Learning to write takes time, practice, and patience.
– Ruth Culham

Resources

www.thegrannieannie.org
6 + 1 Traits of Writing by Ruth Culham, © 2003
6 Trait Writing Resource Book by Lynda Rice, © 2006
40 Reproducible Forms for the Writing Traits Classroom by Ruth Culham & Amanda Wheeler, © 2003

Timeline

October
Read stories at random from past issues of Grannie Annie anthologies

November
Explain Grannie Annie writing project to students
Instruct students to start talking to family members about family stories
(take notes if necessary)
Explain Grannie Annie writing project to parents at conferences
Thanksgiving Break Reminder: good opportunity to talk to family members

December
Winter Break Reminder: good opportunity to talk to family members

January
Parents sign permission form at January conferences
Begin Writing Project (first day back from vacation)

Day #1
Review Grannie Annie guidelines
Write stories in notebook (double space for revising)

Day #2
Review editing marks
Introduce Traits of Writing curriculum (will do one concept per day)*

Day #3
Concept 1: Ideas
Main idea vs. support vs. details
Clarity, focus, quality details
Day #4
Concept 2: Organization**
Inviting opening, sequencing, effective ending

Day #5
Concept 3: Voice**
Enthusiasm, personal quality, appropriate for purpose, appropriate for audience, commitment

Day #6
Concept 4: Word Choice**
Vivid words, precise words, strong verbs, original phrases

Day #7
Concept 5: Fluency**
Sentence flow, variety of beginnings, sentence lengths, rhythm

Day #8
Concept 6: Conventions
Spelling, capitalization, punctuation, grammar and usage, paragraphing

Day #9
Concept +1: Presentation
Handwriting or word processing guidelines, neatness, format, layout

Day #10
Assessment: Using a self-made rubric which lists just the concepts and a scale of 1 – 5, the stories are assessed
1. Self assessment
2. Teacher assessment
3. Peer assessment

Stories are distributed to students and a concept rubric is reviewed. Peers read story and evaluate for just that one concept and mark the rubric. Stories are then passed on to another peer for the next concept. This is done for all concepts.

Day #11
Students complete submission form for Grannie Annie project
*Daily presentation routine

(I use transparencies of the concept introductions, rubrics, and story examples taken from the resource books listed above.)

Brainstorm concept of the day
Introduce concept
Discuss concept rubric
Read story examples
  Students orally assess story using rubric
  Inform students what rubric assessment the book source gave and why
Students revise their story for that one concept of the day

**Additional topics used during daily concepts

**Organization
Ways to Begin, with examples of openings
Transition Word and Phrase Lists: To Show Time, To Show Location, To Add Information, To Compare or Contrast, To Conclude or Summarize
Ways to End, with examples of endings

**Voice
Discuss different versions of a fairy tale, such as “Goldilocks and the Three Bears,” from viewpoint of other characters, such as Little Bear

**Word Choice
Use of thesaurus
Overuse of words

**Fluency
Each student finds a space to read the story aloud to herself/himself
Use a Toobaloo to listen to self-reading of story