Author’s Craft: Practice Writer’s Voice

1. Focus (15 minutes)

Say: Today we will look at one more 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 new example of a personal narrative that you wrote. 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.

Put your personal narrative aside. Say: Today you will reread a personal narrative you wrote earlier and look for examples of your writer’s voice. 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!

2. Rehearse (5 minutes)

Distribute students’ writing folders. Make sure each student has a draft from a previous lesson. Invite students to work in pairs to talk about how they could add voice to their drafts. 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 figure out 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.

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 reactions and 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
- Any teacher’s draft of a personal narrative (from Weeks 9–13)
3. Independent Writing and Conferring (20 minutes)

**Say:** Now make the changes you thought of. 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 two pairs of students to share their revised drafts. Point out and celebrate examples of writer’s voice. Highlight the ways that writers developed voice, for example, by using exclamation points at the ends of sentences or by using words that show feelings.

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

**Goal Oriented**
- I will think about how I can show my writer’s voice.
- I can use end punctuation to show how I feel.

**Directive and Corrective Feedback**
- What questions did you ask yourself to help you write that?
- Would ______ help express your personality?
- How could you describe that? What words could you use?
- Would a period or exclamation point best show your feelings?

**Self-Monitoring and Reflection**
- What questions did you ask yourself to help you write that?
- Read your message. Do you show your writer’s voice?
- How does this part show your own special style of writing?

**Validating and Confirming**
- You asked yourself how you could show your voice here. Strong writers look for ways to do this.
- You thought about several different words and chose ______. Strong writers do that, too.
- You changed the end punctuation to show more of your voice. Nice work!
- You are learning to use your writer’s voice!

**Teacher Tip**
Continue to ask students to say words slowly and write what they hear. Encourage them to keep a list of high-frequency words they learn to write. Celebrate each gain in sound/symbol relationships and known words.