



Grammar Fitness Series

Skill levels 4 - 8

Complete program: 6 units
Grammar Fitness - Set 1 (Units 1, 2, 3)
Grammar Fitness - Set 2 (Units 4, 5, 6)

For details about each unit, see the Contents section on page 3.
For Teaching Suggestions, see page 5.

Evaluation version: Units 2
Tracks work for two students.

Windows 98/Me/NT/2000/2003/XP
8 MB RAM, 32 MB hard disk space
This program requires a minimum screen resolution of 800 by 600 pixels.

The program helps students cope with many troublesome points of grammar, including usage, diction, idioms, grammatical relationships, and punctuation. It also helps students recognize the kinds of errors that commonly occur in their writing. These include run-on sentences, comma faults, sentence fragments, and misplaced or dangling modifiers. The program contains 82 grammar concepts and 1640 questions.

The program is compatible with Merit Text Talker, which allows students to have the text read aloud to them.

Designed for users in grades four and up at different levels of grammar proficiency. The program can also be used by ESL and adult students interested in improving their grammar skills.

Helps students cope with troublesome points of grammar, including usage, diction, idioms, grammatical relationships, and punctuation as well as to recognize other common grammar problems, including run-on sentences, comma faults, sentence fragments, and misplaced or dangling modifiers. This self-paced, improvement and management program helps students sharpen their writing skills and lets teachers monitor their students' independent learning. After an assessment, students work on specific concepts or learn in a mixed practice format. They receive help and contextual feedback. Students are able to track their progress and print results. Student scores are kept in a management system that allows teachers to view and print reports.

The program provides six units, each of which offers practice in a variety of grammar skills. The student is asked to find the error among several highlighted choices. If the sentence is correct, the student selects 'No Error.' A list of all skills in the program appears at the end of this document.

Each lesson is self-directing and self-correcting. Students receive graphic rewards. Following each round on the summary screen is a Print option, which generates a progress-to-date report. Student scores are kept in a management system that allows teachers to view and print reports.

For logging on instructions, see the Logging on and Class Management section of this guide. Versions are available for stand-alone, network, or home use.

PROGRAM DESCRIPTION

Each unit of the program contains four MAIN MENU parts: Tryout, Warm-up, Workout, and Finals. The program is pre-set with the numbers entered in the parts listed below. Summary screens follow each part of the Main Menu. The Print option shows the student's progress to date, not just the results of an individual round.

TRYOUT: The student will find out what skills to work on. He will be given three texts for each skill in this unit. To pass a skill, he must make correct choices for all three texts. The bar at the bottom of the screen shows how much of the Tryout he has completed.

Summary-Tryout: When the student has finished all the questions, a summary screen will show how he did. A check next to a skill lets the student know he has passed. The skills that he passes in this section will also be shown as passed in the Warm-up.

WARM-UP: The student will have a chance to practice one skill per round. Help messages, as well as sound and graphic rewards, are available. To pass, the student must make six correct choices in a round. The student is given a maximum of eight questions per round. Checks on the Warm-up menu show skills that the student has already passed, either in the Tryout or in the Warm-up.

Summary-Warm-up: The student gets a star for each correct answer. When the student gets six stars, he gets a check that lets him know that he has passed. The bar at the bottom of the screen indicates how many skills the student has passed in the Warm-up.

WORKOUT: The student will be challenged to use all skills presented in random order. Help messages, as well as sound and graphic rewards, are available. To complete the Workout, the student needs to play at least six rounds, each containing eight randomly selected questions from several skill areas. To pass the Workout, the student must make six correct choices for each skill. The bar at the bottom of the screen first shows how far along he is in the whole Workout and then continues to show how far along he is in the current round.

Wrap-up (follows the Workout): The Wrap-up, which consists of four questions, does not affect the student's total score, but it gives him a different way to see what he has learned.

Summary-Workout: At the end of each round a summary screen will show how the student did. The student gets a star for each correct answer. Red stars show correct answers for the current round. Gray stars show correct answers for preceding rounds. When the student has five stars in a skill area, he has passed it. When he has gotten five stars in all skill areas, he has finished the Workout. The bar at the bottom of the screen indicates how many skills the student has passed in the Workout.

FINALS: The student is tested on the same skills but with some different texts from those used in the Tryout. He will be given four texts for each skill. To pass a skill, the student must make at least three correct choices. The bar at the bottom of the screen shows how much of the Tryout he has completed.

Summary-Finals: When the student has finished all the questions, a summary screen will show how he did. A check next to a skill lets the student know he has passed.

Targeted Workout (follows the Finals): If the student has NOT passed one or more skills in the Finals, he is prompted to do this optional exercise and then repeat the Finals.

PROGRAM HELP FEATURES

The program provides three help features. First, the Warm-up, individual skill drill, gives the student the opportunity to focus on a specific skill. A check next to a skill on the Warm-up menu indicates that the student has mastered that skill. Checked skills may be chosen for additional drill. Second, for the Warm-up and the Workout, the sentence appears in its correct form regardless of the student's answer. Third, the computer gives the reason(s) for the correct answer.

LOGGING ON AND CLASS MANAGEMENT

There are two options for adding student names to the record database.

- Teacher controlled – appropriate for most schools. Names added with the Teacher Program Manager (TPM) Set Up Student Names functions. See the Teacher Program Manager section of the guide.
- Student controlled – for home users and mature students. Names added at the Logon Screen.

The program opens to a Logon screen with all previously entered class codes and student names. Students must select their class code in order to see the list of students in their class. They then click on their name to begin the program. If the program is in student controlled mode and students are logging on for the first time, they select their class code, click the New Student icon, and fill in their name on the form that appears on the screen.

The evaluation version of the program permits entry of only two student names. When a third name is entered, the first one will be deleted. The stand-alone version for one station contains record keeping for 42 students. Other school versions permit entry of as many names as disk space allows. When disk space is filled, the name that was entered first will be deleted.

SCORING

Students may print out their scores at the end of round progress-to-date screen. Teachers may view detailed scoring in the Teacher Program Manager.

TEACHER PROGRAM MANAGER

All Merit Software applications utilize a centralized student record keeping/management system utility program called Teacher Program Manager (TPM). For more information about class management, scoring, and other program features see the Teacher Program Manager manual. It can be printed out from a Merit Software CD or from this link on the Internet:

http://meritsoftware.com/Teacher_Program_Manager.pdf

Here are the program features the teacher may customize for students using the Program options menu in the TPM.

1. Hide/Show Sound
2. Hide/Show Graphics
3. Control which program parts are active

CONTENT OF GRAMMAR FITNESS SERIES

Grammar Fitness, Set 1 (Contains Units 1, 2, and 3)

UNIT 1

1. Possessive pronoun: its, not it's
2. All right, not alright
3. Comparative and superlative of adjectives
4. Making a singular noun possessive, using 's
5. Run-on sentences
6. Too, to, two
7. The comma in dates and addresses
8. Illiterate use of 'of' instead of 'have'
9. Contractions
10. Irregular plurals
11. The period in abbreviations
12. Used to, not use to
13. Wrong use of past participle for past tense
14. Off, not off of

UNIT 2

1. Incorrect use of stood for stayed
2. Possessive of plural nouns not ending in -s
3. Run-on sentences because of comma fault
4. Than, not then
5. Common error in comparison of adjectives
6. Contraction of it is: it's, not its
7. From, not off
8. Double negatives, with not or no
9. Agreement of subject and verb in number and person
10. Loose, lose
11. The comma in a series
12. The question mark
13. Because, not on account of
14. Shifts in tense

UNIT 3

1. Best, worst, not bestest, worstest
2. Agreement of subject and verb after 'There'
3. Kind of, not kind of a
4. The period after an indirect question
5. Plan to, not plan on
6. Parallel structure
7. Confusion of adjectives and adverbs ending in -ly
8. Those or these, not them
9. Possessive form of regular plural nouns
10. The comma with nouns in apposition
11. Possessive pronoun: your, not you're
12. Confusion of beside and besides
13. Agreement of personal pronoun and antecedent
14. Except or except for, not outside of

Grammar Fitness, Set 2 (Contains Units 4, 5, and 6)

UNIT 4

1. Run-on sentences: use of end punctuation
2. Agreement of subject and verb in number and person
3. Misplaced modifiers: adverbs and prepositional phrases
4. Sentence fragments: prepositional phrases
5. Nominative case of pronouns
6. Parallel structure
7. Comma fault
8. Double negatives, with not or no
9. Agreement of personal pronoun and antecedent
10. Fused sentences
11. Agreement of subject and verb: with a contraction or preceding subject
12. Sentence fragments: infinitive phrases

UNIT 5

1. Run-on sentences: use of end punctuation or coordinating conjunctions
2. Misplaced modifiers: participial phrases
3. Agreement of subject and verb: collective nouns or nouns that look plural
4. Parallel structure, II
5. Sentence fragments: participial phrases
6. Double negatives, with no one, nothing, nobody, never
7. Fused sentences, II
8. Dangling modifiers
9. Objective case of pronouns
10. Comma fault, II
11. Agreement of subject and verb, with intervening phrases
12. Sentence fragments: incomplete or incorrect verb forms
13. Agreement of pronoun / antecedent: collective nouns or nouns that look plural
14. Split constructions

UNIT 6

1. Run-on sentences: use of end punctuation, semicolon, or subordinating conjunctions
2. Misplaced modifiers: phrases and clauses
3. Case of pronouns after 'than' or 'as'
4. Sentence fragments: dependent clauses with subordinating conjunctions
5. Agreement of subject and verb, with 'neither--nor' or 'either--or'
6. Comma fault, III
7. Double negatives, with barely, scarcely, hardly
8. Parallel structure, III
9. Agreement of indefinite pronoun and antecedent
10. Fused sentences, III
11. Dangling modifiers, II
12. Sentence fragments: dependent clauses with relative pronouns
13. Agreement of subject and verb, with indefinite pronouns
14. Tense sequence

SUGGESTIONS FOR USING THIS PROGRAM

For best results we recommend that students use the program 20 to 30 minutes a session, two to three times a week, for six to eight weeks in conjunction with other methods of instruction. Program usage should be paced to allow students sufficient time between sessions to absorb the material.

Start out with Merit's *Tryouts* to see where students need grammar help most.

Discuss problem areas with students.

Supplement Merit with workbooks so students have a chance to practice skills in a variety of contexts.

Return to the software; have students try Merit *Warm-up* and/or *Workout* sections.

Follow up each software session by asking students what new things they have learned. What new questions do they have?

Have students print scores received for completing software *Warm-up* and *Workout* sections. Later, discuss these scores with students. Are they pleased with their progress? What seems easier to them? What needs more practice?

Tell students to imagine they are making up their own incorrect sentences and answers for the Merit program being used. Have them work in pairs to create, write and draw their own skill-related questions and answers.

Relate grammar skills being practiced with the software to material in the classroom.

Suggest students try to find and highlight their own in-class or homework writing mistakes. Ask them to write out improved sentences before starting their next drafts.

Return to the software and let students try Merit's *Finals*, to help prepare for and de-mystify standardized tests.

Follow up software units with written post-tests.

Compare students' software results with gains in standardized test scores.

TIPS FOR INTRODUCING MERIT TEXT TALKER

The Merit Text Talker is an optional feature that may be helpful for your students. Introduce the Merit Text Talker feature to students by demonstrating how it functions.

Show how they can right-click in a text box to have the "Say text" pop-up message appear. Then show that moving the mouse over the pop-up highlights the pop-up. Press the highlighted pop-up to have the text read aloud. Right-click again to stop the text.

Show students that using the Application Key (next to the right-side CTRL Key) is equivalent to right-clicking.

Have students practice using the Merit Text Talker.

Encourage students to change the Merit voice periodically from "Kate" to "Paul," so they can practice listening to two different voices.