

On Our Way to **English**[®]

SCOPE *and* SEQUENCE





YOUR
STUDENTS
WILL TAKE
FLIGHT.

SCOPE *and* SEQUENCE

COMPREHENSION Literature	K	1	2	3	4	5
Key Ideas and Details						
Ask and answer questions	●	●	●	●	●	●
• who, what, where, when, why questions			●	●	●	●
Cite text evidence				●	●	●
• refer explicitly to the text				●		
• explain and draw inferences from the text					●	
• quote accurately from the text						●
Retell stories	●	●	●	●	●	●
• including central message		●	●	●		
• including lesson or moral			●	●	●	●
• including fables, folktales, and myths from diverse cultures				●		
• determine theme					●	●
• character response to challenges						●
• how speaker in a poem reflects upon a topic						●
Summarize text					●	●
Character, settings, and major events	●	●	●	●	●	●
• identify	●	●	●	●	●	●
• describe		●	●	●	●	●
• describe response to major events			●	●	●	●
• character traits, motivations, and feelings				●	●	●
• how actions contribute to sequence of events				●	●	●
• describe story elements in depth					●	●
• compare and contrast story elements						●
Craft and Structure						
Words and phrases	●	●	●	●	●	●
• unknown words in text	●	●	●	●	●	●
• that suggest feelings or appeal to the senses		●	●	●	●	●
• rhythm and meaning			●	●	●	●
• distinguish literal from nonliteral language				●	●	●
• mythological					●	
• figurative language						●
Common types of text	●	●	●	●	●	●
• recognize	●	●	●	●	●	●
• explain major differences		●	●	●	●	●

COMPREHENSION Literature <i>continued</i>	K	1	2	3	4	5
<ul style="list-style-type: none"> describe story structure including how beginning introduces and ending concludes action 			●	●	●	●
<ul style="list-style-type: none"> parts of stories, dramas, and poems 				●	●	●
<ul style="list-style-type: none"> explain differences in structure between poems, dramas, and prose 					●	●
<ul style="list-style-type: none"> explain how chapters, scenes, or stanzas fit overall structure 						●
Name author and illustrator	●					
Identify narrator		●				
Point of view			●	●	●	●
<ul style="list-style-type: none"> acknowledge differences 			●	●	●	●
<ul style="list-style-type: none"> distinguish personal from that of the narrator or characters 				●	●	●
<ul style="list-style-type: none"> compare and contrast first and third person 					●	●
<ul style="list-style-type: none"> how narrator or speaker's point of view influences on story 						●
Integration of Knowledge and Ideas						
Connections: illustrations and text	●	●	●	●	●	●
<ul style="list-style-type: none"> relationship between 	●	●	●	●	●	●
<ul style="list-style-type: none"> use to describe characters, setting, or events 		●	●	●	●	●
<ul style="list-style-type: none"> use to describe characters, setting, or plot 			●	●	●	●
<ul style="list-style-type: none"> how illustrations contribute to the story 				●	●	●
<ul style="list-style-type: none"> connect a written story or drama from another version 					●	●
<ul style="list-style-type: none"> analyze the contribution of visuals to written literature 						●
Compare and contrast	●	●	●	●	●	●
<ul style="list-style-type: none"> characters' adventures and experiences in familiar stories 	●					
<ul style="list-style-type: none"> characters' adventures and experiences in stories 		●				
<ul style="list-style-type: none"> two or more versions of the same stories 			●			
<ul style="list-style-type: none"> stories by the same author 				●		
<ul style="list-style-type: none"> themes and topics in literature from different cultures 					●	
<ul style="list-style-type: none"> stories in the same genre 						●
Range of Reading and Level of Text Complexity						
Read and comprehend	●	●	●	●	●	
<ul style="list-style-type: none"> group reading 	●					
<ul style="list-style-type: none"> appropriately complex stories, dramas, and poetry 		●	●	●	●	●

COMPREHENSION Informational	K	1	2	3	4	5
Key Ideas and Details						
Ask and answer questions	●	●	●	●	●	●
<ul style="list-style-type: none"> who, what, where, when, why, and how questions 			●	●	●	●
Cite text evidence				●	●	●
<ul style="list-style-type: none"> refer explicitly to the text 				●	●	●



COMPREHENSION Informational <i>continued</i>	K	1	2	3	4	5
<ul style="list-style-type: none"> explain and draw inferences from text quote accurately from the text 					●	●
Main topic	●	●	●			
<ul style="list-style-type: none"> retell key details multiparagraph text as well as focus of each paragraph 	●	●	●			
Main idea				●	●	●
<ul style="list-style-type: none"> how key details support main idea two or more main ideas 				●		●
Summarize					●	●
Connections	●	●	●	●	●	●
<ul style="list-style-type: none"> between two individuals, events, ideas, or pieces of information 	●	●	●	●	●	●
Connections between/among historical, scientific, or technical texts			●	●	●	●
<ul style="list-style-type: none"> describe the relationship explain events, procedures, ideas, or concepts explain relationships or interactions between two or more 			●	●	●	●
Craft and Structure						
Word meaning	●	●	●	●	●	●
<ul style="list-style-type: none"> unknown words determine or clarify meaning general academic and domain-specific words 	●	●	●	●	●	●
Text features	●	●	●	●	●	●
<ul style="list-style-type: none"> front cover, back cover, title page headings, tables of contents, glossaries captions, bold print, subheads, glossaries key words and sidebars describe overall text structure (chronology, cause/effect, comparison, problem/solution) compare and contrast overall text structure (chronology, cause/effect, comparison, problem/solution) 	●	●	●	●	●	●
Visual or text information source	●	●	●	●	●	●
<ul style="list-style-type: none"> role of author and illustrator distinguish between information provided in text and in visuals identify author's main purpose 	●	●	●	●	●	●
Point of view				●	●	●
<ul style="list-style-type: none"> distinguish own from author's 				●	●	●



COMPREHENSION Informational <i>continued</i>	K	1	2	3	4	5
• compare and contrast firsthand and secondhand accounts					●	●
• analyze multiple accounts of the same event or topic						●
Integration of Knowledge and Ideas						
Connections: visuals and text	●	●	●	●	●	●
• relationship between	●	●	●	●	●	●
• support for key ideas		●	●	●	●	●
• how images contribute to and clarify text			●	●	●	●
Text support	●	●	●	●	●	●
• identify reasons to support points	●	●	●	●	●	●
Compare and contrast	●	●	●	●	●	●
• similarities and differences between two texts on the same topic	●	●	●	●	●	●
• most important points in two texts on the same topic			●	●	●	●
Range of Reading and Level of Text Complexity						
Read and comprehend						
• group reading	●					
• appropriately complex informational text		●	●	●	●	●

FOUNDATIONAL SKILLS	K	1	2	3	4	5
Print Concepts	●	●	●	●	●	●
Organization and basic features	●	●				
• directionality	●	●				
• spoken words to print	●	●				
• space between words	●	●				
• letter recognition	●	●				
• sentence features		●				
Phonological Awareness						
Phonemes in syllables/words	●	●	●	●	●	●
• rhyming words	●	●				
• syllable awareness	●	●				
• onset and rime	●	●				
• individual sounds in words	●	●	●	●	●	●
• manipulate phonemes	●	●				
• distinguish long and short vowels		●	●	●	●	●
• blend and segment phonemes		●	●	●	●	●

FOUNDATIONAL SKILLS <i>continued</i>	K	1	2	3	4	5
Phonics and Word Recognition						
Decoding	●	●	●	●	●	●
• individual letter-sound	●	●	●	●	●	●
• common long and short spellings of five vowels	●	●	●	●	●	●
• high-frequency words	●	●	●			
• letter-sound in digraphs, vowel teams, VCe		●	●	●	●	●
• one-syllable words	●	●	●	●	●	●
• two-syllable words		●	●	●	●	●
• multisyllable words				●	●	●
• words with inflectional endings		●	●	●	●	●
• irregular words		●	●	●	●	●
• words with prefixes and suffixes			●	●	●	●
• all phonemically regular words					●	●
Word Analysis				●	●	●
• meaning of suffixes and prefixes				●	●	●
Fluency						
Read with purpose and understanding	●	●	●	●	●	●
• accuracy, rate, and expression		●	●	●	●	●
• self-correct		●	●	●	●	●

WRITING	K	1	2	3	4	5
Text Types and Purposes						
Opinion	●	●	●	●	●	●
• state opinion or preference about a book or topic	●	●	●	●	●	●
• supply reasons for opinion		●	●	●	●	●
• support point of view with reasons				●	●	●
• support reasons with facts					●	●
• connect opinion and reasons			●	●	●	●
• introduce topic				●	●	●
• create organizational structure				●	●	●
• group related ideas to support purpose					●	●
• provide closure		●	●	●	●	●
• provide a concluding statement or section			●	●	●	●
Informative/explanatory text	●	●	●	●	●	●

WRITING <i>continued</i>	K	1	2	3	4	5
• name and supply information about a topic	●	●				
• introduce a topic			●	●	●	●
• include facts and definitions			●	●	●	●
• group related information logically				●	●	●
• use illustrations when needed				●	●	●
• examine a topic and convey ideas and information clearly				●	●	●
• use precise language and domain-specific vocabulary					●	●
• provide closure		●	●	●	●	●
• provide a concluding statement or section			●	●	●	●
Narrative	●	●	●	●	●	●
• narrate a single event	●					
• recount two or more events		●				
• recount a well-elaborated event			●			
• establish a situation				●	●	●
• introduce narrator and/or characters				●	●	●
• use sequence	●	●	●	●	●	●
• use temporal words		●	●	●	●	●
• use transitional words and phrases					●	●
• use dialogue				●	●	●
• use linking words and phrases				●	●	●
• include sensory details					●	●
• provide a sense of closure		●	●	●	●	●
Production and Distribution of Writing						
Strengthen writing	●	●	●	●	●	●
• produce developed, organized, appropriate writing				●	●	●
• add details	●	●	●	●	●	●
• focus on a topic		●	●	●	●	●
• plan writing				●	●	●
• revise and edit			●	●	●	●
• demonstrate command of grade-level grammar				●	●	●
Explore digital tools	●	●	●	●	●	●
• collaborate with peers	●	●	●	●	●	●
Research to Build and Present Knowledge						
Research projects	●	●	●	●	●	●



WRITING <i>continued</i>	K	1	2	3	4	5
• shared research and writing	●	●	●	●	●	●
• short research projects				●	●	●
• express opinions	●	●	●	●	●	●
• recall information from experiences	●	●	●	●	●	●
• gather information	●	●	●	●	●	●
• take notes				●	●	●
• sort and categorize information				●	●	●
• draw evidence from literary and informational texts					●	●

LANGUAGE	K	1	2	3	4	5
Conventions of Standard English						
Print upper- and lowercase letters	●	●				
Parts of speech	●	●	●	●	●	●
• common, proper, and possessive nouns		●	●	●	●	●
• collective			●	●	●	●
• irregular plural nouns			●	●	●	●
• personal, possessive, and indefinite pronouns		●	●	●	●	●
• reflexive pronouns			●	●	●	●
• collective nouns			●	●	●	●
• regular plural nouns	●	●	●	●	●	●
• irregular plurals			●	●	●	●
• subject-verb agreement		●	●	●	●	●
• past, present, and future tense		●	●	●	●	●
• irregular past tense of verbs			●	●	●	●
• auxiliaries				●	●	●
• interrogatives	●	●	●	●	●	●
• adjectives		●	●	●	●	●
• adverbs			●	●	●	●
• comparative and superlative adjectives and adverbs				●	●	●
• conjunctions		●	●	●	●	●
• coordinating and subordinating conjunctions				●	●	●
• correlative conjunctions						●
• determiners		●	●	●	●	●
• prepositions	●	●	●	●	●	●



LANGUAGE <i>continued</i>	K	1	2	3	4	5
• prepositional phrases					•	•
• function of parts of speech				•	•	•
Complete sentences	•	•	•	•	•	•
• expand	•	•	•	•	•	•
• compound		•	•	•	•	•
• declarative, interrogative, imperative, and exclamatory		•	•	•	•	•
Capitalization	•	•	•	•	•	•
• first word in a sentence	•	•	•	•	•	•
• dates and names of people		•	•	•	•	•
• holidays			•	•	•	•
• titles				•	•	•
Punctuation	•	•	•	•	•	•
• end punctuation	•	•	•	•	•	•
• commas		•	•	•	•	•
• apostrophes			•	•	•	•
Spelling	•	•	•	•	•	•
Knowledge of Language						
Formal and informal English			•	•	•	•
Vocabulary Acquisition and Use	•	•	•	•	•	•
Unknown words and phrases	•	•	•	•	•	•
• multiple-meaning words	•	•	•	•	•	•
• inflections and affixes	•	•	•	•	•	•
• root words		•	•	•	•	•
• compound words		•	•	•	•	•
• use resources			•	•	•	•
Word relationships and nuances in meaning	•	•	•	•	•	•
• sort into categories	•	•	•	•	•	•
• identify connections			•	•	•	•
• antonyms and synonyms	•	•	•	•	•	•
• shades of meaning		•	•	•	•	•
• idioms			•	•	•	•

Language Learning Strategies Scope

			STAGES OF ORAL LANGUAGE DEVELOPMENT			GRADES					
Student Language	Teacher Language	Definitions and/or Examples	Em	Ex	Br	K	1	2	3	4	5
• Ask for help in your home language.	• Use primary language for clarification.	• Student talks to someone in his or her home language to find out the meaning of an unknown word or phrase.	●	●	●	●	●				
• Show me what you mean.	• Manipulate and act out language.	• Student uses real objects and role-playing to communicate.	●	●	●	●					
• Ask or show me when you need help.	• Ask for adult assistance.	• Student requests help from an adult (verbally and nonverbally).	●	●	●	●					
• Look at what I do when I talk.	• Compare verbal and nonverbal cues.	• Ex: Teacher says, “Smile.” Student is confused until seeing the teacher point to his/her mouth, and then student performs the action.	●	●	●	●					
• Learn more about new words.	• Learn from what others know.	• Student talks about new word using information modeled by other students.	●	●	●	●					
• When you talk to adults, call them <i>Mr.</i> , <i>Ms.</i> , or <i>Mrs.</i> with their last name.	• Rehearse variations of language in different social and academic settings.	• Ex: Student calls friends by their first names, but knows to address teachers with titles such as <i>Mr.</i> and <i>Mrs.</i>	●	●	●	●	●	●			
• Use different kinds of words in different settings.		• Ex: Student learns the difference between using the term <i>soil</i> in the classroom and <i>dirt</i> when playing.									
• Practice what you learn.	• Test new expressions through use.	• Student learns new word or phrase and practices using it.	●	●	●	●	●				
• Say what another student says.	• Imitate others’ language use.	• Ex: Student hears a classmate use the word <i>please</i> or <i>it’s your turn</i> and imitates.	●	●	●	●					
• Put new words in sentences you know.	• Learn to use language patterns.	• Student identifies and correctly uses a phrase or sentence pattern. Ex: <i>We have ____.</i>	●	●	●				●	●	●
• Use language you know.		• Student identifies and correctly uses a phrase or sentence pattern. Ex: <i>I got five</i> when sharing answers to a math problem.									
• Ask or show me when you don’t understand.	• Seek clarification.	• Student uses gesture, word, or phrase to ask for clarification. Ex: <i>What do you mean? What is ____?</i>	●	●	●		●	●			
• Ask me “What do you mean?” when you don’t understand.											
• Try saying that again another way.	• Clarify and restate information.	• Students restate what they have said when communication breaks down.		●	●		●				
• Tell a friend how to say that.	• Teach a peer.	• Student practices recently learned vocabulary, phrases, and expressions by teaching a peer.	●	●	●		●	●		●	
• Teach a friend.											
• Talk around the problem word.	• Paraphrase.	• Student “talks around” an unknown word, hoping to get the meaning across. Ex: <i>The things that you use to put flowers in.</i> (vase)		●	●		●	●	●	●	●
• Ask “Do you understand?”	• Seek feedback.	• Students seek feedback on language use.		●	●		●	●	●	●	●
• Ask “Did I say that right?”	• Get feedback.	• Students seek feedback on language use.		●	●		●	●	●	●	●

Em—Emerging Ex—Expanding Br—Bridging

			STAGES OF ORAL LANGUAGE DEVELOPMENT			GRADES					
Student Language	Teacher Language	Definitions and/or Examples	Em	Ex	Br	K	1	2	3	4	5
<ul style="list-style-type: none">• Try a word and see if it works.	<ul style="list-style-type: none">• Coin a word.	<ul style="list-style-type: none">• Student makes up a word to describe something, hoping that someone will supply the target word. Ex: <i>bee house</i> (beehive)		●	●		●	●	●	●	●
<ul style="list-style-type: none">• Use your home language to help you understand a word.• How can your home language help you?	<ul style="list-style-type: none">• Use a cognate.	<ul style="list-style-type: none">• Student uses a home language word, hoping that it is similar to a word in the target language. Ex: <i>I went to the parque.</i> (park)• Student uses the meaning of a similar word in the home language to understand English.	●	●	●			●	●	●	●
<ul style="list-style-type: none">• Listen for parts you know.• Listen for important parts.	<ul style="list-style-type: none">• Attend selectively to input.	<ul style="list-style-type: none">• Student focuses on breaking down a sentence into understandable language patterns or “chunks.” Ex: Teacher says “We’re going to do some writing. Take out your paper and pencil.” Student focuses on materials needed, i.e., words <i>paper</i> and <i>pencil</i>.• Student learns to listen for key ideas and details.	●	●	●			●	●	●	
<ul style="list-style-type: none">• Work with a friend to help you understand.• Ask a friend for help.	<ul style="list-style-type: none">• Consult a peer.	<ul style="list-style-type: none">• Student talks to a classmate to develop understanding.• Student asks peers, both English language learners and native English speakers, for help.	●	●	●			●	●	●	●
<ul style="list-style-type: none">• It’s OK to use things written in your home language to help you.• Look in a book in your home language for help.	<ul style="list-style-type: none">• Consult home language resources.	<ul style="list-style-type: none">• Student uses written home language resources, such as books, picture cards, or dictionary.	●	●	●			●	●		
<ul style="list-style-type: none">• Sometimes you don’t need to know the meaning of every single word to understand.• Keep listening when you don’t understand a word.	<ul style="list-style-type: none">• Skip an unknown word as necessary.	<ul style="list-style-type: none">• Student skims over unknown words in order to focus on the full meaning of a phrase, sentence, or paragraph. Ex: <i>The spotted dog played in the street</i> can be mostly understood without the word <i>spotted</i>.• If students keep listening, they may find that they didn’t need to understand a particular word or that context may help them understand it.		●	●			●	●		
<ul style="list-style-type: none">• Keep using words you’ve learned in our theme.	<ul style="list-style-type: none">• Use academic language across content areas.	<ul style="list-style-type: none">• Student uses academic language learned, such as <i>equal</i>, <i>compare</i>, and <i>soil</i>.	●	●	●				●	●	●
<ul style="list-style-type: none">• Write down what you learn to help you remember.	<ul style="list-style-type: none">• Take notes to help you remember.	<ul style="list-style-type: none">• Student learns to write down key ideas and details in note form.	●	●	●					●	●

Language Functions Scope



Social Function	Definition	STAGES OF ORAL LANGUAGE DEVELOPMENT			GRADES					
		Em	Ex	Br	K	1	2	3	4	5
Agree and disagree	express opinion regarding ideas, actions, etc.	●	●	●	●	●	●	●	●	●
Apologize	express remorse for an action or something said	●	●	●	●	●	●	●	●	●
Ask for assistance or permission	use question words to make requests or ask for clarification; request permission; make requests	●	●	●	●	●	●	●	●	●
Express feelings and needs	use words to express emotions, ideas, and feelings; refuse	●	●	●	●	●	●	●	●	●
Express likes and dislikes	use words to express likes/dislikes and preferences; express opinions about film, print, and technological presentations with supporting examples	●	●	●	●	●	●	●	●	●
Express obligation	indicate that something should be done to benefit oneself or others, for example, <i>We should take care of our planet.</i>	●	●	●	●	●	●	●	●	●
Give instructions	inform or direct a person by telling, explaining, or describing	●	●	●	●	●	●	●	●	●
Greet	use appropriate phrases for welcoming someone, greeting, making introductions, making small talk such as <i>How are you?</i> <i>What's new?</i> , saying and responding to farewell	●	●	●	●	●	●	●	●	●
Negotiate	propose ways of proceeding in group work that recognize the need for compromise and diplomacy	●	●	●	●	●	●	●	●	●
Use appropriate register	vary degree of formality in speech (word choice, diction, and usage) according to setting, occasion, purpose, and audience	●	●	●	●	●	●	●	●	●
Use social etiquette	respond appropriately and courteously to directions and questions; express gratitude; appropriately use polite phrases such as <i>please</i> , <i>thank you</i> , <i>excuse me</i>	●	●	●	●	●	●	●	●	●
Warn	inform of danger; command that someone should or should not do something for safety	●	●	●	●	●	●	●	●	●
Wish and hope	use words to express a desire such as <i>I hope I can go to the game</i> ; <i>I wish it would snow.</i>	●	●	●	●	●	●	●	●	●

Academic Discussion Strategies	Definition	STAGES OF ORAL LANGUAGE DEVELOPMENT			GRADES					
		Em	Ex	Br	K	1	2	3	4	5
Listen and restate someone's comments	restate in own words what another person says, showing understanding	●	●	●	●	●	●	●	●	●
Add to someone's comments	add thoughts and ideas to something a person says	●	●	●	●	●	●	●	●	●
Ask for an opinion or idea	ask for a person's opinions or ideas during a discussion	●	●	●	●	●	●	●	●	●
Agree and disagree	verbally agree or disagree with a person's comments	●	●	●	●	●	●	●	●	●
Ask for evidence	ask for evidence or facts from others when in need of more information	●	●	●	●	●	●	●	●	●
Provide evidence	give evidence or facts when others need more information	●	●	●	●	●	●	●	●	●
Ask for explanations	ask others for explanations of their ideas when not understanding	●	●	●	●	●	●	●	●	●
Provide explanations	explain ideas for others to understand	●	●	●	●	●	●	●	●	●

Em—Emerging Ex—Expanding Br—Bridging

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