Revise for Voice

1. Focus

Explain Revising for Voice

Say: Sometimes when we complete the draft of our story, we assume we’re done, but we’re not. One of the most important steps in writing is revising—making changes to the text to improve it. Professional writers usually make many revisions to their stories before they publish them. In a realistic fiction story, one of the most important things to focus on when you revise is your point of view. You want to make sure that the whole story is told either in the first person or the third person. Today I’m going to show you how to revise a realistic fiction story to make sure the point of view is consistent and stays the same throughout the entire story.

Model Revising for Voice

Display the modeling text on chart paper or using the interactive whiteboard resources. Ask students to listen for the point of view as you read the modeling text passage aloud.

"Where is Jamal?" I wondered one day after school. She and the other kids from Oak Street Apartments always walked home together. But today, Jamal was nowhere in sight.

I notice the word "I" after the quote. This tells me the sentence has a first person point of view. Then I see that the next sentence uses the word "she" to identify the person wondering about Jamal. This sentence has a third person point of view. I want the point of view to stay the same. So, I can revise these sentences by switching the pronoun "I" in the first sentence to "she." Or, I could name the character. Either way, both sentences will have a third person point of view. It’s important that I maintain one point of view all the way through my writing.

Objectives

In this mini-lesson, students will:

• Learn to revise a realistic fiction story to maintain the first person or third person voice throughout the text.
• Revise a section of their own writing and share their revisions with the class.
• Discuss how they can apply this skill to their own independent writing.

Preparation

Materials Needed

• Chart paper and markers
• Interactive whiteboard resources

Advanced Preparation

If you will not be using the interactive whiteboard resources, copy the modeling text and practice text onto chart paper prior to the mini-lesson. Leave enough space between lines to allow you to insert new text. Also copy the sentence frames from “Strategies to Support ELs,” if necessary.
2. Rehearse

Practice Revising for Voice

Display the practice text on chart paper or using the interactive whiteboard resources.

Jamal doing the laundry? We had to see this. They trooped down to the basement. When Jamal saw us, he quickly turned off the light.

Practice Text

Ask students to work with a partner to revise the sentences for point of view. Students should rewrite the sentences so that the whole paragraph is told in the third person point of view or the first person point of view. **Say:** Remember to revise the paragraph so that the point of view is the same in each sentence. You can choose either the first person or the third person. But your point of view must be consistent throughout.

Share Practice Revisions

Bring students together and invite partners to read aloud their revised sentences and explain what they changed to make the point of view either all third person or all first person. Record students’ sentences and post these as models for students to use as they revise their own realistic fiction stories.

3. Independent Writing and Conferring

**Say:** We just learned how to revise our stories to make sure the voice throughout the story is either first person or third person. Remember, a good realistic fiction story has a clear point of view, either first person or third person. As you revise your realistic fiction story, check the pronouns you use to be sure your point of view is the same in each sentence and paragraph.

Encourage students to think about point of view as they draft or revise their informational reports during independent writing time. During student conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

4. Share

Bring students together. Invite volunteers to share examples from their realistic fiction stories that show point of view. Ask students to discuss their awareness of point of view as they have drafted and revised their stories.

Strategies to Support ELs

**Beginning**

Meet with beginning ELs while other students work with partners to “Practice Revising for Voice.” Help them practice creating simple sentences in first and third person. Ask them to mime an action and then use the sentence frame to tell what they are doing, using first person: **I am _____**. As students mime their action, ask the other students to use the following sentence frame to tell what the student is doing: **She/He is _____**.

**Intermediate and Advanced**

Pair ELs with fluent English speakers during the “Practice Revising for Voice” activity.

**All Levels**

If you have students whose first language is Spanish, share these English/Spanish cognates to help them understand the lesson focus: **narrator/el narrador/la narradora; pronoun/el pronombre; realistic/realista**.