*English Instructional Plan – Tone and Voice Grade 5*

**Primary Strand: Writing 5.7**

**Integrated Strand/s: Communication and Multimodal Literacies, Reading**

**Essential Understanding:**

* understand that voice shows an author’s personality, awareness of audience, and passion for the topic, adding liveliness and energy to writing
* use precise, descriptive vocabulary and information to create tone and voice

**Essential Knowledge, Skills, and Processes:**

* produce a clear and coherent written piece in which the development and organization are appropriate to purpose and audience
* use precise, descriptive vocabulary and information to create tone and voice produce a clear and coherent written piece in which the development and organization are appropriate to purpose and audience
* use precise, descriptive vocabulary and information to create tone and voice

**Primary SOL:**

5.7j Use precise and descriptive vocabulary to create tone and voice.

**Reinforced (Related Standard) SOL: 5.7**

1. Engage in writing as a process.
2. Select audience and purpose.
3. Use a variety of prewriting strategies.
4. Introduce and develop a topic, incorporating evidence and supporting details.
5. Organize information to convey a central idea.
6. Revise writing for clarity of content, using specific vocabulary and information.

**Academic Background/Language:** For students to be successful writing pieces with obvious tone and voice, students need to be exposed to literature with obvious tone and voice. When reading these text, highlight the tone and voice of a book. Point out how dialogue, character traits, and punctuation are just a few ways to write with and obvious tone and voice.

## Materials

* Reading text…short story, novel…
* Reflective questions written about text

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

1. Model how to brainstorm and prewrite about your morning before getting to school. The prewrite should include the events and your thoughts and feelings from the morning. Be sure to model the tone and voice of a good morning.
2. Review the terms *voice* and *tone*: Voice is a writer’s style. For example, a writer may write in a fast-paced manner or a slow style, perhaps in a dark manner or with a sense of hopefulness.

Tone reflects the mood or attitude of the writer (or writing) in relation to the audience and goal (angry, kind, etc.).

1. Read aloud a story with examples of obvious tone and voice. Have students prewrite about their morning prior to coming to school, listing things they did from the time they woke up until the time they got to school. The list should include the actual events as well as their thoughts and feelings. Present oral examples of events that are the same for two people but whose thoughts and feelings are different.
2. After students have completed their prewriting, show them another example of a prewriting for the morning. Make sure this example has the tone of a bad or frustrating morning. Discuss with students how the two examples are different. Ask students to identify the tone for each of these examples. What is the author’s voice? How do they know?
3. Give students time to think about their prewriting. What tone do they hear? Happy, sad, frustrated, excited? Have the class come up with a list of “tones.” When they actually write about their morning, how can they really bring out that tone? What is their voice? How do word choice, punctuation, dialogue, and rhythm of language help bring out their voice? Discuss with students how each of their writings will differ. Did they all have a good morning? Probably not, and each person’s voice will come through in their writing.

**Assessment (Diagnostic, Formative, Summative)**

* Ask students to write about their morning using the tone and voice that are appropriate for their experiences. Have students share their writing with the class to help them hear the different voices in each other’s writing.

**Reading Connections:**

* As a class, participate in an author’s study. Assign groups of students different titles by the same author to read. Facilitate a class discussion about the tone and voice of the authors. Discuss what patterns they noticed about how an author creates tone and voice in their books, or how the tone and voice may be different from one book to another.

**Extensions and Connections (for all students)**

* Read aloud a section of a well-known fictional story with examples of obvious tone and voice. Have students do a quick write changing the voice and/or tone of the story.
* Display a sentence. Give students cards with different characters such as mother, father, teacher, sister, brother, friend, police officer, etc. Have students read the sentence with the tone and voice of the person on their card.

**Strategies for Differentiation**

* Create an anchor chart with feelings for students to reference
* Support students will sentence stems to help facilitate group discussion
* Provide modified text or allow students to listen to text read aloud
* Reinforce or reteach concept in writing conferences and reading lesson