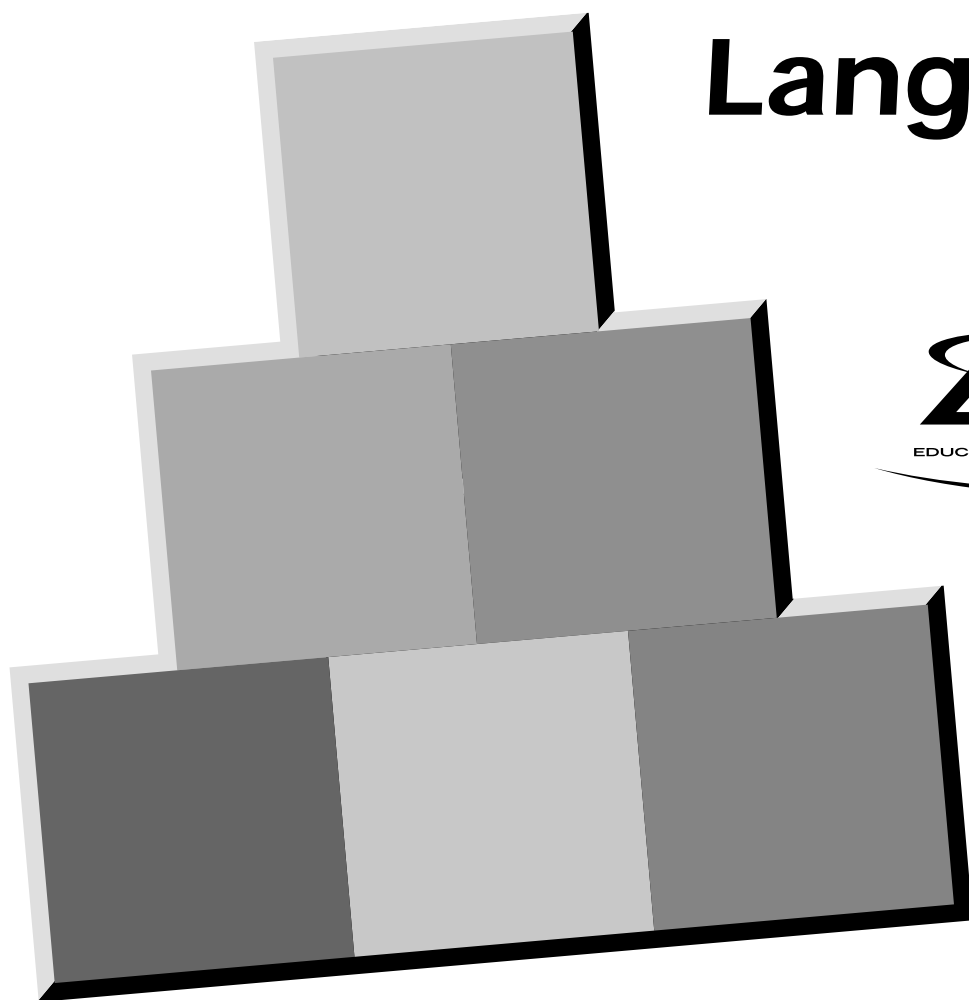


Real Software Solutions For Middle School Through Adult

REAL ACHIEVEMENT SOLUTIONS

Language Arts



From Educational Activities Software

Introduction

Welcome To Real Achievement

Real Achievement, from Educational Activities Software, provides six real solutions to develop skill competencies in older students and adults. Real Achievement is especially effective with students who have not experienced much success in traditional classroom settings. It was designed to take into account the specific characteristics of adolescent and adult learners.

Real Achievement's primary goal is to build the necessary basic and problem solving skills that these older students need to succeed in academic institutions or in the workplace. Students begin with basic skills, develop competency, and use these previously mastered skills to develop more complex ones. Mastery at each level provides the foundation for learning and potential success at the next level.

Real Achievement presents learners with a variety of instructional formats, including tutorials, simulations, video-based lessons, remediation, and authentic assessment tasks that appeal to all types of learners.

Real Achievement includes assessment and tutorials in a variety of curriculum areas, as well as a wealth of reproducible worksheets for follow-up and reinforcement. Several of the modules also include supplemental on-line Internet activities and resources that provide opportunities for real-world learning.

Accountability for teachers is provided through our easy-to-use universal management system, which tracks student progress and provides detailed information for each student in all the lessons. With simple keystrokes, information can be printed out or viewed on screen and includes time-on-task, raw scores and percentages for all lessons. The bookmarking feature ensures that students who do not complete a lesson return to the point at which they left off at their next session.

A Learning Styles Inventory program is included with Real Achievement. This researched-based program is easy to administer and use and provides educators with a student's preferred learning style(s), class composite of learning styles preference, comparison of individual students to class composites, and suggestions for instructional strategies to target instruction appropriately.

The Solutions bundles include:

- Reading Solution
- Language Arts Solution
- ESL/Basic Literacy Solution
- Math Solution
- Science Solution
- Workplace Solution

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The Real Achievement Language Arts Solution

The Language Arts Solution is a package of five effective software programs that complement one another. Together, these programs provide a unique solution for students who lack mastery of basic language arts, grammar, and writing skills.

The programs include:

- Diascriptive® Language Arts Development
- Writing Process Workshop Series
- How To Write For Everyday Living
- Responsive Writing
- Paragraph Power

With the Language Arts Solution you get a coordinated system of instructional software programs that provides a strong foundation for basic language arts skills such as basic grammar and parts of speech, sentence structure and mechanics, and various types of writing.

Together, the programs in the Language Arts Solution address four major areas of language arts development: reading, writing, thinking, and listening.

Language arts development is a continuing process that begins in early childhood and evolves beyond adolescence into the adult years.

Basic language skills

Basic skills, such as sentence mechanics, grammar, and other key elements of the English language, provide a foundation for subsequent applications. Proper mechanics and structure give learners the tools to then express their own ideas in a coherent manner, whether in the written or spoken word.

Writing process

Meaningful and purposeful writing tasks, such as an autobiography or persuasive essay, provide a basis for learners to make greater gains in the quality of their writing. The learner is engaged in the writing process through brainstorming (writing, thinking, speaking), drafting and writing steps (reading, thinking, writing), and peer interaction (reading, writing, thinking, listening, speaking).

Functional writing tasks

Resumes, applications, lists and outlines, and savings account forms, for example, have a specific purpose and require specific information. By practicing these writing tasks to ensure comprehension and success, learners are exercising their reading, writing, and thinking skills, which are necessary for effective communication.

Reading, writing, and thinking connection

Reading, writing, and critical thinking skills go hand-in-hand and complement one another. Upon reading nearly any type of text, writing can help a learner process what he/she reads and deepen understanding. A learner derives his/her own personal meaning from text, thus engaging critical thinking skills and reflection. Once learners have expressed those thoughts in writing he reads his own work and revises. In order to write, learners must draw on their knowledge of reading; genre type, voice and audience, or how written language holds together. A well-written reading selection, in essence, becomes a model for writing for the learner.

The Real Achievement Language Arts Solution

The content in Language Arts Solution correlates to all major texts and is effective preparation for state competency tests and nationally accepted objectives for adult education, such as TABE, CASAS, and GED. Learners are presented with a variety of instructional formats, including tutorials, remediation, and other opportunities that appeal to a variety of learning styles. An important feature of the Solutions is that they do not take a "teach to the test" approach; rather, they were designed to help learners with a "transference" of skills.

The lessons provide effective branching, positive, constant, and adult-appropriate feedback to provide a learning experience that enriches and enhances the learning process. The lessons are presented and developed sequentially. The programs are designed so that the hierarchy of sequential skills taught at each developmental level provides the foundation for the next level. Mastery at each level ensures that functional literacy is well grounded in fundamental skills.

Scope & Sequence

A brief description and scope and sequence of each software program in the Language Arts Solution follows. Complete descriptions may be found in the teacher's guide for individual programs. The scope and sequence chart shows literacy levels of the courseware and the levels appropriate for remediation.

Diascriptive® Language Arts Development

This interactive tutorial program gives each learner the opportunity to master language arts skills in six major skill areas.

Interest Level: 5.0-Adult



Recommended



Review & Reinforcement

Literacy Level	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10-12/ Adult
Diascriptive® Language Arts Development								

Sentence Mechanics

● Recommended ◆ Review & Reinforcement

Literacy Level	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10-12/ Adult
Capitalization	●	●	●	●	◆	◆	◆	◆
Conjunctions	●	●	●	●	◆	◆	◆	◆
Sentence types and end punctuation	●	●	●	●	◆	◆	◆	◆
Simple subject and predicate	●	●	●	●	◆	◆	◆	◆
Punctuation marks	●	●	●	●	◆	◆	◆	◆
Nine uses of the comma as punctuation within a sentence	●	●	●	●	◆	◆	◆	◆
Use of the comma in separating various kinds of phrases and clauses	●	●	●	●	◆	◆	◆	◆
Other punctuation: colon, semi-colon, quotation marks	●	●	●	●	◆	◆	◆	◆

Sentence Sense

● Recommended ◆ Review & Reinforcement

Literacy Level	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10-12/ Adult
Changing order of nouns & phrases to retain same meaning	●	●	●	●	◆	◆	◆	◆
English word order	●	●	●	●	◆	◆	◆	◆
Phrases: where, when, how	●	●	●	●	◆	◆	◆	◆
Sentence patterns: various	●	●	●	●	◆	◆	◆	◆
Transitive and intransitive verbs	●	●	●	●	◆	◆	◆	◆
Correct word order within different sentence patterns	●	●	●	●	◆	◆	◆	◆
Question markers	●	●	●	●	◆	◆	◆	◆
Sentence patterns: statement, question, negative statement	●	●	●	●	◆	◆	◆	◆
"There is/are" transformations	●	●	●	●	◆	◆	◆	◆
Simple subjects and compound predicates	●	●	●	●	◆	◆	◆	◆
Subject and predicate within a question	●	●	●	●	◆	◆	◆	◆
"There is/are, here is/are" pattern with split predicate	●	●	●	●	◆	◆	◆	◆
Word order in a question	●	●	●	●	◆	◆	◆	◆
Combining simple sentences into compound & complex sentences	●	●	●	●	◆	◆	◆	◆
Compound verb phrases, adverbs, and gerund phrases	●	●	●	●	◆	◆	◆	◆
Make complex sentences from simple sentences; rearrange clauses, use different beginnings; form an appositive	●	●	●	●	◆	◆	◆	◆
Simile	●	●	●	●	◆	◆	◆	◆
Twelve common confusing sentences and ways to improve them	●	●	●	●	◆	◆	◆	◆

Scope & Sequence

Nouns

● Recommended ◆ Review & Reinforcement

Literacy Level	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10-12/ Adult
Noun characteristics and functions	●	●	●	●	◆	◆	◆	◆
Noun-verb agreement	●	●	●	●	◆	◆	◆	◆
Overview of main parts of speech	●	●	●	●	◆	◆	◆	◆
Noun types and markers	●	●	●	●	◆	◆	◆	◆
Form plurals of nouns with various endings	●	●	●	●	◆	◆	◆	◆
Plurals and the dictionary	●	●	●	●	◆	◆	◆	◆
Form plurals of nouns & compound nouns	●	●	●	●	◆	◆	◆	◆
Form plurals of letters, numbers, symbols, & unusual nouns	●	●	●	●	◆	◆	◆	◆
Nouns that are both singular & plural	●	●	●	●	◆	◆	◆	◆
Cases of nouns: nominative, objective, possessive — and their uses	●	●	●	●	◆	◆	◆	◆
Noun phrases/clauses	●	●	●	●	◆	◆	◆	◆
Possessive case of nouns: singular, plural; forming plurals	●	●	●	●	◆	◆	◆	◆
Possessive nouns and that which is possessed	●	●	●	●	◆	◆	◆	◆
Show possession in separate and combined ownership	●	●	●	●	◆	◆	◆	◆
Avoiding overworked conjunctions such as “and, but, for”	●	●	●	●	◆	◆	◆	◆
Conjunctions and their use	●	●	●	●	◆	◆	◆	◆

Verbs

● Recommended ◆ Review & Reinforcement

Literacy Level	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10-12/ Adult
Present and perfect tenses	●	●	●	●	◆	◆	◆	◆
Verb characteristics	●	●	●	●	◆	◆	◆	◆
Gerunds and infinitives	●	●	●	●	◆	◆	◆	◆
Present participle	●	●	●	●	◆	◆	◆	◆
Transitive and intransitive verbs	●	●	●	●	◆	◆	◆	◆
Verb location in sentences	●	●	●	●	◆	◆	◆	◆
Subject-verb agreement	●	●	●	●	◆	◆	◆	◆
Use of appropriate verb with collective nouns; subjects joined by “or/nor,” the “verb in the relative clause,” phrases beginning with “plenty, abundance, rest, there”	●	●	●	●	◆	◆	◆	◆
Forming senses; changes in spelling	●	●	●	●	◆	◆	◆	◆
Forming the tenses of irregular verbs	●	●	●	●	◆	◆	◆	◆
Regular and irregular verbs	●	●	●	●	◆	◆	◆	◆
Use of past participle as a verb and an adjective	●	●	●	●	◆	◆	◆	◆
Forms and uses of tenses of 14 irregular verbs	●	●	●	●	◆	◆	◆	◆
Past, present, and past perfect participles	●	●	●	●	◆	◆	◆	◆
Active and passive voice	●	●	●	●	◆	◆	◆	◆
Identification of appropriate verb when the subject is positive	●	●	●	●	◆	◆	◆	◆
Identification of appropriate verb in arithmetical expressions	●	●	●	●	◆	◆	◆	◆
Mood: indicative, imperative, subjunctive	●	●	●	●	◆	◆	◆	◆

Scope & Sequence

Pronouns

● Recommended ◆ Review & Reinforcement

Literacy Level	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10-12/ Adult
Change of form in nominative pronouns	●	●	●	●	◆	◆	◆	◆
Masculine and feminine singular and plural pronouns	●	●	●	●	◆	◆	◆	◆
Nominative, objective, and possessive case pronouns	●	●	●	●	◆	◆	◆	◆
Pronoun and antecedent agreement	●	●	●	●	◆	◆	◆	◆
Nominative pronouns	●	●	●	●	◆	◆	◆	◆
Linking verbs	●	●	●	●	◆	◆	◆	◆
Objective pronoun	●	●	●	●	◆	◆	◆	◆
Pronouns that refer indirectly to nouns	●	●	●	●	◆	◆	◆	◆
Using the objective pronoun after a participle, as the subject and the object of infinitives, in comparative sentences	●	●	●	●	◆	◆	◆	◆
Variable placement of the indirect object	●	●	●	●	◆	◆	◆	◆
Interrogative, demonstrative, indefinite, relative pronouns	●	●	●	●	◆	◆	◆	◆
Reflexive pronouns and their antecedents	●	●	●	●	◆	◆	◆	◆
Tricky relative pronouns: "who/whom"	●	●	●	●	◆	◆	◆	◆
Absolute possessive pronouns and possessive pronouns	●	●	●	●	◆	◆	◆	◆
Difference of possessive pronouns	●	●	●	●	◆	◆	◆	◆
Possessive pronoun and antecedent agreement	●	●	●	●	◆	◆	◆	◆
Correct prepositions in specific idioms	●	●	●	●	◆	◆	◆	◆
Interjections	●	●	●	●	◆	◆	◆	◆
Simple and compound prepositions	●	●	●	●	◆	◆	◆	◆
Writing to avoid ending a sentence with a preposition	●	●	●	●	◆	◆	◆	◆

Adjectives & Adverbs

● Recommended ◆ Review & Reinforcement

Literacy Level	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10-12/ Adult
Adjective characteristics	●	●	●	●	◆	◆	◆	◆
Adjectives in the subject, the predicate, in series, in apposition, after linking verbs	●	●	●	●	◆	◆	◆	◆
Descriptive adjectives	●	●	●	●	◆	◆	◆	◆
Use of a, an, the	●	●	●	●	◆	◆	◆	◆
Adjective endings	●	●	●	●	◆	◆	◆	◆
Changes in spelling of root word to form adjective	●	●	●	●	◆	◆	◆	◆
Adjective types: cardinal & ordinal, positive, comparative, superlative; absolute	●	●	●	●	◆	◆	◆	◆
Irregular adjective forms	●	●	●	●	◆	◆	◆	◆
Nouns and pronouns used as adjectives	●	●	●	●	◆	◆	◆	◆
Adjective and adverb characteristics	●	●	●	●	◆	◆	◆	◆
Adverbs and the words they modify	●	●	●	●	◆	◆	◆	◆
Adverbs of manner, time, place, number	●	●	●	●	◆	◆	◆	◆
Conjunctive adverbs and their use; punctuation used with conjunctive adverbs	●	●	●	●	◆	◆	◆	◆
Phrasal adverbs	●	●	●	●	◆	◆	◆	◆

Scope & Sequence

Adjectives & Adverbs (continued)

● Recommended ◆ Review & Reinforcement

Literacy Level	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10-12/ Adult
Adjective and adverb characteristics	●	●	●	●	◆	◆	◆	◆
Words/phrases/clauses that adverbs modify	●	●	●	●	◆	◆	◆	◆
Alternatives to “very”	●	●	●	●	◆	◆	◆	◆
Correct form and placement of negatives	●	●	●	●	◆	◆	◆	◆
Distinguishing between “well” & “good”	●	●	●	●	◆	◆	◆	◆
Forming and using –ly adverbs	●	●	●	●	◆	◆	◆	◆
Positive, comparative, superlative degrees of adverbs	●	●	●	●	◆	◆	◆	◆

Writing Process Workshop Series

This series combines the writing process approach with word processing, and encourages learners to develop writing skills by writing about their own personal experiences, using literature-based themes and guided prompts.

Interest Level: 5.0-Adult



Recommended



Review & Reinforcement

Literacy Level	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10-12/ Adult
Writing Process Workshop Series			●	●	●	●	●	●

Autobiographical Incident

● Recommended ◆ Review & Reinforcement

Literacy Level	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10-12/ Adult
Story elements: introduction, rising action, climax, denouncement, and resolution			●	●	●	●	●	●◆
Story elements: plot, setting, theme, protagonist, antagonist, and retrospective view			●	●	●	●	●	●◆
Story ingredients: conflict, catchy opening, audience, purpose, point of view, and voice			●	●	●	●	●	●◆
Autobiographical poems			●	●	●	●	●	●◆
Prewriting: brainstorming, “QuickWrites,” “partner read”			●	●	●	●	●	●◆
Rough draft: emphasis on point of view & descriptive detail			●	●	●	●	●	●◆
Revision			●	●	●	●	●	●◆

Report of Information/Observation

● Recommended ◆ Review & Reinforcement

Literacy Level	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10-12/ Adult
Critical thinking and writing			●	●	●	●	●	●◆
Point of view			●	●	●	●	●	●◆
Organization			●	●	●	●	●	●◆
Methods of development: description, exposition, classification, illustration, comparison and contrast, and narration			●	●	●	●	●	●◆
Audience: factual vs. biased reporting			●	●	●	●	●	●◆
Anecdote			●	●	●	●	●	●◆
Precise words			●	●	●	●	●	●◆

Scope & Sequence

Report of Information/Observation (continued)

● Recommended ♦ Review & Reinforcement

Literacy Level	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10-12/ Adult
Third person view			●	●	●	●	●	●♦
Topic sentences and supporting details			●	●	●	●	●	●♦
Contrast report: brainstorming, "QuickWrite," outline, thesis statement, and draft			●	●	●	●	●	●♦
Sports report: brainstorming, "QuickWrite," outline, rough draft, peer input			●	●	●	●	●	●♦
Letter to the editor			●	●	●	●	●	●♦
Science experiment report: materials, hypothesis, steps, observations, conclusion			●	●	●	●	●	●♦
Eye spy essay			●	●	●	●	●	●♦

Persuasive Writing

● Recommended ♦ Review & Reinforcement

Literacy Level	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10-12/ Adult
Practice writing with supporting reasons			●	●	●	●	●	●♦
Points of view: pro/con			●	●	●	●	●	●♦
Speech writing: pro/con			●	●	●	●	●	●♦
Voice tone in writing			●	●	●	●	●	●♦
Both sides of an issue			●	●	●	●	●	●♦
Fallacies and faulty reasoning			●	●	●	●	●	●♦
Five transition patterns			●	●	●	●	●	●♦
Note-taking			●	●	●	●	●	●♦
Peer review			●	●	●	●	●	●♦
Story character problem & resolution			●	●	●	●	●	●♦
Friendly persuasive letter			●	●	●	●	●	●♦
Individual or class persuasive essay notes: brainstorming, advantages/disadvantages list, "QuickWrite," counter arguments			●	●	●	●	●	●♦
Individual or class persuasive essay draft: introductory paragraph, problem analysis, solution, convincing reasons, other solutions, final paragraph, peer review			●	●	●	●	●	●♦

Evaluation

● Recommended ♦ Review & Reinforcement

Literacy Level	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10-12/ Adult
Comparison essay			●	●	●	●	●	●♦
Contrast essay			●	●	●	●	●	●♦
Comparison-contrast combination essay			●	●	●	●	●	●♦
Brainstorm			●	●	●	●	●	●♦
Topic thesis			●	●	●	●	●	●♦
"QuickWrite"			●	●	●	●	●	●♦
Rough draft: list purpose, audience, tone/voice, reasons, examples, and draft the essay			●	●	●	●	●	●♦
Reader-Writer Workshops			●	●	●	●	●	●♦
"Partner Check"			●	●	●	●	●	●♦

Scope & Sequence

How To Write For Everyday Living

This writing competency program teaches reading, writing, communication and reference skills through authentic writing tasks.

Interest Level: 5.0-Adult



Recommended



Review & Reinforcement

Literacy Level	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10-12/ Adult
How To Write For Everyday Living								

Lessons

● Recommended ◆ Review & Reinforcement

Literacy Level	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10-12/ Adult
Resume		●	●	●	●	●	◆	◆
Job application		●	●	●	●	●	◆	◆
Business letter & envelope		●	●	●	●	●	◆	◆
Personal letter & envelope		●	●	●	●	●	◆	◆
Memo		●	●	●	●	●	◆	◆
List		●	●	●	●	●	◆	◆
Outline		●	●	●	●	●	◆	◆
Driver license application		●	●	●	●	●	◆	◆
Social security card application		●	●	●	●	●	◆	◆
Savings account forms		●	●	●	●	●	◆	◆
Deposit & withdrawal slips		●	●	●	●	●	◆	◆
Checking account forms		●	●	●	●	●	◆	◆
Check & checkbook register		●	●	●	●	●	◆	◆

Skills

● Recommended ◆ Review & Reinforcement

Literacy Level	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10-12/ Adult
Capitalization		●	●	●	●	●	◆	◆
Abbreviations		●	●	●	●	●	◆	◆
Following directions		●	●	●	●	●	◆	◆
Accuracy		●	●	●	●	●	◆	◆

Responsive Writing

This program takes students through a step-by-step writing process in response to reading material that is provided by the teacher.

Paragraph Power

This program provides reading material and takes students through the mechanics of paragraph construction.

Interest Level: 5.0-Adult



Recommended



Review & Reinforcement

Literacy Level	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10-12/ Adult
Responsive Writing								
Paragraph Power								

Scope & Sequence

Responsive Writing & Paragraph Power (continued) ● Recommended ◆ Review & Reinforcement

Literacy Level	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10-12/ Adult
Choosing a topic				●	●	●	●	●◆
Paragraph development				●	●	●	●	●◆
Pre-writing				●	●	●	●	●◆
Topic sentence				●	●	●	●	●◆
Paragraph body: main idea				●	●	●	●	●◆
Paragraph body: supporting details				●	●	●	●	●◆
Organizing				●	●	●	●	●◆
Concluding sentence				●	●	●	●	●◆
Editing: style				●	●	●	●	●◆
Editing: sentence structure				●	●	●	●	●◆
Editing: correct basic grammar				●	●	●	●	●◆
Proofreading				●	●	●	●	●◆
Publishing				●	●	●	●	●◆



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