

**Grade 1 English Language Proficiency Standards
correlated to
Hands-On English - Teacher's Edition
National Geographic Learning**

Grade 1 ELP Standards				
Level 1	Level 2	Level 3	Level 4	Level 5
1.1 An ELL can... construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.				
<p>with prompting and support (including context and visual aids), use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words from read-alouds, picture books, and oral presentations. <p>Chapter 1: L5; L8 Chapter 2: L4; L8 Chapter 3: L5; L9 Chapter 4: L3; L6 Chapter 5: L4; L7</p>	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify key words and phrases from read-alouds, simple written texts, and oral presentations. <p>Chapter 1: L5; L8 Chapter 2: L4; L8 Chapter 3: L5; L9 Chapter 4: L3; L6 Chapter 5: L4; L7</p>	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> identify main topics, answer questions about key details retell some key details or events from read-aloud texts, simple written texts, and oral presentations. <p>Chapter 1: L5; L8 Chapter 2: L4; L8 Chapter 3: L5; L9 Chapter 4: L3; L6 Chapter 5: L4; L7</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> identify main topics ask and answer questions about an increasing number of key details retell familiar stories or episodes of stories in read-alouds, written texts, and oral presentations. <p>Structured and highly supported practice of these skills is included in the last 3-4 chapters of the program, but no independent achievement of the skills is expected.</p>	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> identify main topics ask and answer questions about key details retell stories, including key details in read-alouds, written texts, and oral presentations. <p>Structured and highly supported practice of these skills is included in the last 3-4 chapters of the program, but no independent achievement of the skills is expected.</p>

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Chapter 6: L4; L8 Chapter 7: L4; L5; L8 Chapter 8: L4; L6 Chapter 9: L1; L5 Chapter 10: L2; L4	Chapter 6: L4; L8 Chapter 7: L4; L5; L8 Chapter 8: L4; L6 Chapter 9: L1; L5 Chapter 10: L2; L4	Chapter 6: L4; L8 Chapter 7: L4; L5; L8 Chapter 8: L4; L6 Chapter 9: L1; L5 Chapter 10: L2; L4		
1.2 An ELL can... participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.				
<ul style="list-style-type: none"> • listen to short conversations • respond to simple yes/no and some wh-questions about familiar topics. 	<ul style="list-style-type: none"> • participate in short conversations • take turns • respond to simple yes/no and wh-questions about familiar topics. 	<ul style="list-style-type: none"> • participate in short discussions, conversations, and short written exchanges • follow rules for discussion • ask and answer simple questions about familiar topics. 	<ul style="list-style-type: none"> • participate in discussions, conversations, and written exchanges • follow rules for discussion • ask and answer questions • respond to the comments of others • make comments of his or her own about a variety of topics and texts. 	<ul style="list-style-type: none"> • participate in extended discussions, conversations, and written exchanges • follow rules for discussion • ask and answer questions • build on the comments of others • contribute his or her own comments about a variety of topics and texts.

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<p>Chapter 1: L2; L3; L4; L5; L10; Capstone Project; English Mat; Chapter Reflection</p> <p>Chapter 2: L1; L2; L3; L5; L6; L9; L10; Capstone Project; English Mat; Chapter Reflection</p> <p>Chapter 3: L2; L4; L8; L9; L10; Capstone Project; English Mat; Chapter Reflection</p> <p>Chapter 4: L1; L2; Capstone Project; English Mat; Chapter Reflection</p> <p>Chapter 5: L2; L9; L10; Capstone Project; English Mat; Chapter Reflection</p> <p>Chapter 6: L1; L2; L4; L6; L8; Capstone Project; English Mat; Chapter Reflection</p>	<p>Chapter 1: L2; L3; L4; L5; L10; Capstone Project; English Mat; Chapter Reflection</p> <p>Chapter 2: L1; L2; L3; L5; L6; L9; L10; Capstone Project; English Mat; Chapter Reflection</p> <p>Chapter 3: L2; L4; L8; L9; L10; Capstone Project; English Mat; Chapter Reflection</p> <p>Chapter 4: L1; L2; L8; L10; Capstone Project; English Mat; Chapter Reflection</p> <p>Chapter 5: L2; L9; L10; Capstone Project; English Mat; Chapter Reflection</p>	<p>Chapter 1: L2; L3; L4; L5; L10; Capstone Project; English Mat; Chapter Reflection</p> <p>Chapter 2: L1; L2; L3; L5; L6; L9; L10; Capstone Project; English Mat; Chapter Reflection</p> <p>Chapter 3: L2; L4; L8; L9; L10; Capstone Project; English Mat; Chapter Reflection</p> <p>Chapter 4: L1; L2; L8; L10; Capstone Project; English Mat; Chapter Reflection</p> <p>Chapter 5: L2; L9; L10; Capstone Project; English Mat; Chapter Reflection</p>	<p>Structured and highly supported practice of these skills is included in the last 3-4 chapters of the program, but no independent achievement of the skills is expected.</p>	<p>Structured and highly supported practice of these skills is included in the last 3-4 chapters of the program, but no independent achievement of the skills is expected.</p>

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<p>Chapter 7: L4; Capstone Project; English Mat; Chapter Reflection</p> <p>Chapter 8: L5; L8; L9; L10; Capstone Project; English Mat; Chapter Reflection</p> <p>Chapter 9: L2; L3; Capstone Project; English Mat; Chapter Reflection</p> <p>Chapter 10: L1; L5; L7; L10; Capstone Project; English Mat; Chapter Reflection</p>	<p>Chapter 6: L1; L2; L4; L6; L8; Capstone Project; English Mat; Chapter Reflection</p> <p>Chapter 7: L4; Capstone Project; English Mat; Chapter Reflection</p> <p>Chapter 8: L.5; L8; L9; L10; Capstone Project; English Mat; Chapter Reflection</p> <p>Chapter 9: L2; L3; Capstone Project; English Mat; Chapter Reflection</p> <p>Chapter 10: L1; L5; L7; L10; Capstone Project; English Mat; Chapter Reflection</p>	<p>Chapter 6: L1; L2; L4; L6; L8; Capstone Project; English Mat; Chapter Reflection</p> <p>Chapter 7: L4; Capstone Project; English Mat; Chapter Reflection</p> <p>Chapter 8: L.5; L8; L9; L10; Capstone Project; English Mat; Chapter Reflection</p> <p>Chapter 9: L2; L3; Capstone Project; English Mat; Chapter Reflection</p> <p>Chapter 10: L1; L5; L7; L10; Capstone Project; English Mat; Chapter Reflection</p>		

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1.3 An ELL can... speak and write about grade-appropriate complex literary and informational texts and topics.				
<ul style="list-style-type: none"> communicate simple information or feelings about familiar topics or experiences. <p>Students communicate information and feelings throughout text in <i>Oral Practice</i> routines. See examples:</p> <p>Chapter 1: L1; L2; L9</p> <p>Chapter 2: L1; L2; L3; L5; L6; L9; L10</p> <p>Chapter 3:</p>	<ul style="list-style-type: none"> communicate simple messages about familiar topics, experiences, or events. <p>Students communicate information and feelings throughout text in <i>Oral Practice</i> routines. For examples see:</p> <p>Chapter 1: L1; L2; L9</p> <p>Chapter 2: L1; L2; L3; L5; L6; L9; L10</p>	<ul style="list-style-type: none"> deliver short simple oral presentations compose short written texts About familiar topics, stories, experiences, or events. <p>Chapter 1: L8; L9; Capstone Project; English Mat</p> <p>Chapter 2: L3; L4; L7; L8; Capstone Project; English Mat</p> <p>Chapter 3: L5; L6; L8; L10; Capstone Project; English Mat</p>	<p>using simple sentences and drawings or illustrations,</p> <ul style="list-style-type: none"> deliver short simple oral presentations compose written texts about a variety of texts, topics, experiences, or events. <p>Chapter 1: L8; L9; Capstone Project; English Mat</p> <p>Chapter 2: L3; L4; L7; L8; Capstone Project; English Mat</p> <p>Chapter 3: L5; L6; L8; L10; Capstone Project; English Mat</p>	<p>include a few descriptive details,</p> <ul style="list-style-type: none"> deliver oral presentations compose written texts about a variety of texts, topics, experiences, or events. <p>Structured and highly supported practice of these skills is included in the last 3-4 chapters of the program, but no independent achievement of the skills is expected.</p>

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<p>L1; L2; L6</p> <p>Chapter 4: L5; L7</p> <p>Chapter 5: L9</p> <p>Chapter 6: L4; L8</p> <p>Chapter 7: L4; L7</p> <p>Chapter 8: L9; L10</p> <p>Chapter 9: L3; L6</p> <p>Chapter 10: L2; L4; L9</p>	<p>Chapter 3: L2; L6</p> <p>Chapter 4: L5; L7</p> <p>Chapter 5: L9</p> <p>Chapter 6: L4; L8</p> <p>Chapter 7: L4; L7</p> <p>Chapter 8: L9; L10</p> <p>Chapter 9: L3; L6</p> <p>Chapter 10: L2; L4; L9</p>	<p>Chapter 4: L5; L9; Capstone Project; English Mat</p> <p>Chapter 5: L2; L3; L4; L5; L6; L9; Capstone Project; English Mat</p> <p>Chapter 6: L5; L7; L9; L10; Capstone Project; English Mat</p> <p>Chapter 7: L1; L2; L3; L6; L8; Capstone Project; English Mat</p> <p>Chapter 8: L1; L4; L6; L7; L8; L9; Capstone Project; English Mat</p> <p>Chapter 9: L6; L7; L9; L10; Capstone Project; English Mat</p>	<p>Chapter 4: L5; L9; Capstone Project; English Mat</p> <p>Chapter 5: L2; L3; L4; L5; L6; L9; Capstone Project; English Mat</p> <p>Chapter 6: L5; L7; L9; L10; Capstone Project; English Mat</p> <p>Chapter 7: L1; L2; L3; L6; L8; Capstone Project; English Mat</p> <p>Chapter 8: L1; L4; L6; L7; L8; L9; Capstone Project; English Mat</p> <p>Chapter 9: L6; L7; L9; L10; Capstone Project; English Mat</p> <p>Chapter 10:</p>	

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		Chapter 10: L2; L6; L9; Capstone Project; English Mat	L2; L6; L9; Capstone Project; English Mat	
1.4. An ELL can... construct grade-appropriate oral and written claims and support them with reasoning and evidence.				
<ul style="list-style-type: none"> express a preference or opinion about familiar topics or experiences. <p>Chapter 1: L1; L2; L9</p> <p>Chapter 2: L1; L2; L3; L5; L6; L9; L10</p> <p>Chapter 3: L2; L3; L6; L7; L10</p> <p>Chapter 5: L9</p> <p>Chapter 8: L9</p>	<ul style="list-style-type: none"> express an opinion about familiar topics, experiences, or events. <p>Chapter 10: Chapter Reflection</p>	<ul style="list-style-type: none"> express an opinion give a reason for the opinion about familiar topics, experiences, or events. <p>Chapter 10: Chapter Reflection</p>	<ul style="list-style-type: none"> express opinions give a reason for the opinion about a variety of texts topics, experiences, or events. <p>Chapter 10: Chapter Reflection</p>	<ul style="list-style-type: none"> express opinions introduce the topic give a reason for the opinion provide a sense of closure about a variety of texts topics, experiences, or events. <p>Structured and highly supported practice of these skills is included in the last 3-4 chapters of the program, but no independent achievement of the skills is expected.</p>

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1.5. An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.				
<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> • participate in shared research projects • gather information • labeling information from provided sources showing limited control. <p>Chapter 2: L9; Capstone Project</p> <p>Chapter 7: L6; L7; L9</p> <p>Chapter 8: L2; L8</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> • participate in shared research projects • gather information • summarizing some key information from provided sources showing emerging control. <p>Chapter 2: Capstone Project</p> <p>Chapter 7: L6; L7; L9</p> <p>Chapter 8: L2; L8</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> • participate in shared research projects • gather information • summarize Information from provided sources showing developing control. <p>Chapter 2: Capstone Project</p> <p>Chapter 7: L6; L7; L9</p> <p>Chapter 8: L2; L8</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> • participate in shared research projects • gather information • summarize information • answer a question from provided sources showing increasing independent control. <p>Structured and highly supported practice of these skills is included in the last 3-4 chapters of the program, but no independent achievement of the skills is expected.</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> • participate in shared research projects • gather information • summarize information • answering a question from provided showing independent control. <p>Structured and highly supported practice of these skills is included in the last 3-4 chapters of the program, but no independent achievement of the skills is expected.</p>

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1.6. An ELL can... analyze and critique the arguments of others orally and in writing.				
<p>[Standard introduced at Level 2.]</p>	<p>with prompting and support,</p> <ul style="list-style-type: none"> identify a reason an author or a speaker gives to support a point. <p>Teachers can provide supported practice of this skill in the last chapters of the program, but no independent achievement of the skills is expected.</p>	<ul style="list-style-type: none"> identify one or two reasons an author or a speaker gives to support the main point. <p>Teachers can provide supported practice of this skill in the last chapters of the program, but no independent achievement of the skills is expected.</p>	<ul style="list-style-type: none"> identify reasons an author or a speaker gives to support the main point. <p>Teachers can provide supported practice of this skill in the last chapters of the program, but no independent achievement of the skills is expected.</p>	<ul style="list-style-type: none"> identify appropriate reasons an author or a speaker gives to support the main point. <p>Teachers can provide supported practice of this skill in the last chapters of the program, but no independent achievement of the skills is expected.</p>
1.7. An ELL can... adapt language choices to purpose, task, and audience when speaking and writing.				
<p>[Standard introduced at Level 3.]</p>	<p>[Standard introduced at Level 3.]</p>	<ul style="list-style-type: none"> show a developing awareness of the difference between appropriate language for the playground and language for the classroom. 	<ul style="list-style-type: none"> show awareness of differences between informal, 'playground speech' and language appropriate to the classroom use some words learned through conversations, 	<ul style="list-style-type: none"> shift appropriately between informal, 'playground speech' and language appropriate to the classroom most of the time use words learned through

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		Opportunities exist for students to practice standard in <i>Presentation activities</i> at the end of the Capstone Project after each Chapter.	reading, and being read to. Structured and highly supported practice of these skills is included in the last 3-4 chapters of the program, but no independent achievement of the skills is expected.	conversations, reading, and being read to. Structured and highly supported practice of these skills is included in the last 3-4 chapters of the program, but no independent achievement of the skills is expected.
1.8. An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.				
with prompting and support (including context and visual aids), • recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or	with prompting and support (including context and visual aids), • answer and sometimes ask simple questions to help determine the meaning of frequently occurring words and phrases in simple oral	using sentence-level context and visual aids, • answer and sometimes ask questions to help determine the meaning of some less frequently occurring words and phrases in oral		

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<p>events.</p> <p>Chapter 1: L5; L8 Chapter 2: L4; L8 Chapter 3: L5; L9 Chapter 4: L3; L6 Chapter 5: L4; L7 Chapter 6: L4; L8 Chapter 7: L4; L5; L8 Chapter 8: L4; L6 Chapter 9: L1; L5; L4; L8 Chapter 10: L2; L4</p>	<p>presentations and read-alouds about familiar topics, experiences, or events.</p> <p>Opportunities exist for students to practice standard through <i>Text Work</i> activities before each reading.</p>	<p>presentations, read-alouds, and simple texts about familiar topics, experiences, or events.</p> <p>Opportunities exist for students to practice standard through <i>Text Work</i> activities before each reading.</p>		

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1.9. An ELL can...create clear and coherent grade-appropriate speech and text.				
<p>[Standard introduced at Level 2.]</p>	<p>with support (including visual aids, modeled sentences),</p> <ul style="list-style-type: none"> • retell an event • present simple information with emerging control, some frequently occurring linking words. <p>Chapter 1: L8; L9</p> <p>Chapter 2: L7; L8</p> <p>Chapter 3: L5; L6; L10</p> <p>Chapter 4: L3; L7; L9; Capstone</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> • retell (in speech or writing) a simple sequence of events in the correct order • present simple information with developing control, some frequently occurring linking words (e.g., <i>and</i>, <i>so</i>) and temporal words (e.g., <i>first</i>, <i>then</i>). <p>Chapter 1: Capstone Project</p> <p>Chapter 2: Capstone Project</p> <p>Chapter 3: Capstone Project</p> <p>Chapter 4:</p>	<ul style="list-style-type: none"> • recount two or three events in sequence • present simple information about a topic with increasingly independent control of some temporal words (e.g., <i>next</i>, <i>after</i>) to signal event order and some frequently occurring linking words (<i>and</i>, <i>so</i>). <p>Structured and highly supported practice of these skills is included in the last 3-4 chapters of the program, but no independent achievement of the skills is expected.</p>	<ul style="list-style-type: none"> • recount a more complex sequence of events in the correct order • introduce a topic • provide some facts about a topic using temporal words to signal event order and using frequently occurring conjunctions (linking words or phrases). <p>Structured and highly supported practice of these skills is included in the last 3-4 chapters of the program, but no independent achievement of the skills is expected.</p>

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	Project Chapter 5: L4; L5 Chapter 6: L10 Chapter 7: L6; L8 Chapter 9: L5	Capstone Project Chapter 5: Capstone Project Chapter 6: Capstone Project Chapter 7: Capstone Project Chapter 8: Capstone Project Chapter 9: Capstone Project Chapter 10: Capstone Project		
1.10. An ELL can... make accurate use of standard English to communicate in grade-appropriate speech and writing.				
with support (including context and visual aids), <ul style="list-style-type: none"> • understand and use a small number of 	with support (including visual aids and sentences), <ul style="list-style-type: none"> • recognize and use 	with support (including modeled sentences), <ul style="list-style-type: none"> • use some singular and plural nouns 	<ul style="list-style-type: none"> • use an increasing number of singular and plural nouns with matching verbs • use present and past 	<ul style="list-style-type: none"> • use singular and plural nouns with matching verbs, • use past, present, and future verb

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<p>frequently occurring nouns and verbs,</p> <ul style="list-style-type: none"> understand and use very simple sentences respond to simple questions. 	<p>frequently occurring nouns, verbs, prepositions, and conjunctions (e.g., <i>and, but, or</i>)</p> <ul style="list-style-type: none"> produce simple sentences. 	<ul style="list-style-type: none"> use verbs in the present and past tenses use frequently occurring prepositions and conjunctions produce and expand simple sentences in response to prompts. 	<p>verb with appropriate subject-verb agreement</p> <ul style="list-style-type: none"> use frequently occurring prepositions and conjunctions produce and expand simple and some compound sentences in response to prompts. 	<p>tenses</p> <ul style="list-style-type: none"> use frequently occurring prepositions and conjunctions produce and expand simple and compound sentences in response to prompts.
<p>Standard met throughout text. See examples:</p> <p>Chapter 1: L2; L6; L7</p> <p>Chapter 2: L1; L2</p>	<p>Chapter 1: L2; L3; L4; L5; L6; L10; English Mat</p> <p>Chapter 2: L1; L2; L3; L5; L6; L9; L10; Capstone Project; Chapter Reflection</p>	<p>Chapter 1: L2; L3; L4; L5; L6; L10; English Mat</p> <p>Chapter 2: L1; L2; L3; L5; L6; L9; L10; Capstone Project; Chapter Reflection</p> <p>Chapter 3: L2; L4; L8; L9; L10</p> <p>Chapter 4:</p>	<p>Structured and highly supported practice of these skills is included in the last 3-4 chapters of the program, but no independent achievement of the skills is expected.</p>	<p>Structured and highly supported practice of these skills is included in the last 3-4 chapters of the program, but no independent achievement of the skills is expected.</p>

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