

Scope and Sequence

ALL-SKILLS COMMUNICATION: LISTENING, SPEAKING, READING, WRITING

Unit	Topics, Vocabulary, & Math	Grammar	Functional Communication	Listening & Pronunciation	Writing
1	<ul style="list-style-type: none"> Personal information Meeting people Alphabet Spelling names aloud Cardinal numbers in addresses & telephone numbers 	<ul style="list-style-type: none"> To be: Introduction 	<ul style="list-style-type: none"> Meeting people 	<ul style="list-style-type: none"> Listening for personal information Pronouncing linked sounds 	<ul style="list-style-type: none"> Writing about yourself: Name, address, phone number, country of origin Filling out a form Addressing an envelope
2	<ul style="list-style-type: none"> Classroom objects Rooms in the home Cities, countries, & nationalities Places around town Classroom actions Giving & following instructions 	<ul style="list-style-type: none"> To be + location Subject pronouns 	<ul style="list-style-type: none"> Greeting people 	<ul style="list-style-type: none"> Listening for information about people's locations Pronouncing reduced <i>and</i> 	<ul style="list-style-type: none"> Making a list of classroom objects Writing information in a chart
3	<ul style="list-style-type: none"> Everyday activities Calling directory assistance Calling 911 Using a telephone directory 	<ul style="list-style-type: none"> Present continuous tense 	<ul style="list-style-type: none"> Checking understanding 	<ul style="list-style-type: none"> Listening and responding correctly to questions about people's actions Pronouncing reduced <i>What are & Where are</i> 	<ul style="list-style-type: none"> Writing about your current activities and the activities of friends Writing emergency telephone numbers
Gazette Reading & Writing Workshop	<ul style="list-style-type: none"> Titles & nicknames Common leisure activities: playing instruments, sports, & games Culture concept: Greetings around the world Telephone numbers Civics: A Nation of Immigrants 	<ul style="list-style-type: none"> To be Present continuous tense 	<ul style="list-style-type: none"> Describing people's activities 	<ul style="list-style-type: none"> Listening to messages on a telephone answering machine 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell about yourself Types of sentences Punctuation marks
4	<ul style="list-style-type: none"> Everyday activities Places around town Civics: Community service 	<ul style="list-style-type: none"> To be: Short answers Possessive adjectives 	<ul style="list-style-type: none"> Attracting someone's attention 	<ul style="list-style-type: none"> Listening & responding correctly to questions about activities Pronouncing deleted <i>h</i> 	<ul style="list-style-type: none"> Writing about a place in your community Writing names & addresses of places in a chart
5	<ul style="list-style-type: none"> Describing people & things Weather Reading a weather map Fahrenheit & Celsius temperatures 	<ul style="list-style-type: none"> To be: Yes/No questions, Short Answers Adjectives Possessive nouns 	<ul style="list-style-type: none"> Calling someone you know on the telephone 	<ul style="list-style-type: none"> Listening & responding correctly to requests for information Pronouncing yes/no questions with <i>or</i> 	<ul style="list-style-type: none"> Filling out a form Writing a friendly letter describing the weather and current activities Writing information in a chart
6	<ul style="list-style-type: none"> Describing activities & events Family members Reading a family tree diagram 	<ul style="list-style-type: none"> To be: Review Present continuous tense: Review Prepositions of location 	<ul style="list-style-type: none"> Introducing people 	<ul style="list-style-type: none"> Listening & making deductions Pronouncing stressed and unstressed words 	<ul style="list-style-type: none"> Writing a story about a scene Writing about a favorite photograph
Gazette Reading & Writing Workshop	<ul style="list-style-type: none"> Family relations Classroom activities Culture concept: Extended & nuclear families Social Studies: The family 	<ul style="list-style-type: none"> To be Possessive adjectives 	<ul style="list-style-type: none"> Describing family members and family relationships 	<ul style="list-style-type: none"> Listening to and interpreting correctly radio weather forecasts 	<ul style="list-style-type: none"> Writing about your family Writing a message to tell about weather and current activities The Writing Process

CORRELATION and PLACEMENT KEY

Side by Side Plus 1 correlates with these standards-based curriculum levels and assessment system score ranges.

For correlation keys to other major state and local curriculum frameworks, please visit:
<http://pearsoneltusa.com/molinskyandbliss>

NRS (National Reporting System) Educational Functioning Level	Low Beginning
BEST Plus 2.0 (Basic English Skills Test)	362–427 (SPL 2)
BEST Literacy	21–52 (SPL 2)
CASAS Reading	181–190
CASAS Listening	181–189
CASAS Writing	136–145
TABE CLAS-E Reading & Writing	395–441
TABE CLAS-E Listening & Speaking	408–449

LIFE SKILLS, CIVICS, TEST PREPARATION, CURRICULUM STANDARDS AND FRAMEWORKS

Life Skills, Civics, & Test Preparation	EFF	SCANS	CCRS	CASAS	LAUSD	Florida*
<ul style="list-style-type: none"> Personal information & forms Information on an envelope Common abbreviations in addresses Forms of identification 	<ul style="list-style-type: none"> Gather information Cooperate with others 	<ul style="list-style-type: none"> Sociability Acquire & evaluate information 	RI/RL.1.1, RI.1.4, SL.K.2, SL.K.3, SL.K.6, SL.1.1(a-c), SL.1.6, L.1.1(a, b, g, k), L.1.2.b, L.1.6	0.1.2, 0.1.4, 0.1.6, 0.2.1, 0.2.2, 2.4.1, 5.1.4, 7.4.7	1, 2, 3, 4, 5, 7, 8, 11b, 41, 58, 59, 60	2.01.04, 2.01.05, 2.05.01, 2.05.02, 2.08.01, 2.15.05, 2.16.02, 2.16.05
<ul style="list-style-type: none"> Classroom items Simple classroom commands School personnel School locations Locating classroom items Taking inventory 	<ul style="list-style-type: none"> Manage resources Work together Give direction 	<ul style="list-style-type: none"> Identify resources Participate as a team member See things in the mind's eye 	RI/RL.1.1, RI.1.4, SL.K.2, SL.K.3, SL.K.6, SL.1.1(a-c), SL.1.4, SL.1.6, L.1.1(a, b, c, d, g, j, k), L.1.6	0.1.2, 0.1.4, 0.1.5, 6.0.2, 7.3.1, 7.3.2, 7.4.7	5, 9a, 15, 16, 17, 18, 59	2.05.01, 2.05.02, 2.08.01, 2.16.01, 2.16.02, 2.16.05, 2.16.08, 2.16.09, 2.16.12
<ul style="list-style-type: none"> Common classroom & home activities Asking about home activities Calling directory assistance Calling 911 Using a telephone directory 	<ul style="list-style-type: none"> Seek input from others Identify a strong sense of family 	<ul style="list-style-type: none"> Identify goal-relevant activities 	RI/RL.1.1, RI.1.4, RI.1.7, W.1.3, SL.K.2, SL.K.3, SL.K.6, SL.1.1(a-c), SL.1.4, SL.1.6, L.1.1(a, b, c, d, e, g, k), L.1.2.a, L.1.6	0.1.4, 0.1.5, 0.1.6, 0.2.4, 2.1.1, 2.1.2, 2.5.1, 7.4.7	9c, 11a, 12, 13, 19, 59	2.05.02, 2.06.01, 2.06.03, 2.06.05, 2.06.06, 2.10.02, 2.14.07, 2.16.01, 2.16.02, 2.16.05, 2.16.08, 2.16.12
<ul style="list-style-type: none"> Identifying people by appropriate titles Interpreting telephone messages on an answering machine 	<ul style="list-style-type: none"> Respect others & value diversity Use technology 	<ul style="list-style-type: none"> Acquire & evaluate information Work with cultural diversity Work with technology 	RI/RL.1.1, RI.1.2, RI.1.4, RI.1.7, W.1.2, SL.K.2, (a-c), SL.K.3, SL.1.4, SL.K.6, SL.1.1(a-c), SL.1.6, L.1.1 (k, l), L.1.2.c, L.1.2.d, L.1.6	0.1.4, 0.2.3, 0.2.4, 2.1.7, 2.7.2, 4.5.4	1, 4, 9c, 12	2.05.02, 2.06.02, 2.08.01, 2.14.07, 2.16.01, 2.16.02
<ul style="list-style-type: none"> Common classroom & home activities Asking about home activities Learning skill: Alphabetizing Civics: Community service 	<ul style="list-style-type: none"> Meet family responsibilities Work within the big picture Observe critically 	<ul style="list-style-type: none"> Identify goal-relevant activities Responsibility Understand a social system 	RI/RL.1.1, RI.1.2, RI.1.4, W.1.2, W.1.3, SL.K.2, SL.K.3, SL.K.6, SL.1.1(a-c), SL.1.4, SL.1.6, L.1.1(a, b, d, g, k), L.1.6	0.1.4, 0.2.4, 5.6.1, 7.2.3, 7.4.5, 7.4.7	9d, 12, 13, 22, 58, 59	2.07.08, 2.16.05, 2.16.10, 2.16.12
<ul style="list-style-type: none"> Describing people, things, & weather Using the telephone Interpreting a thermometer Weather reports Reading a weather map 	<ul style="list-style-type: none"> Seek input from others 	<ul style="list-style-type: none"> Sociability 	RI/RL.1.1, RI.1.3, RI.1.4, RL.1.7, W.1.3, SL.K.2, SL.K.3, SL.K.6, SL.1.1(a-c), SL.1.4, SL.1.6, L.1.1(a, b, d, f, g, h, k), L.1.6	0.1.2, 0.2.2, 1.1.5, 2.1.8, 2.3.3, 7.4.7	6, 7, 28, 29, 59	2.05.01, 2.05.02, 2.06.01, 2.06.02, 2.13.01, 2.13.03, 2.16.01, 2.16.07, 2.16.11
<ul style="list-style-type: none"> Family relations Common activities Greeting & introducing Learning skill: Categorizing Eye contact & gestures 	<ul style="list-style-type: none"> Identify family relationships Express sense of self Cooperate with others 	<ul style="list-style-type: none"> Sociability Self-esteem Participate as a team member 	RI/RL.1.1, RI.1.4, RI.1.7, W.1.2, W.1.3, SL.K.2, SL.K.3, SL.K.6, SL.1.1(a-c), SL.1.4, SL.1.6, L.1.1(b, d, e, g, h, j, k), L.1.6	0.1.1, 0.1.2, 0.1.4, 0.2.1, 0.2.4, 7.2.3, 7.4.7	6, 9b, 59	2.05.01, 2.05.02, 2.14.01, 2.16.02, 2.16.08, 2.16.11, 2.16.12
<ul style="list-style-type: none"> Family relations Common classroom activities Weather forecasts 	<ul style="list-style-type: none"> Identify family relationships Respect others & value diversity Use technology 	<ul style="list-style-type: none"> See things in the mind's eye Identify goal-relevant activities Work with cultural diversity 	RI/RL.1.1, RI.1.2, RI.1.4, RI.1.7, W.1.2 (a-c), W.1.3, SL.K.2, SL.1.1(a-c), L.1.6	0.1.5, 0.2.3, 2.3.3, 2.7.2	6, 12, 28	2.14.01, 2.16.02

EFF: Equipped for the Future (Content standards, Common activities, & Role maps)
 SCANS: Secretary's Commission on Achieving Necessary Skills (U.S. Department of Labor)
 CCRS: College and Career Readiness Standards for Adult Education (U.S. Department of Education)
 CASAS: Comprehensive Adult Student Assessment System
 LAUSD: Los Angeles Unified School District (ESL Beginning High content standards)
 Florida: Adult ESOL Low Beginning Standardized Syllabi

(*Florida benchmarks 2.15.06, 2.15.07, 2.15.08, 2.16.01, 2.16.02, 2.16.05, 2.16.12, 2.17.01, 2.17.02, and 2.17.03 are covered in every unit and therefore are not included in the listings above.)

Scope and Sequence

ALL-SKILLS COMMUNICATION: LISTENING, SPEAKING, READING, WRITING

Unit	Topics, Vocabulary, & Math	Grammar	Functional Communication	Listening & Pronunciation	Writing
7	<ul style="list-style-type: none"> Places around town Locating places Describing neighborhoods Describing apartments Reading a simple map Apartment ads Cardinal numbers indicating quantity 	<ul style="list-style-type: none"> Prepositions There is /There are Singular/Plural introduction 	<ul style="list-style-type: none"> Expressing gratitude 	<ul style="list-style-type: none"> Listening for information about neighborhoods & apartments Using rising intonation to check understanding 	<ul style="list-style-type: none"> Writing a description of a neighborhood Writing about your apartment building or home
8	<ul style="list-style-type: none"> Clothing Colors Shopping for clothing Money Price tags Cardinal numbers indicating money denominations, prices, & clothing sizes Store receipts 	<ul style="list-style-type: none"> Singular/Plural Adjectives This/That/These/Those 	<ul style="list-style-type: none"> Complimenting 	<ul style="list-style-type: none"> Listening for information about clothing items Pronouncing emphasized words 	<ul style="list-style-type: none"> Writing a description of clothing and colors
Gazette Reading & Writing Workshop	<ul style="list-style-type: none"> Clothing, colors, and cultures Culture concept: People's homes around the world Civics concept: Urban, suburban, and rural communities Interpreting percents in a pie chart 	<ul style="list-style-type: none"> Singular/Plural Adjectives Statements and questions with Verb To Be 	<ul style="list-style-type: none"> Describing clothing Complimenting Describing homes 	<ul style="list-style-type: none"> Listening for information in public address announcements in stores 	<ul style="list-style-type: none"> Writing an e-mail or instant message to describe your neighborhood
9	<ul style="list-style-type: none"> Language & nationalities Everyday activities Civics: Staying informed 	<ul style="list-style-type: none"> Simple present tense 	<ul style="list-style-type: none"> Hesitating 	<ul style="list-style-type: none"> Listening for –s vs. non –s endings in verbs contained in sentences Blending with <i>does</i> 	<ul style="list-style-type: none"> Writing about your city, language, and daily activities Writing information in a chart
10	<ul style="list-style-type: none"> Days of the week Habitual actions People's interests & activities Work schedules Bus destination signs 	<ul style="list-style-type: none"> Simple present tense: Yes/No questions, Negatives, Short answers 	<ul style="list-style-type: none"> Starting a conversation 	<ul style="list-style-type: none"> Listening for information about people's habitual actions Pronouncing reduced <i>of</i> 	<ul style="list-style-type: none"> Writing about usual activities during the week and on the weekend Writing about a work schedule
Gazette Reading & Writing Workshop	<ul style="list-style-type: none"> Languages around the world Interpreting tables with number facts in millions Culture concept: Exercising around the world Employment: Telecommuting 	<ul style="list-style-type: none"> Simple present tense Subject and verb agreement 	<ul style="list-style-type: none"> Describing everyday activities and interests 	<ul style="list-style-type: none"> Listening for information in a recorded telephone announcement 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell about activities & interests
11	<ul style="list-style-type: none"> Calendar Describing frequency of actions Describing people Time expressions Interpreting percentages related to adverbs of frequency 	<ul style="list-style-type: none"> Object pronouns Simple present tense: –s vs. non –s endings Have/Has Adverbs of frequency 	<ul style="list-style-type: none"> Reacting to information 	<ul style="list-style-type: none"> Pronouncing past tense endings Pronouncing deleted <i>h</i> Listening and making deductions 	<ul style="list-style-type: none"> Writing about close friends Writing about daily activities
12	<ul style="list-style-type: none"> Feelings & emotions Describing usual & unusual activities The education system School personnel & locations 	<ul style="list-style-type: none"> Contrast: Simple present & present continuous tenses 	<ul style="list-style-type: none"> Reacting to bad news 	<ul style="list-style-type: none"> Listening to distinguish questions about current vs. habitual actions Pronouncing reduced <i>to</i> 	<ul style="list-style-type: none"> Writing about a typical day in a city or town
Gazette Reading & Writing Workshop	<ul style="list-style-type: none"> Traffic: A global problem Culture concept: Modes of transportation around the world Interpreting tables with number facts in millions The education system: Public schools 	<ul style="list-style-type: none"> Simple present tense Statements and questions with the simple present tense 	<ul style="list-style-type: none"> Describing a problem Describing customary activities 	<ul style="list-style-type: none"> Listening for information in radio news reports 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell about yourself, family, & personal appearance

LIFE SKILLS, CIVICS, TEST PREPARATION, CURRICULUM STANDARDS AND FRAMEWORKS

Life Skills, Civics, & Test Preparation	EFF	SCANS	CCRS	CASAS	LAUSD	Florida
<ul style="list-style-type: none"> Identifying & locating places in the community Identifying rooms, furniture, & fixtures in a residence Inquiring about residences, rentals, & neighborhoods Interpreting a map Apartment ads 	<ul style="list-style-type: none"> Seek input from others Provide for family's safety & needs Cooperate with others 	<ul style="list-style-type: none"> Identify resources Acquire & evaluate information See things in the mind's eye (map) Participate as a team member 	RI/RL.1.1, RI.1.4, RI.1.7, W.1.2, SL.K.2, SL.K.3, SL.K.6, SL.1.1(a-c), SL.1.4, SL.1.6, L.1.1(a, b, c, g, j, k), L.1.2.a, L.1.6	0.1.2, 0.1.4, 1.1.3, 1.4.1, 1.4.2, 2.2.1, 2.5.1, 2.5.3, 6.0.2, 7.4.7	9d, 22, 23, 38, 39, 59	2.05.01, 2.08.01, 2.09.04, 2.11.06, 2.11.08, 2.12.01, 2.12.02, 2.16.06, 2.16.08, 2.16.09
<ul style="list-style-type: none"> Clothing Asking for help Identifying clothing needs Money: Coins, Currency Clothing labels: Sizes, Prices, Colors Price tags Store receipts 	<ul style="list-style-type: none"> Manage resources Seek & receive assistance Resolve conflict & negotiate Be friendly & courteous Meet family responsibilities 	<ul style="list-style-type: none"> Identify resources Serve clients/customers Negotiate Problem solving Sociability 	RI/RL.1.1, RI.1.4, RI.1.7, SL.K.3, SL.K.6, SL.1.1(a-c), SL.1.4, SL.1.6, L.1.1(b, c, d, f, k), L.1.5.a, L.1.6	0.1.4, 1.1.6, 1.1.9, 1.2.1, 1.6.4, 1.3.9, 6.1.1, 7.4.7	9d, 30, 31, 33, 34, 59	2.08.01, 2.08.04, 2.11.01, 2.11.03, 2.11.04, 2.15.01, 2.16.04, 2.16.06, 2.16.07, 2.16.09
<ul style="list-style-type: none"> Clothing Store announcements Describing housing and neighborhoods 	<ul style="list-style-type: none"> Respect others & value diversity Analyze & use information Work with symbolic information Use technology 	<ul style="list-style-type: none"> Work with cultural diversity See things in the mind's eye (pie chart) Sociability 	RI/RL.1.1, RI.1.2, RI.1.4, RI.1.7, W.1.2, (a-c), SL.K.2, SL.K.3, SL.1.4, SL.K.6, SL.1.6, SL.1.1(a-c), L.1.1.1, L.1.2(c, d), L.1.6	0.1.4, 0.2.3, 1.1.3, 1.3.7, 1.3.9, 1.4.1, 2.7.2, 6.4.2, 6.7.4, 6.8.1	33, 34	2.08.01, 2.11.06, 2.15.01
<ul style="list-style-type: none"> Asking for and giving personal information: Name, city, language, daily activities Common activities Social interactions Civics: Staying informed 	<ul style="list-style-type: none"> Express sense of self Promote values, ethics, & cultural heritage Cooperate 	<ul style="list-style-type: none"> Sociability Self-esteem Participate as a team member 	RI/RL.1.1, RI.1.4, W.1.3, SL.K.2, SL.K.3, SL.K.6, SL.1.1(a-c), SL.1.4, SL.1.6, L.1.1(b, c, d, e, g, k), L.1.4.c, L.1.6	0.1.4, 0.2.1, 0.2.4, 7.3.1, 7.3.2, 7.4.7	13, 59	2.05.02, 2.16.01, 2.16.02, 2.16.05
<ul style="list-style-type: none"> Common activities Ordering in a fast food restaurant Days of the week Work schedules Bus routes & signs 	<ul style="list-style-type: none"> Allocate time Offer input on interests Identify strong sense of family 	<ul style="list-style-type: none"> Allocate time Self-management Sociability 	RI/RL.1.1, RI.1.4, RI.1.7, W.1.3, SL.K.2, SL.K.3, SL.K.6, SL.1.4, SL.1.1(a-c), SL.1.6, L.1.1(a, b, d, e, k), L.1.6	0.1.2, 0.1.3, 0.1.4, 0.2.4, 2.2.1, 2.2.2, 2.2.3, 2.6.4, 4.1.6, 4.2.1, 6.7.3, 7.4.7	12, 13, 14a, 24, 37, 55, 59	2.02.04, 2.03.03, 2.05.02, 2.05.03, 2.08.03, 2.09.01, 2.14.07, 2.16.01, 2.16.02, 2.16.05
<ul style="list-style-type: none"> Describe common activities Interpreting recorded telephone announcements 	<ul style="list-style-type: none"> Analyze & use information Work with numbers Respect others & value diversity Use technology 	<ul style="list-style-type: none"> See things in the mind's eye (map) Acquire & evaluate information Work with cultural diversity Work with technology 	RI/RL.1.1, RI.1.2, RI.1.4, RI.1.7, W.1.2, SL.K.2, SL.K.6, SL.1.1(a-c), SL.1.4, SL.1.6, L.1.1(c, e), L.1.6	0.2.3, 1.1.3, 2.1.7, 2.6.1, 2.7.2, 6.8.1	12, 23	2.05.02, 2.08.01
<ul style="list-style-type: none"> Family relations Family responsibilities Describing oneself Describing people at work Asking for tableware (Workbook) 	<ul style="list-style-type: none"> Allocate time Express sense of self Identify strong sense of family Be friendly 	<ul style="list-style-type: none"> Allocate time Self-esteem Sociability 	RI/RL.1.1, RI.1.4, W.1.2, SL.K.3, SL.K.6, SL.1.1(a-c), SL.1.4, SL.1.6, L.1.1(a, b, c, d, e, f, g, k), L.1.2.i, L.1.6	0.1.2, 0.1.4, 0.2.4, 7.4.7, 7.5.5	6, 12, 13, 59	2.02.02, 2.02.04, 2.05.02, 2.05.03, 2.08.03, 2.16.01, 2.16.03, 2.16.05, 2.16.07
<ul style="list-style-type: none"> Describing states of being Asking about home activities School personnel & locations 	<ul style="list-style-type: none"> Identify problems Work within the big picture Identify community resources 	<ul style="list-style-type: none"> Self-management Creative thinking Understand a workplace system 	RI/RL.1.1, RI.1.2, RI.1.4, SL.K.3, SL.K.6, SL.1.1(a-c), SL.1.4, SL.1.6, L.1.1(b, e, f, k), L.1.4.c, L.1.6	0.1.4, 0.2.4, 2.2.2, 2.2.3, 7.4.7	16, 17, 24, 59, 60	2.01.01, 2.05.01, 2.05.02, 2.14.02, 2.16.02, 2.16.07
<ul style="list-style-type: none"> Describing modes of travel to work and school Interpreting traffic information & other information in radio newscasts 	<ul style="list-style-type: none"> Identify problems & solutions Respect others & value diversity Work with numbers Use technology 	<ul style="list-style-type: none"> Acquire & evaluate information Work with cultural diversity 	RI/RL.1.1, RI.1.2, RI.1.4, RI.1.7, W.1.2, SL.K.2, SL.K.6, SL.1.1(a-c), SL.1.4, SL.1.6, L.1.1.1, L.1.2(a, c, d), L.1.6	0.2.3, 2.2.3, 2.7.2, 6.8.1	13, 24	2.08.01, 2.16.02

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Unit	Topics, Vocabulary, & Math	Grammar	Functional Communication	Listening & Pronunciation	Writing
13	<ul style="list-style-type: none"> Occupations Expressing ability Looking for a job Help Wanted signs Want ads Responding to questions in a simple job interview Applying for a driver's license 	<ul style="list-style-type: none"> Can Have to 	<ul style="list-style-type: none"> Apologizing Expressing obligation Invitations 	<ul style="list-style-type: none"> Listening for information about occupational skills Pronouncing <i>can</i> & <i>can't</i> 	<ul style="list-style-type: none"> Filling out a job application form Writing about how to apply for a passport, marriage license, or loan Writing about what you have to do this week Making lists of skills
14	<ul style="list-style-type: none"> Describing future plans & intentions Weather forecasts Telling time Months of the year Seasons Dates Job application forms Ordinal numbers 	<ul style="list-style-type: none"> Future: Going to Time expressions Want to 	<ul style="list-style-type: none"> Asking the time Congratulating Expressing wants Making predictions 	<ul style="list-style-type: none"> Listening for time expressions Pronouncing <i>going to</i> & <i>want to</i> 	<ul style="list-style-type: none"> Writing about plans for tomorrow Writing months of the year Writing dates Filling out a form
Gazette Reading & Writing Workshop	<ul style="list-style-type: none"> Time zones Culture concept: Notions of time and punctuality in different cultures Employment: Part-time workers 	<ul style="list-style-type: none"> Verb: To be Simple present tense Future: Going to Statements and questions with <i>Can</i> 	<ul style="list-style-type: none"> Describing occupation 	<ul style="list-style-type: none"> Listening for movie listing information in a recorded telephone announcement 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell about plans for the weekend Capitalization
15	<ul style="list-style-type: none"> Past actions & activities Ailments Making a doctor's appointment A medical exam Medical appointment cards Medicine labels Numbers: Interpreting a thermometer, medicine labels, & a dosage cup Staying healthy 	<ul style="list-style-type: none"> Past tense: Regular verbs, Introduction to irregular verbs 	<ul style="list-style-type: none"> Saying how you feel Describing an event 	<ul style="list-style-type: none"> Listening to distinguish statements in the present tense vs. the past tense Pronouncing past tense endings 	<ul style="list-style-type: none"> Writing about a party Writing about your meals yesterday
16	<ul style="list-style-type: none"> Reporting past actions & activities Giving reasons Giving excuses Job applications Using clock times in a narrative 	<ul style="list-style-type: none"> Past tense: Yes/No questions, Short answers, WH- questions, More irregular verbs Time expressions 	<ul style="list-style-type: none"> Giving an excuse 	<ul style="list-style-type: none"> Listening for specific information to complete a checklist Pronouncing <i>Did you</i> 	<ul style="list-style-type: none"> Writing about your activities yesterday Filling out a job application form
17	<ul style="list-style-type: none"> Television commercials Biographies & autobiographies Basic foods & food groups Ordering a meal Reading a simple menu Supermarket ads Food labels 	<ul style="list-style-type: none"> To be: Past tense 	<ul style="list-style-type: none"> Recommending products Describing physical states & emotions Telling about the past 	<ul style="list-style-type: none"> Listening to distinguish present vs. past facts Using correct intonation with yes/no questions and WH- questions 	<ul style="list-style-type: none"> Writing a brief autobiography about major life events (born, grew up, went to school, studied, moved) Writing about your childhood Making a shopping list
Gazette Reading & Writing Workshop	<ul style="list-style-type: none"> Advertisements Opposites Culture concept: Shopping around the world Consumer Economics: Shopping with coupons 	<ul style="list-style-type: none"> Tense review Adjectives 	<ul style="list-style-type: none"> Describing products Telling about activities in the past 	<ul style="list-style-type: none"> Listening for information in radio advertisements 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell about what you did today The Writing Process

LIFE SKILLS, CIVICS, TEST PREPARATION, CURRICULUM STANDARDS AND FRAMEWORKS

Life Skills, Civics, & Test Preparation	EFF	SCANS	CCRS	CASAS	LAUSD	Florida
<ul style="list-style-type: none"> • Occupations, abilities, & skills • Asking permission at work • Calling to explain absence • Help wanted signs • Want ads • Police/safety commands & signs 	<ul style="list-style-type: none"> • Express sense of self • Plan: Set a goal • Define what one is trying to achieve • Be tactful • Reflect & evaluate • Work within the big picture 	<ul style="list-style-type: none"> • Identify human resources (work skills) • Self-management: Assess self accurately • Self-esteem • Understand an organizational system • Participate as a team member 	RI/RL.1.1, RI.1.4, RI.1.7, W.1.2, SL.K.2, SL.K.3, SL.K.6, SL.1.1(a-c), SL.1.4, SL.1.6, L.1.1(a, b, d, k), L.1.6	0.1.2, 0.1.3, 0.2.4, 1.9.1, 2.2.2, 2.5.4, 2.5.7, 3.1.1, 3.3.3, 3.4.1, 4.1.2, 4.1.3, 4.1.5, 4.1.6, 4.1.8, 4.3.1, 4.4.1, 7.4.7	10, 14b, 42, 48, 49, 50, 51, 52, 53, 54, 57, 59, 60	2.01.01, 2.01.02, 2.01.03, 2.01.04, 2.01.07, 2.02.01, 2.02.03, 2.03.03, 2.05.01, 2.10.01, 2.10.03, 2.14.07, 2.15.05
<ul style="list-style-type: none"> • Asking & telling time • The calendar • Ordinal numbers • Months of the year • Filling out a form • National holidays in the United States & Canada (Workbook) 	<ul style="list-style-type: none"> • Create & pursue vision & goals • Make a prediction • Identify opportunities for family members to succeed 	<ul style="list-style-type: none"> • Identify goal-relevant activities • Self-management: Set personal goals 	RI/RL.1.1, RI.1.4, RI.1.7, SL.K.2, SL.K.3, SL.K.6, SL.1.1(a-c), SL.1.4, SL.1.6, L.1.1(a, b, d, e, k), L.1.2(b, i), L.1.6	0.1.1, 0.1.2, 0.2.2, 0.2.4, 2.3.1, 2.3.2, 2.3.3, 2.5.4, 2.7.1, 4.1.6, 4.2.1, 7.4.7	3, 7, 13, 25, 26, 40, 55, 59, 60	2.01.03, 2.02.04, 2.05.02, 2.08.01, 2.08.03, 2.09.02, 2.14.07, 2.15.05, 2.16.02, 2.16.03
<ul style="list-style-type: none"> • Identifying time zones • Identifying occupations • Interpreting movie listings in telephone recorded announcements 	<ul style="list-style-type: none"> • Analyze & use information • Work with symbolic information • Respect others & value diversity • Use technology 	<ul style="list-style-type: none"> • Acquire & evaluate information • Identify human resources (occupations) • Work with cultural diversity • Responsibility 	RI/RL.1.1, RI.1.2, RI.1.4, RI.1.7, W.1.2, SL.K.2, SL.K.6, SL.1.1(a-c), SL.1.4, SL.1.6, L.1.1(e, l), L.1.2(a, b, c, d), L.1.6	0.2.3, 2.1.3, 2.1.7, 2.6.2, 2.7.2, 4.1.8	13, 23, 50	2.01.01, 2.06.02, 2.08.02, 2.13.03
<ul style="list-style-type: none"> • Medical care: Parts of the body • Ailments • Calling for medical appointments • Calling for emergency assistance • Over-the-counter medications • Drug labels & dosages • Filling/Refilling prescriptions • Interpreting a Fahrenheit thermometer • Interpreting a dosage cup 	<ul style="list-style-type: none"> • Provide for family's safety & physical needs • Seek & receive assistance 	<ul style="list-style-type: none"> • Self-management • Responsibility 	RI/RL.1.1, RI.1.2, RI.1.4, RI.1.7, W.1.2, SL.K.2, SL.K.3, SL.K.6, SL.1.1(a-c), SL.1.4, SL.1.6, L.1.1(a, b, d, e, k), L.1.2(e, i), L.1.4.c, L.1.6	1.3.7, 2.1.2, 2.1.8, 2.3.2, 2.5.1, 3.1.1, 3.1.2, 3.1.3, 3.3.1, 3.3.2, 3.4.1, 3.5.9, 7.3.1, 7.4.7	19, 20, 21, 27, 32, 43, 44, 45, 46, 59, 60	2.06.05, 2.07.01, 2.07.02, 2.07.03, 2.07.04, 2.07.05, 2.07.06, 2.07.10, 2.08.01, 2.08.03, 2.16.02
<ul style="list-style-type: none"> • Apologizing for lateness at work • Providing information about education & employment record • Safety procedures: Earthquake, Clothing on fire (Workbook) • Eye contact & gestures (Workbook) 	<ul style="list-style-type: none"> • Allocate time • Balance individual roles & needs with those of the organization • Develop & express sense of self 	<ul style="list-style-type: none"> • Responsibility • Integrity • Allocate time 	RI/RL.1.1, RI.1.4, RI.1.7, SL.K.2, SL.K.3, SL.K.6, SL.1.1(a-c), SL.1.4, SL.1.6, L.1.1(a, b, e, k), L.1.6	0.1.1, 0.1.6, 1.3.7, 3.4.2, 4.1.2, 4.1.5, 4.3.1, 7.4.7	11c, 32, 47, 54, 59, 60	2.01.02, 2.01.03, 2.02.01, 2.03.03, 2.05.01, 2.05.02, 2.15.05, 2.16.02
<ul style="list-style-type: none"> • Basic foods & food groups • Food ads & labels • Learning skill: Categorizing • Common containers (Workbook) • System of weights using ounces & pounds (Workbook) 	<ul style="list-style-type: none"> • Promote family members' growth & development • Express sense of self • Use math to solve problems 	<ul style="list-style-type: none"> • Self-management • Serve clients/customers • Responsibility • Self-esteem 	RI/RL.1.1, RI.1.4, RI.1.7, W.1.3, SL.K.2, SL.K.3, SL.K.6, SL.1.1(a-c), SL.1.4, SL.1.6, L.1.1(a, b, c, d, e, f, k), L.1.5.a, L.1.6	0.1.2, 0.1.3, 0.2.1, 0.2.4, 1.3.8, 1.6.1, 2.6.4, 6.1.1, 7.4.7	35, 36, 37, 59, 60	2.05.02, 2.07.09, 2.07.11, 2.11.01, 2.16.02, 2.16.05, 2.16.07, 2.16.10
<ul style="list-style-type: none"> • Interpreting advertisements 	<ul style="list-style-type: none"> • Respect others & value diversity • Use technology 	<ul style="list-style-type: none"> • Acquire & evaluate information • Work with cultural diversity 	RI/RL.1.1, RI.1.2, RI.1.4, RI.1.7, W.1.2, SL.K.2, SL.1.1(a-c), L.1.1, L.1.2, L.1.6	0.2.3, 1.1.7, 1.2.1, 1.2.5, 1.3.1, 2.7.2, 7.2.3	22, 34	2.11.01, 2.16.07, 2.16.10