

Handouts

Using Reading and Writing to Support Learning Gateway Resource URAW0001

GUIDING PRINCIPLES OF EFFECTIVE WRITING INSTRUCTION

1. Use writing and reading to support student learning in all content areas.
2. Teach students the thinking skills, processes, and knowledge needed to write effectively.
3. Teach students skills for writing effective sentences in order to create coherent texts.
4. Provide extra assistance and instruction to students who experience difficulty learning to write.

Content Area Informal Writing Activities

Purpose

Brief written assignments used regularly (daily, every other day, or even multiple times during one lesson) should make up only one part of a lesson. These assignments

- teach students how to actively think about, process, and comprehend content;
- serve as a powerful learning tool that both students and teachers can use to monitor understanding of content; and
- help students understand that learning involves thinking and that writing is one way to process their learning and express their thinking.

Instructional Protocol

- Select and vary the types of writing activities to keep students actively engaged in thinking and learning.
- Explicitly teach the activity, including note-taking, using teacher modeling and thinking aloud in front of students.
- Provide multiple opportunities with guidance and support for students to practice and apply within content area instruction.

Writing Activities	Procedures	Examples
Quick Writing Rounds <ul style="list-style-type: none"> • Display two words or topics. Students select one to write about in their journals or on paper. • Explain that students will have three 1-minute rounds of writing about their selected topic. Students write in complete sentences about their own experiences or connections to the word, or students use the word at least once in their writing. • When prompted, students write as much as they can for 1 minute. • Give students two more 1-minute rounds to continue writing on the same selected word or topic. 		<p>In all content areas, select the following:</p> <ul style="list-style-type: none"> • Content-focused topics or key words in a lesson, current event, or unit of study • Words or topics that promote metacognition (thinking about one's own thoughts) or self-reflection of content
		<p>ELAR</p>
		<p>Mathematics</p>
		<p>Science</p>
		<p>Social Studies</p>

Writing Activities	Procedures	Examples	
<p>Daily Journals</p>	<ul style="list-style-type: none"> Students write in their journal for 5 to 10 minutes about a teacher-given topic, question, or prompt before, during, or after a lesson. Teacher periodically checks student journals and provides feedback. 	<p>ELAR</p>	<p>Describe one type of conflict in "The Most Dangerous Game."</p>
		<p>Mathematics</p>	<p>Calculate the area of these shapes (to be determined by curriculum) and then describe the differences in size. Use the terms "less than," "greater than," and "equal to" in your sentences.</p>
		<p>Science</p>	<p>Do you think of chemicals as being negative or positive? Give reasons to support your viewpoint.</p>
		<p>Social Studies</p>	<p>If you could go back in time, what questions would you ask President Reagan about the attempt to assassinate him?</p>
<p>Stop and Jot</p>	<ul style="list-style-type: none"> Teacher stops during a lesson and gives students a prompt. Students quickly reflect on what they are reading, seeing, or hearing. Examples include the following: <ul style="list-style-type: none"> Evaluating understanding of a topic Making a connection to something previously learned or experienced Making a prediction Questioning anything not fully understood 	<p>ELAR</p>	<p>Write two questions you have about <i>Romeo and Juliet</i>.</p>
		<p>Mathematics</p>	<p>Explain the steps involved in solving equations.</p>

Writing Activities	Procedures	Examples	
	Teacher circulates and reads what students are writing and asks a few students to share their responses.	Science	You just observed what happened with the balloon rocket. Write why this demonstration is a good example of Newton's Third Law of Motion. Use complete sentences.
		Social Studies	Based on the video we viewed, explain why you think the Constitution has been amended.
Dialogue or Partner Journals	<ul style="list-style-type: none"> • Students write for a predetermined time (1 or 2 minutes) on a teacher-given prompt. They then pass their writing to a designated peer. • Students read and then respond by writing a question, an explanation of why they agree or disagree, or additional thoughts. • This written conversation continues back and forth two or three times. • Students talk for a few minutes with their partner or group about what was written. • As a wrap-up, teachers conduct a whole-class discussion. 	ELAR	Think about Chaucer's <i>The Pardoner's Tale</i> and tell whether you agree with this statement: "Money is the root of all evil." Give reasons to support your position.
		Mathematics	You have been asked to graph the line whose equation is $3x - 7y = 21$ by using the slope and y-intercept. Write a paragraph describing the steps you would take to complete the task.
		Science	In a paragraph, describe the characteristics of living things. Include at least six of the following in your description: cells, reproduction, universal genetic code, development, materials and energy, interaction, homeostasis, and evolution.

Writing Activities	Procedures	Examples	
<p>Magnet Summaries</p>	<ul style="list-style-type: none"> • Teacher selects a “magnet” word that demonstrates the main idea of a concept, skill, or text. • Students work individually, in pairs, or in groups to look back through the text or their notes and find five to seven words or phrases that connect to the “magnet.” • Students create a main idea statement by using the magnet word and the related words and phrases. 	<p>Social Studies</p>	<p>What does the Civil War have in common with other wars?</p>
		<p>ELAR</p>	<p>Magnet Word: chivalry Student-Listed Phrases: strict code; King Arthur and the Knights of the Round Table; fight for just causes; being courteous, truthful, honest, and loyal Main Idea Statement: King Arthur demanded that the Knights of the Round Table follow a strict code of chivalry that required them to be courteous, truthful, honest, and loyal and to fight for only just causes.</p>
		<p>Mathematics</p>	<p>Magnet Word: estimate Student-Listed Phrases: average 1 box every 10 minutes; move boxes out of basement; estimate how long to move 10 boxes Main Idea Statement: John estimated that if it took about 10 minutes to move 1 box out of the basement, it would take him about 100 minutes to move 10 boxes.</p>

Writing Activities	Procedures	Examples
		<p>Magnet Word: adaptation</p> <p>Student-Listed Phrases: animals in desert; adjust to harsh, dry conditions; store water; hunt at night when cooler; burrow under sand</p> <p>Main Idea Statement: To survive the harsh, dry conditions in the desert, animals have made adaptations such as storing water in their bodies, hunting only at night, or burrowing under the sand to stay cool.</p>
		<p>Magnet Word: Homestead Act</p> <p>Student-Listed Phrases: 160 acres of land; enabled many to go West; passed by Congress in 1862</p> <p>Main Idea Statement: In 1862, the Homestead Act enabled many pioneers to go West and start a new life on 160 acres of land.</p>

Writing Activities		Examples	
Admit and Exit Slips	<p>Procedures</p> <ul style="list-style-type: none"> Teacher purposefully selects admit and exit prompts such as a brief summary of assigned reading, an explanation of how the reading connects to their life, or an explanation of how they solved a problem. Teacher may assign admit slips as a warm-up activity or as homework that students turn in as they enter the classroom. Exit slips can be assigned at the end of a lesson and turned in as students leave the classroom. 	ELAR	Admit Slip: Explain how the story you read last night connects to your own life.
		Mathematics	Admit Slip: Explain how you solved one of the problems from last night's homework.
		Science	Exit Slip: In one sentence, describe _____ (lesson's concept or topic). In one or two sentences, give a real-life example of it.
		Social Studies	Exit Slip: Write a short summary (6 to 10 sentences) of the article you read and discussed in your group today.

Structured Note-Taking Activities

Writing Activities	Procedures
<p>Reading Like a Writer: Charting</p>	<ul style="list-style-type: none"> • Provide students with copies of the Charting Graphic Organizer. • After students finish a first reading of a text, they number each paragraph. • Students reread the text one paragraph at a time. • Students fill in the graphic organizer, listing key ideas and writing a summary of what the author is saying in each paragraph. • Then, students reread the paragraphs one more time and tell what they notice about the author's style or craft (how the text is written).
<p>Recall Note-Taking</p>	<ul style="list-style-type: none"> • Students divide a page into two columns and label the columns "Clues" and "Key Points" or use the Recall Note-Taking template. • In the right column, students jot down key ideas that summarize what they are learning. (Teacher may provide key points as a scaffold of support.) • In the left column, students write clues or questions that will help them remember and recall the key points.
<p>Cornell Notes</p>	<ul style="list-style-type: none"> • Students divide a page into three sections or use the Cornell Notes template. • On the left, students note main ideas and key concepts. (Teacher may provide this part as a scaffold of support.) • On the right, students write details and/or questions that connect to the main ideas. • At the bottom, students write a summary of what they have learned.
<p>Multiple Entry Journals</p>	<p>Students record the following in a notebook or content area journal or use the Multiple-Entry Journal template.</p> <ul style="list-style-type: none"> • Main concepts and ideas • Connections and questions

Writing Activities	Procedures
	<ul style="list-style-type: none">• Key vocabulary and definitions• Summary of notes• Pictures to help them remember key information

Sources:

Teach for America. (2011). *Secondary literacy*. Retrieved from http://teachingasleadership.org/sites/default/files/Related-Readings/SL_2011.pdf

Plainfield High School Writing Across the Curriculum Resource Center. (n.d.). *Writing prompts and samples*. Retrieved from <http://teachers.plainfield.k12.in.us/wac/writingprompts.htm>

Quick Writing Rounds

Directions

1. Display two words. Have students select one of the words to write about. Ask them to write the word as a title for this round of writing.

Students can write in their writing notebooks or on a sheet of paper. Explain that they are to write in complete sentences. They can write about their own experiences or connections to the word or merely use the word one time in their writing.

2. Say: "When I say 'Go,' write as much as you can, as fast as you can, and as well as you can in 1 minute. Any questions? Go!"
3. Allow 1 minute.
4. Say: "Stop writing. Lift your pen or pencil up in the air. Draw a line underneath what you just wrote to mark off the section."
5. Repeat for three rounds.
6. Continue doing this activity a few times a week to help students increase their ability to put their thoughts on the page. Discuss what they notice from one round to the next. Ask students to think about what is happening and explain why. For example, students may notice that they write more in each round.

Variation

Have students write for 3 minutes continuously and repeat the process for 3 days (rounds) in a row. Use content words and concepts as a review.

Supporting English Language Learners

The following suggestions for the quick writing rounds activity are intended to support English language learners in the classroom. It is important to linguistically accommodate instruction according to the English proficiency level of students.

1. Clearly state that the purpose of the activity is to help students gain experience in putting their thoughts in writing. Emphasize that the activity will not be graded.
2. Reassure students that many people feel a little nervous about writing. Emphasize that it is common for someone to think, "I can't write" or "I don't know what to write." Tell students that with practice, it will become easier.
3. Make clear that it takes time for good writers to improve their spelling and sentence structure and to increase the amount of writing they can produce. Emphasize that it is OK if students' writing is not perfect in these earlier stages. Over time, students will learn many strategies for improving their writing.

Supporting Students With Learning Disabilities

The following suggestions for the quick writing rounds activity are intended to support students with learning disabilities in the classroom. It is important to accommodate instruction according to these students' individualized education programs.

1. Note whether any students need accommodations for writing activities such as dictation software or devices, smart pens, electronic dictionaries, or spelling aids. Be prepared to provide these accommodations.
2. Consult with a special education specialist to plan ahead for accommodations.
3. Clearly state that the purpose of the activity is to help students gain experience in putting their thoughts in writing. Emphasize that this activity will not be graded.
4. Emphasize that many people feel unsure about writing. Tell students that it is common for someone to think, "I can't write" or "I don't know what to write." Share with students that with practice, it will become easier.
5. Reassure students that it takes time for good writers to improve their spelling and sentence structure and to increase the amount of writing they can produce. Emphasize that it is OK if their writing is not perfect in these earlier stages. Over time, students will learn many strategies for improving their writing.
6. Scaffold the activity by breaking the tasks into smaller "chunks," allowing extra time for responses, and allowing students to use aids such as electronic dictionaries or dictation software.

Source: Anderson, J. (2007). *Everyday editing: Inviting students to develop skill and craft in writer's workshop*. Portland, ME: Stenhouse.

Activity: Quick Writing Rounds

Adolescent Literacy Research Summaries

Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools

“This report identifies 11 elements of current writing instruction found to be effective for helping adolescent students learn to write well and to use writing as a tool for learning. It is important to note that all of the elements are supported by rigorous research, but that even when used together, they do not constitute a full writing curriculum” (p. 4).

Elements of Effective Adolescent Writing Instruction

Element	Instructional Description
Writing Strategies	Teach students strategies for planning, revising, and editing their compositions.
Summarizing	Explicitly and systematically teach students how to summarize texts.
Collaborative Writing	Use instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions.
Specific Product Goals	Assign students specific, reachable goals for the writing they are to complete.
Word Processing	Use computers and word processors as supports for writing assignments.
Sentence Combining	Teach students to construct complex, sophisticated sentences. <i>Note: Teaching students to focus on the function and practical application of grammar within the context of writing is more effective than teaching grammar as an independent, isolated activity.</i>
Prewriting	Engage students in activities designed to help them generate or organize ideas for their composition.
Inquiry Activities	Engage students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task.
Process Writing Approach	Interweave a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing.
Study of Models	Provide students with opportunities to read, analyze, and emulate models of good writing.
Writing for Content Learning	Use writing as a tool for learning content material.

Source: Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools*. New York, NY: Carnegie. Retrieved from <http://all4ed.org/reports-factsheets/writing-next-effective-strategies-to-improve-writing-of-adolescents-in-middle-and-high-schools/>

Writing to Read: Evidence for How Writing Can Improve Reading

“This report identifies a cluster of closely related instructional practices shown to be effective in improving students’ reading...all of the *Writing to Read* instructional recommendations have shown clear results for improving students’ reading. Nonetheless, even when used together these practices do not constitute a full curriculum. The writing practices described in this report should be used by educators in a flexible and thoughtful way to support students’ learning” (p. 6).

Writing Practices That Enhance Students’ Reading

Instructional Practice	Description
Have students write about the texts they read.	Students’ comprehension of science, social studies, and language arts texts is improved when they write about what they read, specifically when they <ul style="list-style-type: none">• respond to a text in writing (writing personal reactions, analyzing and interpreting the text);• write summaries of a text;• write notes about a text; and• answer questions about a text in writing, or create and answer written questions about a text.
Teach students the writing skills and processes that go into creating text.	Students’ reading skills and comprehension are improved by learning the skills and processes that go into creating text, specifically when teachers <ul style="list-style-type: none">• teach the process of writing, text structures for writing, and paragraph or sentence construction skills (improves reading comprehension);• teach spelling and sentence construction skills (improves reading fluency); and• teach spelling skills (improves word reading skills).
Increase how much students write.	Students’ reading comprehension is improved by having them increase how often they produce their own texts.

Source: Graham, S., & Hebert, M. (2010). *Writing to read: Evidence for how writing can improve reading*. New York, NY: Carnegie. Retrieved from http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf

General Suggestions for Teaching Writing to Adolescent English Language Learners

The following suggestions are intended as guidelines for supporting English language learners (ELLs) in the classroom. It is important to remember to linguistically accommodate instruction according to the English proficiency levels of students. The suggestions below are not an exhaustive list—contact your education service center for additional information about strategies for working with ELLs.

Provide intensive teacher modeling of writing (in front of the class) with explicit examples of all of the thinking processes involved. Verbalize your own thinking and engage ELLs in the process.

- Demonstrate how writers read their own writing and get ideas about what else to write.
- Model some of the questions that writers ask themselves to evaluate what they have written.
- Model exemplary writing practices and demonstrate how writers write about meaningful topics.
- Model how to write for a purpose and for an audience.
- Have ELLs participate during the demonstration, so they have an opportunity to practice and better understand the thinking behind the writing.
- Use a variety of mentor texts as models of effective writing.

Study mentor texts to demonstrate the connection between writing and reading. This practice teaches ELLs to read like writers.

- Include culturally relevant texts and materials that mirror family backgrounds, experiences, characters, and interests to help ELLs make connections between their own lives and school.
- Consider how the text supports ELLs as they write, including what they can try in their own writing.
- Notice the structure of the language and whether it matches the students' stages of language acquisition.
- Point out differences in authors' styles and the distinguishing characteristics of text types.

Establish attainable goals based on ELLs' levels of English proficiency and writing knowledge and skills.

- Sequence and scaffold writing assignments and tasks into manageable steps and small increments.
- Introduce and focus on one writing element or grammatical point at a time.
- Allow time for ELLs to incorporate an element or grammatical point into their own writing.
- Continuously reassess and set new goals based on student progress.
- Ensure that students write frequently. This practice will support end-of-the-year writing requirements of the Texas English Language Proficiency Assessment System.

Incorporate procedural supports (i.e., conferences, planning forms and charts, sentence frames, word lists, and rubrics or checklists for revision or editing), oral language, and many peer-assisted learning opportunities.

- Foster a sense of community that supports taking risks, uses language for real purposes in authentic writing situations, views students and teachers as writers, and encourages collaboration as the norm.
- Have ELLs work in small groups, in pairs, or in triads. Ensure that ELLs are grouped with students who can offer beneficial feedback that will help them improve their writing.
- Help ELLs develop their ideas for writing in English. When ELLs think in their native language first and then try to translate what they are thinking into English, their writing may reflect the nuances of their native language and be difficult to comprehend (e.g., inaccurate verb tenses or word choice). For example, have ELLs brainstorm with others and/or their peers and then read and talk about their writing with their peers or teacher.
- Model for students how to use all procedures and graphic organizers.
- Provide guided practice for students to work together when using rubrics and checklists to clarify criteria and expectations for writers.
- Provide sentence stems for students to access for both oral and written discourse.

Demonstrate how writing and reading reflect thinking and learning. Even though ELLs may have mastered content knowledge, their writing ability may not reflect this knowledge.

“In order to communicate effectively, writers need to know many words and to know those words well. This means knowing the various meanings a word may have (e.g., *Mean, root, log, and citation* are all examples of words with multiple meanings.); knowing how to use the word grammatically (e.g., *We use a mop to mop the floor, but we don’t broom the floor when we use a broom; we sweep it.*); knowing the words it typically occurs with (e.g., *toxic waste; poisonous snake*); and knowing its level of politeness or formality (e.g., *kids versus children, fake versus fictitious*). Because this knowledge requires time and multiple exposures to each word in a variety of contexts, ELLs are likely to need a great deal of work in vocabulary in order to read and write like their English-proficient peers” (The Education Alliance: Brown University, 2006).

- Provide opportunities for ELLs to explain their writing and to obtain help in expressing their knowledge effectively.
- Use visual cues, such as having students draw a picture before they write. Then, elicit more detail and provide language models by talking with students about their drawings (e.g., “Tell me more about...”).
- Provide rich listening, speaking, and reading experiences; multiple exposures to words; and explicit teaching of definitions and usage.
 - Develop a basic writer’s vocabulary (display in room and/or provide individual copies for writing notebooks). Include content area and thematic words.
 - Incorporate lists of Spanish (or other native languages) cognates (i.e., words with common origins and meanings) as applicable.
 - Teach ELLs how to use dictionaries, thesauruses, and computer resources.

Demonstrate how writing is a recursive process.

- Provide opportunities for practice and improvement by having students write frequently.
- Model, model, model to help students understand all stages of the writing process, what you are asking them to do, how to do it, and why.
- Have ELLs revise and edit a paper in their writing folder or portfolio after they have learned more about a targeted grammatical point or text type or genre.
- Encourage ELLs to think and talk about what they have learned (e.g., “I learned to use a comma after an introductory clause”; “I use more dialogue now”; “I didn’t include enough supporting details”).
- Prompt for more information or clarification, when necessary.

Teach conventions (grammar, mechanics, usage, and spelling) in the context of actual writing.

“Writing activities provide excellent context for providing the models, practice, explanations, and feedback that ELLs need” (The Education Alliance: Brown University, 2006).

- Provide models by using sentences and examples from mentor texts and teacher writing.
“ELLs learn many structural patterns of English unconsciously through hearing them and then using them in their speech. . . [ELLs] do not have an intuitive sense of what ‘sounds right’ in English. That sense develops with time and experience. ELLs’ grammar improves over time when they are provided with good language models, guided practice, clear explanations, and tactful but explicit feedback on grammatical correctness” (The Education Alliance: Brown University, 2006).
- Encourage ELLs to figure out the spellings of new and different words that express their thoughts.
“Some ELLs ‘play it safe’ when they write, using only words they have memorized or can copy from the classroom print environment. This can result in writing that has no spelling errors but also little individuality” (The Education Alliance: Brown University, 2006).

Provide varied and increasingly challenging writing experiences for students. Scaffold as appropriate to a student’s proficiency level.

- Incorporate authentic writing assignments and provide opportunities for ELLs to write on culturally relevant topics.
- Be sure to revisit writing genres that ELLs may or may not have experienced or mastered previously (other grade-level expectations).

Sources:

The Education Alliance: Brown University. (2006). *Teaching diverse learners: Writing*. Retrieved from <http://www.alliance.brown.edu/tidl/elemlit/writing.shtml>

Haynes, J. (2007). *Tips for teaching ELLs to write*. Retrieved from http://www.everythingsl.net/in-services/tips_teaching_ells_write_10803.php

Kendall, J., & Khuon, O. (2006). *Writing sense: Integrated reading and writing lessons for English language learners K–8*. Portland, ME: Stenhouse.

Teacher Resources to Support English Language Learners

English Language Proficiency Standards Academies

These academies explore ways to increase achievement for English language learners through the English Language Proficiency Standards (ELPS). The ELPS focus on developing academic language in the content areas through the language domains of reading, writing, speaking, and listening in kindergarten through grade 12. Academy participants examine the ELPS and practice writing language objectives using the four domains of the ELPS. The academies also include specific strategies for teachers to use to incorporate the ELPS into their classrooms.

Check your district or education service center professional development catalog for information about ELPS academies offered both face to face and online through the Texas Gateway (www.texasgateway.org).

Texas English Language Learner Instructional Tools

These online resources in the Texas Gateway guide content area teachers through the use of the ELPS within sample content area lessons (www.texasgateway.org).

Texas English Language Learners Portal

This website provides information about assessment, compliance, accountability, the instructional environment, professional development, and other resources for teachers of English language learners.

Website: <http://elltx.org>

ELPS Support Center

Presentations and online support is available through Education Service Center Region 20.

Website: www.esc20.net/elps

Author's Style or Craft

Stylistic Device	English Language Arts and Reading Texas Essential Knowledge and Skills Glossary Definition	Expository	Personal Narrative	Literary
Organizational pattern	The pattern an author constructs as he or she organizes his or her ideas and provides supporting details (e.g., cause-and-effect, compare-and-contrast, sequential/chronological order, logical order, proposition-and-support, problem-and-solution)	✓	✓	✓
Sentence variety	Use of a variety of sentence types (simple, compound, complex)	✓	✓	✓
Transitional words and phrases	Words or phrases that help to sustain a thought or idea through the writing. They link sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas.	✓	✓	✓
Word choice	The author's thoughtful use of precise vocabulary to fully convey meaning to the reader	✓	✓	✓
Figurative language	Language layered with meaning by word images and figures of speech, as opposed to literal language	✓	✓	✓
Tone	The author's particular attitude either stated or implied in the writing	✓	✓	✓
Sensory language	Words an author uses to help the reader experience the sense elements of the story. Sensory words are descriptions of the five senses: sight, sound, touch, smell, and taste.	✓	✓	✓
Setting	The time and place in which a narrative occurs. Elements of the setting may include the physical, psychological, cultural, or historical background against which the story takes place.		✓	✓

Author's Style or Craft (cont.)

Stylistic Device	English Language Arts and Reading Texas Essential Knowledge and Skills Glossary Definition	Expository	Personal Narrative	Literary
Evidence*	Facts, ideas, or reasons used to support the thesis or claim of an author	✓	✓	
Dialogue	The lines spoken between characters in fiction or a play. Dialogue in a play is the main vehicle in which plot, character, and other elements are established.		✓	✓
Point of view	<p>The perspective from which the events in the story are told. The author may choose to use any of the following:</p> <ul style="list-style-type: none"> • Omniscient/third-person omniscient: The narrator tells the story in third person from an all-knowing perspective. The knowledge is not limited by any one character's view or behavior, as the narrator knows everything about all characters. • Omniscient/third-person limited: The narrator restricts his knowledge to one character's view or behavior. • Objective: The narrator reveals only the actions and words without the benefit of the inner thoughts and feelings. • First person/subjective: The narrator restricts the perspective to that of only one character to tell the story. • Limited: A narrative mode in which the story is told through the point of view of a single character and is limited to what he or she sees, hears, feels, or is told. 			<p style="text-align: center;">✓</p>

*Definition not included in the English Language Arts and Reading Texas Essential Knowledge and Skills Glossary.