

# What Sub-Skills Make Up Voice?

**Discussion questions for groups of teachers:** Of the following voice sub-topics, for which do you currently have lessons? What would lessons look like if they focused a student on just one of these sub-topics? What are other voice sub-topics that might be listed here to make the list more complete for you?

\_\_\_\_\_conveying passion towards the message of the writing or the topic

\_\_\_\_\_conveying emotion or emphasis through words

\_\_\_\_\_writing about what you know and sound like you know

\_\_\_\_\_using other points of view when writing

\_\_\_\_\_ trying out new perspectives

\_\_\_\_\_thinking about and making decisions to acknowledge the intended audience

\_\_\_\_\_vocabulary is explained, when necessary

\_\_\_\_\_context is included, when necessary

\_\_\_\_\_“Is this style appropriate for this audience?” has been asked

\_\_\_\_\_including appropriate style devices to further the purpose of the writing

\_\_\_\_\_figurative language is used...perhaps

\_\_\_\_\_tone, mood, or humor is captured through words...perhaps

\_\_\_\_\_hearing the author's conversational style when the paper is read aloud

\_\_\_\_\_ or...?

# What Sub-Skills Make Up Word Choice?

**Discussion questions for groups of teachers:** Of the following word choice sub-topics, for which do you currently have lessons? What would lessons look like if they focused a student on just one of these sub-topics? What are other word choice sub-topics that might be listed here to make the list more complete for you?

- \_\_\_\_\_ incorporating interesting adjectives into the writing well
  - \_\_\_\_\_ using color and texture words
  - \_\_\_\_\_ using words that convey intended mood and tone
  - \_\_\_\_\_ using new vocabulary adjectives meaningfully and appropriately
  
- \_\_\_\_\_ using strong verbs to keep the sentences interesting
  - \_\_\_\_\_ using a balance of action and linking verbs
  - \_\_\_\_\_ using new vocabulary verbs meaningfully and appropriately
  
- \_\_\_\_\_ using precise nouns to assist the reader's understanding
  - \_\_\_\_\_ not over-using or confusing pronouns
  - \_\_\_\_\_ using new vocabulary nouns meaningfully and appropriately
  
- \_\_\_\_\_ taking risks with the language
  - \_\_\_\_\_ using alliteration subtly and effectively
  - \_\_\_\_\_ "playing" with and celebrating words
  - \_\_\_\_\_ inventing words
  
- \_\_\_\_\_ or...?

# What Sub-Skills Make Up Sentence Fluency?

**Discussion questions for groups of teachers:** Of the following sentence fluency sub-topics, for which do you currently have lessons? What would lessons look like if they focused a student on just one of these sub-topics? What are other sentence fluency sub-topics that might be listed here to make the list more complete for you?

- \_\_\_\_\_ using a variety of sentence beginnings
  - \_\_\_\_\_ limiting use of "The" and pronouns to begin sentences
  - \_\_\_\_\_ beginning sentences with prepositions, appropriate conjunctions, participles, etc.
  
- \_\_\_\_\_ using a variety of sentence lengths while writing
  - \_\_\_\_\_ balancing simple and complex sentences
  
- \_\_\_\_\_ using a variety of transitional words while writing
  
- \_\_\_\_\_ establishing rhythm with words and phrases
  - \_\_\_\_\_ using repetition techniques to enhance meaning
  - \_\_\_\_\_ using parallelism
  - \_\_\_\_\_ writing for "out loud" publishing
  
- \_\_\_\_\_ or...?