Author’s Craft: Practice Writer’s Voice

1. Focus (15 MINUTES)

*Say:* Yesterday we learned that strong writers show their personalities and voice in their personal narratives. They do this by using their own special style and carefully choosing words and punctuation. We can use our writer’s voice, too! Let’s add this idea to our Personal Narratives anchor chart.

Refer to the anchor chart displayed in your classroom. Review with students what you’ve written so far. Then add another bullet about writer’s voice.

**Writing My Personal Narrative**

- I write about a real event in my life.
- I write about characters, or people.
- I tell the setting, or where the event happens.
- I tell a problem that happens.
- I tell the resolution, or how someone solves the problem.
- I tell a beginning, a middle, and an end.
- I add describing words.
- I use my writer’s voice.

**Personal Narratives Anchor Chart**

*Say:* Today we will look at a personal narrative I wrote. You can help me look for examples of my writer’s voice. I can also make changes to my writing to better express my personality and feelings.

Display one of the personal narratives you have used for modeling in a previous lesson. Ask students to reread it with you and help you locate examples of writer’s voice. Then think aloud and model how to ask yourself questions about your writing, such as:

- Can my readers tell how I feel?
- Does my writing style show my personality?
- Do I need to use any different words or punctuation marks to better show my writer’s voice?

Demonstrate how to change or add any parts that will give your writing more feeling, personality, and uniqueness. When you finish, ask students to read the revised personal narrative with you. *Say:* That’s better! I have used my own special style of writing to express my personality and feelings.

Put your personal narrative aside. *Say:* Today as you write, think of ways to show your writer’s voice. Try to use just the right words, punctuation, and style to get across your personality and feelings.

**Objectives**

- **Concepts About Print**
  - Use appropriate uppercase letters and end punctuation.
  - Put spaces between words.

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

- **Purposeful Phonics Connections**
  - Apply phonics knowledge to encode unknown words.
  - Write high-frequency words.

- **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.
  - Reread from the beginning of a sentence or text.

- **Writing**
  - Write a personal narrative.
  - Demonstrate writer’s voice.

**Materials**

- Any teacher’s draft of a personal narrative (from Weeks 9–13)
- Personal Narratives anchor chart (from Week 13)
- Blue, red, and green markers
2. **Rehearse** (5 MINUTES)

Distribute students’ writing folders. Invite each student to work with a partner.

**Say:** Today as you draft or revise your writing, think about how you can add your own voice so your personality shows in your writing. Before you start, tell your partner what you plan to write. Move among the pairs of students to monitor and support their efforts.

3. **Independent Writing and Conferring** (20 MINUTES)

Support students as needed as they work to get their narratives on paper and to use writer’s voice. Allow students to get ideas and help from one another as well, and use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations. Invite students to color-code their drafts by underlining the characters in blue, the setting in red, and the problem in green.

4. **Share** (5 MINUTES)

Use the Share time in one of the following ways depending on your observations of students during Independent Writing and Conferring:

- Invite several students who used voice effectively in their writing to read their drafts aloud. Ask students where they hear examples of the writer’s personality or parts that sound like the writer talking to them. Ask if they can tell how the writer feels.

- Work with a small group of students to practice adding voice to a piece of writing. Begin with a simple sentence, such as “I don’t like broccoli.” As a group, talk about ways to make the writer’s voice stronger by changing or adding words.

- Practice and reinforce other skills and strategies. For example, invite a student to read aloud his or her sentence. Ask listeners to decide if the sentence tells a complete thought and how they know.

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**Sample Responsive Conferring Prompts to Support and Scaffold Writers**

**Goal Oriented**
- I’m going to think about how I would say this if I were talking.
- I’m going to look for places where I can use some adjectives to give more information about my setting, characters, or problem.

**Directive and Corrective Feedback**
- Tell me how you would say that if you were talking to me. Now write that way. That is your special voice.
- You could add a describing word here. Tell how you felt.

**Self-Monitoring and Reflection**
- Show me a place in your writing where you really felt you expressed your own voice.
- Reread your personal narrative and think about places where you could add your writer’s voice.

**Validating and Confirming**
- I could hear your voice in that sentence!
- The word ______ really helped me connect to the character/setting.