

Preface to the Second Edition

The world of education has changed since 2006, when *Discovering Voice* was first published. With the introduction of the Common Core State Standards (CCSS) initiative, teachers have seen increased emphasis on accountability, college- and career-readiness skills for students, and high expectations for students' reading and writing. At the center of these changes are the key shifts in English language arts (Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.). These include practice with complex texts; reading, writing, and speaking grounded in evidence from text; and building knowledge through content-rich nonfiction. Although the standards are clear and carefully written, many teachers are uncertain just how to help their students make the shifts requisite for implementation. In my work with teachers, I am asked again and again for activities that guide students as they make the key shifts and implement CCSS College- and Career-Readiness Standards. My hope is that the new edition of *Discovering Voice* will fill this need.

Practice with Complex Text

To address the need for practice with complex text, the new edition of *Discovering Voice* includes many new quotations—quotations that are quite challenging in terms of vocabulary, structure, language, and levels of meaning. These exemplary quotations are short, so students can learn how to manage close reading of complex text without being overwhelmed by a long passage. Although they are short, the quotations are certainly worth students' time and effort. Students can learn the value of reading and rereading, discovering how to examine complex text fully and deeply. The quotations and the questions that follow help bring students to an understanding of how complex text works and how to read closely for both comprehension and appreciation of great writing.

Reading, Writing, and Speaking Grounded in Evidence from Text

To address the need for evidence, the new *Discovering Voice* pays careful attention to the call for students to base their answers on evidence from the text. As teachers help students read closely and fully then model what they have learned, students discover how to analyze text by grounding their observations in evidence. Students practice evidence-based reading, writing, and speaking through an examination of the elements of voice (diction, detail, figurative language, imagery, syntax, and tone) in the quotations. With practice, students discover how to support their observations with evidence, searching through complex text for a full understanding of what a text says and how it works.

Building Knowledge through Content-Rich Nonfiction

Finally, the new *Discovering Voice* addresses content-rich nonfiction by including many new nonfiction quotations for students to examine. These include speeches, science writing, autobiographies, letters, and travel accounts. Further, the new edition provides students with ample opportunities to build knowledge through their own reading and writing. This necessitates students working with text rather than being told about it by the teacher. The voice activities in this edition encourage students to read and reread and to work with text on their own. By examining the elements of voice in well-written, nonfiction text, students will come to the understanding that nonfiction—like fiction—has voice and that they can acquire a deep understanding and appreciation of nonfiction.

College and Career Readiness Anchor Standards Addressed in *Discovering Voice*

In addition to addressing the key shifts in English language arts, *Discovering Voice* addresses the following English Language Arts Anchor Standards (Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.):

College and Career Readiness Anchor Standards for Reading

CCSS.ELA-Literacy.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-Literacy.CCRA.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-Literacy.CCRA.R.6: Assess how point of view or purpose shapes the content and style of a text.

CCSS.ELA-Literacy.CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

CCSS.ELA-Literacy.CCRA.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.CCRA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.CCRA.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.CCRA.W.10: 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.

College and Career Readiness Anchor Standards for Speaking and Listening

CCSS.ELA-Literacy.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

College and Career Readiness Anchor Standards for Language

CCSS.ELA-Literacy.CCRA.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.CCRA.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.CCRA.L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.CCRA.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-Literacy.CCRA.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

I hope you find the new *Discovering Voice* helpful as you prepare your students for the demands of the 21st century. May your students learn that studying difficult text is good exercise for the mind. It makes our brains grow stronger and builds endurance for the many challenging tasks life throws at us.

Nancy Dean