

Scope and Sequence

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

Unit	Topics & Vocabulary	Grammar	Functional Communication	Listening & Pronunciation	Writing
1	<ul style="list-style-type: none"> Describing habitual & ongoing activities Telling about likes & dislikes Describing frequency of actions Telling about personal background & interests Emergency room check-in Preventing identity theft Civics: U.S. government Reading a social studies textbook lesson 	REVIEW: <ul style="list-style-type: none"> Simple present tense Present continuous tense Subject & object pronouns Possessive adjectives Time expressions 	<ul style="list-style-type: none"> Engaging in small talk about self, family, interests, & leisure activities Asking for & reacting to information Giving personal information 	<ul style="list-style-type: none"> Listening for correct tense & person in information questions Pronouncing reduced <i>are</i> 	<ul style="list-style-type: none"> Writing about studying English Writing about yourself, your family, & your interests Filling out a patient information form Writing the names of current federal, state, & local government officials
2	<ul style="list-style-type: none"> Reporting past activities Mishaps Difficult experiences Describing a trip Apologizing for lateness at work Giving an excuse Traffic accident report Civics: U.S. history 	REVIEW: <ul style="list-style-type: none"> Simple past tense (Regular & irregular verbs) Past continuous tense 	<ul style="list-style-type: none"> Asking for & reporting information Reacting to bad news Apologizing Giving excuses 	<ul style="list-style-type: none"> Listening for correct tense & meaning in information questions Pronouncing <i>Did you</i> 	<ul style="list-style-type: none"> Writing about a trip you took Filling out a traffic accident report Creating a timeline
3	<ul style="list-style-type: none"> Describing future plans & intentions Telling about the future Expressing time & duration Talking on the telephone Plans for the future Asking a favor Calling in sick at work Calling school to report a child's absence Writing a note to the teacher Parent-school communication Reading a campus map 	REVIEW: <ul style="list-style-type: none"> Future: Going to Future: Will Future continuous tense Time expressions Possessive pronouns 	<ul style="list-style-type: none"> Asking & telling about future plans Engaging in small talk about weekend plans Making a telephone call to someone you know Asking a favor Asking to borrow an item 	<ul style="list-style-type: none"> Listening to conversations & making deductions about people's plans Pronouncing <i>going to</i> 	<ul style="list-style-type: none"> Writing about something you're looking forward to Writing a note to the teacher to explain a child's absence
Gazette Reading & Writing Workshop	<ul style="list-style-type: none"> Immigration around the world Ellis Island Interpreting a chart with population statistics Culture concept: Immigrant neighborhoods around the world Interview with an immigrant Idioms Education: Community college new student information 	<ul style="list-style-type: none"> Simple present tense Simple past tense Using present tense to express future Future: Going to Future: Will Parts of speech Combining sentences 	<ul style="list-style-type: none"> Describing neighborhoods Describing personal history Using idiomatic expressions 	<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 what you did last weekend & what you plan to do next weekend Writing a friendly letter

CORRELATION and PLACEMENT KEY

Side by Side Plus 3 correlates with the following 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 Intermediate
BEST Plus 2.0 (Basic English Skills Test)	453–484 (SPL 4)
BEST Literacy	64–67 (SPL 4)
CASAS Reading	201–210
CASAS Listening	200–209
CASAS Writing	201–225
TABE CLAS-E Reading & Writing	483–514
TABE CLAS-E Listening & Speaking	486–525

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

Life Skills, Civics, & Test Preparation	EFF	SCANS/Employment Competencies	CASAS	LAUSD	Florida*
<ul style="list-style-type: none"> Asking & answering personal information questions: name, address, telephone number, social security number, date of birth, place of birth, height, weight, marital status Providing information about family members Checking in at an emergency room Interpreting a narrative reading about identity theft Civics: Describing three branches of government, their functions, & their elected officials Identifying current federal, state, & local government officials 	<ul style="list-style-type: none"> Interact in a way that is friendly Identify family relationships Develop & express sense of self Work together Keep pace with change Provide for family members' safety 	<ul style="list-style-type: none"> Sociability Self-esteem Participate as a member of a team 	0.2.1, 0.2.2, 0.2.4, 5.5.2, 5.5.3, 5.5.4, 5.5.8	1, 2, 3, 32	4.05.01, 4.05.02, 4.05.04, 4.12.03
<ul style="list-style-type: none"> Apologizing & giving a reason for being late for work Critical thinking: Good & bad excuses for being late for work Interpreting & filling out traffic accident reports Civics: U.S. history—major events, historical documents, key leaders Study skill: Creating a history timeline 	<ul style="list-style-type: none"> Work together Reflect & evaluate Understand, interpret, & work with symbolic information 	<ul style="list-style-type: none"> Self-management: Assess self accurately Responsibility Participate as a member of a team See things in the mind's eye (Interpret a diagram) 	0.1.4, 1.9.7, 5.2.1, 5.2.2	4b, 23	4.02.02, 4.02.05, 4.12.04, 4.15.03
<ul style="list-style-type: none"> Calling in sick at work Calling school to report a child's absence Parent-school communication Interpreting a letter to parents from a school principal Identifying U.S. school structure & grading system Describing school expectations for students & parents Interpreting a campus map to locate classrooms, offices, & other facilities 	<ul style="list-style-type: none"> Interact in a way that is friendly Plan: Set a goal Provide for family members' safety & physical needs Understand, interpret, & work with symbolic information 	<ul style="list-style-type: none"> Sociability Allocate time Responsibility Understand an organizational system (high school) See things in the mind's eye (Interpret a chart & a map) 	0.1.2, 0.1.3, 0.1.4, 0.2.4, 2.5.4, 2.5.5	3, 5a, 5b, 10, 11, 12b, 57	4.14.01, 4.14.02, 4.15.12
<ul style="list-style-type: none"> Interpreting narrative readings about immigration & Ellis Island Civics: U.S. immigration Interpreting statistical facts in a table Interpreting telephone messages on an answering machine 	<ul style="list-style-type: none"> Respect others & value diversity Understand, interpret, & work with numerical information Identify family relationships Use technology 	<ul style="list-style-type: none"> Acquire & evaluate information Work with cultural diversity Identify goal-relevant activities Work with technology 	0.2.1, 0.2.3, 2.1.7, 2.7.2, 4.8.7, 7.2.4	1, 9, 18, 50	4.05.01, 4.06.02, 4.15.09, 4.15.12

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 Intermediate Standardized Syllabi

(*Florida benchmarks 4.15.0, 4.16.0, and 4.17.0 are covered in every unit.)

Scope and Sequence

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

Unit	Topics & Vocabulary	Grammar	Functional Communication	Listening & Pronunciation	Writing
4	<ul style="list-style-type: none"> Describing skills Describing actions that have occurred Describing actions that haven't occurred yet Making recommendations Things to do where you live Making lists Employment application procedures Job application forms Employment history Job search strategies 	<ul style="list-style-type: none"> Present perfect tense 	<ul style="list-style-type: none"> Expressing ability Expressing jealousy Engaging in small talk about experiences, movies, books, videos, and restaurants Inquiring about & indicating completion of tasks Expressing satisfaction 	<ul style="list-style-type: none"> Listening to narratives about tasks accomplished & indicating these tasks on a checklist Pronouncing contractions with <i>is</i> & <i>has</i> 	<ul style="list-style-type: none"> Making a checklist of tasks done at school, at work, or at home Writing about things you have done & haven't done in the place where you live Filling out a job application form
5	<ul style="list-style-type: none"> Discussing duration of activity Medical symptoms & problems Career advancement Telling about family members Job interview Giving employment history Cover letters & resumes Employee manual: Workplace policies & expectations 	<ul style="list-style-type: none"> Present perfect vs. present tense Present perfect vs. past tense Since/For Time expressions 	<ul style="list-style-type: none"> Asking for & reporting information Engaging in small talk about interests & experiences Reacting to information Asking for clarification 	<ul style="list-style-type: none"> Listening for information about time & duration in conversations Pronouncing reduced <i>have</i> & <i>has</i> 	<ul style="list-style-type: none"> Writing a story about your English teacher Writing about your activities & interests Writing a cover letter & a simple resume
Gazette Reading & Writing Workshop	<ul style="list-style-type: none"> "24/7" work schedules Culture concept: Unique jobs around the world Interview with a working couple about their work schedule Interpreting a bar graph with information about vacation time in different countries Idioms Career exploration: Finding the job that is right for you 	<ul style="list-style-type: none"> Present perfect tense Simple present tense Since/For Common nouns & proper nouns 	<ul style="list-style-type: none"> Describing people's work schedules Giving your opinion Describing vacation time in different countries Using idiomatic expressions 	<ul style="list-style-type: none"> Listening to voice-mail messages at work 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell about things you have done The Writing Process
6	<ul style="list-style-type: none"> Discussing duration of activity Reporting household repair problems Describing tasks accomplished Describing experiences Job interviews Renting an apartment Lease information Apartment rules Utility bills Housing maintenance & repairs Yellow pages 	<ul style="list-style-type: none"> Present perfect continuous tense Since/For Time expressions 	<ul style="list-style-type: none"> Asking for & reporting information Expressing surprise Expressing nervousness Reassuring someone Asking about & telling about previous experiences 	<ul style="list-style-type: none"> Listening for particular forms of verbs in sentences Listening & making deductions about who is speaking Pronouncing reduced <i>for</i> 	<ul style="list-style-type: none"> Writing about places where you have lived, worked, & gone to school Making a list of apartment building rules
7	<ul style="list-style-type: none"> Discussing recreation preferences Discussing things you dislike doing Habits Describing talents & skills Telling about important decisions Requests at work Thanking someone Borrow & lending Workplace notes & messages "Small talk" at work 	<ul style="list-style-type: none"> Gerunds Infinitives Review: Present perfect & present perfect continuous tenses 	<ul style="list-style-type: none"> Engaging in small talk about leisure activities Introducing yourself Attracting someone's attention Offering & responding to advice Expressing envy Expressing appreciation Sharing news about future plans Congratulating 	<ul style="list-style-type: none"> Listening & making deductions about the context of conversations Pronouncing reduced <i>to</i> 	<ul style="list-style-type: none"> Writing about an important decision Making a list of topics for small talk

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

Life Skills, Civics, & Test Preparation	EFF	SCANS/Employment Competencies	CASAS	LAUSD	Florida*
<ul style="list-style-type: none"> • Job responsibilities • Following a sequence of employment application procedures • Describing employment history including employer, dates of employment, position, salary, supervisor, & reason for leaving • Identifying sources of job opportunities • Identifying job search strategies 	<ul style="list-style-type: none"> • Interact in a way that is friendly • Create & pursue vision & goals • Work together • Plan: Develop an organized approach of activities & objectives 	<ul style="list-style-type: none"> • Sociability • Self-management: Monitor progress • Decision-making • Allocate time • Understand an organizational system (workplace operations) • Identify goal-relevant activities • Self-management: Set personal goals • Participate as a member of a team • Identify human resources (occupations & work skills) 	0.2.2, 0.2.4, 4.1.2, 4.1.3, 4.1.5, 4.6.1, 4.6.4	2, 3, 42, 43, 44, 45, 47b	4.01.01, 4.01.02, 4.01.04, 4.01.05, 4.01.06
<ul style="list-style-type: none"> • Describing medical symptoms & problems during an examination • Describing family members • Career advancement • Job interview • Describing work experience • Cover letters & resumes • Interpreting a new employee manual • Identifying workplace policies & expectations 	<ul style="list-style-type: none"> • Identify problems • Identify a strong sense of family • Identify family relationships • Work together • Create & pursue vision & goals • Exercise rights & responsibilities 	<ul style="list-style-type: none"> • Understand an organizational system (workplace) • Participate as a member of a team • Identify human resources (occupations & work skills) 	0.1.6, 0.2.1, 0.2.3, 0.2.4, 4.1.2, 4.1.5, 4.2.1, 4.2.4	1, 3, 7, 9, 43, 44, 46	4.01.01, 4.01.02, 4.01.03, 4.01.05, 4.01.06, 4.01.07
<ul style="list-style-type: none"> • Interpreting a narrative reading about work schedules • Describing working parents' activities & responsibilities • Interpreting statistical information in a bar graph • Interpreting voice-mail messages at the workplace 	<ul style="list-style-type: none"> • Keep pace with change • Respect others & value diversity • Identify a strong sense of family • Identify supportive family relationships • Provide for family members' safety & physical needs • Analyze & use information • Understand, interpret, & work with numbers • Use technology 	<ul style="list-style-type: none"> • Work with cultural diversity • Acquire & evaluate information • See things in the mind's eye (Interpret a bar graph) • Work with technology 	0.2.3, 2.1.7, 4.8.7, 6.7.2	9, 18, 50	4.01.01, 4.01.02, 4.02.01, 4.02.02, 4.06.02, 4.15.09, 4.15.12
<ul style="list-style-type: none"> • Reporting apartment maintenance & repair problems • Job interview • Job responsibilities • Inquiring about lease information when renting an apartment • Apartment building rules & regulations • Interpreting utility bills • Credit ratings • Interpreting an apartment building notice to tenants • Interpreting yellow pages listings 	<ul style="list-style-type: none"> • Provide for family members' safety & physical needs • Develop & express sense of self • Work together • Manage resources • Analyze & use information 	<ul style="list-style-type: none"> • Allocate time • Identify goal-relevant activities • Self-esteem • Understand a social system (apartment building rules & regulations) • Participate as a member of a team • Acquire & evaluate information 	1.4.2, 1.5.3, 1.8.1, 1.8.2, 4.1.5	25, 26, 27, 43	4.01.06, 4.05.03, 4.06.04, 4.06.05, 4.08.03, 4.11.07, 4.11.08
<ul style="list-style-type: none"> • Making & responding to requests at work • Workplace tasks • Borrowing & lending items • Thanking someone • Workplace notes • Workplace e-mail messages • Making small talk at work • Understanding the importance of small talk • Interpreting paycheck & pay stub information 	<ul style="list-style-type: none"> • Interact in a way that is friendly • Advocate & influence • Develop & express sense of self • Interact in a way that is courteous • Create & pursue vision & goals • Work together • Interact in a way that is tactful 	<ul style="list-style-type: none"> • Sociability • Self-esteem • Identify goal-relevant activities • Self-management: Set personal goals • Participate as a member of a team • Understand an organizational system (workplace operations) 	0.1.3, 0.1.4, 0.2.4, 4.6.4	3, 4a, 5a, 5b, 5e, 47d	4.01.02, 4.02.05, 4.02.06

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

Unit	Topics & Vocabulary	Grammar	Functional Communication	Listening & Pronunciation	Writing
8	<ul style="list-style-type: none"> Discussing things people had done Discussing preparations for events Describing consequences of being late Describing accomplishments Scheduling medical appointments Medical appointment cards Medical history forms Preventive care recommendations Public health information Nutrition: A healthy plate Reading a health textbook lesson 	<ul style="list-style-type: none"> Past perfect tense Past perfect continuous tense 	<ul style="list-style-type: none"> Asking for & reporting information Engaging in small talk about leisure activities Sharing news about someone Discussing feelings Sharing experiences 	<ul style="list-style-type: none"> Listening to questions & choosing the correct response Pronouncing reduced <i>had</i> 	<ul style="list-style-type: none"> Writing about plans that fell through Writing about something you accomplished
Gazette Reading & Writing Workshop	<ul style="list-style-type: none"> The Jamaican bobsled team Culture concept: Children & sports training around the world Interview with an athlete Interpreting a line graph with number facts Idioms Health: Immunizations & vaccines 	<ul style="list-style-type: none"> Gerunds Infinitives 	<ul style="list-style-type: none"> Describing popular sports & children's sports training Using idiomatic expressions 	<ul style="list-style-type: none"> Listening to sports broadcasts on the radio 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell about a favorite hobby The Writing Process
9	<ul style="list-style-type: none"> Discussing when things are going to happen Remembering & forgetting Discussing obligations Asking for & giving advice School assignments Making plans by telephone Talking about important people in your life Shopping for clothing Identifying bargains Returning & exchanging defective items Advertisements Store coupons 	<ul style="list-style-type: none"> Two-word verbs: Separable, Inseparable 	<ul style="list-style-type: none"> Asking for & reporting information about future events Reminding someone Remembering & forgetting Making & responding to invitations Expressing obligation Asking for & offering advice 	<ul style="list-style-type: none"> Listening to determine subject matter of conversations Pronouncing linked "t" between vowels 	<ul style="list-style-type: none"> Writing letters to offer advice Writing about someone you admire
10	<ul style="list-style-type: none"> Coincidences Asking for & giving reasons Describing people's backgrounds, interests, & personalities Looking for a job Referring people to someone else Discussing opinions Describing people's similarities & differences Requesting help at work Giving & following a sequence of instructions Operating equipment Career advancement Continuing education Developing a personal education plan Career education: Career counselor profile 	<ul style="list-style-type: none"> Connectors: And . . . too And . . . either So, But, Neither Correcting run-on sentences 	<ul style="list-style-type: none"> Engaging in small talk Giving excuses Asking for & reporting information Offering a suggestion Describing family members 	<ul style="list-style-type: none"> Listening to determine subject matter of conversations Pronouncing contrastive stress 	<ul style="list-style-type: none"> Writing about how you & another person are the same & different Punctuation The Writing Process
Gazette Reading & Writing Workshop	<ul style="list-style-type: none"> Traditions, customs, modern life, & the ways people meet Interpreting a bar graph with number facts about social behavior in different countries Culture concept: Wedding customs & traditions around the world Interviews with couples about how they met Idioms 	<ul style="list-style-type: none"> Two-word verbs: Separable, Inseparable Simple present tense Simple past tense 	<ul style="list-style-type: none"> Describing customs & traditions Describing how people met Using idiomatic expressions 	<ul style="list-style-type: none"> Listening to answering machine messages to make deductions about people's likes & plans 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell about a best friend

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

Life Skills, Civics, & Test Preparation	EFF	SCANS/Employment Competencies	CASAS	LAUSD	Florida*
<ul style="list-style-type: none"> • Making, confirming, rescheduling, & canceling medical appointments • Interpreting medical appointment cards • Identifying public health clinics & other medical offices offering free or inexpensive medical care • Medical history forms • Preventive care recommendations • Immunizations • Medical screening tests available in the community • Public health information • Nutrition: A healthy plate 	<ul style="list-style-type: none"> • Create & pursue vision & goals • Manage resources • Develop & express sense of self • Provide for family members' safety & physical needs • Identify community needs & resources • Analyze & use information 	<ul style="list-style-type: none"> • Identify goal-relevant activities • Self-management: Set personal goals • Allocate resources • Acquire & evaluate information • See things in the mind's eye (Interpret a chart & a diagram) 	0.2.4, 1.1.1, 1.1.7, 3.1.1, 3.2.1, 3.2.2	3, 31, 36, 37, 38, 39, 40, 41	4.05.03, 4.07.01, 4.07.03, 4.07.05, 4.07.06, 4.07.07, 4.07.08, 4.07.09
<ul style="list-style-type: none"> • Interpreting a narrative reading about international sports • Interpreting statistical facts in a line graph • Interpreting sports broadcasts on the radio 	<ul style="list-style-type: none"> • Respect others & value diversity • Analyze & use information • Understand, interpret, & work with numbers 	<ul style="list-style-type: none"> • Work with cultural diversity • Self-management: Set personal goals • Acquire & evaluate information • See things in the mind's eye (Interpret a line graph) 	0.2.1, 0.2.3, 4.8.7, 6.7.1	1, 9, 50	4.05.01, 4.15.09, 4.15.12
<ul style="list-style-type: none"> • Family chores & responsibilities • Feedback on performance • Child-rearing • Offering assistance to a customer • Asking for clothing in a store • Describing clothing • Identifying sale prices & bargains • Returning & exchanging defective products • Interpreting store advertisements • Calculating sale prices • Comparing products & prices at different stores • Interpreting food product coupons 	<ul style="list-style-type: none"> • Manage resources • Identify supportive family relationships • Meet family needs & responsibilities • Guide & support others • Work together • Gather, analyze, & use information 	<ul style="list-style-type: none"> • Identify goal-relevant activities • Self-management: Assess self accurately • Responsibility • Participate as a member of a team • Allocate money • Acquire & evaluate information 	1.2.1, 1.2.2, 1.2.3, 1.3.3, 1.3.5, 1.3.9	28, 29, 30	4.08.02, 4.11.01, 4.11.02, 4.11.04, 4.11.06, 4.11.10, 4.15.12
<ul style="list-style-type: none"> • Job interview • Requesting & offering help at work • Giving & following a sequence of instructions for operating equipment at work • Identifying skills, education, & positive job evaluations necessary for job retention & promotion • Identifying appropriate behavior, attire, attitudes, & social interactions for job retention & promotion • Identifying programs & classes available in adult & career education 	<ul style="list-style-type: none"> • Interact in a way that is friendly • Develop & express sense of self • Guide & support others • Identify a strong sense of family • Seek & receive assistance • Give direction • Work together • Create & pursue vision & goals • Analyze & use information • Keep pace with change • Plan: Set a goal; Develop an organized approach of activities & objectives 	<ul style="list-style-type: none"> • Sociability • Teach others new skills • Participate as a member of a team • Acquire & evaluate information • Identify goal-relevant activities • Self-management: Set personal goals 	0.1.4, 0.2.1, 0.2.4, 2.5.5, 4.8.2, 7.1.1	1, 3, 4b, 13, 47b, 48, 53	4.03.01, 4.03.02, 4.03.03, 4.03.04, 4.05.01, 4.05.02, 4.05.04
<ul style="list-style-type: none"> • Interpreting statistical facts in a bar graph • Interpreting answering machine messages 	<ul style="list-style-type: none"> • Respect others & value diversity • Identify the family system • Analyze & use information • Understand, interpret, & work with numbers • Use technology 	<ul style="list-style-type: none"> • Work with cultural diversity • See things in the mind's eye (Interpret a bar graph) • Work with technology 	0.2.1, 0.2.3, 4.8.7, 6.7.2	1, 9, 50	4.06.02, 4.15.09, 4.15.12