

**Title:** The title of a recount is usually self-explanatory. Here, the topic of the text is clearly indicated.

**Past Tense Verbs:** As the events in a recount have already happened, the past tense form of verbs is widely used.

**What:** The writer indicates here what the events of the recount relate to.

**When:** As part of the orientation in the introductory paragraph, the writer indicates when the events of the recount happened.

**Time Connectives:** Time words and phrases are often used to sequence the events in a recount (e.g. first, then, next, finally, etc.). For younger students, these are often used at the start of each of the body paragraphs.

**POETRY:** This is a nonfiction essay, and the language is kept somewhat formal. This helps the writer to maintain distance and objectivity on the topic.

**Humor:** The writer ends with a little humor to leave a positive final impression on the reader.

## ANNOTATED RECOUNT STUDY

### My Worst Movie Experience Ever

My family and I had been waiting for months to see the Star Battles prequel. I remember how excited we were as we headed off to the movie one summer evening last year. I clutched our tickets tightly in my sweaty hands as if all our lives depended on them.

Like everyone else, we queued outside, patiently waiting for the doors to open at 8pm. Eight o'clock came and went. 8:30 came and went too. The crowd grew restless, and arguments started to break out in line. Luckily, the doors opened at 8:45pm, so we narrowly avoided a riot.

Finally, we piled through the doors into the lobby. Inside, we grabbed some stale popcorn and overpriced soda. We were very disappointed at the inflated prices, but at least we were finally going to see the movie we had waited all summer for. Or so we thought. We arrived at our seats only to see a family already eat in them. You cannot imagine our disappointment!

We called for the manager. She explained that they regularly over-sold seats as sometimes people did not show. I couldn't believe what I was hearing. "Airlines do it all the time," she explained. "You're welcome to come back tomorrow night and try again," the manager continued.

Needless to say, we did not go back the next night or the night after that. In fact, we made a decision never to go back to the theatre again. Now, we stream movies online. It's much cheaper, and the popcorn's never stale either.

**Personal Detail:** The writer adds details from their personal life; this helps breathe life and colour into the writing.

**Sensory Detail:** Descriptions that appeal to the senses are used to recreate the scene in the reader's mind. Students should focus not only on sights and sounds but the other senses of smell, touch, and taste in their writing too.

**Body Paragraphs:** This and the next two paragraphs relate the main events of the recount in chronological order.

**Body Paragraphs:** This and the next two paragraphs relate the main events of the recount in chronological order.

**Conclusion:** Here, the writer uses the conclusion to reflect on what they have learned from the overall experience.

## Middle School Recount Examples

**LP Steffe**

## Middle School Recount Examples:

**Engaging Students in Academic Literacies** María Estela Brisk,2022-12-12 The second edition of this important and practical text provides specific information to guide teachers in planning and carrying out genre writing instruction in English for K 8 students within the content areas Informed by systemic functional linguistics SFL a framework conducive to instruction that views language as a meaning making resource this book guides teachers by presenting concrete ways to teach writing in the language arts science and social science curricula Introducing theory of language that is effective in addressing the writing development of all students especially multilingual multicultural groups the book provides essential scaffolding for teachers to design and implement effective inclusive curricula while building their own knowledge Fully up to date the second edition features new genres appropriate for middle school examples of student writing an expanded focus on genre pedagogy a new chapter on bilingual learners guidance for teaching in the middle grades as well as clear steps to prepare genre units based two decades of experience working with whole schools The chapter units cover distinct genres including memoirs historical genres fictional narratives arguments and more With ready to use tools the new edition prepares elementary and middle school teachers to meet and adapt to the variable demands of their own educational contexts Easy to navigate this teacher friendly text is an essential resource for courses in academic writing English education and multilingual education and for pre service and practicing English Language Arts ELA teachers who want to expand their teaching abilities and knowledge bases

Journal of International Students 2015 Vol 5 Issue 4 Krishna Bista,2015-09-13 An interdisciplinary peer reviewed publication Journal of International Students is a professional journal that publishes narrative theoretical and empirically based research articles study abroad reflections and book reviews relevant to international students faculty scholars and their cross cultural experiences and understanding in higher education

**Communication Development** William O. Haynes,Brian B. Shulman,1998 This text focuses on communication development from infancy through to adolescence by presenting detailed theoretical and research information on the language acquisition process It also provides the student with an initial exposure to the clinical applicability of the literature in the field

Year-Round Schooling Carolyn M. Shields,Steven Lynn Oberg,2000-04-19 The authors describe the impact of year round schooling on students parents and teachers as well as different models for year round scheduling and fiscal or political considerations as such models are implemented

Career Education in the Middle/junior High School Rupert Nelson Evans,Kenneth B. Hoyt, Garth L. Mangum,1973

**Press Summary - Illinois Information Service** Illinois Information Service,2003-04-17

**The School Journal** ,1900 **Write Ways** Lesley Wing Jan,2009 Teacher reference resource on the teaching of text types for primary school students i e how to write in different styles and genres Provided by publisher

**Survey of China Mainland Press** ,1973 The Special EDge ,2000 The Building News and Engineering Journal ,1873 Educators Healing Racism Nancy L. Quisenberry,D. John McIntyre,1999 This book presents a collection of essays on racism and the role

of teachers in healing racism There are three sections with nine papers After an Introduction D John McIntyre Section 1 Historical Perspectives includes 1 Racism in Education Gwendolyn Duhon Boudreaux Rose Duhon Sells Alice Duhon Ross and Halloway C Sells and 2 History of Racism Social Political and Psychological Perspectives on Modernity H Prentice Baptiste Jr James B Boyer Socorro Herrera and Kevin Murry Section 2 Instructional Perspectives includes 3 Healing the Wounds of Instructional Racism Patricia Larke Gwendolyn Webb Johnson Ronald Rochon and Mary Anderson 4 Family Involvement Empowering Families To Heal Racism Phyllis Y Hammonds and Cathy Gutierrez Gomez 5 Dealing with Issues of Racism in the Classroom Preservice and Beginning Teachers Norvella P Carter Anne Gayles Felton Robert Hilliard and Larry A Vold 6 Issues in Healing Racism in Teaching and Teacher Education A Case Studies Approach Fredda D Carroll Carol Felder and Phyllis Y Hammonds and 7 Beyond Instructional Racism The Integrative Curriculum of Brown Barge Middle School Porter Lee Troutman Jr Richard Powell Elaine Jarchow Linda Fussell and Donna Imatt Section 3 Social Perspectives includes 8 Can Technology Deliver on its Promise of Being the Great Equalizer Some Reflections on the Participation of Disadvantaged Students in Technology P Rudy Mattai Robert L Perry and Walter S Polka and 9 Who Shall Have the Moral Courage To Heal Racism in America ATE Keynote Address February 27 1996 G Pritchey Smith All papers contain references SM

**Joint Documents of the State of Michigan** Michigan,1898     Report of the Superintendent of Public Instruction Michigan.

Department of Public Instruction,1898     **K-12 Classroom Teaching** Andrea M. Guillaume,2008 K 12 Classroom Teaching A Primer for New Professionals is a teaching guide written in clear reader friendly language In the Primer readers explore key aspects of classroom teaching including the context of teaching today strategies for learning about students planning and assessment instruction and instructional strategies classroom management finding a personal educational stance and growing professionally Each chapter is designed to cover the material thoroughly and concisely so that readers can make the best use of their time This book encourages readers to reflect on their past experiences to question their assumptions to consider multiple sources of information and to commit to enacting well defined notions of good practice that address learners diverse needs while honoring the dignity of the human experience     *Social & Personality Development* David Reed Shaffer,1994 Shaffers current and comprehensive overview of social and personality development reflects the best theories research and practical wisdom that social developmentalists have to offer Shaffer helps students understand the processes that underlie developmental change illustrating that different social contexts help determine development The book describes and explains the processes by which unsocialized infants are integrated into the society and subculture in which they live Though the book has a strong theoretical emphasis and is research oriented practical implications of such are integrated throughout the text     **The Elementary School Teacher and the Course of Study** ,1921     **Mathematics** GLENCOE,1995     Global Perspectives in Children's Literature Evelyn Blossom Freeman,Barbara A. Lehman,2001 KEY BENEFIT This book presents a comprehensive discussion of international children s books and their use in K 8 classrooms

KEY TOPICS Global Perspectives in Children's Literature reviews the status of children's literature around the world and elaborates on the benefits of international children's literature for children's development and the curriculum. The book presents various genres such as picture books, fiction, informational books, and poetry. Issues in the field and criteria for selecting books to be used in the classroom are provided, as well as a discussion of history and contemporary trends worldwide. Specific ways to share international books are also presented, as they relate to theme studies, specific content areas, visual literacy, and language arts. Useful for anyone interested in global education, specifically that of Children's Literature.

**Criminology, Penology and Police Science Abstracts**, 1997

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