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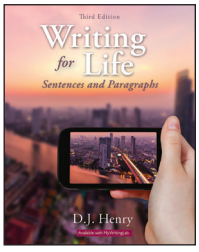

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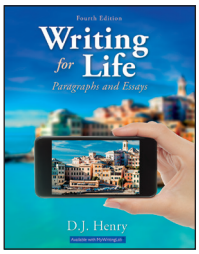

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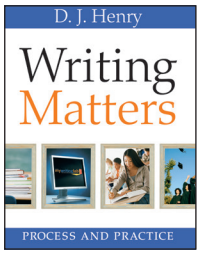

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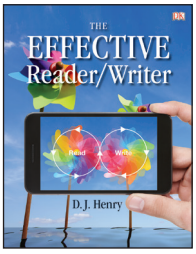

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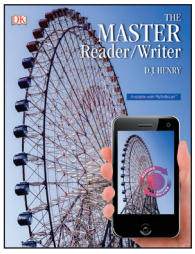

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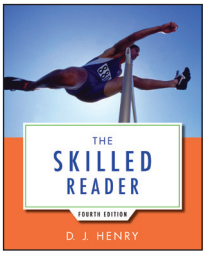

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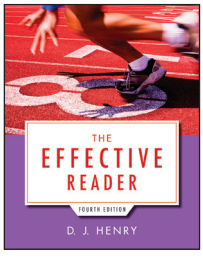

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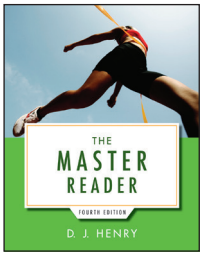

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FOURTH EDITION

Writing *for* Life

Paragraphs and Essays

D.J. Henry

Daytona State College

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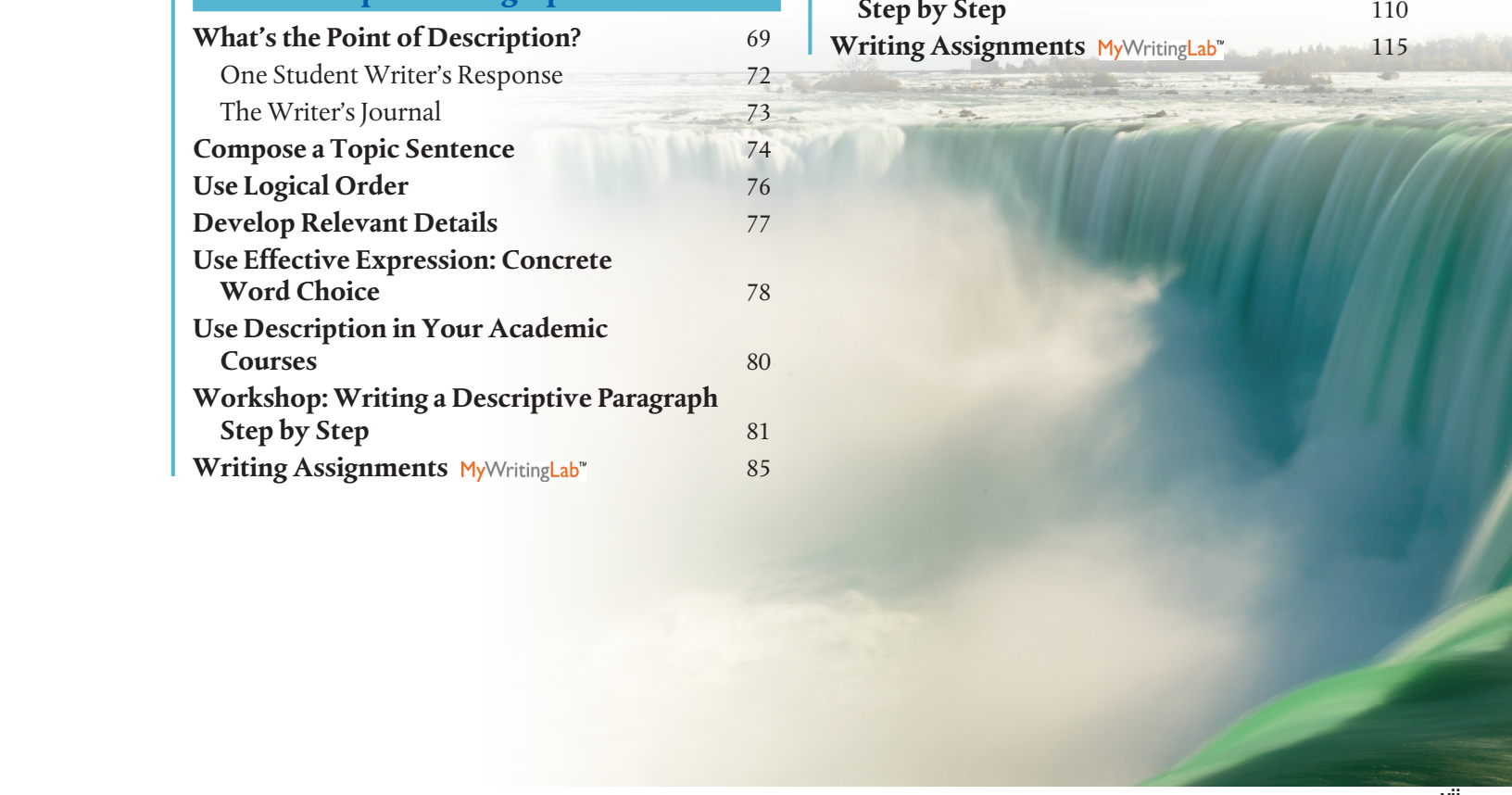

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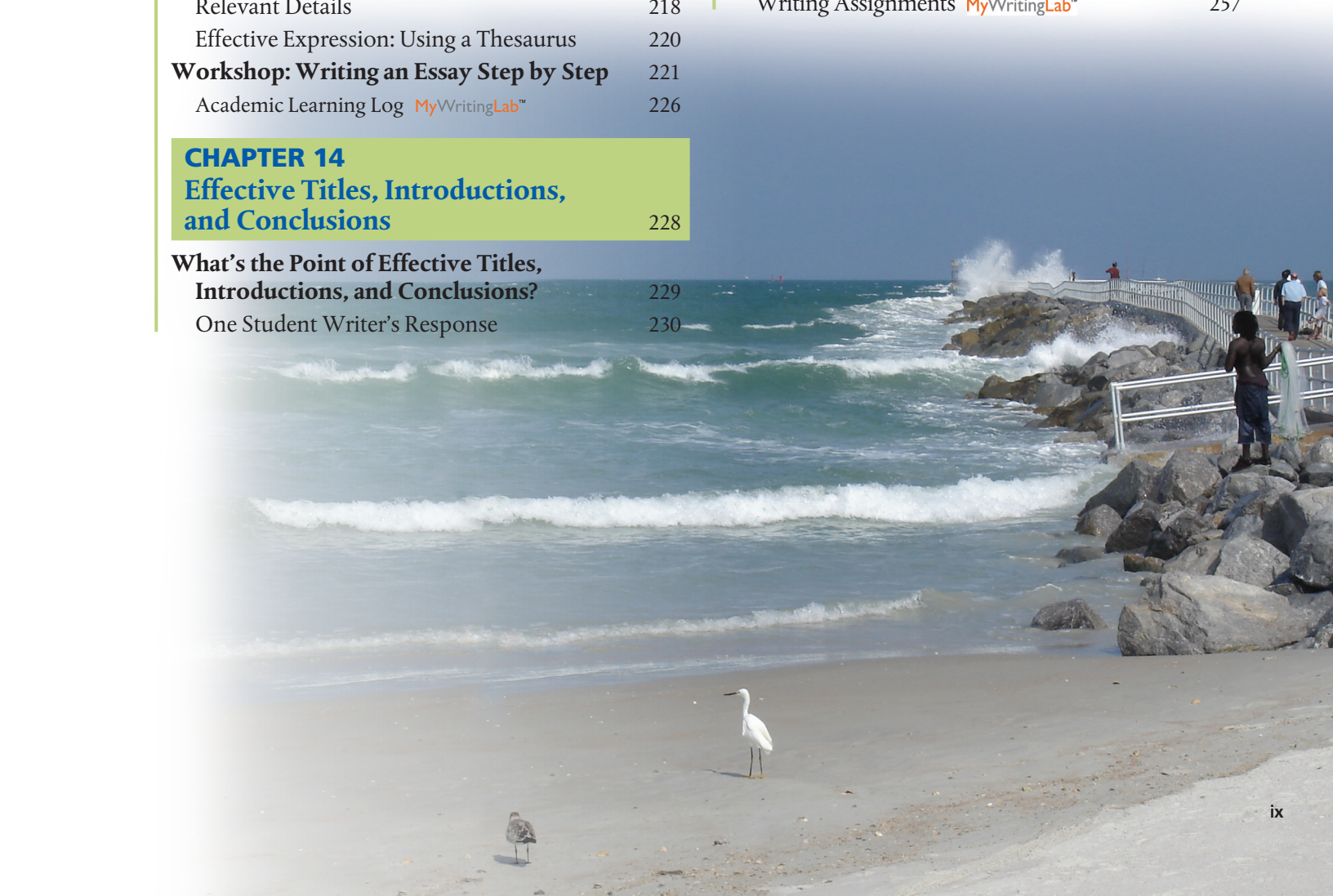

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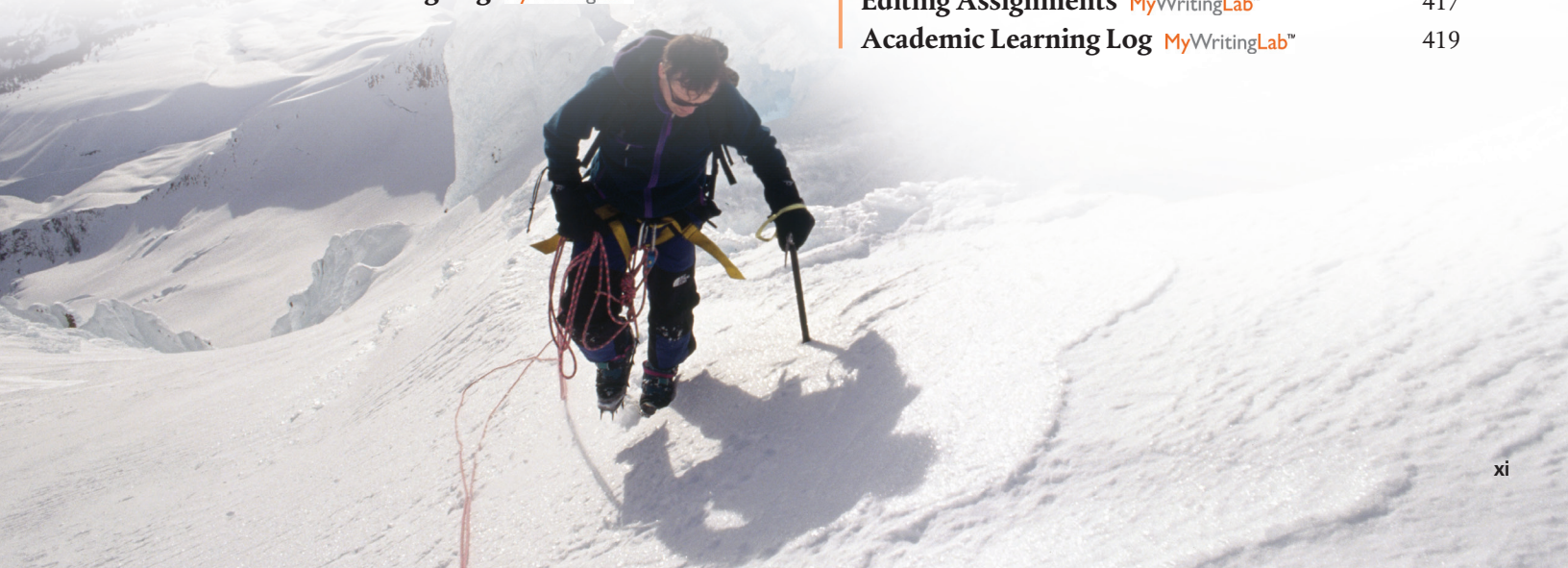

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Introducing the *Writing for Life* Series

Writing for Life, a two-book series consisting of both a sentences and paragraphs book and a paragraphs and essays book, answers the question students often ask about why they should learn to write well—"What's the point?" *Writing for Life* does more than motivate students; it teaches them to take charge of their own learning and helps them transfer the strategies they currently apply to reading visuals to the tasks of reading and writing text.

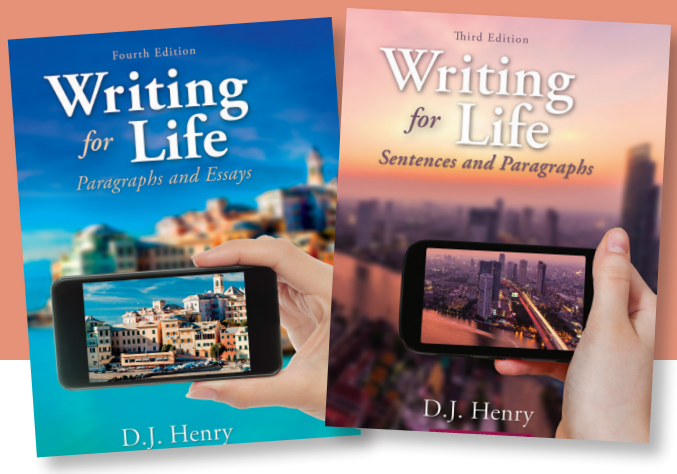
New to This Edition of *Writing for Life* . . .

More Grammar Exercises

- In response to reviewer requests, our grammar exercises have been expanded to offer more opportunities to apply their skills through additional exercises. The exercises for punctuation and mechanics now appear in MyWritingLab for easy student access and completion.
- The grammar chapters have been reorganized to move students from basic sentence-level concerns to issues of style. This new, more-natural progression makes content both easier to find and easier to assign in sequence.

New Readings

- Seven new readings have been added to Part 8, including "Niagara Falls by Rupert Brooke, "Managing Stress in College" by Rebecca J. Donatelle, "The Fundamentals of Forgiveness" by D. J. Henry, "Cool at 13, Adrift at 23" by Jan Hoffman, "Nobel Peace Prize Lecture, 2014" by Malala Yousafazai, "Hungry vs. Healthy: The School Lunch Controversy" by Bonnie Taub-Dix, and "Can Virtual Classroom Beat Face-to-Face Interaction?" by Libby Page.
- Three student writers contributed paragraphs to illustrate the patterns of organization.



New Supporting Media and Deeper MyWritingLab Integration

- New videos on the writing process, the reading process, and creating portfolios help students with different learning styles understand these key concepts.
- Our two chapter-closing activities, "Writing Assignments" and "Academic Learning Logs," can now be completed in MyWritingLab and sent directly to instructors' gradebooks.
- The *Writing for Life* MyWritingLab etext course now contains an appendix on portfolio creation and use.

Streamlined Approach to Learning Outcomes

- The learning outcomes now appear on the first page of every chapter and tie directly to the headings in the chapter. These learning outcomes help students focus on the key skills that they will develop in the chapter, and provide them with a measure to test their mastery.
- Unit Review exercises enable students to test their mastery of each learning outcome in that Unit. These Unit Review exercises are available in MyWritingLab.

Modified Design

- *Writing for Life*'s revolutionary design has been tweaked to appear more sophisticated where appropriate and easier to digest at-a-glance.

Features of *Writing for Life*

How Does *Writing for Life* Effectively Motivate and Prepare Students for Success?

The focus of *Writing for Life* is apparent in the comprehensive and systematic approach to learning it provides by motivating and preparing students; engaging students with high-interest topics and meaningful visuals; establishing purpose and clear statements of learning objectives; offering relevant applications; and meeting today's students where they are.

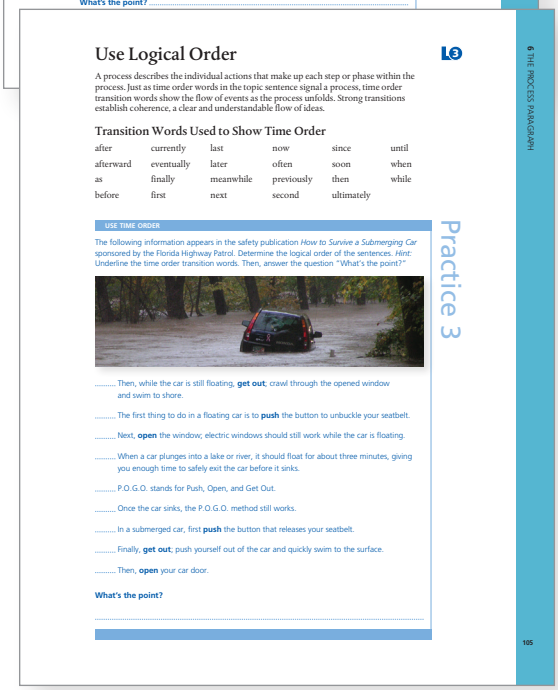
WHAT'S THE POINT? is a motivational teaching strategy that addresses the basic question on most students' minds: *Why do I need to know this?* The question and the instructional answer establish the student writer's purpose for studying the chapter. Sample student responses in think-aloud format model critical thinking.

OVERALL INSTRUCTIONAL VOICE establishes a clear, direct, respectful tone that honors adult learners.

EMPHASIS ON ACTIVE LEARNING motivates students to become active learners who assume responsibility for their learning, who reflect upon their progress, and who can and will improve their writing skills.

WRITING ASSIGNMENTS create realistic writing situations that direct students to consider audience and purpose as they employ the writing process. Additional assignments provide topics and situations relevant to "Everyday Life," "College Life," and "Working Life." These Writing Assignments can also be completed online through MyWritingLab.com.

HIGH-INTEREST TOPICS such as tattoos, stress, obesity, eating disorders, pop culture icons, fashion, movies, music, relationships, natural disasters, heroes, and current events engage student interest and foster self-expression.



How Does *Writing for Life* Engage Students with Illustrations and Visuals?

HIGH-INTEREST VISUALS stimulate interest, clarify concepts, and facilitate student responses. Several visuals are brought to life with new animations accessible through the MyWritingLab/etext course.

PHOTOGRAPHIC ORGANIZERS activate the thinking process, introduce and illustrate a pattern of organization, and stimulate prewriting activities. A set of photographs is arranged in a concept map that illustrates the structure of a particular pattern of organization.

What's the Point of Using Patterns of Organization to Develop Essays?

LO

PHOTOGRAPHIC ORGANIZER: USING PATTERNS OF ORGANIZATION IN ESSAYS

Study the following series of pictures. First, answer the questions below each of the photographs to identify the major details that could be used in an essay about the topic.

DESCRIPTION: *Places to Skateboard* TOPIC: *Skateboarding*

FIRST PLACE | SECOND PLACE | THIRD PLACE

What's the point of the description?

Now that you have used a pattern of organization to brainstorm about a topic, think about how patterns of organization can help you write an essay. Answer the question:

What's the point of learning about using patterns of organization to write an essay?

My First Thoughts: A Prewriting Activity

Set a time limit, such as five minutes, and jot down in your notebook your thoughts about using patterns of organization. In addition to the examples mentioned above, what are some other situations that require thinking about time sequences, comparisons, contrasts, definitions, or persuasive ideas?

Practice 1

WRITING FROM LIFE

PREWRITING

15 USING PATTERNS OF ORGANIZATION TO DEVELOP ESSAYS

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Visual Learning Activities introduce and facilitate writing assignments; concept maps, charts, graphs, and annotated examples enable students to "see" the concept clearly.

Visual Instruction offers annotated visuals with color-coded highlights that make key concepts jump off the page. Concepts and rules are further defined, explained, and illustrated with charts and graphs.

How Does *Writing for Life* Provide Students with Purpose and Core Learning Objectives (Outcomes)?

Learning Outcomes are statements that specify what learners will know or be able to do as a result of a learning activity.

Preparing Yourself to Learn about Writing in Chapter 1 teaches students to evaluate their attitudes, identify learning outcomes, generate a study plan, and create a portfolio that helps them "to track growth . . . organize work . . . and think about" their learning and their writing. Simple and easy-to-follow advice guides students to use checklists, reflective questions, and journal entries as they think about their writing and what they are learning.

Self-Assessment Tools and Guides include learning outcomes, reflective questions, behavior and attitude surveys, guidelines, checklists, scoring rubrics, and journal entries, complete with examples and explanations. For example, a paragraph scoring guide is introduced and explained and followed by a practice that asks students to score a set of paragraphs using the scoring guide. These activities transfer the responsibility of learning and assessment of learning to the student.

Academic Learning Logs are end-of-chapter activities that tests students' comprehension of the chapter's instruction. These activities can be completed online at MyWritingLab.com.

How Does *Writing for Life* Engage Students with the Writing Process?

Emphasis on the Process is embedded in instruction throughout the textbook. The writing process is introduced and illustrated in Chapter 2 with a two-page spread of a four-color graphic with explanations of the entire writing process: Prewriting, Drafting, Revising, and Editing.

Appropriate writing process icons appear throughout the textbook as signals to guide students through the writing process of particular assignments. Additionally, book-specific writing process videos can be found within the MyWritingLab/etext course.

Workshop: Writing a Paragraph Step by Step guides students one step at a time through the writing process from prewriting to editing, and each phase is highlighted with a writing process icon, so students know what they are doing at each point in the process, how they are to do it, and why it is important.

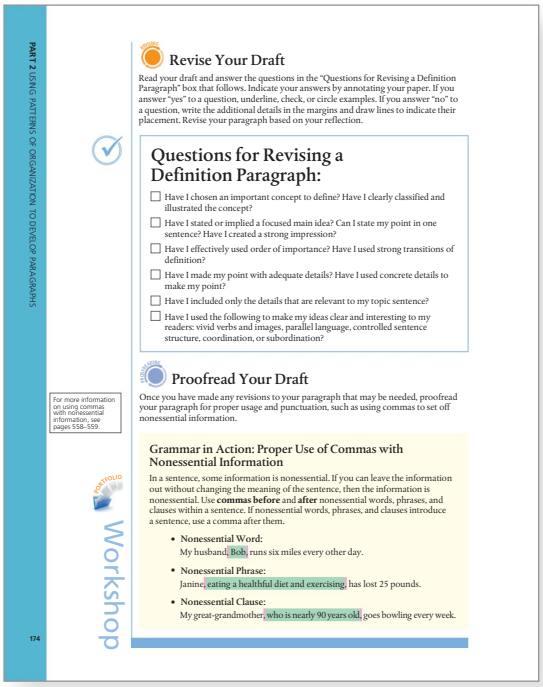
The Writing Situation is explained and illustrated in Chapter 2 in discussions and engaging activities about how the relationships among topic, audience, and purpose impact the creation of a piece of writing. Writing prompts are realistic writing situations based on everyday life, college life, and working life. These writing prompts stimulate role playing and critical thinking skills and illustrate the importance of *Writing for Life*.

Direct Instruction follows a logical order to best ensure comprehension and foster student ownership of the material. Each lesson moves systematically through three distinct phases: before learning activities, during learning activities, and after learning activities. Before, during, and after learning activities make excellent portfolio entries that foster student self-assessment.

Text Structure is covered extensively at every level, including word, sentence, paragraph, and essay levels. Lessons systematically guide students to consider the types and structures of words, phrases, and sentences; patterns of organization; levels of ideas; traits and function of a main idea; major supporting details; minor supporting details; parts of the paragraph; and parts of the essay. Writing prompts encourage students to adapt text structure to realistic writing situations.

How Does *Writing for Life* Drive Grammar Instruction and Key Applications to Connect with Today's Student?

Student Motivation, always vital, seems to be even more crucial when it comes to mastering grammatical concepts. Unfortunately, too many times, grammar instruction is met with apathy and dread. Grammar has purpose. It's worth the effort to learn it. The purpose of instruction is to foster confidence and mastery. The core features of this text—designed to inspire and motivate—have been adapted to match the nature of instruction for grammatical concepts.


PART 2 USING PATTERNS OF ORGANIZATION TO DEVELOP PARAGRAPHS

Revise Your Draft

Read your draft and answer the questions in the "Questions for Revising a Definition Paragraph" box that follows. Indicate your answers by annotating your paper. If you answer "yes" to a question, underline, check, or circle examples. If you answer "no" to a question, write the additional details in the margins and draw lines to indicate their placement. Revise your paragraph based on your reflection.

Questions for Revising a Definition Paragraph:

- ☐ Have I chosen an important concept to define? Have I clearly classified and illustrated the concept?
- ☐ Have I stated or implied a focused main idea? Can I state my point in one sentence? Have I created a strong impression?
- ☐ Have I effectively used order of importance? Have I used strong transitions of definition?
- ☐ Have I made my point with adequate details? Have I used concrete details to make my point?
- ☐ Have I included only the details that are relevant to my topic sentence?
- ☐ Have I used the following to make my ideas clear and interesting to my readers: vivid verbs and images, parallel language, controlled sentence structure, coordination, or subordination?

Proofread Your Draft

Once you have made any revisions to your paragraph that may be needed, proofread your paragraph for proper usage and punctuation, such as using commas to set off nonessential information.

For more information about using commas with nonessential information, see pages 558–559.

Grammar in Action: Proper Use of Commas with Nonessential Information

In a sentence, some information is nonessential. If you can leave the information out without changing the meaning of the sentence, then the information is nonessential. Use **commas before** and **after** nonessential words, phrases, and clauses within a sentence. If nonessential words, phrases, and clauses introduce a sentence, use a comma after them.

- Nonessential Word:
  My husband, Bob, runs six miles every other day.
- Nonessential Phrase:
  Janine, eating a healthful diet and exercising, has lost 25 pounds.
- Nonessential Clause:
  My great-grandmother, who is nearly 90 years old, goes bowling every week.

Workshop

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Grammar in Action directly addresses some of the most commonly occurring errors in student writing. A specific common error is discussed in the context of a particular pattern of organization. In the last phase of the step-by-step instruction of the Workshop, students study a

grammatical concept and then proofread and edit a sample piece of writing to ensure correct application of the concept. The correlation among chapters and grammar concepts are as follows:

Chapter 4	Descriptive	Dangling and Misplaced Modifiers
Chapter 5	Narrative	Unnecessary Shifts in Verb Tense
Chapter 6	Process	Eliminating Fused Sentences
Chapter 7	Example	Using Commas in a Series
Chapter 8	Classification	Eliminating Comma Splices
Chapter 9	Comparison/Contrast	Commas after Introductory Elements
Chapter 10	Definition	Commas with Nonessential Information
Chapter 11	Cause/Effect	Commonly Confused Words
Chapter 12	Persuasion	Consistent Use of Point of View

Reading Selections

We know that reading enhances our ability to write well. Therefore, the major emphasis within the in-book reader is the connection between reading and writing.

Understanding the Connection between Reading and Writing This section opens with an attitude and behavior survey that asks students to reflect about their individual reading and writing experiences. Then, it explains the benefits a writer gains from reading, illustrates in a chart the similarities between reading and writing, and offers a practice that models the connection between reading and writing skills. Finally, the section closes by emphasizing the thinking processes students can use to make the connection between reading and writing. Students learn how to annotate a text, summarize a text, and read like a writer.

Reading Selections include 19 high-interest essays, both contemporary and classical, as models of effective writing. Topics cover a wide range of subjects including poverty, culture, careers, and race relations. All reading selections include word count, Grade Level, and Lexile score. The tone and purpose of these essays vary and include distinctive voices such as Amy Tan, Stephen King, and Deborah Tannen. Students are directed to annotate the text and maintain a vocabulary journal of new or difficult terms they encounter.

After Reading Discussion Questions: Meaning, Structure, and Expression focus student attention on four basic traits of an essay: Central Idea, Relevant Details, Logical Order, and Effective Expression. Many of the activities associated with each reading can be completed in the MyWritingLab/etext course.

Thinking Prompts to Move from Reading to Writing offer two fully developed writing situations based on the reading. These prompts ask students to consider audience and purpose as they form a response to what they have read.

Developmental Writing Resources

Instructor's Manual for *Writing for Life: Paragraphs and Essays* (0-13-396038-2), by Steve Yarborough, is a practical supplement useful in any classroom setting. The *Instructor's Manual* includes a summary of each chapter as well as sample syllabi to assist with designing a course around *Writing for Life: Paragraphs and Essays.* There is also a complete discussion of how to use each chapter in the classroom, including supplementary assignments and class discussions.

Test Bank for *Writing for Life: Paragraphs and Essays* (0-13-396023-4), by Steve Yarborough, contains multiple-choice and true/false questions designed to test each student's comprehension of every chapter.

See the Instructor's Manual for a complete listing of supplements available for *Writing for Life.*

BREAKTHROUGH
To improving results

MyWritingLab™ Online Course (access code required)

for *Writing for Life, Paragraphs and Essays 4e,* by D. J. Henry

MyWritingLab is an online practice, tutorial, and assessment program that provides engaging experiences for teaching and learning.

MyWritingLab includes most of the writing assignments from your accompanying textbook. Now, students can complete and submit assignments, and teachers can then track and respond to submissions easily—right in MyWritingLab—making the response process easier for the instructor and more engaging for the student.

Respond to Student Writing with Targeted Feedback and Remediation

MyWritingLab unites instructor comments and feedback with targeted remediation via rich multimedia activities, allowing students to learn from and through their own writing.

Writing Help for Varying Skill Levels

For students who enter the course at widely varying skill levels, MyWritingLab provides unique, targeted remediation through personalized and adaptive instruction, freeing up more class time for actual writing.

NEW! Learning Tools for Student Engagement

Learning Catalytics

Generate class discussion, guide lectures, and promote peer-to-peer learning real-time analytics using Learning Catalytics—an interactive student response tool that uses students' smartphones, tablets, or laptops to engage them in more sophisticated tasks and thinking.

MediaShare

MediaShare allows students to post multimodal assignments easily—whether they are audio, video, or visual compositions—for peer review and instructor feedback. In both face-to-face and online course settings, MediaShare saves instructors valuable time and enriches the student learning experience by enabling contextual feedback to be provided quickly and easily.

Direct Access to MyLab

Users can link from any Learning Management System (LMS) to Pearson's MyWritingLab. Access MyLab assignments, rosters and resources, and synchronize MyLab grades with the LMS gradebook. New direct, single sign-on provides access to all the personalized learning MyLab resources that make studying more efficient and effective.

Visit www.mywritinglab.com for more information.

Acknowledgments

The publication of a text like this requires the effort and sacrifice of many people. I would like to begin with a heartfelt expression of appreciation for the Pearson English team. *Writing for Life* has afforded me the opportunity to work with and learn from a talented group of people. I thank the editorial team for giving me the opportunity to partner with Dorling Kindersley (DK), whose design so beautifully appeals to visual and verbal learners. Matt Wright, Executive Editor, is a wonderful partner to whom I am indebted and grateful. I have been fortunate to work with developmental editor, Erin Dye. I also extend my deepest gratitude to Heather Brady, whose contributions to this series as writer and editor are of immeasurable value.

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Iyengar,** *St.Mary's University;* **Richard Johnson,** *Kirkwood Community College;* **Peter Kearly,** *Henry Ford Community College;* **Christine Kling,** *Broward College—South;* **Helene Kozma,** *Housatonic Community College;* **Catherine Lally,** *Brevard Community College—Cocoa;* **Valerie Lazzara,** *Palm Beach Community College—Lake Worth;* **Angela Leeds,** *Brevard Community College;* **Reginald Lockett,** *San Jose City College;* **Erin Lofthouse,** *City College of San Francisco;* **Dana Thiry Dildine Lopez,** *Eastern New Mexico University-Ruidoso;* **John Luukkonen,** *TCI College of Technology;* **Joseph Marshall,** *Villa Julie College;* **Erin T.Martz,** *Northern Virginia Community College;* **Carl Mason,***UMass Lowell;* **Anna Masters,** *Brookhaven Community College;* **Dr. James S. May,** *Valencia Community College—East;* **Charlene McDaniel,** *Cincinnati State Technical and Community College;* **Diane McDonald,** *Montgomery County Community College;* **Judy McKenzie,** *Lane Community College;* **David Merves,** *Miami Dade College, North Campus;* **John Miller,** *Normandale Community College;* **Rosemary Mink,** *Mohawk Valley Community College;* **Kelley Montford,** *Colorado Technical University;* **Dave Moutray,** *Kankakee Community College;* **Andrea Neptune,** *Sierra College;* **Julie Nichols,** *Okaloosa–Walton College;* **Sandra Offiah,** *Daytona State College—Main;* **Kelly Ormsby,** *Cleveland State Community College;* **Elizabeth Patterson,** *Melton–Delta State University;* **Jay Peterson,** *Atlantic Cape Community College;* **Dawn Pickett,** *Blinn College;* **Diane L. Polcha,** *Tulsa Community College, Southeast Campus;* **Jesus Quintero,** *DeAnza College;* **Jennifer Ratcliff,** *North Central Texas College;* **Brian L. Reeves,** *Tomball College;* **Dana Resente,** *Montgomery County College;* **Charlotte Teresa Reynolds,** *Indiana State University Southwest;* **Leigh Ann Rhea,** *Calhoun Community College;* **Doug Rigby,** *Lehigh Carbon Community College;* **Elizabeth Robbins,** *University of Alaska Southeast;* **Tina Royer,** *Folsom Lake College;* **Brian Ruffino,** *Brookhaven Community College;* **Sara Safdie,** *University of California, San Diego;* **Rebecca Samberg,** *Housatonic Community College;* **Justina M. Sapna,** *Delaware Technical and Community College–Owens;* **Lisa Sapra,** *Folsom Lake College;* **Tracy Schneider,** *Solano Community College;* **Albert C. 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Twiggs,** *Florida Community College at Jacksonville;* **Cynthia M. VanSickle,** *McHenry Community College;* **Linda VanVickle,** *St. Louis Community College–Meramec;* **Maria Villar-Smith,** *Miami Dade College—Wolfson;* **Kymberli G. Ward,** *Southwestern Oklahoma State University;* **Michael T.Warren,** *Maple Woods Community College;* **Jeff Westfall,** *Skyline College;* **Kathleen G.White,** *Bellevue Community College;* **Margie Wilkoff,** *St. Petersburg College;* **Rachael Williams,***West Georgia Technical College;* **Jilani Worsi,** *Queensborough Community College;* **Elizabeth Zarubin,** *City College of San Francisco.*

1

Preparing to Learn about Writing

In countless situations in life, preparation is essential to success.

LEARNING OUTCOMES

After studying this chapter you will be able to:

- L1 Answer the question "What's the Point of Preparing to Learn about Writing?"
- L2 Adopt the Attitude of Learning
- L3 Create a Study Plan
- L4 Connect Writing and Reading
- L5 Use the Reading Process to Strengthen Your Writing
- L6 Use the Flow of Reading-Writing Interaction to Strengthen Your Writing
- L7 Create a Portfolio of Your Work

Even a trip to the grocery store requires some planning in order to get all the items necessary to feed a family and run a household in the most economical way. A careful shopper may create a menu, check the pantry and make a list of what is needed, read the ads for sale items, or clip coupons. In short, an effective shopper thinks about the outcome or goal of each shopping trip before going shopping.

Just as a wise shopper prepares to shop, a wise student writer prepares to learn about writing. Writing is an essential life skill, and learning to write well allows you to express yourself, influence others, succeed in college, and compete in the job market. By starting your academic career with this writing course, you are preparing for success. You are laying a sturdy foundation for writing for life. If you are like many others, you may have a few qualms about writing, but take heart! With the right attitude, an understanding about the connection between reading and writing, and a study plan, you *can* learn to write well. Get ready to learn about writing!

What's the Point of Preparing to Learn about Writing?

L1

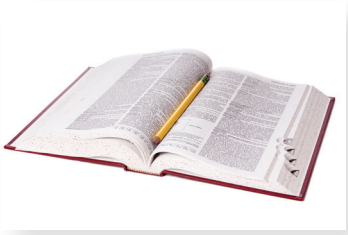
Like any other worthwhile endeavor, learning requires preparation. Preparation usually involves selecting a goal, adopting an attitude for success, setting aside time to accomplish the task, gathering tools or supplies, and planning a course of action.

Practice 1

WRITING FROM LIFE

PHOTOGRAPHIC ORGANIZER: PREPARING TO LEARN

The following pictures represent one student's effort to prepare to learn about writing. Write a caption for each photograph that identifies her efforts to prepare to learn.



What is this?

Pencil and book: Dictionary

What is this?

Materials: Notebook, pen, ruler

What is this?

Study space

What is this?

Study group

What's the point?

To be prepared to learn about writing, you should have the books you need such as a dictionary; supplies like a notebook, paper, ruler, and pens; a place to study; and a study group for support.

One Student Writer's Response

The following paragraph records one student's efforts to prepare to learn about writing. As you read the paragraph, underline specific steps he took that you might use as well.
Answers may vary.

Prepared to Learn

(1) I began preparing to learn about writing on the first day of class. (2) First, I read the course syllabus, which listed the books and materials I needed; later that day, I bought everything listed, and I brought everything I needed with me to every class. (3) I found three people who wanted to learn as much as I did so we formed a study group. (4) We helped each other a lot throughout the whole semester. (5) If one of us was sick, we made sure he or she got the notes and assignment for that day, and we read each other's papers to make sure they made sense and didn't have any careless errors. (6) I also used a daily planner to record assignments and set aside time to study and write. (7) I arrived a few minutes early when possible, so that when class began, I was prepared to get to work. (8) I have to admit I had to work on my attitude. (9) I was so shy and afraid of sounding silly that asking questions in class was really hard, so for a while, I stayed after class to ask my questions, but eventually, I gained enough confidence to ask them during class. (10) I also had to learn how to deal with feedback on my papers. (11) I worked so hard on each essay, yet for a long time, my papers came back to me with grades and edits that showed I still needed to improve. (12) It took a while for my hard work to pay off, but I was determined to succeed. (13) I am proud to say, all my preparation and hard work paid off. (14) Not only did I earn an "A," but I also improved my ability to write.

As you prepare to learn about writing, take some time to evaluate yourself as a student writer. Think about your attitude, ways you can become an active learner, your relationship with your teacher, your study plan, and how you will track your growing writing abilities. The more you reflect and the more you prepare, the more likely you are to learn about writing and to become an effective writer.

Adopt the Attitude of Learning

L2

Use Positive Self-Talk

Many people have negative thoughts going through their minds that constantly repeat "I can't" phrases: "I can't write… I can't spell." Often these attitudes are the result of a prior negative event. A basic step to success is changing that script in your head. Replace "I can't" thoughts with "I can." Then, take steps to prove that you can. For example, instead of believing "I just can't spell," think, "I can use a spell checker," or "I can make a list of words I often misspell and memorize their correct spellings." Success begins in your mind!

Be an Active Learner

Come to class. Be on time. Sit where you can see—and be seen. Take notes. Ask questions. Do your work—on time! Make connections between assignments and learning outcomes. Apply what you learn. Seek help. Find a study partner. Take responsibility for your own learning. The more you do, the more you learn!

Trust Your Teacher

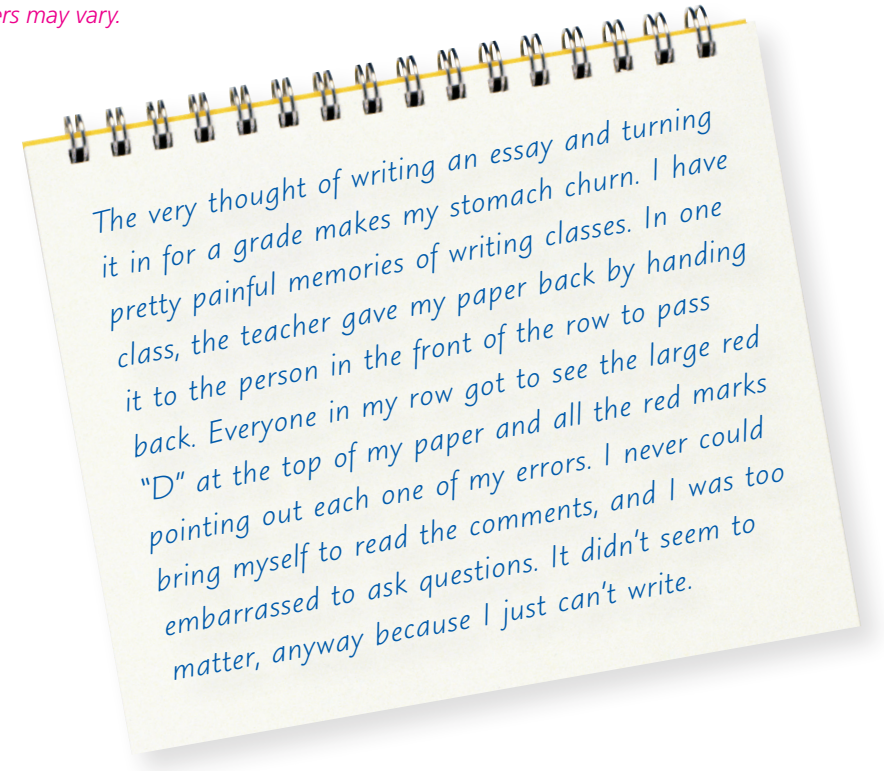
One of the toughest tasks in a writing class is accepting feedback on your writing. Think of feedback as a form of coaching from a personal trainer. A personal trainer assesses your strengths and needs, creates an exercise program, and corrects your form to ensure that you make progress. Likewise, your teacher is your writing coach who offers expert advice. So accept feedback as helpful advice. Take note of those errors, study the rules, and revise your work. Turn feedback into an opportunity to learn!

Practice 2

ADOPT THE ATTITUDE OF LEARNING

Read the following reflection written by a student that records how she feels about writing and why. On a separate sheet of paper, write a letter to the student, giving advice to help her overcome her anxiety.

Answers may vary.



L3 Create a Study Plan

A vital part of preparing to learn about writing is creating a study plan.

Gather Your Tools

Foster success by preparing a study place that is equipped with all the tools you will need: reference materials such as your textbook, a dictionary, a thesaurus, magazines, newspapers, and other reading materials of interest to you; pens (blue or black ink), pencils, and paper; a stapler and a 3-hole punch. Optional items include a computer and a printer. In addition, you will need a 3-ring binder to hold the teacher's syllabus, handouts, assignments, class notes, textbook notes, and lab work. Be sure that you bring your textbook, binder, pens, and pencils to class every day.

Set Goals

Students who set goals reduce stress, improve concentration, and increase self-confidence. Use the following guidelines to set effective goals. *Aim high:* Demand your best effort. *Write goals down:* Recording goals makes them clear and important. *Be specific:* Instead of writing "Stop procrastinating," write "Study English on Monday, Tuesday, and Wednesday evenings between 7 and 9 o'clock." *Be positive:* Instead of writing "Don't make stupid errors," write "Use commas properly." *Set priorities:* Rank goals based on need so you can pace your work. *Set daily goals based on larger goals:* Break a larger goal such as "Understand how to use semicolons" into a series of steps such as "Study the rule, take notes, and do the exercises; then, proofread my paper for proper use of semicolons."

Take Action

Turn your goals into action steps by setting up a time schedule for your study. The following study plan is easy to use and flexible, and it will help you set long-term, intermediate, and short-term goals.

SAMPLE STUDY PLAN	
Long-Term Schedule:	*Record ongoing weekly commitments such as job hours, class meetings, church, and so on, for the entire semester.*
Intermediate Schedule:	*Make a short list of the events taking place and the tasks to be completed in your class (or classes) this week. Make a fresh list each week, as these activities will change from week to week: Writing assignment Tuesday; Math quiz Tuesday; Chapter 3 in English by Wednesday.*
Short-Term Schedule:	*Make a to-do list on your smartphone every morning (or the night before), listing your daily schedule. Be specific! Then, check off each goal as you accomplish it. Monday: 9:00–9:30 Revise writing assignment; 12:00–12:30 Review math for quiz; 3:30 Return books to library; 7:00–9:00 Read first 30 pages of Chapter 3 for English.*

Practice 3

CREATE A STUDY PLAN

Complete the following chart to create your own study plan. Discuss your plan with your class or in a small group. How will your plan change throughout the semester?

MY STUDY PLAN	
Long-Term Schedule:	
Intermediate Schedule:	
Short-Term Schedule:	

Practice 4

ADOPT THE ATTITUDE AND BEHAVIORS OF LEARNING

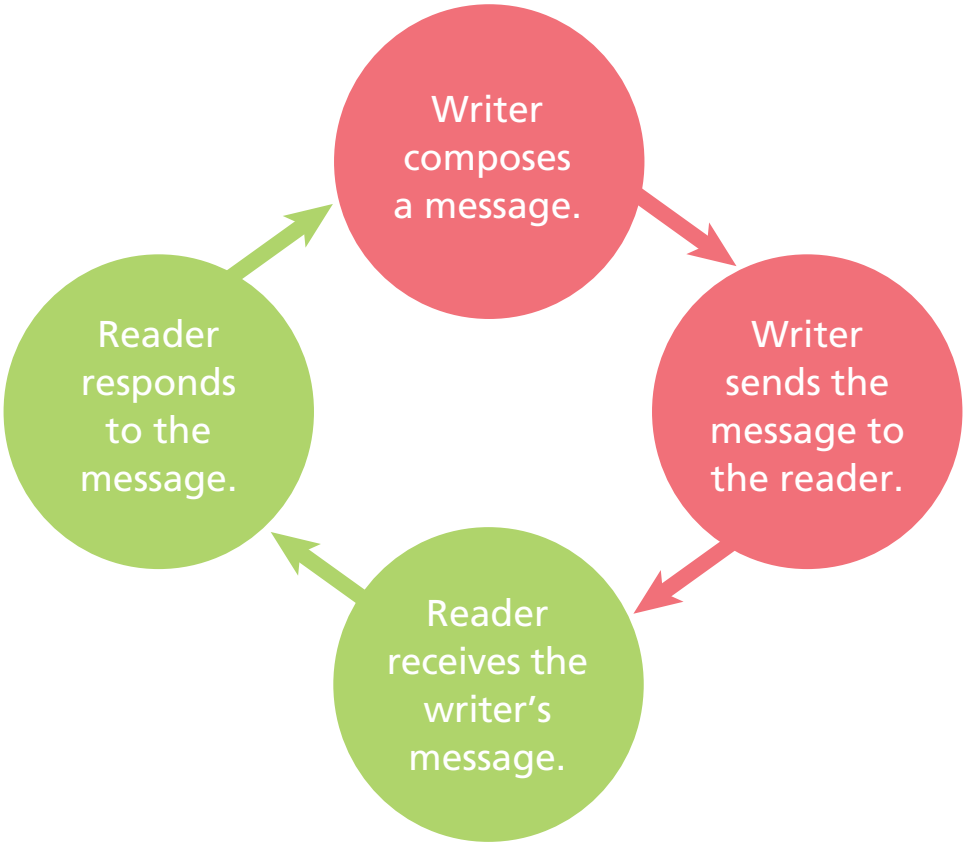
Complete the survey. Then, on your own paper, answer the following question: "What can you do to improve your writing attitude or behaviors?"

Writing Attitude and Behavior Survey	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
1. I enjoy writing.				
2. I respond to teacher feedback.				
3 I enjoy sharing what I write with peers.				
4. I appreciate the chance to revise.				
5. I want to improve my writing.				
6. I have a quiet, well-equipped study place.				
7. I always come to class prepared.				
8. I complete assignments on time.				
9. I read and study to improve my writing.				
10. I manage my time wisely.				

L4 Connect Writing and Reading

Writing and reading are closely related thinking processes. Writing is the process of expressing meaning with written symbols. Reading is the process of getting meaning from written symbols. A writer (author) sends a message, and a reader (audience) receives a message. An effective writer thinks about what the reader needs to know. An effective reader thinks about the writer's purpose. Thus, writing and reading rely on and strengthen each other. Reading and writing work together as an ongoing exchange of information.

The Reading-Writing Cycle: Exchange of Information



Reading benefits a writer in many ways. For example, by reading, a writer gains the following:

- New vocabulary
- Different opinions on a topic
- Details that support an opinion
- Varying ways to apply writing techniques
  - Ways to use fresh or creative expressions
  - Ways to organize ideas

The more you read, the more you know and the more you have to write about.

A major similarity between reading and writing is that each is a thinking process best accomplished in specific stages. Careful thought before, during, and after reading a selection or writing a piece improves your ability to do both. The following chart correlates the stages of the reading and the writing processes.

The Thinking Process Connects Reading and Writing		
Thinking	**Reading**	**Writing**
Before	**Preread:** Ask questions and skim the text; note headings, words in bold or italics, or graphics; predict the author's audience, purpose, and point.	**Prewrite:** Ask questions and skim details to discover your audience, purpose, and point for writing; read for information to use in your writing.
During	**Read:** Comprehend the writer's purpose and point with the use of key words, main ideas, and supporting details. **Apply fix-up strategies:** Use context clues to understand new words; reread a few sentences or a paragraph; make a mental picture of the point.	**Draft:** Express your purpose and point through the use of key words, main ideas, and supporting details. **Revise:** Rephrase or reorganize ideas to clearly support your point; help readers to see your purpose and point; use details to create a mental picture for your reader.
After	**Reflect and Record:** Adjust your views based on new information gained through reading; write in response to what you have read; restate the writer's main points; agree or disagree with what you have read.	**Edit and Publish:** Create an error-free draft that expresses your new insights and skills as a writer.

Practice 5

CONNECT WRITING TO READING

In your notebook, describe the process you use to write. Then, describe the process you use to read. Discuss the following questions with a peer or in a small group.

1. How are your processes similar to or different from the ones described in the chart?

2. How can you use the connection between reading and writing to improve as a writer?