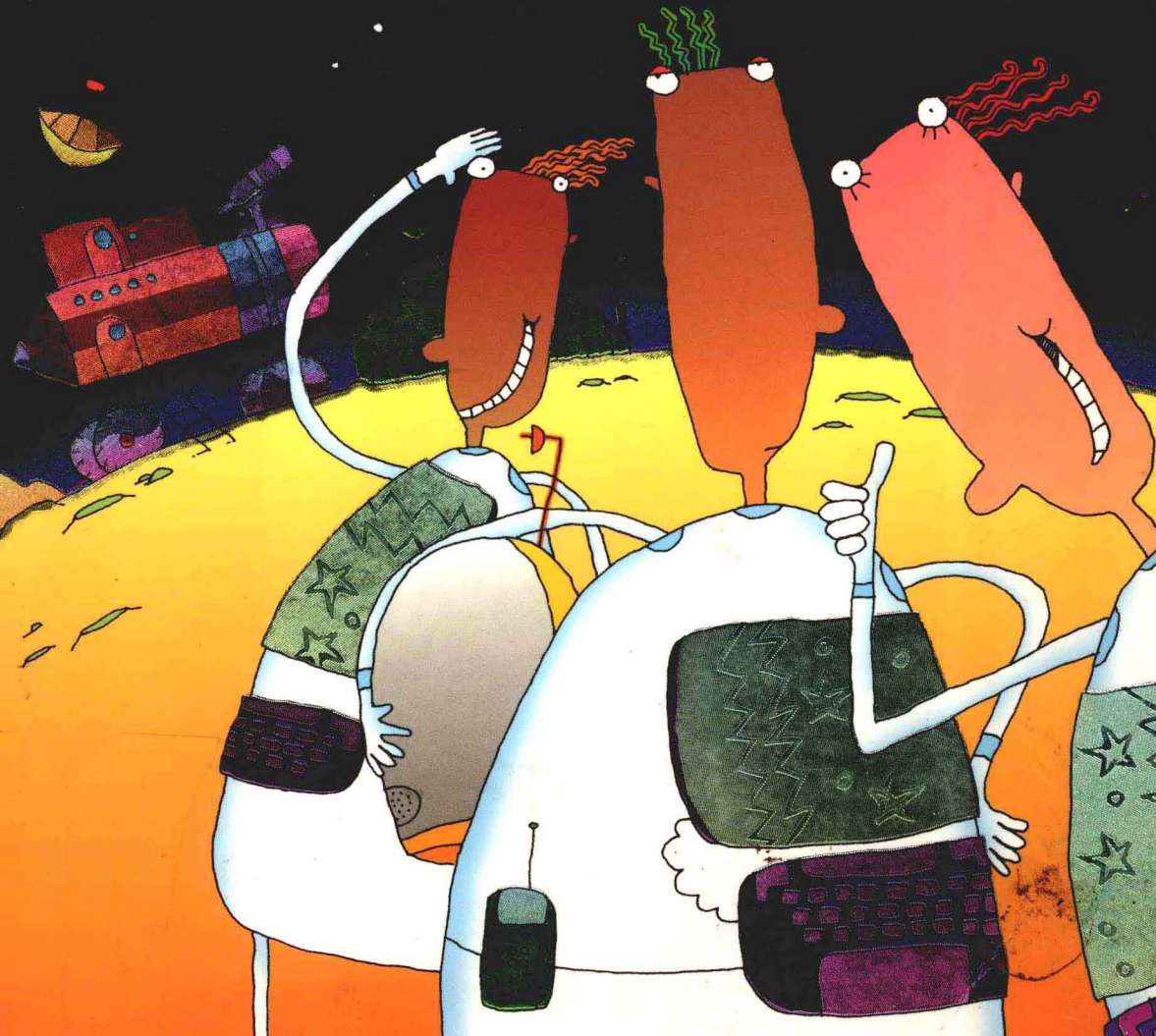
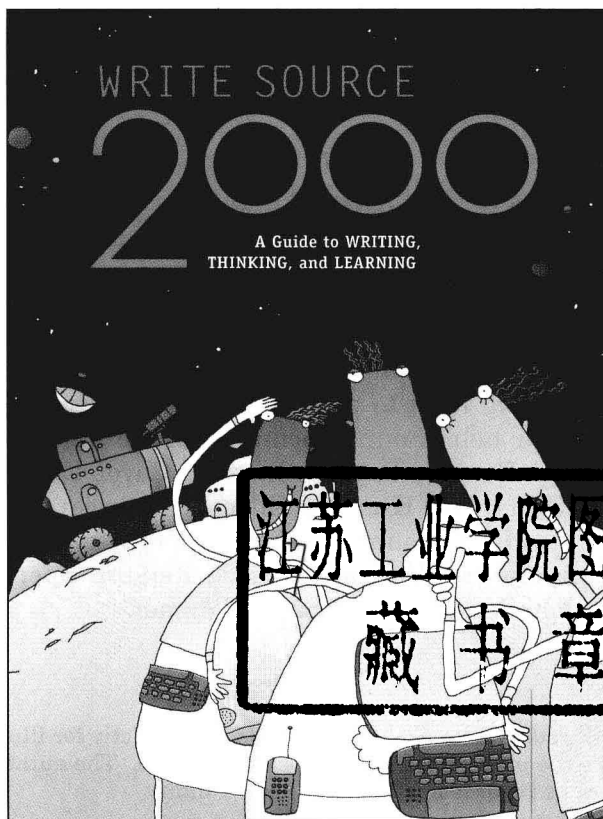


WRITERS SOURCE

A Guide to WRITING,
THINKING, and LEARNING





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WRITE SOURCE®

GREAT SOURCE EDUCATION GROUP

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Using the Handbook

The *Write Source 2000* handbook is loaded with concise, useful information—guidelines, samples, and strategies—to help you with all of your writing. If that’s not enough, you can also refer to our Web site for more information about writing and publishing. The address is **thewritesource.com**.

Write Source 2000 will help you with other learning skills, too—study-reading, test taking, note taking, speaking, Internet searches, and more. In addition, the “Student Almanac” in the back of the handbook contains tables, lists, maps, and charts covering everything from science to history. In other words, *Write Source 2000* can serve as your personal writing and learning guide in all of your classes.

Your handbook guide . . .

With practice, you will be able to find information in the handbook quickly and easily using the guides explained below:

The **Table of Contents** (starting on the next page) lists the five major sections in the handbook and the chapters found in each section. Use the table of contents when you’re looking for a general topic.

The **Index** in the back of the handbook (starting on page 528) lists all of the specific topics discussed in *Write Source 2000*. Use the index when you are looking for a specific piece of information.

The **Color Coding** used for the “Proofreader’s Guide” (the pages are yellow) makes this important section easy to find. These pages contain rules for spelling, grammar, punctuation, capitalization, and so on.

The **Special Page References** throughout the book tell you where to turn in the handbook for more information about a particular topic. Example:

(See page 457.)



Note: If at first you’re not sure how to find something in the handbook, ask your teacher for help.

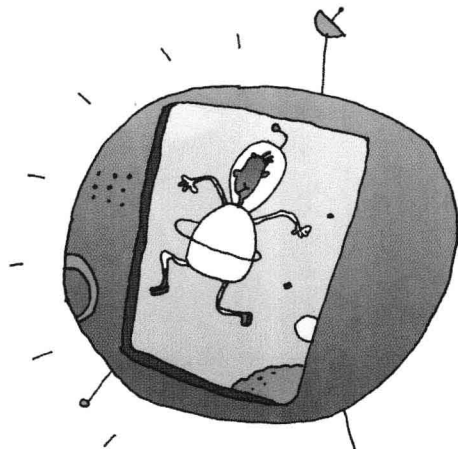
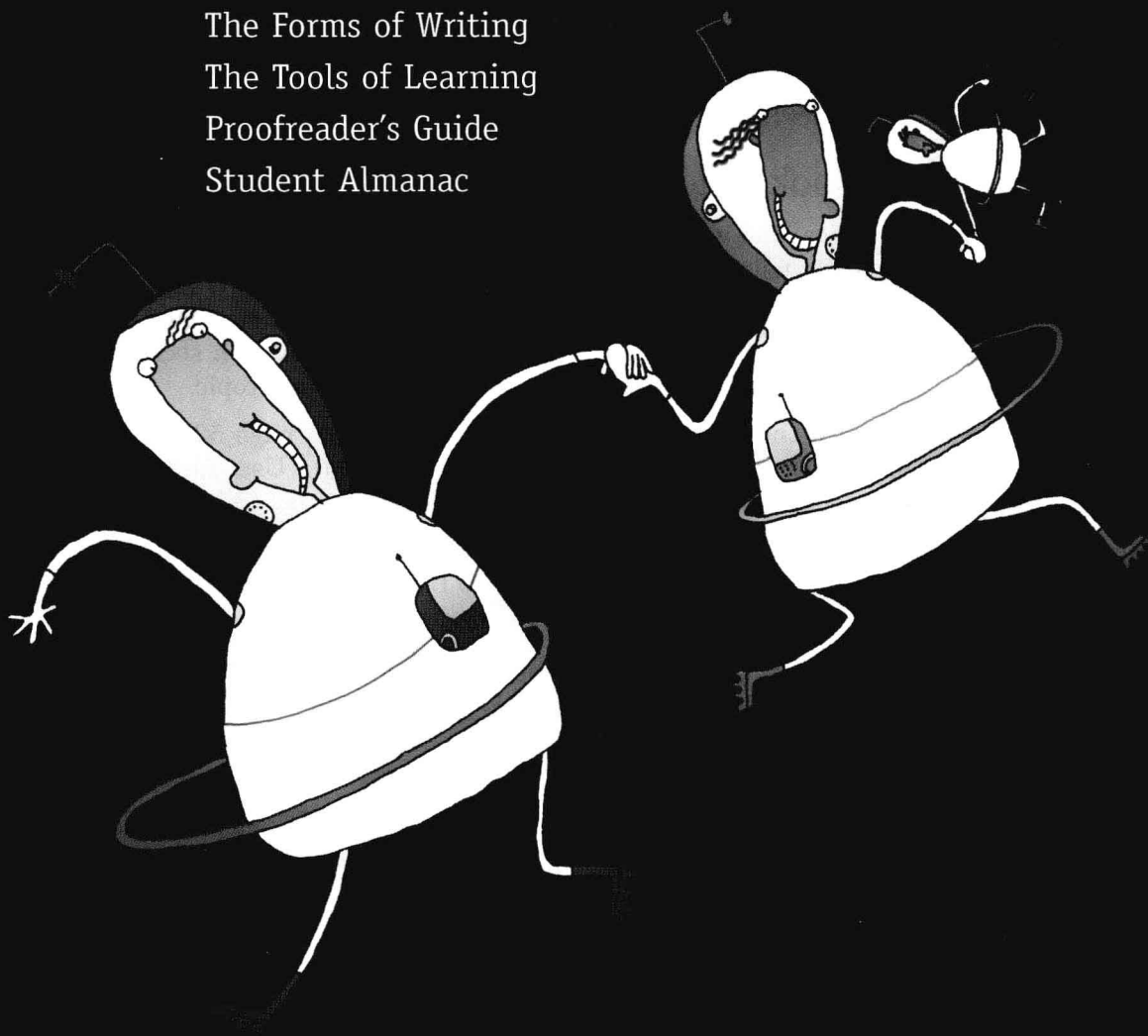
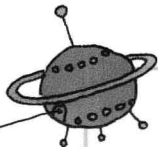


Table of Contents

The Process of Writing
The Forms of Writing
The Tools of Learning
Proofreader's Guide
Student Almanac





The Process of Writing

Learning About the Writing Process 2

Understanding Writing	3
One Writer's Process	9
Traits of Effective Writing	19
Writing with a Computer	25
Developing a Portfolio	31
Publishing Your Writing	37

Using the Writing Process 44

Prewriting: Choosing a Subject	45
Gathering Details	53
Writing the First Draft	61
Revising Your Writing	67
Group Advising	75
Editing and Proofreading	79

Basic Elements of Writing 84

Composing Sentences	85
Combining Sentences	93
Building Paragraphs	97
Writing Expository Essays	107
Writing Persuasive Essays	115

The Art of Writing 128

Writing with Style	129
Writing Techniques and Terms	137

The Forms of Writing

Personal Writing 144

Journal Writing	145
Writing Friendly Letters	149
Autobiographical Writing	153

Subject Writing 160

Biographical Writing	161
Writing News Stories	167
Writing About Literature	175

Creative Writing 182

Writing Stories	183
Writing Poetry	193

Report Writing 208

Writing Observation Reports	209
Writing Summaries	213
Writing Personal Research Reports	217
Writing Research Papers	223

Workplace Writing 236

Writing in the Workplace	237
Writing Business Letters	241
Special Forms of Workplace Writing	251

The Tools of Learning

Searching for Information 260

Types of Information	261
Using the Internet	265
Using the Library	273

Thinking to Learn 282

Thinking and Writing	283
Thinking Logically	291
Thinking Better	297

Reading to Learn 300

Reading Charts	301
Study-Reading Skills	307
Improving Your Vocabulary	323
Understanding Literature	341

Learning to Learn 346

Preparing a Speech	347
Viewing Skills	355
Classroom Skills	361
Group Skills	369
Taking Tests	373
Planning Skills	381

Proofreader's Guide

Marking Punctuation 387

Editing for Mechanics 404

Capitalization 404

Plurals 408

Abbreviations 409

Numbers 410

Improving Spelling 411

Using the Right Word 419

Understanding Sentences 434

Parts of a Sentence 434

Clauses 436

Phrases 437

Types of Sentences 437

Kinds of Sentences 438

Understanding Our Language 439

Noun 439

Pronoun 441

Verb 446

Adjective 451

Interjection 453

Adverb 454

Preposition 455

Conjunction 456

Student Almanac

Language 459

Manual Alphabet	459
Foreign Words, Braille Alphabet	460
English from Around the World	461
Language Families	462
Cursive Alphabet	464
Symbols of Correction	464

Science 465

Animal Facts	465
Periodic Table of the Elements	466
The Metric System	467
American to Metric Table	468
Conversion Table	469
Planet Profusion	470
Additional Units of Measure	472

Mathematics 473

Math Symbols and Tables	473
Math Terms	475
Word Problems	480

Computers 483

Computer Tips	483
Computer Keyboard	484
Computer Terms	486

Geography	491
Using Maps	491
World Maps	493
Index to World Maps	503
World Time Zones	506
Government	507
Branches of Government	507
President's Cabinet	508
Individual Rights and Responsibilities	509
U.S. Presidents and Vice Presidents	510
The U.S. Constitution	512
History	515
Historical Time Line	515
Credits	526
Index	528

Why Write?

For all the right reasons . . .

For one thing, writing makes you a better thinker because it helps you explore and analyze new experiences. For another thing, it makes you a better learner by leading to improved understanding of what you are taught in class. And finally, the writing you do now will make you a better writer next month, next semester, next year, forever.

“Writing is the ultimate learning tool for all students of all ages in all subjects.”

In all the right ways . . .

Write to Explore Your Personal Thoughts

Writing in a personal journal helps you learn important things about yourself and become more comfortable with the writing process.

Write to Better Understand New Ideas

Writing in a classroom journal or learning log helps you make sense of what you are learning and remember things better.

Write to Show Learning

Compiling reports, answering essay-test questions, and writing summaries show teachers what you have learned. These types of writing help both you and your teachers measure your understanding of new ideas and concepts.

Write to Share

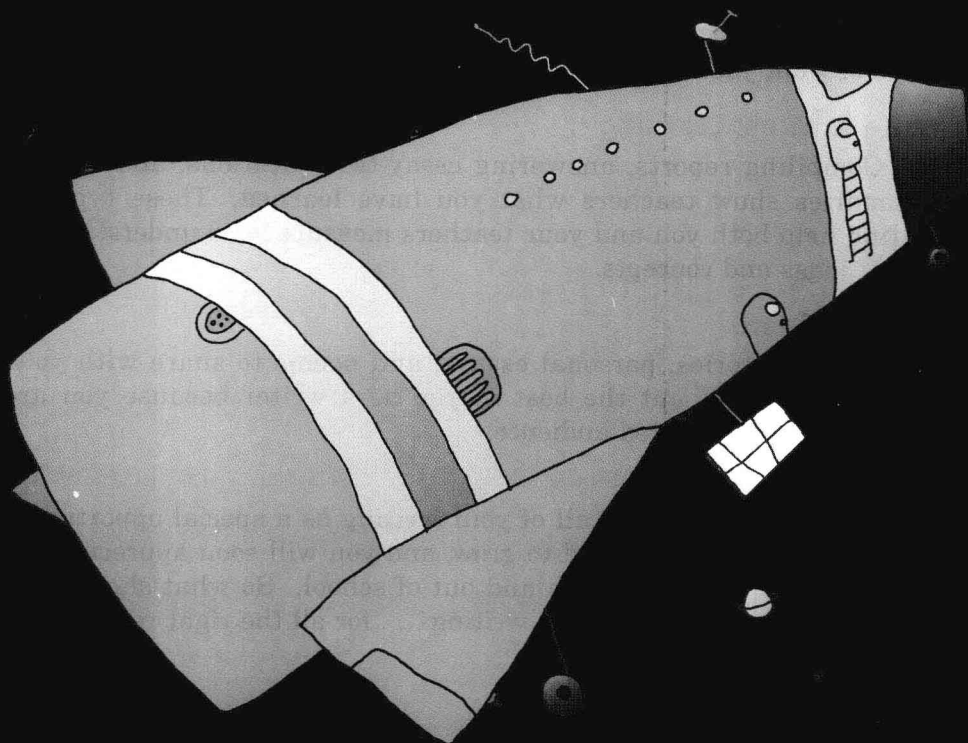
Writing stories, personal essays, and poems to share with your classmates brings out the best in you as a writer because you are writing for an interested audience.



Approach all of your writing as a special opportunity to learn and to grow, and you will soon appreciate its value both in and out of school. So what should you do? Just start writing . . . for all the right reasons!

Learning About the Writing Process

- 3 Understanding Writing
- 9 One Writer's Process
- 19 Traits of Effective Writing
- 25 Writing with a Computer
- 31 Developing a Portfolio
- 37 Publishing Your Writing



Understanding Writing

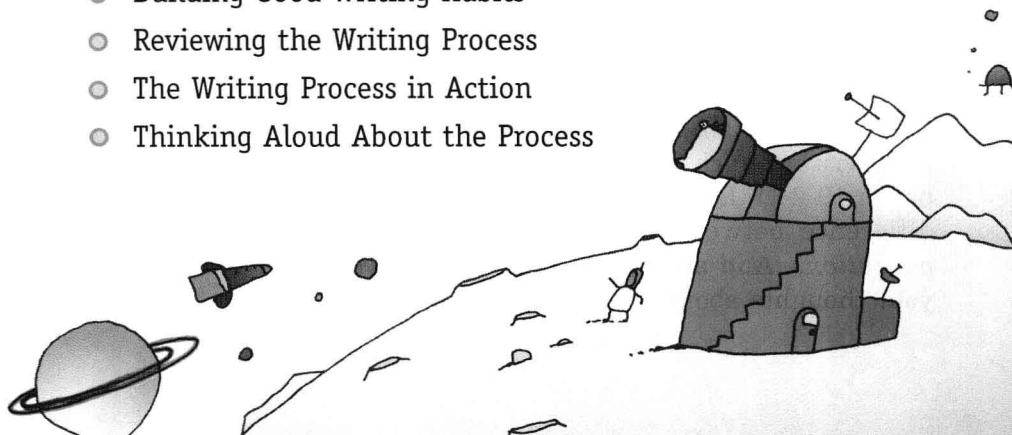
Technology makes things happen quickly. If you want to be entertained, you turn on the TV. If you need to talk to a friend, you pick up a phone. And if you have to do some quick research, you surf the Net. Technology puts the world at your fingertips. It provides seemingly instant action.

Of course, technology can make writing happen more quickly as well. It's much quicker to keyboard (once you become skilled at it) than it is to work with pen and paper. But when it comes to writing, speed alone doesn't count for a whole lot. What really counts is your ability to develop a piece of writing into an effective finished product, whether on a computer or with pen and paper. There is nothing "instant" about good writing.

WHAT'S AHEAD

This chapter provides tips for building good writing habits. It also contains key background information about the writing process—the series of steps that you should follow to produce your best writing.

- Building Good Writing Habits
- Reviewing the Writing Process
- The Writing Process in Action
- Thinking Aloud About the Process



Building Good Writing Habits

To become a good writer, you should think and act like one. The tips that follow will help you develop the “proper” writing habits.

Become a regular reader. ■ All of the pros read a lot. Reading helps them see how effective stories and essays are put together; it gives them a foundation to build on for their own work. Reading will help you in the same way. Read anything and everything—books, magazines, newspapers, newsletters, fliers . . . even the backs of cereal boxes.

“Read everything.
Read! You’ll
absorb it.
Then write.”

—William Faulkner

Write every day, preferably at a set time. ■ Write early in the morning, late at night, or sometime in between. Just get into a regular writing routine, and stick to it. You probably set aside time to practice your musical instrument or an athletic skill. Do the same with your writing.

Write about subjects that truly interest you. ■ Doing otherwise makes about as much sense as going out for softball when track is really your first love. Writing is hard enough. It becomes pure torture if you don’t have strong feelings about your subject.

Write as well as you can . . . by your own standards. ■ This tip comes from William Zinsser, an authority on writing. He knows from experience that writers set high standards for themselves. You should, too. Zinsser also says, “Quality is its own reward.” You will feel good about your writing if it reflects your best efforts.

Try different forms of writing. ■ Stories, letters, essays, reports, and poems—they all have something special to teach you about writing.

Become a student of writing. ■ Learn to recognize the traits of good writing, such as clear organization and effective word choice. (See pages 19-24.) Build your writing vocabulary. Learn, for example, the difference between *abstract* and *concrete*, between *description* and *narration*. And approach writing as a process in which you develop your thoughts about a subject. (See the next page.)

Reviewing the Writing Process

When experienced writers put their fingers to the keyboard, they know that their writing will go through a series of steps, or stages, before it develops into a quality finished piece. That is why writing is called a process. The steps in the writing process are described below.

Prewriting

At the start of a project, writers explore possible subjects before selecting one to develop. Then they collect details about their subjects and plan how to use these details in their writing.

Writing

Writers then complete a first draft using their plan as a general guide. This draft is a writer's first look at an emerging writing idea. (A writer may find it necessary to write more than one early draft if his or her thoughts about the subject are still forming.)

Revising

After reviewing the first draft, writers change any parts that are not clear or complete. They may ask a writing peer to review the draft as well.

Editing

Writers then check their revised writing for style and accuracy before preparing a neat final copy of their work. The final copy is then proofread for errors before publication.

Publishing

This is the final step in the writing process. Publishing is to a writer what an exhibit is to an artist—an opportunity to share his or her work with others.

POINTS TO REMEMBER . . .

Experience shapes writing. A writer's experience becomes part of what he or she knows, thinks, and has to say. Writing is the process of exploring these thoughts and experiences on paper.

Writers seldom move neatly through the process. For example, after completing a first draft, a writer may decide to collect more details before going any further.

Writers work differently. Some writers do a lot of their early work in their heads, while others put everything on paper. Still other writers need to talk about their work throughout the process, and so on.

The Writing Process in Action

Each writing project presents different challenges. For one project, you may have trouble selecting a subject or discovering an interesting way to write about it. For another project, you may find that writing an effective beginning or ending is your main challenge.

The next two pages show the writing process in action. Use this information to help you meet all of your writing challenges.

Prewriting

----- [**Choosing a Subject**]

1. Search for possible subjects to write about. If you need help, refer to the selecting strategies listed in this handbook. (See pages 45-52.)
2. Select a specific subject that genuinely interests you and meets the requirements of the assignment.

[**Gathering Details**]

1. Learn as much as you can about a subject before you write. If you need help, refer to the collecting strategies listed in this handbook. (See pages 53-58.)
2. Think of an interesting or special part of your subject to write about. This is your focus. (See page 59.)
3. Decide which details you may want to include in your writing. Also decide on the best way to organize and present these details to support your focus. (See page 60 for help.)

Writing

----- [**Writing the First Draft**]

1. Complete the first draft of your writing. Concentrate on developing your ideas. (And don't worry about making mistakes.)
2. Use your collecting and planning as a general guide. Also feel free to add new ideas as you go along.
3. Keep going until you come to a logical stopping point. Your writing should include a beginning, a middle, and an ending.