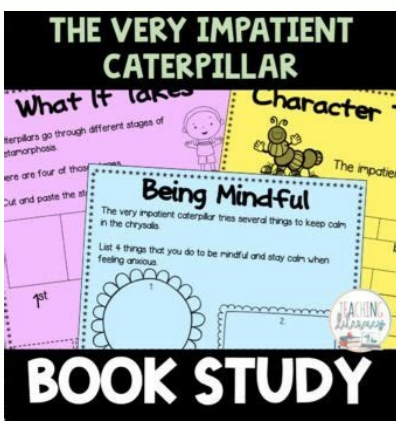
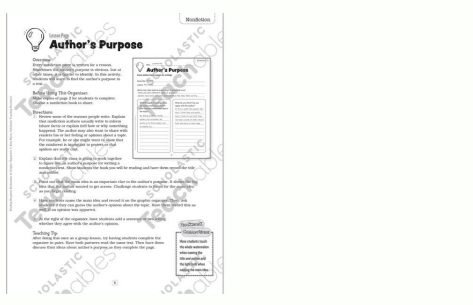
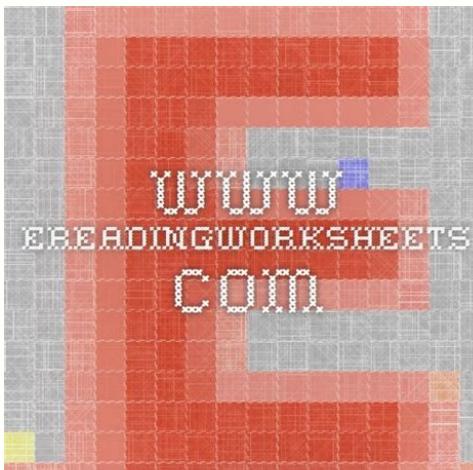


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Use evidence from the work. Read the passage. Then answer the questions. This passage does it all. It entertains you, persuades you, and informs you. This continues the passage from above. When authors write to inform, they use facts, provide reasons, and offer evidence for what they are saying. It is true that the powers of Europe may carry on maritime wars with the Union; but there is always greater facility and less danger in supporting a maritime than a continental war. The Peacock Spider is only about 5 mm long, but it is one of the most brilliantly colored of any spider species. Identify at least three things that prove that the passage was written to entertain. Determine why the author is trying to do with this work. Then provide at least three items of textual evidence that support your answer. What do you think would make an appropriate title for this passage? Read the text, paying close attention to the underlined passages. Identify the author's purpose. Focus on finding the evidence first. Underline at least five things that prove that the passage was written to entertain. Indicate at least three places in the text that reveal the author's purpose. This product includes many different signs listing the 12 most popular genres in reading. Print them, laminate, hang, display, use as matching game to different books on display, send your students to the library on a scavenger hunt to find examples...the uses are endless. biography, science fiction, mythology, horror, fantasy, mystery, autobiography, poetry, history, short stories, romance, adventure Three different fonts to select from in five different colors (black, blue, red, purple, green)Page 2This is a matching quiz over 25 common ELA terms. Terms included are: mood, tone, foreshadowing, theme, protagonist, plot, personification, hyperbole, simile, metaphor, stanza, moral, setting, conflict, context clues, thesis statement, symbolism, fiction, suffix, genre, first-person pov, synonym, chronological, imagery, onomatopoeia Answer key includedPage 3This Classroom Library Package includes a fiction and nonfiction header, 10 genre posters, book bin labels that match the genre posters, a student summary sheet (great to use for reference sheet in notebook), and a fun genre word search. Genres included are: autobiography, biography, informational, fantasy, traditional literature, realistic fiction, science fiction, mystery, and poetry. These are great for any classroom library or reading center!!!Page 4JOURNEYS GRADE 4 -Create a bulletin board focus wall for your Journeys weekly lessons. This set includes the unit and lesson title page, anchor text, genre, target strategy, target skill, vocabulary strategy, vocabulary words, grammar skill, writing mode, writing form, and writing focus. Each section is color coded to match the section. Each section is labeled about in-text citations. This eSpark Learning instructional video aligns with Common Core State Standard 6.RI.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Educational music video about telling the difference between facts and opinions. Visit our website to download this video and more. Houghton Mifflin Harcourt Program Consultant Kylene Beers discusses how to analyze a nonfiction text in this excerpt from one of a series of on-demand, point-of-use professional development podcasts available in Journeys Common Core, Grades K-5, Collections, Grades 6-12, and HMH Professional Development Services courses. This educational story teaches text-taking vocabulary words. Reading is all about making meaning. If you are not making meaning, then you are not understanding what you are reading. Strategies that gear towards increasing comprehension include asking questions, making connections, making predictions, inferring, summarizing and evaluating. Michael plays an educational game, in which Garfield helps Normal learn the difference between facts and opinions. This is an important thing to know, if you're doing research on the Internet! Watch this video to learn the difference between facts and opinions. A short review of the differences between themes and central ideas. Teaches elements of the plot/story map to the tune of Adele's Rolling in the Deep. This video explains the different parts of the plot by looking at the movie "Harry Potter and the Sorcerer's Stone" Flocabulary teaches about the 5 elements of the short story in this song. That's plot, character, conflict, theme and setting. You are the peanut butter to our jelly, the bacon to our eggs, the twinkle to our star, the antagonist to our protagonist... We didn't think it was appropriate to get too romantic with you. Michael plays an educational game, in which Garfield helps Normal learn the difference between facts and opinions. This is an important thing to know, if you're doing research on the Internet! This is a short mini-lesson describing the main elements of plot and helping 6th grade students write a clearly defined plot in their personal narratives. This animated story is a little spooky in my opinion, but that is what the students liked about it so much. The students I was working with all seemed to be really into suspenseful books, and I gave my lesson right around Halloween, so this ended up working perfectly. The kids all got into groups and each group wrote a piece of the plot for Alma, then we put the pieces of the plot all together and read the full story. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. 8.RI.KID.3 Inferencing skill of the Common Core State Standards for English Language Arts. Visit to learn more about or sample this reading intervention program. Use evidence from the text to support your answers! This video will show how to do in-text citations in MLA format for beginners. This amusing movie "Partly Cloudy" is used to help teach the concept of "Making Inferences". Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies. 8.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts. Essential Understanding Interpret words and phrases E Reading Worksheets: Figurative Language Lessons Identify and analyze figurative language Identify and analyze tone Understand how word choice (diction) and figurative language impact meaning and tone *Extended Understanding Identify and analyze above-grade-level figurative language and vocabulary Learning Farm: Figurative Language: Literacy.RL.8.4 Academic Vocabulary/Language analyze/analysis connotation/connotative denotation determine diction figurative language: Words that mean more than their literal meaning. For example, "It's raining cats and dogs." Literally, it is not raining cats and dogs. phrases tone: The author's attitude towards the characters or the story. The author may not like the characters, and may make fun of them in a subtle way. Tone is different from mood because it describes how the author feels about the characters, whereas mood describes how the reader feels when reading the story. A video designed for middle schoolers to introduce the idea of how to analyze the writer's use of figurative language in a written response. Explains connotation and denotation. Middle school students learn the differences between denotation and connotation. They also determine how words with similar denotations, but different connotations can shape how characters and situations are perceived. Learn the difference between denotation and connotation, how connotations create the author's tone, and how both create meaning. Closely study a poem by Ernest Hemingway, "All armies are the same..." Hemingway's poem, written about his experiences in World War I, remains a devastating statement about war seen from the soldier's perspective. Recognizing TONE and MOOD when reading is an essential skill needed to fully understand any narrative. You should always try to picture the meaning of the words. This video is simply a short project showing pictures and words together. Find Lesson Plan here... Fun fact: there are at least a quarter of a million (and possibly over a million!) words in the English language. How many have you used lately? Not nearly enough? Sounds like it's time to expand your vocab horizons. This video provides information to middle school and high school students on word choice and tone. A video breaking down how The Hunger Games alludes to Roman culture and William Golding's Lord of the Flies. Compare and contrast the structure of two or more texts used and analyze how the differing structure of each text contributes to its meaning and style. 8.RI.CS.5 Analyze in detail the structure of a specific paragraph or section in a text, including the role of particular sentences in developing and refining a key concept. Essential Understanding Identify and analyze text structures and their parts Identify and understand types of sentences and syntactic structures Pinterest: Syntax InternetClassrooms: Use Syntactic Variety Identify and understand how a theme, setting, or plot develops Understand and analyze how text structure contributes to the development of the theme, setting, or plot *Extended Understanding Close reading "What is Critical Reading?" Academic Vocabulary/Language analyze/analysis particular plot scene setting (telegraphic, short, medium, long, simple, complex, compound, compound-complex, cumulative, periodic, etc.) setting stanza (quatrain, couplet, etc.) syntax (parallelism, chiasmus, zeugma, repetitive structure, phrases, clause, inverted/natural structure, etc.) text structure (chronological, comparison, cause/effect, problem/solution, etc.) theme Reading and learning memory strategies utilized by the some of the brightest minds of all time. Learn about the elements of a setting and the fuctions a setting serves in a story. We are all about having options here at Shmooop. Having the same chocolate chip cookie every single day would get pretty boring (maybe). Same goes for sentences. Try out the various flavors in this video to see which one suits your grammar taste buds best. E Reading Worksheets: Text Structures Activities Reading and learning memory strategies utilized by the some of the brightest minds of all time. Compound or complex, dependent or independent, subordinate or relative... no, this isn't a therapy video for your love life. We're the grammar experts, remember? We don't go near anything as messy as matters of the heart. Settings are vital to any movie and can provide just as much social commentary, movement of the plot, and character development as any actor. Let's see how filmmakers use setting as if it were an individual character. What it really means to "read closely." Call it close reading, call it deep reading, call it analytic reading—call it what you like. The point is, it's a level of understanding that students of any age can achieve with the right kind of instruction. In Rigorous Reading, Nancy Frey and Doug Fisher articulate an instructional plan so clearly, and so squarely built on research, that teachers, schools, and districts need look no further: Purpose & Modeling Close & Scaffolded Reading Instruction Collaborative Conversations An Independent Reading Staircase Performance Captions: Help you better understand a picture or photograph Comparisons: These sentences help you to picture something (Example: A whale shark is a little bit bigger than a school bus.) Glossary: Helps you define words that are in the book Graphics: Charts, graphs, or cutaways are used to help you understand what the author is trying to tell you Illustrations/Photographs: Help you to know exactly what something looks like Index: This is an alphabetical list of ideas that are in the book. It tells you what page the idea is on. Labels: These help you identify a picture or a photograph and its parts Maps: help you to understand where places are in the world Special Print: When a word is bold, in italics, or underlined, it is an important word for you to know Subtitles: These headings help you to know what the next section will be about Table of Contents: Helps you identify key topics in the book in the order they are presented Characters: main characters & supporting characters Setting: when and where did the story take place Problem or Conflict: usually introduced early on; can be external or internal Plot or Text Structure: the rise and fall of action Supporting Evidence - a key learning objective in the Common Core State Standards for elementary English language arts. This video explains how to critically evaluate arguments. Analyze how contemporary texts are shaped by foundational texts or literary archetypes and how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew. 8.RI.KI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. Essential Understanding Reading comprehension EnglishLinx.com: Reading Informational Text Worksheets Recognize text forms and genres Fiction: stories that come from the author's imagination. Historical Fiction: based on a person or event from history. Science Fiction: dealing with aliens, the distant future, or advanced technology. Fantasy: containing monsters, magic, or other supernatural elements. Realistic Fiction: a story that could have happened, but didn't. Nonfiction: writing that is true or factual. Informational Writing: provides information on a topic. Persuasive Writing: attempts to influence the reader. Autobiography: the story of one's life told by oneself. Biography: the story of one's life told by another. Drama: writing that is meant to be acted on a stage (a play). Comedy: has a happy ending. Tragedy: ends in death and sadness. Poetry: writing that is concerned with the beauty of language Folklore: stories handed down through speech from generation to generation. Fairy Tale: a story with magic, monsters, and/or talking animals (like fiction / fantasy, but part of the oral tradition). Fable: a very short story that has a moral or life lesson; usually has talking animals as main characters. Myth: has gods or goddesses and often accounts for how something came to be. Legend: an exaggerated story about something that may have been real at one time. Tall Tale: stories set in the Wild West; the main character's strengths, skills, or size have been exaggerated and the tone is funny. Irony and sarcasm: Compare and contrast the themes and topics of different versions of the same text *Extended Understanding Close reading Dramatic situation (who is speaking? to whom? about what? when/where? why/purpose? tone?) Academic Vocabulary/Language We discuss examples of themes, subjects, ways to find a theme and the writing process. Explanation about Genres and the differences between the different types of writing. The purpose of a text is what it was written for. In other words, it is the reason why the writer wants you to read it. This video is designed for students who are investigating different types of text and why they were written. There are opportunities for group discussions so students can talk through the various types of text and come to a good understanding of the four main purposes why texts are written. Enjoy! In this fun literacy skills cartoon students will learn how to identify themes in a story as Aesop tells the fable of The Monkey and The Dolphin. This quick animation provides a fun and engaging introduction to Identifying main ideas and supporting details, a key main ideas skill of the Common Core State Standards for English Language Arts. This eSpark Learning instructional video aligns with Common Core State Standard 6.RL.9: compare and contrast texts in different forms or genres (i.e. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. Cite Specific Textual Evidence Determine the Central Idea and Summarize Identify Key Steps in a Process Determine the Meaning of Words and Phrases Identify Author's Point of View and Purpose Integrate Visual Information Distinguish fact, Opinion, and Reasoned Judgment Analyze Primary vs. Secondary Sources Read Grade-Appropriate Texts Objective Point of View With the objective point of view, the writer tells what happens without stating more than can be inferred from the story's action and dialogue. The narrator never discloses anything about what the characters think or feel, remaining a detached observer. Third Person Point of View Here the narrator does not participate in the action of the story as one of the characters, but lets us know exactly how the characters feel. We learn about the characters through this outside voice. First Person Point of View In the first person point of view, the narrator does participate in the action of the story. When reading stories in the first person, we need to realize that what the narrator is recounting might not be the objective truth. We should question the trustworthiness of the accounting. Omniscient and Limited Omniscient Points of View A narrator who knows everything about all the characters is all knowing, or omniscient. A narrator whose knowledge is limited to one character, either major or minor, has a limited omniscient point of view. As you read a piece of fiction think about these things: How does the point of view affect your responses to the characters? How is your response influenced by how much the narrator knows and how objective he or she is? First person narrators are not always trustworthy. It is up to you to determine what is the truth and what is not. First Reading: Determine what the text says. • What is the text about? • What is the theme of the story? • What was ____ (character) like, and what did he/she do in the story? Second Reading: Figure out how the text works • What does ____ (a word from the text) mean in this context? • Who is telling this part of the story? • What is the author's purpose for this section? Third Reading: Analyze and compare the text • What information do these illustrations add to the text? Or, how does this picture differ from what the author wrote? • Compare ____ (an aspect of the text, such as character or main idea) with the same aspect in another text by the same author. (Readers can also examine texts on the same topic or from the same genre.) • What reasons does the author give to support ____ (one of the ideas)? Authors write persuasive arguments to persuade readers to believe, think, feel, or do something. In a persuasive text, the claim is what the author wants to persuade, or convince, readers to believe, think, feel, or do. Persuasive arguments and claims can be found everywhere, from TV commercials to the newspaper. When you read, ask yourself these questions: Is the author trying to make me believe, think, feel, or do something? What claim is the author trying to make? How is the author trying to do this? Learn about theme. Topics include what it is, how a subject differs from a theme, how theme is a model of the real world, how to find a theme, and why understanding theme can even make you a happier person! Literary Elements: The essential techniques used in literature (e.g., characters, setting, plot, theme). Character: A person or an animal with a personality. Theme: The central idea or message of a story. Plot: The sequence of events in a story. Conflict: A struggle or clash between opposing characters, forces, or emotions. Resolution: The part of a story in which the conflict is resolved. Summarize: To capture all the most important parts of the original text (paragraph, story, poem), but express them in a much shorter space and in the reader's own words. Theme: A topic of discussion or writing; a major idea broad enough to cover the entire scope of a literary work. Ten Implications for K-12 Instruction A growing body of research presents a challenge to current K-12 reading/English-language Arts instruction. In essence, we need to "up" the level of text complexity and provide greater opportunities for independent reading. 1. Higher Expectations Clearly, we teachers need to "up" the level of difficulty of text and provide the scaffolds students need to understand that text. We need to challenge our students to struggle a bit. We can't focus all of our instruction on the lowest common denominators. 2. Vocabulary We need to use a systematic approach to vocabulary instruction including teaching structural analysis, context clues, and rote memorization and practice in what Isabel Beck calls "Tier Two" words that have high utility and applicability in academic language. Our students have got to master frequently used Greek and Latin affixes and roots. 3. Sentence and Text Structure We need to not only analyze sentence and text structure, but also practice variations and complexities in our students' writing. Good writers are better equipped to understand the complexities of how ideas are presented in academic text. The reading-writing connection is teachable. 4. Content We need to teach the prior knowledge that students need to access difficult text independently. And we need to share and coordinate the load with our colleagues. For example, are our novels, poetry, and writing assignments aligned with what our students are learning in their history classes? We need to work smarter, not harder. 5. Reading Strategies We need to be both content and process-driven. If we do not provide the tools and practice for our students, "reading to learn" will never work. Our elementary colleagues have largely handled the "learning to read," but we need to apply the basic to the complex. 6. Critical Thinking We need to teach the elements of logic and higher order thinking are prerequisites to understanding difficult reading text. Recognizing both solid and fallacious reasoning is an essential reading skill. 7. Expository Text We need to put aside our exclusive love of literature and poetry for the sake of our students. College, workplace, and popular media texts are overwhelmingly expository in nature. We can do both. 8. Novel Selection We may need to let go of traditional novels. Let's take a hard look at what we are teaching to maximize content and process instruction. For example, Reading Roll of Thunder, Hear My Cry may cover the content and standards nicely for an eighth grade ELA class, but the largely fifth grade reading level does not provide the text complexity that our students need. Additionally, shorter novels, selections, poems, articles, etc. will do the job more efficiently and with greater variety. 9. Differentiated Instruction We need to recognize that all of students simply do not read at the same levels. Students have different reading issues that inhibit their abilities to comprehend challenging text. We have to find out who has what issues and adjust our instruction accordingly. It does no good to play the "blame game" on previous teachers. We teach standards, but we also teach students. Diagnostic reading assessment has got to be a given for the conscientious reading/ELA teacher. 10. Independent Reading We need to stop being co-dependents. The Common Core emphasis on CLOSE READING STRATEGIES can be overdone. We do have to transfer the demands of accessing text over to students at this point. Plus, we need to fight the hard fight and require students to read at home. The amount of independent reading needed to increase even one grade level in terms of reading comprehension and vocabulary development necessitates reading at home. Thoughts on reading books you don't (fully) understand. In John Green kicks off the Crash Course Literature mini series with a reasonable set of questions. Why do we read? What's the point of reading critically. John will argue that reading is about effectively communicating with other people. Unlike a direct communication though, the writer has to communicate with a stranger, through time and space, with only "dry dead words on a page." So how's that going to work? Learn different ways to engage students while reading to increase reading comprehension!

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