

Punctuation Rules

User's Guide



Punctuation Rules

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*By Richard Hefter and Susan Dubicki
Edited by Sally Carr Hannafin*

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To Begin

The *Punctuation Rules* program presents a series of practice exercises which are designed to help students improve their punctuation skills . Students work with appropriate-level sentences which follow common punctuation rules.

The program covers punctuation rules, from the basic *categories of sentences* through *forming possessives* and *correct use of commas*. *Punctuation Rules* uses material from grades 3 through 6. A complete list of the rules (help screens) may be found at the end of this guide.

While using the program, students may view the rule which relates to each question by pressing the ? key for the help screen.

Teachers and parents may customize the program to include their own exercises and may decide whether or not to make use of the available help screens with their own questions. Excercises contained in the program and custom excercises may be printed at any time for use as tests or worksheets.

Punctuation Rules will run on any Apple family computer with at least 48K and a disk drive.

To start, put the program disk into the drive and turn on your Apple. If you have Autostart, you will see the title panel displayed.

If your Apple does not have the Autostart ROM, you will see the monitor cursor *. Type **6**, then **P** while holding down the key marked **Control** (6 CTRL P), then press the **Return** key.

After the title panel, you will see the welcome panel:

**Welcome to
Punctuation Rules.**

**Please enter your name
and press Return.**

Name:

A student who wishes to begin working with the program may type his or her name (no more than 11 letters) and press **Return**.

Teachers and parents who wish to customize the program or review a student's progress may enter the "Options" section from the welcome panel by pressing **Control** while pressing **C** (CTRL C) – see the section titled "Options." If no changes are made, the program will start at level 1.

Entering Names

Enter the student's name (no more than 11 letters, please) and press **Return** to begin working with *Punctuation Rules*.

Note: Add a last initial for children with the same first name so the program can tell them apart.

If the name is not on the program's list of previous students, the problems will start at Level 1 and a message will appear on the screen: **As a new user you will start at the beginning.** The problems will increase in difficulty as the student continues to answer questions correctly.

If the student's name was entered earlier, the program will start at the last level reached and with the variations (if any) set in the "Options" section.

Working With the Program

A text screen will appear for each set of questions. Read the text screen carefully. The text screen contains information about the rule you will be working with and some examples. Press any key to proceed to the questions.

Note: You can press the **Space Bar** at any time during the exercise to see the text screen again. You can press the **?** at any time to view the help screen.

Read each question carefully. To answer the questions, type in **a, b, c, or d** and press **Return**. To change your answer before pressing **Return**, use the left arrow key or the delete key to back up and then type in your new answer.

If you have a problem figuring out the answer, press the **?** key. A message will appear on the screen with the punctuation rule that pertains to the problem you are working on. Press any key to continue. You may also use the **Space Bar** to review the text screen. Press any key to continue.

To stop working with *Punctuation Rules* at any time, you can press the **Z** key while you are holding down the key marked **Control** (CTRL Z) and return to the welcome panel. This will not save the current results, however.

To make sure that the results of the current exercise are recorded, you should answer all the questions in that exercise and wait until the program asks: **Do you wish to continue?** Then press the **N** key. Ending the session in this manner will save the results of the exercise and return you to the welcome panel.

Control Q (CTRL Q) Quiet

Press the **Control** key while pressing the **Q** key (CTRL Q) to turn off the sound. Apple //c users can simply turn down the adjustment knob located on the left side of the machine.

Options

Press **Control C** (CTRL C) while the welcome panel is on the screen to enter the "Options" section. This section allows you to update the program options, review student report cards, enter options for new students, and add in your own exercises.

You can make individual assignments, then store them on the disk for up to 39 students. The 40th name is always reserved for any new student not on the list. Each student will be presented with the level specified for that individual.

After pressing Control C, you will see the Options Menu:

Select a parent option:

- 1. Update program options**
- 2. Check report card**
- 3. Enter new student**
- 4. Automatic Advancement**
- 5. Enter Exercises**
- ESC. Restart program**

Choose and press RETURN.

Press the number that corresponds to the option you wish to select, then press **Return**.

Update Program Options

This option works only for students who have already been entered as new students (see section 3 below) or have played *Punctuation Rules* before and therefore already have their names and current choices on the disk.

When you select this option you will see:

You can customize the Punctuation Rules program for each student.

Press RETURN to go on or ESC to go back to the previous menu.

Press the **Return** key to go on or press **Esc** to go back to the Options Menu.

Enter the student's name.

Name:

Type the student's name exactly as entered before, then press **Return**. The "Options" section will present you with the two choices shown below. Press the appropriate number to identify your response, then press **Return**. You will be able to review and revise your selections after the second choice. The options are:

1. Select the starting level of difficulty.

Enter a number from 1 to 7 to select the level of difficulty at which the program will begin for this student. *Punctuation Rules* will adjust itself automatically as the student finishes each exercise, and progress through the levels will be monitored on the report card. (An exercise is finished when the student sees the question: **Do you wish to continue?**)

Level 1 is based on grade 3 Punctuation Rules.

Level 2 is based on grades 3 and 4 Punctuation Rules combined.

Level 3 is based on grade 4 Punctuation Rules.

Level 4 is based on grades 4 and 5 Punctuation Rules.

Level 5 is based on grade 5 Punctuation Rules.

Level 6 is based on grade 6 Punctuation Rules.
Level 7 consists of custom exercises entered by the teacher or parent.

2. Select the number of tries.

Enter a number from 1 to 4 to specify how many incorrect answers the program will accept before the computer displays the correct answer.

If you do not change this option, the program will select two tries. Some students will feel comfortable with more tries. You may set this option to 1 for a quiz format with accurate, per-question scoring.

When you have completed both choices, you will be shown a review screen. Type the number of any option you wish to revise, or press **Return** to save the choices made and to return to the Options Menu.

Name: Shannon M.

1. Starting level: 4
2. Number of tries: 1

Press RETURN to accept the options as they are or enter the number of any option you want to change and press RETURN.

Check Report Card

The Report Card enables you to track and store individual assignments and progress reports for up to 39 students. Position 40 is replaced whenever an unlisted student uses the program.

You will see:

Select report card option:

1. Single student's record
2. Delete student's record
3. View/change options
4. Print student's record
- ESC. Return to previous menu

Choose and press RETURN.

Press a number from 1 to 4 to select an option, or press **Esc** to return to the Options Menu.

Option 1 presents a list of the students whose names are stored on the disk and allows you to view the results of the last session for any student. Select the number of the student whose record you want to review while that student's number is listed on the screen.

Enter student #:

1. Sue D.
2. John H.
3. Gillian
4. Steve W.
5. Gary D.
6. Steve C.
7. Janie
- 8.
- 9.
- 10.

**Press RETURN for next page.
ESC to go back to menu.**

The Report Card contains a variety of information. The information describes a student's starting level and overall score as well as the score the student received on the preceding session.

Report Card for: Gillian

| | |
|---------------------|------|
| Starting level: | 1 |
| Current level: | 3 |
| Questions answered: | 30 |
| Number correct: | 30 |
| Overall score: | 100% |

| | |
|---------------------|------|
| Current exercise | |
| Questions answered: | 10 |
| Number correct: | 10 |
| Current score: | 100% |

Press any key to continue.

Option 2 allows you to delete any records you wish in order to make room on the disk. Enter the name of the student whose record you wish to delete and press **Return**.

Option 3 allows you to view and change the options for any name on the list. Select the number of the student whose options you wish to revise. When the Options review screen appears, select the number of the option you wish to change or press **Return** to accept the options as they are.

Option 4 allows you to print the Report Card for any student. This option presents a list of the students whose names are stored on the disk. Select the number of the student whose record you want to print while that student's number is listed on the screen. Enter the slot number for the printer card and press **Return**. If the printer card is in slot #1, you can just press the **Return** key. You can press the **Esc** key to cancel the print option.

Press the **Esc** key while at the Report Card Menu to return to the Options Menu.

Enter New Student

This option is the same as updating (above) but is used for a new student who has not yet worked with the program. Enter the student's name (11 letters or fewer) and press **Return**.

1. Select the starting level of difficulty. Enter a number from 1 to 7 to select the level of difficulty at which the program will begin for this new student.

Level 1 is based on grade 3 Punctuation Rules.
Level 2 is based on grades 3 and 4 Punctuation Rules combined.

Level 3 is based on grade 4 Punctuation Rules.
Level 4 is based on grades 4 and 5 Punctuation Rules.
Level 5 is based on grade 5 Punctuation Rules.
Level 6 is based on grade 6 Punctuation Rules.

Level 7 consists of custom exercises entered by the teacher or parent.

2. Select the number of tries. Enter a number from 1 to 4 to specify how many incorrect answers the program will accept before the computer displays the correct answer.

When the review screen appears, enter the number of the option you want to change or press **Return** to accept the options as they are.

The program will keep the record of this student with the starting level and current level of the student as the same, the number of questions answered and number correct as 0, and the student's overall score as 0%. These results will be

updated as soon as the student uses the *Punctuation Rules* program.

Automatic Advancement

This option allows the teacher or parent to turn the automatic advancement on or off. With automatic advancement on, the problems will increase in difficulty as the student continues to answer questions correctly. If the automatic advancement is turned off, the program will remain at the level set in the customizing options for each particular student. When the automatic advancement screen appears, press the **Return** key to toggle between on and off. Press the **Esc** key when the automatic advancement is as you want it, and you will return to the Options Menu.

Enter Exercises

This option allows the teacher or parent to add, delete, or print his/her own exercises or to print the exercises that come with the program. You will see:

Select an exercise option:

1. Enter a new exercise
 2. Delete an exercise
 3. Show an exercise
 4. Print an exercise
- ESC. Return to previous menu

Choose and press **RETURN**.

Option 1 Enter a New Exercise

You may enter your own *Punctuation Rules* questions. They will be saved on the disk in Level 6. To begin, enter the name of your exercise. Now enter the text which will appear on the opening text screen. You can enter up to one full screen of text. To change any text, back up by using the **delete** key or the **left arrow** key, and type in the new text. Press the **Esc** key when you are finished. The program will ask: **Are you finished with the text?** Press **N** and **Return** to continue entering text or **Y** and **Return** to go on.

For those users with late-model Apples, it might be helpful to make sure that the **Caps Lock** key is up when you enter the text. An exercise is easier to read when it is typed in uppercase and lowercase letters. Apple II Plus owners can press the **Control** key while pressing the **L** key (**CTRL L**) to toggle between uppercase and lowercase.

The program will then ask: **How many questions will go with this text?** Enter a number from *1* to *12* and press **Return**. Type in the first question. To change your question, use the **left arrow** key or the **delete** key to back up and erase your text. Press **Esc** when the question is complete.

The program will ask: **How many answers will accompany this question?** Enter a number from *1* to *4* and press **Return**.

Enter the answers in this form:

- a. text for answer a
- b. text for answer b
- c. text for answer c
- d. text for answer d

Press **Return** when the answer is complete.

Now tell the program which answer is correct. Type **a, b, c,** or **d** and press **Return**. The program will ask which punctuation rule help screen (if any) pertains to this question. Help Screens are listed by number at the end of this guide.

Type a number from 1 to 22 to select a help screen, or type 23 for no-help screen, and press **Return**.

When all the questions, answers, and help screen numbers have been typed in, the program will automatically save the information onto the disk and you will return to the Exercise Options Menu.

Option 2 Delete an Exercise

Only exercises in Level 7 can be deleted. When you select this option, you will see a list of the titles in Level 7. Enter the number of the exercise you wish to delete and press the **Return** key. If you decide not to delete any exercise, simply press the **Esc** key.

When you select an exercise to delete, the program will ask if you wish to delete that exercise. Press **Y** and **Return** to continue, or **N** and **Return** to cancel the delete.

Option 3 Show an Exercise

This option allows the teacher or parent to read through an exercise and answer the questions. The program will ask you to select the level that the exercise is in. Enter the number of the level you want and press the **Return** key. Then enter the number of the exercise you want to view and press the **Return** key.

Follow the instructions in the exercise and answer the questions. If the answer is correct, you will hear a little tune

played. If the answer is incorrect, you will hear a "bloop." The program will wait for you to answer the question correctly before it proceeds to the next one. When all the questions have been viewed and answered, the program will return to the Enter Exercises Menu. To get out of the Show Exercise option before you have answered all the questions, press the **Esc** key.

Option 4 Print an Exercise

When you select this option, you will see:

Select level:

1. Lesson group 1
2. Lesson group 2
3. Lesson group 3
4. Lesson group 4
5. Lesson group 5
6. Lesson group 6
7. User lesson group

ESC. Return to menu.

Choose and press RETURN.

Enter the number of the level you want and press **Return**. The program will now show you a list of the exercises in that level. Enter the number of the exercise you want to print and press **Return**. The computer will print the questions. When the printout is complete, you may select another exercise to print, or press **Esc** to return to the Exercise Menu.

Press the **Esc** key to return to the Options Menu.

The Levels

Lesson Group 1

1. Ending a Sentence
2. Writing Initials
3. Titles of Respect
4. Contractions
5. Commas in Dates
6. Writing Addresses
7. Review Level 1

Lesson Group 2

1. Commas in Letters
2. More End Marks
3. Direct Quotations
4. Compound Sentence
5. Using Quotations
6. Yes and No
7. Review Level 2

Lesson Group 3

1. A Friendly Letter
2. Possessives
3. Plural Possessive
4. Abbreviations
5. Comma with Names
6. Words in Series
7. Phrases in Series
8. Review Level 3

Lesson Group 4

1. Sentence Warm Up
2. More Abbreviations
3. Nouns of Address
4. Appositives
5. Dates/Addresses

6. Intro. Words
7. Forming Syllables
8. Dates and Places
9. Review Level 4 (a)
10. Review Level 4 (b)

Lesson Group 5

1. And, Or, But
2. Commas in Series
3. Business Letters
4. Using Apostrophes
5. More Possessives
6. Not Contractions
7. Review Level 5

Lesson Group 6

1. By the Way
2. Direct/Indirect
3. Extra Practice 1
4. Extra Practice 2
5. Extra Practice 3
6. Extra Practice 4
7. Extra Practice 5
8. Extra Practice 6

Punctuation Rules • Help Screens

1. A sentence expresses a complete thought. The following expressions are sentences.

1. Father's car is tan and white.
2. The ball is in the yard

The next two expressions are not sentences.

1. Beneath the pile of papers

2. When we go home
2. **1. End each telling sentence or statement with a period.**

Examples:

1. Gary can ride a horse.
2. Billy lives on this road.
3. The window is open.

- 2. End each asking sentence or question with a question mark.**

Examples:

1. Can Gary ride a horse?
2. Does Billy live on this road?
3. Is the window open?

3. **Use periods after initials of names.**

Examples:

R. W. Baker
Sara R. Smith
B. Louise Winters

4. **If a title of respect is abbreviated, place a period after it.**

Examples:

Dr. Weller
Mrs. Parker

Titles and their abbreviations.

Mistress–Mrs.
Doctor–Dr.
Junior–Jr.
General–Gen.

Miss and Ms. are not abbreviations.

5. **When you combine two words to form a contraction, use an apostrophe (') to show where letters have been left out.**

Examples:

do not–don't
I will–I'll
is not–isn't

6. **1. Use a comma between the day and year in a date.
2. Use a comma to separate the month from the year.
3. Use a comma to separate the day of the week from the month.
4. If a date is given in the middle of a sentence, set off the year with commas.**

Examples:

1. April 4, 1952
2. March, 1986
3. Monday, November 12
4. On May 4, 1952, she left.

7. **Use a comma to separate the name of a town or city from the name of the state or between the city and country.**

Examples:

Nashville, Tennessee
Sue drove her car to Dallas, Texas.
He lives in Paris, France.

8. **1. If an address is given in the middle of a sentence, set off the address with commas.
2. No comma is used before a Zip code.
3. Two-letter state abbreviations may be used in addresses. Both letters are capitalized, and no period follows.**

Examples:

He moved to 4 Elm Street, Dayton, Ohio, last week.
Avon, CT 06001

9. Use periods after abbreviations of days.

Examples—Days
Sunday—Sun.
Monday—Mon.
Tuesday—Tue.
Wednesday—Wed.
Thursday—Thu.
Friday—Fri.
Saturday—Sat.

10. Abbreviations—Months

January—Jan.
February—Feb.
March—Mar.
April—Apr.
May—(none)
June—(none)
July—(none)
August—Aug.
September—Sept.
October—Oct.
November—Nov.
December—Dec.

11. 1. Use a comma after the greeting of a friendly letter.

Examples:
Dear Melissa,
Dear Aunt Helen,

2. Use a comma after the complimentary close of a letter.

Examples:
Sincerely,
Your friend,

12. 1. A compound sentence combines two sentences that go together by adding a comma and the word *and*.

Example:

The library was closed, and I couldn't return the books.

2. Combine two sentences that state a choice by adding a comma and the word *or*.

Example:

We can make the cookies, or we can buy them at the store.

13. 1. To form the possessive of a singular noun, add an apostrophe and an *s* ('s).

Examples:

John's book
the teacher's coat

2. To form the possessive of a plural noun ending in *s*, add only an apostrophe. If the plural form does not end in *s*, add an apostrophe and an *s*.

Examples:

the men's hats
birds' feathers

14. 1. Use a comma to set off a noun of address if it is the first word or last word in a sentence.

2. Put a comma before and after a noun of address if it is not the first word or last word in a sentence.

Examples:

Did you call me, Ray?
I want you, Paul, to begin.
Gary, are you finished?

15. Words like *yes*, *no*, or *well* are called introductory words, when they begin a sentence.
Use a comma after an introductory word or phrase.

Examples:

Yes, I would like to see it.
Well, I have to go.
By the way, what time is it?
Mark leaving?

16. 1. Use commas to separate words in a series.

Example:

Robert forgot his gloves, hat and boots.

2. Use commas to separate each phrase in a series of phrases.

Example:

The dog ran across the field, over the fence, and into the woods.

17. 1. End each declarative sentence that you write with a period.
2. End each interrogative sentence that you write with a question mark.
3. End each imperative sentence that you write with a period.
4. End each exclamatory sentence that you write with an exclamation point.

18. 1. Use quotation marks around direct quotations.

Example:

Joanne said, "The mitten is mine."

2. Quotation marks are put outside the comma, period, or other punctuation at the end of a direct quotation.

Examples:

"That's the man!" Ed shouted.
"I'll bring milk," said Lisa, "if you bring cookies."

19. 1. Use periods after abbreviations of directions.

Examples:

| | |
|----------|----------------|
| North-N. | Northwest-N.W. |
| South-S. | Southeast-S.E. |
| East-E. | Northeast-N.E. |
| West-W. | Southwest-S.W. |

2. Use periods after other abbreviations too.

Examples:

| | |
|-----------------|------------|
| Street-St. | Road-Rd. |
| Avenue-Ave. | Drive-Dr. |
| Boulevard-Blvd. | Route-Rte. |

20. An appositive is a noun that identifies or explains the word or phrase it follows. Use commas to set off appositives.

Examples:

Susan, my best friend, is here.
There goes Mr. Jones, my neighbor.

21. 1. Divide a word at the end of a line only at the end of a syllable. Use a dictionary to find where a word is divided into syllables. Never divide a word of one syllable.
2. Place a hyphen at the end of a syllable. Then write the rest of the word on the next line.

Example:

There are several com-
puters at my school.

22. Use a colon after the greeting in a business letter.

Examples:

Dear Mr. Gardner:
Dear Sir or Madam:

List of Commands

- ? To see help screen when answering questions.
- CTRL C To get to the "Options" section from the welcome screen.
- CTRL L To toggle between uppercase and lowercase letters on an Apple II Plus.
- CTRL Q To turn the sound on or off.
- CTRL Z To cancel the session between excercises.

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