Author’s Craft: Practice Writer’s Voice

1. Focus (15 minutes)

Say: I have been revising my drafts for voice. Who can tell me what a writer’s voice is? (Allow responses.) Good! It’s the writer’s own special style of writing. It shows the writer’s personality. Today we will look at another personal narrative I wrote. You can help me look for examples of writer’s voice. I can also make changes to my writing to better express my personality and feelings.

Display a personal narrative you wrote other than those used earlier in the week. 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 your revised personal narrative with you. Say: That’s better! I have used my own special style of writing to express my personality and feelings.
2. Rehearse (5 minutes)

Display the following sentence on chart paper or using the interactive whiteboard resources, and read it aloud to students:

I did not want to go to the doctor.

**Practice Text**

**Say:** I don’t really hear the writer’s voice in this sentence. I don’t hear any emotion or feeling to give me an impression of the writer. Imagine that you don’t want to go to the doctor. How could you say this and what words could you use to show your personality? Turn to your partner and use your own voice to get this message across. Then I’ll ask some of you to share how you changed this sentence.

Give students a few minutes to talk with their partners. Then bring students together and ask several students to share how they changed the practice text. Record their sentences. Reread and discuss how the sentences show students’ voice.

**Say:** Today as you continue to write your personal narratives, think about how you can include your own writer’s voice in your writing.

3. Independent Writing and Conferring (20 minutes)

Distribute students’ writing folders. Support students as needed as they plan, draft, revise, or edit their narratives. 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 pairs to share their edited and revised drafts. Use other examples of students’ drafts, and ask students to suggest ideas for developing the voice of each writer. Point out and celebrate examples of writer’s voice.

---

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

**Goal Oriented**
- I show how I feel by ______.
- I might describe ______ with the word ______.
- I will check for uppercase letters and end punctuation.

**Directive and Corrective Feedback**
- What problem did you write about? What is the resolution?
- How could you describe that?
- Would a period or exclamation point better show your feelings?

**Self-Monitoring and Reflection**
- Show me where your writer’s voice comes through.
- How did you feel when this happened? What words could you use to show your feelings?
- What word did you use to describe ______?

**Validating and Confirming**
- You asked yourself questions to help you add your writer’s voice. That’s something strong writers do.
- I can hear you talking when I read this sentence! Good work!
- You are learning to use your writer’s voice!