has a happy ending. So what? Many stories have happy endings. I’ll write that the reader will have to read the story to find out what happens. That will make the reader want to read it. Model revising the text.

Reread sentence 2. Say: This sentence informs the reader in a general way that he or she might like the story, but I don’t hear the writer’s voice. I do hear the writer’s voice when the text is revised to say, “You should read the story.” Now the writer has stated her opinion clearly. As a reader, when I hear a strong opinion, I want to find out why. That makes me want to read the story. Model revising the text.

Reread sentence 3. Say: This sentence sounds like the writer analyzing the story. Boring! When the sentence is revised to say, “The story helps us find the beauty in ourselves,” it makes me want to find the beauty in myself by reading the story. Again, the writer connects to me, her audience, through her use of the pronouns us and ourselves. I feel included and more persuaded to agree with her interpretation of the story. Model revising the text.
2. Rehearse

**Practice Revising for Voice**

Write the practice text on chart paper or use the interactive whiteboard resources.

<table>
<thead>
<tr>
<th>Practice Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “The Ugly Duckling” is a good story.</td>
</tr>
<tr>
<td>2. You should read “The Ugly Duckling.”</td>
</tr>
<tr>
<td>3. “The Ugly Duckling” has a happy ending.</td>
</tr>
</tbody>
</table>

**Ask students to work with a partner to revise the sentences for voice. Each pair should write down their sentences and be prepared to read them to the class and explain how they made the writer’s voice more persuasive. Say:** Remember, a strong narrative voice helps convince your audience that your analysis of a book makes sense. You can revise your writing for voice by adding your thoughts and feelings to the review to make your opinions more persuasive.

**Share Practice Revisions**

Bring students together and invite pairs to read aloud their revised sentences and explain how they added thoughts and feelings to make the sentences more persuasive. Record students’ sentences and post these as models for students to use as they revise their own persuasive book reviews.

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3. Independent Writing and Conferring

**Say:** We just learned how to revise our persuasive book reviews to make the voice stronger. Remember, a good persuasive book review includes your thoughts and feelings about the book you are reviewing. As you revise your book review, remember to add your thoughts and feelings about the book to make your voice more persuasive.

Encourage students to focus on voice when they revise their persuasive book reviews during independent writing time. During conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

4. Share

Bring students together. Invite students to read aloud a section of their persuasive book reviews that they revised for voice.

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**Strategies to Support ELs**

**Beginning**

Beginning ELs are not ready to work on this writing process skill. While other students collaborate on the small-group activity or write independently, meet one on one with students to support developmentally appropriate writing skills based on their independent writing and language levels. Since this lesson focuses on persuasive writing, you might work with students to develop their vocabulary of words that show feeling.

**Intermediate and Advanced**

Pair ELs with fluent English speakers during the partner activity.

**All Levels**

If you have students whose first language is Spanish, share these English/Spanish cognates to help them understand the lesson focus: persuasive/persuasivo(a); voice/la voz.