

	What an eye opener.
<p>“You are already an author, and that means you have a built-in advantage when reading like a writer. All of your previous writing experiences--inside the classroom and out--cna contribute to your success with RLW. Because you “have Written” things yourself, just as Moran suggests, you are better able to “see” the choices that the author is making the texts that you read. This in turn helps you to think about whether you want to make some of those same choices in your own writing, and what the consequences might be for your readers if you do”</p>	<p>This part of the essay I start to understand reading like a writer when it’s stated that if you're already an author, in my case, a song writer, and I'm reading someone else's work, I may ask why they chose a particular word. I may say, if this writer would have used a word with more syllables, they could have prevented the gap between the beginning bar and the following bar. However, what if the word the writer chose was to give the performer that time to catch their breath to continue the next bar smoothly without running out of breath. Since songs have to be performed, they need not be difficult to perform during a stage performance when the artist has to move around alot.</p>
<p>“Since this paragraph is the very first one, it makes sense to think about how it introduces readers to the essay. What technique(s) does the author use to begin the text? This is a personal story about his time working in London in a beautiful theater owned by a well-known composer. Are these details important? How different would this opening be if instead I had written:”</p>	<p>I find that the way he wrote and introduced me, as a reader, is that it helps me put myself in the center of it all, giving me a vivid idea of what the landscape looked like. I was able to draw from my imagination a mental motion picture as I read.</p>