


Let your writing express your personality and feelings.



Voice

	Sea Cucumbers
●	Did you know there is an animal named after a vegetable? It is called a sea cucumber. A sea cucumber has a tube-like body.
●	It also has a mouth surrounded by tentacles. This creature of the deep may look a little like a cucumber, but I bet it would taste
●	terrible in a salad!

## 1. Build Writing Skills

Teach Writing Trait: Voice

- A. **Restate Voice** Explain that authors use voice when they include their thoughts, points of view, and feelings in their writing. Voice is what makes their writing unique and interesting. Voice can also change depending on the audience or purpose. For example, a report is written with a more formal style and voice than a personal journal entry. *Today we will use voice to show thoughts and feelings in writing.*
- B. **Focus on the Visual** *What do you think is the purpose of the author's writing? (to inform) How would you describe his writing voice? (knowledgeable, friendly) What elements make the writing unique and interesting? (opening with an engaging question; using strong words such as tentacles and terrible; ending with humor)*

## 2. Write and Analyze

Writing Trait: Voice

- A. **Write Texts** Students should focus on creating or revising a piece that shows voice.

Below Level	On Level	Above Level
Ask students to write down words and phrases that show their thoughts and feelings about the topic. Help them determine an appropriate audience for their writing and discuss appropriate voice for that audience. Help them craft an introductory sentence with appropriate voice.	Ask students to point out examples of voice in their writing. Students should then explain how their voice is appropriate for the intended audience of their writing.	Ask students to consider whether their use of voice is appropriate for their intended audience. Challenge students to give readers impressions of thoughts and feelings through examples and details, rather than simply telling the thoughts and feelings explicitly.

- B. **Support Writing** When students are finished, ask:
- *Who is the intended audience of your writing? How did that affect your voice?*
  - *How did you want your reader to feel about the topic?*

## 3. Support Writing Independence

- A. **Write on My Own** In a conference, ask:
- *Show me a place where you used voice in your writing.*
  - *What does your reader learn about your personality by how you expressed yourself?*
- B. **Monitor Learning** Use the rubric below to assess students' writing for voice.
- C. **Next Step** Continue providing small group support for voice for students who score 1 or 2.

### Writing Trait: Voice

<b>1. Little Evidence</b>	Student's writing lacks voice that is appropriate for purpose and audience. Writing lacks uniqueness and interest.
<b>2. Some Evidence</b>	Student's writing contains some use of appropriate voice. Writing is generally organized and focused.
<b>3. Clear Evidence</b>	Student's writing contains a clear use of voice that is appropriate for intended audience and purpose. Writing is well organized, focused, and moves smoothly from idea to idea.