Choose Words to Engage Your Audience

1. Focus

Explain Choosing Words to Engage the Audience

Say: When I write a procedural text, I want to help readers make a personal connection to the text. I want to capture readers’ imaginations and help them relate to what I’m writing about. To do this, I have to choose words that reach out to readers, words that say to the reader, “Come on! Let’s do this. It’ll be fun!” Today I’m going to show you how to choose words in your procedural texts that help you make a connection with your readers.

Model Choosing Words to Engage the Audience

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

Ask students to listen for words that capture their imagination and help them connect to the text as you read aloud from “Secret-Ingredient PBJ.”

Next, use the butter knife to spread peanut butter on one slice and jelly on the other slice. Now it’s time for the secret ingredient! Open the cocoa mix packet and sprinkle a pinch of the mix on the peanut butter side. Then, flip over the jelly slice and arrange it on top of the peanut butter slice. Finally, munch away!

Modeling Text

Say: In the second sentence, the author writes, “Now it’s time for the secret ingredient!” Using the word now at the beginning of the sentence makes me sit up and pay attention, and it brings me along with the author. Also, I like how she introduces the secret ingredient. She could have just said, “Sprinkle a pinch of the cocoa powder mix on the peanut butter.” But the way she writes it here is more interesting, and it makes the whole procedure more fun. At the end of the text, the author writes, “Finally, munch away!” Here, the author makes a personal connection with me. She chooses to use words that sound like one friend talking to another.
2. Rehearse

Practice Choosing Words to Engage the Audience

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

First, wash the grapes and the apple. Then peel the banana. Next, cut the apple and the banana into chunks. Slide the pieces of fruit onto wooden skewers. Hold each skewer by the ends and roll it in yogurt to cover the fruit. Finally, roll each skewer in coconut.

Practice Text

Ask students to work with a partner to revise the steps for fruit kabobs, using words that make the text more interesting and help the reader make a personal connection. Pairs should write down their sentences and be prepared to read them to the class and explain the word choices they made to help engage their audience.

Share Practice Sentences

Bring students together and invite partners to read aloud the words, phrases, or sentences they added or changed. Ask them to explain the word choices they made. Record students’ sentences and post these as models for students to use as they draft or revise their own procedural texts.

3. Independent Writing and Conferring

Say: We learned that we can choose words that help the reader make a personal connection to our texts. This helps our audience be interested and engaged. Remember that you can connect to your readers by reaching out with your words. As you write your procedural text, look for opportunities to add words that do this.

Encourage students to think about connecting to their audience as they draft or revise during independent writing 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 share examples of how they use words to make their procedural texts more interesting and engaging.

Strategies to Support ELs

Beginning

While the rest of the class works collaboratively on the partner practice activity, you may wish to support the oral language development of beginning English learners. Continue practicing simple command verbs with them, or orally model and practice the steps of a very simple procedure (for example, putting notebook paper into a binder, watering a plant in your classroom, or starting a computer). Encourage ELs to use command verbs and gestures to explain the procedure to you after you have modeled it. Provide support as needed and validate their efforts to use English.

Intermediate and Advanced

Pair ELs with fluent English speakers during the partner activity.

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: ingredient/el ingrediente; secret/secreto(a).