<table>
<thead>
<tr>
<th>Chapter</th>
<th>Writing Objectives</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td><strong>CHAPTER 1: “PARAGRAPH STRUCTURE”</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Students can:</strong></td>
</tr>
<tr>
<td></td>
<td>- Identify the parts of a paragraph</td>
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<tr>
<td></td>
<td>- Construct an appropriate topic sentence</td>
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<td></td>
<td>- Support the topic sentence with the details and examples</td>
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<td></td>
<td>- Distinguish facts from opinions</td>
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<td></td>
<td>- Use a concluding sentence to complete a paragraph</td>
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<tr>
<td></td>
<td>- Write, revise, and edit a paragraph about communication</td>
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<tr>
<td>2</td>
<td><strong>CHAPTER 2: “UNITY AND COHERENCE”</strong></td>
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<td></td>
<td><strong>Students can:</strong></td>
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<tr>
<td></td>
<td>- Organize a unified paragraph around one central idea</td>
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<td>- Construct a coherent paragraph by</td>
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<tr>
<td></td>
<td>• Repeating key nouns</td>
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<td></td>
<td>• Using consistent pronouns</td>
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<tr>
<td></td>
<td>• Using transition signals to link ideas</td>
</tr>
<tr>
<td></td>
<td>• Arranging ideas in logical order</td>
</tr>
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<td></td>
<td>- Write, revise, and edit a paragraph about health and medicine</td>
</tr>
</tbody>
</table>
# CHAPTER 3: “USING OUTSIDE SOURCES”

**Students can:**

- Cite sources of outside information used for reference
- Use direct and indirect quotations as supporting details
- Correctly paraphrase information from outside sources
- Summarize outside sources used as support
- Write, revise, and edit a summary of an article about language

# CHAPTER 4: “FROM PARAGRAPH TO ESSAY”

**Students can:**

- Identify the parts of an essay
- Analyze an essay’s introduction and conclusion
- Construct an appropriate thesis statement
- Support the thesis statement with body paragraphs
- Organize an essay, using transition signals as necessary
- Write, revise, and edit an essay about education

# CHAPTER 5: “PROCESS ESSAYS”

**Students can:**

- Analyze a process essay
- Organize steps in a process
- Construct a thesis statement for a process essay
- Use transition signals to show chronological order
- Write, revise, and edit a process essay about earth science
### CHAPTER 6: "CAUSE / EFFECT ESSAYS"

**Students can:**

- Analyze a cause / effect essay
- Construct a thesis statement for a cause / effect essay
- Organize a cause / effect essay
- Use cause / effect transition signals
- Write, revise, and edit a cause / effect essay about psychology

### CHAPTER 7: "COMPARISON / CONTRAST ESSAYS"

**Students can:**

- Analyze a comparison / contrast essay
- Construct a thesis statement for a comparison / contrast essay
- Organize a comparison / contrast essay
- Use comparison signals to connect similar ideas
- Use contrast signals to connect different ideas
- Write, revise, and edit a comparison / contrast essay about culture

### CHAPTER 8: "ARGUMENTATIVE ESSAYS"

**Students can:**

- Analyze an argumentative essay
- Construct an introduction for an argumentative essay
- Use transitions of contrast
- Identify and refute opposing arguments
- Support your ideas using statistics
- Write, revise, and edit an argumentative essay about space travel
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Students can:</th>
</tr>
</thead>
</table>
| 9 | TYPES OF SENTENCES | - Recognize independent and dependent clauses  
- Analyze different types of sentences  
- Use coordinators, conjunctive adverbs, and semicolons to create compound sentences  
- Use adverb clauses to create complex sentences  
- Combine different types of clauses to create compound – complex sentences  
- Write a paragraph that uses a variety of sentence types |
| 10 | PARALLELISM AND SENTENCE PROBLEMS | - Analyze and use parallel structure  
- Identify and correct choppy writing  
- Identify and correct sentence fragments  
- Identify and correct run – on sentences and comma splices  
- Identify and correct stringy sentences  
- Write a paragraph that uses parallel structure |
| 11 | NOUN CLAUSES | - Form noun clauses beginning with the word “that”  
- Form sentences beginning with “it”  
- Use special verb tenses in that clauses  
- Form noun clauses beginning with the words if / whether  
- Form question clauses  
- Write a letter that includes sentences with noun clauses |
<table>
<thead>
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<th>Students can:</th>
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</table>
| 12        | “ADVERB CLAUSES”             | - Recognize kinds of adverb clauses  
- Punctuate sentences with adverb clauses  
- Use adverb clauses to express concepts such as time, place, manner, reason, result, purpose, and contrast  
- Write a paragraph that includes sentences with adverb clauses |
| 13        | “ADJECTIVE CLAUSES”          | - Form adjective clauses with relative pronouns and adverbs  
- Position adjective clauses properly in a sentence  
- Make subjects and verbs agree in adjective clauses  
- Form adjective clauses, using relative pronouns as subjects and objects  
- Use adjective clauses to show possession, quantity, quality, time, and place  
- Write a paragraph that includes sentences with adjective clauses |
| 14        | “PARTICIPLES AND PARTICIPIAL PHRASES” | - Identify participles and participial phrases  
- Form reduced adjective and adverb clauses  
- Position and punctuate participial phrases  
- Form present and past participial phrases  
- Use participial phrases to improve your writing style  
- Write a paragraph that includes participles and participial phrases |