

Style, Tone, & Voice

Content Area: **Language Arts**
Course(s): **Creat Writ 2H**
Time Period: **Semester 2**
Length: **3 weeks**
Status: **Published**

Standards

ELA.L.KL.9–10.2	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
ELA.L.KL.9–10.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
ELA.L.KL.9–10.2.B	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
ELA.L.KL.9–10.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ELA.L.VI.9–10.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.L.VI.9–10.4.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
ELA.L.VI.9–10.4.B	Analyze nuances in the meaning of words with similar denotations.
ELA.L.VI.9–10.4.C	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).
ELA.R	Reading
ELA.RL.CR.9–10.1	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
ELA.RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
ELA.RL.IT.9–10.3	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
ELA.RL.TS.9–10.4	Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
ELA.RL.PP.9–10.5	Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
ELA.RL.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
ELA.RL.CT.9–10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material

historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

ELA.W

Writing

ELA.W.NW.9–10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

ELA.W.NW.9–10.3.A

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

ELA.W.NW.9–10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

ELA.W.NW.9–10.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

ELA.W.NW.9–10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

ELA.W.NW.9–10.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

ELA.W.WP.9–10.4

Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

ELA.W.RW.9–10.7

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

ELA.SL

Speaking and Listening

ELA.SL.PE.9–10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

ELA.SL.PE.9–10.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

ELA.SL.PE.9–10.1.B

Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

ELA.SL.PE.9–10.1.C

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

ELA.SL.PE.9–10.1.D

Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

CAEP.9.2.12.C.1

Review career goals and determine steps necessary for attainment.

CAEP.9.2.12.C.3

Identify transferable career skills and design alternate career plans.

TECH.8.1.12.D.1

Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

TECH.8.1.12.E.CS2

Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

TECH.8.1.12.E.CS3

Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

Enduring Understandings

The voice carries the reader through the story.

The language you use will contribute to the voice of the story and using the idioms of your setting will help create a credible world and credible characters.

Your voice will vary from story to story and experimenting with different voices allows you to learn as much from writing the story as the reader learns in reading it.

Although one particular voice might seem more natural to student writers, they should view voice as something they can create to suit a given piece or context.

Voice is a function of an author's reading and study, her apprenticeship to the *right* language for a story's tone and purpose.

Essential Questions

What is voice?

How do we recognize and develop the voices we have?

Why is exposure to the voices of many different authors important?

Knowledge and Skills

Students will learn the following:

Style + tone = voice. The way a writer uses language (syntax, diction, and punctuation) and her attitude toward the subject (her use of irony, understatement, hyperbole, etc.) is what comprises a writer's voice. An author's voice is her tone and original use of language.

A writer develops his style through many years of practice, and while that style may be relatively constant, the demands of different stories may require different voices.

The proper voice adds credibility to a storywriting.

Voice is not the same thing as narration.

Voice is not necessarily something innate but rather something we can create at will.

When a story reads well and contains the fundamentals it needs, voice can create magic.

Drawing from the voices of others helps us tell our own stories.

Students will be able to do the following:

Copy the work of a writer they admire until they begin to hear and feel the writer's voice supersede their own.

Tape record a conversation with a small group of friends. Listen to how varied the individual voices are and notice the idiomatic speech.

Write stories/poems experimenting with style, tone, and voice.

From *Mooring Against the Tide: Writing Fiction and Poetry* (2nd edition) - Jeff Knorr and Tim Schell

Transfer Goals

Students experiment with style, tone, and voice to make their writing more effective.

Students transport readers to their own universe through poetry and prose.

Assessment

https://docs.google.com/document/d/1_w12qVbVV7OTThc9VW43HSpZm3Czh9kegRwYqjMm7fQ/edit?usp=sharing

Modifications

<https://docs.google.com/document/d/17jJtNi1cFhRgM3667P67m3pGkj1sD-XarWejIWAANIg/edit?usp=sharing>