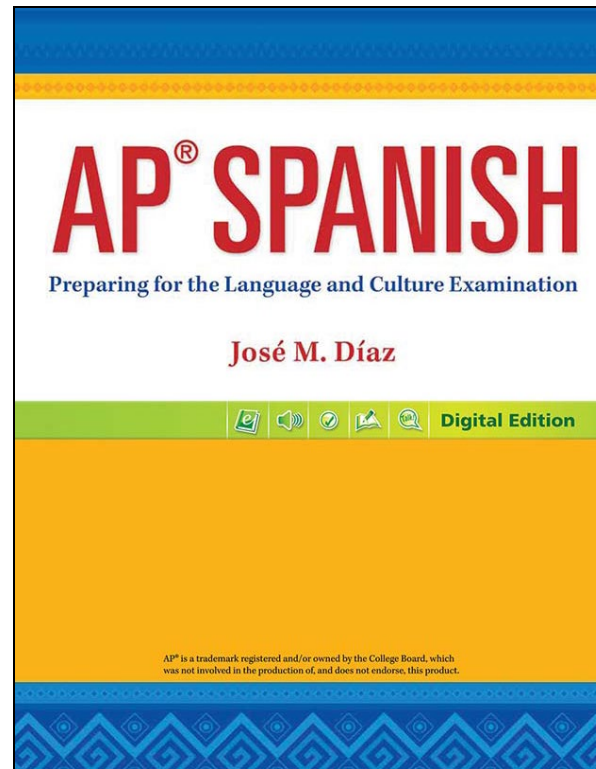


## A Correlation of



to the

# AP Spanish Language and Culture Skills Effective Fall 2019

**STANDARDS ALIGNMENT  
COURSE STANDARDS/BENCHMARKS**

**SUBMISSION TITLE:** AP Spanish: Preparing for the Language and Culture Examination  
**GRADE LEVEL:** 9-12  
**COURSE TITLE:** AP Spanish Literature and Culture  
**PUBLISHER:** Savvas Learning Company LLC

| BENCHMARK CODE   | BENCHMARK  | LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST)<br>(Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)                              |
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| <b>AP Spanish Language and Culture Skills</b>                                      |  |   |
| <b>Comprehend Text 1: Comprehend written, audio, audiovisual, and visual text.</b> |  |   |
| <b>1.A.1</b>   | Identify the main idea.                            | Strategies (main idea), 2–4, 107<br>The Strategies section provides suggestions and guidelines for students to follow as they read and answer multiple choice questions. Examples of questions which deal with main ideas can be found on these pages: Questions: (#7 idea principal), 103        |
| <b>1.A.2</b>   | Identify supporting/ relevant details.             | Strategies (details), 2, 4<br>The structure of Section I of <i>AP Spanish</i> program is built around students reading selections and then answering questions about the details of what they've read. See the following for examples: Interpretive Communication: Print Texts: Activities, 5–106 |
| <b>1.A.3</b>   | Retell or summarize information in narrative form. | For related material see:<br><u>Section II: Free Response: Part A: Interpersonal Writing: E-Mail Reply</u><br>Strategies, 189–191<br>E-Mail Assignments (based on an email, students must read in Spanish, then respond), 192–216   |

**STANDARDS ALIGNMENT  
COURSE STANDARDS/BENCHMARKS**

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| <b>1.A.4</b>  | Use sources to enhance comprehension.   | In <u>Section I: Part B: Interpretive Communication, Print and Audio Texts</u> , students use two sources, one written and one audio, to compare and answer questions.<br>Strategies, 107–108<br>Print and Audio Texts, 109–162   |
| <b>1.B.1</b>  | Identify and describe patterns and trends in data.  | In <u>Section II: Part D: Presentational Writing, Persuasive Essay</u> , students use three sources—a printed text, an audio source, and a chart or graphic—to compare and answer questions.<br>Graphic Sources, 222, 224, 226, 228, 230, 233, 235, 237, 239, 241, 243, 245, 247, 248, 250, 252, 255;<br>Appendices: Reading Tables and Graphs, 283 |
| <b>1.B.2</b>  | Describe data from a table, chart, graph, map, or infographic.                                      | Graphic Sources, 222, 224, 226, 228, 230, 233, 235, 237, 239, 241, 243, 245, 247, 248, 250, 252, 255;<br>Appendices: Reading Tables and Graphs, 283   |
| <b>Make Connections 2: Make interdisciplinary and cultural connections.</b> |   |   |
| <b>2.A.1</b>  | Identify and/or describe content and connections among cultural topics.                             | <u>Section II: Free Response: Part F: Presentational Speaking: Cultural Comparison</u><br>Strategies, 275–276<br>Activities, 277–282  |
| <b>2.A.2</b>  | Explain how data from a graph or table illustrate cultural topics or phenomena.                     | In <u>Section II: Part D: Presentational Writing, Persuasive Essay</u> , students use three sources—a printed text, an audio source, and a chart or graphic—to compare and answer questions.<br>Graphic Sources, 222, 224, 226, 228, 230, 233, 235, 237, 239, 241, 243, 245, 247, 248, 250, 252, 255;<br>Appendices: Reading Tables and Graphs, 283 |
| <b>2.A.3</b>  | Explain how information from a text connects or relates to the target cultural topics or phenomena. | <u>Section II: Free Response: Part F: Presentational Speaking: Cultural Comparison</u><br>Strategies, 275–276<br>Activities, 277–282  |

**STANDARDS ALIGNMENT  
COURSE STANDARDS/BENCHMARKS**

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| <b>2.A.4</b> | Infer cultural information from a text.   | Strategies: Make Inferences, 3, 4; also see: <u>Section II: Free Response: Part F: Presentational Speaking: Cultural Comparison</u> Strategies, 275–276<br>Activities, 277–282   |
| <b>2.B.1</b> | Identify and/or describe content and connections among interdisciplinary topics.                  | In <u>Section II: Part D: Presentational Writing, Persuasive Essay</u> , students use three sources—a printed text, an audio source, and a chart or graphic—to compare and answer questions.<br>Strategies, 217–219<br>Sources and questions, 220–252 (Graphic Sources, 222, 224, 226, 228, 230, 233, 235, 237, 239, 241, 243, 245, 247, 248, 250, 252, 255; Appendices: Reading Tables and Graphs, 283)   |
| <b>2.B.2</b> | Explain how data from a graph or table illustrate interdisciplinary topics or phenomena.          | Graphic Sources, 222, 224, 226, 228, 230, 233, 235, 237, 239, 241, 243, 245, 247, 248, 250, 252, 255; Appendices: Reading Tables and Graphs, 283   |
| <b>2.B.3</b> | Explain how information from a text connects or relates to interdisciplinary topics or phenomena. | In <u>Section II: Part D: Presentational Writing, Persuasive Essay</u> , students use three sources—a printed text, an audio source, and a chart or graphic—to compare and answer questions.<br>Strategies, 217–219<br>Sources and questions, 220–252 (Graphic Sources, 222, 224, 226, 228, 230, 233, 235, 237, 239, 241, 243, 245, 247, 248, 250, 252, 255; Appendices: Reading Tables and Graphs, 283)   |
| <b>2.B.4</b> | Infer interdisciplinary information from a text.  | Strategies: Make Inferences, 3; Question #7 (deduire), 7; also see: In <u>Section II: Part D: Presentational Writing, Persuasive Essay</u> , students use three sources—a printed text, an audio source, and a chart or graphic—to compare and answer questions.<br>Strategies, 217–219<br>Sources and questions, 220–252 (Graphic Sources, 222, 224, 226, 228, 230, 233, 235, 237, 239, 241, 243, 245, 247, 248, 250, 252, 255; Appendices: Reading Tables and Graphs, 283) |

**STANDARDS ALIGNMENT  
COURSE STANDARDS/BENCHMARKS**

| <b>Interpret Text 3: Interpret the content of written or audio text.</b> |  |  |
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| <b>3.A.1</b>   | 3.A.1: Identify the intended audience.   | Strategies: Practice Reading Skills (audience), 2, 3<br><br><u>Section I: Multiple Choice: Part A: Interpretive Communication, Print Texts</u><br>Print Texts and questions, 5–106   |
| <b>3.A.2</b>   | Identify the purpose.  | Strategies: Practice Reading Skills (the intended audience), 2<br><br><u>Section I: Multiple Choice: Part A: Interpretive Communication, Print Texts</u><br>Strategies, 2–4<br>Print Texts and questions, 5–106  |
| <b>3.A.3</b>   | Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.        | La belleza y la estética, 9, 87, 151, 258, 260, 265, 272, 277, 278, 280, 281; La vida contemporánea, 41, 42, 133, 145, 200, 203, 223, 227, 255, 261, 267, 277, 280, 281  |
| <b>3.A.4</b>   | Identify organizing and/or rhetorical structures and/or strategies.                      | Strategies: Practice Reading Skills (the organization of the text), 4<br><br><u>Section I: Multiple Choice: Part A: Interpretive Communication, Print Texts</u><br>Strategies, 2–4<br>Print Texts and questions, 5–106   |
| <b>3.B.1</b>   | Identify and/or describe similarities and/or differences among different types of texts. | In <u>Section II: Part D: Presentational Writing, Persuasive Essay</u> , students use three sources—a printed text, an audio source, and a chart or graphic—to compare and answer questions.<br>Strategies, 217–219<br>Sources and questions, 220–252 (Graphic Sources, 222, 224, 226, 228, 230, 233, 235, 237, 239, 241, 243, 245, 247, 248, 250, 252, 255; Appendices: Reading Tables and Graphs, 283) |
| <b>3.B.2</b>   | Infer implied meanings through context.  | Questions: Inferir, 10 (#1), 50 (#4), 59 (#3), 64 (#5), 105 (#4)   |

**STANDARDS ALIGNMENT  
COURSE STANDARDS/BENCHMARKS**

| <b>Make Meanings 4: Make meanings from words and expressions.</b> |  |   |
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| <b>4.A.1</b>  | Determine the meaning of a variety of vocabulary. (not assessed on Exam) | <p>This standard is met throughout all tests and sections. Lists of vocabulary are presented in places where they may aid students and help develop additional word knowledge.</p> <p>Strategies: Memorize Words and Phrases from Appendices, 219; Appendices: Words and Expressions Used to Write a Persuasive Essay, 284; Thematic Vocabulary, 287–293; Some Words and Expressions Used to Connect Ideas, 299–300</p> |
| <b>4.A.2</b>  | Deduce the meaning of unfamiliar words or expressions.                   | <p>This standard is met throughout all tests and sections. Lists of vocabulary are presented in places where they may aid students and help develop additional word knowledge.</p> <p>Strategies: Memorize Words and Phrases from Appendices, 219; Appendices: Words and Expressions Used to Write a Persuasive Essay, 284; Thematic Vocabulary, 287–293; Some Words and Expressions Used to Connect Ideas, 299–300</p> |
| <b>4.B.1</b>  | Use a variety of vocabulary in written and spoken communication.         | <p><u>Section II: Free Response: Part C: Interpersonal Writing: E-Mail Reply</u><br/>Strategies, 189–191<br/>E-Mail Assignments (based on an email, students must read in Spanish, then respond), 192–216</p> <p><u>Section II: Free Response: Part F: Presentational Speaking: Cultural Comparison</u><br/>Strategies, 275–276<br/>Activities, 277–282</p>   |
| <b>4.B.2</b>  | Explain and use idiomatic and culturally authentic expressions.          | <p><u>Section II: Free Response: Part C: Interpersonal Writing: E-Mail Reply</u><br/>Strategies, 189–191<br/>E-Mail Assignments (based on an email, students must read in Spanish, then respond), 192–216;<br/>Thematic Vocabulary, 287–293; Useful Idiomatic Expressions, 293–296</p>  |

**STANDARDS ALIGNMENT  
COURSE STANDARDS/BENCHMARKS**

| <b>Speak to Others: Communicate interpersonally by speaking with others.</b> |  |   |
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| <b>5.A1.</b>   | Initiate, maintain, and close spoken exchanges.  | <i>AP Spanish: Preparing for the Language and Culture Examination</i> program includes a section specifically designed to prepare students for the Interpersonal Speaking portion of the AP Spanish exam.<br><u>Section II: Free Response: Part E: Interpersonal Speaking: Conversation</u><br>Strategies, 253–254<br>Activities, 255–274 |
| <b>5.A2.</b>   | Comprehend an interlocutor’s message in spoken exchanges.  | <u>Section II: Free Response: Part E: Interpersonal Speaking: Conversation</u><br>Strategies, 253–254<br>Activities, 255–274<br>Useful Expressions for Informal Speaking (Simulated Conversation), 285–286  |
| <b>5.A3.</b>   | Provide and obtain relevant information in spoken exchanges.   | <u>Section II: Free Response: Part E: Interpersonal Speaking: Conversation</u><br>Strategies, 253–254<br>Activities, 255–274<br>Useful Expressions for Informal Speaking (Simulated Conversation), 285–286  |
| <b>5.A.4.</b>  | Use appropriate register and greeting for the intended target culture audience in spoken exchanges.                                | Interpersonal Speaking: Strategies, 253–254 (includes correct form of address); also see: Useful Expressions for Informal Speaking (Simulated Conversation), 285–286  |
| <b>5.A.5</b>   | Use pronunciation that is comprehensible when interacting with speakers of the target language in spoken exchanges.                | Cultural Comparison: Strategies, 275–276 (includes <i>Speak clearly and enunciate</i> ); Activities, 277–282  |
| <b>5.A.6</b>   | Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges. | Conversation: Strategies, 253–254 (includes <i>Speak clearly and loudly</i> ); Activities, 255–274<br>Cultural Comparison: Strategies, 275–276; Activities, 277–282   |

**STANDARDS ALIGNMENT  
COURSE STANDARDS/BENCHMARKS**

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| <b>5.A.7</b> | Use communication strategies, such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges. | Every section of <i>AP Spanish: Preparing for the Language and Culture Examination</i> begins with a list of language and comprehension strategies that students can use during the test. For example, on page 218, students are encouraged to use CIRCUMLOCUTION. Strategy pages can be found here: 189–191, 217–219, 253–254, 275–276 |
| <b>5.B.1</b> | Use a variety of grammar and syntax in spoken exchanges.  | For related material see:<br>Strategies, 253–254 (includes correct yourself and verb tenses)<br>Appendices: Deceptive Words and Important Spanish Verbs with More than One Translation, 297–298; Some Words and Expressions Used to Connect Ideas, 299–300  |
| <b>5.B.2</b> | Use transitional expressions and cohesive devices in spoken exchanges.  | For related material see the various categories of words in the Appendices, including the following:<br>Useful Expressions for Informal Speaking (Simulated Conversation), 285–286<br>Some Words and Expressions Used to Connect Ideas, 299–300   |
| <b>5.B.3</b> | Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges.                                       | For related material see:<br>Strategies, 253–254 (includes correct yourself and verb tenses)<br>Useful Expressions for Informal Speaking (Simulated Conversation), 285–286<br>Appendices, 283–300   |
| <b>5.B.4</b> | Monitor language production; recognize errors and attempt self-correction in spoken exchanges.  | Every section of <i>AP Spanish: Preparing for the Language and Culture Examination</i> begins with a list of language and comprehension strategies that students can use during the test. Strategy pages can be found here: 189–191, 217–219, 253–254, 275–276  |



**STANDARDS ALIGNMENT  
COURSE STANDARDS/BENCHMARKS**

| <b>Write to Others: Communicate interpersonally by writing to others.</b> |  |  |
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| <b>6.A1</b>   | Initiate, maintain, and close written exchanges.   | <u>Section II: Free Response: Part C: Interpersonal Writing: E-Mail Reply</u><br>Strategies, 189–191<br>E-Mail Assignments (based on an email, students must read in Spanish, then respond), 192–216   |
| <b>6.A2.</b>  | Provide and obtain relevant information in written exchanges.  | <u>Section II: Free Response: Part C: Interpersonal Writing: E-Mail Reply</u><br>Strategies, 189–191<br>E-Mail Assignments (based on an email, students must read in Spanish, then respond), 192–216   |
| <b>6.A3.</b>  | Use a variety of grammar and syntax in written exchanges.  | For related material see: Strategies, 253–254 (includes correct yourself and verb tenses)<br><br>Appendices: Deceptive Words and Important Spanish Verbs with More than One Translation, 297–298; Some Words and Expressions Used to Connect Ideas, 299–300  |
| <b>6.A4.</b>  | Use register appropriate for the intended target culture audience in written exchanges.  | Strategies, 189–191 (includes format, language, appropriate vocabulary, polite language)<br>Please note that the following assignments model and teach appropriate register for written communication:<br>E-Mail Assignments (based on an email, students must read in Spanish, then respond), 192–216 |
| <b>6.A.5.</b>   | Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges. | For related material see:<br>Strategies, 189–191, 217–219  |
| <b>6.B1</b>   | Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges.                   | For related material see the various categories of words in the Appendices, including the following:<br>Some Words and Expressions Used to Connect Ideas, 299–300  |

**STANDARDS ALIGNMENT  
COURSE STANDARDS/BENCHMARKS**

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| <b>6.B2.</b>   | Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges.                 | For related material see:<br>Strategies, 253–254 (includes correct yourself and verb tenses)<br>Useful Expressions for Informal Speaking (Simulated Conversation), 285–286<br>Appendices, 283–300   |
| <b>6.B3.</b>   | Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written exchanges. | For related material see:<br>Strategies, 189–191, 217–219   |
| <b>6.B4.</b>   | Monitor language production; recognize errors and attempt self–correction in written exchanges. (not assessed on Exam)           | Every section of <i>AP Spanish: Preparing for the Language and Culture Examination</i> begins with a list of language and comprehension strategies that students can use during the test.<br>Strategy pages can be found here: 189–191, 217–219, 253–254, 275–276 |
| <b>Present Orally 7: Communicate through spoken presentations.</b> |  |   |
| <b>7.A1</b>  | Use a process to plan spoken presentations.  | <u>Section II: Free Response: Part F: Presentational Speaking: Cultural Comparison</u><br>Strategies, 275–276<br>Activities, 277–282  |
| <b>7.A2</b>  | Use research strategies to gather information and evidence for inclusion in spoken presentations.                                | <u>Section II: Free Response: Part F: Presentational Speaking: Cultural Comparison</u><br>Strategies, 275–276<br>Activities, 277–282  |
| <b>7.B1</b>  | Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.             | Cultural Comparison: Strategies, 275–276 (includes explanation about the nature of formal presentation and advice about including references, allusions, and opinions)  |
| <b>7.B2.</b>   | Use transitional expressions and cohesive devices to create paragraph–length discourse in spoken presentations.                  | For related material see the various categories of words in the Appendices, including the following:<br>Some Words and Expressions Used to Connect Ideas, 299–300   |

**STANDARDS ALIGNMENT  
COURSE STANDARDS/BENCHMARKS**

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| <b>7.B3.</b> | Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.   | Strategies, 275–276 (includes <i>Speak clearly and enunciate</i> )<br>Activities, 277–282   |
| <b>7.B4.</b> | Use effective intonation patterns, pacing, and delivery in spoken presentations.                       | Strategies, 253–254 (includes <i>Speak clearly and loudly</i> )<br>Activities, 255–274<br>Strategies, 275–276 (includes <i>Speak clearly and enunciate</i> )<br>Activities, 277–282   |
| <b>7.B5.</b> | Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations. | Every section of <i>AP Spanish: Preparing for the Language and Culture Examination</i> begins with a list of language and comprehension strategies that students can use during the test. For example, on page 218, students are encouraged to use CIRCUMLOCUTION. Strategy pages can be found here: 189–191, 217–219, 253–254, 275–276 |
| <b>7.C1.</b> | Use a variety of grammar and syntax in spoken presentations.   | For related material see:<br>Strategies, 253–254 (includes correct yourself and verb tenses)<br>Useful Expressions for Informal Speaking (Simulated Conversation), 285–286<br>Appendices, 283–300   |
| <b>7.C2.</b> | Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.   | For related material see:<br>Strategies, 253–254 (includes correct yourself and verb tenses)<br>Useful Expressions for Informal Speaking (Simulated Conversation), 285–286<br>Appendices, 283–300   |
| <b>7.C3</b>  | Monitor language production; recognize errors and attempt self-correction in spoken presentations.     | Every section of <i>AP Spanish: Preparing for the Language and Culture Examination</i> begins with a list of language and comprehension strategies that students can use during the test. Strategy pages can be found here: 189–191, 217–219, 253–254, 275–276  |

**STANDARDS ALIGNMENT  
COURSE STANDARDS/BENCHMARKS**

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| 7.D.1   | Explain ideas and opinions with examples in spoken presentations.  | Cultural Comparison: Activities, 277–282   |
| 7.D.2   | Compare features (including products, practices, and perspectives) of target cultural communities to those of the student’s own community in spoken presentations. | <u>Section II: Free Response: Part F: Presentational Speaking: Cultural Comparison Strategies, 275–276</u><br>Activities, 277–282  |
| <b>Present in Writing 8: Communicate through written presentations.</b> |  |  |
| 8.A.1   | Use a process to plan written presentations.   | In <u>Section II: Part D: Presentational Writing, Persuasive Essay</u> , students use three sources—a printed text, an audio source, and a chart or graphic—to compare and answer questions.<br>Strategies, 217–219<br>Sources and questions, 220–252 (Graphic Sources, 222, 224, 226, 228, 230, 233, 235, 237, 239, 241, 243, 245, 247, 248, 250, 252, 255; Appendices: Reading Tables and Graphs, 283) |
| 8.A.2   | Use research strategies to gather information and evidence for inclusion in written presentations.   | In <u>Section II: Part D: Presentational Writing, Persuasive Essay</u> , students use three sources—a printed text, an audio source, and a chart or graphic—to compare and answer questions.<br>Strategies, 217–219<br>Sources and questions, 220–252 (Graphic Sources, 222, 224, 226, 228, 230, 233, 235, 237, 239, 241, 243, 245, 247, 248, 250, 252, 255; Appendices: Reading Tables and Graphs, 283) |
| 8.B.1   | Produce written presentations in the appropriate register with an introduction, development of topic, and conclusion.  | Strategies, 189–191 (includes format, language, appropriate vocabulary, polite language)<br>Please note that the following assignments model and teach appropriate register for written communication: E-Mail Assignments (based on an email, students must read in Spanish, then respond), 192–216  |

**STANDARDS ALIGNMENT  
COURSE STANDARDS/BENCHMARKS**

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| <b>8.B.2</b> | Use communication strategies such as circumlocution and paraphrasing to maintain written presentations.                              | For related material see:<br>Strategies, 189–191, 217–219  |
| <b>8.C.1</b> | Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations.                     | For related material see the various categories of words in the Appendices, including the following:<br>Some Words and Expressions Used to Connect Ideas, 299–300  |
| <b>8.C.2</b> | Use a variety of grammar and syntax in written presentations.  | For related material see:<br>Strategies, 190–191, 218–219 (after writing check grammar)<br>Appendices, 283–300   |
| <b>8.C.3</b> | Produce simple, compound, and complex sentences in a variety of time frames in written presentations.                                | For related material see:<br>Strategies, 253–254 (after writing check grammar)<br>Useful Expressions for Informal Speaking (Simulated Conversation), 285–286<br>Appendices, 283–300  |
| <b>8.C.4</b> | Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written presentations. | For related material see:<br>Strategies, 190–191, 218–219 (after writing check grammar)  |
| <b>8.C.5</b> | Monitor language production; recognize errors and attempt self-correction in written presentations. (not assessed on Exam)           | Every section of <i>AP Spanish: Preparing for the Language and Culture Examination</i> begins with a list of language and comprehension strategies that students can use during the test.<br>Strategy pages can be found here: 189–191, 217–219, 253–254, 275–276                  |
| <b>8.D.1</b> | Explain ideas and opinions with examples in written presentations.   | In <u>Section II: Part D: Presentational Writing, Persuasive Essay</u><br>Strategies, 217–219<br>Sources and questions, 220–252 (Graphic Sources, 222, 224, 226, 228, 230, 233, 235, 237, 239, 241, 243, 245, 247, 248, 250, 252, 255; Appendices: Reading Tables and Graphs, 283) |

**STANDARDS ALIGNMENT  
COURSE STANDARDS/BENCHMARKS**

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| <b>.D.2</b> | Integrate information from sources and cite them appropriately in written presentations. | In <u>Section II: Part D: Presentational Writing, Persuasive Essay</u> , students use three sources—a printed text, an audio source, and a chart or graphic—to compare and answer questions.<br>Strategies, 217–219<br>Sources and questions, 220–252 (Graphic Sources, 222, 224, 226, 228, 230, 233, 235, 237, 239, 241, 243, 245, 247, 248, 250, 252, 255; Appendices: Reading Tables and Graphs, 283) |
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