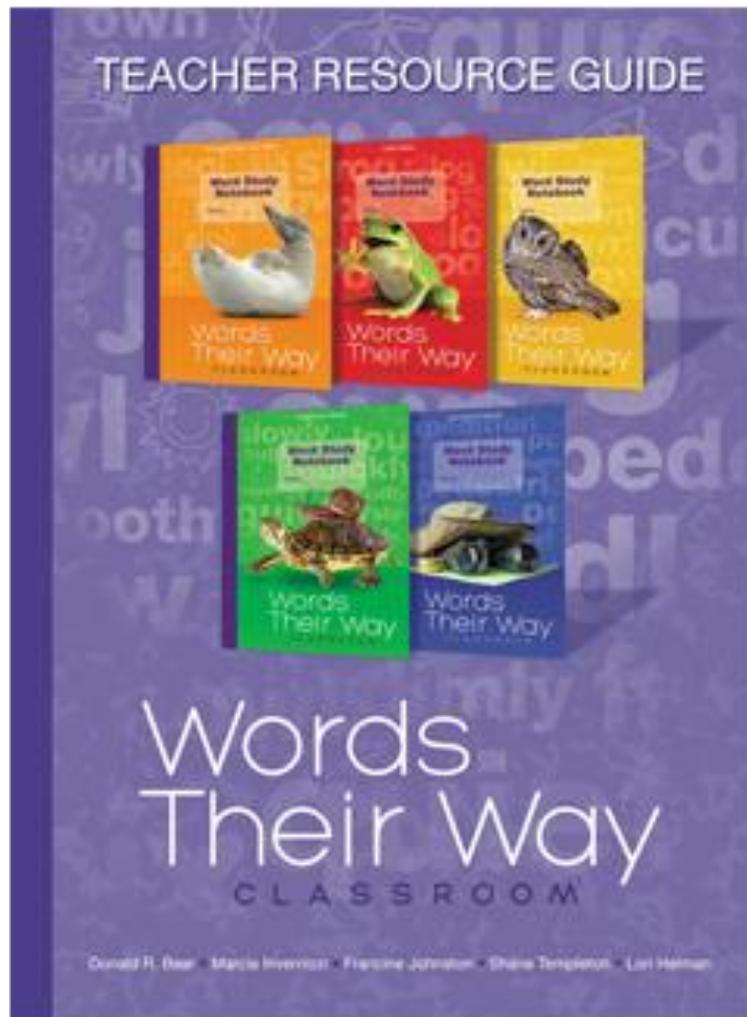


A Correlation of



To the

Alaska English/Language Arts Standards Grade 1

**A Correlation of Words Their Way Classroom, ©2019
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Introduction

This correlation demonstrates that the word knowledge students acquire in the new edition of ***Words Their Way Classroom, ©2019*** supports the Alaska English/Language Arts Standards. The page numbers listed in this correlation refer to pages in the *Words Their Way Teacher Resource Guide*.

Words Their Way is a developmentally based approach to help teach phonics, spelling, and vocabulary development. *Words Their Way Classroom* carefully aligns instruction with these five levels: Emergent-Early Letter Name, Letter Name, Within Word Pattern, Syllables and Affixes, and Derivational Relations. Developmental stages represented by the workbooks reflect students' spelling behavior as they move from one level of word knowledge to the next.

This new edition includes complete digital functionality on our Realize online learning platform as well as full color, consumable workbooks. The word study routine is easy to implement and fits within almost all ELA instructional support. Differentiated instruction and school-home connections maximize learning opportunities.

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Alaska English/Language Arts Standards	Words Their Way Classroom ©2019
Reading Standards for Literature	
Grade 1	
Key Ideas and Details	
1. Ask and answer questions about a literary text using key details from the text.	TRG: Teachers use the <i>Big Book of Rhymes</i> and <i>Words Their Way Classroom Library</i> books to meet this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400.
2. Retell stories, using key details, and demonstrate understanding their message (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event) or lesson.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
3. Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.	TRG: Teachers use the <i>Big Book of Rhymes</i> and <i>Words Their Way Classroom Library</i> books to meet this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400.
Craft and Structure	
4. Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.	TRG: Teachers use the <i>Big Book of Rhymes</i> and <i>Words Their Way Classroom Library</i> books to meet this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400, 449-450, 500.
5. Explain major differences between books that tell stories and books that give information (fiction, non-fiction, and poetry), drawing on a wide reading of a range of text types.	TRG: Teachers use the <i>Big Book of Rhymes</i> and <i>Words Their Way Classroom Library</i> books to meet this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400.
6. Identify who is telling the story at various points in the text (e.g., a character in the text or a narrator/story teller).	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
Integration of Knowledge and Ideas	
7. Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.	TRG: 5, 23, 83, 84, 117, 120
8. (Not applicable to literature)	
9. With prompting and support, compare and contrast the adventures and experiences of characters in stories.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
Range of Reading and Level of Complexity	
10. With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.	TRG: Teachers use the <i>Big Book of Rhymes</i> and <i>Words Their Way Classroom Library</i> books to meet this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400.

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Alaska English/Language Arts Standards	Words Their Way Classroom ©2019
Reading Standards for Informational Text	
Key Ideas and Details	
1. With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.	TRG: Teachers can evaluate through <i>Words Their Way Classroom Library</i> books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103.
2. Identify the main topic or author's purpose (e.g., to teach or tell us about ...) and retell key details of a text.	TRG: Teachers can evaluate through <i>Words Their Way Classroom Library</i> books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
Craft and Structure	
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	TRG: Teachers can evaluate through <i>Words Their Way Classroom Library</i> books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103.
5. Know and use various text features (e.g., title, labels with graphics, bold print, visual cues such as arrows, electronic menus, icons) to locate key facts or information in a text.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
6. Distinguish between information provided by photos or other graphics and information provided by the words in a text.	For opportunities to address this standard please see: TRG: 36, 42, 54, 57, 66, 72, 105, 117, 120, 136, 274
Integration of Knowledge and Ideas	
7. Use the illustrations and details in a text to describe its key ideas.	For opportunities to address this standard please see: TRG: 36, 42, 54, 57, 66, 72, 105, 117, 120, 136, 274
8. Identify the opinions an author states to support points in a text.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
9. Identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two graphics, descriptions, or steps in a process to make something).	TRG: 181

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Alaska English/Language Arts Standards	Words Their Way Classroom ©2019
Range of Reading and Level of Complexity	
10. With prompting and support, read informational texts on a range of topics appropriately complex for grade 1, with scaffolding as needed.	TRG: Teachers can evaluate through <i>Words Their Way Classroom Library</i> books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103.
Reading Standards: Foundational Skills	
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print;	
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	TRG: With support from the teacher, students can meet this standard when writing or creating sentences. For example: 28, 46, 67, 76, 149, 155, 161, 185, 218, 260, 278, 279, 294, 309, 330, 345, 354, 363, 369, 378, 384, 393, 398, 402, 424, 427, 439, 442, 445, 463, 472, 475, 481, 490, 499, 517, 520, 529, 538, 559, 565, 571, 574, 577, 583, 593, 599, 617, 626, 632, 635, 641, 644, 647, 665, 674, 692, 701
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes);	
a. Distinguish long from short vowel sounds in spoken single-syllable words;	TRG: 283-285, 286-288, 289-291, 292-294, 295-297, 298-300, 301-303, 304-306, 307-309, 310-312, 479-481
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends;	TRG: 180-182, 183-185, 189-191, 192-194, 195-197, 198-200, 249-251, 252-254, 255-257
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words;	TRG: 298-300, 301-303, 304-306, 307-309, 310-312, 316-318, 319-321, 322-324, 325-327, 331-333, 337-339, 340-342, 343-345
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Opportunities to Address: TRG: 298-300, 301-303, 304-306, 307-309, 310-312, 316-318, 319-321, 322-324, 328-330, 331-333, 334-336, 337-339, 340-342, 343-345
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words;	
a. Know the spelling-sound correspondences for common consonant digraphs;	TRG: 165-167, 168-170, 171-173, 174-176 177-179, 246-248, 258-260
b. Decode regularly spelled one-syllable words;	TRG: <i>Words, Bonus Words and Bonus Word activities</i> through text meet this standard and aid students with decoding common words, e.g., (decoding one syllable words)

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c. Know final -e and common vowel team conventions for representing long vowel sounds;	TRG: 298-300, 301-303, 304-306, 307-309, 310-312, 316-318, 319-321, 322-324, 325-327, 3331-333, 334-336, 337-339, 340-342, 343-345
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word;	TRG: 455-457, 458-460, 461-463
e. Decode two-syllable words following basic patterns by breaking the words into syllables;	TRG: 455-457, 458-460, 461-463, 464-466, 467-469, 470-472, 473-475, 476-478, 479-481, 482-484, 484-487, 488-490, 491-493, 494-496, 500-502, 503-505
f. Read words with inflectional endings;	TRG: 425-427, 428-430, 431-433, 437-439, 443-445, 464-466
g. Recognize and read grade-appropriate irregularly spelled words.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary therefore this standard lies outside the scope of this program.
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension;	
a. Read on-level text with purpose and understanding;	TRG: Teachers can evaluate through <i>Words Their Way Classroom Library</i> books, e.g., 129, 141, 156, 183, 201, 213, 222, 261, 281, 295, 313, 340, 379, 400, 409
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings;	TRG: Teachers can evaluate through <i>Words Their Way Classroom Library</i> books, e.g., 129, 141, 156, 183, 201, 213, 222, 261, 281, 295, 313, 340, 379, 400, 409
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary therefore this standard lies outside the scope of this program.
Writing Standards K-5	
Text Types and Purposes	
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion or preference, supply a fact (e.g., because race cars go faster than...) or reason for the opinion, and end with a sentence that restates their opinion related to a feeling or emotion (e.g., it makes me laugh; that was the scariest part).	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary therefore this standard lies outside the scope of this program.

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2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure (e.g., restate at the end the most interesting fact or the most important idea shared).	TRG: 103, 242, 245, 466, 481, 496, 517, 520, 535, 538, 541, 550, 568, 574, 590, 611, 635, 653, 674, 683
3. Use narrative writing to recount two or more real or imagined sequenced events, include some details regarding what happened, who was there, use linking words to signal event order (e.g., first, next, then), and provide an ending (e.g., how the problem was solved; how someone felt at the end).	TRG: 312, 324, 330, 339, 354, 363, 369, 375, 378, 411, 427, 430, 436, 451, 457, 466, 469, 490, 493, 499, 502, 511, 514, 523, 526, 529, 538, 550, 553, 562, 568, 580, 583, 596, 608, 620, 641, 668, 689
Production and Distribution of Writing	
4. (Begins in grade 3)	
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary therefore this standard lies outside the scope of this program.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary therefore this standard lies outside the scope of this program.
Research to Build and Present Knowledge	
7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions or combine or summarize information/facts learned).	TRG: Students search brochures, books and magazines for specific words and/or appropriate pictures: 10, 52, 55, 61, 94, 164, 173, 179, 203, 212, 230, 242, 245, 251, 272, 288, 300, 321, 327, 339, 348, 363, 375, 417, 427, 430, 433.
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TRG: School-Home Connections provide ideas for student to practice a particular sort with family members. Activities and conversations allow students to remember different experiences, e.g. 37, 40, 55, 85, 94, 103, 146, 18, 191, 206, 324, 427, 433, 439, 442, 44, 460, 481, 487, 496, 517, 520, 535, 538, 541, 568, 590, 620, 635, 653, 674, 683.

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9. (Begins in grade 4)	
Range of Writing	
10. (Begins in grade 3)	
Speaking and Listening Standards K-5	
Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups;	
a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion);	TRG: With each sort in <i>Words Their Way</i> , students are actively involved in whole-group and small-group discussions. By establishing routines, the teacher facilitates the transition into fully differentiated small group word study. Students are encouraged to practice talking (including asking questions) with a partner before sharing with the group.
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges;	TRG: With each sort in <i>Words Their Way</i> , students are actively involved in whole-group and small-group discussions. By establishing routines, the teacher facilitates the transition into fully differentiated small group word study. Students are encouraged to practice talking (including asking questions) with a partner before sharing with the group.
c. Ask questions to clear up any confusion about the topics and texts under discussion.	TRG: With each sort in <i>Words Their Way</i> , students are actively involved in whole-group and small-group discussions. By establishing routines, the teacher facilitates the transition into fully differentiated small group word study. Students are encouraged to practice talking (including asking questions) with a partner before sharing with the group.
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	TRG: With each sort in <i>Words Their Way</i> , students are actively involved in whole-group and small-group discussions. By establishing routines, the teacher facilitates the transition into fully differentiated small group word study. Students are encouraged to practice talking (including asking questions) with a partner before sharing with the group.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	TRG: With each sort in <i>Words Their Way</i> , students are actively involved in whole-group and small-group discussions. By establishing routines, the teacher facilitates the transition into fully differentiated small group word study. Students are encouraged to practice talking (including asking questions) with a partner before sharing with the group.

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Alaska English/Language Arts Standards	Words Their Way Classroom ©2019
Presentation of Knowledge and Ideas	
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	This standard is met throughout <i>Words Their Way—Classroom</i> when students share descriptions with peers and family. Refer to the following examples: 27, 34, 42, 84, 136, 172, 259, 269, 399, 439.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	This standard is met throughout <i>Words Their Way—Classroom</i> when students share their media with peers and family. Refer to the following examples: 27, 34, 42, 84, 136, 172, 259, 269, 399, 439.
6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	Throughout <i>Words Their Way—Classroom</i> , students make sentences and share with the teacher, peers and family members. For example: 28, 46, 67, 76, 155, 185, 218, 260, 279, 294, 309, 330, 354, 369, 378, 393, 402, 424, 439, 445, 463, 472, 481, 517, 520, 529, 559, 565, 574, 583, 593, 599, 617, 626, 635, 641, 644, 647, 674, 692, 701
Language Standards K-5	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking;	
a. Print all upper- and lowercase letters;	TRG: 32-34, 35-37, 56-58, 59-61, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124
b. Use common, proper, and possessive nouns;	TRG: 340, 359, 488, 502, 523, 589, 602, 677
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop);	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary therefore this standard lies outside the scope of this program.
d. Use personal, possessive, and indefinite pronouns (e.g., I me, my; they, them, their, anyone, everything);	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary therefore this standard lies outside the scope of this program.
e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home);	TRG: 392, 433, 466, 544
f. Use frequently occurring adjectives;	TRG: 501, 502, 589, 594-596, 602

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g. Use frequently occurring conjunctions (e.g., and, but, or, so, because);	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary therefore this standard lies outside the scope of this program.
h. Use determiners (e.g., articles, demonstratives);	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary therefore this standard lies outside the scope of this program.
i. Use frequently occurring prepositions (e.g., during, beyond, toward);	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary therefore this standard lies outside the scope of this program.
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	TRG: 28, 46, 67, 76, 149, 155, 161, 185, 218, 260, 278, 279, 294, 309, 330, 345, 354, 363, 369, 378, 384, 393, 398, 402, 424, 427, 439, 442, 445, 463, 472, 475, 481, 490, 499, 517, 520, 529, 538, 559, 565, 571, 574, 577, 583, 593, 599, 617, 626, 632, 635, 641, 644, 647, 665, 674, 692, 701
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;	
a. Capitalize dates and names of people;	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary therefore this standard lies outside the scope of this program.
b. Use end punctuation for sentences;	TRG: With support from the teacher, students can meet this standard when writing sentences. For example: 28, 46, 67, 76, 149, 155, 161, 185, 218, 260, 278, 279, 294, 309, 330, 345, 354, 363, 369, 378, 384, 393, 398, 402, 424, 427, 439, 442, 445, 463, 472, 475, 481, 490, 499, 517, 520, 529, 538, 559, 565, 571, 574, 577, 583, 593, 599, 617, 626, 632, 635, 641, 644, 647, 665, 674, 692, 701
c. Use commas in dates and to separate single words in a series;	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary therefore this standard lies outside the scope of this program.
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words;	TRG: 328-330, 346-348, 349-351, 352-354, 355-357, 358-360, 361-363, 364-366, 367-369, 422-424, 425-427, 428-430, 581-583, 603-605, 606-608, 609-611, 612-614, 615-617, 618-620, 630-632, 633-635, 636-638, 654-656, 657-659, 660-662, 663-665, 666-668

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e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	TRG: 23-25, 44-46, 47-49, 50-52, 65-67, 68-70, 71-73, 86-88, 89-91, 92-94, 113-115, 116-118, 129-131, 132-134, 135-137, 138-140, 141-143
Knowledge of Language	
3. (Begins in grade 2)	
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies;	
a. Use sentence-level context as a clue to the meaning of a word or phrase;	TRG: Teachers can evaluate through <i>Words Their Way Classroom Library</i> books, e.g., 129, 141, 156, 183, 201, 213, 222, 261, 281, 295, 313, 340, 379, 400, 409.
b. Use frequently occurring affixes as a clue to the meaning of a word;	TRG: 425-427, 428-430, 431-433, 437-439, 443-445
c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	TRG: 425-427, 428-430, 431-433
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings;	
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent;	TRG: 5-7, 8-10, 11-13, 14-16, 38-40, 62-73, 83-85, 101-103
b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes);	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary therefore this standard lies outside the scope of this program.
c. Identify real-life connections between words and their use (e.g., note places at home that are cozy);	TRG: Teachers can evaluate through <i>Words Their Way Classroom Library</i> books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103.
d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	TRG: 215, 402

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<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<p>TRG: Each Sort in <i>Words Their Way</i> introduces, explores, and expands vocabulary development. Also, students work with Additional Words during the Apply and Assess step as well as during <i>Writing Sort</i>, <i>Supporting All Learners</i> activities, and <i>Word Study Notebook</i>. Refer to the following examples: 5, 11, 26, 33, 45, 69, 71, 95, 96, 122, 138, 149, 159, 164, 172, 178, 220, 250, 251, 277, 312, 365, 384, 432, 456, 474, 488, 532, 556, 608.</p>

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