

Guided Reading Study Work

Chapter 15 Answers

This text is designed specifically to meet the needs of preservice teachers who have had little experience working in middle-grade classrooms. Three ideas are central: * teaching language arts at the middle level is a complex activity that demands expertise in the use of a variety of strategies, * reading and writing are key processes of language arts study, but so are speaking, listening, and viewing/visually representing, and * teaching the processes of effective communication is crucial, but middle school students must also begin to learn the content of the field--literature, language, and media. Teaching Language Arts in Middle Schools gives balanced attention to various teaching strategies, processes, and content, demonstrating how all of these connect to improve students' abilities to communicate. In this text: *Research and theory are summarized and applied to practice *A non-prescriptive approach is integrated with practical information *Debates in the field are acknowledged *Additional reading and research are emphasized *The author's voice and point of view are explicit Bookwise is a carefully graded reading scheme organized into five cross-curricular strands, encouraging links to other subjects. Comprising 16

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fiction and ten non-fiction titles, the 25 books at each level span a two-year reading age and the three-tier levelling system within each level facilitates an accurate match of reading ability and text. The full-colour readers are accompanied by teacher's guides and resource sheets to help teachers get the most out of their guided reading and writing sessions. The third-grade classroom is a beehive of activity, in which young readers transition between emergent and more advanced levels of literacy. This expertly written guide brings to life the rewards and challenges of teaching third graders and helps teachers differentiate instruction for diverse learners. Vividly portraying a week in a highly motivating classroom, the authors present easy-to-use ideas and activities for building fluency, vocabulary, comprehension, writing, and more. Illustrations, reproducibles, grade-specific resources, and planning tips will make this handy book a boon to third-grade teachers every day of the year. Learn when and how to teach comprehension using Comprehension during Guided, Shared, and Independent Reading for grades K–6. This 224-page book includes step-by-step lessons and research-based strategies that can be adapted for any student or any classroom. This book gives a glimpse into classrooms using these strategies, as well as suggestions for materials needed, planning, and grouping students and a list of recommended

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children's books.

Discover how Whole-Faculty Study Groups (WFSGs) use collaborative action research to involve an entire professional learning community in improving staff and school performance.

Is there too much emphasis on guided reading in primary classrooms? It's a question that many educators, like kindergarten teacher and literacy coach Cathy Mere, are starting to ask. Guided reading provides opportunities to teach students the strategies they need to learn how to read increasingly challenging texts, but Cathy found that she needed to find other ways to help students gain independence. While maintaining guided reading as an important piece of their reading program, teachers need to offer students opportunities during the day to develop as readers, to learn to choose books, to find favorite genres and authors, and to talk about their reading. In *More Than Guided Reading*, Cathy shares her journey as she moved from focusing on guided reading as the center of her reading program to placing children at the heart of literacy learning—not only providing more time for students to discover their reading lives, but also shaping instruction to meet the needs of the diverse learners in her classroom. By changing the structure of the day, Cathy found she was better able to adjust the support she was providing students, allowing time for whole-class focus lessons, conferences, and

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opportunities to share ideas, as well as reading from self-selected texts using the strategies, skills, and understandings acquired in reader's workshop. The focus lesson is the centerpiece of the workshop. It is often tied to a read-aloud and connected to learning from the previous day, helping to build skills, extend thinking, and develop independence over time. This thoroughly practical text offers numerous sample lessons, questions for conferences, and ideas for revamping guided reading groups. It will help teachers tweak the mix of instructional components in their reading workshops, and provoke school-wide conversations about the place of guided reading in a complete literacy curriculum.

England is attacked by Martians. Panic erupts as the countryside goes up in flames. H.G. Wells classic science fiction.

A Practical Guide to Teaching English in the Secondary School offers straightforward advice, inspiration and a wide range of tried and tested approaches to help you find success in the secondary English classroom.

Covering all aspects of English teaching, it is designed for you to dip in and out of, and enable you to focus on specific areas of teaching, your programme or pupils' learning. Fully updated to reflect what student and early career teachers see and experience when they enter the classroom, the second edition supports trainee and practicing teachers to teach in imaginative and creative ways to promote learning in English. Packed with ideas, resources, practical teaching activities and underpinned

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by the latest research into how children learn, the book examines the core areas of reading, writing and spoken English including:

- Plays, poetry, non-fiction, myths and legends, drama and Shakespeare
- Developing writing
- Creative grammar
- Talk and classroom dialogue
- Media and digital writing
- English across the curriculum
- Well-being through writing
- Literature and language post-16.

Including tools to support critical reflection, *A Practical Guide to Teaching English in the Secondary School* is an essential companion for all training and newly qualified English teachers.

A professional development resource provides the knowledge and instructional tools to improve teaching and learning in reading.

Personal interactions are the single most effective way for teachers to understand and evaluate their student as learners. Responding specifically to new Common Core State Standards in reading and writing, this book introduces pre- and inservice teachers to a method of one-on-one interaction the authors refer to as the “stretch conference.” This book provides detailed practical advice on the logistics of implementing these conferences during the busy school day, including tips on how and when to schedule conferences and how to successfully manage the classroom during conference time. The authors argue that, rather than using valuable conference time for word-level concerns and editing, teachers should focus on more ambitious goals that will deepen (or “stretch”) students’ skills in comprehension and writing. This resource suggests where conferences fit in with other important pieces of literacy instruction;

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introduces a variety of high-quality cues to use during conferences; and shows how conferences can function as formative assessment for reading and writing skills. Book Features: Written by two veteran teacher educators who conduct frequent workshops and professional development with teachers. Helps teachers adjust their instruction for the demands of Common Core Standards, specifically Reading Anchor Standards 1 and 10, and Writing Standards 1–5 and 10. Shows teachers how to schedule individual conferences within typical classroom time constraints. Includes many detailed examples of effective conferences taken from real classrooms. “A roadmap for engaging students in conversations that will change their understanding. Frankly, it’s an amazing resource and one that has changed my thinking about classroom instructional time.” —From the Foreword by Douglas Fisher, San Diego State University “A critical opportunity to reflect on our practice, examining whether the content of our conferences is aligned with the rigorous expectations of the Common Core.” —Sunday Cummins, literacy consultant and author

While Active Learning Classrooms, or ALCs, offer rich new environments for learning, they present many new challenges to faculty because, among other things, they eliminate the room’s central focal point and disrupt the conventional seating plan to which faculty and students have become accustomed. The importance of learning how to use these classrooms well and to capitalize on their special features is paramount. The potential they represent can be realized only when they facilitate improved learning outcomes and engage students in the

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learning process in a manner different from traditional classrooms and lecture halls. This book provides an introduction to ALCs, briefly covering their history and then synthesizing the research on these spaces to provide faculty with empirically based, practical guidance on how to use these unfamiliar spaces effectively.

Among the questions this book addresses are: • How can instructors mitigate the apparent lack of a central focal point in the space? • What types of learning activities work well in the ALCs and take advantage of the affordances of the room? • How can teachers address familiar classroom-management challenges in these unfamiliar spaces? • If assessment and rapid feedback are critical in active learning, how do they work in a room filled with circular tables and no central focus point? • How do instructors balance group learning with the needs of the larger class? • How can students be held accountable when many will necessarily have their backs facing the instructor? • How can instructors evaluate the effectiveness of their teaching in these spaces? This book is intended for faculty preparing to teach in or already working in this new classroom environment; for administrators planning to create ALCs or experimenting with provisionally designed rooms; and for faculty developers helping teachers transition to using these new spaces.

This practical, teacher-friendly book provides indispensable guidance for implementing research-based reading instruction that is responsive to students' diverse cultural and linguistic backgrounds. Structured around the “big five” core topics of an effective reading

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program—phonemic awareness, phonics, fluency, vocabulary, and comprehension—the book explains tried-and-true teaching strategies for fostering all students' achievement. Key topics include engaging diverse students in classroom discussion, involving families in learning, and assessing and teaching new literacies. Numerous classroom examples demonstrate a wide range of easy-to-implement lesson ideas and activities for students at different grade levels, including struggling learners. Issues specific to English language learners are woven throughout the chapters.

How do managers at successful organisations such as Google motivate their people? What's the best way to lead your team to high performance? What are peak experiences and how can you find them at work?

Business is about people: for organisations to thrive, managers need to know how to identify and develop the right people, and how to communicate with, lead and motivate them. *Work Psychology in Action* introduces key psychological concepts and demonstrates how they come into play in the real world of work, while providing you with an awareness of how business priorities inform and underpin applied psychology. It combines summaries of important research studies with an exploration of topics from different international perspectives to give you a deeper appreciation of how psychology develops and is used around the business world. The book takes a practical, problem-solving approach to understanding the role of psychology in the workplace and focuses on employability skills that will benefit you in your future career. Key features:

- Fad or

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Fact? debates highlight recent management tools and interventions and assess their evidence base. •

Psychological Toolkit boxes enable you to use what you have learnt to enhance your own employability and work life. • A section dedicated to cutting-edge psychology, including consumer and financial psychology and research methods. Lecturers can visit

www.palgrave.com/companion/sutton-work-psychology for teaching materials to support their course.

By clearly outlining how ICT can enhance and improve children's learning, this book unlocks the full potential of ICT within the classroom. Stimulating, useful and free of jargon, the book provides many practical examples to show teachers where, when and how ICT can be used effectively within literacy teaching. It provides advice on: teaching creatively using ICT in the Foundation

Stagemaking the most of your resourcesplanning and assessment. Rooted in the practical realities of the classroom, this book will support both trainee and qua

Shows teachers how to meet the challenges of teaching literacy in today's classroom This book provides educators with the historical and theoretical foundations necessary for becoming a reading, writing, and literacy teacher and helps them understand the broader, more complete picture of the reading process and what it means to be a teacher of

readers. It covers the major theories and application strategies of the reading process, and teaches how to organize for literary instruction in a classroom. As educators learn to recognize and draw upon the multiple literacies that children bring to the classroom, they will: become skilled problem-solvers as they work through real-world examples and study the classroom experiences of others; discover how

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to dig deeper into literacy instruction and decide on what actions to take; and explore ways to drive and teach literacy with such tools as children's toys and familiar characters. Exclusive! The only official guide to this widely required teacher licensing exam, instantly downloadable for easy access. From ETS: the people who create the test! Ideas, resources, and a list of childrens' books that can be used to implement guided reading.

In an era of change in education, the time is right to refocus attention on guided reading practices. Guided reading remains an anchor in classroom literacy programs, but how has it changed with the new shifts in education? In this book, Dr. Michael P. Ford provides a practical resource for guided reading. He explains how it evolved, why it's still important, how to fit it into a comprehensive literacy program, how to select texts, how to assess and support students, and how to position it for intervention. Also included is an Appendix with a listing of recommended guided reading books.

When faced with a blank page in their readers' notebooks, students often fall back on what is familiar: summarizing. Despite our best efforts to model through comprehension strategies what good readers do, many students struggle to transfer this knowledge and make it their own when writing independently about books. In *Readers Writing*, Elizabeth Hale offers ninety-one practical lessons that show teachers how students of all ability levels can use readers' notebooks to think critically, on their own, one step at a time. Each of the lessons uses a fiction or nonfiction book to address a comprehension strategy--questioning, connecting, analyzing, synthesizing, evaluating, visualizing, or monitoring--by showing students one specific way they can write about their thinking. Each lesson also provides an example of how to model the strategy. All of the lessons follow a similar format with five components--Name It, Why Do It?, Model It, Try It,

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and Share It--and include time for students to actively process what they learn by talking about and trying out the strategy in their readers' notebooks. Elizabeth also provides suggestions for supporting student independence, managing independent writing time, scaffolding comprehension of nonfiction texts as well as assessing and conferencing with readers' notebooks. Helpful appendices include a table that illustrates how each lesson aligns with the Common Core State Standards and a list of additional titles that can be used to demonstrate each of the ninety-one lessons. Readers Writing gives teachers a way to engage all children with readers' notebooks, to learn the language of thinking, one strategy at a time, and to become lifelong readers who can think and write critically on their own.

Practical suggestions to prepare over a dozen literacy work stations that link to instruction and make preparation and management easy for teachers.

First Published in 2000. Routledge is an imprint of Taylor & Francis, an informa company.

Your resource for best texts and best practices!

Kathy Barclay and Laura Stewart have written the book that teachers like you have been pleading for—a resource that delivers the “what I need to know ” to engage kids in a significant amount of informational text reading experiences. No filler, no lofty ideals about college and career readiness, but instead, the information on how to find lesson-worthy texts and create developmentally appropriate instructional plans that truly help young readers comprehend grade-level texts. What you'll love most: The how-to's on selecting informational texts High-impact

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comprehension strategies Model text lessons and lesson plan templates An annotated list of 449 informational texts

Moving towards the Common Core Standards in reading and writing, the time is right for school districts to reform literacy instruction by focusing their instruction around the needs of their diverse student population and the teaching styles of their teachers. There is no better way to do this than through a teacher-created, home-grown literacy program that aligns standards with student needs all while remaining cognizant of the teachers who implement the curriculum.

Refresh your approach to teaching reading comprehension with these original guided and whole-class reading activities for the primary classroom.

Running out of ways to get children engaged in reading comprehension? Or are you looking to help reluctant readers discover the magic of books? This book is for you! Reading Recharged includes a wide range of creative ideas, top tips and photocopiable activities for KS1 and KS2, and covers all seven reading skills from the National Curriculum (vocabulary, inference, summarising, predicting, commentating, author choice and retrieval).

Designed to spark a love of reading for pleasure, the activities range from an intriguing lie detection task for teaching characterisation to synonym snakes and ladders for practising word choices. Whether you're

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teaching whole-class guided reading or using the carousel format, this book provides advice on structuring your session, as well as tried-and-tested ways to run it successfully. Experienced primary teacher and literacy resource creator Alex Barton shares his top teaching activities to engage and enthuse young readers so you can teach reading with creativity and confidence.

This collection of articles on the teaching of reading pulls together some of the best—and most clicked-on—articles on reading that Educational Leadership has published in the past few years from more than a dozen of the most respected experts in the field, including Richard L. Allington, Nell K. Duke, and Sally E. Shaywitz. The articles cover what research says about the teaching of both reading and reading comprehension—from teaching phonics to improving fluency to tackling complex texts. On *Developing Readers* offers strategies for teaching informational texts as well as fiction. Most important, it also addresses how to inspire the love of reading.

In this fully revised and expanded third edition of the bestselling *Reciprocal Teaching at Work*, Lori D. Oczkus provides both tried-and-true and fresh solutions for teaching reading comprehension. Reciprocal teaching is a scaffolded discussion technique that builds on the Fab Four strategies that good readers use to understand text: predicting, questioning, clarifying, and summarizing. With a

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focus on these four evidence-based and classroom-tested strategies, Oczkus presents new ways to use reciprocal teaching to improve students' comprehension while actively engaging them in learning and encouraging independence. Appealing to students and teachers alike, reciprocal teaching encompasses social aspects of teaching and learning with modeling, think-alouds, and discussion. This helpful guide is packed with fresh material, including

- * More than 40 new and updated step-by-step lessons and minilessons that reflect current thinking and best practice.
- * Dozens of rich suggestions for diving into informational texts.
- * Updated research and relevant results that show the effectiveness of reciprocal teaching.
- * Creative and targeted tips that capitalize on the specific benefits of whole-class settings, guided reading groups, and literature circles.
- * Ideas for differentiating instruction for struggling readers and English language learners.
- * New and newly designed support materials, including reproducibles, posters, bookmarks, and a lesson planning menu.

With a wealth of ideas to get you started—and keep you going—this is the all-inclusive resource you need to help students become active, engaged, and independent readers who truly comprehend what they read. Reviews and Testimonials "Literacy coach and author Lori Oczkus knows how to take the best of what works from long-established research and

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showcase it to make teaching and learning more effective, engaging, and enjoyable. In her latest edition of *Reciprocal Teaching at Work*, she demonstrates how to scaffold instruction so that all K–12 students can benefit from reciprocal teaching techniques, what she calls the "Fab Four"—predicting, questioning, clarifying, and summarizing—in whole-group, guided reading, and book club settings, for both fiction and informational texts. In clearly delineated lessons and minilessons, Lori deftly shares how to support students' learning, including English language learners and students who struggle, so they can successfully apply and monitor those four discussion strategies—as well as troubleshoot problems—to yield significant progress in their reading comprehension. Filled with great practical ideas, this gem of a book is a must-have for all literacy educators!" —Regie Routman, author of *Read, Write, Lead*; *Literacy Essentials*, and *Reading Essentials* "Reciprocal teaching works to push students into deeper learning. There are decades of research on the impact of this instructional approach, and this book shows you how to implement and refine the practice such that all students succeed." —Doug Fisher, author of *Checking for Understanding* and *Visible Learning for Literacy* "One of the great instructional research discoveries of the past three decades has been the efficacy of reciprocal teaching for improving student learning and reading

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comprehension. More than anyone, Lori Oczkus has explored practical ways for making reciprocal teaching an integral part of nearly any classroom setting. This current work by Lori represents the epitome of her work in translating reciprocal teaching research into practice. Readers will find this immensely readable book filled with strategies that can be easily implemented and that will improve student learning. If you are interested in improving your students' reading achievement, you need to read this book!" —Timothy Rasinski, author of *The Fluent Reader* and *Close Reading with Paired Texts*

"In this new edition of *Reciprocal Teaching at Work*, Lori Oczkus offers new thinking while reinforcing the best practices that make her ideas timeless. Through these engaging lessons and smart instructional moves, you will empower your students to build the confidence and competence they need to become strong, independent readers." —Donalyn Miller, author of *The Book Whisperer*

"On every page of this book, in every activity and plan, the voice of a gifted and empowering teacher inspires the reader. In a major revision of her classic work, Lori Oczkus engages the immediacy and demands of today's classrooms with the most robust constellation of strategies for teaching comprehension. She compellingly demonstrates how the "Fab Four" are engaged across the grades, and she powerfully scaffolds, supports, and reassures teachers in their

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efforts to incorporate reciprocal teaching across a broad communication, textual, and digital terrain."

—Shane Templeton, Foundation Professor Emeritus of Literacy Studies University of Nevada, Reno, NV

This hands-on book presents an innovative approach to guided reading that is manageable even for teachers who are new to small-group, differentiated reading instruction. --from publisher description.

The strategies and structures for teaching children to read deeply, every day.

Learn how to structure collaborative, literacy-focused activities for "the rest of the class" while you provide direct instruction to small groups.

This highly practical guide shows how learning support teachers and assistants can work effectively with secondary school pupils who are struggling with their reading. It relates directly to the working practices of teachers, steering them through issues such as: assessing the low-age reader working with reading withdrawal groups finding and creating resources for low-age readers constructing spelling strategies to support reading understanding the emotional dimension to being a poor reader how to effectively involve parents. Paul Blum offers valuable advice on how to make challenging mainstream subject textbooks accessible to low-aged readers and help on where to find good free resources as well as commercial materials to suit them. Exploring the vital relationship between the mainstream and learning support function, he also outlines the ways in

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which the two can be harnessed to make a significant difference to reading improvement.

Covers organizational skills, active studying, goal setting, note taking, textbook assignments, report writing, listening skills, time management, visualization techniques, and parental help

Guided Reading is the classroom Reading Recovery with supplements. In the classroom every child is involved in focussed reading instruction, small groups necessitate exceptional organization, all this without the year-long training that Reading Recovery participants have. Over the years teachers have been directed towards Guided Reading without knowledge of how to organize the class while working with small groups and further, without the knowledge of what is involved in overt reading instruction. This book will change that and give teachers the resources to organize and put in place worthwhile and relevant activities for children to independently engage in. In this book, significant suggestions are forwarded to make Guided Reading easier to implement and more effective. This book challenges held views about Guided Reading - misconceptions and misapplications of Guided Reading will be highlighted and in place will be effective pedagogy to help children move towards being truly confident, thinking readers. The teaching practices emphasized are: * Managing differentiated reading instruction for early, developing, early fluent readers, including a chapter relating to older readers. * Class management while working with small groups - independent tasks. * Questioning and prompting so children acquire and use self-help reading and

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comprehension strategies. * Encouraging student talk where they explore and exchange ideas. * Assessment (and recording) that informs instruction.

This trusted teacher resource and course text provides a comprehensive approach to assessing and building children's word knowledge (grades K–8). Kathy Ganske shows how carefully planned word study can improve students' reading and writing skills while fostering their appreciation of language. Complete instructions are provided for implementing the Developmental Spelling Analysis (DSA), an easy-to-use assessment tool, and for tailoring instruction to learners' strengths and weaknesses. Numerous word lists, student work samples, and "Literature Links" are included, along with 27 reproducible forms. The large-size format facilitates photocopying. Purchasers also get access to a Web page where they can download and print the reproducible materials. New to This Edition: *Addresses the Common Core State Standards. *Incorporates additional activities and technology tips, plus updated research findings. *Chapter explaining the meaning of word study and its role in literacy instruction, including "Researcher Voices" perspectives from noted experts. *Ideas for making the most of small-group instructional time. *Expanded "Literature Links" book lists, now including informational texts. *DSA answer sheets have been enhanced for easier scoring and several new reproducibles added. See also the companion volumes from Ganske, *Word Sorts and More, Second Edition: Sound, Pattern, and Meaning Explorations K–3* and *Mindful of Words, Second Edition: Spelling and*

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Vocabulary Explorations, Grades 4–8, which provide a wealth of ready-to-use word study activities.

Teaching can be intimidating for beginning faculty. Some graduate schools and some computing faculty provide guidance and mentoring, but many do not. Often, a new faculty member is assigned to teach a course, with little guidance, input, or feedback. *Teaching Computing: A Practitioner's Perspective* addresses such challenges by providing a solid resource for both new and experienced computing faculty. The book serves as a practical, easy-to-use resource, covering a wide range of topics in a collection of focused down-to-earth chapters. Based on the authors' extensive teaching experience and his teaching-oriented columns that span 20 years, and informed by computing-education research, the book provides numerous elements that are designed to connect with teaching practitioners, including: A wide range of teaching topics and basic elements of teaching, including tips and techniques Practical tone; the book serves as a down-to-earth practitioners' guide Short, focused chapters Coherent and convenient organization Mix of general educational perspectives and computing-specific elements Connections between teaching in general and teaching computing Both historical and contemporary perspectives This book presents practical approaches, tips, and techniques that provide a strong starting place for new computing faculty and perspectives for reflection by seasoned faculty wishing to freshen their own teaching.

This indispensable manual provides a comprehensive guide to one-on-one instruction for struggling readers in

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grades 1 to 3. The book addresses the "hows," "whats," and "whys" of setting up a volunteer or professional tutoring program, supplies assessment guidelines and reproducible forms, and presents in-depth case studies that demonstrate the nuts and bolts of tutoring three children at different stages of early literacy over an entire school year. Case study chapters offer clear descriptions of lesson plans, instructional activities, and informal assessment procedures, illustrated with realistic examples of student work.

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