

Publisher: <i>Educational Activities Software</i>		Program Title: <i>Sound Sentences, Diascriptive Reading 3, Core Reading &amp; Vocabulary, The Writing Process Workshop, Reading in the Workplace, How to Write for Everyday Living, &amp; How to Read for Everyday Living</i>	
ELD Proficiency Levels:		<b>FOR LEA USE ONLY</b> Designated Standards ELD and ELA #'s	
✓	Beginning (B)	✓	Early Advanced (EA)
✓	Early Intermediate (EI)	✓	Advanced (A)
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**ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (SB1113 – Budget Act 2004-2005)**

Grades 6-8 Educational Software Programs That Meet ELD Reading Standards					ELA Standards	Educational Activities Software Programs	
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> <b>Word Analysis</b> <input checked="" type="checkbox"/> B1. Recognize and correctly pronounce most English phonemes while reading aloud. <input checked="" type="checkbox"/> B2. Recognize the most common English morphemes in phrases and simple sentences. <b>Fluency and Systematic Vocabulary Development</b> <input checked="" type="checkbox"/> B3. Read aloud simple words presented in literature and	<input checked="" type="checkbox"/> <b>Word Analysis</b> <input checked="" type="checkbox"/> EI1. Produce most English phonemes comprehensibly while reading aloud one's own writing, simple sentences, or simple texts. <input checked="" type="checkbox"/> EI2. Use common English morphemes in oral and silent reading. <input checked="" type="checkbox"/> EI3. Recognize obvious cognates (e.g., <i>educacion, educaci3n; university, universidad</i> ) in phrases, simple sentences,	<input checked="" type="checkbox"/> <b>Word Analysis</b> <input checked="" type="checkbox"/> I1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. <input checked="" type="checkbox"/> I2. Identify cognates (e.g., <i>agonía, agony</i> ) and false cognates (e.g., <i>éxito, exit</i> ) in literature and texts in content areas. <b>Fluency and Systematic Vocabulary Development</b>	<input checked="" type="checkbox"/> <b>Word Analysis</b> <input checked="" type="checkbox"/> EA1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. <input checked="" type="checkbox"/> EA2. Distinguish between cognates and false cognates in literature and texts in content areas. <b>Fluency and Systematic Vocabulary Development</b>	<input checked="" type="checkbox"/> <b>Word Analysis</b> <input checked="" type="checkbox"/> A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. <input checked="" type="checkbox"/> A2. Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas. <b>Fluency and Systematic Vocabulary Development</b>	<input checked="" type="checkbox"/> <b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b>  Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. <i>Vocabulary and</i>	<b>Word Analysis</b> B1. Sound Sentences EI1. Sound Sentences I1. Sound Sentences EA1. Diascriptive Reading III, Vocabulary A1. Diascriptive Reading III, Vocabulary B2. Sound Sentences	<b>Word Analysis</b>

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<input checked="" type="checkbox"/>	subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses.	<input checked="" type="checkbox"/>	literature, and content area texts.  <b>Fluency and Systematic Vocabulary Development</b>	<input checked="" type="checkbox"/>	I3. Use a standard dictionary to determine meanings of unknown words.	<input checked="" type="checkbox"/>	EA3. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	<input checked="" type="checkbox"/>	A3. Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas.	<input checked="" type="checkbox"/>	<i>Concept Development</i> 1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	EI2. Diascriptive Reading III, Vocabulary	
<input checked="" type="checkbox"/>	B4. Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions).	<input checked="" type="checkbox"/>	EI4. Use knowledge of literature and content areas to understand unknown words.	<input checked="" type="checkbox"/>	I4. Use knowledge of English morphemes, phonics, and syntax to decode text.	<input checked="" type="checkbox"/>	EA4. Recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content areas.	<input checked="" type="checkbox"/>	A4. Apply knowledge of academic and social vocabulary to achieve independent reading.	<input checked="" type="checkbox"/>	1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.	EI3. Diascriptive Reading III, Vocabulary	
<input type="checkbox"/>	B5. Create a simple dictionary of words frequently used by the student.	<input checked="" type="checkbox"/>	EI5. Read simple paragraphs and passages independently.	<input checked="" type="checkbox"/>	I5. Recognize simple idioms, analogies, figures of speech (e.g., to “take a fall”), and metaphors in literature and texts in content areas.	<input checked="" type="checkbox"/>	EA5. Use a standard dictionary to determine the meaning of	<input checked="" type="checkbox"/>	A5. Use common idioms and some analogies (e.g., “shine like a star,”	<input checked="" type="checkbox"/>	1.3 Use word meanings within the appropriate context and show ability to	I2. Diascriptive Reading III, Vocabulary	
<input type="checkbox"/>	B6. Retell stories	<input type="checkbox"/>	EI6. Demonstrate internalization of English grammar, usage, and word	<input type="checkbox"/>	I6. Demonstrate							EA2. . Diascriptive Reading III, Details, Inference, Main Idea, Sequence, Vocabulary	
												A2. . Diascriptive Reading III, Details, Inference,	

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<input checked="" type="checkbox"/>	by using phrases and sentences.  B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	<input type="checkbox"/>	choice by recognizing and correcting some errors when speaking or reading aloud.  EI7. Read aloud with appropriate pacing, intonation, and expression one's own writing of narrative and expository texts.	<input checked="" type="checkbox"/>	internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.  I7. Use decoding skills and knowledge of both academic and social vocabulary to read independently.	<input checked="" type="checkbox"/>	unknown words (e.g., idioms and words with multiple meanings).  EA6. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	<input checked="" type="checkbox"/>	"let the cat out of the bag") and metaphors.  A6. Use a standard dictionary to determine the meaning of unknown words.  <b>Reading Comprehension</b>	<input checked="" type="checkbox"/>	verify those meanings by definition, restatement, example, comparison, or contrast.  <b>2.0 Reading Comprehension (Focus on Informational Materials)</b>	Main Idea, Sequence, Vocabulary  <b>Fluency and Systematic Vocabulary Development</b>	
<input checked="" type="checkbox"/>	<b>Reading Comprehension</b>  B8. Read simple text and orally respond to factual comprehension questions by using key words or	<input checked="" type="checkbox"/>	EI8. Use a standard dictionary to find the meaning of known vocabulary.  <b>Reading Comprehension</b>	<input checked="" type="checkbox"/>	I8. Recognize that some words have multiple meanings.  <b>Reading Comprehension</b>	<input type="checkbox"/>	EA7. Recognize idioms, analogies, and metaphors used in literature and texts in content areas.  EA8. Read aloud with appropriate	<input checked="" type="checkbox"/>	A7. Identify and explain the main ideas and critical details of informational materials, literary text, and text in content areas.		Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the	B3. Sound Sentences  I3. Diascriptive Reading III, Vocabulary (Online Activities)  EA3. Diascriptive Reading III, Vocabulary	

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<input type="checkbox"/> phrases. <input type="checkbox"/> B9. Understand and follow simple multiple-step oral directions for classroom or work-related activities. <input type="checkbox"/> B10. Recognize categories of common informational materials (e.g., newspaper, brochure). <input type="checkbox"/> B11. Orally identify, using key words or phrases, the main ideas and some details of familiar texts.	<input type="checkbox"/> E19. Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions. <input checked="" type="checkbox"/> E110. Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms. <input type="checkbox"/> E111. Identify and orally explain categories of familiar informational	<input type="checkbox"/> I9. Read literature and respond orally to it by answering in detailed sentences factual comprehension questions. <input type="checkbox"/> I10. Read text and use detailed sentences to explain orally the main ideas and details of informational text, literary text, and text in content areas. <input type="checkbox"/> I11. Understand and orally explain most multiple-step directions for using a simple	<input checked="" type="checkbox"/> <b>Reading Comprehension</b> <p> pacing, intonation, and expression increasingly complex narrative and expository texts.</p> <p>EA9. Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas.</p> <input checked="" type="checkbox"/> EA10. Identify and explain the differences between various	<input checked="" type="checkbox"/> A8. Analyze a variety of rhetorical styles, found in consumer (e.g., warranties, contracts) and informational materials (e.g., newspapers, magazines, signs, textbooks). <input checked="" type="checkbox"/> A9. Identify and analyze the differences between various categories of informational materials (textbooks, newspapers, instructional manuals, signs).	<p>text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be ready by students. In addition, students read one million words annually on their own, including a good representation of narrative and</p>	<p>A3 . Diascriptive Reading III, Details, Inference, Main Idea, Sequence, Vocabulary            B4. Sound Sentences</p> <p>E14. Diascriptive Reading III, Details, Inference, Main Idea, Sequence, Vocabulary</p> <p>I4. Diascriptive Reading III, Details, Inference, Main Idea, Sequence, Vocabulary</p>	

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<u>B</u> eginning		<u>E</u> arly <u>I</u> ntermediate		<u>I</u> ntermediate		<u>E</u> arly <u>A</u> dvanced		<u>A</u> dvanced		<b>Grade 8</b>		Primary Citation	Supporting Citation
<input type="checkbox"/>	B12. Point out text features, such as the title, table of contents, and chapter headings.	<input type="checkbox"/>	materials by using simple sentences.  EI12. Read text and orally identify the main ideas and details of informational materials, literary text, and text in content areas by using simple sentences.	<input type="checkbox"/>	mechanical device and filling out simple applications.  I12. Identify and use detailed sentences to explain orally the differences among some categories of informational materials.	<input checked="" type="checkbox"/>	categories of informational materials (e.g., textbooks, newspapers, instructional materials).  EA11. Analyze a variety of rhetorical styles found in consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., newspapers, magazines, and textbooks).  <b>Literary Response and Analysis</b>	<input type="checkbox"/>	<b>Literary Response and Analysis</b>  A10. Analyze the setting (place, time, customs) and its influence on the meaning of and conflict in a literary text.	<input checked="" type="checkbox"/>	expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). <i>Structural Features of Informational Materials</i> 2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).  2.2 Analyze text that uses proposition and support patterns.	EA4. Diascriptive Reading III, Details, Inference, Main Idea, Sequence, Vocabulary Diascriptive Reading III: Science, Social Studies  A4. Diascriptive Reading III, Vocabulary Diascriptive Reading: Science, Social Studies  EI5. Diascriptive Reading III, Details, Inference, Main Idea, Sequence,	
<input type="checkbox"/>	B13. Use pictures, lists, charts, and tables found in informational materials, newspapers, and magazines to identify the factual components of compare-and-contrast patterns.	<input type="checkbox"/>	EI13. Read and orally identify examples of fact and opinion and cause and effect in written texts by using simple sentences.	<input type="checkbox"/>	I13. Understand and orally identify the features and elements of common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., magazines and books).			<input type="checkbox"/>	A11. Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery, and symbolism).  A12. Compare and contrast a similar				
<input type="checkbox"/>	B14. Orally identify examples of fact and opinion and cause and effect in												

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<input checked="" type="checkbox"/>	simple texts. <b>Literary Response and Analysis</b>	<input type="checkbox"/>	EI14. Orally identify the factual components of simple informational materials by using key words or phrases. <b>Literary Response and Analysis</b>	<input type="checkbox"/>	<b>Literary Response and Analysis</b> I14. Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts.	<input type="checkbox"/>	EA12. Identify literary devices, such as narrative voice, symbolism, dialect, and irony.	<input type="checkbox"/>	theme or topic across genres and explain how the genre shapes the themes or topics.	<input checked="" type="checkbox"/>	<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.	Vocabulary I5. Diascriptive Reading III, Details, Inference, Main Idea, Sequence, Vocabulary	
<input checked="" type="checkbox"/>	B15. Respond orally in one or two words to factual comprehension questions about simple literary texts.	<input type="checkbox"/>	<b>Literary Response and Analysis</b> EI15. Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences.	<input type="checkbox"/>	I15. Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of brief prose (e.g., short story, novel, essay).	<input type="checkbox"/>	EA13. Describe orally the major characteristics of several forms of poetry by using detailed sentences.	<input type="checkbox"/>	A13. Analyze recurring themes across literary works (e.g., good and evil, loyalty and betrayal).	<input checked="" type="checkbox"/>	2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.	EA5. Diascriptive Reading III, Vocabulary (Online Activities)	
<input type="checkbox"/>	B16. Identify orally different characters and settings in simple literary texts by using words or phrases. B17. Role-play a character from a familiar piece of literature by using	<input checked="" type="checkbox"/>	EI16. Read literary texts and orally identify the main events of the plot by	<input type="checkbox"/>	I16. Apply	<input type="checkbox"/>	EA14. Describe the author's point of view in literary text by using detailed sentences. EA15. Compare and contrast a similar theme across several	<input type="checkbox"/>	A14. Compare and contrast the motivation and reactions of characters across a variety of literary texts. A15. Analyze the elements of a plot,	<input checked="" type="checkbox"/>	2.5 Understand and explain the use of a	A5. Diascriptive Reading III, Details, Inference, Main Idea, Sequence, Vocabulary EA6. Diascriptive Reading III,	

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<input type="checkbox"/>	words and phrases. B18. Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts.	<input type="checkbox"/>	using simple sentences. EI17. Read a selection and orally identify the speaker or narrator. EI18. Identify the difference in points of view between first person and third person by using simple sentences.	knowledge of language to analyze and derive meaning from literary texts and comprehend them.	<input checked="" type="checkbox"/>	genres by using detailed sentences. EA16. Describe orally and in writing a similar theme or topic by using detailed sentences.		including its development and the way conflicts are addressed and resolved.	<input checked="" type="checkbox"/>	complex mechanical device by following technical directions. 2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem. <i>Expository Critique</i> 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.	Details, Inference, Main Idea, Sequence, Vocabulary A6. Diascriptive Reading III, Vocabulary (Online Activities) B7. Sound Sentences 17. Diascriptive Reading III, Vocabulary EA7. Diascriptive Reading III, Details, Inference, Main Idea, Sequence, Vocabulary	
<input type="checkbox"/>	B19. Create pictures, lists, and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry.	<input type="checkbox"/>	EI19. Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences.		<input type="checkbox"/>	EA17. Read a literary selection and orally explain the literary elements of plot, setting, and characters by using detailed sentences. EA18. Describe the major characteristics of several forms of fiction and poetry:			<input type="checkbox"/>	<b>3.0 Literary Response and Analysis</b>		
<input type="checkbox"/>	B20. Recite simple poems.											

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		<input type="checkbox"/>	EI20. Describe orally in simple sentences a character in a brief literary text by identifying the thoughts and actions of the character.				short story, essay, novel, ballad, lyric, epic.				Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be	EI8. Diascriptive Reading III, Vocabulary (Online Activities)  I8. Diascriptive Reading III, Details, Inference, Main Idea, Sequence, Vocabulary  <b>Reading Comprehension</b>  A7. Diascriptive Reading III, Main Idea  B8. CORE Reading	

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						<input type="checkbox"/>	ready by students. <i>Structural Features of Literature</i> 3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet). <i>Narrative Analysis of Grade-Level-Appropriate Text</i>	<input type="checkbox"/>	3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which	A8. Reading in the Workplace: Automotive, Clerical, Construction, Electronics, Food Services, Health (Online Activities)  EA9. Diascriptive Reading III, Main Idea  A8. Reading in the Workplace: Automotive, Clerical, Construction, Electronics, Food Services, Health (Online Activities)  EI10. How to			

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<b>Grades 6-8 Educational Software Programs That Meet ELD Reading Standards</b>					<b>ELA Standards</b>	<b>Educational Activities Software Programs</b>				
<u>B</u> eginning		<u>E</u> arly <u>I</u> ntermediate		<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		<u>A</u> dvanced	<b>Grade 8</b>	Primary Citation	Supporting Citation
								<input type="checkbox"/> conflicts are (or are not) addressed and resolved. 3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts. 3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text. 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and	Read for Everyday Living How to Write for Everyday Living  EA10. Reading in the Workplace: Automotive, Clerical, Construction, Electronics, Food Services, Health (Online Activities)  EA11. Reading in the Workplace: Automotive, Clerical, Construction, Electronics, Food Services, Health (Online Activities)	

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Publisher: <i>Educational Activities Software</i>		Program Title: <i>Sound Sentences, Diascriptive Reading 3, Core Reading &amp; Vocabulary, The Writing Process Workshop, Reading in the Workplace, How to Write for Everyday Living, &amp; How to Read for Everyday Living</i>	
ELD Proficiency Levels:		<b>FOR LEA USE ONLY</b> Designated Standards ELD and ELA #'s	
✓	Beginning (B)	✓	Early Advanced (EA)
✓	Early Intermediate (EI)	✓	Advanced (A)
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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 8		Primary Citation	Supporting Citation
										<input type="checkbox"/> contemporary works. 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work. <input checked="" type="checkbox"/> <i>Literary Criticism</i> 3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)	<b>Literary Response and Analysis</b>  B15. CORE Reading  EI15. CORE Reading  B16. CORE Reading  EI16. CORE Reading  EA16. The Writing Process Workshop  <b>ELA Standards</b>		

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 8		Primary Citation	Supporting Citation
												<b>Reading</b> 1.0. Diascriptive Reading III, Vocabulary  1.1. Diascriptive Reading III, Details, Inference, Main Idea, Sequence, Vocabulary  1.2. Diascriptive Reading III, Vocabulary  1.3. Diascriptive Reading III, Details, Inference, Main Idea, Sequence, Vocabulary	

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<b>Grades 6-8 Educational Software Programs That Meet ELD Reading Standards</b>					<b>ELA Standards</b>		<b>Educational Activities Software Programs</b>						
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 8		Primary Citation	Supporting Citation
												<b>Reading Comprehension</b>  2.0. Diascriptive Reading III, Details, Inference, Main Idea, Sequence, Vocabulary (Online Activities)  2.1. Reading in the Workplace: Automotive, Clerical, Construction, Electronics, Food Services, Health (Online Activities)  2.3. Diascriptive Reading III,	

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												Details, Inference, Main Idea, Sequence, Vocabulary  2.4. Diascriptive Reading III, Details (Online Activities)  2.5. Reading in the Workplace: Automotive, Clerical, Construction, Electronics, Food Services, Health  2.6. Reading in the Workplace: Automotive, Clerical, Construction,	

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<b>Grades 6-8 Educational Software Programs That Meet ELD Reading Standards</b>					<b>ELA Standards</b>	<b>Educational Activities Software Programs</b>						
<u>B</u> eginning		<u>E</u> arly <u>I</u> ntermediate		<u>I</u> ntermediate		<u>E</u> arly <u>A</u> dvanced		<u>A</u> dvanced		<b>Grade 8</b>	Primary Citation	Supporting Citation
											Electronics, Food Services, Health (Online Activities)  2.7. Diascriptive Reading III, Details, Inference, Main Idea, Sequence, Vocabulary  <b>Literary Response and Analysis</b>  3.7. The Writing Process Workshop: Autobiographical Incident	

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 8		Primary Citation	Supporting Citation

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