Connect to the Audience of a Procedural Text

Objectives

In this mini-lesson, students will:

- Learn how writers add voice to procedural text by connecting with their audience.
- Practice adding to a procedural step to create a connection with readers.
- Discuss how students can 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-lessons. If necessary, copy the sentence frames from “Strategies to Support ELs” onto chart paper.

1. Focus

Explain Connecting to the Audience of a Procedural Text

Say: When I write a procedural text, I am telling my readers how to do something in step-by-step order. The main purpose of my directions is to explain each step clearly. So I write directions that are detailed and specific. They don’t generally have a lot of voice, but I can still connect with readers in some ways. I can add examples or tips to the directions to make my voice sound helpful to readers. Sometimes, I can use myself as an example when telling how to do something. Today I’m going to show you how to add voice to procedural text by making connections with your readers.

Model How Writers Connect With The Audience

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

Modeling Text

Step 2: Draw your hairline at the top. For example, I have bangs swept to the side, so I drew a curved line.

Step 5: Draw your eyes. First, think about the emotion you want your eyes to show. For example, wide-open eyes usually depict a happy or surprised feeling.

Step 6: Draw the mouth. It should show the same emotion as the eyes.

Ask students to listen as you read the text aloud and to especially listen for sentences that create a connection to the audience.

After step 2. Say: I see a clear, specific direction at the start of this step. Then the writer adds an example to help me connect with the direction. She tells me a bit about what she looks like and how she would draw herself. Because she uses herself as an example, I connect with her voice. The example helps me to visualize what the writer wants me to do.

After step 5. Say: Again, I see a simple, clear direction at the start of this step. After this, though, the writer helps me connect to her instruction by addressing me directly and telling me to think about the emotion I want to show in my drawing. And she provides another example to help me connect with her instruction and visualize what she is instructing me to do.

After step 6. Say: Here I see another added tip from the writer. She could have just written the instruction, “Draw the mouth.” However, she has added explanation to better connect with the reader about what she means. Although
these sentences don’t have a strong voice, the writer sounds more helpful to the reader because she has gone to the effort of giving an extra tip.

2. Rehearse

Practice Connecting to the Audience of a Procedural Text

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

**Step 4: Draw your neck and shoulders.**

**Practice Text**

Ask students to work with a partner to add voice to this sentence by making a connection to the audience. Invite students to add a sentence or two to follow this instructional step. If necessary, suggest that they add an example or further explanation of what the neck and shoulders might look like after being drawn. Ask students to consider using themselves as an example—by describing how they might draw their own neck and shoulders. Students should write down their sentences and be prepared to read and explain them to the class.

**Share Practice Sentences**

Bring students together and invite pairs to read aloud their sentences and explain how these make a connection between the writer and the reader. Record students’ sentences and post these as models for students to use as they write their own procedural text.

### Strategies to Support ELs

**Beginning**

Meet with beginning ELs one on one while other students work with partners. Encourage them to describe how to draw a neck and shoulders in any way they can—with words or gestures as well as by drawing examples. Help them generate simple sentences using the following sentence frames: I can draw ______. My drawing is ______.

**Intermediate**

Pair ELs with fluent English speakers during the partner activity. Write simple sentence frames on chart paper and model how students can use them to add to the practice text. For example, write: My neck is ______. My shoulders are ______.

**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/formar una conexión; example/el ejemplo; procedural/de procedimiento.