

A Correlation of



**Kindergarten**

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To the

**Common Core State Standards  
for  
English Language Arts**

**Kindergarten**

**Sing, Spell, Read & Write, Kindergarten  
to the  
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**Introduction**

This document demonstrates how ***Sing, Spell, Read & Write*** meets the **Common Core Standards for English Language Arts**. Correlation references are to the Student Edition and Teacher’s Manual and are cited by grade and page number. Lessons in the annotated Teacher’s Manual contain facsimile Student Edition and ancillary pages.

***Sing, Spell, Read & Write*** is a unique reading program for Pre-Kindergarten through second grade that uses carefully sequenced, systematic, explicit phonics instruction to build fluent independent readers. Using look, listen, point, sing-along, and echo routines along with gross-motor and fine-motor activities, the program actively engages the senses and effectively reaches all types of learners. This approach is strongly supported by current research on brain function, language acquisition, and reading.

The program is effective because the method requires total participation. Every student must respond individually to each step in the program. Students take turns playing games, singing songs, and taking part in a wide variety of multisensory activities. Children learn to read as early as kindergarten, and they can achieve complete decoding, fluency, and comprehension skills by the end of first grade.

***Sing, Spell, Ready & Write*** uses a multi-sensory approach that makes learning to read fun. Songs help children remember what they’ve learned. Games allow for needed repetition and provide a nonthreatening atmosphere to master beginning skills.

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Common Core State Standards for English Language Arts	Sing, Spell, Read & Write Kindergarten
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
<b>Literature 1.</b> With prompting and support, ask and answer questions about key details in a text.	<b>TM:</b> <i>Little Storybooks and Guiding the Reading:</i> 146-147, 153-154, 160-161, 167-168, 174-175, 181-183, 189-190, 196-198, 204-205, 210-212, 217-218 <b>SE:</b> 46-47, 49-52, 63-66, 69-72, 83-86, 89-92, 103-106, 109-112, 123-128, 131-134
<b>Literature 2.</b> With prompting and support, retell familiar stories, including key details.	<b>TM:</b> 146-147, 151, 160-161, 165, 174-175, 189, 190, 204-205
<b>Literature 3.</b> With prompting and support, identify characters, settings, and major events in a story.	<b>TM:</b> <i>Little Storybooks and Guiding the Reading:</i> 146-147, 153-154, 160-161, 167-168, 174-175, 181-183, 189-190, 196-198, 204-205, 210-212, 217-218 <b>SE:</b> 46-47, 49-52, 63-66, 69-72, 83-86, 89-92, 103-106, 109-112, 123-128, 131-134
<b>Craft and Structure</b>	
<b>Literature 4.</b> Ask and answer questions about unknown words in a text.	<b>TM:</b> 153, 167, 181, 183, 196, 197, 210, 212, 217-218
<b>Literature 5.</b> Recognize common types of texts (e.g., storybooks, poems).	<b>TM:</b> 146-148, 150-152, 160-162, 174-176, 189-191, 193-194, 204-206, 208-209, 214-215
<b>Literature 6.</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<b>TM:</b> 174, 179

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<b>Integration of Knowledge and Ideas</b>	
<b>Literature 7.</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<b>TM:</b> 153, 154, 167-168, 181-183, 196-198, 210-212, 217
<b>8. (Not applicable to literature)</b>	Not applicable according to the Common Core State Standards for English Language Arts
<b>Literature 9.</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<b>TM:</b> 153-154, 167-168, 181-183, 196-198, 217-218
<b>Range and Level of Text Complexity</b>	
<b>Literature 10.</b> Actively engage in group reading activities with purpose and understanding.	<b>TM:</b> <i>Little Storybooks</i> and <i>Guiding the Reading:</i> 146-147, 153-154, 160-161, 167-168, 174-175, 181-183, 189-190, 196-198, 204-205, 210-212, 217-218 <b>SE:</b> 46-47, 49-52, 63-66, 69-72, 83-86, 89-92, 103-106, 109-112, 123-128, 131-134

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<b>Reading Standards for Informational Texts</b>	
<b>Key Ideas and Details</b>	
<b>Informational Text 1.</b> With prompting and support, ask and answer questions about key details in a text.	At this grade level, students read fully decodable storybooks with single-syllable, short-vowel words. The stories are not specifically written to convey information.
<b>Informational Text 2.</b> With prompting and support, identify the main topic and retell key details of a text.	
<b>Informational Text 3.</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	
<b>Craft and Structure</b>	
<b>Informational Text 4.</b> With prompting and support, ask and answer questions about unknown words in a text.	
<b>Informational Text 5.</b> Identify the front cover, back cover, and title page of a book.	
<b>Informational Text 6.</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	
<b>Integration of Knowledge and Ideas</b>	
<b>Informational Text 7.</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)	
<b>Informational Text 8.</b> With prompting and support, identify the reasons an author gives to support points in a text.	
<b>Informational Text 9.</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
<b>Range of Reading and Level of Text Complexity</b>	
<b>Informational Text 10.</b> Actively engage in group reading activities with purpose and understanding.	

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<b>Reading Standards for Foundational Skills</b>	
<b>Print Concepts</b>	
<b>Foundational Skills 1.</b> Demonstrate understanding of the organization and basic features of print.	
<b>Foundational Skills 1.a.</b> Follow words from left to right, top to bottom, and page-by-page.	<b>TM:</b> 32, 109, 123
<b>Foundational Skills 1.b.</b> Recognize that spoken words are represented in written language by specific sequences of letters.	<b>TM:</b> 28, 29, 40, 46
<b>Foundational Skills 1.c.</b> Understand that words are separated by spaces in print.	<b>TM:</b> 32, 69, 83, 93, 109, 112, 120, 127, 140, 144, 152, 157, 165, 171, 176, 180, 186, 191, 194, 201, 206, 209, 215
<b>Foundational Skills 1.d.</b> Recognize and name all upper- and lowercase letters of the alphabet.	<b>TM:</b> 28, 31, 34, 37, 40, 43, 46, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 105, 106, 111, 112, 115, 120 <b>SE:</b> 17, 25, 33, 41, 49, 57, 65, 73, 81, 89, 97, 105, 113, 121, 129, 137, 145, 153, 161, 169, 177, 185, 193, 201, 209, 217  <i>A to Z Phonics Song Cards</i>
<b>Phonological Awareness</b>	
<b>Foundational Skills 2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
<b>Foundational Skills 2.a.</b> Recognize and produce rhyming words.	<b>TM:</b> 80, 86, 88, 100, 120, 171, 176, 200, 201 <b>TE:</b> 106, 130, 138, 186,
<b>Foundational Skills 2.b.</b> Count, pronounce, blend, and segment syllables in spoken words.	<b>TM:</b> 117-120, 122, 126, 130, 134, 138, 144, 146, 150, 158, 160, 164, 172, 174, 178, 187, 189, 193, 202, 208, 214 □
<b>Foundational Skills 2.c.</b> Blend and segment onsets and rimes of single syllable spoken words.	<b>TM:</b> 117-120, 122, 126, 130, 134, 138, 146, 150, 156, 158, 160, 164, 170, 174, 178, 185, 189, 193, 200, 204, 208, 214
<b>Foundational Skills 2.d.</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	<b>TM:</b> <i>Name That Word/Phonemic Awareness:</i> 29, 31, 40, 43, 46, 65; <i>Teach:</i> 117-120, 122, 126, 130, 134, 138, 144, 146, 150, 158, 160, 164, 172, 174, 178, 187, 189, 193, 202, 208, 214

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<b>Foundational Skills 2.e.</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<b>TM:</b> 119, 122, 126, 130, 134, 138, 144, 146, 150, 158, 160, 164, 172, 174, 178, 187, 189, 193
<b>Phonics and Word Recognition</b>	
<b>Foundational Skills 3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.	
<b>Foundational Skills 3.a.</b> Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	<b>TM:</b> 28, 31, 34, 37, 40, 43, 46, 49-54, 56, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 104-105, 106, 108  <b>SE:</b> 17, 25, 33, 41, 49, 57, 65, 73, 81, 89, 97, 105, 113, 121, 129, 137, 145, 153, 161, 169, 177, 185, 193, 201, 209, 217
<b>Foundational Skills 3.b.</b> Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	<b>TM:</b> 50-51, 54-56, 66-67, 74-75, 86-87, 98-99, 114, 121-124, 125-128, 129-132, 133-136, 137-140, 141-144, 145-148, 149-152, 155-158, 159-162, 163-166, 169-172, 173-176, 177-180, 184-187, 188-191, 192-195, 199-202, 203-206, 207-209
<b>Foundational Skills 3.c.</b> Read common high-frequency words by sight. (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).	<b>TM:</b> 150, 164, 178 Teacher can also evaluate high-frequency words through all <i>Phonetic Storybooks</i> and <i>My Little Story Books</i> activities.
<b>Foundational Skills 3.d.</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<b>TM:</b> 138, 204 May also use rhyming activities to teach standard: <b>SE:</b> 80, 86, 88, 100, 120, 171, 176, 200, 201
<b>Fluency</b>	
<b>Foundational Skills 4.</b> Read emergent reader texts with purpose and understanding.	<b>TM:</b> <i>Little Storybooks</i> and <i>Guiding the Reading:</i> 146-147, 153-154, 160-161, 167-168, 174-175, 181-183, 189-190, 196-198, 204-205, 210-212, 217-218 <b>SE:</b> 46-47, 49-52, 63-66, 69-72, 83-86, 89-92, 103-106, 109-112, 123-128, 131-134



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<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	
<b>Writing 1.</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is ...</i> ).	<b>TM:</b> 128, 132, 148, 195, 209, 216
<b>Writing 2.</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<b>TM:</b> 124, 136, 144, 158, 162, 191, 202, 206, 187
<b>Writing 3.</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<b>TM:</b> 32, 69, 83, 93, 120, 140, 152, 166, 176, 180
<b>Production and Distribution of Writing</b>	
<b>Writing 4.</b> (Begins in Grade 3)	Not applicable according to the Common Core State Standards for English Language Arts
<b>Writing 5.</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Teacher may use any writing activity to teach standard, e.g., <b>TM:</b> 32, 69, 83, 93, 120, 124, 140, 144, 148, 152, 158, 162, 166, 176, 180, 187, 195, 202, 209, 216
<b>Writing 6.</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	This standard is outside the scope of this program at this grade level.
<b>Writing 7.</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<b>TM:</b> 32, 69, 83, 93, 112

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<b>Research to Build Knowledge</b>	
<b>Writing 8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>TM:</b> 176, 195, 209
<b>Writing 9.</b> (Begins in Grade 4)	Not applicable according to the Common Core State Standards for Language Arts
<b>Range of Writing</b>	
<b>Writing 10.</b> (Begins in Grade 4)	Not applicable according to the Common Core State Standards for Language Arts
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
<b>Speaking/Listening 1.</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	
<b>Speaking/Listening 1.a.</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<b>TM:</b> 58, 65, 85, 87, 112, 114, 124, 132, 136, 140, 144, 148, 152, 158, 162, 172, 176, 180, 187, 191, 195, 202, 206, 209, 214, 216
<b>Speaking/Listening 1.b.</b> Continue a conversation through multiple exchanges.	<b>TM:</b> 85, 87
<b>Speaking/Listening 2.</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<b>TM:</b> 28, 31, 57, 146-147, 153-154, 160-161, 167-168, 174-175, 182-183, 189-190, 196-198, 204-205, 210-212, 217-218
<b>Speaking/Listening 3.</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<b>TM:</b> 146-147, 153-154, 160-161, 167-168, 174-175, 182-183, 189-190, 196-198, 204-205, 210-212, 217-218
<b>Presentation of Knowledge and Ideas</b>	
<b>Speaking/Listening 4.</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<b>TM:</b> 166, 176, 202, 209
<b>Speaking/Listening 5.</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.	<b>TM:</b> 166, 176, 202, 209

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<b>Speaking/Listening 6.</b> Speak audibly and express thoughts, feelings, and ideas clearly.	<b>TM:</b> 28, 31, 57-58, 65, 87,112, 114, 124, 132, 136, 140, 144, 146-147, 148,152, 158, 160-161, 162, 167-168, 172, 174-175, 176, 180, 182-183, 187, 189-190, 191, 195, 196-198, 202, 204-205, 206, 209, 210-212, 214, 216-218 <b>SE:</b> 46-47, 49-52, 63-66, 69-72, 83-86, 89-92, 103-106, 109-112, 123-128, 131-134
<b>Language Standards</b>	
<b>Conventions in Writing and Speaking</b>	
<b>Language 1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
<b>Language 1.a.</b> Print many upper- and lowercase letters.	<b>TM:</b> 29, 38, 56, 59-60, 62, 64, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 111, 112, 115, 120 <b>SE:</b> 19-20, 27-28, 35-36, 43-44, 51-52, 59-60, 67-68, 75-76, 83-84, 91-92, 99-100, 107-108, 115-116, 123-124, 131-132, 139-140, 147-148, 155-156, 163-164, 171-172, 179-180, 187-188, 195-196, 203-204, 211-212, 219-220
<b>Language 1.b.</b> Use frequently occurring nouns and verbs.	<b>TM:</b> 153, 167, 181, 183, 196, 197, 210, 212, 217, 218
<b>Language 1.c.</b> Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog</i> , <i>dogs</i> ; <i>wish</i> , <i>wishes</i> ).	<b>TM:</b> 157, 179, 186, 201 <b>SE:</b> 61-62, 97, 100, 121
<b>Language 1.d.</b> Understand and use question words (interrogatives) (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ).	<b>TM:</b> 146-147, 153-154, 160-161, 167-168, 174-175, 182-183, 189-190, 196-198, 204-205, 210-212, 217-218
<b>Language 1.e.</b> Use the most frequently occurring prepositions (e.g., <i>to</i> , <i>from</i> , <i>in</i> , <i>out</i> , <i>on</i> , <i>off</i> , <i>for</i> , <i>of</i> , <i>by</i> , <i>with</i> ).	<b>TM:</b> 171 <b>SE:</b> 82
<b>Language 1.f.</b> Produce and expand complete sentences in shared language activities.	<b>TM:</b> 28, 31, 57-58, 65, 87,112, 114, 124, 132, 136, 140, 144, 146-147, 148,152, 158, 160-161, 162, 167-168, 172, 174-175, 176, 180, 182-183, 187, 189-190, 191, 195, 196-198, 202, 204-205, 206, 209, 210-212, 214, 216-218 <b>SE:</b> 46-47, 49-52, 63-66, 69-72, 83-86, 89-92, 103-106, 109-112, 123-128, 131-134

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<b>Language 2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
<b>Language 2.a.</b> Capitalize the first word in a sentence and the pronoun <i>I</i> .	Teacher may utilize <i>My Little Storybooks</i> , and <i>Phonetic Storybooks</i> to teach skill.
<b>Language 2.b.</b> Recognize and name end punctuation.	<b>TM:</b> 178
<b>Language 2.c.</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).	<b>TM:</b> 29, 38, 56, 59-60, 62, 64, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 111, 112, 115, 120 <b>SE:</b> 19-20, 27-28, 35-36, 43-44, 51-52, 59-60, 67-68, 75-76, 83-84, 91-92, 99-100, 107-108, 115-116, 123-124, 131-132, 139-140, 147-148, 155-156, 163-164, 171-172, 179-180, 187-188, 195-196, 203-204, 211-212, 219-220
<b>Language 2.d.</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<b>TM:</b> 123, 127, 131, 135, 139, 142, 156, 157, 170, 171, 185, 186, 200, 201 <b>SE:</b> 19, 23, 27, 31, 35, 39-41, 59-61, 79-81, 99-101, 119-121
<b>Language 3.</b> (Begins in Grade 3)	Not applicable according to the Common Core State Standards for English Language Arts
<b>Vocabulary Acquisition and Use</b>	
<b>Language 4.</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>kindergarten reading and content</i> .	
<b>Language 4.a.</b> Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ).	Vocabulary words can be used to teach standard, e.g., <b>TM:</b> 153, 167, 181, 183, 196, 197, 210, 212, 217, 218
<b>Language 4.b.</b> Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i> ) as a clue to the meaning of an unknown word.	<b>TM:</b> 157, 186, 201 <b>SE:</b> 61, 62, 99, 102, 121

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<b>Language 5.</b> With guidance and support from adults, explore word relationships and nuances in word meanings.	
<b>Language 5.a.</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	<b>TM:</b> 40-41
<b>Language 5.b.</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<b>TM:</b> 31, 130
<b>Language 5.c.</b> Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ).	Vocabulary words can be used to teach this standard, e.g., <b>TM:</b> 153, 167, 181, 183, 196, 197, 210, 212, 217, 218
<b>Language 5.d.</b> Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i> ) by acting out the meanings.	This standard is outside the scope of this program at this grade level.
<b>Language 6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<b>TM:</b> 28, 31, 57-58, 65, 87, 112, 114, 124, 132, 136, 140, 144, 146-147, 148, 152, 158, 160-161, 162, 167-168, 172, 174-175, 176, 180, 182-183, 187, 189-190, 191, 195, 196-198, 202, 204-205, 206, 209, 210-212, 214, 216-218 <b>SE:</b> 46-47, 49-52, 63-66, 69-72, 83-86, 89-92, 103-106, 109-112, 123-128, 131-134