Grammar, the Common Core State Standards, and Grammar Gallery

By Roberta Stathis, Ph.D. and Patrice Gotsch, M.A.T.

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The Common Core State Standards identify four learning strands under the general category of English Language Arts: 1) listening and speaking; 2) reading; 3) writing; and 4) language, which focuses on grammar and mechanics (or “conventions”). This paper considers the Common Core State Standards in terms of what grammar to teach and when to teach it, and how to integrate grammar instruction throughout all four language strands: Listening and Speaking, Reading, Writing, and Language. In addition, this paper looks at the way in which Grammar Gallery can serve as a critically important instructional resource in helping teachers deliver instruction aligned to Common Core State Standards in terms of English Language Arts.

Grammar—What to Teach and When to Teach It

The Common Core Language strand delineates the objective of grammar instruction—grammatical accuracy and rigor. The standards say in part, “... students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning...” Because they are organized according to grade level (or grade-level span), the standards provide clear direction as to when to introduce the various grammatical concepts. Many of the standards contained in the Language strand are written in precise and specific terms. For example, a Grade 1 Language standard calls for students to “Use frequently occurring conjunctions (e.g., and, but, or, so, because).” A Grade 3 standard asks students to “Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.” However, other standards are open to interpretation. For example, a Grade 4 standard calls for students to “Use punctuation correctly,” and another asks students to “Choose words and phrases to convey ideas precisely.”

The emphasis on grammatical accuracy and rigor along with the mix of specific and vaguely worded standards requires that teachers have access to instructional resources that assist them in addressing the precise standards, but that are also flexible enough to support a broad interpretation of the more nebulous standards. Moreover, teachers must have access to materials that span the grade levels to address the reality in today’s general education classrooms. In other words, many students will need access to standards taught at earlier levels that they missed altogether or were unable to master. In addition, teachers must have a grammar program and/or grammar materials that provide rigorous grammar instruction and emphasize grammatical correctness.

1 Unlike the vast majority of language arts standards published over the past 50 years, the Common Core State Standards reflect a revitalized emphasis on grammar, placing it on par with listening, speaking, reading, and writing. This is an indication of the importance of grammar instruction for all students. However, as current English language development research reveals, this instruction is critical for English learners. Even a cursory review of the literature indicates that grammar instruction is fundamental if English learners are to achieve the levels of English proficiency required in mainstream classes. The National Governors Association Center for Best Practices and the Council of Chief State School Officers recognize the significance of “instruction that develops foundational skills in English and enables ELLs to participate fully in grade-level work.” See http://www.corestandards.org/assets/application-for-english-learners.pdf, accessed 11/15/11.

Grammar—How to Teach It

As briefly noted above, the Common Core Language strand defines the overall goal of grammar instruction and generally describes what teachers should teach and when they should teach it, but the standards do not specify how they should teach grammar. This acknowledges the central role teachers play in orchestrating instruction—developing strategies, creating lesson plans, and delivering instruction—to best meet the needs of their students.

Few would argue with the proposition that teachers are in the best position to determine the most effective strategies and materials to use in achieving the goals the standards set forth. However, do teachers across the grade span share equal responsibility for grammar instruction? A closer analysis of the standards reveals that most of the fundamental grammar instruction falls on primary teachers. One educator noted, “...the language strand clearly places the largest burden of grammar, mechanics, and spelling instruction on primary (first, second, and third) grade teachers. At the macro level (after deleting the vocabulary components from the language strand): first, second, and third has three pages of language standards; fourth and fifth has one page; sixth, seventh, and eighth has one page; and ninth, tenth, eleventh, and twelfth has only half of a page.”

However, because English learners by definition are not working at grade level in English, ELD teachers across the entire grade span are charged with the full spectrum of grammar instruction. While the grade-specific standards give teachers general milestones, they do not prescribe interventions for students who are not meeting grade-level expectations. An asterisk next to some standards and skills indicates the content is “particularly likely” to require review, which underscores the importance of reviewing concepts previously taught. Again, however, it is up to the teacher to determine how and when to provide this review and what the review should look like.

Integrating Grammar Instruction throughout the Language Domains

While the Common Core State Standards affirm the importance of teaching grammar in the context of listening, speaking, reading, and writing and give teachers the freedom to teach grammar according to their own lights, they do not acknowledge that many teachers today developed their expertise during an era when grammar was not explicitly taught. Moreover, most English language arts instructional programs—for general education students or English learners—address grammar only superficially without integrating it in meaningful ways into listening, speaking, reading, and writing instruction.

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Too often, such programs also fail to provide teachers with the specific, detailed information, learning strategies, and activities they need to teach grammar confidently and effectively to their students.4

**Grammar Gallery—Designed to Help Teachers Teach Grammar**

Grammar Gallery was expressly designed to help teachers deliver grammar instruction that is aligned to the English Language Arts strands of the Common Core State Standards. Grammar Gallery is a program based on decades of educational research and best practices that teachers can use as a core English language development program or as a supplement to another program. The goal of Grammar Gallery is to help teachers provide rigorous grammar instruction that is integrated into listening, speaking, reading, and writing instruction.

Grammar Gallery provides explicit, easy-to-access information about grammar and how to teach grammar effectively, as well as hundreds of structured language practice resources teachers can use to INTRODUCE, REINFORCE, and EXPAND grammatical forms and concepts within engaging social and academic topics (ranging from transportation to the solar system to literature), a wide variety of reading genres, and relevant writing applications.

Grammar Gallery gives teachers the tools they need to teach grammar with self-assurance and excellent results. Moreover, Grammar Gallery gives teachers the flexibility to offer specific and timely interventions for English learners and other students who are working below grade-level in terms of grammar and mechanics.

While Grammar Gallery can be used in general education classrooms, many features make it particularly appropriate for English learners, including the following:

- **Visuals**. The program incorporates more than 20,000 full-color visuals, including both photographs and illustrations. The visuals portray people of diverse ages, ethnicities, and backgrounds.
- **Language Level Organization**. The program is organized by language level, topic, language function, and grammatical form. Teachers may use resources from lower language levels to

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review or reinforce forms with students at higher language levels. Each resource includes a lesson plan, overview charts, sentence frames, student worksheet, and background information for the teacher.

- **Language Domains.** Grammar Gallery emphasizes and integrates all four domains of language—listening, speaking, reading, and writing—and provides explicit instruction of language usage and grammar.

- **Meaningful Contexts.** The program couches grammar instruction in meaningful contexts, integrating topics (e.g., numbers & shapes, land & resources, the human body, economics, literature, and so forth) that students encounter in regular education classrooms and emphasizing skills that students can transfer to other academic contexts as well as to other aspects of their lives.

- **Active Learning.** Grammar Gallery activities involve students in learning experiences that encompass whole class instruction, small group instruction, collaboration in pairs, as well as independent work.

In short, Grammar Gallery provides an effective and efficient way to help teachers understand and relay key grammatical concepts that are critical to student achievement of academic language proficiency. The program spirals learning, giving students multiple opportunities to review core concepts in order to achieve mastery.

The following pages provide one example of the ways in which the Grammar Gallery materials can be used to meet the Common Core standards. This example is representative of how thoroughly Grammar Gallery helps teachers meet the Common Core State Standards in English Language Arts.

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For more information about Grammar Gallery ...

Grammar Gallery enables students to master the rules of English grammar, build their vocabulary, and develop academic language proficiency in all four language domains. Visit our web site at [www.grammargallery.org](http://www.grammargallery.org).
Grade 4 EXAMPLE
How Grammar Gallery Meets the Common Core State Standards

COMMON CORE STATE STANDARDS ADDRESSED:

**CCSS.ELA-Literacy.L.4.1b** Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

**CCSS.ELA-Literacy.SL.4.1c** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**CCSS.ELA-Literacy.RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**CCSS.ELA-Literacy.W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>Nouns &amp; Articles</th>
<th>Plurals</th>
<th>Singular Form</th>
<th>Past Progressive</th>
<th>Questions</th>
<th>Object Pronouns</th>
<th>Modals</th>
<th>Prepositions</th>
<th>Possessive Nouns</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>Introduce</td>
<td>Reinforce</td>
<td>Expand</td>
<td>Introduce</td>
<td>Reinforce</td>
<td>Expand</td>
<td>Introduce</td>
<td>Reinforce</td>
<td>Reinforce</td>
<td>Reinforce</td>
</tr>
<tr>
<td>Food</td>
<td>Introduce</td>
<td>Reinforce</td>
<td>Expand</td>
<td>Introduce</td>
<td>Reinforce</td>
<td>Expand</td>
<td>Introduce</td>
<td>Reinforce</td>
<td>Reinforce</td>
<td>Reinforce</td>
</tr>
<tr>
<td>Clothes &amp; Accessories</td>
<td>Introduce</td>
<td>Reinforce</td>
<td>Expand</td>
<td>Introduce</td>
<td>Reinforce</td>
<td>Expand</td>
<td>Introduce</td>
<td>Reinforce</td>
<td>Reinforce</td>
<td>Reinforce</td>
</tr>
<tr>
<td>Human Body</td>
<td>Introduce</td>
<td>Reinforce</td>
<td>Expand</td>
<td>Introduce</td>
<td>Reinforce</td>
<td>Expand</td>
<td>Introduce</td>
<td>Reinforce</td>
<td>Reinforce</td>
<td>Reinforce</td>
</tr>
<tr>
<td>Electronics &amp; Appliances</td>
<td>Introduce</td>
<td>Reinforce</td>
<td>Expand</td>
<td>Introduce</td>
<td>Reinforce</td>
<td>Expand</td>
<td>Introduce</td>
<td>Reinforce</td>
<td>Reinforce</td>
<td>Reinforce</td>
</tr>
<tr>
<td>Land &amp; Resources</td>
<td>Introduce</td>
<td>Reinforce</td>
<td>Expand</td>
<td>Introduce</td>
<td>Reinforce</td>
<td>Expand</td>
<td>Introduce</td>
<td>Reinforce</td>
<td>Reinforce</td>
<td>Reinforce</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Name</td>
<td>Predict/Explain</td>
<td>Narrate</td>
<td>Ask</td>
<td>Re-name</td>
<td>Express</td>
<td>Describe</td>
<td>Identify</td>
<td>Describe</td>
</tr>
</tbody>
</table>

**LANGUAGE LEVEL 2**

**LANGUAGE FUNCTIONS**
INTRODUCE: Sample Student Reference Sheet and Activities

PAST PROGRESSIVE TENSE

What is it?
The past progressive tense is a verb tense that tells you an action or condition was ongoing in the past, especially while something else was happening or occurred.

How is it used?
We use the past progressive tense to express an action that was ongoing in the past.

What are some examples?

<table>
<thead>
<tr>
<th>Tense</th>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>I</td>
<td>was</td>
<td>running</td>
</tr>
<tr>
<td>Present</td>
<td>You</td>
<td>were</td>
<td>running</td>
</tr>
<tr>
<td>Future</td>
<td>He</td>
<td>was</td>
<td>running</td>
</tr>
<tr>
<td>Past</td>
<td>I</td>
<td>was</td>
<td>doing</td>
</tr>
<tr>
<td>Present</td>
<td>You</td>
<td>were</td>
<td>doing</td>
</tr>
<tr>
<td>Future</td>
<td>He</td>
<td>was</td>
<td>doing</td>
</tr>
</tbody>
</table>

Spelling Rules: Verbs ending with -ing
- With most verbs, add -ing to the end of the verb. Examples: read → reading, help → helping
- With verbs that end with a consonant + -e, change the -e to -ing. Examples: take → taking, make → making
- With verbs that end with a consonant + -y, change the -y to -ing. Examples: fly → flying, try → trying
- With verbs that end with a vowel + -n, double the consonant and add -ing. Examples: run → running

How do I practice using the past progressive?
1. Find the past progressive tense verbs in this paragraph.
   Last week I was using my computer. I was typing an essay. My computer stopped working. I was really upset. My father called for help. He was trying to fix it. Now I have a new computer.

2. Look at the pictures below. Think of a sentence about each picture. Use the past progressive tense. Say your sentences out loud.

3. Talk about what people in your classroom were doing in the past. Use the past progressive tense. Follow these sentence patterns:
   - I was ___________. They were ___________.
   - She was ___________. We were ___________.
   - He was ___________. The teacher was ___________.

4. Read the sentences below. Point to the verb in each sentence. Read out loud the sentences that are written in the past progressive tense.
   - My sister is eating an apple.
   - Kevin was driving a truck.
   - Jason likes the red hat.
   - I was stretching my arms.
   - The elephants were walking.
   - The car was old.

5. Look at this picture. Write a sentence about what was happening. Read your sentence to a partner. Ask your partner to identify the past progressive tense verb in your sentence.
**INTRODUCE:** Sample Oral Language Lesson, Overview Charts & Sentence Frames

**Lesson Plan**

**20 MINUTE STRUCTURED LANGUAGE PRACTICE**

**Language Level:** 2  
**Topic:** Family  
**Language Function:** Narrative  
**Grammatical Form(s):** Past progressive (to read, to call, to help, to hold, to talk, to eat, to laugh, to run)

**BEFORE DIRECTIONS:** Andrew Teacher Talk, for background information and help for teaching the past progressive tense.

**STEP 1:** TEACHER MODELS AND STUDENTS REPEAT (2 minutes)

Project the first 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. Follow the same process with the remaining Overview Charts.

**NOTE:** If you are presenting the past progressive tense for the first time, review with students the present progressive tense (increased to at least I need to explain the difference between the present progressive (the action is ongoing in the present time) and past progressive (the action was ongoing in the past)).

**STEP 2:** TEACHER LEADS STUDENT PRACTICE (4 minutes)

Project the first page of Sentence Frames onto the wall or a screen, or if you are 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 It" 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. Discuss subject-verb agreement with students and explain that they must conjugate the verb in each sentence. Go over spelling rules. Teacher Talk as needed. 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 set of cards. Have students copy the cards onto a blackboard or onto a larger sheet of paper. Each sentence should include one of the target past progressive tense verbs or another verb in the past progressive tense. 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 create.

**Overview Charts**

<table>
<thead>
<tr>
<th>Overview Chart</th>
<th>Family</th>
<th>Past Progressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jasmine was reading to her son.</td>
<td>Fang was calling her aunt.</td>
<td></td>
</tr>
<tr>
<td>Liam was helping his father.</td>
<td>Mary was holding her daughter.</td>
<td></td>
</tr>
<tr>
<td>The brothers were laughing.</td>
<td>The grandchildren were running.</td>
<td></td>
</tr>
</tbody>
</table>

**Sentence Frames**

<table>
<thead>
<tr>
<th>Sentence Frames</th>
<th>Family</th>
<th>Past Progressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jasmine _______ to her _______.</td>
<td>Fang _______ _______ her _______.</td>
<td></td>
</tr>
<tr>
<td>Liam _______ _______ his _______.</td>
<td>Ruth _______ _______ her _______.</td>
<td></td>
</tr>
</tbody>
</table>
INTRODUCE: Student Practice Sheet & Teacher Background information

✓ Student Practice Sheet

**NAME:**

**FAMILY:**

**DATE:**

**DIRECTIONS:** Complete each sentence with a verb from the box. Write the verb in the past progressive tense. Use both pages of the worksheet.

- to read
- to call
- to help
- to hold
- to talk
- to eat
- to laugh
- to run

The grandparents

The mothers

The sisters

His son

The mother

Pang

Clare

Liam

The mother and father

Pang

Clare

Liam

outside.

to her aunt.
to her grandchild.
to her father.

✓ Teacher Talk

**TEACHER TALK**

**FAMILY**

**PAST PROGRESSIVE**

**PAST PROGRESSIVE TENSE**

What is it? The past progressive tense is the form of a verb that indicates that the action or condition was ongoing in the past, especially when something else was happening or occurred.

How is it used? We use the past progressive tense to express an action that was ongoing in the past.

How is it formed? To form the past progressive tense we use was or were with a present participle (the -ing form of a verb).

- to be (was, were) + [verb]-ing

What are some examples? I was watching television when the phone rang. Brandon was sitting in the chair yesterday. The dog was barking. Jackie and Alfre were talking.

How do I help my students practice it? Sit in a chair for 10 seconds, stand up, and say I was sitting. Write the sentence on the board. Then, when the bell rings, say I was writing. Write the sentence on the board. Take a small piece of food, swallow it, put it away, and say I was eating. Write the sentence on the board. Ask a student and ask: What were you doing before school? Show the student how to use the sentences on the board as a model to use in responding to this question. Continue asking other students the same question: What were you doing before school? Ensure that students understand that they use was and the -ing form of the verb to describe an action that was ongoing in the past. Follow the same procedure to practice the second and third person singular and plural past progressive. To provide students with a reference, complete a past progressive chart (as the one below) and post it on the board. Organize students in pairs and ask each pair to create five new past progressive sentences following the pattern they learned.

<table>
<thead>
<tr>
<th>Past Progressive</th>
<th>Past Progressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Person</td>
<td>You were reading.</td>
</tr>
<tr>
<td>Second Person</td>
<td>You were reading.</td>
</tr>
<tr>
<td>Third Person</td>
<td>You were reading.</td>
</tr>
</tbody>
</table>

Spelling Rules:

- With most verbs, add -ing to the end of the verb. Examples: read → reading help → helping
- With verbs that end with a consonant + -e, drop the -e and add -ing. Examples: take → taking make → making
- With verbs that end with -ie, change the ie to y before adding -ing. Examples: lie → lying die → dying
- With verbs that end with one vowel + one consonant and the vowel is stressed, double the consonant and add -ing. Examples: pen → penning sit → sitting

Exception: do not double the consonant in words ending in -sw, -tw, and -wh. Examples: saw → sawing tow → towing throw → throwing

- With verbs that end with -c, change the -c to -k. Examples: panic → panicking
REINFORCE: Sample Lesson, Reading & Critical Thinking Questions

Lesson Plan

Reading (fictional short story)

Think Critically & Language Support

EXCHANGE INFORMATION & IDEAS

1. Who are the characters in this story? Choose one of the characters. Explain what this character thinks, says, and does. Use specific examples from the text.

OFFER OPINIONS

2. What do you think is the lesson of this story? What details in this story support this lesson?

PRESENT TO THE CLASS

3. Create a picture to show your idea of a great Thanksgiving dinner. Write a sentence about the picture. Present your picture to the class and read your sentence.

Language Support

Here are some ways to answer the critical thinking questions.

Who are the characters in this story? Choose one of the characters. Explain what this character thinks, says, and does. Use specific examples from the text.

The characters in the story are _______. The character I chose is _______. This character _______.

What do you think is the lesson of this story? What details in this story support this lesson?

I think the lesson of the story is _______. The details that support this lesson are _______.

Create a picture to show your idea of a great Thanksgiving dinner. Write a sentence about the picture. Present your picture to the class and read your sentence.

This picture shows my idea of a great Thanksgiving dinner. I wrote this sentence about my picture: _______.
REINFORCE: Academic Vocabulary & Comprehension Check

✔ Academic Vocabulary Focus

This reading includes an important academic vocabulary word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Part of Speech</th>
<th>Meaning(s)</th>
<th>Used in a Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>to abandon</td>
<td>verb</td>
<td>give up, leave behind</td>
<td>The man abandoned the ship after it began to sink.</td>
</tr>
</tbody>
</table>

People abandoned this house many years ago.

Do you know of any houses or buildings that people abandoned? Why do people abandon houses and other buildings?

✔ Check Your Knowledge

Your Knowledge
Name: ______________________ Date: __________

1. What is another word for "stormed" in the following sentence?
   "I stormed my brother and I vowed to face my fears.
   - frightened
   - distanced
   - frenzied

2. What did Jake make?
   - a pumpkin pie
   - decorations
   - a corn casserole

3. What did the father forget to buy?
   - green beans
   - a turkey
   - an apple pie

4. What did Kumari say?
   - You can have Thanksgiving without a turkey.
   - Chicken is better than turkey.
   - Most people do not eat turkey on Thanksgiving.

5. What was Jake doing on Thanksgiving? Write two sentences in the past progressive tense.
EXPAND: Sample Lesson, Writing Rules Resource & Writing Practice Worksheet

✔ Lesson Plan

STEP 1: TEACHER INTRODUCES TARGET WRITING TASK
- Review with students the writing rules resource ("The Writing Process: Part 2"). If this is the first time you are introducing this topic,
- Give each student a worksheet and ask them to write a 200-word essay in response to the prompt. Collect the essays at the end of the lesson.

STEP 2: TEACHER INTRODUCES WRITING ACTIVITY
- Have students look at the writing rules resource and write a sentence that includes at least one rule. Collect the sentences at the end of the lesson.

STEP 3: STUDENTS COMPLETE WRITING ACTIVITY
- Have students complete the writing activity worksheet. Collect the worksheets at the end of the lesson.

STEP 4: STUDENTS REVIEW EACH OTHER’S WORK
- Have students exchange and review each other’s work. Collect the edited worksheets at the end of the lesson.

✔ Writing Rules Resource

THE WRITING PROCESS: PART 2

What is the writing process?
The writing process is a series of steps that a writer follows. The writing process helps writers think about, develop, and improve their writing. Writers do not always complete each of these steps; however, all of the steps in the writing process are helpful for students as they are learning how to write.

What are the steps in the writing process?

Step 1: Prewriting
- Think about your topic.
- Brainstorm and organize your ideas.
- Do research.
- Plan what you will write.

Step 2: Drafting
- Start writing.
- Use pen and paper or a computer.
- Revise a first draft.

Step 3: Revising
- Read what you write and make sure it is clear.
- Ask others for suggestions.
- Make changes to improve your writing.
- Complete your second draft.

Step 4: Proofreading
- Check your paper for spelling or grammatical errors.
- Make final corrections.

✔ Writing Practice Worksheet

No Turkey, Here

Name: __________________________ Date: __________

What kind of prewriting activity did you complete?
Examples: Outlining, Story Mapping, Clustering

Where did you write your first draft?
Examples: in my classroom, in my bedroom, at the library

What is one change you made to your story?
Examples: I added more details, I changed the order of events.

What kind of corrections did you make to your story?
Examples: I corrected spelling mistakes, I fixed a verb tense.

How did you publish your story?
Examples: I used a computer printer, I wrote it with a pen.

Proofreading Checklist

- All sentences are complete sentences.
- All sentences begin with a capital letter and end with a period, question mark, or exclamation point.
- All verb tenses are consistent and correct.
- All subjects and verbs agree.
- All words are spelled correctly.
- All nouns are spelled correctly.
- All pronouns are used correctly.
- All adjectives are used correctly.
- All nouns and verbs agree.
- All verbs are consistent.
- All nouns are spelled correctly.
- All pronouns are used correctly.
- All adjectives are used correctly.
- All nouns are spelled correctly.
- All pronouns are used correctly.
Grammar Gallery now includes alignments to the CCSS Language, Reading, and Writing strands for all grade levels.

Grammar Gallery Meets the Common Core State Standards
Grammar Gallery addresses the Language, Reading-Literature, Reading-Informational Text, and Writing strands of the Common Core State Standards. Click on the links below to access the alignments for each grade level.

We offer free trials for educators. Click here to sign up for your trial and find out why teachers across the country are using Grammar Gallery to address the Common Core State Standards. Learn more at www.grammargallery.org.