Houghton Mifflin Harcourt

Escalate ⌃ English
GRADES 4–8

SCOPE AND SEQUENCE

INTERACT IN MEANINGFUL WAYS

COLLABORATIVE		Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
Skill/Strategy	Student is expected to:	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L
basic social communication	use words, phrases, and gestures to engage in basic social communication.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
exchanging information and ideas	contribute to conversations by asking and answering *yes-no* and *wh-* questions.	●			●											
	contribute to conversations by responding using short phrases.	●			●											
	express ideas by asking and answering *yes-no* and *wh-* questions.	●			●											
	express ideas by responding in short phrases.															
	engage in conversational exchanges.							●			●			●		
	express ideas on familiar topics.							●			●			●		
	ask and answer *yes-no* and *wh-* questions.							●			●			●		
	respond using simple phrases.							●			●			●		
	contribute to class, group, and partner discussions, including sustained dialogue.		●	●		●	●		●	●		●	●		●	●
	follow turn-taking rules.		●	●		●	●		●	●		●	●		●	●
	ask relevant questions.		●	●		●	●		●	●		●	●		●	●
	affirm others.		●	●		●	●		●			●			●	
	add relevant information.		●	●		●	●		●	●		●			●	
	paraphrase key ideas.								●	●		●	●		●	●
	add relevant information and evidence.		●			●			●			●			●	
	build on responses.		●			●			●			●			●	
	provide useful feedback.		●			●			●			●			●	
interacting via written English	collaborate with peers on joint writing projects of short informational and literary texts.	●	●		●	●										
	use technology when appropriate for publishing, graphics, etc.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	collaborate with peers on joint writing projects, consisting of a wider variety of informational and literary texts.			●			●									
	engage in short written exchanges with peers.							●			●			●		
	collaborate on simple written texts on familiar topics.							●			●			●		
	engage in longer written exchanges with peers.								●			●				
	collaborate on more detailed written texts on a variety of topics.								●			●				
	engage in extended written exchanges with peers.									●			●			●
	collaborate on complex written texts on a variety of topics.									●			●			●
offering opinions	negotiate with or persuade others in conversations.	●	●		●	●		●	●		●	●		●	●	
	use basic learned phrases as well as open responses in order to gain/hold the floor.	●			●			●			●			●		
	use an expanded set of learned phrases as well as open responses, in order to gain/hold the floor, provide counterarguments, etc.		●			●			●			●			●	
	negotiate with or persuade others in conversations using appropriate register.			●			●		●				●			●
	use a variety of learned phrases, as well as open responses, in order to gain/hold the floor, provide counterarguments, elaborate on an idea, etc.			●			●									
	use a variety of learned phrases, indirect reported speech, as well as open responses.								●			●				●

COLLABORATIVE *(CONTINUED)*

Skill/Strategy	Student is expected to:	Grade 4 S	Grade 4 M	Grade 4 L	Grade 5 S	Grade 5 M	Grade 5 L	Grade 6 S	Grade 6 M	Grade 6 L	Grade 7 S	Grade 7 M	Grade 7 L	Grade 8 S	Grade 8 M	Grade 8 L
adapting language choices	adjust language choices according to social setting.	●			●			●			●			●		
	adjust language choices according to audience (e.g., peers, teacher).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	adjust language choices according to task.		●	●		●	●		●	●		●	●		●	●
	adjust language choices according to purpose.		●	●		●	●		●	●		●	●		●	●
	require substantial support.	●			●											
	require moderate support.		●			●										
	require light support.			●			●									
listening actively	demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions.	●			●			●			●			●		
	demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions		●	●		●	●		●	●		●	●		●	●
	require prompting and substantial support.	●			●			●			●			●		
	require occasional prompting and moderate support.		●			●			●			●			●	
	require minimal prompting and support.			●			●			●			●			●
reading/viewing closely	describe ideas, phenomena, processes, and text elements (e.g., main idea, characters, events, etc.) based on close reading of a select set of grade-level texts, with substantial support.	●			●											
	explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts, with substantial support.	●			●			●			●					
	explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on the viewing of multimedia, with substantial support.							●			●			●		
	use knowledge of frequently used affixes (e.g., *un-*, *mis-*), and linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.	●			●											
	describe ideas, phenomena, and text elements (e.g., main idea, central message, etc.) in greater detail based on close reading of a variety of grade-level texts, with moderate support.		●			●										
	explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts, with moderate support.		●			●			●			●			●	
	explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on the viewing of multimedia, with moderate support.		●			●			●			●			●	
	use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning.		●			●										
	describe ideas, phenomena, processes, and text elements (e.g., main idea, character traits, event sequence, etc.) in detail based on close reading of a variety of grade-level texts, with light support.			●			●									
	explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts, with light support.			●			●			●			●			●
	explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on the viewing of multimedia, with light support.			●			●			●			●			●

(continued)

INTERPRETIVE		Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
Skill/Strategy	Student is expected to:	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L
	use knowledge of morphology (e.g., affixes, roots, and base words), and linguistic context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.			●			●	●				●		●		
	express inferences and conclusions drawn based on close reading of grade-level texts using some frequently used verbs (e.g., *shows that, based on*).							●			●			●		
	express inferences and conclusions drawn based the viewing of multimedia using some frequently used verbs (e.g., *shows that, based on*).							●			●			●		
	use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.							●			●			●		
	express inferences and conclusions drawn based on close reading of grade-level texts using some frequently used verbs (e.g., *suggests that, leads to*).								●			●			●	
	express inferences and conclusions drawn based the viewing of multimedia using some frequently used verbs (e.g., *suggests that, leads to*).								●			●			●	
	describe ideas, phenomena, processes, and text elements (e.g., main idea, character traits, event sequence, etc.) in detail based on close reading of a variety of grade-level texts, with light support.	●			●											
	explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts, with light support.			●			●			●			●			●
	explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on the viewing of multimedia, with light support.			●			●			●			●			●
	use knowledge of morphology (e.g., affixes, roots, and base words), and linguistic context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.			●			●									
	express inferences and conclusions drawn based on close reading of grade-level texts using a variety of precise academic verbs (e.g., *indicates that, influences*).								●			●			●	
	express inferences and conclusions drawn based the viewing of multimedia using a variety of precise academic verbs (e.g., *indicates that, influences*).								●			●			●	
	use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.								●			●			●	
evaluating language choices	describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and substantial support.	●			●											
	explain how well writers and speakers use language to support ideas and arguments with substantial support.							●			●			●		
	provide detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) with substantial support.							●			●			●		
	describe how well writers or speakers use specific language to present or support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough) with prompting and moderate support.		●			●										

INTERPRETIVE *(CONTINUED)*

Skill/Strategy	Student is expected to:	Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
		S	M	L	S	M	L	S	M	L	S	M	L	S	M	L
	explain how well writers and speakers use language resources to support an opinion or present an idea (e.g., whether the vocabulary used to provide evidence is strong enough, or if the phrasing used to signal a shift in meaning does this well) with moderate support.		●			●										
	explain how well writers and speakers use specific language to present ideas and support arguments with moderate support.								●			●			●	
	provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) with moderate support.								●			●			●	
	describe how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to present evidence), with light support.			●			●									
	explain how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to provide evidence or describe characters, or if the phrasing used to introduce a topic is appropriate), with light support.			●			●									
	explain how well writers and speakers use specific language resources to present ideas or support arguments with light support.									●			●			●
	provide detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) with light support.									●			●			●
analyzing language choices	distinguish how different words with similar meanings produce different effects on the audience.	●	●		●	●										
	distinguish how figurative language produces shades of meaning and different effects on the audience.		●	●		●	●									
	distinguish how different words with related meanings produce different effects on the audience.			●			●									
	explain how phrasing produces different effects on the audience.							●			●			●		
	explain how different common words produce different effects on the audience.							●			●			●		
	explain how phrasing produces shades of meaning.								●			●			●	
	explain how different words with similar meaning produces shades of meaning.								●			●			●	
	explain how different words with similar meaning produces different effects on the audience.								●			●			●	
	explain how figurative language produces shades of meaning.								●			●			●	
	explain how figurative language produces different effect on the audience.								●			●			●	
	explain how phrasing produces shades of meaning.									●			●			●
	explain how phrasing produces nuances.									●			●			●
	explain how phrasing produces different effects on the audience.									●			●			●
	explain how different words with similar meaning produces shades of meaning.									●			●			●
	explain how different words with similar meaning produces nuances.									●			●			●
	explain how different words with similar meaning produces different effects on the audience.									●			●			●
	explain how figurative language produces shades of meaning.									●			●			●
	explain how figurative language produces nuances.									●			●			●
	explain how figurative language produces different effects on the audience.									●			●			●

PRODUCTIVE		Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
Skill/Strategy	Student is expected to:	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L
presenting	plan and deliver brief oral presentations on a variety of topics.	●			●			●			●			●		
	plan and deliver brief oral presentations on a variety of content areas.	●			●			●			●			●		
	require substantial support, such as a graphic organizer.	●			●											
	plan and deliver longer oral presentations on a variety of topics.		●	●		●	●		●	●		●	●		●	●
	plan and deliver longer oral presentations on a variety of content areas.		●	●		●	●		●			●	●		●	●
	require moderate support.		●			●										
	require light support.			●			●									
	use details and evidence to support ideas.								●			●			●	
	use reasoning and evidence to support ideas.									●			●			●
	show a growing understanding of register.									●			●			●
composing/writing	write short literary texts collaboratively.	●			●			●			●			●		
	write short literary texts independently.	●			●			●			●			●		
	write short informational texts collaboratively.	●			●			●			●			●		
	write short informational texts independently.	●			●			●			●			●		
	write brief summaries of texts and experiences using complete sentences.	●			●			●			●			●		
	write brief summaries of texts and experiences using key words.	●			●			●			●			●		
	write longer literary texts collaboratively.		●			●			●			●			●	
	write longer literary texts with increasing independence.		●			●			●			●			●	
	write longer informational texts collaboratively.		●			●			●			●			●	
	write longer informational texts with increasing independence.		●			●			●			●			●	
	use appropriate text organization.		●			●			●	●		●	●		●	●
	write increasingly concise summaries of texts and experiences using complete sentences.		●			●			●			●			●	
	write increasingly concise summaries of texts and experiences using key words.		●			●			●			●			●	
	write longer and more detailed literary texts collaboratively.			●			●			●			●			●
	write longer and more detailed literary texts independently.			●			●			●			●			●
	write longer and more detailed informational texts collaboratively.			●			●			●			●			●
	write longer informational texts independently.			●			●			●			●			●
	show a growing understanding of register.			●			●									
	write clear and coherent summaries of texts and experiences using complete sentences.			●			●									
	write clear and coherent summaries of texts and experiences using key words.			●			●									
	write increasingly concise summaries of texts and experiences using complete sentences.									●			●			●
	write increasingly concise summaries of texts and experiences using key words.									●			●			●

PRODUCTIVE (CONTINUED)		Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
Skill/Strategy	Student is expected to:	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L
supporting opinions	support opinions by expressing appropriate/accurate reasons using textual evidence.	●			●											
	support opinions by providing relevant background knowledge about content with substantial support.	●			●											
	express ideas and opinions with basic modal expressions.	●			●											
	temper statements with basic modal expressions.	●			●			●			●			●		
	support opinions by expressing appropriate/accurate reasons using some textual evidence with moderate support.		●			●										
	persuade others by expressing appropriate/accurate reasons using some textual evidence with moderate support.		●			●										
	support opinions by providing relevant background knowledge about content with moderate support.		●			●										
	persuade others by providing relevant background knowledge with moderate support.		●			●										
	express attitudes and opinions with a variety of familiar modal expressions.		●			●			●			●			●	
	temper statements with a variety of familiar modal expressions.		●			●			●			●			●	
	support opinions by expressing appropriate/accurate reasons using detailed and relevant textual evidence with light support.			●			●									
	persuade others by expressing appropriate/accurate reasons using detailed and relevant textual evidence.			●			●									
	support opinions by providing relevant background knowledge about content with light support.			●			●									
	persuade others by providing relevant background knowledge with light support.			●			●			●			●			●
	express attitudes and opinions with nuanced modal expressions.			●			●			●			●			●
	temper statements with nuanced modal expressions.			●			●			●			●			●
	justify opinions by providing some textual evidence.							●			●			●		
	justify opinions by providing relevant background knowledge with substantial support.							●			●			●		
	express attitude and opinions with some basic modal expressions.							●			●			●		
	justify opinions by providing relevant textual evidence with moderate support.								●			●			●	
	justify opinions by providing relevant background knowledge with moderate support.								●			●			●	
	persuade others by providing relevant textual evidence with moderate support.								●			●			●	
	persuade others by providing relevant background knowledge with moderate support.								●			●			●	
	justify opinions by providing detailed and relevant textual evidence with light support.									●			●			●
	justify opinions by providing relevant background knowledge with light support.									●			●			●
	persuade others by providing detailed and relevant textual evidence with light support.									●			●			●
selecting language resources	use a select number of general academic words to create precision while speaking and writing.	●			●			●			●			●		
	use a select number of domain-specific words to create precision while speaking and writing.	●			●			●			●			●		
	select a few frequently used affixes for accuracy and precision.	●			●											
	use knowledge of morphology to appropriately select affixes in basic ways.							●			●			●		
	use a growing number of general academic words to create precision while speaking and writing.		●			●			●			●			●	
	use a growing number of general academic words to create shades of meaning while speaking and writing.		●			●			●			●			●	

PRODUCTIVE *(CONTINUED)*

Skill/Strategy	Student is expected to:	Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
		S	M	L	S	M	L	S	M	L	S	M	L	S	M	L
	use a growing set of domain-specific words to create precision while speaking and writing.		●			●			●			●			●	
	use a growing set of domain-specific words to create shades of meaning while speaking and writing.		●			●			●			●			●	
	use a growing set of synonyms and antonyms to create precision while speaking and writing.		●			●			●			●			●	
	use a growing set of synonyms and antonyms to create shades of meaning while speaking and writing.		●			●			●			●			●	
	select a growing number of frequently used affixes for accuracy and precision.		●			●										
	use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language.								●			●			●	
	use a wide variety of general academic words to create precision while speaking and writing.			●			●									
	use a wide variety of general academic words to create shades of meaning while speaking and writing.			●			●									
	use a wide variety of domain-specific words to create precision while speaking and writing.			●			●									
	use a wide variety of domain-specific words to create shades of meaning while speaking and writing.			●			●									
	use a wide variety of synonyms and antonyms to create precision while speaking and writing.			●			●									
	use a wide variety of synonyms and antonyms to create shades of meaning while speaking and writing.			●			●									
	use a wide variety of figurative language to create shades of meaning while speaking and writing.			●			●									
	select a variety of appropriate affixes for accuracy and precision.			●			●									
	use an expanded set of academic words to create precision while speaking and writing.									●			●			●
	use an expanded set of academic words to create shades of meaning while speaking and writing.									●			●			●
	use an expanded set of domain-specific words to create precision while speaking and writing.									●			●			●
	use an expanded set of domain-specific words to create shades of meaning while speaking and writing.									●			●			●
	use an expanded set of synonyms and antonyms to create precision while speaking and writing.									●			●			●
	use an expanded set of synonyms and antonyms to create shades of meaning while speaking and writing.									●			●			●
	use an expanded set of figurative language to create precision while speaking and writing.									●			●			●
	use an expanded set of figurative language to create shades of meaning while speaking and writing.									●			●			●
	use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language.									●			●			●

STRUCTURING COHESIVE TEXTS

Skill/Strategy	Student is expected to:	Grade 4 S	Grade 4 M	Grade 4 L	Grade 5 S	Grade 5 M	Grade 5 L	Grade 6 S	Grade 6 M	Grade 6 L	Grade 7 S	Grade 7 M	Grade 7 L	Grade 8 S	Grade 8 M	Grade 8 L
understanding text structure	apply understanding of how different text types are organized to express ideas to comprehending texts.	●			●			●			●			●		
	apply understanding of how different text types are organized to express ideas to writing basic texts.	●			●			●			●			●		
	apply growing understanding of how different text types are organized to express ideas to comprehending texts.		●			●			●			●			●	
	apply growing understanding of how different text types are organized to express ideas to writing texts with increasing cohesion.		●			●			●			●			●	
	apply increasing understanding of how different text types are organized to express ideas to comprehending texts.			●			●			●			●			●
	apply increasing understanding of how different text types are organized to express ideas to writing cohesive texts.			●			●			●			●			●
understanding cohesion	apply basic understanding of language resources for referring the reader back or forward in text to comprehending texts.	●			●			●			●			●		
	apply basic understanding of language resources for referring the reader back or forward in text to writing basic texts.	●			●			●			●			●		
	apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases to comprehending texts.	●			●			●			●			●		
	apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases to writing basic texts.	●			●			●			●			●		
	apply growing understanding of language resources for referring the reader back or forward in text to comprehending texts.		●			●			●			●			●	
	apply growing understanding of language resources for referring the reader back or forward in text to writing texts with increasing cohesion.		●			●			●			●			●	
	apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases to comprehending texts.		●			●			●			●			●	
	apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases to writing texts with increasing cohesion.		●			●			●			●			●	
	apply increasing understanding of language resources for referring the reader back or forward in text to comprehending texts.			●			●			●			●			●
	apply increasing understanding of language resources for referring the reader back or forward in text to writing cohesive texts.			●			●			●			●			●
	apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases to comprehending texts.			●			●			●			●			●
	apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases to writing cohesive texts.			●			●			●			●			●

EXPANDING AND ENRICHING IDEAS

Skill/Strategy	Student is expected to:	Grade 4 S	Grade 4 M	Grade 4 L	Grade 5 S	Grade 5 M	Grade 5 L	Grade 6 S	Grade 6 M	Grade 6 L	Grade 7 S	Grade 7 M	Grade 7 L	Grade 8 S	Grade 8 M	Grade 8 L
using verbs and verb phrases	use various verbs/verb types appropriate for the text type and discipline for familiar topics.	●			●			●			●			●		
	use various verb tenses appropriate for the text type and discipline on familiar topics.	●			●			●			●			●		
	use a variety of verb aspects appropriate for the text type and discipline on familiar topics.							●			●			●		
	use various verbs/verb types appropriate for the task, text type, and discipline on an increasing variety of familiar and new topics.		●	●		●	●		●	●		●	●		●	●
	use various verb tenses appropriate for the task, text type, and discipline on an increasing variety of familiar and new topics.		●	●		●	●		●	●		●	●		●	●
	use various verb aspects appropriate for the task, text type, and discipline on an increasing variety of topics.								●	●		●	●		●	●
using nouns and noun phrases	expand noun phrases in simple ways in order to enrich the meaning of sentences.	●			●			●			●			●		
	expand noun phrases in simple ways in order to add details about ideas, people, things, etc.	●			●			●			●			●		
	expand noun phrases in a variety of ways in order to enrich the meaning of sentences.		●			●			●			●			●	
	expand noun phrases in a variety of ways in order to add details about ideas, people, things, etc.		●			●			●			●			●	
	expand noun phrases in an increasing variety of ways in order to enrich the meaning of sentences.			●			●			●			●			●
	expand noun phrases in an increasing variety of ways in order to add details about ideas, people, things, etc.			●			●			●			●			●
modifying to add details	expand sentences with simple adverbials to provide details about a familiar activity.	●			●			●			●			●		
	expand sentences with simple adverbials to provide details about a familiar process.	●			●			●			●			●		
	expand sentences with an increasing variety of adverbials to provide details about a familiar activity.		●			●			●			●			●	
	expand sentences with an increasing variety of adverbials to provide details about a new activity.		●			●			●			●			●	
	expand sentences with an increasing variety of adverbials to provide details about a familiar process.		●			●			●			●			●	
	expand sentences with an increasing variety of adverbials to provide details about a new process.		●			●			●			●			●	
	expand sentences with a variety of adverbials to provide details about a variety of familiar activities.			●			●			●			●			●
	expand sentences with a variety of adverbials to provide details about a variety of new activities.			●			●			●			●			●
	expand sentences with a variety of adverbials to provide details about a variety of familiar processes.			●			●			●			●			●
	expand sentences with a variety of adverbials to provide details about a variety of new processes.			●			●			●			●			●

CONNECTING AND CONDENSENDING IDEAS		Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
Skill/Strategy	Student is expected to:	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L
connecting ideas	combine clauses in a few basic ways to make connections between ideas in sentences.	●			●			●			●			●		
	combine clauses in a few basic ways to join ideas in sentences.	●			●			●			●			●		
	combine sentences in a few basic ways to provide evidence to support ideas or opinions.	●			●			●			●			●		
	combine clauses in an increasing variety of ways to make connections between ideas in sentences.		●			●			●			●			●	
	combine clauses in an increasing variety of ways to join ideas in sentences.		●			●			●			●			●	
	combine clauses in an increasing variety of ways to provide reasons to support ideas. Example: to express cause/effect.		●			●			●			●			●	
	combine clauses in a wide variety of ways to make connections between ideas in sentences.			●			●			●			●			●
	combine clauses in a wide variety of ways to join ideas in sentences.			●			●			●			●			●
	combine clauses in a wide variety of ways to provide reasons to support ideas. Examples: to express cause/effect, to make a concession, or to link two ideas that happen at the same time.			●			●			●			●			●
condensing ideas	condense clauses in simple ways to create precise sentences.	●			●			●			●			●		
	condense clauses in simple ways to create detailed sentences.	●			●			●			●			●		
	condense clauses in an increasing variety of ways to create precise sentences.		●			●			●			●			●	
	condense clauses in an increasing variety of ways to create detailed sentences.		●			●			●			●			●	
	condense clauses in a variety of ways to create precise sentences.			●		●				●			●			●
	condense clauses in a variety of ways to create detailed sentences.			●			●			●			●			●

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