

The Grannie Annie Family Story Celebration

Writing a Grannie Annie Story Using the 6 Traits of Writing

Young People Learning and Sharing Family Stories www.TheGrannieAnnie.org

Contributed by Marlys Van Nevel, St. John's Area School, Foley, Minnesota

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

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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

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*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