

Grammar Gallery ... the Key to Unlocking Academic Vocabulary

Effective academic vocabulary instruction provides students with opportunities for meaningful and productive practice.

By Roberta Stathis, Ph.D.

Most English language educators understand the critical need for English learners to acquire academic language, the dimension of language that is not automatically developed but must be taught. Direct instruction in academic language and grammar helps English learners develop the high levels of communicative competence they need for success in school and life.

Grammar Gallery was designed specifically to support language education—which includes academic vocabulary instruction—that is meaningful, productive, and purpose driven. Altogether, Grammar Gallery’s five language levels include more than 300 language practice resources and 300 readings to give students numerous opportunities to develop, refine, and use academic language. The program’s resources and readings feature the academic vocabulary students need for academic success.



Identifying and Teaching Academic Vocabulary

Grammar Gallery includes a listing of target vocabulary for each language level (1-5). In identifying the target vocabulary, the program authors consulted a number of sources, including published lists of frequently used words (Kress, 2008; *Concise Oxford English Dictionary*, 2008; Fry & Kress, 2006), Bloom’s taxonomy of verbs (Anderson & Krathwohl, 2001), academic vocabulary lists (see, for example, Coxhead, 2000), and a cross-section of state and national standards, including the Common Core State Standards. Levels 1-2 of Grammar Gallery generally integrate K-6 academic vocabulary. Levels 3-5 integrate 2-12 academic vocabulary.

There are many techniques and approaches to academic language instruction, but they all have in common the assumption that in order for students to develop a deep and full understanding of academic vocabulary, they must be engaged in instruction and practice activities that enable them to see the words used in multiple contexts. Students must also have multiple opportunities to practice using the words. Grammar Gallery provides both the exposure to and practice with academic vocabulary.

On the following pages are examples of ways Grammar Gallery can be used to introduce, model, and give students practice with academic vocabulary. These examples focus on the word *culture*, which is included in the Level 4 *Exploration & Travel* topic.

Target Vocabulary List

EXPLORATION & TRAVEL	Nouns	hike, discovery, safari, voyage, explorer, expedition, astronaut, space, passport, souvenir, custom, <u>culture</u>
	Specialized Prepositions	until, with, for, except, since, from...to, from...until, despite
	Adverb Clauses	e.g., You can't travel outside your home country <u>unless you have a passport.</u>
	Phrasal Verbs	call off, put away, check out, bring back, think through, look into, get back from, turn off
	Present Perfect Progressive	to examine, to research, to try, to describe, to shop, to identify, to explore, to classify
	Past Perfect	to go, to explain, to list, to get
	Past Perfect Progressive	to evaluate, to assess, to collect, to identify
	Gerunds	seeing, losing, shopping, studying
	Reflexive Pronouns	myself, yourself, himself, herself
	Indefinite Pronouns	somebody, anybody, nobody,

◀ **Culture** is a target noun in **Level 4** of Grammar Gallery, but it is used throughout all 10 resources associated with this topic. The word culture, like many other words in Grammar Gallery, is included in Coxhead's Academic Word List. The words on this list frequently appear in academic textbooks and on standardized tests.

Overview Charts

OVERVIEW CHART	EXPLORATION & TRAVEL	NOUNS
<p>A passport is an official document issued by a country to identify its citizens.</p> 	<p>A souvenir is an object that serves as a reminder of a place or event.</p> 	
<p>A custom is a tradition practiced by a specific group of people.</p> 	<p>Culture includes the beliefs, values, way of life, and traditions of a specific group of people.</p> 	

✔ There are 10 Overview Charts for each topic, providing exposure to academic vocabulary in multiple contexts. Each sentence is accompanied by a large, full-color visual.

EXPLORATION & TRAVEL	GERUNDS
<p>mals in their on a safari.</p> 	<p>You should never risk losing your passport.</p> 
<p>ouvenirs is acation.</p> 	<p>People who enjoy studying other cultures should travel around the world.</p> 

Sentence Frames, Practice Sheets, and Extension Activities

✓ The Sentence Frames and Practice Sheets, in addition to the application and extension activities, give students multiple opportunities for meaningful and productive practice of academic vocabulary.

SENTENCE FRAMES	EXPLORATION & TRAVEL	SPECIALIZED PREPOSITIONS
	Cindy has not used her <u>passport</u> <u>since</u> last December.	
	Dr. Quinn studied Japanese <u>culture</u> <u>from</u> 1995 <u>to</u> 1997.	

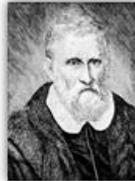
NOW YOU TRY!	EXPLORATION & TRAVEL	ADVERB CLAUSES								
NAME: _____	DATE: _____									
<p>DIRECTIONS: Write a sentence that summarizes information related to each picture. Include an adverb clause in each sentence. Begin each clause with a word from the box or another subordinating conjunction. Follow the example.</p>										
<table border="1"> <tr> <td>after</td> <td>until</td> <td>although</td> <td>since</td> </tr> <tr> <td>before</td> <td>when</td> <td>whenever</td> <td>unless</td> </tr> </table>			after	until	although	since	before	when	whenever	unless
after	until	although	since							
before	when	whenever	unless							
<p>Example:</p> 	<p>Whenever you go on a voyage, you should make sure you pack the right clothes.</p>									
	<p>I go hiking whenever I am in the mountains.</p>									
	<p>You need a passport when you are traveling outside the country.</p>									
	<p>The movie about space interests me since I want to be an astronaut.</p>									
	<p>You won't learn about other <u>cultures</u> unless you study them.</p>									

Reading Gallery Texts

➤ The Reading Gallery texts integrate the academic vocabulary in the Overview Charts, Sentence Frames, Practice Sheets, and application and extension activities. In these samples, students encounter the word culture used in different genres of authentic text. In this way, students must also take into account the multiple ways words can be used.

Marco Polo (c. 1254-1324)

Marco Polo was a famous explorer from Venice, Italy who traveled to Asia during the 13th and 14th centuries. He wrote a book about his travels called *The Travels of Marco Polo*. Later explorers, including Christopher Columbus, referred to Marco Polo's book because it contained so much useful information. In his book, Polo **had explained** many aspects of Chinese culture, geography, and government, and also **had listed** important information about Japan and Persia.



Marco Polo was born in Venice around 1254. During his youth, Marco Polo traveled to China with his father and uncle, two wealthy merchants. They **had gone** to China in part to meet with Kublai Khan, the emperor of China. The young Marco Polo and his relatives **had gotten** an invitation from Kublai Khan to stay in his palace. The Polo family remained there as guests for many years.

Marco Polo and his family returned to Venice years later, only to discover that their city was at war with Genoa, another city in Italy. The cities were fighting to control trade. Marco Polo fought in the war and was imprisoned. It was in prison that Marco Polo wrote *The Travels of Marco Polo*. The now-famous book was very influential, enabling other explorers to prepare for their voyages to foreign lands.



This picture shows one of Polo's voyages. It appeared in *The Travels of Marco Polo*, originally published during Polo's lifetime and later reprinted and translated.

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Paris Today

Despite times of uncertainty and upheaval, Paris has always remained as a city of culture and prosperity. It has been home to many artists and writers, including Pablo Picasso, James Joyce, and Ernest Hemingway. Today, Paris is a bustling metropolis, filled with restaurants, museums, and famous attractions, including the Eiffel Tower.



This is a map of France today. Can you locate Paris on the map?



The French Revolution

Throughout the 18th century, King Louis XIV of France **had been collecting** people's money to finance expensive purchases, including the Palace of Versailles. This overspending and exploitation of the French people led to a political revolution in which French citizens demanded better treatment and a more democratic government. Paris was at the center of this uprising, known as the French Revolution.



Jean-Pierre Houssé painted this picture titled "The Storming of the Bastille." This event occurred on July 14, 1789, and was the beginning of the French Revolution.

Napoleon Bonaparte

After the French Revolution, Napoleon Bonaparte ruled as emperor in France. He eventually invaded a large portion of Europe until his defeat at the Battle of Waterloo in 1815. For most of the 19th century, France continued to be ruled by kings under a constitutional monarchy, with Paris as its capital. In the 1870s, after a rebellion of workers in Paris, France adopted a modern democratic government with an elected president.



This is a portrait of Napoleon in his study.

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Dr. Trevor Miller's Journal

Location: Ancient Ruins in Mexico

Date: May 8

For the last two days, my team and I **have been exploring** ancient ruins in Mexico. To my surprise, we **have already found** some interesting artifacts. We **have been identifying** the artifacts to the best of our abilities. Thus far, we **have been describing** these artifacts as ancient art. In fact, most of what we have found appear to be drawings, masks, and sculptures made from stone. My colleague, Dr. Peter Weller, **has been researching** the ancient civilizations that once lived in this part of Mexico. He **has been trying** to confirm which civilization is responsible for the art.



Here are some of the ruins I **have been exploring**.

Date: May 12

Dr. Weller **has been examining** the art very closely. I **have been classifying** the different types of art into different categories. We believe the Aztecs, an ancient civilization that lived in this area long ago, are responsible for creating the art.



This is an Aztec mask.

looking forward to my next visit.



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The presentations began as soon as class started. Robin was up first. Robin is this cool girl in my class who'd really like to travel some place far away. During her presentation, Robin said she hopes to go on a **safari** to Africa after graduation. Robin went on to say that she'd like to learn about the **culture** and **customs** of the people of Africa.

Mrs. Martin told Robin that she'd have to go on a long **voyage** to reach Africa. Mrs. Martin asked Robin how she would handle such a long **voyage**. Robin said she wouldn't mind the long journey, but she would miss her family.

Robin dreams of an African adventure.

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Grammar Gallery ... A Treasure Chest of Academic Language

▼ *Grammar Gallery* is a treasure chest of academic vocabulary, including vocabulary that spans all parts of speech and all subject areas. The samples below show one way the program incorporates the verbs analyze, assess, and predict, words that are included in Coxhead's *Academic Word List*.

Several professionals **will have analyzed** this primary source before it is exhibited.



Economists **had been predicting** that the stock market would rebound, but their current outlook is less optimistic.



Scientists **have been assessing** the effects of air pollution.



By using academic vocabulary as the vehicle to introduce, review, and reinforce language functions and grammatical forms, Grammar Gallery enables students to master the rules of English grammar, build their vocabulary, and develop academic language proficiency.

Selected References

Anderson, L.W., and Krathwohl, D.R. (eds.) (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.

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Fry, E.B., and Kress, J.E. (2006). *The reading teacher's book of lists*. Fifth Edition. San Francisco: Jossey-Bass.

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If you're not already using Grammar Gallery, see for yourself how the program can help your students master the academic vocabulary so critical for success in school. All materials are available online. You can print the materials, project them on a screen, or have students access them on a computer or an iPad. Visit www.grammargallery.org to learn more about the nation's premier grammar program. We offer free trials for educators!