

6+1 Traits: Voice



Standard(s):

- Begin using characteristics of good writing: voice (2, 3)
- Continue using characteristics of good writing: voice (4-8)

Pathways Cross-References:

- 1 & 2 *Teacher Resource Manual*, pp. 239-269
- 3+ *Teacher Resource Manual*, pp. 147-180
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Recommended Materials:

- K-2—*Alexander and the Terrible, Horrible, No Good, Very Bad Day*
- 3-5—*Small Steps: The Year I Got Polio*
- 6-8—*A Single Shard*
- White Board/Markers
- Writers' Notebooks

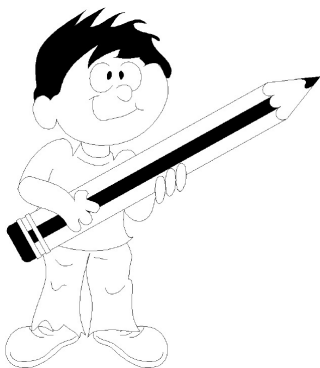
Suggestions for Additional Mini-lessons:

- Finding Your Voice
- Creating a Tone
- Matching Voice and Purpose for Writing
- Connecting to the Audience
- Writing from Other Points of View

Please note: This Mini-Lesson is intended to serve as a guide to assist teachers in creating their own instruction for the Writing Workshop. While a script is provided, it should not be read without personal adaptation.

Voice

	Connect	Explore	Practice
K-2	<p>Did you know that you can make your writing more interesting by sharing things about yourself?</p> <p>When others read what you have written, they will know that you wrote it because it tells about things that make you special.</p> <p>What is something that makes you special that you could write about?</p>	<p>The author, Judith Viorst, wrote the book, <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>. Let's look at the pictures and read the words that tell what happened to Alexander. What do we learn about Alexander? What does the author share with us that makes him special?</p> <p>There are seven characteristics or traits of good writing that all learners should know about. One of the traits is VOICE. Voice can be the special things the author shares with us about a person or place or thing. If it is a person, we may learn how they look, feel, or act.</p> <p>Let's think about some specific things that make you special. Complete the following sentences about yourself in your writer's notebook or use "What Makes Me Special" to record your responses.</p> <ol style="list-style-type: none"> 1. My favorite hobby is _____. 2. My favorite pet is _____. 3. My favorite place is _____. 4. My favorite song is _____. 5. My favorite book is _____. <p>Share one of your sentences with a friend when you are done.</p>	<p>Choose one of the sentences that you completed and draw a picture to illustrate it in your writing notebook or use "What Makes Me Special." Write the sentence under your picture. Do not put your name on the picture.</p> <p>We will play a guessing game with the pictures to see if you can guess who wrote each.</p> <p>How were you able to guess who wrote each one?</p>



When authors write about something they know, they are personally engaged with the writing. You can almost hear them speaking to you through the words they write. And it leaves you feeling a certain way.

Think about the last book you read. Could you tell that a real person was writing the book? How did the words make you feel?

Writers should really care about what they write.

In the book, *Small Steps: The Year I Got Polio*, by Peg Kehret, the author tells about her personal experiences with polio. As you read the book, write in your writer's notebook about how the story makes you feel. Use "My Feelings Chart" to help you identify your feelings.

There are seven characteristics or traits of good writing that all learners should know and use. They describe the qualities of good writing as well as provide a common language for us to talk about writing. One of the traits is VOICE. An author's voice often captures a certain mood/tone or feeling about what is happening. This helps the reader begin to feel what the writer is feeling.

Let's share what you wrote in your writing notebook about the way this book makes you feel. Try to give a reason for the feeling or mood that you share. I'll write your responses on the board:

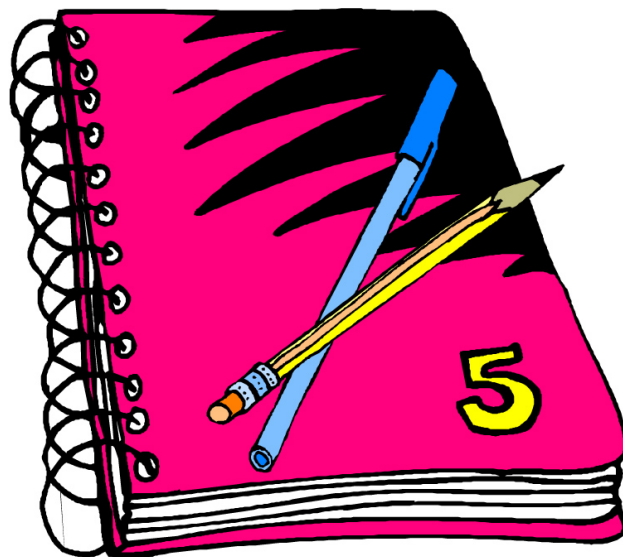
Ex.—Sad—The unhappy experience of having polio.
 Hope—She overcame the challenges of polio.
 Joy—What she was able to accomplish.

Some of you have found several moods portrayed in the story as the author shares a series of experiences.

Think of an experience that you would like to write about. Perhaps it is a joyful time in your life or it may be an experience that was challenging in some way. Write about it in your writer's notebook.

Share your writing with three friends. Compare the mood or feeling that each story conveys.

This is your writer's voice coming through!



Voice

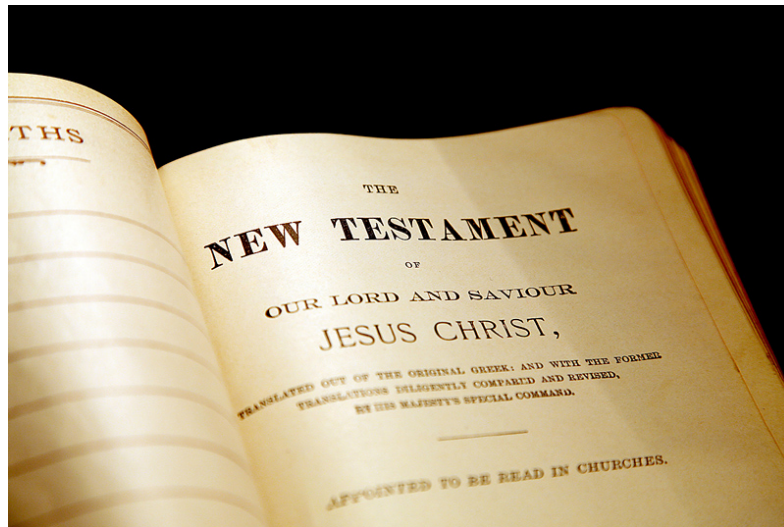
	Connect	Explore	Practice
6-8	<p>Who is your favorite author? How many books by this author have you read?</p> <p>If you have read several of their books, you could probably pick up one of their books you had not read before, and without looking at the author's name, be able to tell who wrote it after reading a few pages.</p> <p>Think about what makes your favorite author's writing different from anyone else's writing.</p> <p>One way in which the author differentiates their writing is by telling the story from the perspective of one of the characters.</p>	<p>The author, Linda Park, is a good example of a writer with a distinctive way of writing. We have read her book, <i>A Single Shard</i>. What makes her writing different from other authors' writing that you have read this year? Who is telling the story in <i>A Single Shard</i>?</p> <p>Remember that there are seven characteristics or traits of good writing that all learners should address in their writing. Not only do they provide a common language for us to talk about writing but they allow you to become a self-evaluator. You can critique your own writing by referring to the traits. One of the traits is VOICE. One way an author's voice comes out in their writing is to write from a particular point of view. For example, an author might write from a student's point of view, a teacher's point of view, or a parent's point of view.</p> <p>Whose point of view is portrayed in <i>A Single Shard</i>? Why do you think the author chose to write the book from this point of view? How might the story change if it were told from the potter's perspective?</p> <p>Let's choose a page from the first chapter of the book and rewrite it together from the potter's point of view. I'll record your thoughts on the board. Which voice do you think is most appropriate for this story? Why?</p>	<p>Choose a piece of writing in your writing notebook that you have recently completed. Reread it and think about how the voice might change if you were to write it from a different point of view.</p> <p>Rewrite the piece from a different perspective. Use "Multiple Voices" to help you plan your writing. After completing the chart, choose one of the voices to use as you rewrite the piece in your writer's notebook.</p> <p>Share both pieces with your writing buddy. Ask your buddy to identify the point of view in each piece and talk about which voice is most appropriate for this piece of writing.</p>

“Apply” Ideas:

- Have learners identify Voice in paintings, songs, or poems by having them compare examples in each genre.
- During science or social studies class, learners can access two websites on a topic and compare the Voice of the text.
- Have learners compare a Bible story recorded by two or more of the Gospel writers (Matthew, Mark, Luke, or John). Discuss how the Voice differs in each story.

“Share” Ideas:

- Have learners work in small groups to choose one of their stories to turn into a reader’s theatre. They can practice and perform their script for the rest of the class or another class.
- Learners can create a PowerPoint to highlight what they have learned about Voice to share with their families on Parent’s Night.
- Have learners present a topic for Chapel or a school program that focuses on different points of view.



All About Voice

- **Find Your Voice**
- **Create a Tone**
- **Match Voice and Purpose for Writing**
- **Connect to the Audience**

•Write from Other Points of View

Name _____ Date _____

What Makes Me Special

1. My favorite hobby is _____.
2. My favorite pet is _____.
3. My favorite place is _____.
4. My favorite song is _____.
5. My favorite book is _____.

Choose one of the sentences and draw a picture to illustrate it.

Write the sentence on the line.

Voice

My Feelings Chart

frustrated

embarrassed

sad

mad

nervous

happy

proud

scared

loved

lonely

Name _____ Date _____

Multiple Voices

Possible Points of View	Summary of Story from Their Perspective
The Teacher	
A Friend	
Other	

Voice

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Name _____

Date _____

Assessment Rubric: Voice

	K-2	3-5	6-8
Finding Your Voice	Voice is evident. 1 2 3	Voice is evident demonstrating a personal connection to the writing. 1 2 3	Voice is identifiable across multiple pieces of writing. 1 2 3
Creating a Tone	Tone is identifiable. 1 2 3	A certain tone or mood is captured. 1 2 3	Tone shows evidence that the writer cares about the topic. 1 2 3
Matching Voice and Purpose for Writing	Purpose is clear. 1 2 3	Purpose is clear with a point of view expressed. 1 2 3	Point of view is appropriate for the mode of writing. 1 2 3
Connecting to the Audience	NA	Connects to audience through content and feelings. 1 2 3	Connects to audience through content, feelings, and opinions. 1 2 3
Writing from Other Points of View	NA	NA	Writes from another point of view. 1 2 3
<i>Total Score</i>	/9	/12	/15

Note: Score each criterion on the left of the chart on a scale of 1 to 3, with 1 being low and 3 being high, for the particular grade band of the student.