Author’s Craft: Revise for Writer’s Voice

1. Focus (15 minutes)

Say: In the last few lessons, we have been looking at writer’s voice in drafts I’ve written. We have thought about ways to make my writer’s voice stronger. Today we will look at another personal narrative I wrote.

Display another example of a draft you wrote 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 your revised draft with you.

Ask: How have our changes showed my writer’s voice?

Allow responses.

Put your personal narrative aside. Say: Today you will reread the last personal narrative you completed and look for examples of your writer’s voice in the narrative. Then you can make changes to your writing to better express your personality and feelings. Try to use just the right words, punctuation, and style. Your partner will help you, and so will I!

Objectives

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
- Revise a personal narrative.
- Demonstrate writer’s voice.

Materials
- Teacher’s draft of a personal narrative (from Day 3)
2. Rehearse (5 MINUTES)

Distribute students’ writing folders. Invite each student to work with a partner. 
**Say:** Decide whose draft you will revise first. Read the draft together and look for examples of writer’s voice. Then ask each other questions about it. Ask whether the draft shows the writer’s personality. Ask whether the draft lets readers know how the writer feels. Use the answers to the questions to talk about how to better show the writer’s feelings and personality. When you are done, do the same thing with the other draft. Move among the pairs of students to monitor and support their efforts.

3. Independent Writing and Conferring (20 MINUTES)

**Say:** Now make the changes you thought of to improve your writer’s voice. Use a caret if you need to add a word. Remember that you don’t need to revise every sentence. It’s fine to just try one or two new ideas. If any students have difficulty figuring out what to revise, ask questions to guide them. You can also use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations. As students finish, **say:** Now reread your personal narrative to your partner and explain how you used your writer’s voice.

4. Share (5 MINUTES)

Invite students who used voice effectively in their writing to read aloud their drafts. Guide other students to identify how the writers showed writer’s voice using prompts such as:
- **Do you know how the writer feels? How?**
- **Does the writing sound like the writer talking?**
- **Can you tell something about the personality of the writer from the writing? How?**

Encourage students to think about and discuss how they can make writer’s voice come through in their writing.

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

**Goal Oriented**
- I ask myself, “_____?”
- I will use words to show how I feel.

**Directive and Corrective Feedback**
- What is the _____ like? How could you describe it in your message?
- Would _____ help express your personality?
- How could you describe how you felt? What words could you use?
- Would a period or exclamation point better show your feelings?

**Self-Monitoring and Reflection**
- How could you write that in a different way?
- How could you fix this so that your readers can hear your voice?
- How could you make that sentence even better?

**Validating and Confirming**
- You show your writer’s voice in this sentence!
- You asked yourself questions about your sentence. That’s something strong writers do to help them choose the best words to use.
- You thought about several different words and chose _____ . That will help express your personality.

**Teacher Tip**

If time allows, invite some older students to share their writing with your students and discuss ways they use writer’s voice.