Author’s Craft: Model Writer’s Voice

1. Focus (15 Minutes)

Display page 3 of *Personal Narratives* using the big book or interactive whiteboard resources and read it aloud. Say: *Writers share their feelings in a personal narrative. They also express their personalities. We use a writer’s voice to show our personality and feelings. Your writer’s voice is your own special style of writing.*

Ask students to cover their eyes. Tell them that you will walk around the room and quietly tap someone’s shoulder. That person should say, “I have a voice.” The other students should tell whose voice they heard. After playing the game for a minute or two, say: *Your writer’s voice is like your speaking voice. It is different from everyone else’s. Let’s see how one of the writers in this book shows his voice.*

Read aloud pages 8–11 from the mentor big book. Then turn back to page 9 and say: *I like something the writer does on this page. First he writes he was afraid. Then he tells why he was afraid. He uses an exclamation point to show how badly he didn’t want to fall. The writing here shows writer’s voice. The writer shares his feelings, and he uses punctuation to help show his personality. Showing your writer’s voice makes your writing strong. When your writing has a strong voice, it helps readers connect with you. Then they are more interested in reading your personal narrative.*

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Turn to page 10. Say: *I like what the writer does on this page, too. In the first sentence, he chooses the right words to show how much he trusts his mother. In the other sentence, he uses the word Finally and an exclamation point to show how exciting it is to ride all by himself. Strong writers work hard to use the right words, punctuation, and style to show their personalities and feelings. What is that called? (Allow responses.) Yes! It’s called using your writer’s voice!*

Turn to page 5. Say: *Today you will think of a new event to write about. You can use a suggestion from the Sample Problems web on this page, or you can think of your own idea. Then you will tell your story to your partner and draw or write a beginning, middle, and end graphic organizer to go with it.*

Objectives

**Oral Language and Grammar**
- Share a personal experience in a unique way.
- Use complete sentences.
- Use common nouns, adjectives, and personal pronouns.

**Reflecting Reading in Writing**
- Visualize an event and recall accompanying feelings.
- Ask questions to determine feelings.
- Understand that a personal narrative has a beginning, a middle, and an end.
- Analyze features of a personal narrative.

**Writing**
- Draw a beginning/middle/end graphic organizer.

**Materials**
- Mentor big book: *Personal Narratives*
- Personal Narratives graphic organizer (BLM 1)
- Interactive whiteboard resources
2. Rehearse (5 minutes)

Ask students to turn to their partners. Say: Tell your partner what you plan to write today. Be sure to show your personality and feelings in what you say. Then see if your partner can name the characters, setting, problem, and resolution in your narrative. Move among the pairs of students to monitor and support their efforts.

3. Independent Writing and Conferring (20 minutes)

Distribute students’ writing folders and give a copy of BLM 1 to each student who is ready to plan a new personal narrative. Say: Draw or write what happened at the beginning of your story in the first box. Draw or write what happened in the middle of your story in the middle box. Draw or write what happened at the end of your story in the last box. Use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations.

4. Share (5 minutes)

Invite two or three students who have used voice effectively in their writing to read aloud parts of their personal narratives. Point out examples of effective voice in their writing. Celebrate examples of characters, settings, problems, and resolutions.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- I need to look for ways to show my writer’s voice when I write.
- I will describe how I felt so that my voice comes through.

Directive and Corrective Feedback
- How could you say this? Tell me in your own words.
- Do you describe how you felt here? How could adding describing words help show your writer’s voice?

Self-Monitoring and Reflection
- Show me a place in a narrative you wrote where you think your writer’s voice comes through. Show me a place where you could add more of your personality.
- How did you decide what describing words to use here?

Validating and Confirming
- When I read this sentence, I can hear you talking! Good work!
- I like the way you showed your feelings here. This helps me see your personality.

Teacher Tip

Reinforce the concept of writer’s voice by pointing out examples in your daily read-alouds. Think aloud about how an author uses a particular style, choice of words, and/or punctuation to help express his or her personality and feelings.