

Correlation to the Conventions of Standard English

The chart below shows where the language standards are met in Grade 2 of *G.U.M.* These standards are also met in all subsequent grade levels of *G.U.M.*, ensuring that students retain and further develop the conventions of standard English they have learned. This cumulative progression of skills occurs throughout all grade levels of *G.U.M.* and prepares students to meet college and career readiness expectations.

Grade 2 Conventions of Standard English	Grade 2 <i>G.U.M.</i> Page Numbers
Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.2.1a Use collective nouns (e.g., <i>group</i>).	Student Book: 43, 44, 63, 196 Teacher Edition: T12
L.2.1b Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	Student Book: 47, 48, 63, 197 Teacher Edition: T13
L.2.1c Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	Student Book: 73, 74, 95, 201 Teacher Edition: T19
L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	Student Book: 83–92, 96, 204–206 Teacher Edition: T22–T24
L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.	Student Book: 53–60, 64, 75, 76, 102, 198–200, 202 Teacher Edition: T14–T16, T20
L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	Student Book: 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 37, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158 Teacher Edition: T3–T9, T11–T16, T19–T24, T27–T32, T35–T40
Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.2.2a Capitalize holidays, product names, and geographic names.	Student Book: 67, 131, 137–140, 159, 163, 213, 214 Teacher Edition: T35, T36
L.2.2b Use commas in greetings and closings of letters.	Student Book: 149, 150, 159, 216 Teacher Edition: T38
L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.	Student Book: 99, 145, 146, 151, 152, 159, 160, 166, 215, 217 Teacher Edition: T37, T39
L.2.2d Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).	Student Book: 33, 34, 65, 66, 97, 98, 129, 130, 161, 162 Teacher Edition: T9, T17, T25, T33, T41
L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Student Book: 34–36, 66–68, 98–100, 130–132, 162–164 Teacher Edition: T9, T17, T25, T33, T41