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## **Swtor 6.0.2 patch notes**

This graphic organizer can help your children repeat any story that they read. The graphic organizer has visual prompts that help children identify each of the five parts, as well as a checklist for children to see when they identify the part. 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Let me repeat this story to you! [Filename: retelling.pdf] - Read File Online - Report AbuseComprehension - Florida Center for Reading ResearchStudent re-costs the story through a graphic organizer. 1. Place the text in the center. Give the student a student's page. 2. Student reads the story. 3.[Filename: 2-3Comp 1.pdf] - Read File Online - Report AbuseTesting as The Genre's Final Booklet - Cambridge City School DistrictThe writing workshop section provides examples of how to use a five-finger retell... Use the details from the story to complete the graphics organizer. [Filename: Testing Genre.pdf] - Read File Online - Report AbusePre-K Prior Explicit IntroductoryRetell . Rhyming / poem . Turn Right. Same. ... The graphic organizer . By helping verbs . Homographs . ... Five senses . Genre. A graphic novel . Schedules. Headings. Hyperbole. [Filename: ELA PreK-12Vocab 2012FINAL.pdf] - Read File Online - Report AbuseGetting Them All Engaged Anita L. Archer, PhD ... (#1 or #2) repeat what they remember on the topic! ... graphic organizer, or handout 22 ... up to five (clear understanding) fingers 38 Action Responses Hand Signals [Filename: 13Feb 1Active Participation Elementary Short 2013.pdf] - Read File Online - Report AbuseMemory, Emoticons, and Learning Read: Effects on ... The limbic of this finger-sized structure... story about a graphic organizer, model, or PowerPoint presentation. ... u2022Bafter the ability to tell the story, ... [Filename: Memory Emotions and Learning to Read.pdf] - Read File Online - Report Abusehamilton TOWNSHIP LANGUAGE ART PERFORMANCE INDICATORSSUCTION OR RE-INTRODUCE A RESPONSE TO A VARIETY OF FAMILIAR POEMS AND ... finger, eye movements; posture of the body; being in ... graphic organizer (e.g. Venn chart ... [Filename: HTSD LAL Matrix K-8.pdf] - Read File Online - Report AbuseLibrary and Information ScienceStudent will read five (5)... Finger play song u201cPeanut Butter and ... o Students will complete a graphic organizer explaining the species anatomy,... [Filename: Lesson Plans & File Online Report AbuseSchool-Home Literacy Connections - SOM - State of Michiganu2022 u201cFinger paintu201d alphabet using sand, ... Ask your think of five other words that have the same sound as you... tell the story in her words. [Filename: Kindergarten Literacy Activities 66523 7.pdf] - Read File Online - Report AbuseOntario Province Effective Elementary Assessment and EvaluationRetell: u02dc Accurate ... Five things I do well: two things I need to improve:... Use the graphic organizer to collect elements of a short story. [Filename: sm-Sample-Assessment-Strategies.pdf] - Read File Online - Report AbuseScranton School District Planned Course language arts unit ... A. Discuss and recount stories... Graphic Organizer Write a Compound Answer... Take finger games, visit [Filename: Third Grade RWSL.pdf] - Read File Online - Report AbuseReading Consideration Toolstime (find vocabulary, sequence parts, retell... (finger pointing) ... graphic organizer, thesaurus, ... [Filename: ReadingConsiderationTools.pdf] - Read File Online - Report AbuseInteractive Preschool Daily Activity CalendarLyrics, How to Play Horseshoes, Indoor Su0026 #39; Mores Recipe, Graphic Organizer: KWL Chart ... Participate in songs, finger play ... have kids tell the story... [Filename: camping-theme-preschool activities.pdf] - Read File Online - Report Abuseu2022 Building Paper Theme Project: Rain Forest Poster and SkitForm heterogeneic group mixed language abilities with five students each. 3. ... Use the pointer or finger to draw ... Since this is a graphic organizer, ... [Filename: OnOurWay-UndertheCanopy.pdf] - Read the file online - Report AbuseHello! Iu2019m Paty - Home | Houghton Mifflin Harcourt2.24I use graphic organizers as pre-time operations... u2022 recount the story in your ... Five kids have football as their favorite activity. [Filename: LP Hello I'm Paty.pdf] - Read The File Online - Report Abuse Part: Home/Northern VA/5-Finger Retell - 2017-2018 Ms. Baret's second greideer in Section I of Assisi Francis first read books. They then used the graphic organizer of the 5-finger repeater to summarize the story. 5-Finger Retell Graphic Organizer - Summarizing Stone Soup written by Ann McGovern in 5-Finger Retell Graphic Organizer - Summarizing What Are You Doing With a Kangaroo? written and illustrated by Mercer Mayer Finally, how does 5-Finger Retell work? Learn more about the 5-finger recount here. The Central VA Northern VA Tidewater VA Retelling is a short, consistent routine students can use to remind you to, and compile text. With this retelling routine, students practice important awareness skills, including: You can use this ret out routine to help students recount both nonfiction and fiction texts. You can also use this recounted routine to monitor awareness. Scroll down for tips on adapting this strategy to distance learning. Watch: Retelling in ActionWatch this video from EL Education to see how a first-grade teacher uses retelling nefiction text. Download: Printable Graphic Organizer recount Graphic Organizer PDF Read: How to Teach To Recount Purpose: Students will identify, organize and retell key text information to show their understanding. Class levels (with standards): K (Common Basic Literacy ALs. K.2: With encouragement and support, recount familiar stories, including key details; Common basic ity A. K.2: With encouragement and recount key text information)1 (Common Core Literacy RL.1.2: Retell stories, including key details, and show an understanding of their central message or lesson; Common basic position RI.1.2: Identify the main topic and recount the main details of the text)Best used instruction with: Whole classSmast standing groupsIndividualsSelection of fiction or nonfiction text (or allow students to choose from a few options). Text must be up to three to five minutes to read text. Be sure to choose a reading level where students can decrypt words and read text them quickly. You can also provide an audio version of the text. For English learners (ELL), it is useful to provide text in the student's home language, if available. Read the text in advance and identify the main information. Before class, take a few minutes to read the text and help you choose which leaving steps to use for that particular text. Prereading can also help you understand what basic knowledge students need. After reading the first review, focus on: Fiction: Identifying key characters, setting up, conflicting, resolving, and other major events. Nonfiction: Identify the topic, the author's purpose, the main idea, and two to four supporting details. Ponder the needs of your students. Use the latest data from formative and summary assessments, such as Developmental Reading Assessment (DRA), to evaluate each student's current leaving skills. This information can help you decide how best to support all your students. See the table below to learn how to provide differentiated levels of support. 1. Clear the pattern recount routine. You can model the routine using very short text or the first section of the text. 2. Explain what you expect students to do. You could say: Today we are going to read the story twice. After we finish the first time, you'll tell me about it. Then we'll read the story again. When I finish the second time, you'll do another action to recount the story. Pause to check that students understand the activity. Ask: What are we going to do today? The list in the chart paper can be displayed as a visual reminder of the steps to be taken in section.3. Preview the text. Start by viewing the title and all subtitles or pictures with students. Talk about whether the text is fiction or nonfiction. Then activate your previous knowledge by turning students around and talking to a partner to respond to for example, What do you know about this topic? or what pictures do you think about? 4. Read or listen to the text. In some cases, you may want students to read them. In other cases, you may want to read the text aloud or give students the opportunity to listen to the audio version. For example, if students struggle with working memory or attention, you can choose to give them an audio version so they can pause and rewind as needed.5. Invite students to make an initial option to be leaving. Students can demonstrate their understanding by sending out verbal, written or drawing. Do not use any supports at this point. You want to appreciate your initial understanding of the text and find gaps (if any) in their understanding. Regarding ELL: Invite the ELL to repeat the text initially in your home language. If you have more than one student who speaks the same home language, put them in a group to talk about the text, and then share the summary in English. 6. Review the text. Students can read it, you can read it or use the audio version. 7. Invite students to support one of the following leaving activities: Leaving out five fingers: Ask students to have one hand. Explain that each finger represents part of the retelling: who (characters/key numbers) which (conflict/main events) where (setting), when (setting) and why (resolution/themes). Invite students to verbally repeat the five W text — pointing to each finger as they go. For visual support, create an anchor chart that shows the hand with each with a name. Display a chart so students can refer to it as they recount. Image/accessories retell: Collect some materials, such as printed images from text, puppets, or other related props. Lay the materials in front of the students and ask them to recount the text using the materials. (This type of leaving is best for individuals or small groups so that all students can be actively involved.) Sequence Recount: Give students a recount of the graphic organizer. Choose the order word in each rectangle (first, then, next and last) as they verbally retell the story. Or students can draw pictures or write in boxes for their retelling. If students write, ask them to use 10 or fewer words in each box.8. Ensure differentiated levels of support students during retelling activities: Student leave levelS independent students (Use regardless of current skill level)Provide an anchor chart for the retelling graphic organizer or sequence words (first, next, then last). Allow students to write down or draw important details. Simple (Includes key information, describes key events, retells text in order) Preview sequence words story plot lines as needed. While reading the text, pause as needed to encourage students to ask, Then what happened? (After a repeat practice, students may or themselves.) Name the word bank with a key dictionary and/or images. More complex (There are all of the above skills, as well as use the main vocabulary and information not specified directly in the text) If necessary, give students the vocabulary. Develop targeted issues to encourage students to draw difficult conclusions, predictions or development. These questions can also be printed on a handout or note card that students can use alone or with a partner. Examples: Why did the character do it? How does this activity help nature? Can you tell me more about X detail? What do you think will happen next? The most popular (All of the above skills, as well as connections to prior learning, develop important details, and evaluate the text) At the end of the recount, invite students to evaluate the text by asking questions. Examples: Why do you think the author wrote this story? What kind of learning reader learns from this story? Understand: Why this strategy worksretelling is a complex skill. It takes knowledge of text structure, understanding of vocabulary, and the ability to remember and summarize. It's a valuable skill, too. Research has shown that retelling contributes to understanding and vocabulary. development. Students who struggle with memory, attention, or language processing are expected to have a retelling routine – with support – helping them internalize their skills. Because students know what to expect, they are more likely to test their understanding while they read or listen. When students follow a recount routine, they engage with the text more than once. This is especially useful for students who struggle with working memory or language processing. When they read text for the first time, they can read for general understanding. Their first leave can help you find any lack of their understanding and are willing to ask specific guestions. When students with support read text a second time, they can focus more on the details—making them more successful. All students, and especially ELLs - previewing text and reading several times give them plenty of opportunities to interact with new vocabulary and text structures. Images (including images from text), props or word banks all give students vocabulary practices in different formats. Even when students recount, they must use the words they read or hear in the text. This means more opportunities for verbal and written language development, as well as practice in building awareness skills. In an upcoming email or newsletter for families, tell them how they can practice recounting at home. Or, you can model an activity at a family event so they can see it in action. You can use a language like this: In the classroom, we practice how to recount what we've read. This means that we read short text (fiction (e.g. fibre-free). Students then say in their own words what they have read. Being able to recount is an important reading skill. You can practice recounting at home with any book (or even just a few pages of book) you read with your child. This can be done in less than 15 minutes per session. Here are five simple steps: Preview the book. Talk about the name and pictures of your child. Read the book. You can read the book, your child can read the book, or you can read it together. Ask your child to recount what they read. Don't give too many hints or ask too many guestions. The recount will give you a good idea of what your child understands. Review the book. Ask your child to repeat their own again. This time, ask your child to hold one hand to perform a five-finger recount. For this activity, your child will use different fingers to display five different parts of leaving the book: who (characters/key numbers) that (conflict/main events), where (setting), when (including setting) and why (resolution/themes). Your child will point to each finger, but recount. If your child has problems, look back on the book clues. If you are able to practice this week, write back and let me know how it went. If your child has problems with the recount, I can give you some other ideas to practice Together we can help your child become a better reader. Adapt: Use distance learning partners with your student families. Find out what resources they have available and what they might need to support home learning. Guide students through the steps of a synchronous online lesson or record a video for asynchronous training. In any case, using udl as you plan the lesson. Give students several ways to access text within an hour. Show the text on the screen and read it aloud, or play an audio version. Provide links to text or audio versions (if any). Or students do a fivefinger retell because it doesn't require paper or props. Show the anchor chart on the screen for visual support. For asynchronous lessons, invite students to share their retelling by recording a video or creating a document. Enable students to collaborate with the Interactive Whiteboard tool. Students can use the tool to repeat along with words or pictures. Share information in Connect to school with families to help them practice with their children. Consider creating a video to show you the ret out to families. Research Behind This Strategy power story recount, from Tutor

