

Grammar that Transfers (bit.ly/grammarthattransfers)

This is the landing page for our “Grammar Work Group” that began August 13-15, 2014 in Grand Rapids, MI. We are educators from across Michigan dedicated to the creation of instructional tools that support effective grammar instruction in the context of writing. Several involved are using the MAISA (*Michigan Association of Intermediate School Administrators*) Writing Units for K-12th grade and are looking to insert additional grammar minilessons across the year. The goal is to help students apply the elements of the CCSS Language Standards to their own writing, **during writing**. **The resources created are intended to help teachers do just that.**

UPDATE: After a productive three days together last summer, many of the grammar calendars, glossaries and minilessons have a strong start across the grades. A recent grant from the MAISA General Education Leadership Network allows us to continue resource creation throughout the 2014-15 school year, for release in June. Please visit this site again as opportunities to pilot/review lessons will be made available this winter.

Shared Grammar Documents from the summer workgroup: [Documents Folder](#)

Primary Resource: [The Power of Grammar](#) by Mary Ehrenworth and Vicki Vinton

Grammar is the gatekeeper to a culture of power, yet it is also the power behind the startling beauty and robustness of the English language. In The Power of Grammar, Mary Ehrenworth and Vicki Vinton show you how these two notions of power can help your grammar instruction address the practical and aesthetic needs of your student writers.

Also used: [Sentence Composing](#) by Kilgallon, [The Grammar Plan Book](#) by Constance Weaver and [Mechanically Inclined](#) and [Everyday Editing](#) by Jeff Anderson

Research: [Writing Next Report](#) as well as the research highlighted by Constance Weaver

Intended Outcomes of the Ongoing Work:

We will be “teachers as writers” - employing the concepts of the CCSS language standards in our own writing, to prepare to model and think through writing choices with students.

- Product Goal: To embed the CCSS Language Standards throughout writing instruction via the co-planning and creation of:
 - [Grammar Glossaries](#) for each grade level to define and give examples of the concepts of the language standards (for teachers)
 - Sample linked [here](#)
 - [Grammar Calendar](#), where learning targets from the Language Standards are sorted across the writing units of study for a grade level, deciding when a concept will be introduced, taken deeper, and expected in writing
 - Sample linked [here](#)
 - [Grammar Minilessons](#) where the architecture of a minilesson is the frame to model the power of the grammar concept to impact writing (teacher models with own writing and students try in own notebook)
 - Sample linked [here](#)

Ongoing Collaboration:

- Please visit: bit.ly/pilotgrammar2015 for directions and draft resources to try!
- We plan to post the resources that are created here: <http://mielanetwork.ning.com> as well as other online locations.
- We also plan to present at MRA in March 2015 and the MiELA Network Institute in June 2015.

*** Thank you for your time and for the myriad ways you support student writers. (final quote).**

Sincerely, Erin Brown (ebrown@muskegonisd.org), Amy Oak (oakamy@gmail.com), Jen Orton (jorton@wsesd.org)

and Mark Raffler (mraffler@kentisd.org)