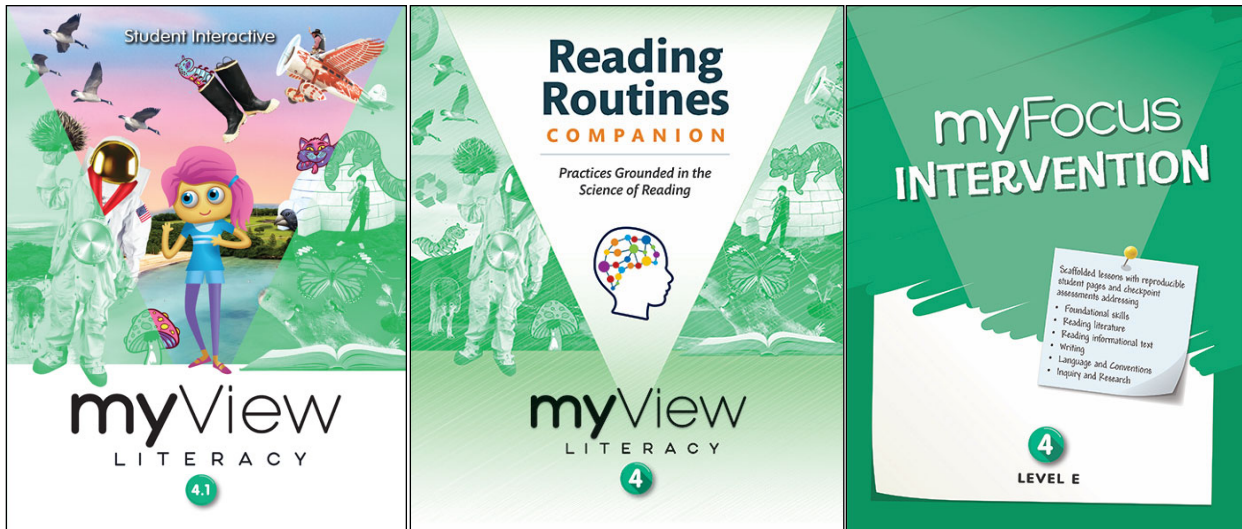


Correlations of



Grade 4

To the

**Indiana Academic Standards
English Language Arts
SAT / IAS ELA Priorities**

Grade 4

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<p style="text-align: center;">Indiana Academic Standards English Language Arts</p>	<p style="text-align: center;">myView Literacy Reading Routines Companion, and myFocus Intervention, Grade 4</p>
<p>4.RL Reading: Literature There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.</p>	
<p>4.RL.2 Key Ideas and Textual Support</p>	
<p>4.RL.2.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.</p>	<p>Unit 1: Use Text Evidence, T35, T43, T62–T63 Finding Text Evidence, T114</p> <p>Reading Routines Companion – Grade 4 Ask and Answer Questions, 187-188 Monitor Comprehension, 195-196 Summarize, 197-198 Synthesize, 199-200</p> <p>myFocus Intervention – Level E Lesson 42 Ask and Answer Questions and Make Connections, T237–T242 Lesson 31 Determine Main Idea and Details, T203–T208</p>
<p>4.RL.2.3 Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.</p>	<p>Unit 3: Analyze Plot and Setting, T93, T94, T96–T99, T106–T107 Analyze Characters, T34, T37, T38, T46–T47</p> <p>Reading Routines Companion – Grade 4 Summarize, 197-198</p> <p>myFocus Intervention – Level E Lesson 23 Understand Character, T149–T154 Lesson 24 Understand Plot, T155–T160 Lesson 25 Understand Setting, T163–T168</p>

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<p>4.RN Reading: Nonfiction There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.</p>	
<p>4.RN.2 Key Ideas and Textual Support</p>	
<p>4.RN.2.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.</p>	<p>Unit 1: Use Text Evidence, T35, T43, T62–T63 Finding Text Evidence, T114</p> <p>Reading Routines Companion – Grade 4 Prosody: Informational Texts, 169–170 Ask and Answer Questions, 187-188 Main Idea and Details, 193-194 Monitor Comprehension, 195-196 Summarize, 197-198 Synthesize, 199-200</p> <p>myFocus Intervention – Level E Lesson 31 Determine Main Idea and Details, T203–T208 Lesson 33 Explain Ideas from Text, T215–T220 Lesson 36 Interpret Visual, Oral, and Quantitative Information, T235–T2400 Lesson 37 Analyze Author’s Reasons and Evidence, T243–T248</p>
<p>4.RN.2.3 Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.</p>	<p>Unit 1: Cross–Curricular Perspectives: Social Studies, T38, T40, T42, T157, T159, T160, T215, T216, T220, T222, T227, T276, T278, T288, T291, T296, T457 Analyze Main Idea and Details, T96, T99, T100, T103, T106, T114–T115 Retell or Summarize Material, T234 Summarize a Text, T279, T282, T290, T298, T314–T315</p> <p>Reading Routines Companion – Grade 4 Prosody: Informational Texts, 169-170 Synthesize, 199-200</p> <p>myFocus Intervention – Level E Lesson 35 Compare and Contrast Accounts, T229–T234</p>

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<p>4.RN.3 Structural Elements and Organization</p>	
<p>4.RN.3.3 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.</p>	<p>Unit 2: <i>The Weird and Wonderful Echidna and The Very Peculiar Platypus</i> pp. T266–T301 Respond and Analyze, T302–T303 Synthesize Information, T308–T309 Monitor Comprehension, T316–T317 Reflect and Share, T324–T325</p> <p>Reading Routines Companion – Grade 4 Synthesize, 199-200 Text Structure: Compare and Contrast, 205-206</p> <p>myFocus Intervention – Level E Lesson 35 Compare and Contrast Accounts, T229–T234</p>
<p>4.RN.4 Connection of Ideas</p>	
<p>4.RN.4.1 Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.</p>	<p>Unit 5: Analyze Argument, T154–T156, T158, T159, T161, T164, T165, T167, T168, T172, T173, T180–T181 Explore and Plan: Opinions and Claims, T460–T461</p> <p>Reading Routines Companion – Grade 4 Ask and Answer Questions, 187-188 Main Idea and Details, 193-194 Synthesize, 199-200</p> <p>myFocus Intervention – Level E Lesson 37 Analyze Author’s Reasons and Evidence, T243–T248 Lesson 38 Author’s Purpose and Voice, T249–T254</p>
<p>4.RN.4.3 Standard begins at sixth grade.</p>	<p>Standard begins at sixth grade according to the Indiana Academic Standards</p>

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<p>4.RV Reading: Vocabulary There are two key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.</p>	
<p>4.RV.1 Build and use accurately general academic and content-specific words and phrases.</p>	<p>Unit 1: Academic Vocabulary, T24–T25, T204–T205, T266–T267 Develop Vocabulary, T48–T49, T108–T109, T166–T167, T228–T229, T300–T301</p> <p>Reading Routines Companion – Grade 4 Oral Vocabulary: Build Background Knowledge, 135-136 Use Resources, 137-138 Context Clues: Direct Definitions and Appositives, 139-140 Context Clues: Synonyms, 141-142 Context Clues: Antonyms, 143-144 Context Clues: Examples, 145-146 Context Clues: Surrounding Text, 147–148</p> <p>myFocus Intervention – Level E Lesson 7 Determine the Meanings of Unfamiliar Words, T61–T64 Lesson 8 Use Context Clues 1, T65–T68 Lesson 9 Use Context Clues 2, T69–T72 Lesson 10 Understand Multiple-Meaning Words and Homophones, T75–T78</p>
<p>4.RV.2 Vocabulary Building</p>	
<p>4.RV.2.1 Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.</p>	<p>Unit 1: Vocabulary in Context, T36, T104, T156, T226, T289 Academic Vocabulary: Context Clues, T156</p> <p>Reading Routines Companion – Grade 4 Context Clues: Direct Definitions and Appositives, 139-140 Context Clues: Synonyms, 141-142 Context Clues: Antonyms, 143-144 Context Clues: Examples, 145-146 Context Clues: Surrounding Text, 147-148</p> <p>myFocus Intervention – Level E Lesson 8 Use Context Clues 1, T65–T68 Lesson 9 Use Context Clues 2, T69–T72</p>

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<p>4.RV.2.2 Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.</p>	<p>Unit 1: Minilesson: Synonyms and Antonyms, T86–T87, T97 Unit 4: Homophones, T280–T281, T305, T308–T309, T316–T317, T330–T331, T442, T446, T450, T458</p> <p>Reading Routines Companion – Grade 4 Context Clues: Synonyms, 141-142 Context Clues: Antonyms, 143-144</p> <p>myFocus Intervention – Level E Lesson 10 Understand Multiple-Meaning Words and Homophones, T75–T78</p>
<p>4.RV.3 Vocabulary in Literature and Nonfiction Texts</p>	
<p>4.RV.3.1 Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).</p>	<p>Unit 1: Figurative Language, T124–T125, T204–T205, T226 Simile and Metaphor, T297</p> <p>Reading Routines Companion – Grade 4 Context Clues: Surrounding Text, 147-148 Figurative Language: Similes, 151-152 Figurative Language: Metaphors, 153-154 Figurative Language: Analogies, 155-156 Figurative Language: Idioms, 157-158</p> <p>myFocus Intervention – Level E Lesson 18 Genre: Poetry and Drama, T115–T120</p>

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<p>4.RV.3.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.</p>	<p>Unit 1: Academic Vocabulary, T24–T25, T204–T205, T266–T267 Develop Vocabulary, T48–T49, T108–T109, T166–T167, T228–T229, T300–T301</p> <p>Reading Routines Companion – Grade 4 Oral Vocabulary: Build Background Knowledge, 135-136 Use Resources, 137-138 Context Clues: Examples, 145-146 Context Clues: Surrounding Text, 147-148 Word Parts for Meaning, 149-150 Figurative Language: Similes, 151-152 Figurative Language: Metaphors, 153-154 Figurative Language: Analogies, 155-156 Figurative Language: Idioms, 157-158</p> <p>myFocus Intervention – Level E Lesson 7 Determine the Meanings of Unfamiliar Words, T61–T64 Lesson 8 Use Context Clues 1, T65–T68 Lesson 9 Use Context Clues 2, T69–T72</p>
<p>4.RV.3.3 Explain the meanings of proverbs, adages, and idioms in context.</p>	<p>Unit 3: Analyze Adages and Proverbs, T108–T109, T116–T117</p> <p>Reading Routines Companion – Grade 4 Figurative Language: Idioms, 157-158</p>

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<p>4.W Writing There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.</p>	
<p>4.W.3 Writing Genres: Argumentative, Informative, and Narrative</p>	
<p>4.W.3.1 Write persuasive compositions in a variety of forms that</p>	
<p>4.W.3.1a In an introductory statement, clearly state an opinion to a particular audience.</p>	<p>Unit 1: Write to Sources, T130–T131 Explore and Plan: Argumentative Writing, T462–T463</p> <p>myFocus Intervention – Level E Lesson 45 Write Argumentative Text, T285–T288</p>
<p>4.W.3.1b Support the opinion with facts and details from various sources, including texts.</p>	<p>Unit 4: Opinion Essay, T340–T361, T364–T384, T388–T409, T412–T433, T426–T457</p> <p>myFocus Intervention – Level E Lesson 45 Write Argumentative Text, T285–T288</p>
<p>4.W.3.1c Use an organizational structure to group related ideas that support the purpose.</p>	<p>Unit 4: Compose the Introduction and Conclusion, T392–T393 Organize Reasons, T396–T397 Use Transition Words and Phrases, T404–T405</p> <p>myFocus Intervention – Level E Lesson 45 Write Argumentative Text, T285–T288</p>
<p>4.W.3.1d Connect opinion and reasons using words and phrases.</p>	<p>Unit 4: Use Transition Words and Phrases, T404–T405</p> <p>myFocus Intervention – Level E Lesson 45 Write Argumentative Text, T285–T288</p>
<p>4.W.3.1e Provide a concluding statement or section related to the position presented.</p>	<p>Unit 4: Write to Sources, T196–T197 Compose the Introduction and Conclusion, T392–T393</p> <p>myFocus Intervention – Level E Lesson 45 Write Argumentative Text, T285–T288</p>

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4.W.3.2 Write informative compositions on a variety of topics that	
4.W.3.2a Provide an introductory paragraph with a clear main idea.	<p>Unit 2: Analyze a Lead Paragraph, T344–T345 Brainstorm and Set a Purpose, T352–T353 Plan Your Travel Article, T356–T357 Develop an Introduction, T364–T365 Compose a Headline, T388–T389</p> <p>myFocus Intervention – Level E Lesson 44 Write Informational Text, T281–T284</p>
4.W.3.2b Provide supporting paragraphs with topic and summary sentences.	<p>Unit 2: Group Paragraphs into Sections, T396–T397 Develop Transitions, T400–T401 Use Linking Words and Phrases, T412–T413</p> <p>myFocus Intervention – Level E Lesson 44 Write Informational Text, T281–T284</p>
4.W.3.2c Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.	<p>Unit 2: Develop Relevant Details, T368–T369 Develop Different Types of Details, T372–T373 Compose Captions for Visuals, T376–T377 Compose Body Paragraphs, T392–T393 Group Paragraphs into Sections, T396–T397</p> <p>myFocus Intervention – Level E Lesson 44 Write Informational Text, T281–T284</p>
4.W.3.2d Connect ideas using words and phrases.	<p>Unit 2: Develop Transitions, T400–T401 Use Linking Words and Phrases, T412–T413</p> <p>myFocus Intervention – Level E Lesson 44 Write Informational Text, T281–T284</p>
4.W.3.2e Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.	<p>Unit 2: Compose Captions for Visuals, T376–T377 Compose a Headline, T388–T389</p> <p>myFocus Intervention – Level E Lesson 44 Write Informational Text, T281–T284</p>

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4.W.3.2f Use language and vocabulary appropriate for audience and topic.	<p>Unit 2: Develop Different Types of Details, T372–T373 Use Linking Words and Phrases, T412–T413 Use Precise Language and Vocabulary, T416–T417 Edit for Adverbs, T424–T425</p> <p>myFocus Intervention – Level E Lesson 44 Write Informational Text, T281–T284</p>
4.W.3.2g Provide a concluding statement or section.	<p>Unit 2: Develop a Conclusion, T380–T381</p> <p>myFocus Intervention – Level E Lesson 44 Write Informational Text, T281–T284</p>
4.W.3.3 Write narrative compositions in a variety of forms that	
4.W.3.3a Establish an introduction, with a context to allow the reader to imagine the world of the event or experience.	<p>Unit 1: Genre Immersion Lesson: Know the Narrator, T342–T343 Know the Setting and Events, T346–T347 Develop an Idea with Relevant Details, T370–T371 Develop and Compose an Introduction, T386–T387</p> <p>myFocus Intervention – Level E Lesson 43 Write Narrative Text, T277–T280</p>
4.W.3.3b Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.	<p>Unit 3: Identify Parts of the Plot, T336–T337 Compose a Plot: Develop a Problem, T368–T369 Compose a Plot: Develop a Resolution, T372–T373 Compose an Event Sequence, T384–T385</p> <p>myFocus Intervention – Level E Lesson 43 Write Narrative Text, T277–T280</p>
4.W.3.3c Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.	<p>Unit 3: Compose a Character Description: External, T356–T357 Compose Dialogue, T388–T389</p> <p>myFocus Intervention – Level E Lesson 43 Write Narrative Text, T277–T280</p>

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<p>4.W.3.3d Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.</p>	<p>Unit 1: Portray People, T362–T363 Compose a Setting, T366–T367 Use Concrete Words and Phrases, T374–T375 Compose with Sensory Details, T378–T379</p> <p>myFocus Intervention – Level E Lesson 43 Write Narrative Text, T277–T280</p>
<p>4.W.3.3e Provide an ending that follows the narrated experiences or events.</p>	<p>Unit 3: Identify Parts of the Plot, T336–T337 Compose a Plot: Develop a Problem, T368–T369 Compose a Plot: Develop a Resolution, T372–T373 Compose an Event Sequence, T384–T385</p> <p>myFocus Intervention – Level E Lesson 43 Write Narrative Text, T277–T280</p>
<p>4.W.4 The Writing Process</p>	
<p>4.W.4 Apply the writing process to</p>	
<p>4.W.4a Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</p>	<p>Unit 1: Personal Narrative, T337, T338–T339, T342–T343, T346–T347, T350–T351, T354, T361, T362–T363, T366–T367, T370–T371, T374–T375, T378, T385, T386–T387, T390–T391, T394–T395, T398–T399, T402 Reflect and Share: Write to Sources, T130–T131, T304–T305</p> <p>myFocus Intervention – Level E Lesson 39 Plan Your Writing, T257–T260 Lesson 40 Draft Your Writing, T261–T264 Lesson 41 Link Ideas with Transitions, T267–T270 Lesson 42 Revise and Edit for Clarity and Precision, T271–T274 Lesson 43 Write Narrative Text, T277–T280 Lesson 44 Write Informational Text, T281–T284 Lesson 45 Write Argumentative Text, T285–T288 Lesson 46 Write Correspondence, T289–T292</p>

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4.W.4b Use technology to interact and collaborate with others to produce and publish legible documents.	<p>Unit 1: Publish and Celebrate, T442–T443 Extend Research: Incorporate Media, T470–T471 Celebrate!, T474</p> <p>Unit 4: Use Technology to Collaborate, T408</p> <p>myFocus Intervention – Level E Lesson 36 Interpret Visual, Oral, and Quantitative Information, T235–T2400 Lesson 46 Write Correspondence, T289–T292</p>
4.W.6 Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling	
4.W.6.1 Demonstrate command of English grammar and usage, focusing on:	
4.W.6.1a Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.	<p>Unit 2: Nouns, T395, T399, T403, T407, T440</p> <p>Unit 4: Pronouns, T351, T355, T359, T363, T371 Use Pronouns, T443</p> <p>myFocus Intervention – Level E Lesson 47 Sentences, T295–T298 Lesson 48 Nouns and Verbs, T299–T302 Lesson 50 Pronouns, Prepositions, and Conjunctions, T309–T312</p>
4.W.6.1b Verbs	
4.W.6.1b.a Writing sentences that use the progressive verb tenses.	<p>Unit 3: Progressive Verb Tenses, T411, T415, T419, T423, T431</p> <p>myFocus Intervention – Level E Lesson 47 Sentences, T295–T298 Lesson 48 Nouns and Verbs, T299–T302</p>
4.W.6.1b.b Recognizing and correcting inappropriate shifts in verb tense.	<p>Unit 3: Progressive Verb Tenses, T411, T415, T419, T423, T431</p> <p>myFocus Intervention – Level E Lesson 47 Sentences, T295–T298 Lesson 48 Nouns and Verbs, T299–T302</p>

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4.W.6.1b.c Using modal auxiliaries (e.g., can, may, must).	<p>Unit 3: Auxiliary Verbs, T435, T439, T443, T447 Modal Verbs, T461</p> <p>myFocus Intervention – Level E Lesson 47 Sentences, T295–T298 Lesson 48 Nouns and Verbs, T299–T302</p>
4.W.6.1c Adjectives/ Adverbs –Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.	<p>Unit 5: Relative Adverbs, T343, T347, T351, T355, T363</p> <p>myFocus Intervention – Level E Lesson 49 Adjectives and Adverbs, T303–T306</p>
LES4.W.6.1d Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.	<p>Unit 3: Prepositions, T339, T343, T347, T351, T359, T412</p> <p>myFocus Intervention – Level E Lesson 50 Pronouns, Prepositions, and Conjunctions, T309–T312</p>
4.W.6.1e Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).	<p>Unit 2: Compound Sentences, T347, T351, T355, T359 Complex Sentences, T371, T375, T379, T383 Editing for Complete Sentences, T435</p> <p>myFocus Intervention – Level E Lesson 47 Sentences, T295–T298 Lesson 50 Pronouns, Prepositions, and Conjunctions, T309–T312</p>

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