

Balanced Literacy Matrix Grammar in the Writing Process

Description: Grammar in the Writing Process enables the student to revise, edit, and begin to internalize how the parts of speech and grammatical structures function in various types of sentences. This instructional approach involves these key elements:

- modeling/interaction with grammatical concepts
- practicing concepts in a variety of hands-on ways
- collaborating, reflecting, and analyzing effective use of grammar within their own writing and their peers’ writing

Directions: Mark the characteristics within each category that most clearly describes your teaching at this time.

Materials: My goal is to utilize authentic, hands-on resources that reflect students’ grammatical needs.			
<input type="checkbox"/> I often use textbooks, worksheets, or workbooks to teach grammar	<input type="checkbox"/> Student writing is evident in my classroom. I use some textbook along with other resource material such as IG (Interactive Grammar) posters to teach. I teach some of those grammatical concepts that I’ve identified as needs in my students’ writings as well as those found in the text.	<input type="checkbox"/> I have more student writing and authentic grammar instruction, such as flip charts, concept word walls, and IG posters, evident. I use some extended grammar practice materials such as centers and other hands-on resources.	<input type="checkbox"/> Much integrated writing and grammar practice is evident throughout my classroom. My students practice revision of grammatical concepts that were previously modeled and practiced on the overhead or board and within their own writing using techniques such as color-coding through ratiocination.
Classroom Management/Student Engagement: My goal is to establish routines which foster active, authentic, student engagement.			
<input type="checkbox"/> I am more comfortable with whole-class, teacher-directed grammar instruction. My students are usually working silently with little or no interaction with others	<input type="checkbox"/> I have established routines for practice and sharing of grammatical concepts. I sometimes introduce or review grammatical concepts through teacher modeling. My students actively practice modeled concepts through demonstration or shared activity.	<input type="checkbox"/> My usual instructional routines include hands-on practice and small group instruction. I extend practice of modeled concept with a variety of instructional methods. I actively check for understanding during practice and small group instruction and re-teach as necessary.	<input type="checkbox"/> My instructional routines have enabled students to practice, apply, and transition grammatical concepts through revision. My students understand the revision process, collaboration, discussing effective use of grammar, and making informed, effective revision changes within their own writing.

<p>Assessing Student Progress: My goal is to assess student performance in effective and correct use of grammatical conventions in final drafts.</p>			
<p><input type="checkbox"/> I mostly use standardized assessments such as STAAR materials or worksheets and workbooks to assess my students' grammar skills.</p>	<p><input type="checkbox"/> I use some standardized assessments and some performance assessments of modeled grammatical concepts.</p>	<p><input type="checkbox"/> I seldom use standardized assessments and have a greater focus on performance assessments of modeled grammatical concepts taken from student writing.</p>	<p><input type="checkbox"/> I mostly assess mastery of grammatical concepts in the final draft of student writing. (summative performance assessment).</p>
<p>Lesson Routines: My goal is to move students to independent mastery of effective, correct revision of grammatical concepts in their writing.</p>			
<p><input type="checkbox"/> I have not yet implemented routines that provide opportunities to connect grammar in lessons to the writing process.</p>	<p><input type="checkbox"/> My teaching routines allow for some opportunities for students to interact with non-mastered grammatical concepts evident within their writing.</p>	<p><input type="checkbox"/> My teaching routines incorporate many opportunities that allow students to interact with previously non-mastered grammatical concepts evident within their writing.</p>	<p><input type="checkbox"/> My teaching routines enable students to show independent mastery of revising of grammatical concepts in their writing.</p>
<p>Instructional Focus: My goal is to connect grammar instruction to needs identified in student writing.</p>			
<p><input type="checkbox"/> My grammar instruction mostly reflects what is in the text.</p>	<p><input type="checkbox"/> Some of my grammar instruction is connected to student writing. My instructional methods include direct, explicit grammar instruction such as kinesthetic grammar to introduce, model, and/or review grammatical concepts.</p>	<p><input type="checkbox"/> Much of my grammar instruction is directly tied to needs identified with student writing. There is more evidence of kinesthetic and hands-on, small group practice of grammatical concepts in my classroom.</p>	<p><input type="checkbox"/> Most of my grammar instruction is directly tied to needs identified within student writing. Most of my grammar instruction is integrated and layered for conceptual understanding and application through modeling, guided practice, hands-on and small group instruction, and revision of individual student papers.</p>