

Correlation to the Conventions of Standard English

Each grade level of *G.U.M.* meets grade-specific language standards as well as the standards for all previous grades, ensuring that students retain and further develop the conventions of standard English taught in previous grades. This cumulative progression of skills prepares students to meet college and career readiness expectations.

Grade 5 Conventions of Standard English	Grade 5 <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.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	Student Book: 19–22, 25, 26, 31, 38, 59–62, 64, 70, 147, 148, 192, 193, 200, 216 Teacher Edition: T6, T7, T16, T17, T38
L.5.1b Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses.	Student Book: 115–118, 127, 210 Teacher Edition: T30, T33
L.5.1c Use verb tense to convey various times, sequences, states, and conditions.	Student Book: 49–52, 64, 70, 109–120, 127, 133, 197, 198, 208–211 Teacher Edition: T13, T14, T17, T28–T31, T33
L.5.1d Recognize and correct inappropriate shifts in verb tense.	Student Book: 119, 120, 127, 211 Teacher Edition: T31, T33
L.5.1e Use correlative conjunctions (e.g., <i>either/or</i> ; <i>neither/nor</i>).	Student Book: 61, 62, 64, 200 Teacher Edition: T16, T17
Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.5.2a Use punctuation to separate items in a series.	Student Book: 147, 148, 159, 166, 216 Teacher Edition: T38
L.5.2b Use a comma to separate an introductory element from the rest of the sentence.	Student Book: 149, 150, 159, 166, 216 Teacher Edition: T38
L.5.2c Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).	Student Book: 149, 150, 159, 166, 216 Teacher Edition: T38
L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.	Student Book: 143, 144, 159, 163, 215 Teacher Edition: T37
L.5.2e Spell grade-appropriate words correctly, consulting references as needed.	Student Book: 33–34, 65–66, 97–98, 129–130, 161–162 Teacher Edition: T9, T17, T25, T33, T41
Grade 4 Conventions of Standard English	Grade 5 <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.4.1a Use relative pronouns (<i>who</i> , <i>whose</i> , <i>whom</i> , <i>which</i> , <i>that</i>) and relative adverbs (<i>where</i> , <i>when</i> , <i>why</i>).	Student Book: 27, 28, 31, 99, 194 Teacher Edition: T8
L.4.1b Form and use the progressive (e.g., <i>I was walking</i> ; <i>I am walking</i> ; <i>I will be walking</i>) verb tenses.	Student Book: 113, 114, 127, 209 Teacher Edition: T29
L.4.1c Use modal auxiliaries (e.g., <i>can</i> , <i>may</i> , <i>must</i>) to convey various conditions.	Student Book: 51, 52, 64, 198 Teacher Edition: T14
L.4.1d Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	Student Book: 57, 58, 64, 199 Teacher Edition: T15
L.4.1e Form and use prepositional phrases.	Student Book: 19, 20, 31, 38, 192 Teacher Edition: T6
L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Student Book: 7–10, 29, 30, 32, 189, 194 Teacher Edition: T3, T8
L.4.1g Correctly use frequently confused words (e.g., <i>to</i> , <i>too</i> , <i>two</i> ; <i>there</i> , <i>their</i>).	Student Book: 35, 67, 71–76, 83–88, 95, 96, 99, 101, 102, 201, 202, 204, 205 Teacher Edition: T19, T20, T22, T23

Grade 4 Conventions of Standard English (<i>continued</i>)	Grade 5 <i>G.U.M.</i> Page Numbers
Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.4.2a Use correct capitalization.	Student Book: 35, 67, 135–144, 153–158, 160, 163, 165, 166, 213–215, 217, 218 Teacher Edition: T35–T37, T39, T40
L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.	Student Book: 153–156, 159, 163, 217, 218 Teacher Edition: T39, T40
L.4.2c Use a comma before a coordinating conjunction in a compound sentence.	Student Book: 21, 22, 32, 35, 38, 59, 60, 64, 67, 70, 149, 150, 159, 166, 192, 200, 216 Teacher Edition: T6, T16, T38
L.4.2d Spell grade-appropriate words correctly, consulting references as needed.	Student Book: 33, 34, 35, 36, 65, 66, 67, 68, 97, 98, 99, 100, 129, 130, 131, 132, 161, 162, 163, 164 Teacher Edition: T9, T17, T25, T33, T41
Grade 3 Conventions of Standard English	Grade 5 <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.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Student Book: 7–18, 27, 28, 31, 35, 37, 39–58, 63, 64, 67, 69, 70, 89–94, 95, 96, 99, 101, 102, 103–120, 123–126, 127, 128, 131, 133, 134, 137, 138, 141, 142, 160, 165, 189–191, 194, 195–199, 205, 206, 207–211, 212, 213, 214 Teacher Edition: T3–T5, T8, T11–T15, T23, T24, T27–T31, T32, T35, T36
L.3.1b Form and use regular and irregular plural nouns.	Student Book: 41, 42, 63, 70, 195 Teacher Edition: T11
L.3.1c Use abstract nouns (e.g., <i>childhood</i>).	Student Book: 43, 44, 63, 196 Teacher Edition: T12
L.3.1d Form and use regular and irregular verbs.	Student Book: 47–50, 64, 70, 83, 84, 89, 90, 96, 101, 109–112, 127, 133, 197, 204, 205, 208, 209 Teacher Edition: T13, T22, T23, T28, T29
L.3.1e Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.	Student Book: 111, 112, 127, 209 Teacher Edition: T529
L.3.1f Ensure subject-verb and pronoun-antecedent agreement.	Student Book: 93, 94, 95, 107, 108, 128, 134, 206, 208 Teacher Edition: T24, T28
L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Student Book: 123–126, 128, 131, 134, 212 Teacher Edition: T32
L.3.1h Use coordinating and subordinating conjunctions.	Student Book: 21, 22, 25, 26, 32, 35, 38, 59, 60, 64, 67, 70, 192, 193, 200 Teacher Edition: T6, T7, T16
L.3.1i Produce simple, compound, and complex sentences.	Student Book: 21, 22, 25, 26, 32, 35, 38, 67, 192, 193 Teacher Edition: T6, T7
Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.3.2a Capitalize appropriate words in titles.	Student Book: 143, 144, 160, 163, 165, 215 Teacher Edition: T37
L.3.2b Use commas in addresses.	Student Book: 157, 158, 159, 218 Teacher Edition: T40
L.3.2c Use commas and quotation marks in dialogue.	Student Book: 153, 154, 217 Teacher Edition: T39
L.3.2d Form and use possessives.	Student Book: 41, 42, 63, 70, 145, 146, 159, 163, 195, 215 Teacher Edition: T11, T37
L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).	Student Book: 97, 98 Teacher Edition: T25
L.3.2f Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.	Student Book: 33, 34, 65, 66, 97, 98, 129, 130, 161, 162 Teacher Edition: T9, T17, T25, T33, T41
L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Student Book: 33, 34, 35, 36, 65, 66, 67, 68, 97, 98, 99, 100, 129, 130, 131, 132, 161, 162, 163, 164 Teacher Edition: T9, T17, T25, T33, T41

Grade 2 Conventions of Standard English	Grade 5 <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: 41, 42, 70, 195 Teacher Edition: T11
L.2.1c Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	Student Book: 91, 92, 96, 206 Teacher Edition: T24
L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	Student Book: 83, 84, 89, 90, 101, 95, 96, 199, 200 Teacher Edition: T22, T23
L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.	Student Book: 53–58, 64, 69, 77, 78, 95, 102, 123–126, 128, 134, 198, 199, 202, 212 Teacher Edition: T14, T15, T20, T32
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, 189–194 Teacher Edition: T3–T8
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: 141, 142, 160, 163, 165, 214 Teacher Edition: T36
L.2.2b Use commas in greetings and closings of letters.	Student Book: 157, 158, 160, 163, 166, 218 Teacher Edition: T40
L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.	Student Book: 145, 146, 159, 163, 165, 166, 215 Teacher Edition: T37
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 Teacher Edition: T9, T17, T25
L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Student Book: 34, 35, 36, 66, 67, 68, 98, 99, 100, 130, 131, 132, 162, 163, 164 Teacher Edition: T9, T17, T25, T33, T41