



Write It Right Series

Skill levels 6 - 11

Complete program: 4 units
Write It Right - Set 1 (Units 1 and 2)
Write It Right for Upper Grades - Set 2 (Units 3 and 4)

For details about each unit, see the Contents section on page 4.
For Teaching Suggestions, see page 5.

Evaluation versions: Units 1 and 3
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 learn to correct common problems in writing, including faulty sentence structure, unclear meaning, misplaced modifiers, and grammatical shifts. Each text contains errors. Students may view what each possible correction looks like in the text before entering the one of their choice. Each set contains 63 texts and 126 questions.

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

The program consists of four units, with 28 texts in units 1, 2, 3, and 35 texts in unit 4. Texts are arranged in primary writing problem groups. Each text contains sentences with errors and a choice of ways to correct them. 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: Presents all skills in the same order in which they are listed in the program guide. The student will be given two texts for each skill in this unit. (Mixed practice review is not included in this part of the program.) There is more than one writing problem per text, but only one will be highlighted for the student to correct. To pass a skill, he must make correct choices for three texts. The bar at the bottom of the screen shows how much of the Tryout the student 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 part 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. Two sentences in each text are highlighted, one at a time. One sentence contains the primary writing problem the student selected. A second sentence contains a common grammatical error. For the Review section, the problems are a random mixture of primary writing errors and common grammatical errors. A View option allows the student to see what each possible correction looks like in the text before he enters his choice. To pass any text, the student must correct both sentences. To pass each skill, the student must correct four texts. The bar at the bottom of the screen will show how far along the student is in the round. Checks on the Warm-up menu indicate the skills that the student has passed, either in the Tryout or in the Warm-up.

Summary-Warm-up: The student gets a star for each text in which he has corrected both errors. He gets half credit for answering correctly on the second try. When the student gets four stars in a skill area, he gets a check that shows him 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 five rounds, each containing five randomly selected texts from several skill areas. Two sentences in each text are highlighted, one at a time. One sentence contains a primary writing problem. A second sentence contains a common grammatical error. A View option allows the student to see what each possible correction looks like in the text before he enters his choice. To pass any text, the student must correct both sentences. To pass the Workout, the student must make five correct choices for each skill. When the student has accumulated five stars in each primary writing skill area, he will be given a Review which will complete the Workout. The bar at the bottom of the screen first shows how far along the student is in the Workout and then indicates how far along he is in the current round.

Review (follows the Workout): In the Review, two sentences in each text are highlighted, one at a time. The problems are a random mixture of primary writing errors and common grammatical errors. To pass a text, the student must correct both sentences. When the student passes four texts, he has passed the Review. When the student completes the Review, he has passed the Workout.

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. He gets half credit for answering correctly on the second try. 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 will be given four texts for each skill. (Mixed practice review is not included in this part of the program.) To pass a skill, he must make at least three correct choices. The bar at the bottom of the screen shows how much of the Finals 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, a View option allows the student to see what each possible correction looks like in the text before he enters his choice. 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

CONTENTS OF WRITE IT RIGHT SERIES

Primary errors

Set 1, Write It Right (Contains Units 1 and 2)

UNIT 1

1. Run-on sentence
2. Sentence fragment
3. Misplaced modifier: adverb
4. Parallel structure I
5. Mixed practice review I

UNIT 2

1. Faulty placement of relative pronoun
2. Illogical comparison
3. Misplace modifier: phrase
4. Shift in person
5. Mixed practice review II

Set 2, Write It Right (Contains Units 3 and 4)**UNIT 3**

1. Parallel structure II
2. Fused sentences
3. Unclear pronoun reference
4. Repetition
5. Mixed practice review III

UNIT 4

1. Dangling modifier
2. Parallel structure III
3. Shift in voice
4. Misplaced modifier: clause
5. Shift in tense
6. Mixed practice review IV

Other errors (common grammatical errors appearing throughout the units)

1. Agreement of subject and verb
2. Usage
3. Unclear meaning
4. Agreement of pronoun and antecedent
5. Adverb/adjective confusion
6. Double negative
7. Plural/possessive confusion
8. Wrong verb form
9. Misused preposition
10. Comparative form of adjectives
11. Spelling

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.