A web-based, teacher-delivered K-12 English language development program

Grammar Gallery®

Grammar Gallery is more than just a grammar program.

It's a comprehensive ELD program that provides all the tools and materials teachers need to help students build their oral language, reading, and writing skills and achieve academic language proficiency.

Scroll down to see samples from this innovative and cost-effective program. Then sign up for a free trial to see why teachers across the country LOVE Grammar Gallery.

Grammar Gallery Program Overview

The **Main Gallery**—the heart of the program—includes 900 downloadable resources organized by language proficiency level. **The target forms and vocabulary presented in the Introduce lessons are integrated into the corresponding Reinforce lessons and Expand lessons.**

- 300 **Introduce** resources that focus on **oral language**. Each of these resources includes a 20-minute lesson plan and everything you need to deliver it—concept pictures, sentence frames, a student worksheet, and background information for the teacher.
- 300 **Reinforce** resources that focus on **reading**. Each of these resources includes a 30-minute lesson plan and everything you need to deliver it—a reading, critical thinking questions, a focus on academic vocabulary development, and a comprehension check.
- 300 **Expand** resources that focus on **writing.** Each of these resources includes a 30-minute writing lesson plan and everything you need to deliver it—a student reference sheet on the writing topic and a writing practice worksheet.

In addition to the Main Gallery, the program includes dozens of supplemental resources that extend student learning as time permits.

The Main Gallery includes resources designed for students at five different language levels—beginning through advanced. Each level follows the format shown below.

Users simply click on a link to download a resource. All 900 resources are organized by language level, topic, grammatical form, and language function.

LANGUAGE LEVEL 2

TOPICS	GRAMMATICAL FORMS									
	Nouns & Articles	Plurals	Simple Future	Past Progressive	Questions	Object Pronouns	Modals	Prepositions	Possessive Nouns	Adverbs
Family	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Food	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Clothes & Accessories	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Human Body	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Electronics & Appliances	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Land & Resources	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
	Name	Name	Predict/ Explain	Narrate	Ask	Re-name	Express	Describe	Identify	Describe
	LANGUAGE FUNCTIONS									

LEVEL 2 SUPPORT MATERIALS									
Level 2 Scope & Sequence	Target Word Lists, Checklists, and Forms	Assessment (Pre-Checks & Post-Checks)	Using the *Introduce* Lesson	Using the *Reinforce* Lesson	Using the *Expand* Lesson	Extension Activities	Flexible Frames	Picture Prompts	Common Core Alignment

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Sample Introduce Materials – *focus on oral language*

Lesson Plan

20-MINUTE STRUCTURED LANGUAGE PRACTICE — GRAMMAR GALLERY

Language Level: 2
Topic: Land & Resources
Language Function: Describe
Grammatical Form(s): Prepositions (*through, in, into, around*)

BEFORE INSTRUCTION: Review Teacher Talk for background information and tips for teaching prepositions. You may use the corresponding Student Reference Sheet in the Grammar Library to introduce students to the target grammatical form.

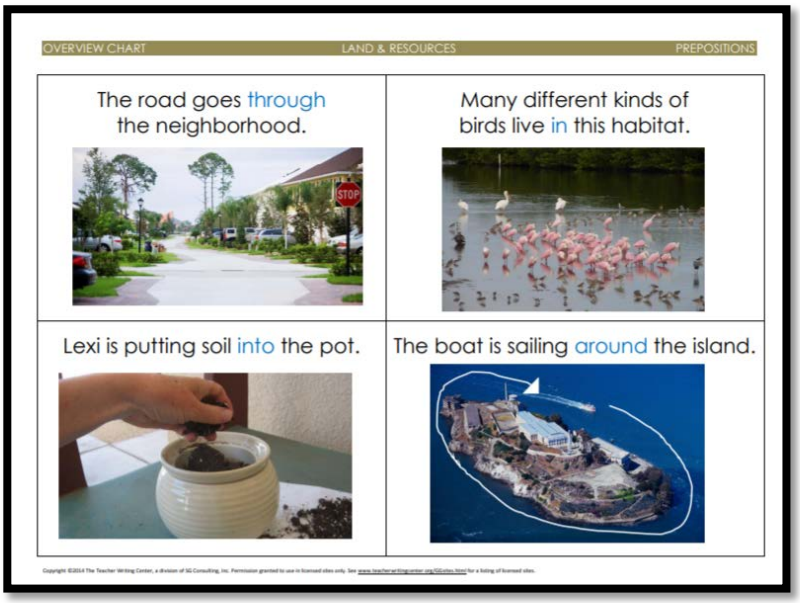
STEP 1: TEACHER MODELS AND STUDENTS REPEAT (2 minutes)
Project the Overview Chart onto the wall or a screen, or if you're working with a small group, show students a printout. Read each statement twice, pointing to the picture and emphasizing the target language form. Read the statement a third time and have students repeat after you.

STEP 2: TEACHER LEADS STUDENT PRACTICE (4 minutes)
Project the first page of Sentence Frames onto the wall or a screen, or if you're working with a small group, show students a printout. Call on student volunteers to identify the missing words in the first sentence. Write the completed sentence on the board or on the printout. Have the class read the sentence aloud. Follow this process with the remaining Sentence Frames.

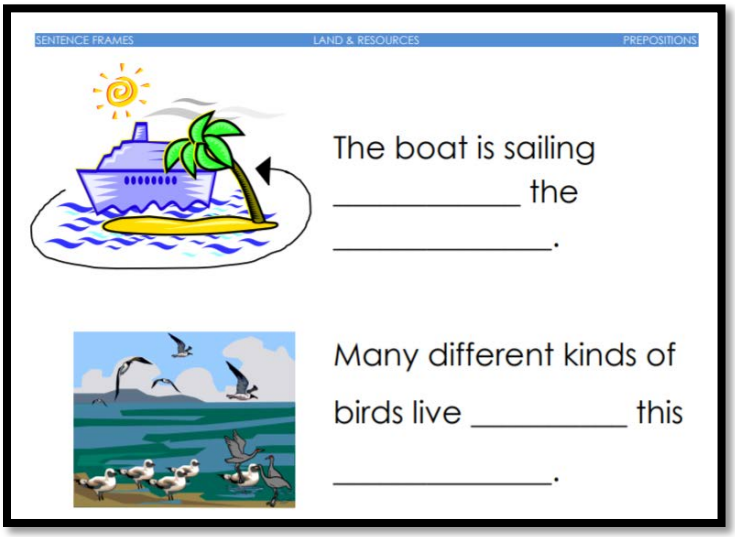
STEP 3: STUDENTS PRACTICE IN PAIRS (6 minutes)
Organize students in pairs and give each pair a copy of the "Now You Try!" worksheet or project the worksheet onto the wall or a screen and have students copy it. Review the directions with students and make sure they understand what to do. Circulate around the room and help students as needed. Review the answers with the class. Have student volunteers read each sentence aloud.

STEP 4: STUDENTS APPLY LEARNING IN SMALL GROUPS (8 minutes)
Organize students into small groups and give each group a variety of pictures from magazines or other sources. Have them make oral statements based on the pictures and/or people and items in the classroom. Each sentence should include one of the target prepositions or other prepositions. Provide a model for students to follow. Circulate around the room and help students as needed. Call on groups to share the oral statements they created. Use Gallery Talk: Land & Resource to have students practice academic discourse using the Level 2 grammatical forms and functions. See the Extension Activities for additional ideas.

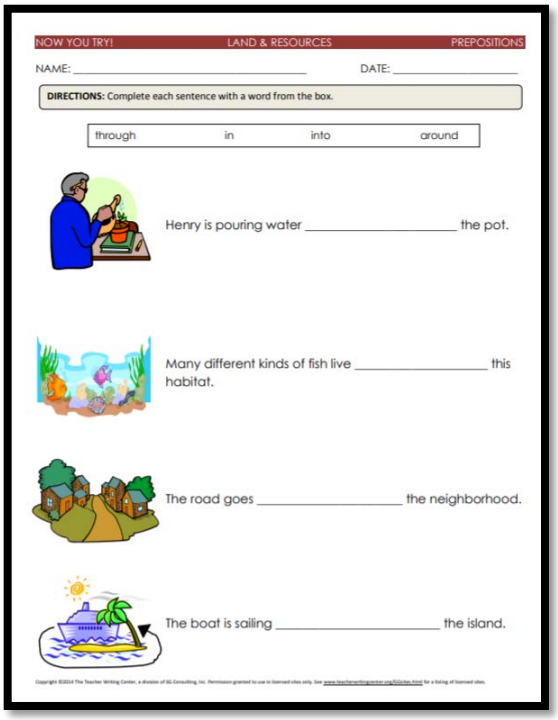
Overview Chart



Sentence Frames



Student Worksheet



Every Introduce lesson also includes "TEACHER TALK," an explanation of the target grammatical form, including what it is, how it's used, examples, how to help students practice it, and special notes.

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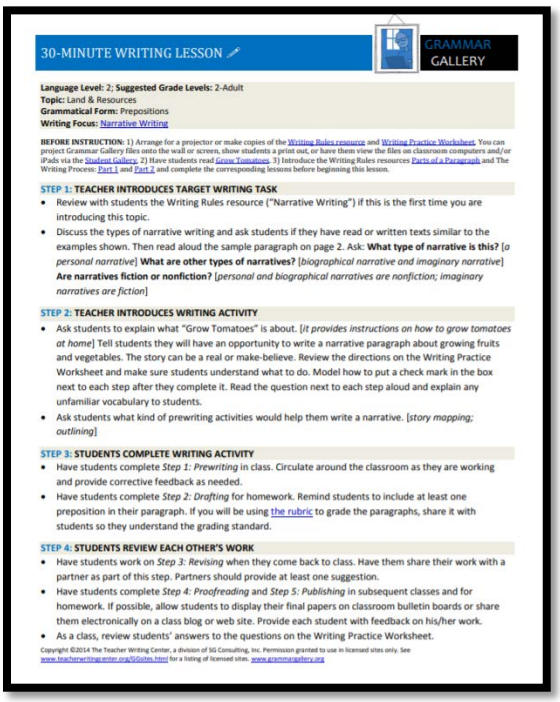
Sample **Reinforce** Materials – *focus on reading*

Lesson Plan



30-MINUTE WRITING LESSON — GRAMMAR GALLERY

Language Level: 2; **Suggested Grade Levels:** 2-Adult
Topic: Land & Resources
Grammatical Form: Prepositions
Writing Focus: Narrative Writing

BEFORE INSTRUCTION: 1) Arrange for a projector or make copies of the Writing Rules resource and Writing Practice Worksheet. You can project Grammar Gallery files onto the wall or screen, show students a print out, or have them view the files on classroom computers and/or iPads via the Student Gallery. 2) Have students read Grow Tomatoes. 3) Introduce the Writing Rules resources Parts of a Paragraph and The Writing Process: Part 1 and Part 2 and complete the corresponding lessons before beginning this lesson.

STEP 1: TEACHER INTRODUCES TARGET WRITING TASK

- Review with students the Writing Rules resource ("Narrative Writing") if this is the first time you are introducing this topic.
- Discuss the types of narrative writing and ask students if they have read or written texts similar to the examples shown. Then read aloud the sample paragraph on page 2. Ask: **What type of narrative is this?** [*a personal narrative*] **What are other types of narratives?** [*biographical narrative and imaginary narrative*] **Are narratives fiction or nonfiction?** [*personal and biographical narratives are nonfiction; imaginary narratives are fiction*]

STEP 2: TEACHER INTRODUCES WRITING ACTIVITY

- Ask students to explain what "Grow Tomatoes" is about. [*it provides instructions on how to grow tomatoes at home*] Tell students they will have an opportunity to write a narrative paragraph about growing fruits and vegetables. The story can be a real or make-believe. Review the directions on the Writing Practice Worksheet and make sure students understand what to do. Model how to put a check mark in the box next to each step after they complete it. Read the question next to each step aloud and explain any unfamiliar vocabulary to students.
- Ask students what kind of prewriting activities would help them write a narrative. [*story mapping; outlining*]

STEP 3: STUDENTS COMPLETE WRITING ACTIVITY

- Have students complete *Step 1: Prewriting* in class. Circulate around the classroom as they are working and provide corrective feedback as needed.
- Have students complete *Step 2: Drafting* for homework. Remind students to include at least one preposition in their paragraph. If you will be using the rubric to grade the paragraphs, share it with students so they understand the grading standard.

STEP 4: STUDENTS REVIEW EACH OTHER'S WORK

- Have students work on *Step 3: Revising* when they come back to class. Have them share their work with a partner as part of this step. Partners should provide at least one suggestion.
- Have students complete *Step 4: Proofreading* and *Step 5: Publishing* in subsequent classes and for homework. If possible, allow students to display their final papers on classroom bulletin boards or share them electronically on a class blog or web site. Provide each student with feedback on his/her work.
- As a class, review students' answers to the questions on the Writing Practice Worksheet.

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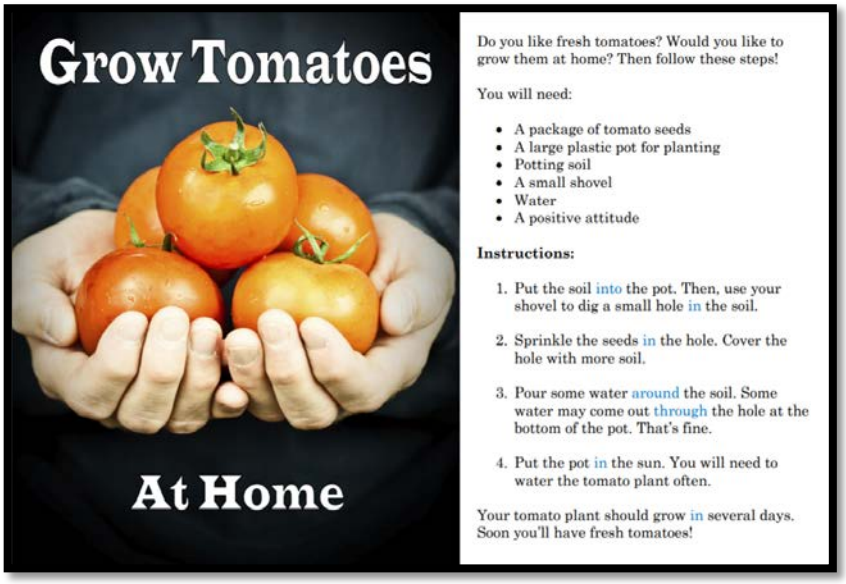
300+ FICTION AND NONFICTION READINGS COVERING A VARIETY OF SOCIAL AND ACADEMIC TOPICS!

Reading



Grow Tomatoes At Home

Do you like fresh tomatoes? Would you like to grow them at home? Then follow these steps!

You will need:

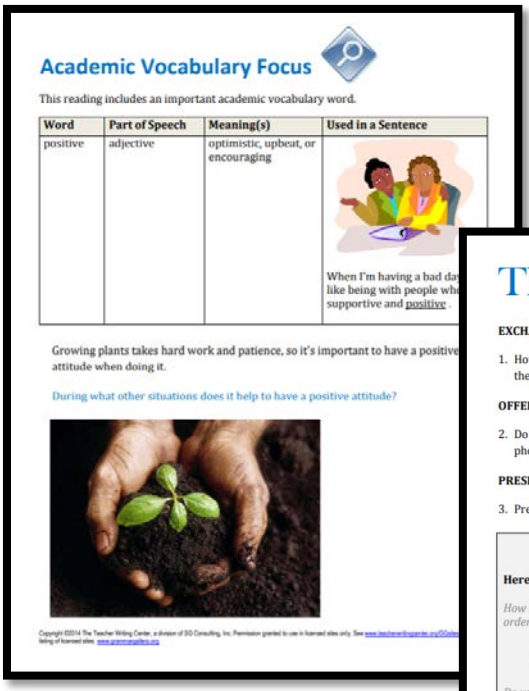
- A package of tomato seeds
- A large plastic pot for planting
- Potting soil
- A small shovel
- Water
- A positive attitude

Instructions:

1. Put the soil into the pot. Then, use your shovel to dig a small hole in the soil.
2. Sprinkle the seeds in the hole. Cover the hole with more soil.
3. Pour some water around the soil. Some water may come out through the hole at the bottom of the pot. That's fine.
4. Put the pot in the sun. You will need to water the tomato plant often.

Your tomato plant should grow in several days. Soon you'll have fresh tomatoes!

Academic Vocabulary Focus, Critical Thinking Questions, & Comprehension Check



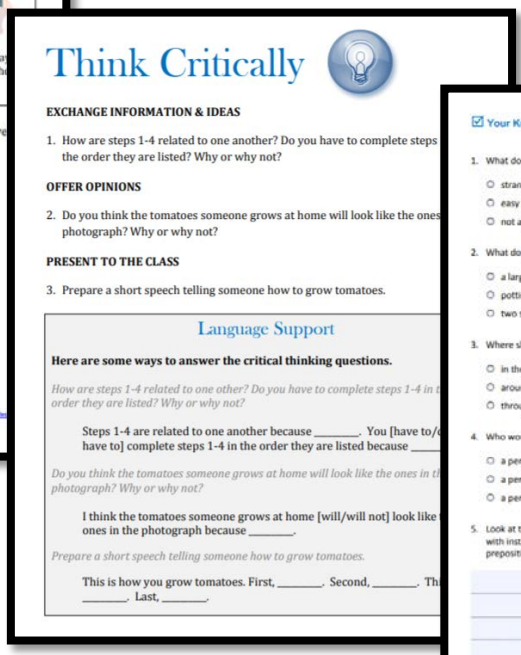
Academic Vocabulary Focus

This reading includes an important academic vocabulary word.

Word	Part of Speech	Meaning(s)	Used in a Sentence
positive	adjective	optimistic, upbeat, or encouraging	When I'm having a bad da… like being with people wh… supportive and positive.

Growing plants takes hard work and patience, so it's important to have a positive attitude when doing it.

During what other situations does it help to have a positive attitude?



Think Critically

EXCHANGE INFORMATION & IDEAS

1. How are steps 1-4 related to one another? Do you have to complete steps … the order they are listed? Why or why not?

OFFER OPINIONS

2. Do you think the tomatoes someone grows at home will look like the ones … photograph? Why or why not?

PRESENT TO THE CLASS

3. Prepare a short speech telling someone how to grow tomatoes.

Language Support

Here are some ways to answer the critical thinking questions.

How are steps 1-4 related to one other? Do you have to complete steps 1-4 in t… order they are listed? Why or why not?

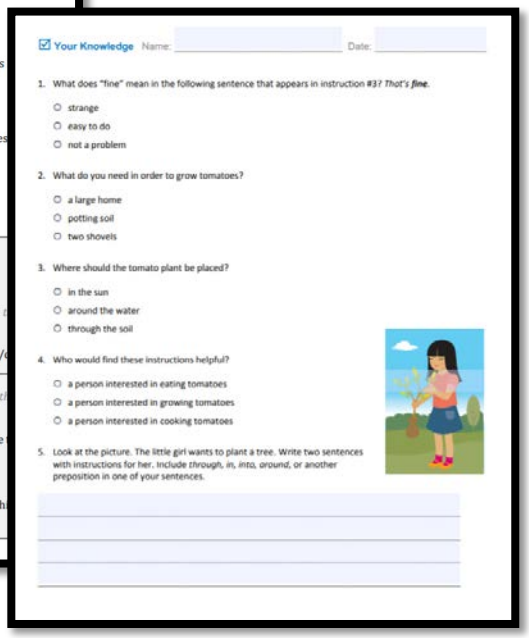
Steps 1-4 are related to one another because _____. You [have to/… have to] complete steps 1-4 in the order they are listed because _____.

Do you think the tomatoes someone grows at home will look like the ones in t… photograph? Why or why not?

I think the tomatoes someone grows at home [will/will not] look like … ones in the photograph because _____.

Prepare a short speech telling someone how to grow tomatoes.

This is how you grow tomatoes. First, _____. Second, _____. Th… _____. Last, _____.



Your Knowledge Name: _____ Date: _____

1. What does "fine" mean in the following sentence that appears in instruction #3? *That's* ***fine****.*
   - ○ strange
   - ○ easy to do
   - ○ not a problem
2. What do you need in order to grow tomatoes?
   - ○ a large home
   - ○ potting soil
   - ○ two shovels
3. Where should the tomato plant be placed?
   - ○ in the sun
   - ○ around the water
   - ○ through the soil
4. Who would find these instructions helpful?
   - ○ a person interested in eating tomatoes
   - ○ a person interested in growing tomatoes
   - ○ a person interested in cooking tomatoes
5. Look at the picture. The little girl wants to plant a tree. Write two sentences with instructions for her. Include *through, in, into, around,* or another preposition in one of your sentences.

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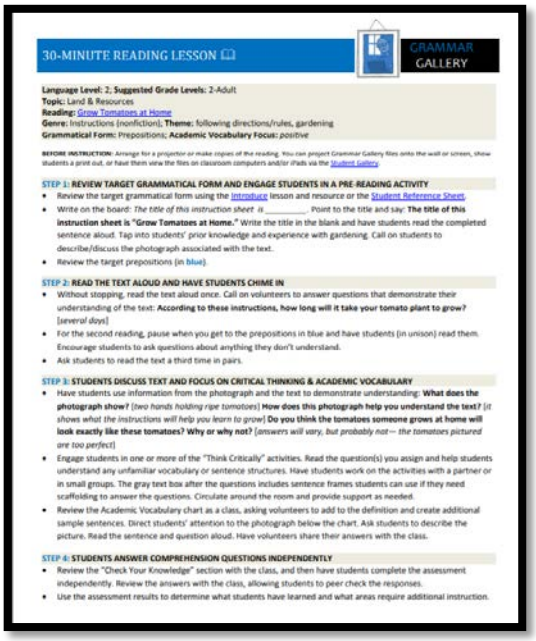
Sample **Expand** Materials – *focus on writing*

Lesson Plan



30-MINUTE READING LESSON

GRAMMAR GALLERY

Language Level: 2; **Suggested Grade Levels:** 2-Adult
Topic: Land & Resources
Reading: Grow Tomatoes at Home
Genre: Instructions (nonfiction); **Theme:** following directions/rules, gardening
Grammatical Form: Prepositions; **Academic Vocabulary Focus:** *positive*

BEFORE INSTRUCTION: Arrange for a projector or make copies of the reading. You can project Grammar Gallery files onto the wall or screen, show students a print out, or have them view the files on classroom computers and/or iPads via the Student Gallery.

STEP 1: REVIEW TARGET GRAMMATICAL FORM AND ENGAGE STUDENTS IN A PRE-READING ACTIVITY

- Review the target grammatical form using the Introduce lesson and resource or the Student Reference Sheet.
- Write on the board: *The title of this instruction sheet is* _____. Point to the title and say: **The title of this instruction sheet is "Grow Tomatoes at Home."** Write the title in the blank and have students read the completed sentence aloud. Tap into students' prior knowledge and experience with gardening. Call on students to describe/discuss the photograph associated with the text.
- Review the target prepositions (in blue).

STEP 2: READ THE TEXT ALOUD AND HAVE STUDENTS CHIME IN

- Without stopping, read the text aloud once. Call on volunteers to answer questions that demonstrate their understanding of the text: **According to these instructions, how long will it take your tomato plant to grow?** [*several days*]
- For the second reading, pause when you get to the prepositions in blue and have students (in unison) read them. Encourage students to ask questions about anything they don't understand.
- Ask students to read the text a third time in pairs.

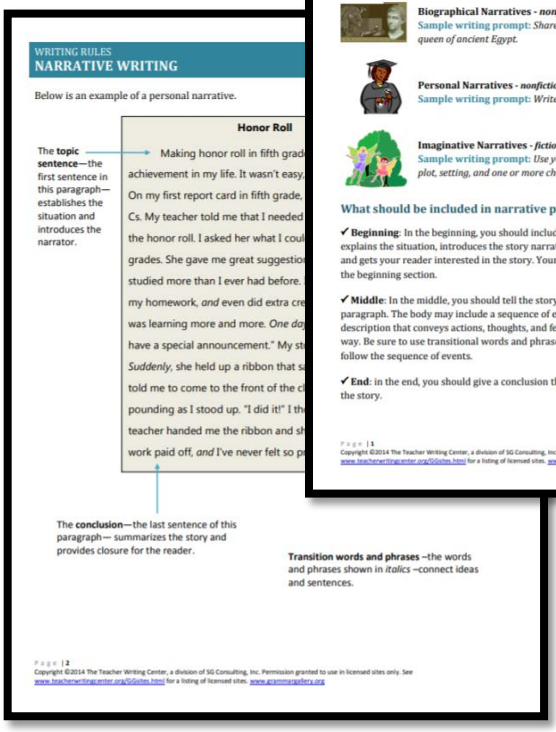
STEP 3: STUDENTS DISCUSS TEXT AND FOCUS ON CRITICAL THINKING & ACADEMIC VOCABULARY

- Have students use information from the photograph and the text to demonstrate understanding: **What does the photograph show?** [*two hands holding ripe tomatoes*] **How does this photograph help you understand the text?** [*it shows what the instructions will help you learn to grow*] **Do you think the tomatoes someone grows at home will look exactly like these tomatoes? Why or why not?** [*answers will vary, but probably not— the tomatoes pictured are too perfect*]
- Engage students in one or more of the "Think Critically" activities. Read the question(s) you assign and help students understand any unfamiliar vocabulary or sentence structures. Have students work on the activities with a partner or in small groups. The gray text box after the questions includes sentence frames students can use if they need scaffolding to answer the questions. Circulate around the room and provide support as needed.
- Review the Academic Vocabulary chart as a class, asking volunteers to add to the definition and create additional sample sentences. Direct students' attention to the photograph below the chart. Ask students to describe the picture. Read the sentence and question aloud. Have volunteers share their answers with the class.

STEP 4: STUDENTS ANSWER COMPREHENSION QUESTIONS INDEPENDENTLY

- Review the "Check Your Knowledge" section with the class, and then have students complete the assessment independently. Review the answers with the class, allowing students to peer check the responses.
- Use the assessment results to determine what students have learned and what areas require additional instruction.

Student Writing Reference Sheet



WRITING RULES
NARRATIVE WRITING

Below is an example of a personal narrative.

Honor Roll

Making honor roll in fifth grad
achievement in my life. It wasn't easy.
On my first report card in fifth grade,
Cs. My teacher told me that I needed
the honor roll. I asked her what I cou
grades. She gave me great suggestio
studied more than I ever had before.
my homework, *and* even did extra cr
was learning more and more. *One da*
have a special announcement." My st
Suddenly, she held up a ribbon that s
told me to come to the front of the c
pounding as I stood up. "I did it!" I th
teacher handed me the ribbon and sh
work paid off, *and* I've never felt so p

The **topic sentence**—the first sentence in this paragraph—establishes the situation and introduces the narrator.

The **conclusion**—the last sentence of this paragraph— summarizes the story and provides closure for the reader.

Transition words and phrases –the words and phrases shown in *italics* –connect ideas and sentences.

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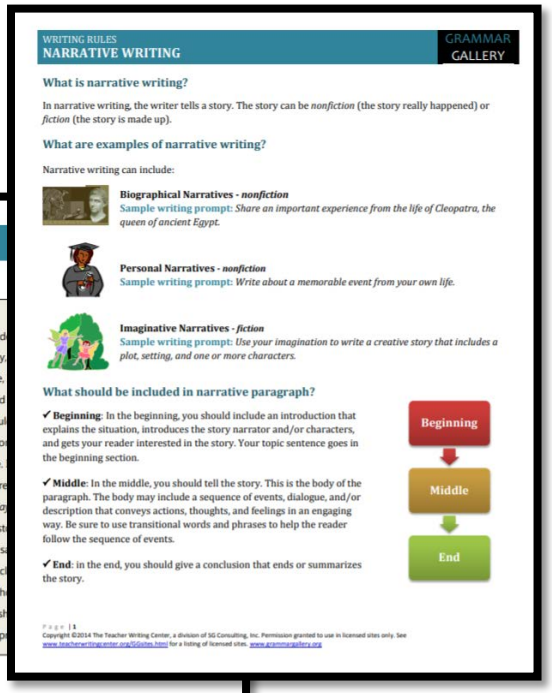

WRITING RULES
NARRATIVE WRITING

GRAMMAR GALLERY

What is narrative writing?

In narrative writing, the writer tells a story. The story can be *nonfiction* (the story really happened) or *fiction* (the story is made up).

What are examples of narrative writing?

Narrative writing can include:

Biographical Narratives - *nonfiction*
Sample writing prompt: *Share an important experience from the life of Cleopatra, the queen of ancient Egypt.*

Personal Narratives - *nonfiction*
Sample writing prompt: *Write about a memorable event from your own life.*

Imaginative Narratives - *fiction*
Sample writing prompt: *Use your imagination to write a creative story that includes a plot, setting, and one or more characters.*

What should be included in narrative paragraph?

✔ **Beginning**: In the beginning, you should include an introduction that explains the situation, introduces the story narrator and/or characters, and gets your reader interested in the story. Your topic sentence goes in the beginning section.

✔ **Middle**: In the middle, you should tell the story. This is the body of the paragraph. The body may include a sequence of events, dialogue, and/or description that conveys actions, thoughts, and feelings in an engaging way. Be sure to use transitional words and phrases to help the reader follow the sequence of events.

✔ **End**: in the end, you should give a conclusion that ends or summarizes the story.

Beginning
Middle
End

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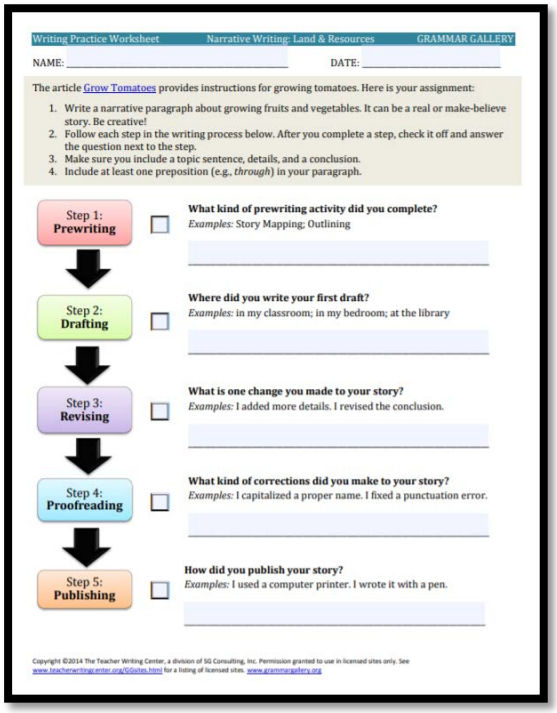
Writing Activity



Writing Practice Worksheet | Narrative Writing: Land & Resources | GRAMMAR GALLERY

NAME: _____ DATE: _____

The article Grow Tomatoes provides instructions for growing tomatoes. Here is your assignment:

1. Write a narrative paragraph about growing fruits and vegetables. It can be a real or make-believe story. Be creative!
2. Follow each step in the writing process below. After you complete a step, check it off and answer the question next to the step.
3. Make sure you include a topic sentence, details, and a conclusion.
4. Include at least one preposition (e.g., *through*) in your paragraph.

Step 1: **Prewriting** ☐ **What kind of prewriting activity did you complete?** *Examples:* Story Mapping; Outlining

Step 2: **Drafting** ☐ **Where did you write your first draft?** *Examples:* in my classroom; in my bedroom; at the library

Step 3: **Revising** ☐ **What is one change you made to your story?** *Examples:* I added more details. I revised the conclusion.

Step 4: **Proofreading** ☐ **What kind of corrections did you make to your story?** *Examples:* I capitalized a proper name. I fixed a punctuation error.

Step 5: **Publishing** ☐ **How did you publish your story?** *Examples:* I used a computer printer. I wrote it with a pen.

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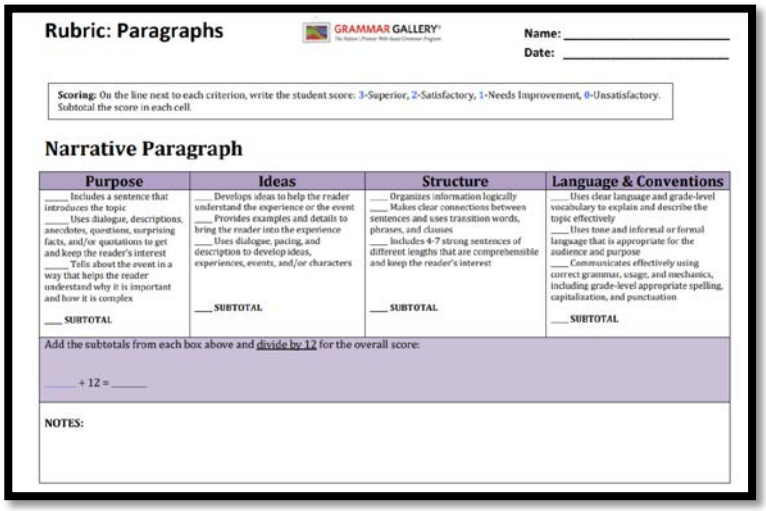
Rubric



Rubric: Paragraphs

GRAMMAR GALLERY

Name: _____
Date: _____

Scoring: On the line next to each criterion, write the student score: 3-Superior, 2-Satisfactory, 1-Needs Improvement, 0-Unsatisfactory. Subtotal the score in each cell.

Narrative Paragraph

Purpose	Ideas	Structure	Language & Conventions
____ Includes a sentence that introduces the topic ____ Uses dialogue, descriptions, anecdotes, questions, surprising facts, and/or quotations to get and keep the reader's interest ____ Tells about the event in a way that helps the reader understand why it is important and how it is complex ____ SUBTOTAL	____ Develops ideas to help the reader understand the experience or the event ____ Provides examples and details to bring the reader into the experience ____ Uses dialogue, pacing, and description to develop ideas, experiences, events, and/or characters ____ SUBTOTAL	____ Organizes information logically ____ Makes clear connections between sentences and uses transition words, phrases, and clauses ____ Includes 4-7 strong sentences of different lengths that are comprehensible and keep the reader's interest ____ SUBTOTAL	____ Uses clear language and grade-level vocabulary to explain and describe the topic effectively ____ Uses tone and informal or formal language that is appropriate for the audience and purpose ____ Communicates effectively using correct grammar, usage, and mechanics, including grade-level appropriate spelling, capitalization, and punctuation ____ SUBTOTAL

Add the subtotals from each box above and divide by 12 for the overall score:

_____ + 12 = _____

NOTES:

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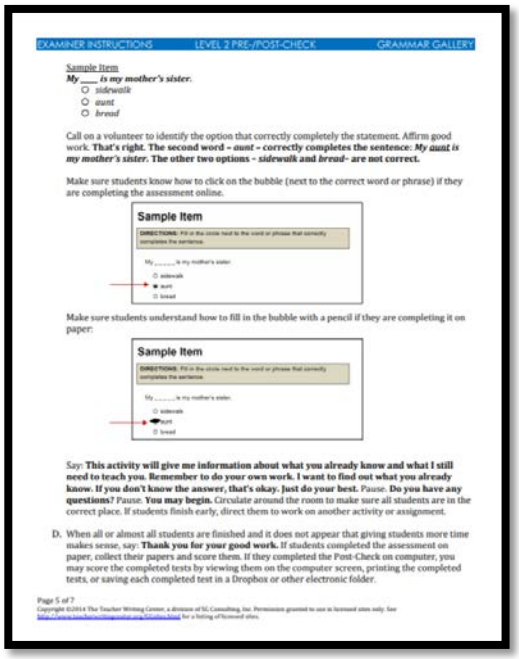
Sample Assessment Materials

Examiner Instructions



EXAMINER INSTRUCTIONS LEVEL 2 PRE-/POST-CHECK GRAMMAR GALLERY

Sample Item

My ___ is my mother's sister.

- sidewalk
- *aunt*
- *bread*

Call on a volunteer to identify the option that correctly completely the statement. Affirm good work. **That's right. The second word - *aunt* - correctly completes the sentence: *My aunt is my mother's sister.* The other two options - *sidewalk* and *bread* - are not correct.**

Make sure students know how to click on the bubble (next to the correct word or phrase) if they are completing the assessment online.

Sample Item

Make sure students understand how to fill in the bubble with a pencil if they are completing it on paper:

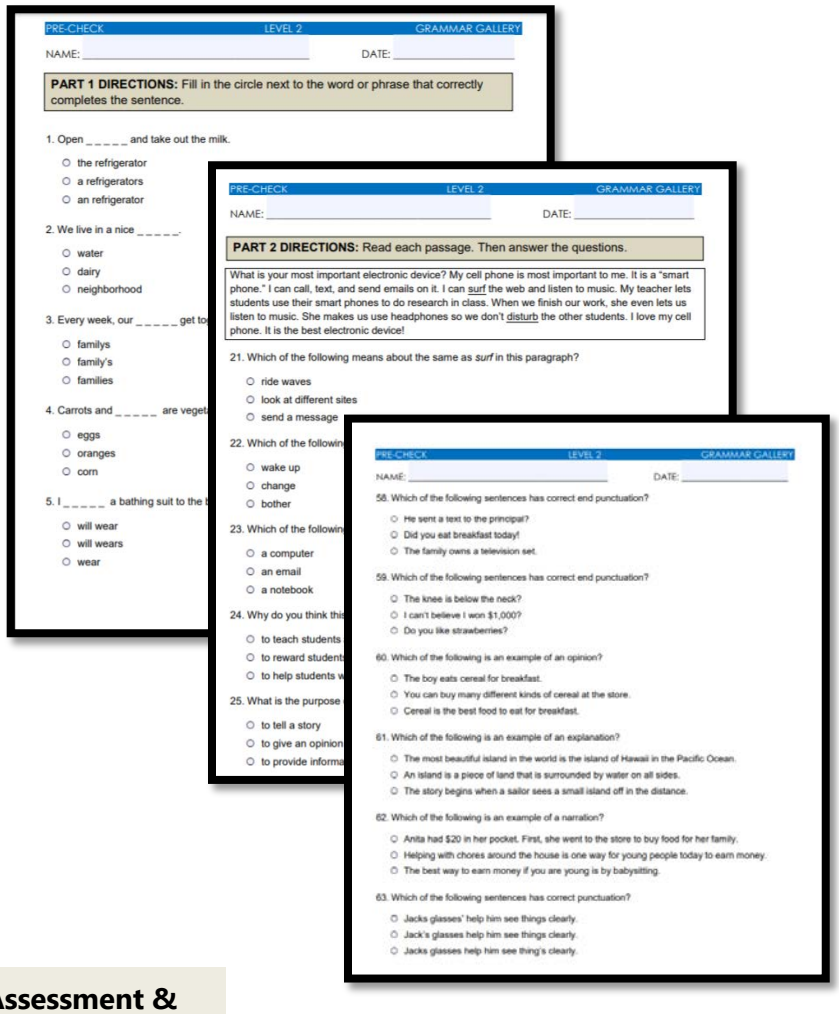
Sample Item

Say: **This activity will give me information about what you already know and what I still need to teach you. Remember to do your own work. I want to find out what you already know. If you don't know the answer, that's okay. Just do your best.** Pause. **Do you have any questions?** Pause. **You may begin.** Circulate around the room to make sure all students are in the correct place. If students finish early, direct them to work on another activity or assignment.

D. When all or almost all students are finished and it does not appear that giving students more time makes sense, say: **Thank you for your good work.** If students completed the assessment on paper, collect their papers and score them. If they completed the Post-Check on computer, you may score the completed tests by viewing them on the computer screen, printing the completed tests, or saving each completed test in a Dropbox or other electronic folder.

Page 5 of 7

Pre-Check & Post-Check Assessments



PRE-CHECK LEVEL 2 GRAMMAR GALLERY

NAME: _____ DATE: _____

PART 1 DIRECTIONS: Fill in the circle next to the word or phrase that correctly completes the sentence.

1. Open _____ and take out the milk.
   - the refrigerator
   - a refrigerators
   - an refrigerator
2. We live in a nice _____.
   - water
   - dairy
   - neighborhood
3. Every week, our _____ get to
   - familys
   - family's
   - families
4. Carrots and _____ are veget
   - eggs
   - oranges
   - corn
5. I _____ a bathing suit to the
   - will wear
   - will wears
   - wear

PRE-CHECK LEVEL 2 GRAMMAR GALLERY

NAME: _____ DATE: _____

PART 2 DIRECTIONS: Read each passage. Then answer the questions.

What is your most important electronic device? My cell phone is most important to me. It is a "smart phone." I can call, text, and send emails on it. I can surf the web and listen to music. My teacher lets students use their smart phones to do research in class. When we finish our work, she even lets us listen to music. She makes us use headphones so we don't disturb the other students. I love my cell phone. It is the best electronic device!

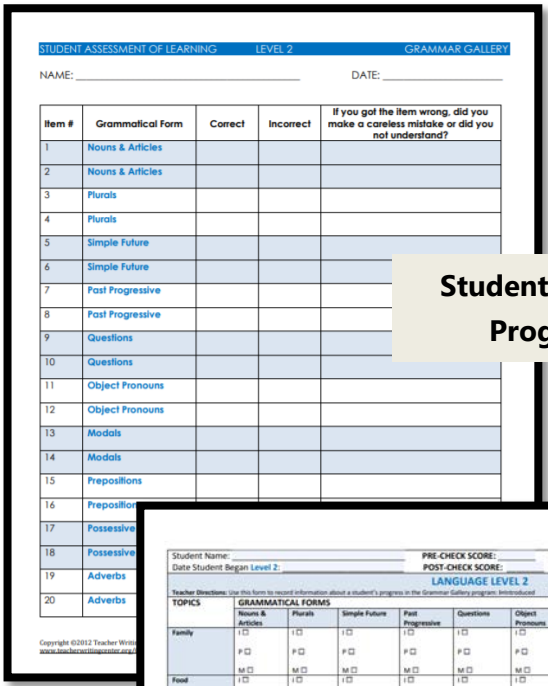
21. Which of the following means about the same as *surf* in this paragraph?
    - ride waves
    - look at different sites
    - send a message
22. Which of the followin
    - wake up
    - change
    - bother
23. Which of the followin
    - a computer
    - an email
    - a notebook
24. Why do you think thi
    - to teach students
    - to reward student
    - to help students w
25. What is the purpose
    - to tell a story
    - to give an opinion
    - to provide informa

PRE-CHECK LEVEL 2 GRAMMAR GALLERY

NAME: _____ DATE: _____

58. Which of the following sentences has correct end punctuation?
    - He sent a text to the principal?
    - Did you eat breakfast today!
    - The family owns a television set.
59. Which of the following sentences has correct end punctuation?
    - The knee is below the neck?
    - I can't believe I won $1,000?
    - Do you like strawberries?
60. Which of the following is an example of an opinion?
    - The boy eats cereal for breakfast.
    - You can buy many different kinds of cereal at the store.
    - Cereal is the best food to eat for breakfast.
61. Which of the following is an example of an explanation?
    - The most beautiful island in the world is the island of Hawaii in the Pacific Ocean.
    - An island is a piece of land that is surrounded by water on all sides.
    - The story begins when a sailor sees a small island off in the distance.
62. Which of the following is an example of a narration?
    - Anita had $20 in her pocket. First, she went to the store to buy food for her family.
    - Helping with chores around the house is one way for young people today to earn money.
    - The best way to earn money if you are young is by babysitting.
63. Which of the following sentences has correct punctuation?
    - Jacks glasses' help him see things clearly.
    - Jack's glasses help him see things clearly.
    - Jacks glasses help him see thing's clearly.

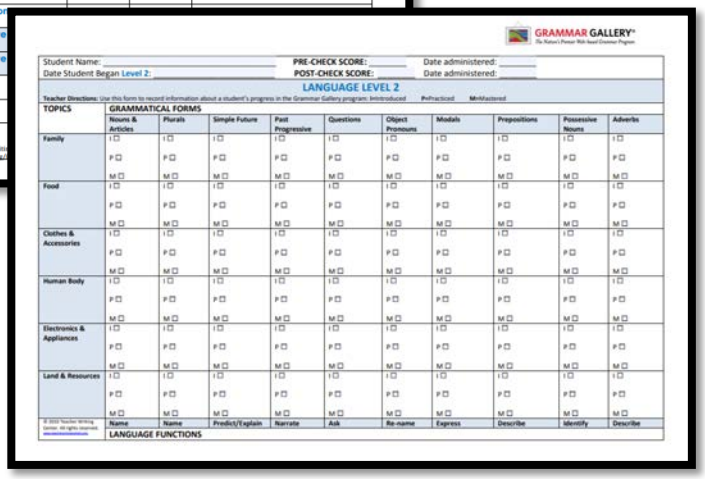
Student Assessment & Progress Forms



STUDENT ASSESSMENT OF LEARNING LEVEL 2 GRAMMAR GALLERY

NAME: _____ DATE: _____

Item #	Grammatical Form	Correct	Incorrect	If you got the item wrong, did you make a careless mistake or did you not understand?
1	Nouns & Articles			
2	Nouns & Articles			
3	Plurals			
4	Plurals			
5	Simple Future			
6	Simple Future			
7	Past Progressive			
8	Past Progressive			
9	Questions			
10	Questions			
11	Object Pronouns			
12	Object Pronouns			
13	Modals			
14	Modals			
15	Prepositions			
16	Preposition			
17	Possessive			
18	Possessive			
19	Adverbs			
20	Adverbs			



GRAMMAR GALLERY

Student Name: _____ PRE-CHECK SCORE: _____ Date administered: _____

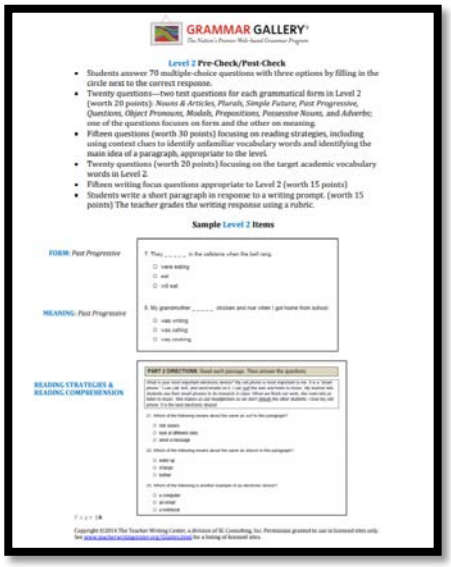
Date Student Began Level 2: _____ POST-CHECK SCORE: _____ Date administered: _____

LANGUAGE LEVEL 2

Teacher Directions: Use this form to record information about a student's progress in the Grammar Gallery program: Introduced I • Practiced P • Mastered M

TOPICS	GRAMMATICAL FORMS									
	Nouns & Articles	Plurals	Simple Future	Past Progressive	Questions	Object Pronouns	Modals	Prepositions	Possessive Nouns	Adverbs
Family	I P M	I P M	I P M	I P M	I P M	I P M	I P M	I P M	I P M	I P M
Food	I P M	I P M	I P M	I P M	I P M	I P M	I P M	I P M	I P M	I P M
Clothes & Accessories	I P M	I P M	I P M	I P M	I P M	I P M	I P M	I P M	I P M	I P M
Human Body	I P M	I P M	I P M	I P M	I P M	I P M	I P M	I P M	I P M	I P M
Electronics & Appliances	I P M	I P M	I P M	I P M	I P M	I P M	I P M	I P M	I P M	I P M
Land & Resources	I P M	I P M	I P M	I P M	I P M	I P M	I P M	I P M	I P M	I P M
	Name	Name	Predict/Explain	Narrate	Ask	Re-name	Express	Describe	Identify	Describe
	LANGUAGE FUNCTIONS									

Assessment Blueprint



GRAMMAR GALLERY

Level 2 Pre-Check/Post-Check

- Students answer 70 multiple-choice questions with three options by filling in the circle next to the correct response.
- Twenty questions—two test questions for each grammatical form in Level 2 (worth 20 points): *Nouns & Articles, Plurals, Simple Future, Past Progressive, Questions, Object Pronouns, Modals, Prepositions, Possessive Nouns,* and *Adverbs*; one of the questions focuses on form and the other on meaning.
- Fifteen questions (worth 30 points) focusing on reading strategies, including using context clues to identify unfamiliar vocabulary words and identifying the main idea of a paragraph, appropriate to the level.
- Twenty questions (worth 20 points) focusing on the target academic vocabulary words in Level 2.
- Fifteen writing focus questions appropriate to Level 2 (worth 15 points)
- Students write a short paragraph in response to a writing prompt. (worth 15 points) The teacher grades the writing response using a rubric.

Sample Level 2 Items

FORM: *Past Progressive*

MEANING: *Past Progressive*

READING STRATEGIES & READING COMPREHENSION

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Gallery Talk Samples

GALLERY TALK: *CLOTHES & ACCESSORIES* GRAMMAR GALLERY

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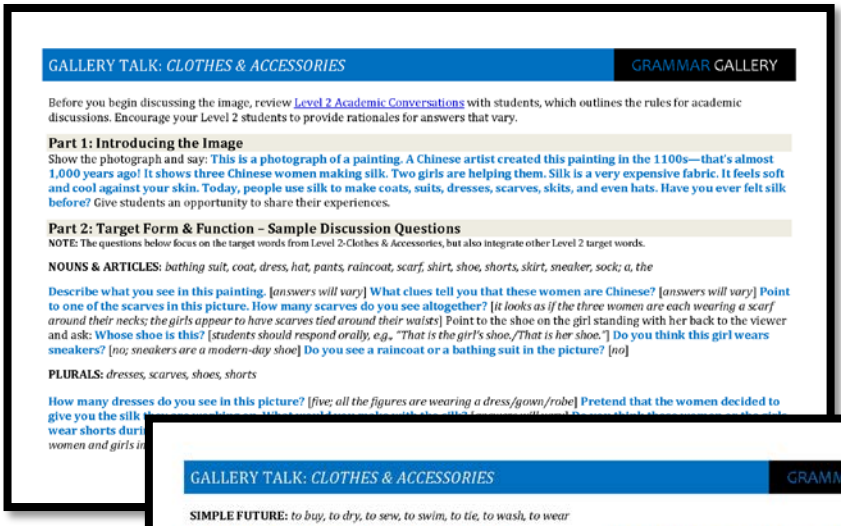

GALLERY TALK: *CLOTHES & ACCESSORIES* GRAMMAR GALLERY

Before you begin discussing the image, review Level 2 Academic Conversations with students, which outlines the rules for academic discussions. Encourage your Level 2 students to provide rationales for answers that vary.

Part 1: Introducing the Image

Show the photograph and say: **This is a photograph of a painting. A Chinese artist created this painting in the 1100s—that's almost 1,000 years ago! It shows three Chinese women making silk. Two girls are helping them. Silk is a very expensive fabric. It feels soft and cool against your skin. Today, people use silk to make coats, suits, dresses, scarves, skits, and even hats. Have you ever felt silk before?** Give students an opportunity to share their experiences.

Part 2: Target Form & Function – Sample Discussion Questions

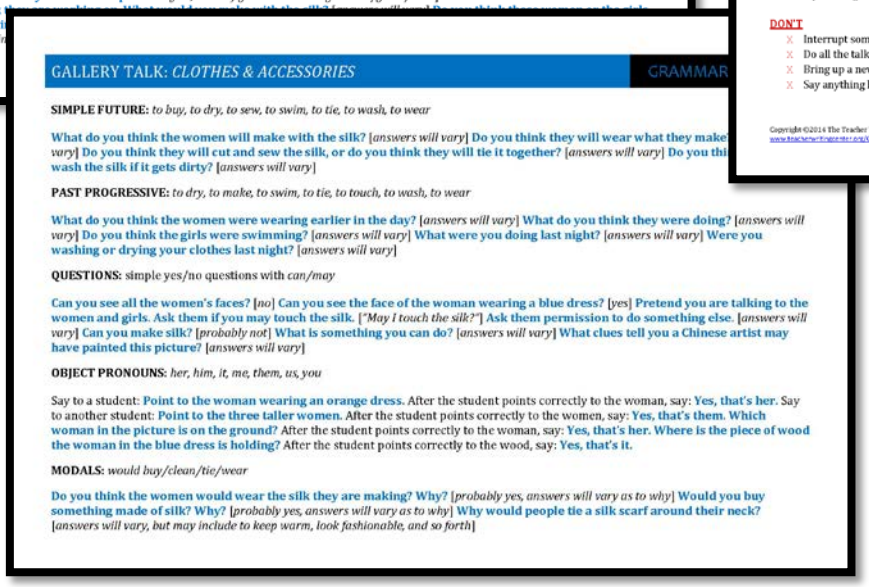
NOTE: The questions below focus on the target words from Level 2-Clothes & Accessories, but also integrate other Level 2 target words.

NOUNS & ARTICLES: *bathing suit, coat, dress, hat, pants, raincoat, scarf, shirt, shoe, shorts, skirt, sneaker, sock; a, the*

Describe what you see in this painting. [*answers will vary*] **What clues tell you that these women are Chinese?** [*answers will vary*] **Point to one of the scarves in this picture. How many scarves do you see altogether?** [*it looks as if the three women are each wearing a scarf around their necks; the girls appear to have scarves tied around their waists*] Point to the shoe on the girl standing with her back to the viewer and ask: **Whose shoe is this?** [*students should respond orally, e.g., "That is the girl's shoe./That is her shoe."*] **Do you think this girl wears sneakers?** [*no; sneakers are a modern-day shoe*] **Do you see a raincoat or a bathing suit in the picture?** [*no*]

PLURALS: *dresses, scarves, shoes, shorts*

How many dresses do you see in this picture? [*five; all the figures are wearing a dress/gown/robe*] **Pretend that the women decided to give you the silk [illegible] wear shorts duri[illegible]** *women and girls in*


GALLERY TALK: *CLOTHES & ACCESSORIES* GRAMMAR

SIMPLE FUTURE: *to buy, to dry, to sew, to swim, to tie, to wash, to wear*

What do you think the women will make with the silk? [*answers will vary*] **Do you think they will wear what they make[illegible] vary**] **Do you think they will cut and sew the silk, or do you think they will tie it together?** [*answers will vary*] **Do you thi[illegible] wash the silk if it gets dirty?** [*answers will vary*]

PAST PROGRESSIVE: *to dry, to make, to swim, to tie, to touch, to wash, to wear*

What do you think the women were wearing earlier in the day? [*answers will vary*] **What do you think they were doing?** [*answers will vary*] **Do you think the girls were swimming?** [*answers will vary*] **What were you doing last night?** [*answers will vary*] **Were you washing or drying your clothes last night?** [*answers will vary*]

QUESTIONS: simple yes/no questions with *can/may*

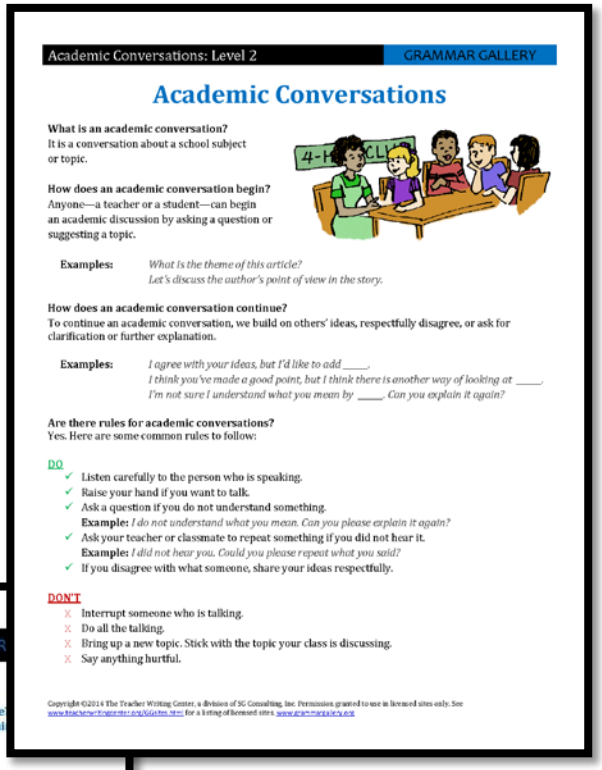
Can you see all the women's faces? [*no*] **Can you see the face of the woman wearing a blue dress?** [*yes*] **Pretend you are talking to the women and girls. Ask them if you may touch the silk.** [*"May I touch the silk?"*] **Ask them permission to do something else.** [*answers will vary*] **Can you make silk?** [*probably not*] **What is something you can do?** [*answers will vary*] **What clues tell you a Chinese artist may have painted this picture?** [*answers will vary*]

OBJECT PRONOUNS: *her, him, it, me, them, us, you*

Say to a student: **Point to the woman wearing an orange dress.** After the student points correctly to the woman, say: **Yes, that's her.** Say to another student: **Point to the three taller women.** After the student points correctly to the women, say: **Yes, that's them. Which woman in the picture is on the ground?** After the student points correctly to the woman, say: **Yes, that's her. Where is the piece of wood the woman in the blue dress is holding?** After the student points correctly to the wood, say: **Yes, that's it.**

MODALS: *would buy/clean/tie/wear*

Do you think the women would wear the silk they are making? Why? [*probably yes, answers will vary as to why*] **Would you buy something made of silk? Why?** [*probably yes, answers will vary as to why*] **Why would people tie a silk scarf around their neck?** [*answers will vary, but may include to keep warm, look fashionable, and so forth*]


Academic Conversations: Level 2 GRAMMAR GALLERY

Academic Conversations

What is an academic conversation?
It is a conversation about a school subject or topic.

How does an academic conversation begin?
Anyone—a teacher or a student—can begin an academic discussion by asking a question or suggesting a topic.

Examples: *What is the theme of this article?*
Let's discuss the author's point of view in the story.

How does an academic conversation continue?
To continue an academic conversation, we build on others' ideas, respectfully disagree, or ask for clarification or further explanation.

Examples: *I agree with your ideas, but I'd like to add ____.*
I think you've made a good point, but I think there is another way of looking at ____.
I'm not sure I understand what you mean by ____. Can you explain it again?

Are there rules for academic conversations?
Yes. Here are some common rules to follow:

DO
- ✓ Listen carefully to the person who is speaking.
- ✓ Raise your hand if you want to talk.
- ✓ Ask a question if you do not understand something.
  Example: *I do not understand what you mean. Can you please explain it again?*
- ✓ Ask your teacher or classmate to repeat something if you did not hear it.
  Example: *I did not hear you. Could you please repeat what you said?*
- ✓ If you disagree with what someone, share your ideas respectfully.

DON'T
- X Interrupt someone who is talking.
- X Do all the talking.
- X Bring up a new topic. Stick with the topic your class is discussing.
- X Say anything hurtful.

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Gallery Talk

Gallery Talk includes fine art, historical photographs, and level-appropriate student resources that provide a springboard for academic discussions in your classroom. Each Gallery Talk file features a piece of fine art or a historical photograph related to the target topic. Academic conversation reference sheets for each language level also are available.

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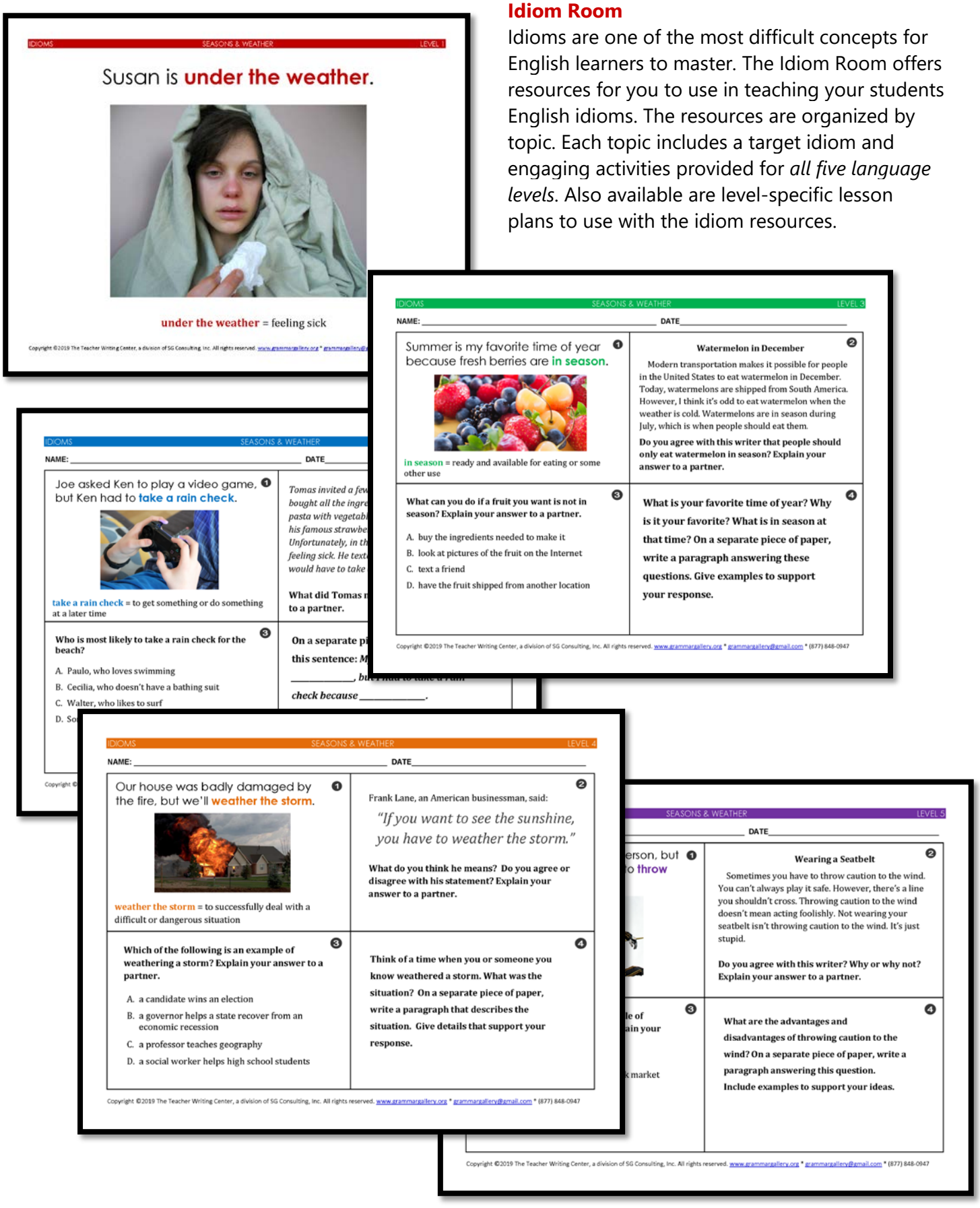
Idiom Room Samples



Idiom Room

Idioms are one of the most difficult concepts for English learners to master. The Idiom Room offers resources for you to use in teaching your students English idioms. The resources are organized by topic. Each topic includes a target idiom and engaging activities provided for *all five language levels*. Also available are level-specific lesson plans to use with the idiom resources.

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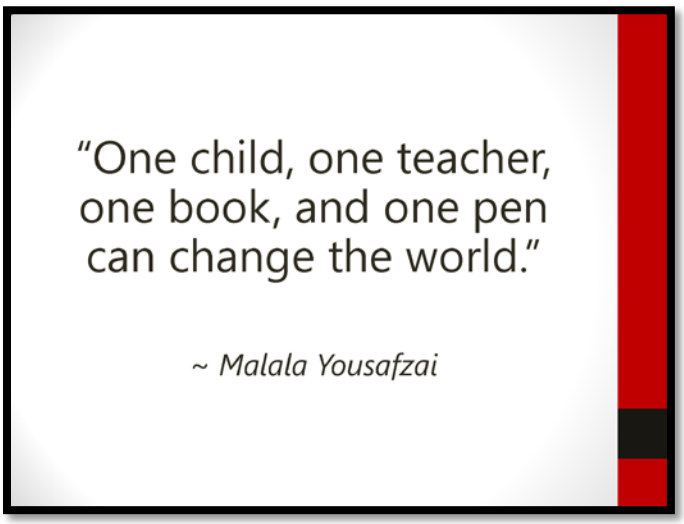
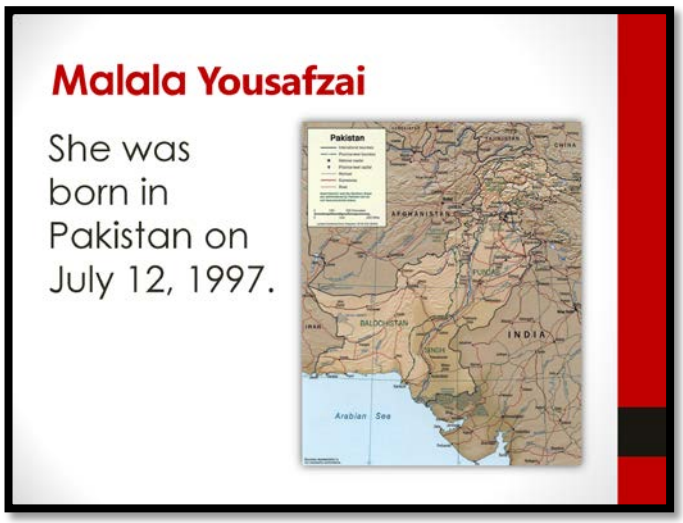
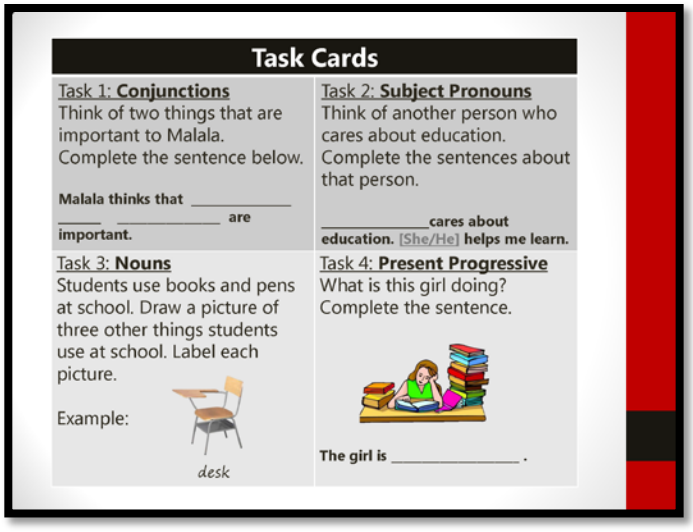
Wise Words Samples





Wise Words

Wise Words offers thought-provoking quotations organized by topic/level. Teachers can use the Wise Words resources to reinforce target grammatical forms, practice close reading, and extend student learning. Students have an opportunity to analyze the quotes, learn about different time periods and historical figures, relate the quotes to their own lives, and complete grammar and writing activities integrated into each resource.



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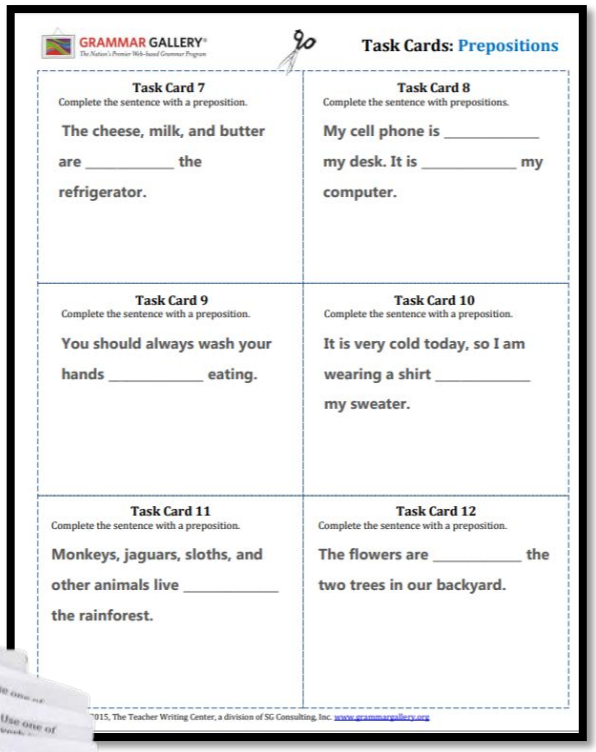
Task Card Samples

Task Cards

Task cards are perfect for student review and practice as well as for enrichment. Level 1 includes a customized Answer Sheet for each grammatical form. Levels 2-5 include one Answer Sheet that students can use with all forms in the level. We recommend that teachers print the task cards, laminate them, and store them using a ring or envelope.



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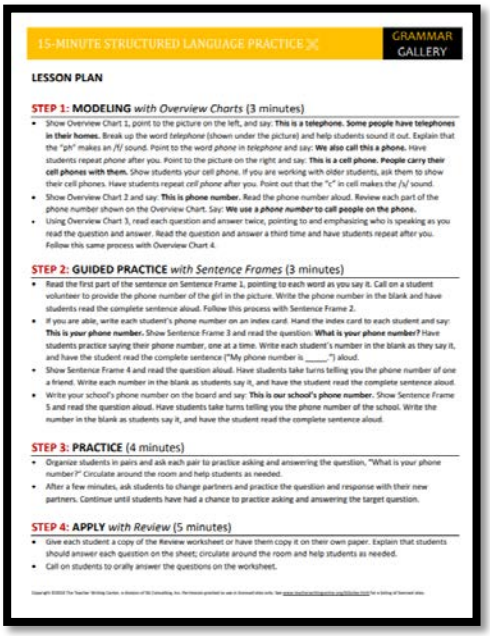
Newcomer Samples


15-MINUTE STRUCTURED LANGUAGE PRACTICE

GRAMMAR GALLERY

LESSON PLAN

STEP 1: MODELING *with Overview Charts* (3 minutes)

- Show Overview Chart 1, point to the picture on the left, and say: **This is a telephone. Some people have telephones in their homes.** Break up the word *telephone* (shown under the picture) and help students sound it out. Explain that the "ph" makes an /f/ sound. Point to the word *phone* in *telephone* and say: **We also call this a phone.** Have students repeat *phone* after you. Point to the picture on the right and say: **This is a cell phone. People carry their cell phones with them.** Show students your cell phone. If you are working with older students, ask them to show their cell phones. Have students repeat *cell phone* after you. Point out that the "c" in cell makes the /s/ sound.
- Show Overview Chart 2 and say: **This is phone number.** Read the phone number aloud. Review each part of the phone number shown on the Overview Chart. Say: **We use a *phone number* to call people on the phone.**
- Using Overview Chart 3, read each question and answer twice, pointing to and emphasizing who is speaking as you read the question and answer. Read the question and answer a third time and have students repeat after you. Follow this same process with Overview Chart 4.

STEP 2: GUIDED PRACTICE *with Sentence Frames* (3 minutes)

- Read the first part of the sentence on Sentence Frame 1, pointing to each word as you say it. Call on a student volunteer to provide the phone number of the girl in the picture. Write the phone number in the blank and have students read the complete sentence aloud. Follow this process with Sentence Frame 2.
- If you are able, write each student's phone number on an index card. Hand the index card to each student and say: **This is your phone number.** Show Sentence Frame 3 and read the question: **What is your phone number?** Have students practice saying their phone number, one at a time. Write each student's number in the blank as they say it, and have the student read the complete sentence ("My phone number is _____.") aloud.
- Show Sentence Frame 4 and read the question aloud. Have students take turns telling you the phone number of one a friend. Write each number in the blank as students say it, and have the student read the complete sentence aloud.
- Write your school's phone number on the board and say: **This is our school's phone number.** Show Sentence Frame 5 and read the question aloud. Have students take turns telling you the phone number of the school. Write the number in the blank as students say it, and have the student read the complete sentence aloud.

STEP 3: PRACTICE (4 minutes)

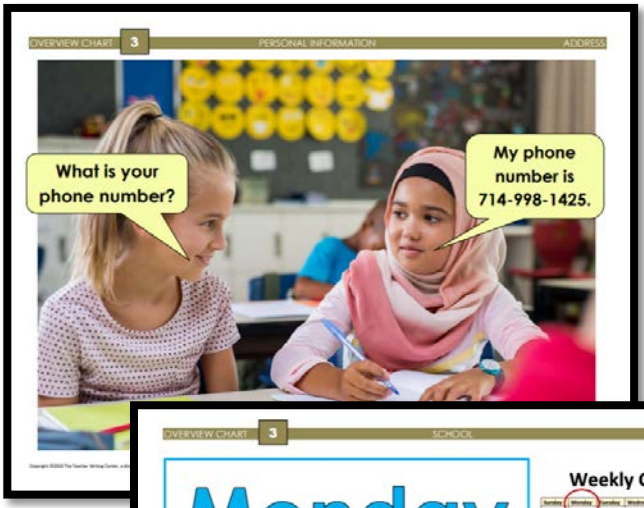
- Organize students in pairs and ask each pair to practice asking and answering the question, "What is your phone number?" Circulate around the room and help students as needed.
- After a few minutes, ask students to change partners and practice the question and response with their new partners. Continue until students have had a chance to practice asking and answering the target question.

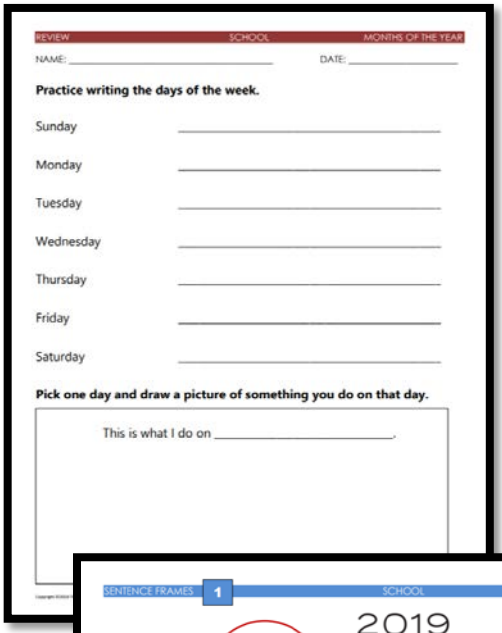
STEP 4: APPLY *with Review* (5 minutes)

- Give each student a copy of the Review worksheet or have them copy it on their own paper. Explain that students should answer each question on the sheet; circulate around the room and help students as needed.
- Call on students to orally answer the questions on the worksheet.

Newcomer Lessons

Resources specially designed for newcomers include a 15-minute lesson plan, overview charts, sentence frames, and student worksheets covering name, address, phone number, greetings, days of the week, months of the year, and other topics critical to new arrivals.




REVIEW SCHOOL MONTHS OF THE YEAR

NAME: _____ DATE: _____

Practice writing the days of the week.

Sunday _____

Monday _____

Tuesday _____

Wednesday _____

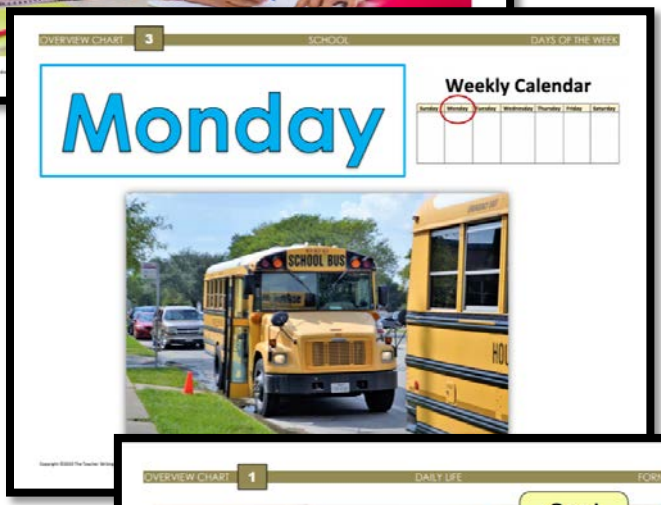
Thursday _____

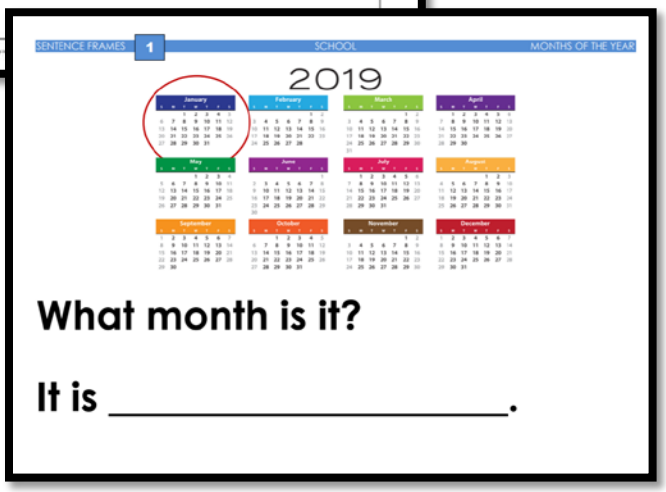
Friday _____

Saturday _____

Pick one day and draw a picture of something you do on that day.

This is what I do on _____.





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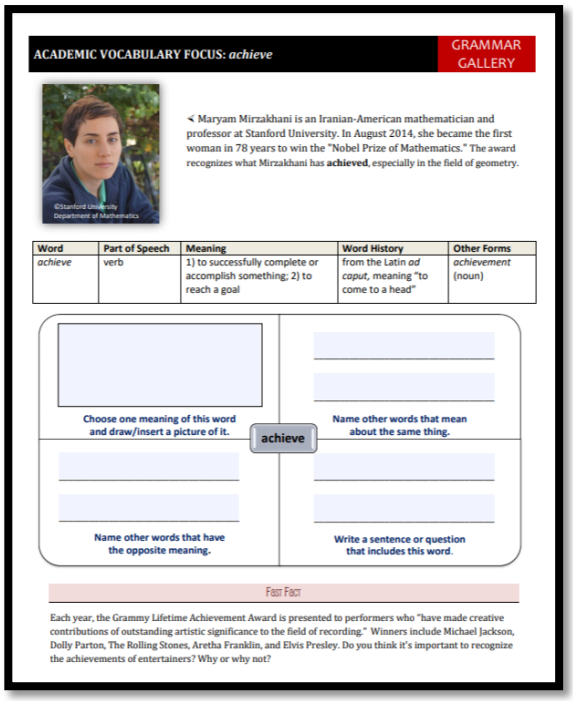
Academic Vocabulary Series Samples


ACADEMIC VOCABULARY FOCUS: *achieve*

GRAMMAR GALLERY

Maryam Mirzakhani is an Iranian-American mathematician and professor at Stanford University. In August 2014, she became the first woman in 78 years to win the "Nobel Prize of Mathematics." The award recognizes what Mirzakhani has **achieved**, especially in the field of geometry.

Word	Part of Speech	Meaning	Word History	Other Forms
achieve	verb	1) to successfully complete or accomplish something; 2) to reach a goal	from the Latin *ad caput*, meaning "to come to a head"	*achievement* (noun)

Choose one meaning of this word and draw/insert a picture of it.

Name other words that mean about the same thing.

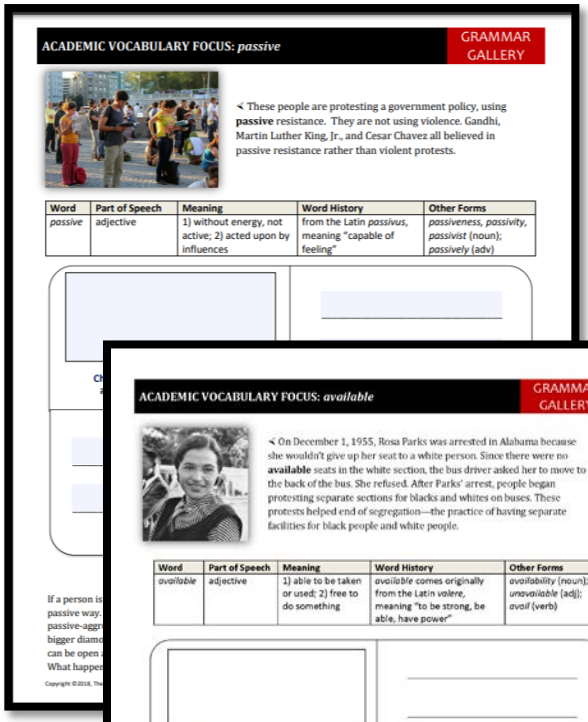
achieve

Name other words that have the opposite meaning.

Write a sentence or question that includes this word.

FAST FACT

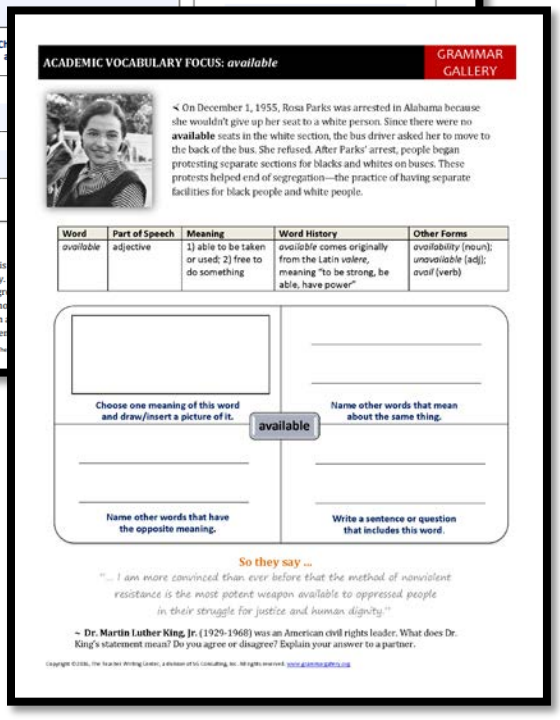
Each year, the Grammy Lifetime Achievement Award is presented to performers who "have made creative contributions of outstanding artistic significance to the field of recording." Winners include Michael Jackson, Dolly Parton, The Rolling Stones, Aretha Franklin, and Elvis Presley. Do you think it's important to recognize the achievements of entertainers? Why or why not?


ACADEMIC VOCABULARY FOCUS: *passive*

GRAMMAR GALLERY

These people are protesting a government policy, using **passive** resistance. They are not using violence. Gandhi, Martin Luther King, Jr., and Cesar Chavez all believed in passive resistance rather than violent protests.

Word	Part of Speech	Meaning	Word History	Other Forms
passive	adjective	1) without energy, not active; 2) acted upon by influences	from the Latin *passivus*, meaning "capable of feeling"	*passiveness, passivity, passivist* (noun); *passively* (adv)


ACADEMIC VOCABULARY FOCUS: *available*

GRAMMAR GALLERY

On December 1, 1955, Rosa Parks was arrested in Alabama because she wouldn't give up her seat to a white person. Since there were no **available** seats in the white section, the bus driver asked her to move to the back of the bus. She refused. After Parks' arrest, people began protesting separate sections for blacks and whites on buses. These protests helped end of segregation—the practice of having separate facilities for black people and white people.

Word	Part of Speech	Meaning	Word History	Other Forms
available	adjective	1) able to be taken or used; 2) free to do something	*available* comes originally from the Latin *valere*, meaning "to be strong, be able, have power"	*availability* (noun); *unavailable* (adj); *avail* (verb)

Choose one meaning of this word and draw/insert a picture of it.

Name other words that mean about the same thing.

available

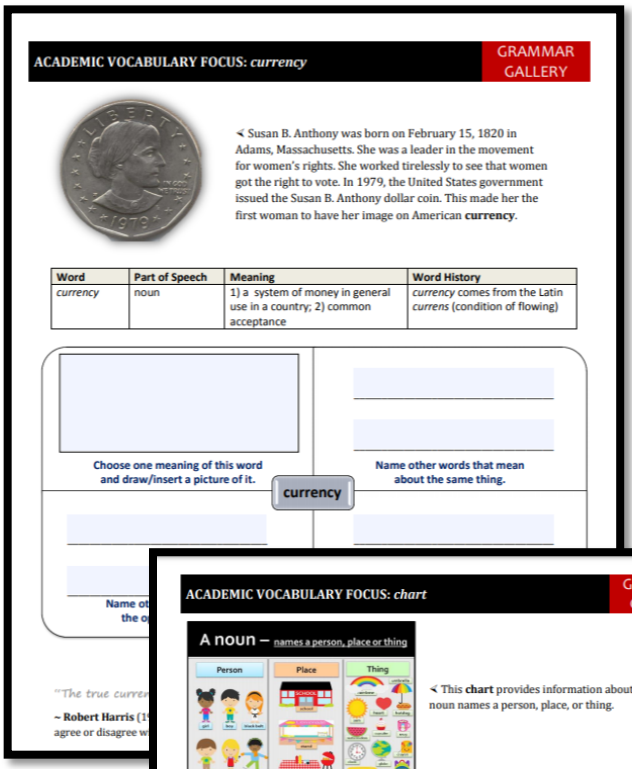
Name other words that have the opposite meaning.

Write a sentence or question that includes this word.

So they say ...

"... I am more convinced than ever before that the method of nonviolent resistance is the most potent weapon available to oppressed people in their struggle for justice and human dignity."

~ **Dr. Martin Luther King, Jr.** (1929-1968) was an American civil rights leader. What does Dr. King's statement mean? Do you agree or disagree? Explain your answer to a partner.


ACADEMIC VOCABULARY FOCUS: *currency*

GRAMMAR GALLERY

Susan B. Anthony was born on February 15, 1820 in Adams, Massachusetts. She was a leader in the movement for women's rights. She worked tirelessly to see that women got the right to vote. In 1979, the United States government issued the Susan B. Anthony dollar coin. This made her the first woman to have her image on American **currency**.

Word	Part of Speech	Meaning	Word History
currency	noun	1) a system of money in general use in a country; 2) common acceptance	*currency* comes from the Latin *currens* (condition of flowing)

Choose one meaning of this word and draw/insert a picture of it.

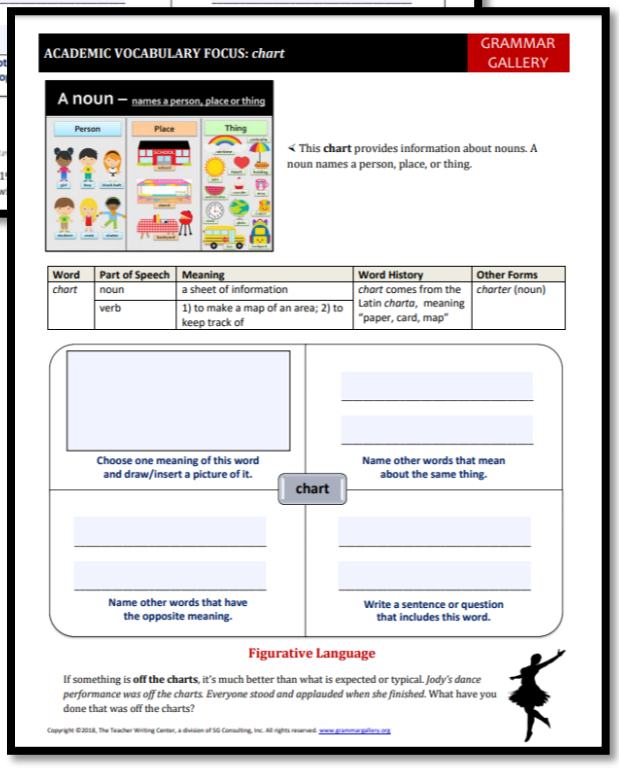
Name other words that mean about the same thing.

currency

"The true currer

~ **Robert Harris** (1

agree or disagree w


ACADEMIC VOCABULARY FOCUS: *chart*

GRAMMAR GALLERY

A noun – names a person, place or thing

This **chart** provides information about nouns. A noun names a person, place, or thing.

Word	Part of Speech	Meaning	Word History	Other Forms
chart	noun	a sheet of information	*chart* comes from the Latin *charta*, meaning "paper, card, map"	*charter* (noun)
	verb	1) to make a map of an area; 2) to keep track of		

Choose one meaning of this word and draw/insert a picture of it.

Name other words that mean about the same thing.

chart

Name other words that have the opposite meaning.

Write a sentence or question that includes this word.

Figurative Language

If something is **off the charts**, it's much better than what is expected or typical. *Jody's dance performance was off the charts. Everyone stood and applauded when she finished.* What have you done that was off the charts?

Academic Vocabulary Series

550+ WORDS INCLUDED! This resource focuses on important academic vocabulary terms students need to learn. Each page includes a short text using the target term in context, a definition of the term, etymology of the word, other forms of the target word, and space for the student to "own" the word by drawing/inserting a picture of it, considering synonyms and antonyms, and writing a sentence or question using the word. Educators can use the series within the context of the existing curriculum, selecting the words they want to introduce, reinforce, or revisit.

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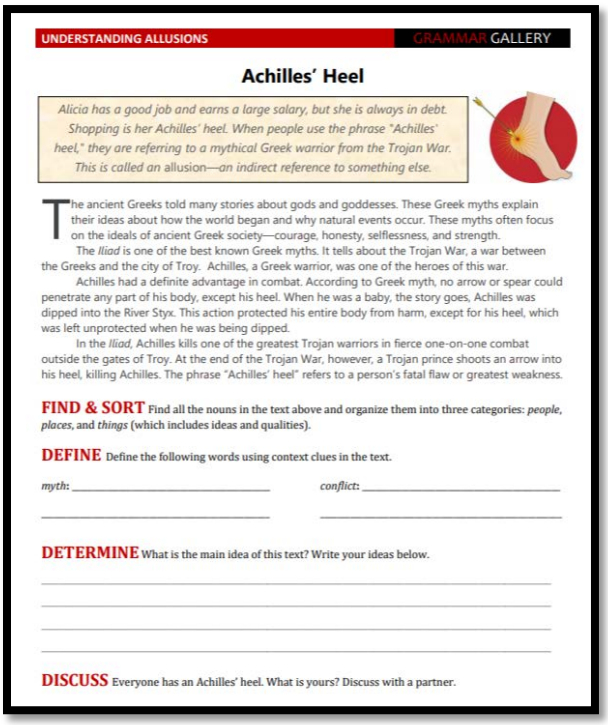
Allusion Samples



UNDERSTANDING ALLUSIONS GRAMMAR GALLERY

Achilles' Heel

Alicia has a good job and earns a large salary, but she is always in debt. Shopping is her Achilles' heel. When people use the phrase "Achilles' heel," they are referring to a mythical Greek warrior from the Trojan War. This is called an allusion—an indirect reference to something else.

The ancient Greeks told many stories about gods and goddesses. These Greek myths explain their ideas about how the world began and why natural events occur. These myths often focus on the ideals of ancient Greek society—courage, honesty, selflessness, and strength.

The *Iliad* is one of the best known Greek myths. It tells about the Trojan War, a war between the Greeks and the city of Troy. Achilles, a Greek warrior, was one of the heroes of this war.

Achilles had a definite advantage in combat. According to Greek myth, no arrow or spear could penetrate any part of his body, except his heel. When he was a baby, the story goes, Achilles was dipped into the River Styx. This action protected his entire body from harm, except for his heel, which was left unprotected when he was being dipped.

In the *Iliad*, Achilles kills one of the greatest Trojan warriors in fierce one-on-one combat outside the gates of Troy. At the end of the Trojan War, however, a Trojan prince shoots an arrow into his heel, killing Achilles. The phrase "Achilles' heel" refers to a person's fatal flaw or greatest weakness.

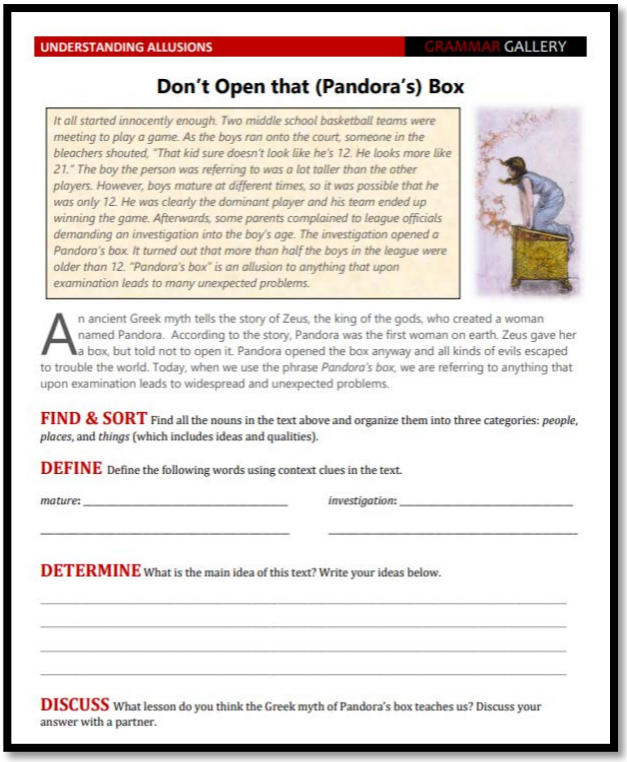
FIND & SORT Find all the nouns in the text above and organize them into three categories: *people*, *places*, and *things* (which includes ideas and qualities).

DEFINE Define the following words using context clues in the text.

myth: _____ *conflict*: _____

DETERMINE What is the main idea of this text? Write your ideas below.

DISCUSS Everyone has an Achilles' heel. What is yours? Discuss with a partner.



UNDERSTANDING ALLUSIONS GRAMMAR GALLERY

Don't Open that (Pandora's) Box

It all started innocently enough. Two middle school basketball teams were meeting to play a game. As the boys ran onto the court, someone in the bleachers shouted, "That kid sure doesn't look like he's 12. He looks more like 21." The boy the person was referring to was a lot taller than the other players. However, boys mature at different times, so it was possible that he was only 12. He was clearly the dominant player and his team ended up winning the game. Afterwards, some parents complained to league officials demanding an investigation into the boy's age. The investigation opened a Pandora's box. It turned out that more than half the boys in the league were older than 12. "Pandora's box" is an allusion to anything that upon examination leads to many unexpected problems.

An ancient Greek myth tells the story of Zeus, the king of the gods, who created a woman named Pandora. According to the story, Pandora was the first woman on earth. Zeus gave her a box, but told not to open it. Pandora opened the box anyway and all kinds of evils escaped to trouble the world. Today, when we use the phrase *Pandora's box*, we are referring to anything that upon examination leads to widespread and unexpected problems.

FIND & SORT Find all the nouns in the text above and organize them into three categories: *people*, *places*, and *things* (which includes ideas and qualities).

DEFINE Define the following words using context clues in the text.

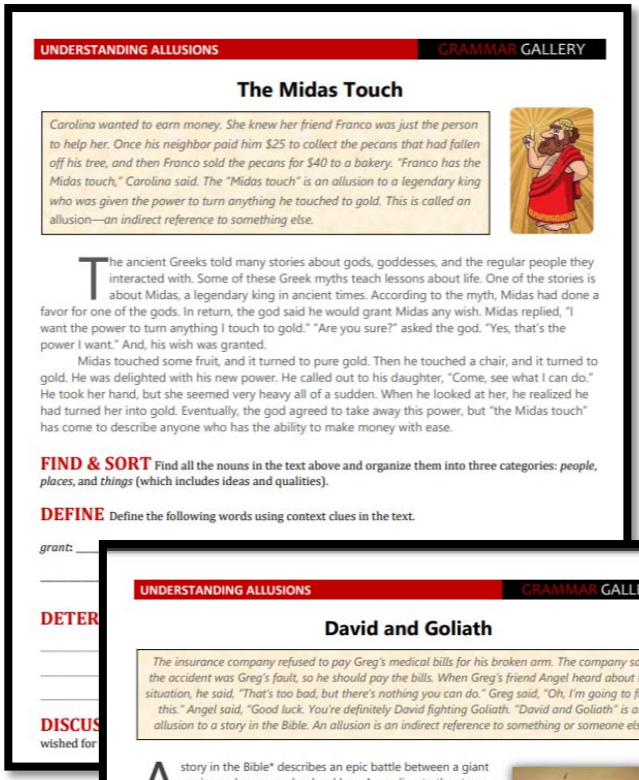
mature: _____ *investigation*: _____

DETERMINE What is the main idea of this text? Write your ideas below.

DISCUSS What lesson do you think the Greek myth of Pandora's box teaches us? Discuss your answer with a partner.

Understanding Allusions

The Common Core State Standards call on students to understand and analyze allusions from literature, history, and the Bible. Too often, however, students lack the background information to grasp such allusions. The "Understanding Allusions" resources are intended to help students build this background knowledge.



UNDERSTANDING ALLUSIONS GRAMMAR GALLERY

The Midas Touch

Carolina wanted to earn money. She knew her friend Franco was just the person to help her. Once his neighbor paid him $25 to collect the pecans that had fallen off his tree, and then Franco sold the pecans for $40 to a bakery. "Franco has the Midas touch," Carolina said. The "Midas touch" is an allusion to a legendary king who was given the power to turn anything he touched to gold. This is called an allusion—an indirect reference to something else.

The ancient Greeks told many stories about gods, goddesses, and the regular people they interacted with. Some of these Greek myths teach lessons about life. One of the stories is about Midas, a legendary king in ancient times. According to the myth, Midas had done a favor for one of the gods. In return, the god said he would grant Midas any wish. Midas replied, "I want the power to turn anything I touch to gold." "Are you sure?" asked the god. "Yes, that's the power I want." And, his wish was granted.

Midas touched some fruit, and it turned to pure gold. Then he touched a chair, and it turned to gold. He was delighted with his new power. He called out to his daughter, "Come, see what I can do." He took her hand, but she seemed very heavy all of a sudden. When he looked at her, he realized he had turned her into gold. Eventually, the god agreed to take away this power, but "the Midas touch" has come to describe anyone who has the ability to make money with ease.

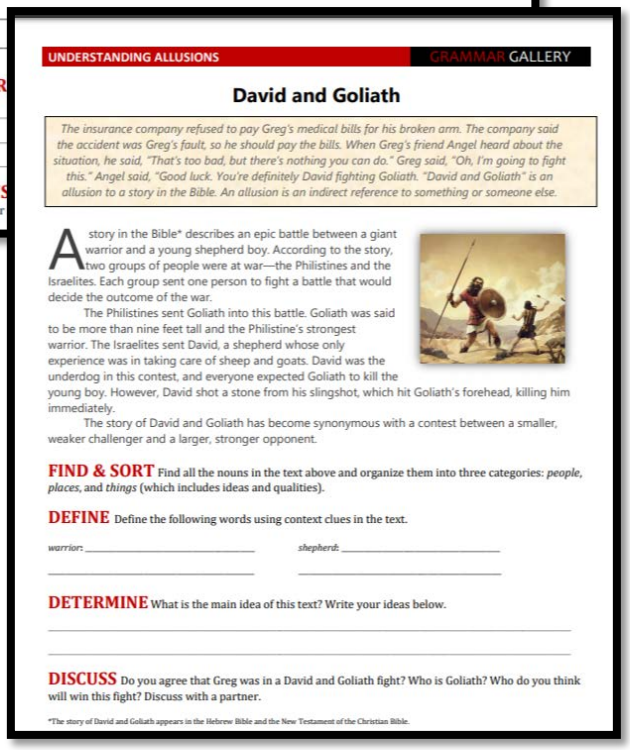
FIND & SORT Find all the nouns in the text above and organize them into three categories: *people*, *places*, and *things* (which includes ideas and qualities).

DEFINE Define the following words using context clues in the text.

grant: _____

DETER

DISCUS
wished for



UNDERSTANDING ALLUSIONS GRAMMAR GALLERY

David and Goliath

The insurance company refused to pay Greg's medical bills for his broken arm. The company said the accident was Greg's fault, so he should pay the bills. When Greg's friend Angel heard about the situation, he said, "That's too bad, but there's nothing you can do." Greg said, "Oh, I'm going to fight this." Angel said, "Good luck. You're definitely David fighting Goliath. "David and Goliath" is an allusion to a story in the Bible. An allusion is an indirect reference to something or someone else.

A story in the Bible* describes an epic battle between a giant warrior and a young shepherd boy. According to the story, two groups of people were at war—the Philistines and the Israelites. Each group sent one person to fight a battle that would decide the outcome of the war.

The Philistines sent Goliath into this battle. Goliath was said to be more than nine feet tall and the Philistine's strongest warrior. The Israelites sent David, a shepherd whose only experience was in taking care of sheep and goats. David was the underdog in this contest, and everyone expected Goliath to kill the young boy. However, David shot a stone from his slingshot, which hit Goliath's forehead, killing him immediately.

The story of David and Goliath has become synonymous with a contest between a smaller, weaker challenger and a larger, stronger opponent.

FIND & SORT Find all the nouns in the text above and organize them into three categories: *people*, *places*, and *things* (which includes ideas and qualities).

DEFINE Define the following words using context clues in the text.

warrior: _____ *shepherd*: _____

DETERMINE What is the main idea of this text? Write your ideas below.

DISCUSS Do you agree that Greg was in a David and Goliath fight? Who is Goliath? Who do you think will win this fight? Discuss with a partner.

*The story of David and Goliath appears in the Hebrew Bible and the New Testament of the Christian Bible.

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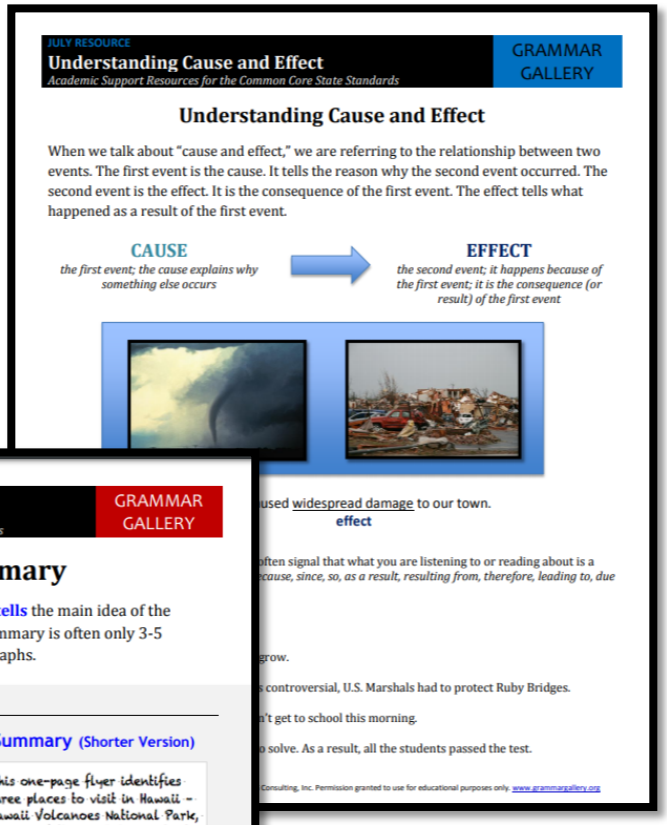
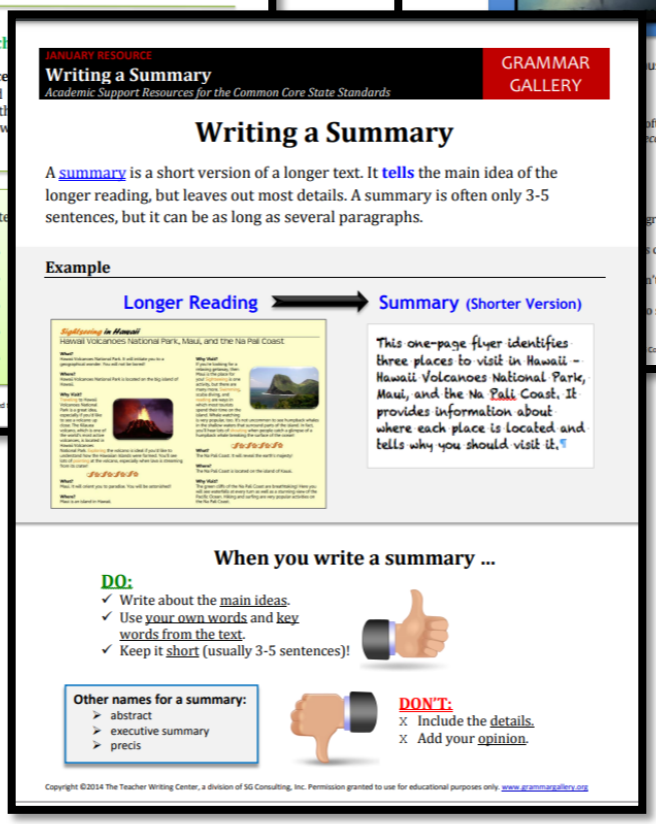
Academic Skill Building Samples

Academic Power Packs

English learners need additional support in order to understand what teachers are asking for when they tell students to write a summary, draw inferences from a text, or provide textual support for their ideas. The emphasis on these academic skills in the Common Core State Standards for English Language Arts adds additional urgency to the necessity of teaching them. For each academic skill, Grammar Gallery includes an instructional PowerPoint presentation, a student reference sheet, and practice activities.





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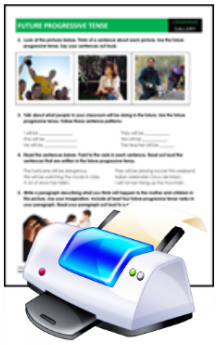
Ways to Present the Grammar Gallery Materials

One of the reasons educators love Grammar Gallery is because it's delivered via the Internet and adaptable to both low and high technology contexts. Grammar Gallery files can be printed, projected onto a large screen using an interactive whiteboard, viewed on a monitor, or accessed via an electronic tablet.



print

tablet

interactive whiteboard

monitor

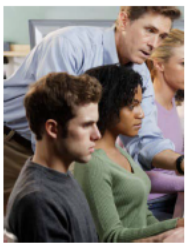
Grammar Gallery: Licensing and Implementation

Step 1: Participate in a virtual presentation and/or a review of the web site for licensed users.

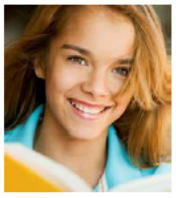
Step 2: Determine the cost for your district's license by consulting the order form. The cost is based on the number of English learners in your district, but a license enables all educators in the district to use the materials. Contact us with any questions about your district's cost.

Step 3: Fax or email the completed order form along with your district's purchase order. Your order will be processed immediately and your district's site set up within 24 hours! You'll also receive an informative welcome packet.

Step 4: Review the Grammar Gallery welcome packet, which includes your log-in information and password. Share the information with your ESL/ELD team and others in the district.



Step 5: View recorded virtual inservice modules or schedule a live virtual inservice with a Grammar Gallery educational consultant. Any teacher can participate with a phone and computer!



Step 6: Begin using Grammar Gallery and watch your students master the rules of grammar, build their vocabulary, and develop academic language proficiency. Contact The Teacher Writing Center any time with questions or suggestions. Educators are our partners!

VISIT US AT www.grammargallery.org TO LEARN MORE!

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