

Scope and Sequence

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

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

Unit	Topics, Vocabulary, & Math	Grammar	Functional Communication	Listening & Pronunciation	Writing	Life Skills, Civics, & Test Preparation	EFF	SCANS/Employment Competencies	CASAS	LAUSD	Florida*
1	<ul style="list-style-type: none"> Describing present, past, & future actions Birthdays & gifts Telling about friendships Days of the week Months of the year Seasons The calendar & dates Reading a date using ordinal numbers School registration The American education system 	<ul style="list-style-type: none"> Tense review: Simple Present, Present Continuous, Simple Past, Future: Going to Like to Time expressions Indirect object pronouns 	<ul style="list-style-type: none"> Talking about likes & dislikes Describing future plans & intentions 	<ul style="list-style-type: none"> Listening for correct tense in information questions Pronouncing contrastive stress 	<ul style="list-style-type: none"> Writing about your last birthday Writing about a friendship Filling out a personal information form Filling out a school registration form 	<ul style="list-style-type: none"> Asking & answering personal information questions Providing information about family members Calendars, dates, & ordinal numbers Writing months, days, & dates Writing ordinal numbers Registering for school Reading a community center activity calendar Identifying types of schools The American education system 	<ul style="list-style-type: none"> Interact in a way that is friendly Identify family relationships Identify supportive friendships Work together 	<ul style="list-style-type: none"> Sociability Allocate time Participate as a member of a team Understand an organizational system (the education system) 	0.1.2, 0.1.6, 0.2.1, 0.2.2, 0.2.4, 2.3.2, 2.5.5	1, 2, 3, 4, 5, 6, 7a, 11e, 13, 25	3.05.01, 3.08.03, 3.08.04, 3.14.01, 3.14.02, 3.14.04, 3.16.02
2	<ul style="list-style-type: none"> Food Buying food Being a guest at mealtime Describing food preferences School personnel & locations Reading a school floor plan Reading skill: Facts & inferences Following written instructions Technology: Setting up a computer 	<ul style="list-style-type: none"> Count/Non-count nouns 	<ul style="list-style-type: none"> Asking the location of items Making a suggestion Complimenting about food 	<ul style="list-style-type: none"> Listening for key words to determine subject matter of conversations Pronouncing reduced for 	<ul style="list-style-type: none"> Making a list of foods in the kitchen and their location Writing about favorite foods Writing about school Writing information in a chart 	<ul style="list-style-type: none"> School personnel & locations Classroom instructions School registration Reading a class schedule The education system Learning skills: Chronological order, Steps in a process Reading a diagram Technology: Setting up a computer 	<ul style="list-style-type: none"> Manage resources: Identify those resources you have; Determine where they are Understand, interpret, and work with symbolic information Use technology 	<ul style="list-style-type: none"> Identify resources See things in the mind's eye (Interpret a diagram) Understand an organizational system (a school; the education system) Work with technology 	0.1.2, 0.1.4, 0.1.5, 2.5.5, 4.5.1, 4.5.2	9a, 10c, 12, 13, 14, 15, 59, 60, 61	3.04.01, 3.07.05, 3.14.02, 3.14.03, 3.16.06
3	<ul style="list-style-type: none"> Buying food Describing food Eating in a restaurant Recipes Units of measure & abbreviations Supermarket sections Reading a store directory Supermarket receipts Food labels Restaurant menus Dollar amounts in numerals 	<ul style="list-style-type: none"> Partitives Count/Non-count nouns Imperatives 	<ul style="list-style-type: none"> Asking for information Asking for and making recommendations about food Giving and following instructions 	<ul style="list-style-type: none"> Listening for key words to determine subject matter of conversations Pronouncing of before consonants & vowels 	<ul style="list-style-type: none"> Making a shopping list Writing a recipe Writing about a special meal Writing about a supermarket 	<ul style="list-style-type: none"> Food containers & quantities Food weights & measures: Abbreviations Asking about availability & location of items in a store Food advertisements Food packaging & label information Reading a supermarket receipt Reading a menu & computing costs Ordering a meal Learning skill: Categorizing food 	<ul style="list-style-type: none"> Manage resources Understand, interpret, & work with numbers Work together Gather, analyze, & use information 	<ul style="list-style-type: none"> Identify resources Allocate money Serve clients/customers Participate as a member of a team Acquire & evaluate information 	0.1.2, 0.1.3, 1.1.4, 1.1.7, 1.2.1, 1.2.2, 1.3.8, 1.3.9, 1.6.1, 2.6.4, 3.5.1, 6.6.4, 8.1.4	27, 30, 31, 32, 34, 35, 36	3.07.05, 3.08.05, 3.11.01, 3.11.03, 3.12.03, 3.16.06
Gazette	<ul style="list-style-type: none"> Food shopping Ordering fast food Interpreting statistics about food Culture concept: Where people shop for food around the world 	<ul style="list-style-type: none"> Simple past tense Present tense Count/Non-count nouns 	<ul style="list-style-type: none"> Describing people's customs & consumer behavior 	<ul style="list-style-type: none"> Listening to & interpreting announcements in a supermarket correctly 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell about the meals you eat 	<ul style="list-style-type: none"> Interpreting a reading about customs & consumer behavior Interpreting statistical facts Ordering fast food Interpreting store announcements 	<ul style="list-style-type: none"> Analyze information Identify community needs & resources Respect others & value diversity 	<ul style="list-style-type: none"> Acquire & evaluate information Identify resources Work with cultural diversity 	0.1.2, 1.1.7, 1.3.8	34, 36	3.07.05, 3.15.12, 3.16.02, 3.16.06
4	<ul style="list-style-type: none"> Telling about the future Identifying life events Health problems & injuries Probability Possibility Talking about favorite season Warnings Calling in sick Calling school to report absence Cross-cultural expectations Reading skill: Signal words 	<ul style="list-style-type: none"> Future tense: Will Time expressions Might 	<ul style="list-style-type: none"> Asking & telling about future events Asking for and making predictions Asking for repetition Expressing fears Providing reassurance Social interaction: Offers & invitations 	<ul style="list-style-type: none"> Listening to & responding appropriately to a speaker in a telephone conversation Pronouncing going to 	<ul style="list-style-type: none"> Writing a note to a child's teacher to explain an absence Writing about your future Writing about plans for the weekend Writing invitations 	<ul style="list-style-type: none"> Small talk at work & at school Invitations & offers Asking for clarification Interpreting a narrative reading about cross-cultural expectations 	<ul style="list-style-type: none"> Interact in a way that is friendly Seek input from others Identify problems Provide for family members' needs Create a vision & goals for the future Respect others & value diversity 	<ul style="list-style-type: none"> Sociability Identify goal-relevant activities Identify workplace safety problems & state warnings Self-management Responsibility Work with cultural diversity 	0.1.2, 0.1.4, 0.1.6, 0.2.4, 2.5.5, 4.4.1	7, 9, 11, 16a, 55a	3.02.01, 3.02.02, 3.02.03, 3.03.02, 3.05.02, 3.05.03, 3.05.04, 3.07.03, 3.15.12, 3.16.02
5	<ul style="list-style-type: none"> Making comparisons Advice Expressing opinions Agreement & disagreement Teenager & parent relationships Community features & problems Shopping Advertisements Reading skill: Inference questions Civics: Letters to the editor 	<ul style="list-style-type: none"> Comparatives Should Possessive pronouns 	<ul style="list-style-type: none"> Asking for & giving advice Agreeing & disagreeing Comparing things, places, & people Exchanging opinions Compliments 	<ul style="list-style-type: none"> Listening to determine the subject matter of a conversation Pronouncing yes/no questions with or 	<ul style="list-style-type: none"> Writing about a comparison of two places Writing a letter to the editor of a newspaper 	<ul style="list-style-type: none"> Small talk at work & at school Thank-you notes Expressing opinions Teenager & parent relationships Community features & problems Comparing store products Interpreting advertisements Letters to the editor 	<ul style="list-style-type: none"> Seek input from others Guide & support others Identify supportive family relationships Meet family needs & responsibilities Advocate & influence Gather, analyze, & use information Work together 	<ul style="list-style-type: none"> Sociability Decision making Understand a social system (community) Acquire & evaluate information Participate as a member of a team 	0.1.2, 0.1.4, 0.2.4, 1.2.1, 1.2.2	7, 10, 32	3.02.03, 3.03.02, 3.05.01, 3.05.02, 3.05.03, 3.05.04, 3.11.03, 3.14.01, 3.16.03

CORRELATION and PLACEMENT KEY

Side by Side Plus 2 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:

www.pearsonlongman.com/sidebysideplus

NRS (National Reporting System) Educational Functioning Level	High Beginning
SPL (Student Performance Level)	3
CASAS (Comprehensive Adult Student Assessment System)	191–200
BEST Plus (Basic English Skills Test)	418–438
BEST Oral Interview	29–41
BEST Literacy	36–46

EFF: Equipped for the Future (Content standards, Common activities, & Key activities for Citizen/Community Member, Worker, & Parent/Family role maps; EFF Communication and Reflection/Evaluation skills are covered in every unit)

SCANS: Secretary's Commission on Achieving Necessary Skills (U.S. Department of Labor)

CASAS: Comprehensive Adult Student Assessment System

LAUSD: Los Angeles Unified School District (ESL Beginning High content standards)

Florida: Adult ESOL High Beginning Standardized Syllabi

(*Florida benchmarks 3.15.01, 3.15.02, 3.15.03, 3.15.04, 3.15.05, 3.15.11, 3.15.13, 3.16.01, 3.16.02, 3.16.05, 3.16.06, 3.16.07, 3.16.09, 3.17.01, 3.17.02, and 3.17.03 are covered in every unit.)

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

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6	<ul style="list-style-type: none"> Describing people, places, & things Shopping in a department store Expressing opinions Store directories Returning & exchanging items Using an ATM Checks Store return policies Identifying different types of stores and comparing prices, quality of products, convenience, & service 	<ul style="list-style-type: none"> Superlatives 	<ul style="list-style-type: none"> Expressing an opinion Offering assistance 	<ul style="list-style-type: none"> Listening to determine a speaker's attitude or opinion Pronouncing linking words with duplicated consonants 	<ul style="list-style-type: none"> Writing about the most important person in your life Writing checks to pay bills 	<ul style="list-style-type: none"> Expressing pride in a child's personal qualities Shopping requests & locating items Comparing store prices, products, convenience, & service Learning skills: Steps in a process; Categorizing types of products Understanding ATM instructions Interpreting a check Problems with purchases Returning & exchanging items Store sales 	<ul style="list-style-type: none"> Interact in a way that is friendly Identify a strong sense of family Advocate & influence Identify community resources Use technology to accomplish goals Work together Gather, analyze, & use information Use technology 	<ul style="list-style-type: none"> Sociability Integrity/Honesty Serve clients/customers Identify resources Participate as a member of a team Acquire & evaluate information Work with technology 	0.1.3, 0.1.4, 1.3.3, 1.3.9, 1.6.3, 1.8.1, 1.8.2, 8.1.4	10a, 28, 29, 30, 33, 59	3.08.05, 3.08.06, 3.11.02, 3.11.03, 3.16.03
Gazette	<ul style="list-style-type: none"> Interpreting numerical and descriptive facts about world records and geographic features Culture concept: Recreation & entertainment around the world 	<ul style="list-style-type: none"> Superlatives Adjectives with negative prefixes 	<ul style="list-style-type: none"> Interpreting factual statements Describing 	<ul style="list-style-type: none"> Listening to and interpreting radio advertisements correctly 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell about a favorite vacation place 	<ul style="list-style-type: none"> Interpreting statistical facts Interpreting radio advertisements 	<ul style="list-style-type: none"> Analyze & use information Understand, interpret, & work with numbers Respect others & value diversity 	<ul style="list-style-type: none"> Acquire & evaluate information Work with cultural diversity 	0.1.3, 1.3.9	30	3.15.12, 3.16.03
7	<ul style="list-style-type: none"> Getting around town Places in the community Public transportation Following a map or diagram indicating directions to a destination Schedules of building hours Bus schedules Traffic & safety signs Safe driving practices 	<ul style="list-style-type: none"> Imperatives Directions 	<ul style="list-style-type: none"> Giving & following instructions Asking for repetition Asking for & giving recommendations 	<ul style="list-style-type: none"> Listening for specific information in directions Listening to make deductions about the location of conversations Pronouncing <i>could you</i> & <i>would you</i> 	<ul style="list-style-type: none"> Drawing a map & writing directions to your home Writing about how to get to different places in the community Drawing schedule signs found in the community Drawing traffic signs found in the community 	<ul style="list-style-type: none"> Interpreting schedules Locating places on a map Compass directions Reading a bus schedule Traffic & safety signs & symbols Police commands & traffic signs Postal services Simple written directions Drawing a map Safe driving practices 	<ul style="list-style-type: none"> Identify community resources Seek & receive assistance Give direction Understand, interpret, & work with numbers & symbolic information Gather, analyze, & use information Reflect & evaluate Provide for family members' safety & physical needs 	<ul style="list-style-type: none"> Identify resources Communicate information See things in the mind's eye (Interpret a simple route map; Draw a simple route map; Interpret symbols on signs) Acquire & evaluate information Problem solving 	0.1.2, 1.1.4, 1.9.1, 2.2.1, 2.2.2, 2.4.2, 2.4.4, 2.5.4, 2.6.1, 2.6.2, 6.6.4	8a, 22, 23, 24, 31, 41, 42	3.02.02, 3.08.02, 3.09.02, 3.09.03, 3.09.04, 3.09.05, 3.09.06, 3.12.01, 3.12.02, 3.15.08
8	<ul style="list-style-type: none"> Describing people's actions Occupations Describing plans & intentions Consequences of actions Job interview Stating skills & work experience Asking for permission at work Help wanted ads Reading a paycheck & pay stub Employee accident report 	<ul style="list-style-type: none"> Adverbs Comparative of adverbs Agent nouns If-clauses 	<ul style="list-style-type: none"> Expressing an opinion Expressing agreement Asking for & giving feedback about job performance Asking about & giving information about future plans Giving & receiving advice 	<ul style="list-style-type: none"> Listening to determine the correct consequences of actions Pronouncing contrastive stress 	<ul style="list-style-type: none"> Writing about something you want to do and the consequences of doing it Filling out a job application form Filling out an employee accident report form 	<ul style="list-style-type: none"> Help wanted ads (with abbreviations) Job interview questions about skills & work history Describing a work schedule Calling in sick & late Requesting a schedule change Employee accident reports Reading a paycheck & pay stub Nonverbal behavior at the job interview Identifying ways to improve performance at work & at school 	<ul style="list-style-type: none"> Cooperate with others Work together Seek input from others Guide & support others Work within the big picture Create goals Reflect & evaluate Gather, analyze, & use information Work together 	<ul style="list-style-type: none"> Participate as a member of a team Self-management: Monitor progress Responsibility Decision making Self-esteem Identify human resources (occupations; work skills) Problem solving Acquire & evaluate information Participate as a member of a team 	0.1.3, 0.2.1, 0.2.2, 4.1.2, 4.1.3, 4.1.5, 4.1.6, 4.1.7, 4.2.1, 4.3.4, 4.4.1, 4.4.3, 4.6.5	8, 51, 52, 53, 54, 55, 56, 57	3.01.01, 3.01.02, 3.01.03, 3.01.05, 3.01.06, 3.02.01, 3.02.02, 3.02.03, 3.02.04, 3.05.01, 3.16.08
Gazette	<ul style="list-style-type: none"> Tips for a successful job interview Occupations Culture concept: Men's & women's jobs in different countries 	<ul style="list-style-type: none"> Adverbs Agent nouns 	<ul style="list-style-type: none"> Interpreting advice Describing self 	<ul style="list-style-type: none"> Listening to & interpreting announcements at a workplace correctly 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell about your skills & activities 	<ul style="list-style-type: none"> Identifying appropriate job interview behaviors, including dress, promptness, eye contact, speaking style, honesty, & confidence Identifying occupations Interpreting announcements over a workplace P.A. system 	<ul style="list-style-type: none"> Analyze & use information Develop & express sense of self Interact in a way that is friendly & courteous Respect others & value diversity 	<ul style="list-style-type: none"> Acquire & evaluate information Self-esteem Integrity/Honesty Sociability Work with cultural diversity 	0.2.1, 4.1.5, 4.1.6, 4.1.7	53, 54	3.01.01, 3.01.02, 3.01.06, 3.02.02, 3.02.03, 3.03.02, 3.05.02, 3.05.03, 3.05.04, 3.15.12, 3.16.08
9	<ul style="list-style-type: none"> Describing ongoing past activities Describing an accident Reporting a home emergency Emergency preparedness First-aid instructions Warning labels on household products Safety procedures: Earthquakes & hurricanes 	<ul style="list-style-type: none"> Past continuous tense Reflexive pronouns While-clauses 	<ul style="list-style-type: none"> Asking about & giving information about past events Expressing concern about someone Expressing sympathy Reacting to bad news Describing a sequence of events 	<ul style="list-style-type: none"> Listening to make deductions about the context of conversations Pronouncing <i>did</i> & <i>was</i> 	<ul style="list-style-type: none"> Writing about preference for doing things alone or with other people 	<ul style="list-style-type: none"> Calling 911 First-aid instructions Describing a suspect's physical characteristics to the police Warning labels on household products Interpreting emergency procedures on safety posters Learning skills: Categorizing words, Word sets 	<ul style="list-style-type: none"> Interact in a way that is friendly Identify problems Develop & express sense of self Identify resources Provide for family members' safety & physical needs Work together Reflect & evaluate 	<ul style="list-style-type: none"> Sociability Self-esteem Communicate information Participate as a member of a team Problem solving 	0.1.2, 0.1.4, 0.2.2, 0.2.4, 2.1.2, 3.4.1, 3.4.2, 3.4.3, 7.2.3	3, 6, 7a, 7b, 10b, 20, 48, 49, 50, 64	3.05.01, 3.06.01, 3.10.01, 3.10.02, 3.13.01, 3.14.01, 3.15.07, 3.16.02

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10	<ul style="list-style-type: none"> Expressing past & future ability Expressing past & future obligation Giving an excuse Renting an apartment Housing ads Reading a floor plan Requesting maintenance & repairs Building rules & regulations 	<ul style="list-style-type: none"> Could Be able to Have got to Too + adjective 	<ul style="list-style-type: none"> Asking and telling about ability to do things Expressing obligation Describing physical states & emotions 	<ul style="list-style-type: none"> Listening for correct situation or context Pronouncing <i>have to</i> & <i>have got to</i> 	<ul style="list-style-type: none"> Writing about a time you were frustrated, disappointed, or upset Writing about an apartment or home Drawing a floor plan Writing a housing ad 	<ul style="list-style-type: none"> Housing ads (with abbreviations) Inquiring about rentals Describing maintenance & repairs needed in a rental unit Interpreting a floor plan/diagram Interpreting an apartment building regulations notice 	<ul style="list-style-type: none"> Interact in a way that is tactful Identify supportive friendships Reflect & evaluate Work together Gather, analyze, & use information Exercise rights & responsibilities 	<ul style="list-style-type: none"> Sociability Self-esteem Participate as a member of a team Acquire & evaluate information See things in the mind's eye (Interpret and draw diagrams) 	0.1.2, 0.1.4, 1.4.2, 1.4.7, 7.4.1	7b, 9b, 10a, 37, 38, 39, 62	3.11.04, 3.15.08, 3.16.03
Gazette	<ul style="list-style-type: none"> Families & time Interpreting a table with number facts Home appliances Culture concept: Child-care around the world 	<ul style="list-style-type: none"> Tense review Have to / Have got to 	<ul style="list-style-type: none"> Describing daily life & customs 	<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 activities and occurrences during the week 	<ul style="list-style-type: none"> Interpreting a narrative reading about daily life & customs Interpreting statistical facts in a table Interpreting telephone messages on an answering machine 	<ul style="list-style-type: none"> Analyze information Identify supportive family relationships Meet family needs & responsibilities Understand, interpret, & work with numbers Respect others & value diversity Use technology & other tools to accomplish goals 	<ul style="list-style-type: none"> Acquire & evaluate information Work with cultural diversity Work with technology (telephone answering device) 	0.1.2, 0.2.4, 2.1.7, 7.4.1	7a, 18, 62	3.06.02, 3.14.03, 3.15.08, 3.15.12, 3.16.02
11	<ul style="list-style-type: none"> Medical examinations Medical advice Health Foods Nutrition Home remedies Making a doctor appointment Calling in sick Reporting absence from school Medicine labels Medicine safety tips Nutrition & recipes 	<ul style="list-style-type: none"> Past tense review Count/Non-count noun review Must Mustn't vs. Don't have to Must vs. Should 	<ul style="list-style-type: none"> Asking for & giving advice Describing a future sequence of events Describing a past sequence of events Expressing concern 	<ul style="list-style-type: none"> Listening for key words to determine subject matter of conversations Pronouncing <i>must</i> & <i>mustn't</i> 	<ul style="list-style-type: none"> Making a list of healthy and unhealthy foods Writing about rules in life Writing a note to a teacher to explain a child's absence Writing about favorite healthy foods Writing a recipe Filling out a medical history form 	<ul style="list-style-type: none"> Identifying parts of the face & body Common symptoms Calling to report an absence Making a doctor appointment Procedures during a medical exam Common prescription & non-prescription medicines Interpreting medicine label dosages & instructions A note to the teacher explaining a child's absence Learning skill: Categorizing foods & nutrients 	<ul style="list-style-type: none"> Seek guidance & support from others Guide & support others Meet family needs & responsibilities Work together 	<ul style="list-style-type: none"> Acquire & evaluate information Self-management Understand a social system Participate as a member of a team 	0.1.2, 2.5.5, 3.1.1, 3.1.2, 3.2.1, 3.3.1, 3.3.2, 3.3.3, 4.4.1	16, 43, 44, 45, 46, 47, 55	3.07.01, 3.07.03, 3.07.04, 3.07.05, 3.14.04, 3.16.02, 3.16.06
12	<ul style="list-style-type: none"> Describing future activities Expressing time & duration Making plans by telephone Handling wrong-number calls Leaving & taking phone messages Telephone directory: White pages, government pages, & yellow pages Using a telephone response system 	<ul style="list-style-type: none"> Future continuous tense Time expressions 	<ul style="list-style-type: none"> Asking and telling about future plans & activities Calling people on the telephone Borrowing & returning items 	<ul style="list-style-type: none"> Listening to messages on a telephone answering machine Pronouncing contractions with <i>will</i> 	<ul style="list-style-type: none"> Writing about a family holiday celebration Writing telephone messages 	<ul style="list-style-type: none"> Life cycle—stages & events Holidays Beginning & ending a telephone conversation Using the telephone directory: White pages, government pages, & yellow pages Phone messages Recorded telephone information Fahrenheit & Celsius temperatures 	<ul style="list-style-type: none"> Interact in a way that is friendly & courteous Manage resources: Allocate time Create a vision for the future Identify a strong sense of family Gather information Identify community resources Use technology 	<ul style="list-style-type: none"> Identify goal-relevant activities Allocate time Self-esteem Acquire & evaluate information Identify resources Work with technology (recorded telephone announcements; telephone response system) 	0.1.4, 0.2.4, 1.1.5, 2.1.1, 2.1.7, 2.1.8, 2.3.2, 7.4.5	7a, 9, 17, 18, 19, 21, 25, 26, 58	3.05.01, 3.06.02, 3.06.03, 3.06.05, 3.12.04, 3.13.01, 3.14.01, 3.16.02
13	<ul style="list-style-type: none"> Offering help Indicating ownership Household problems Using the telephone to request household maintenance and repairs Reading a rental agreement Tenants' rights Car trouble Friends 	<ul style="list-style-type: none"> Some/Any Pronoun review Verb tense review 	<ul style="list-style-type: none"> Offering help Asking & telling about past events Asking for & giving advice Describing problems 	<ul style="list-style-type: none"> Listening for correct pronouns in conversations Listening to make deductions about the subject of conversations Pronouncing deleted <i>h</i> 	<ul style="list-style-type: none"> Writing about relying on friends for help Writing about a very good friend Filling out an apartment maintenance/repair request form 	<ul style="list-style-type: none"> Household repair problems Securing household repair services Interpreting a lease Tenants' rights & responsibilities Reading a TV schedule Recorded telephone instructions Making a schedule 	<ul style="list-style-type: none"> Identify problems Interact in a way that is tactful Identify supportive friendships Identify problems Seek & receive assistance Reflect & evaluate Exercise rights & responsibilities 	<ul style="list-style-type: none"> Participate as a member of a team Understand a social system (an apartment building & neighbors) Identify resources Work with technology (recorded telephone instructions) Problem solving 	1.4.7, 2.1.7, 2.1.8, 2.6.1, 2.6.2	17, 18, 22, 39, 63	3.05.01, 3.06.02, 3.06.05, 3.08.03, 3.11.04, 3.14.01, 3.15.08, 3.16.02
Gazette	<ul style="list-style-type: none"> Communities—urban, suburban, & rural Interpreting a bar graph with population data in millions Household repair people Culture concept: Where friends gather in different countries around the world 	<ul style="list-style-type: none"> Present tense review Future tense review 	<ul style="list-style-type: none"> Describing community life Describing future events 	<ul style="list-style-type: none"> Listening to telephone conversations & answering machine messages to make deductions about the subject of conversations 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell about a future family celebration 	<ul style="list-style-type: none"> Interpreting a narrative reading about types of communities Interpreting statistical facts in a bar graph Identifying home repair needs & home repair services 	<ul style="list-style-type: none"> Analyze & use information Identify community needs & resources Understand, interpret, & work with numbers & symbolic information Respect others & value diversity Use technology & other tools to accomplish goals 	<ul style="list-style-type: none"> Acquire & evaluate information Understand a social system (communities) See things in the mind's eye (Interpret a bar graph) Work with cultural diversity 	0.1.2, 0.2.4, 1.4.7, 7.4.1	7a, 39, 62	3.05.01, 3.15.08, 3.15.12, 3.16.02