Objectives

In this mini-lesson, students will:

- Learn how to enhance a persuasive voice by adding comments that assume the audience feels the way the writer does.
- Practice adding comments that assume the audience feels the way the writer does.
- Discuss how to apply this strategy to their independent writing.

Preparation

Materials Needed

- Chart paper and markers
- Interactive whiteboard resources

Advanced Preparation

If you will not be using the interactive whiteboard resources, copy the modeling text and practice text onto chart paper prior to the mini-lesson. If necessary, copy the sentence frames from “Strategies to Support ELs” onto chart paper.

1. Focus

Explain Using Comments That Assume Readers Feel the Way You Do

Say: When I write a persuasive book review, I want to convince my audience to agree with my thoughts and feelings about the book I’m reviewing. I am trying to get my readers to agree with my analysis. To do this, my narrative voice needs to be as persuasive as possible. One tool I use is a carefully worded comment that assumes my readers and I share an opinion about the book. I need to do this carefully because I don’t want readers to be frustrated that I assumed too much about their opinions. Readers are more likely to accept my opinions about a book if I’ve shown that we already share at least one opinion. Today I’m going to show you how to include this type of comment in your book reviews so that you can use it to persuade your audience.

Model How Writers Use Comments That Assume Readers Feel the Way They Do

Display the modeling text on chart paper or using the interactive whiteboard resources. Ask students to listen as you read the passage aloud and to listen for comments that assume they feel the way the author feels.

Modeling Text

Say: This example follows the reviewer’s description of the Little Mermaid giving up her voice in order to have legs and a chance to marry the prince. In the first sentence, I hear the reviewer stating an opinion that she assumes is my opinion, too. She doesn’t say, “I think only in a fairy tale would someone agree to this deal.” She states the opinion as if it is shared by anybody reading the review: “Only in a fairy tale would someone agree to this deal!” The exclamation point emphasizes the reviewer’s belief that this is a correct, true statement. Because the reviewer starts the paragraph with this type of comment, the personal thoughts and feelings she states in the next few sentences are more persuasive. The final sentences of the paragraph are also comments that assume the readers share the reviewer’s opinion about how the story might be different if it had been written today.
2. Rehearse

**Practice Adding a Comment that Assumes Readers Feel the Same as the Writer**

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

The ship is wrecked. The prince is about to drown. The Little Mermaid drags him to the shore.

**Practice Text**

Ask students to work with a partner to add a comment to these sentences. Remind students to add a comment that assumes the writer and the audience feel the same way. If necessary, suggest that the author of this text seemed to feel that the prince was ungrateful. Each pair should write down their sentences and be prepared to read them to the class. They should be ready to explain how they made the text more persuasive by adding a comment that assumes the writer and audience feel the same way.

**Share Practice Sentences**

Bring students together and invite pairs to read aloud their sentences and explain how the comments they added assume the writer and audience feel the same way. 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 about a type of comment that writers use when they write persuasive book reviews. Writers add comments that assume their audience feels the same way they do about some part of the book.

Ask students to identify a section of their book review in which they can strengthen the writer’s voice by adding comments that assume agreement between the writer and the audience. During conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

4. Share

Bring the class together. Invite volunteers to read aloud sections of their reviews in which they improved the writer’s voice by adding comments that assume the writer and audience share opinions.

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**Strategies to Support ELs**

**Beginning**

Work one on one with beginning ELs to practice expressing thoughts and feelings orally. Model how writers might say that they like something and that everybody else does, too. Provide sentence frames such as:

- *I like ______.*
- *We all think ______.*

**Intermediate and Advanced**

Pair ELs with fluent English speakers during the partner activity. Help them create sentences that show shared opinions. Supply the following sentence frames to help them add comments to the practice text:

- *We can agree that ______.*
- *We can see that ______.*

**All Levels**

If you have students whose first language is Spanish, share these English/Spanish cognates: *comment/el comentario; opinion/la opinión.*