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.
Sample *Introduce* Materials – *focus on oral language*

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.
Sample Reinforce Materials – focus on reading

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

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!

Lesson Plan

STEP 1: TEACHER PREPARES/TACTICAL WRITING TASK
- Have students brainstorm narratives (topic ideas: “Tales of Tending” or “Stories of Growth”). Induce them to write a narrative paragraph about planting foods. Read this story that can be a real or make-believe idea. Have students determine which topic they’d like to pursue. Focus on the following:
- How the writer chooses to start off the paragraph
- How the writer chooses to end the paragraph
- How the writer uses transitions to create a logical flow

STEP 2: TEACHER INSTRUCTS/WRITING ACTIVITY
- Ask students to explain what “grow tomatoes” is about. (Provide directions on how to grow tomatoes at home.) Tell students they will need to outline a narrative paragraph about growing foods and vegetables. The story can be real or make-believe. Have them draft a paragraph about the writing prompt. Make sure students understand what to do. Model how to place 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.

STEP 3: STUDENTS COMPLETE WRITING ACTIVITY
- Have students complete Step 2: Drafting the draft. Circulate around the classroom as they are working and provide correct feedback as needed.
- Have students complete Step 3: Revising and expanding. Reread the instruction. Remind students to include at least one transition in their paragraph. If you will be using the rubric to grade the paragraphs, show it with students as 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. Students should provide at least one suggestion.
- Have students complete Step 4: Proofreading and editing. Ask students to read their work aloud. It is important to have students think for themselves and Proofread and edit others’ work.
- Ask students to review their teachers’ answers to the questions on the Writing Practice Workbook.

Academic Vocabulary Focus

This reading includes an important academic vocabulary word:

Word: positive

Part of Speech: adjective

Meaning(s): optimistic; upbeat; or encouraging

Academic Vocabulary Focus, Critical Thinking Questions, & Comprehension Check

Academic Vocabulary Focus

Positive means optimistic or hopeful. Which positive emotion does the writer’s garden grow?

Academic Vocabulary Focus, Critical Thinking Questions, & Comprehension Check

Academic Vocabulary Focus

Think Critically

EXCHANGE INFORMATION & IDEAS
1. How are steps 1-4 related to one another? Do you have to complete steps 1-4 in 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 in the 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.

Steps 1-4 are related because _______. You have to have (1) 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 the photograph? Why or why not?

I think the tomatoes someone grows at home will not look like the ones in the photograph because _______.

Prepare a short speech telling someone how to grow tomatoes.

This is how you grow tomatoes. First, _______. Second, _______. Then _______.

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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.
**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.
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.

I think it means ...

The world will be a better place when all children can go to school.

Do you agree with Malala?

“One child, one teacher, one book, and one pen can change the world.”

~ Malala Yousafzai

Malala Yousafzai

She was born in Pakistan on July 12, 1997.

Task Cards

<table>
<thead>
<tr>
<th>Task 1: Conjunctions</th>
<th>Task 2: Subject Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think of two things that are important to Malala. Complete the sentence below. Malala thinks that ______ are important.</td>
<td>Think of another person who cares about education. Complete the sentences about that person.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task 3: Nouns</th>
<th>Task 4: Present Progressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students use books and pens at school. Draw a picture of three other things students use at school. Label each picture. Example: desk.</td>
<td>What is this girl doing? Complete the sentence.</td>
</tr>
</tbody>
</table>

The girl is ______________.
**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.
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.
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.
Allusion Samples

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.

Allusion Samples

Understanding Allusions

The Midas Touch

Cardinal wanted to earn money. She knew her friend Francis 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 Francis sold the pecans for $40 to a bakery. “Francis has the Midas touch,” Cardinal 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 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 these 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,” said Midas. 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 that she 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 easily.

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.

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

Achilles’ Heel

Achilles has a good job and earns a large salary, but he 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 lives of ancient Greek society—warriors, honor, beauty, strength, and strength.

The lab’s one of the best known Greek myths it tells about the Trojan 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 lab, 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.

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Understanding Allusions

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 on the bleachers shouted, “That kid sure doesn’t look like he’s 12.” He looks more like 21.” The boy the player was referring to was a bit 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.

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.

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

David and Goliat

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, “OK, I’m going to fight this.” Angel said, “Good luck. You’re definitely David fighting Goliat. “David and Goliat” 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 Goliat into this battle. Goliat had had no more than nine feet tall and the Philistines’ strongest warrior. The Israelites chose David, a shepherd boy, who showed himself as the underdog in this contest, and everyone expected Goliat to kill the young boy. However, David shot a stone from his sling, which hit Goliat’s forehead killing him immediately. The story of David and Goliat 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.

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

Discuss: Do you agree that Greg was in a David and Goliat fight? Why is Goliat? Why do you think David won?” Discuss with a partner.

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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.
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.

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!