

Research Note 83-38

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BSEP II Lesson Developer's Guide

A Guidebook for the Development of Job-Oriented BSEP II Materials

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This volume contains a Lesson Developer's Guide for the BSEP II manager and/or course writer. It presents specific instructions to the writer on analyzing a given population's BSEP II needs, gathering materials for inclusion in BSEP II lessons, and writing and implementing BSEP II lessons and modules. The prototype job-oriented program developed at Fort Ord is used as a model throughout.

Related documents include ARI Research Report 1346, Management System for Integrating Basic Skills II Training and Unit Training Programs, which describes the total research effort and reports the results of a field test, and ARI Research Note 83-36, Classroom Materials for Job-Related BSEP II Program, which contains all the prototype lessons and associated class management instruments that were developed and tested during the research project.

**BSEP II LESSON DEVELOPER'S GUIDE--A GUIDEBOOK FOR THE DEVELOPMENT
OF JOB-ORIENTED BSEP II MATERIALS**

EXECUTIVE SUMMARY

Requirement:

This volume is written as a self-contained aid to assist Army BSEP II managers and course writers in the following principal task activities:

- Understanding BSEP II and determining local BSEP II training needs.
- Choosing and categorizing Soldier's Manual materials for lesson development.
- Writing effective BSEP II lesson materials.

Procedures:

The Lesson Developer's Guide is a product of a research project that involved the design, development, and test of a management system for integrating the Basic Skills Education Program, Phase II, and unit training programs. The general approach to the project followed a four-step sequence of activities as listed below:

- Step 1--Design Integrated BSEP II/Unit Training Management System.
- Step 2--Design Procedures to Mate BSEP II Lessons with Specific Soldier's Manual Tasks for Maximum Learning and Transfer of Training.
- Step 3--Prepare Prototype Lesson Plans and Lesson Developer's Guide.
- Step 4--Design and Execute a Field Test of the Prototype Integrated BSEP II/Unit Training System.

Following this procedure, a class management system was developed for the delivery of three integrated curriculum components: (1) a Literacy Skills component which includes basic language, math, and reading skill requirements; (2) a Life Coping Skills component which addresses specific life coping skills that were determined to be particularly important to the soldier population at Fort Ord, California; and (3) a Learning Strategies component which provides training in the areas of reading comprehension, memorization, concentration, and test-taking skills.

This Lesson Developer's Guide uses the system and components described above as models in providing instructions on:

- how to analyze the BSEP II population at an installation;

- how to identify and select appropriate Soldier's Manual material for inclusion in BSEP II lessons; and
- how to write and use BSEP II lesson modules and activity sheets.

Findings:

The management system, course materials, and Lesson Developer's Guide were tested during a 5-month period at the education center at Fort Ord to determine their utility and effectiveness in integrating BSEP II and unit training programs. Evaluation data were collected through the test period and were used to revise lesson modules and to modify the class management system. Results indicate that:

- The management system and curriculum materials provide an effective integration of training efforts that meets certain of the requirements for both BSEP II and unit training programs.
- A BSEP II curriculum built substantially from selected SM materials can contribute to the acquisition of basic literacy skills.
- Based on results obtained on the Test of Adult Basic Education (TABE), students participating in the test curriculum achieved grade level gains comparable to those obtained by students in the standard and CAI BSEP II courses delivered at Fort Ord.

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CHAPTER I OVERVIEW OF BSEP

OVERVIEW OF BASIC SKILLS INSTRUCTION IN THE ARMY

The Army's on-duty education programs were for many years directed toward the correction of general literacy problems in reading, writing, and math. Early efforts in this regard were focused on the need to improve general literacy skills for the large group of enlistees that began entering the Army in 1964 under Project 100,000. These soldiers attended classes to improve reading proficiency before they went on to Basic Training. A series of HumRRO research projects led the Army in 1974 to adopt a program to improve soldier performance in Advanced Individual Training.¹ This Advanced Individual Training Preparatory Training (AITPT) program provided reading instruction that was developed for six specific MOS areas, using military manuals as source materials. Then in 1978, AR 621-45, Basic Skills Education Program, provided for a three-phase BSEP (BSEP I, II, and III) to develop job related educational competencies and skills and to assist in soldier career growth. This three-phase format was carried forward into the current BSEP regulation (AR 621-5) but with a major redesign plan incorporated. This redesign effort followed an in-depth review of the Army Continuing Education System (ACES) by the Assistant Secretary of the Army.² The Secretary of the Army and the Army Chief of Staff then issued a joint memorandum that directed the development of a plan that would result in standardized functional BSEP curricula.³ Training and Doctrine Command (TRADOC) was charged with responsibility for planning and implementing many of the initiatives associated with the redesign effort. A five-year (1981-86) plan was published in the form of TRADOC Regulation 621-1, Implementation of

¹ See Sticht, Thomas G. A Program of Army Functional Job Reading Training: Development, Implementation, and Delivery Systems. HumRRO Report FR-WD (A)-75-7, June 1975.

² Department of the Army Memorandum, Subject: Army Continuing Education Policy and Recommendations, 7 August 1979.

³ Chief of Staff Memorandum, Subject: Army Continuing Education Policy and Recommendations Study, 29 August 1979.

Army Continuing Education Policy and Recommendations Plan, January 1980. Curricula and supporting minimum competency tests are to be developed for the following subprogram areas:

1. MOS baseline skills
2. Military life coping skills
3. Learning strategies
4. English as a second language

TRADOC, working with several contractors, is in the process of identifying MOS baseline skills for the 95 most populous initial-entry MOSs. Standardized training packages will then be prepared for each BSEP skill to be taught.

The Current Basic Skills Education Program

AR 621-5, Army Continuing Education System (ACES), 15 October 1981, describes the current BSEP as the commander's primary on-duty education program for enlisted personnel. The program is designed to develop educational competencies required for a soldier's job performance, enhance skill qualifications, and provide for career growth. A partial listing of Army education goals for enlisted and noncommissioned officers as described in AR 621-5 is:

- Enlisted personnel
 1. Master educational skills needed to perform military duties.
 2. Earn a high school diploma or state-issued high school equivalency certificate by the end of the first enlistment.
- Noncommissioned officers
 1. Obtain a high school diploma or a General Educational Development (GED) equivalency certificate and a General Technical (GT) score of 90 or above before promotion to E-6.

⁴The GT score is taken from parts of the Armed Services Vocational Aptitude Battery (ASVAB).

2. Earn an Associate's degree or complete two years of college study in management or in a field of study related to their military specialty before the 15th year of service.

The three phases of BSEP are:

- BSEP I for soldiers within the initial entry training system. Selected trainees are to receive up to 100 hours of basic literacy instruction in the areas of reading, writing, arithmetic and language skills in support of MOS training. BSEP I is designed to raise literacy skills to the fifth grade level as measured by the Adult Basic Learning Examination (ABLE). English as a Second Language (ESL) is also provided.
- BSEP II for soldiers serving at permanent duty stations in MOS skill levels 1 and 2, i.e., grades E1-E5. This phase of BSEP is designed to raise language and computational skills to the ninth grade level as measured by the Test of Adult Basic Education (TABE). As a general rule, up to 360 hours of instruction are allowed. Since BSEP II is the principal focus of this report, it is described in more detail below.
- Advanced Skills Education Program (ASEP) for soldiers serving at permanent duty stations in MOS skill levels 3, 4, and 5 (grades E6-E8). It is designed to provide on-duty education opportunities to help noncommissioned officers meet their responsibilities as supervisors, managers, and communicators.

The current project which is described in this report focuses only on BSEP II training.

BSEP II

This phase of BSEP provides instruction in reading, writing, speaking, listening, and computational skills needed to perform military duties through grade E5. It is to be oriented to military jobs performed by the students and is to include military life coping skills and learning strategies. The Test of Adult Basic Education (TABE) is used as the basic measure for both placement and achievement. The education objective for BSEP II is to raise literacy skills to at least the ninth grade level as measured by the TABE.⁵ According to AR 621-5,

⁵English as a Second Language (ESL) instruction may be included as a part of BSEP. ESL course materials are provided by the Defense Language Institute, English Language Center.

soldiers are normally identified as potentially eligible for BSEP II for one of the following reasons:⁶

- A GT score of less than 90.
- An assessment of need as made by the soldier, his supervisor or commander.
- An unsatisfactory score on the Skill Qualification Test (SQT).

Currently, the BSEP II instruction is designed and delivered by regionally or nationally accredited schools that employ instructors who are state teacher certified in the required curriculum. AR 621-5 provides contract specifications for the design and delivery of a program that is to be limited to 360 hours of classroom instruction (exclusive of ESL components). Since the Education Services Officer (ESO) at each installation is responsible for contracting for BSEP II instruction, there is considerable variance in the program throughout the Army.

The ESO is to enroll eligible soldiers according to priorities listed here in descending order:

- Soldiers with high reenlistment potential.
- Soldiers with high leadership and promotion potential.
- Soldiers who need BSEP II to meet current MOS and job requirements.
- Soldiers desiring to raise their ASVAB score for a different MOS or Army school.

BSEP II completion criterion is established as a ninth grade level or above on alternate forms of the TABE. If a soldier has not completed the program after 240 classroom hours of instruction, the instructor, ESO, and commander are to decide if the soldier's progress warrants continuation or termination.

⁶Administrative screening procedures may vary at each installation. Those used at Fort Ord are described later.

BSEP II At Fort Ord, California

The principal BSEP II screening activities at Fort Ord occur during the individual's inprocessing cycle. The initial screening criteria are as follows:

- No high school diploma or GED certificate.
- A GT score of less than 90.
- A score below 36 on the SelectABLE.⁷
- An unsatisfactory score on the SQT.

All soldiers who meet any one of the above criteria are required to take the TABE during the inprocessing cycle. Those who fail to achieve a ninth grade level are identified as BSEP II eligibles, and Education Center counselors advise them and their unit commander regarding available education programs. Although counselors do not share a common decision-logic in advising BSEP II eligibles, their recommendations to the soldier and his commander generally direct them through the following hierarchy of activities based on TABE scores:

- | | |
|------------------|-----------------------------|
| Low TABE Scores | ● BSEP Classes ⁸ |
| | ● ASVAB Class |
| | ● Practice GED Test |
| | ● GED Test |
| High TABE Scores | ● Night High School |

While not formally recognized, such a hierarchy represents a very practical approach to soldier needs that is based on the counselor's sensitivity to organizational values and individual motivation.

BSEP II instruction at Fort Ord is provided by the Adult Education Department of the Monterey Peninsula Unified School District (MPUSD) at no cost to the

⁷ Though not required to do so, Fort Ord administers the SelectABLE to all newly arrived soldiers below the grade of E-6.

⁸ ASVAB, or GT Improvement, classes provide instruction and drill on vocabulary and math story problems designed to raise the soldier's GT score.

Army.⁹ State-certified teachers, working as part-time, hourly employees of MPUSD, use Fort Ord Education Center facilities and commercial materials to instruct in two basic literacy skill areas: language/reading and math. While no formal syllabus or curriculum is used, instructors pursue a common approach through their use of identical commercial materials.

The program is administered by a BSEP II Course Coordinator in the Education Center who schedules from one to five BSEP II classes at four-week intervals throughout the year. Classes are conducted four hours each work day (two hours of language/reading and two hours of math) for four consecutive weeks. As a rule, soldiers attend only during a four-week period when their unit is not scheduled for mission-related training.¹⁰ Based on a review of individual TABE scores, soldiers are assigned to one of three course categories: 1) math only, 2) language/reading only, or 3) math and language/reading. Thus, for a single, four-week class, the total number of hours a soldier spends in the classroom will vary from a low of 40 hours for the math-only or language/reading-only student to a high of 80 hours for the student enrolled in both components. Training holidays, national holidays, processing, testing, and counseling result in further decrements in the amount of time that is actually devoted to classroom instruction.¹¹

When more than one BSEP II class is conducted during the same four-week period, the course coordinator assigns students to classes according to gross skill level differentials as indicated by TABE scores.

All students retake the TABE at the end of each four-week class period. Depending on individual TABE scores, a soldier may be advised to repeat BSEP II or enroll in another education program suited to his/her particular needs. If the soldier repeats BSEP II, he/she may do so during the next regularly scheduled support cycle which usually occurs some five or six weeks later.

⁹-----
Average Daily Attendance (ADA) credit obtained via instruction provided at Fort Ord supports allocation of state funds to MPUSD.

¹⁰ Called a "Support Cycle." There are five or six of these periods that are spaced over the course of a year.

¹¹ A conservative estimate of total hours of actual instruction for the math and language/reading components over the four-week period is 55 hours.

PROTOTYPE BSEP II AT FORT ORD

Program Content

In accordance with the requirements for BSEP II as stated in AR 621-5, October 1981, and with Army Research Institute contract specifications, McFann-Gray & Associates, Inc., has developed a prototype, self-paced, job-oriented BSEP program at Fort Ord, California. The principal thrust of this program is to teach basic reading/language/computational skills. Military life coping skills which have been identified as important to the soldier's Army adaptation/job performance, but are not generally well performed by soldiers at the lower enlisted levels are embedded within the matrix of the basic skills courses. Additionally, an independent study course on learning strategies has been adapted from an Air Force¹² package for use as an adjunct to the basic skills courses. The modules making up each basic skills course are shown in Figure 1; subject matter covered in each module is shown in Table 1. Course content includes all components of basic language and math skills as presented in most adult learning programs and as tested on the TABE, plus functional reading skills designed to help the learner decipher and gather information from printed material. Table 2 reflects the content of the Life Coping Skills course, and Table 3 lists Learning Strategies taught by the modified Air Force package.

Course Progress

Figure 2 outlines the class management system used to guide the student's progress through any of the three literacy skills courses. Following a pretest on the TABE, a student is enrolled in a given course if the score on the relevant section of the TABE was less than 9.0. The student is then presented with a pretest covering the skills to be taught in the first module of the course. If the

¹²Learning Strategies: The learning strategies curriculum is modeled on a Study Skills Package developed for the Air Force (Lowry AFB) by Jacqueline Dobrovolny and Barbara McCombs while working for McDonnell Douglas Astronautics Corporation. The package incorporates many of the concepts, ideas, and examples that have been used by D.F. Dansereau and C.E. Weinstein in their separate programs for college students and Army enlisted personnel.

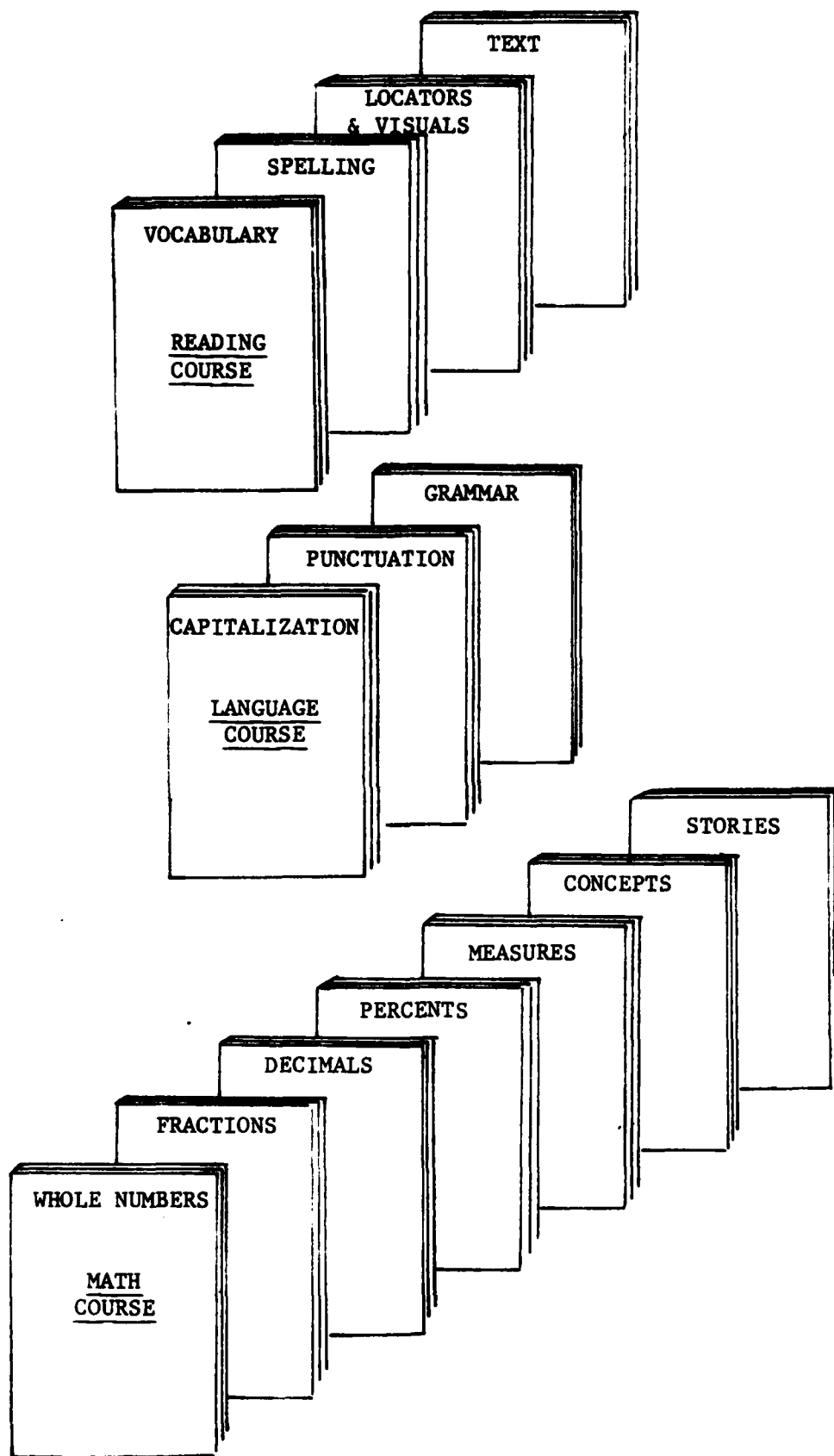


FIGURE 1: LITERACY SKILLS

TABLE 1: CONTENTS OF LITERACY SKILL CURRICULUM MODULES

READING COURSE	
<u>Module</u>	<u>Contents of Module</u>
Vocabulary	Meaning from Context Meaning from Related Words Synonyms Common Nonmilitary Words Common Military Words Special Military Words
Spelling	Phonetic Spelling ie-ei Rule Silent Letters Compound Words Double Letters Adding Endings Forming Plurals Changing Tense Commonly Misspelled Words
Locators and Visuals	Table of Contents Index Tables Bar graphs Line graphs Pie graphs Meters and Dials
Text	Procedural Directions Fact from Text Inference from Text Restatement

TABLE 1: (Continued)

LANGUAGE COURSE	
<u>Module</u>	<u>Contents of Module</u>
Capitalization	Initial Capitals Proper Names and Proper Nouns Days, Months, and Holidays Special Groups, Events, Religions, and Races Languages and Specific Courses Honorifics Book and Magazine Titles
Punctuation	End Punctuation Commas: Series Appositives Direct Address Introductory Words, Parenthetical Expressions Dates Addresses Phrases, Clauses Quotation Marks Apostrophes: Ownership Pronouns Contractions Abbreviations
Grammar	Subjects Verbs Number Tenses Subject-Verb Agreement Tense Agreement Action and Linking Verbs Helping Verbs Adjectives Adverbs Antecedents Pronouns Prepositions Comparisons Word Choice Fragments Run-Ons Standard English Usage

TABLE 1: (Continued)

MATH COURSE	
<u>Module</u>	<u>Contents of Module</u>
Whole Numbers	<p>Introduction to Numbers</p> <p>Additions:</p> <ul style="list-style-type: none"> One-Digit Numbers Two-Digit Numbers Carrying Three-Digit Numbers Mixed Addition <p>Subtraction:</p> <ul style="list-style-type: none"> One-Digit Numbers Two Digits from Two Digits Borrowing Two-Digit Numbers Three-Digit Numbers Mixed Subtraction Checking Subtraction by Adding <p>Multiplication:</p> <ul style="list-style-type: none"> One-Digit Numbers One Digit times Two Digits Carrying Two-Digit Numbers Three-Digit Numbers <p>Division:</p> <ul style="list-style-type: none"> Dividing and Multiplying are Related One Digit into Two - Even One Digit into Two - Remainder Writing Remainders Two Digits into Three Three Digits into Four Changing from \div to $\overline{)$
Fractions	<hr style="border-top: 1px dashed black;"/> <p>What is a Fraction?</p> <p>Types of Fractions</p> <p>Reducing Fractions</p> <p>Mixed Numbers and Fractions</p> <p>Finding Common Denominators</p> <p>Cancelling</p> <p>Adding:</p> <ul style="list-style-type: none"> Common Denominators Different Denominators Mixed Numbers <p>Multiplying:</p> <ul style="list-style-type: none"> Wholes Times Fractions Fractions Times Fractions Mixed Numbers Fractions Times Decimals

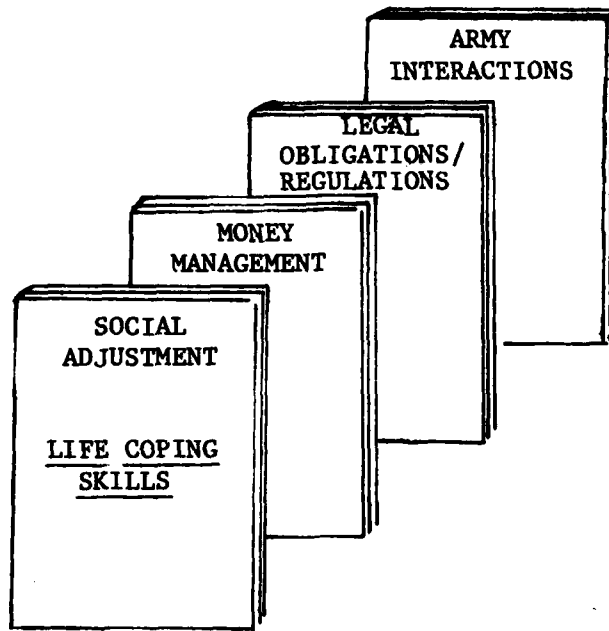
TABLE 1: (Continued)

MATH COURSE (Continued)	
<u>Module</u>	<u>Contents of Module</u>
Fractions (Continued)	Subtracting: Common Denominators Different Denominators Mixed Numbers Dividing: Fractions by Wholes Wholes by Fractions Fractions by Fractions Mixed Numbers
Decimals	Names of Decimal Places and Fractional Equivalents Adding: Decimals and Decimals Wholes and Decimals Decimals and Decimals Mixed Numbers Subtracting: Decimals from Decimals Wholes and Decimals Decimals and Decimals Mixed Numbers Multiplying: Decimals from Decimals Wholes and Decimals Decimals and Decimals Mixed Numbers Dividing: Decimals from Decimals Wholes and Decimals Decimals and Decimals Mixed Numbers
Percents	What are Percents? Percents and Fractions Finding Percents of Numbers Adding and Subtracting Percents Multiplying Percents Dividing Percents Percents and Decimals

TABLE 1: (Continued)

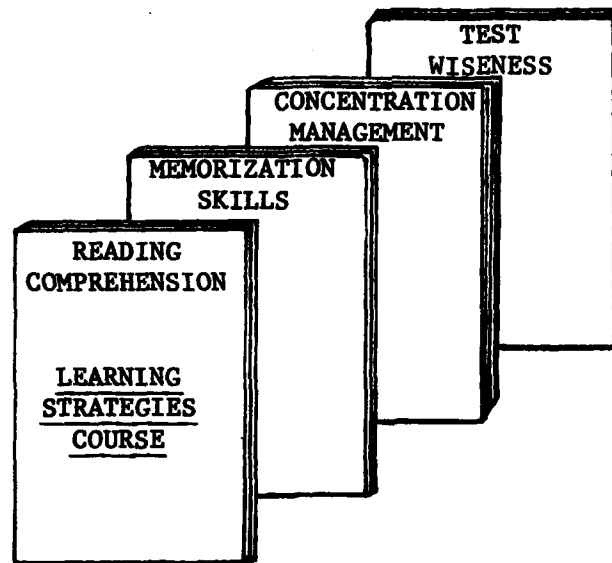
MATH COURSE (Continued)	
<u>Module</u>	<u>Contents of Module</u>
Measures	Dollars and Cents Yards, Feet, Inches Meters and Centimeters Years and Months, Hours and Minutes (Units of Time) Gallons, Quarts, Pints, and Cups
Concepts	Mathematical Symbols Commutation Geometric Shapes Roman Numbers Length and Perimeters
Story Problems	Key Words Ordering Operations Addition Story Problems Subtraction Story Problems Multiplication Story Problems Division Story Problems Any 2 Operations Any 3 Operations Problems with Percents Problems with Measures Problems with Fractions Mixed Story Problems

TABLE 2: LIFE COPING SKILLS



LIFE COPING SKILLS COURSE	
<u>Module</u>	<u>Contents of Module</u>
Social Adjustment	<ol style="list-style-type: none"> 1. Know what Army agencies exist to help you deal with emotional needs and problems 2. Make choices about drug or alcohol use based on legal and health consequences 3. Successfully introduce your family to the Army community and Army life to give them a sense of understanding and "belonging"
Money Management	<ol style="list-style-type: none"> 1. Make a budget 2. Save money 3. Keep a balanced checking account
Money Management/Legal	<ol style="list-style-type: none"> 1. Understand the legal consequences of signing a contract
Legal Obligations, Regulations	<ol style="list-style-type: none"> 1. Follow security regulations (telephone, etc.)
Army Interactions	<ol style="list-style-type: none"> 1. Communicate well with superiors

TABLE 3: LEARNING STRATEGIES



LEARNING STRATEGIES COURSE COURSE	
<u>Module</u>	<u>Contents of Module</u>
Reading Comprehension	<ol style="list-style-type: none"> 1. Questioning Method of Study 2. Network Method of Study 3. Problem Solving Method of Study
Memorization	<ol style="list-style-type: none"> 1. Elaboration 2. Mental Pictures 3. Grouping
Concentration Management	<ol style="list-style-type: none"> 1. Setting Proper Mood 2. Relaxation 3. Positive Self-Talk
Test Wiseness	<ol style="list-style-type: none"> 1. Time Management 2. Appropriate Guessing 3. Careful Reading
Study Skills Questionnaire	<ol style="list-style-type: none"> 1. Reading Comprehension 2. Memorization 3. Concentration Management 4. Test Wiseness

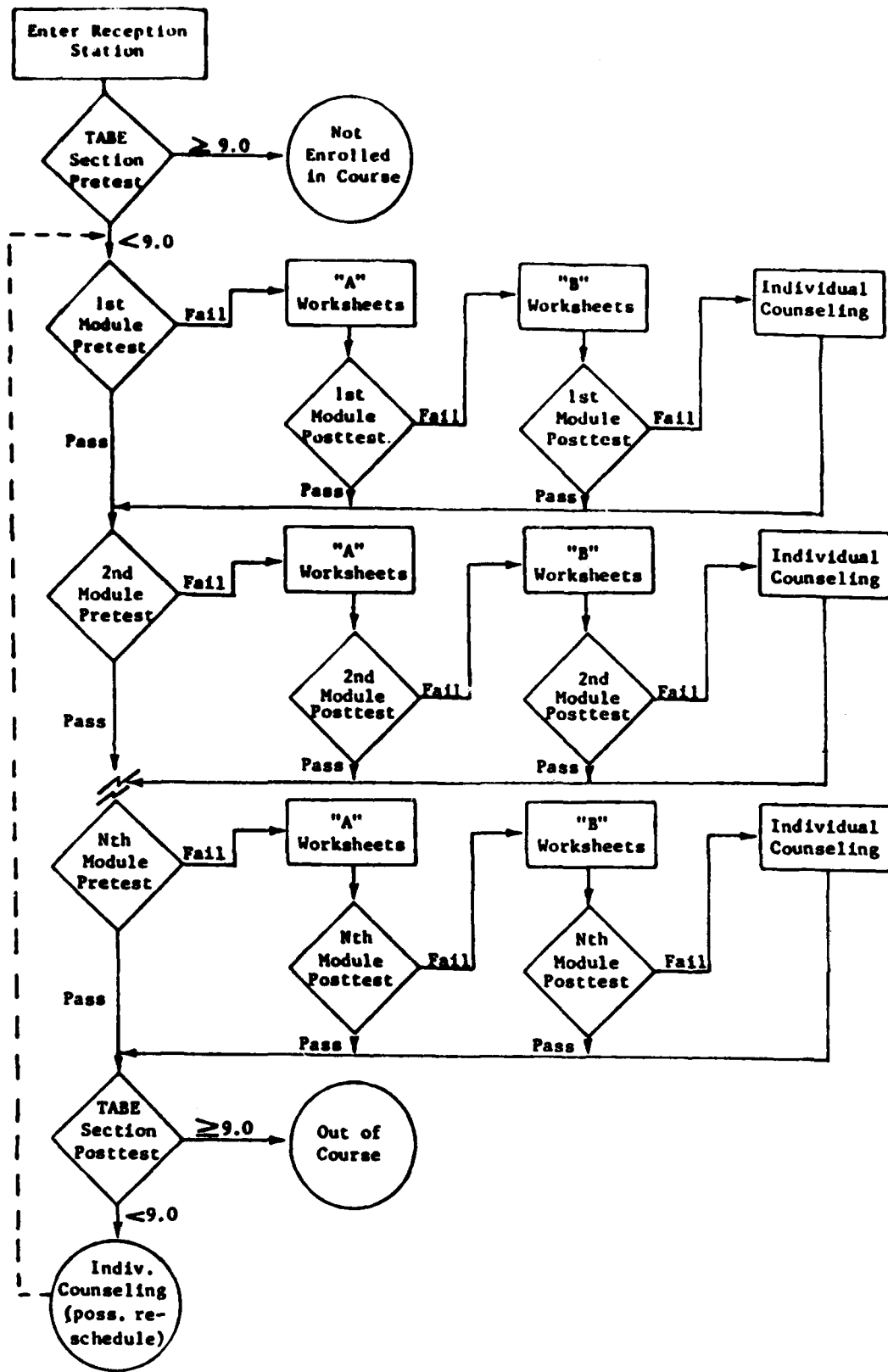


FIGURE 2: PROGRESS THROUGH COURSE

student fails a module pretest, the instructor assigns specific worksheets developed to teach the student those skills which he or she failed on the module pretest. The assignment of worksheets is tailored to the individual's specific needs. For example, if a student takes the "Capitalization" module pretest in the language course and fails only the "Special Groups and Events" portion, then only those activity sheets will be assigned.

After completing the assigned worksheets, the student takes the Module Posttest. If the student passes the posttest, he or she goes on to the next module; if not, he or she is recycled through the same module and is assigned different worksheets for further practice in the trouble areas.

If a student still fails the Module Posttest after two sets of worksheets, he or she should be individually counseled by the course instructor to determine whether to continue with individual testing or be passed on to the next module without further testing. However, as the subject matter is divided into small chunks by the activity sheets, it is expected that failure of both module posttests by a given student would be rare.

Once a student has completed work in, or has successfully challenged all modules of the course, he or she can take the relevant section of the TABE as a course posttest. Again, since the course itself is presented in small chunks and is self-paced, it is expected that a student would advance on the TABE posttest. However, if this should not happen, the student may be individually counseled and may possibly be re-scheduled for BSEP II.

Flexibility of the System

As reflected in Figure 2, each course is divided into modules and each module is further divided into activity sheets. These activity sheets represent the lowest task requirements of the course. Every skill needed for criterion performance on the TABE, and for good command of basic reading/language/math skills, is reflected on at least one activity sheet. Further, each activity sheet teaches only one skill and drills the student to mastery on that skill. Beyond the basic

skill content of the activity sheets, most lessons incorporate Army job-related language, skills, and knowledge. These lessons follow a simple, basic format, allowing most activity sheets to be readily rewritten to support job training and unit performance specific to any MOS. The activity sheets most amenable to MOS tailoring are the reading and language courses and the math story problems module.

The prototype BSEP II lessons were tailored to the needs of the BSEP II-eligible population at Fort Ord. The remainder of this manual will, by tracing the development of the Fort Ord BSEP II lessons, explain how to analyze your unit's BSEP II needs and to develop specific activity sheets or entire modules designed to teach basic skills in a matrix that supports job site performance at your installation.

CHAPTER 2 UNDERSTANDING THE LOCAL BSEP II PROGRAM

DETERMINING LOCAL NEEDS

Population

The characteristics of the BSEP II-eligible population may vary greatly from installation to installation. It is important to become familiar with the educational level, MOSs, and other particulars of your local population. Two valuable documents which will help you gain an understanding of your local BSEP II needs are 1) an organization chart of your installation, and 2) a local EDC (Education Center) report.

1. The Organizational Chart. A chart for Fort Ord is shown in Figure 3. It shows all the headquarters and units administered at Fort Ord. Most of the BSEP II-eligible personnel are in troop units. On the Fort Ord chart, the majority of these units are shown under ADC (Manuever) and ADC (Support). Fort Ord is heavy in infantry and field artillery units. Other types of units are air defense artillery, intelligence, signal (communications), engineers, maintenance, transportation, and military police. Familiarize yourself with the major troop units operating at your installation.
2. The EDC report. Local Education centers compile and publish a quarterly Education Report. Copies are provided to education center counselors and to all troop unit commanders at the company, troop, or battery level. A page from a sample EDC report from Fort Ord appears as Figure 4. Individual and unit identifications have been blanked out on the sample. The printout lists all enlisted personnel at the installation and its attached facilities who:
 - a. have a GT score less than 90, or
 - b. do not have either a high school diploma or a GED certificate, or

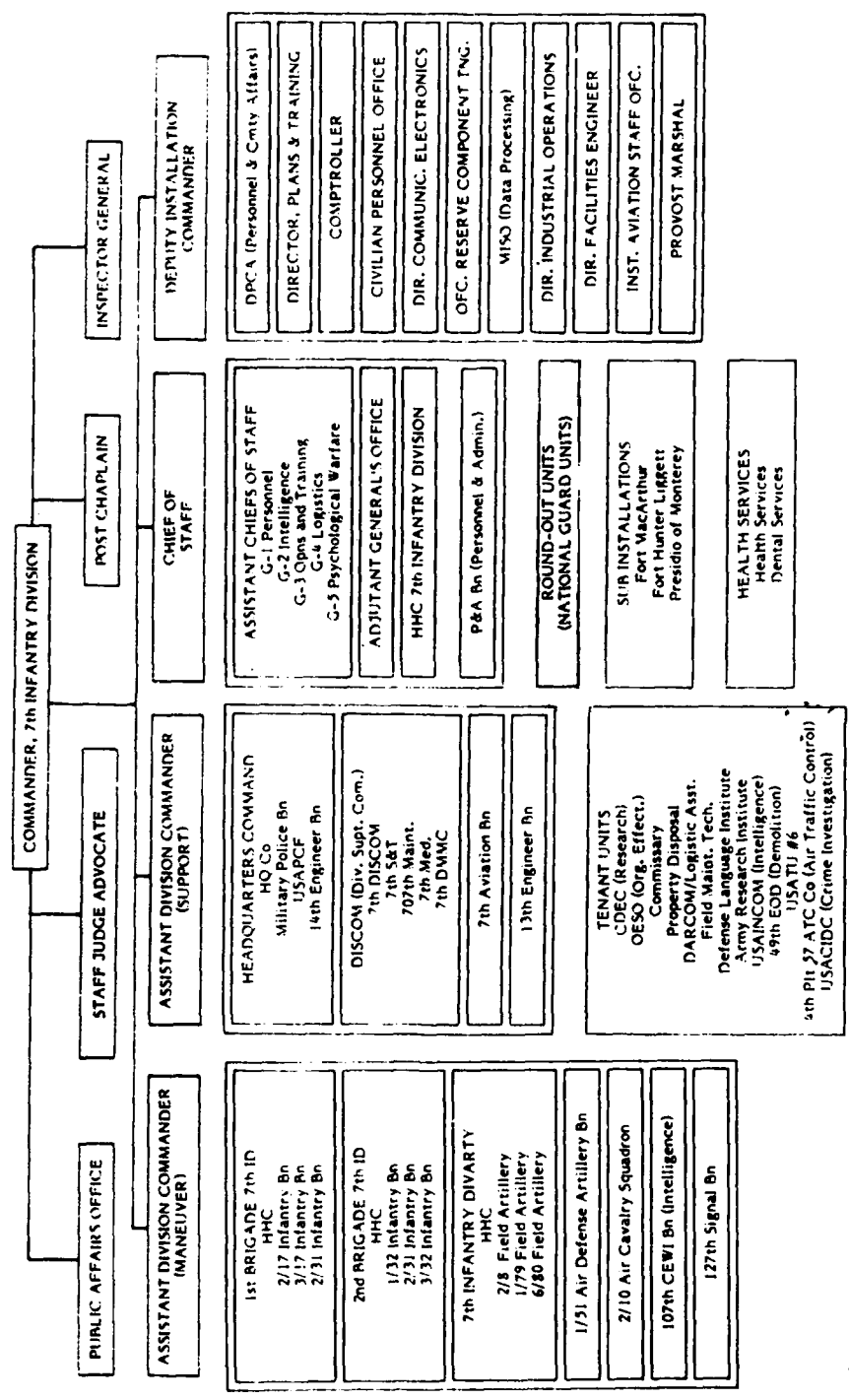


FIGURE 3: ORGANIZATIONAL CHART FOR FORT ORD

UNIT: 0007 IN DIV DIV UPC:

NAME	GRD	SSAN	GT	CIV	NHS	HS	ARR
				ED	GRD	GRD	DATE
SP5	36960	109	C	X			800603 94B20
SP4	53178	096	C	X			810406 V 11B10
CPL	26353	076	E		X		820114 11B10
PFC	10560	078	E		X		810428 94B10
SP4	21392	088	B	X			811203 91B10
PFC	27758	082	E		X		810327 94B10
SFC	56282	085	F		X		810302 F 57H4X
SSG	58605	110	F		X		811102 F 64C30
SP5	44852	110	E		X		811101 F 71C20
SP4	39082	130	C	X			800222 71R10
SP5	43774	112	J		X		810513 F 64C20
SP4	36156	094	E		X		810417 F 71D10
SP5	45796	120	E		X		800314 F 71L20
SP4	27266	099	B	X			800603 94B10
PFC	26177	118	B	X			801215 11B10
SP4	54731	099	A	X			810924 Q 11B10
PV2	24623	082	E		X		811119 63B10
SP5	27738	128	E		X		810112 F 71N20

FIGURE 4: SAMPLE OF EDC ROSTER, FORT ORD, NOVEMBER 1981

- c. failed to verify their MOS on their most recent SQT.

These individuals are the ones who are most likely to need basic skills training. They are listed alphabetically by unit. The report identifies grade, GT score, educational level, arrival date, previous SQT performance (when such information is available), and MOS for each individual.¹

For determining BSEP II program requirements, the most important EDC variable is MOS. You will find it useful to do a frequency count of MOSs from your EDC report. A similar count performed on the EDC roster for 16 November 1981 at Fort Ord yielded the data presented in Table 4. The top portion of the figure lists all MOSs with a density of over 100 on the EDC roster. Sixty percent of the entire Fort Ord population are in only 6.3% (12) of the MOSs. The bottom portion of the figure lists the major job clusters under which the MOSs may be grouped. 84% of the personnel are in six job clusters. The combat job cluster accounts for over 44% of all BSEP II-eligible personnel at Fort Ord.

This information, combined with the information gathered from the organization chart, provides a finer focus to use in identifying job material that might profitably be included in BSEP II lessons for the Fort Ord population. A list of relevant job clusters for Fort Ord is shown in Table 5.

You may use a similar analysis of the EDC report and the organization chart at your installation to identify the types of jobs held by the majority of the BSEP II-eligible population with which you are concerned. Make a list of the job clusters you identify.

Program Criteria

As long as current policies and regulations govern, you should be able to use the basic BSEP II course outline presented in Figure 1 and Tables 1 through 3

¹This item was added to the Fort Ord EDC report as a result of initiatives taken in the course of the development of the prototype job-oriented BSEP II program. It will probably not appear in other installation EDC reports.

TABLE 4: ANALYSIS OF FORT ORD EDC REPORT, NOVEMBER 1981

MOS	TITLE	FREQUENCY	CUM. FREQUENCY	% OF 5637	CUM.% OF 5637
11B	Infantryman	1083	1083	19.21	19.21
13B	Cannon Crewman	320	1403	5.68	24.89
64C	Motor Transport Operator	307	1710	5.45	30.34
63B	Lt. Wheel Vehicle Mechanic	287	1997	5.09	35.43
12B	Combat Engineer	253	2250	4.49	39.91
94B	Food Service Specialist	238	2488	4.22	44.14
11C	Indirect Fire Infantry	192	2680	3.41	47.54
36K	Field Wireman	166	2846	2.94	50.49
11H	Heavy Anti-armor Crewman	153	2999	2.71	53.20
91B	Medical Specialist	146	3145	2.59	55.79
76Y	Unit Supply Specialist	130	3275	2.31	58.10
71L	Administrative Specialist	106	3381	1.88	59.98

MOSs WITH A DENSITY OF OVER 100 INDIVIDUALS ON FORT ORD EDC ROSTER, NOVEMBER 1981

MOS Job Cluster	N	% of 5,637 (total N)
Combat	2,505	44.4
Clerical/Supply	693	12.3
Vehicle Operator/Mechanic	594	10.5
Communications	403	7.1
Cook	249	4.4
Medic	223	5.0
Other job clusters	1,067	16.3

83.7% of personnel in these job clusters

TABLE 5: JOB CLUSTERS RELEVANT TO THE MAJORITY OF BSEP II ELIGIBLES AT FORT ORD

JOB CLUSTER	% (from EDC Report)	Location (From Organization Chart)
1. Combat Arms		
a. Infantry 11B and 11C	22.62	Bns: 2/17, 3/17, 2/31, 1/32, 2/32, 3/32
b. Artillery 13B and 11H	8.39	Bns: 2/8, 1/79, 6/80
c. Engineers 12B	4.49	Bns: 14th Engr, 13th Engr
d. Other Combat MOSs	8.90	Scattered
<hr/>		
TOTAL COMBAT ARMS MOSs	44.40%	
2. Combat Support		
a. Clerical/Supply 76Y and 76L	4.19	Scattered in HQs
Other Clerical Supply	8.11	
b. Vehicle Operator/Mech 64C and 63B	10.54	Scattered in HQs
c. Communications 36K	2.94	127th Signal Bn
Other Communications	4.16	
d. Cooks 94B	4.22	Scattered in HQs
Other Cooks	0.18	
e. Medics 91B	2.59	7th Medical
Other Medics	2.41	
<hr/>		
TOTAL COMBAT SUPPORT MOSs	39.34%	
<hr/>		
TOTAL IN MAJOR JOB CLUSTERS	83.74%	

(Chapter 1). The basic skills course content shown in Figure 1 and Table 1 teaches all knowledge areas tested by the TABE, which is currently the Army-mandated criterion for successful completion of BSEP II. However, there may be other exit criteria beyond those tested by the TABE at some installations. If this is the case at your location, you should analyze the criterion measure carefully to determine exactly what skills are being tested. Don't forget that the ability to follow confusing test directions is, in itself, a skill being tested. List any new skills beyond those reflected in Figure 1 and Tables 1 through 3. You will need to develop modules to teach these skills later on. Remember, though, that the purpose of the current BSEP II is to teach basic literacy skills in support of job training. BSEP II is not designed to teach the job skills themselves.

CHOOSING MATERIALS FOR LESSON DEVELOPMENT

SQT Needs

Once you have identified your basic skills population, you can readily identify the kinds of tasks they are required to do to be proficient at their jobs. Several important documents will help you identify relevant subject matter material. They are 1) the Soldier's Manuals, 2) the Trainer's Manual, 3) the SQT Notice, and 4) the Division Level Summary Report. All of these documents are available from the local Training Standards Office (TSO).

1. **Soldier's Manuals.** There are Soldier's Manuals for each MOS with which you are likely to be concerned in your lesson development efforts. Each manual lists the critical tasks that each soldier in the MOS is expected to perform. Conditions, standards, and performance measures are described in detail for each task. Most BSEP II-eligibles are at Skill Level 1 (E1-E4) and Skill Level 2 (E5). You should, therefore, use the Soldier's Manuals designated for soldiers at these levels, e.g., FM 7-11B1/2 for the 11B MOS. Additionally, FM 21-2 is the Soldier's Manual of Common Tasks. Use FM 21-2 and the Skill Level 1/2 Soldier's Manual for the major MOSs at your installation.

2. **Trainer's Manuals** (sometimes published as a "Commander's Manual"). This manual has been developed for each MOS and serves as a principal aid to trainers and commanders who are responsible for training the individual soldier. It contains a listing of critical tasks for the MOS arranged by skill level. It also includes pertinent training references and materials for each task. An appendix provides a lengthy and detailed description of various tests that are used to determine individual proficiency. Like the Soldier's Manual, it is an excellent source document and it provides additional reference materials.

3. **SQT Notice.** Each soldier is formally evaluated, biannually or more often, by taking a Skill Qualification Test (SQT) for the next higher skill level. If the soldier fails the SQT, he/she is considered unqualified in his/her MOS and must retake the test within one year. If the soldier fails again, he/she may be reclassified or barred from reenlistment. If the soldier makes a minimum passing score, he/she will have verified his/her present skill level. To be eligible for the award of the next higher skill level, and thus become eligible for promotion, the soldier must score above the minimum passing score.

A single SQT test is prepared for a given skill level within each MOS, and each soldier to be tested is provided an SQT Notice 60 to 90 days prior to the test period. Each notice describes the specific tasks that are to be tested during the designated test period. There are usually three components to an SQT: a) the Skill Component (SC) is a paper and pencil test administered in a monitored test hall; b) the Hands-On-Component (HOC) is a performance test administered under field conditions; and c) the Job-Site-Component (JSC) is normally administered by the soldier's first-line supervisor during the conduct of normal job site activities.

The Skill Component (SC) section of the SQT Notice booklets is one of the best references to use in identifying soldier task material for possible incorporation into the BSEP II course modules. Later, in the discussion of the Division Level Summary report, you will see that

the SC test results provide useful data on specific deficiencies. You should, at this point in your lesson development work, make a list of all tasks shown in the SC section of the SQT Notices for MOS group(s) you are targeting for lesson development. See Table 6 for a list of SC tasks for some MOSs examined at Fort Ord.

If you are concerned with soldiers in MOSs for which SQT tests have not been prepared, you should refer to the Soldier's Manuals for those MOSs. Additionally, you should refer to the SQT Notice for the Common Task SQT. As in the use of MOS specific notices, list the test tasks that are shown in the SC section of the notice. The common task SQT notice will also serve to provide additional task items for use with the other, MOS-specific course material.

4. The Division Level Summary Report. Even more useful in identifying specific material for course development is the Division Level Summary Report, a sample of which is shown in Figure 5. This is a quarterly report issued at division level which lists the SQT results for all MOSs tested within the previous three months. All major headquarters will have copies of the report, as will your installation's data processing center. The example in Figure 5 shows part of the listing for MOS 11B at Fort Ord in 1981. Tasks at each skill level are listed, followed by the number of soldiers tested, the number who passed, and the number who failed.

The Component and Task Number column lists each task that was tested. The letter designation identifies the task as one that was tested during the Job-Site (J), Hands-On (H), or the Skill Component (S) portion of the test. The numbers following the letter designation refer you to the task number as listed in the Soldier's Manual for that MOS. The "SU" column is of no importance to you in this effort. The "Track" column designations indicate which sub-specialty within the MOS is being tested, e.g., Track 01 is for Infantry Riflemen and other 11B soldiers not assigned another track; Track 02 is for M60 Machinegunners, etc. Other columns are self-explanatory.

TABLE 6: SQT TASKS REQUIRED BY MAJOR MOSs AT FORT ORD, 1982

MOS	SKILL COMPONENT	HANDS-ON COMPONENT
COMMON TO ALL	<ol style="list-style-type: none"> 1. Camouflage Self and Individual Equipment. 2. Use Challenge and Password. 3. Identify Terrain Features. **4. React to Nuclear Hazards. **5. Drink, Use the Latrine, and Sleep while Wearing Protective Clothing. 6. Recognize and Give First Aid for Heat Injuries. 7. Recognize and Give First Aid to a Blood Agent Casualty. 	<ol style="list-style-type: none"> **1. Put on and Wear a protective Mask. 2. Put on a Tourniquet. 3. Splint a Suspected Broken Arm or Leg. **4. Perform One-Man CPR on an Adult.
11B	<ol style="list-style-type: none"> 1. Construct Individual Fighting Positions. 2. Determine Grid Coordinates on Military Map. **3. Engage Targets with the LAW. 4. Use M8 Detector Paper to Identify a Chemical Agent. 	<ol style="list-style-type: none"> 1. Replace Filter in Protective Mask. 2. Prepare LAW for Firing/Restore LAW to Carrying Configuration. 3. Install and Fire/Recover Claymore mine. 4. Locate Mines by Probing. 5. Use Visual Signals to Control Movement (Dismounted). 6. Install Antitank Mine. 7. Disarm Antitank Mine. 8. Engage Enemy Targets with Hand Grenades. 9. Install Bounding Antipersonnel Mine.

* Also in MOS SQT for 11B
 ** Also in MOS SQT for 11B and 13B
 *** Also in MOS SQT for 13B

TABLE 6: (Continued)

MOS	SKILL COMPONENT	HANDS-ON COMPONENT
13B	1. Clean Cannon Tube and Chamber	1. Maintain M60 Machinegun and Ammo
	2. Transport Cannon Ammunition on Vehicles	2. Sight on a Target With a Direct Fire/Elbow Telescope
	3. Store Cannon Ammunition at a Cannon Position	3. Set/Lay Cannon for Quadrant with Range Quadrant
		4. Measure Quadrant with Range Quadrant
		5. Emplace/Recover Collimator
		6. Emplace/Recover Aiming Posts
		7. Boresight Direct Fire Telescope on M101A1/M102 Using a Distant Aiming Post
		8. Install/Operate Field Telephone

* Also in MOS SQT for 11B

** Also in MOS SQT for 11B and 13B

*** Also in MOS SQT for 13B

COMPONENT AND TASK NUMBER	SU	TRACK	SHORT TITLE	---QUALIFIED---			---NOT QUALIFIED---			# TESTED	# GO	# NO-GO	# NOT TAKEN	% PASSED
				100-80	79-60	59-40	39-20	19-0						
J071-317-3306	13	01	DRAGON MISFIRE	133	92	2	0	0	24	24	0	202	100	
J071-317-0000	14	01	PREPARE RANGE CARD						20	20	0	206	100	
J071-326-0512	02	01	ESTIMATE RANGE						210	208	2	16	99	
J071-311-2003	15	01	REDUCE STOP M16A1						184	182	2	42	99	
H113-600-1001	05	01	INSTALL TA-312/PT						224	222	2	2	99	
H071-311-2001	07	01	MAINT M16A1 RIFLE						223	221	2	3	99	
J071-311-2006	16	02	LIMIT VISIBILITY M16						181	178	3	45	98	
H051-192-1501	09	01	INST ALL M18A1 MINE						223	219	4	2	98	
H081-831-1012	04	01	NERVE AGENT CASUALTY						222	216	6	4	97	
H071-329-1003	06	01	MAGNETIC AZIMUTH						223	217	6	3	97	
H071-318-2201	08	01	M72A2 LAW FOR FIRING						223	217	6	3	97	
S071-326-2503	01	01	MOVE OVER OBSTACLES						227	218	9	0	96	
H092-503-1007	03	01	DECONTAMINATE SELF						224	215	9	2	96	
H071-317-3304	13	01	CORRECT FIRING POS						223	211	12	3	95	
H081-831-1005	01	01	STOP BLEEDING						225	210	15	1	93	
H051-102-1008	15	01	M21 ANTITANK MINE						219	203	16	7	93	
H092-503-1002	02	01	WEAR PROTECTIVE MASK						224	205	19	2	92	
H071-362-0600	10	01	VISUAL SIGNALS						222	197	25	4	89	
H051-192-1022	14	01	LOC MINES BY PROBING						222	197	25	4	89	
J071-313-3455	08	01	SET HEADSPACE ON .50						8	7	1	218	88	
J071-312-3005	09	01	MAINTENANCE ON M60						60	53	7	166	88	
H071-317-3302	12	01	DRAGON FOR FIRING						223	196	27	3	88	
H071-312-3301	11	01	OPERATE AN M60						221	181	40	5	82	
J071-313-3451	07	01	OPERATOR MAINTENANCE						5	4	1	221	8	
S081-831-1004	01	01	FIRST AID STOP BLEED						227	129	98	0	57	
S071-329-1010	01	01	DETERMINE AN AZIMUTH						227	89	138	0	39	
S071-329-1002	01	01	DETERMINE GRID CORD						227	63	164	0	28	
S081-831-1017	01	01	PUT ON A TOURNIQUET						0	0	0	227	0	
J071-331-0806	06	01	IDENTIFY OPFOR VEH						0	0	0	226	0	

FIGURE 5: SAMPLE OF DIVISION LEVEL SUMMARY REPORT, FORT ORD, 1981

The important part of the listing, for your purposes, appears toward the bottom of the page. Tasks are listed in descending order of percent of soldiers passing, so the "problem tasks" may be found at the bottom of each MOS listing. For instance, in Figure 5, only 28% of the 227 soldiers tested on the task "Determine Grid Coordinates" were able to pass the task. Note that performance falls off significantly on certain of the tasks in the skill component(s). List all SQT tasks which presented problems for large proportions of your target population.

Unit and Job-Specific Materials

Some units with large proportions of BSEP II-eligible soldiers will have specific tasks or skills that are particularly important to them. Unit training personnel can help you identify particular reading or computational materials which have proven difficult to soldiers within the unit. Make a list of any "special problems," based on your discussions with major unit personnel at the installation.

Military Life Coping Skills

One final source of material for BSEP II lesson development is the local Army community itself. There will always be some aspects of Army life with which recruits have trouble. These may be social, financial, family, health, job, or recreational demands. They may be as simple as reading a bus schedule or as complex as making a family budget. Figure 3 (Chapter 1) lists some areas of life coping skills which are generally necessary to soldiers Army-wide. By talking to unit training personnel, counselors, Army service agencies such as A.C.S., and to the soldiers themselves, you can develop a list of major life coping skills needed by BSEP II-eligible soldiers at your unit.

CATEGORIZING MATERIALS FOR ACTIVITY SHEETS

Table 7 outlines what has been discussed so far in Chapter 2. You have gathered several sources of information. From this information, you can develop a list of

TABLE 7: SOURCES OF INFORMATION AND
POTENTIAL BSEP II LESSON MATERIALS

SOURCES OF INFORMATION	LISTS OF POTENTIAL BSEP II LESSON DEVELOPMENT MATERIALS
Installation Organization Chart	Frequency Count of MOSs
EDC Report	List of Job Clusters
Criterion Measurement(s) (Other than TABE)	List of Skills <u>not</u> tested on TABE
SQT Notices for Targeted MOSs and for Common Tasks	List of SQT (SC) tasks required for testing in Targeted MOSs*
Division Level Summary Report	List of Problem SQT tasks for Targeted MOSs*
Soldier's Manuals for Targeted MOSs	(No lists. For general reference.)
Soldier's Manual of Common Tasks (FM21-1)	
Unit and Job Specific Materials: Interviews with Trainers	List of units' "special problems"*
Interviews with Trainers, Counselors, Community Service Organizations, Soldiers	List of Major Problems in Life Coping Skills*

*For widest application, highlight those tasks, problems, and skills that are common to all or most MOSs.

potential tasks to be used in BSEP II lessons. This list can be short - only 5 to 10 tasks if you intend to write just a few lessons - or it can include more tasks if you need variety for a number of BSEP II lessons. The next step is to determine which of these materials are suitable for use in the types of lessons you want to write. Below is a list of task characteristics, followed by the types of BSEP II lessons to which they might be most suited. These are guidelines only; they are not hard and fast rules. If you really need to include a reference to a particular job skill in the lesson you plan to write, and the material you have is not suited to that type of lesson, you can probably rewrite the material to match your needs. But a categorization of materials gives you a firm starting point for writing lessons. Categorize all your job task materials according to the types of BSEP II lessons for which they are most suited.

1. What Is This Task? Gather all the available materials for each task. Read through the materials to familiarize yourself with the scope and complexity of the task. Get an idea of the task-specific vocabulary involved (such as Army terminology or acronyms). Write a brief, 2 or 3 line description of the task.
2. Is It a Reading Task or a Math Task? Does the task involve any mathematical computation, such as computing range or trajectory or making a budget or figuring interest? Typically, few tasks involve math skills. If there is any manipulation of numbers involved in the task, set it aside for Math Story Problems Module use. Otherwise, consider it a Reading or Language task.
3. Does the Task Contain Tables, Graphs, or Locators? As is the problem for Math tasks, it is not particularly common to find a task which includes interpreting a chart or table, or using a table of contents or index. If your task requires this sort of activity, set it aside for use in the relevant portion of the Locators and Visuals module of the Reading course (see Figure 2).
4. Is the Task Simple or Complex? Simple, short tasks can be well utilized in the Language portion of the program. This is because the Language modules drill simple structural language/writing rules. The

activity sheets of these modules require the student to focus not on the content of the sentences, but on the way they are written. Therefore, long or complex tasks might prove unnecessarily confusing for use in these modules. However, short portions or subtasks of longer tasks may be effectively used in the Language course. Set aside the short and simple tasks here. Set aside long or complex tasks for use in the Text module of the Reading course.

You should now have about four sets of tasks in front of you:

- (1) Math Story Problems Tasks
- (2) Reading Locators and Visuals Tasks (involving charts, graphs, tables, indices, tables of contents, or appendices)
- (3) Language Tasks (for use in capitalization, punctuation, or grammar drill)
- (4) Reading Test Tasks

You may also have one or more piles of miscellaneous tasks which won't fit neatly into the above categories. Some of these tasks may be readily rewritten to use as you need, and may then be recategorized. Set all of these materials aside now; you will be selecting some of them a little later when you actually start writing BSEP lessons.

CHAPTER 3

WRITING EFFECTIVE BSEP II MATERIALS

WRITING ACTIVITY SHEETS

One of the most useful aspects of the job-oriented BSEP II program is its adaptability. Nearly any module or activity sheet can be altered or rewritten to contain job material for any MOS. Also, new activity sheets can be added to introduce new reading, language, or computational skills not taught in the original program. This chapter will show you how to rewrite existing activity sheets or write new ones, and how to fit your new activity sheets smoothly into the relevant course.

Limitations of Activity Sheets

Before you begin writing an activity sheet, you must determine its limitations. You will need to decide three things: 1) exactly what skill do you want to teach, 2) where does this skill fit in a hierarchy of skills, and 3) how long should the task be?

1. Teaching One Skill. Each BSEP II activity sheet is designed to teach only one skill and to drill the student on that skill. It is unnecessarily confusing to a student to be introduced to a variety of skills all at once and then to be asked to sort them out. If you are rewriting an existing BSEP II activity, you need only to substitute new job material, because each existing BSEP II activity sheet teaches a discrete skill. But if you are teaching a new skill, be sure it is a single skill. Write out the skill and think about all the things an individual has to know in order to do that skill. Be sure of what you want to teach.
2. Hierarchy of Skills. Place the skill you want to teach into a hierarchy. What does the student need to know before he or she can begin to learn this skill? Are all the prerequisite skills covered by other activity sheets? You may find that you will actually need to write more than one activity sheet.

3. Task Length. How long will it take to teach the skill? How many steps? Is the skill complex? You may find that your skill is made up of two or more subtasks. You will need to write a separate activity sheet for each subtask.

As an illustration of the process of determining the limitations of activity sheets, look at Figure 6. This is a listing of all the activity sheets in the Subtraction portion of the Whole Numbers module. Already, this listing is doubly limited: 1) it deals only with manipulations of whole numbers, and 2) it deals only with subtraction operations involving whole numbers. Within those primary limitations, each activity sheet introduces only one new concept. Where format itself may present a problem to the learner, two activity sheets are written: the first introduces the subtraction skill in a familiar format (such as Activity Sheet 12 or 14), and the second presents a new or unfamiliar format for the subtraction skill just learned (as in Activity Sheets 13 and 15). The last two activity sheets introduce the concept of determining what kinds of subtraction operations (borrowing, carrying) are needed for each of a mixed set of problems. As you can see, the activity sheets are hierarchical: each one builds on the ones before it.

To recap this section, you need to do three things before beginning to write:

1. Determine exactly what it is you want to teach.
2. Determine where the activity fits in a hierarchy of skills.
3. Determine how long the task will be. If it will be too long or complex, divide it into two or more activity sheets.

Lesson Format

Each BSEP II activity sheet follows a very simple format. It is important to maintain the same basic format throughout the activity sheets. This makes it easy for the student to decipher what the activity sheet is teaching. An example of the BSEP II lesson format is shown in Figure 7.

Whole Numbers Activity Sheet #	Activity Sheet Title (Subtraction Section)
12.	Subtracting Two One-Digit Numbers: Column
13.	Subtracting Two One-Digit Numbers: Row
14.	Subtracting Two-Digit Numbers: Column
15.	Subtracting Two-Digit Numbers: Row
16.	Borrowing: Numbers in a Column
17.	Borrowing: Numbers in a Row
18.	Subtracting Two Three-Digit Numbers in a Column
19.	Checking Subtraction by Adding
20.	Practice Numbers in a Row: Subtraction
21.	Practice Numbers in a Column: Subtraction

FIGURE 6: ACTIVITY SHEETS IN THE SUBTRACTION PORTION OF THE WHOLE NUMBERS MODULE OF THE BSEP II MATH COURSE

1.

Capitalization
Activity Sheet 2A
Proper Names and Proper Nouns

2.

Name _____

3.

A proper name or a proper noun is a word that refers to a particular person or thing. For instance, "the man" could refer to anyone, but the word "Mike" refers to a particular man named Mike. The word "island" is a general or common noun, but "Alcatraz Island" is a particular place.

Capitalize every proper noun in a sentence. Make sure you always capitalize the word "I" in a sentence, because it refers to a particular person, yourself.

4.

Instructions:

Underline every word that should be capitalized in the following sentences.

5.

Example:

We were inspected by sergeant ford and the lieutenant.

NOTE: You need to capitalize sergeant ford because the title and name refer to a particular person. But lieutenant is not capitalized, because it could refer to any lieutenant.

6.

1. I'm stationed at fort ord, california.
2. Jim and i enlisted at the same time.
3. The u.s. army made us both infantrymen.
4. We went out for maneuvers with a platoon from c company.
5. My platoon was defending north merrilis hill.
6. The other platoon was attacking from camp huffman.
7. They were so good that they were almost on top of jim's position before we saw them.
8. Our platoon sergeant, SGT martinez, ordered us to throw smoke.
9. You should have seen those c company guys scramble for their gas masks.
10. They gave away their positions, and we pushed them all the way back to camp huffman.

1.

Activity Sheet Identifier

4.

Instructions

2.

Name Space

5.

Example

3.

"How-To" (rules for performing the skill)

6.

Problems

FIGURE 7: ACTIVITY SHEET FORMAT

1. The activity sheet is identified in the upper left corner of the page by module, activity sheet number, and activity sheet title.
2. A space is always left at the upper right for the student's name.
3. The "how-to" section tells the student about the skill being taught. It presents any rules, and may go through a step-by-step explanation of the task. This section may also contain examples of the task. The how-to section is always boxed in with a heavy black line. This helps the soldier pick out the rules quickly.
4. The instructions. These give the student specific guidance for working the problems below.
5. The example. This is the only optional portion of the format. If you included detailed examples of the skill in the how-to section, and those examples are presented in the same format you are asking the students to use for the problem section, then you can leave out this example.
6. The problems. The last part of every activity sheet is a series of problems which provide the student practice in perfecting the new skill.

Incorporating Job Materials, Life Skills, Learning Strategies. In Chapter 2, you collected a truckload of job materials, relevant military life coping skills, and learning strategies which you want to use in BSEP II lessons. You then sorted these materials into several piles. Now, armed with a certain knowledge of exactly which basic skill you want to teach, you can select a job skill, life coping skill, or learning strategy which you want to embed in the task. Remember to weigh the limitations of the activity sheet against the job material. A few activity sheets may be so limited (such as needing to capitalize proper nouns in every problem) that a full job skill would be hard to present in that format. For these activity sheets, you can make up problems that incorporate job vocabulary,

garrison activities, or even off-duty scenarios such as PX shopping. Once you have selected the job material, you are ready to begin writing. Sit down with lots of paper, pencils, and erasers, and fill in the identifier and the name space at the top of the first page (see Figure 7).

Writing the How-To. Write out the rules for doing the skill you want to teach. Write simply and clearly. BSEP II students can't read at the 12th grade level; by definition, BSEP II reading students have trouble reading at the ninth grade level. So write simply. Here are a few rules to follow to make your writing more readable.

1. Use simple words. Don't use a polysyllabic word when a short one will do just as well.
2. Use simple sentences. Avoid compound sentences and multiple clauses. Don't use inverted sentences or other complexities unless you are teaching grammar skills which require students to decipher these kinds of sentences.
3. Use active voice. Speak directly to the student in the how-to section. In the problem section, set up your sentences so that the players interact in a meaningful way. Make the action here-and-now, familiar, personal.
4. Introduce new vocabulary slowly. Define a new word with a simple phrase or synonym the first few times you use it. Don't use terms the student doesn't need to know. The vast majority of BSEP II students will never need to know the terms gerund or nominative or a host of other specialized terms. Avoid them.
5. Use frequent examples. Highlight your examples with graphics wherever possible.

Figure 8 gives some examples of how-to sections of BSEP II lessons. Study them to get a feel for simplified writing. Then, using the information given in Worksheet 1 in Appendix A, write your own how-to section for the task Simple and Compound Sentences. When you are done, compare your effort with the sample how-to for Worksheet 1 in Appendix B. They won't be identical, but comparing them will give you an idea of how well you are doing at the task of writing simple how-tos.

You can get a good idea of the difficulty of the passages you write by doing a simple word count called the FORCAST formula. FORCAST was developed by Drs. Ford, Caylor, and Sticht of Human Resources Research Organization.¹ It gives you an approximation of the reading grade level necessary to read and understand a given passage. The FORCAST formula is:

$$20 - \frac{\# \text{ of one-syllable words}}{10} \text{ for 150 words.}$$

To use the formula, simply count up 150 words in any passage you have written. Mark the limits of the passage. Then count the number of one-syllable words appearing in the delineated passage. Abbreviations and numbers are counted as they sound when spoken; i.e., "7" is a two-syllable word, "2" is a one-syllable word, "895" is polysyllabic. Divide the number of one-syllable words in the passage by 10, and subtract the result from 20. The remainder is an approximation of the reading grade level of the passage.

For example, in Figure 8, the "how-to" for end punctuation is written at an approximate grade level of 9.2. Starting with "When you write a sentence, . . ." and counting 150 words, the sample passage ends in the last sentence of the paragraph on exclamation points ("An exclamation point is used to . . ."). "To" is the 150th word. There are 108 one-syllable words in the passage. The FORCAST score for the passage is therefore:

$$20 - \frac{108}{10} \text{ which equals } 9.2$$

¹Sticht, T.G., Editor: Reading for Working: A Functional Literacy Anthology, Human Resources Research Organization (HumRRO), 300 N. Washington, St., Alexandria, VA 22314, 1975.

End Punctuation

When you write a sentence, you always have to end it with a punctuation mark. There are only three punctuation marks that you can use at the end of a sentence. They are the period, the question mark, and the exclamation point.

●

A period is used at the end of a sentence that tells you something or tells you to do something. This is called a declarative sentence. You use periods more than you use question marks or exclamation points.

?

A question mark is used at the end of a sentence that asks a question. This is the only time it is used.

!

An exclamation point is used at the end of a sentence that exclaims. A sudden emotion like joy, fear, happiness, pain, or anger is an exclamation. Another kind of exclamation is a sentence that talks about sudden feeling or emphasizes something. An exclamation point is used to make a sentence more important.

Here are samples of the three kinds of sentences:

"Declarative" sentence:

Use a period.

It is raining today.

We are going on maneuvers.

Question. Use a question mark.

When will the rain stop?

Should we wear our ponchos?

Exclamation. Use an exclamation point.

This must be a hurricane!

Let's get out of here!

Carrying: Numbers in a Column

When the numbers in a column you are adding add up to more than 9, you have a two-digit answer. It won't fit into one column in the answer space. You need to "carry" the first digit over and add it onto the next column to the left. For example, in the problem

$$\begin{array}{r} 37 \\ +56 \\ \hline \end{array}$$

7 plus 6 equals 13. There is not enough space to fit the 13 under the ones column in the problem.

But since 13 is the same as a ten and three ones, you can take the "1" in the tens place and add it to the top of the tens column in the problem, like this:

$$\begin{array}{r} 1 \\ 37 \\ +56 \\ \hline 3 \end{array}$$

Now you can go ahead and add the tens column up and finish the problem. The finished problem will look like this:

$$\begin{array}{r} 1 \\ 37 \\ +56 \\ \hline 93 \end{array}$$

FIGURE 8: SAMPLE "HOW-TO" SECTIONS

Action Verbs

Every sentence must have at least one VERB. One kind of verb is the ACTION verb. It tells you what someone or something is doing or has done.

Example: I. SGT Smith runs with his platoon.

"Runs" is a "do" word, an action word. Action verbs tell about two kinds of action: body and mind. An action of the body includes PHYSICAL "doings":

Example: I eat.
I sleep.
I work.

An action of the mind includes MENTAL "doings":

Example: I think.
I plan.
I hope.
I dream.
I have a goal.

A sentence may have more than one main verb.

Example: He slipped and fell into the river.

Commas: Appositives

An appositive is a word or a group of words that tells you more about something in a sentence. It makes you "more positive" of what the sentence is talking about. If you read the words:

"SP4 SMITH IS ON LEAVE."

You might not really know who is on leave. There are a lot of SP4 Smiths in the Army. But if you read,

"SP4 SMITH, OUR SQUAD LEADER, IS ON LEAVE."

then you are more positive about who the sentence is talking about.

You use commas to set off an appositive. Use a comma between the appositive and the rest of the sentence. If the appositive comes in the middle of the sentence, you use one comma in front of it and another comma after it.

FIGURE 8: (Continued)

When you are satisfied that your how-to section is simple and clear, put a heavy line around it to box it in and go to the problem section of the task.

Writing the Problems. The problem section of the activity sheet consists of the instructions, the example, the problems themselves, and the answer format (see Figure 7).

For the instructions and answer format, decide exactly what you want the student to do and how you want it done. You may decide to use the exact instructions that appear in the criterion test for a set of problems. This will prove helpful to the student by ensuring that the test-taking skill of reading and interpreting instructions on a criterion test does not interfere with the basic skill being tested. Vary the instruction format from sheet to sheet. The instructions you use may seem rather confusing and complex to the students at first, but by varying the format, you will ensure that they learn how to read instructions before taking their tests. Samples of activity sheet instructions, along with examples demonstrating the answer format, appear in Figure 9.

Following the format you set out in the instructions section, write the problems. Here is where you get to make the greatest use of the job skills, coping skills, and other miscellaneous Army-oriented information you gathered in Chapter 2. From your categorization of Army materials, pick an appropriate task and use it as the basis of your problem section. Remember, the best places to embed soldier material are the reading and language courses, and the math story problems module. The rest of the math course, being strictly computational, is not particularly conducive to the embedding of soldier skills. Write directly to the reader, or use situations that are familiar to the reader. Refer to both male and female soldiers when you write about soldier activities. Use a wide variety of names from all ethnic groups - not all BSEP II students are named Jones.

Figure 10 shows examples of job skills or Army materials embedded in activity sheets. Appendix A provides worksheets to help you develop your own problem sections. Look at the examples in Figure 10, then turn to Appendix A and try your hand at writing problem sections using the materials provided there.

Instructions:

Look at the pictures below. Decide what fraction of the pieces is being taken away. Write down the fraction on the short line to the right of the picture.

Example:

 $\frac{3}{8}$

(because there are 8 pieces total, and you are taking away 3)

Instructions:

In the following sentences underline the subject or subjects with one line. Look at the rules in this lesson and decide if the subject needs a singular verb or a plural verb. Mark the correct box. Then underline the correct verb with two lines.

Example:

Neither he nor she (speaks, speak) Spanish.

Singular	Plural
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Instructions:

Decide which punctuation mark is left out of each line. Mark it in the answer space to the right. Then count from the left and determine the number of the word closest to where the missing mark belongs. Mark your answer in the answer space to the right.

NOTE: Some lines are not numbered and are not items.

Example:

	Missing Punctuation Mark	Closest Word Number
1. "What" asked SGT Thomas. "Did	! " , ? . 0 0 0 ● 0	1 2 3 4 5 ● 0 0 0 0
I hear your say that		
2. you dont have a helmet?"	, ' ? . ! 0 ● 0 0 0	1 2 3 4 5 0 ● 0 0 0

FIGURE 9: SAMPLE INSTRUCTIONS AND ANSWER FORMATS

Instructions:

In the following sentences, you must do three things. (1) Underline the subject with one line. (2) Decide if it is 1st, 2nd, or 3rd person. Blacken the correct box on the answer sheet. (3) Decide if it is SINGULAR OR PLURAL. Blacken the correct box. NOTE: "You" is ALWAYS PLURAL!

Examples:	Person	Singular	Plural
1. <u>I</u> dislike this kind of weather	1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. The <u>men</u> in the platoon agree to participate.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. <u>You</u> always do a good job.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Instructions:

In the following sentences underline the complete verb phrase with two lines. Decide if it is an ACTION verb or a LINKING verb. Blacken the correct box at the end of the sentence. Remember your list of linking verbs from Activity Sheet 3A.

Example:	Action	Linking
PVT Jones <u>has requested</u> leave.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SGT Smith <u>is</u> on leave.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Instructions:

Count from the left of each line to determine the number of each word that should be capitalized. Write the number or numbers on the short line to the right. Be careful! Not all the lines may have an error in them.

Example:

- | | |
|--|---------------|
| a. The last line of the poem called "mending wall" is: | a. <u>8,9</u> |
| b. he says again, "Good fences make good neighbors." | b. <u>1</u> |

Instructions:

Read the sentences below. Decide which punctuation mark each one needs: a period, a question mark, or an exclamation point. Then circle the correct punctuation mark to the right of the sentence.

Example:

- | | |
|--------------------------------|---|
| 1. Is it Friday | . <input type="checkbox"/> ? <input checked="" type="checkbox"/> ! <input type="checkbox"/> |
| 2. I need a new fatigue jacket | . <input checked="" type="checkbox"/> ? <input type="checkbox"/> ! <input type="checkbox"/> |
| 3. Watch out | . <input type="checkbox"/> ? <input type="checkbox"/> ! <input checked="" type="checkbox"/> |

FIGURE 9: (Continued)

Instructions:

In the following sentences, the verbs are underlined with two lines. Find the subject of the sentence. (Remember: It is the "who" or "what" word!) Underline it with one line. Circle the group of words that comes between the subject and the verb.

Example:

Good use of your memory skills can be made when you salute.

"Use" is the subject. The group of words circled makes it hard to find the subject. You circle them to get them out of the way!

Instructions:

Read the words below. For the first ten, decide what two words were used to make the contraction. Then write the two words in the answer space. For the second ten, look at the two words. Then make a contraction and write it in the answer space.

Examples:

we're

we are

she will

she'll

Instructions:

The sentences below are written in short lines. They need commas to set off things in a series. Decide where the commas go. Then count from the left of each line and write down the number of each word that needs a comma after it. Write the numbers on the short line to the right. Be careful! Some of the lines don't need commas. If a line doesn't need a comma, write "none" in the answer blank.

Example:

A first aid kit has a case dressing
burn mixture and an envelope cover.

7, 8
2

Instructions:

Here is a list of abbreviations and what they stand for. Put in the periods where they belong.

Example:

street = st.

senior = sr.

United States Marine Corps = U.S.M.C.

FIGURE 9: (Continued)

Instructions:

Look at the problems below. Each one is a commutative problem. Decide what is the missing number or the missing sign. Then look at the answers and choose the correct one. Mark the correct answer on your answer sheet.

Examples:

X. $3 + 5 = \square + 3$

- a) 8 c) 5
b) 3 d) 2

a b c d

$3 + 5 = \underline{\text{what}} + 3?$

Addition is commutative, so $3 + 5 = \underline{5} + 3$.

Y. $4 \square 6 = 6 \times 4$

- a) + c) -
b) x d) ÷

a b c d

4 what 6 equals 6×4 ? It can't be c) - or d) ÷, because subtraction and division are not commutative. So is it a) +, or b) x? Well, one side of the problem already has a sign.

$4 \square 6 = 6 \times 4$

It is the multiplication sign. So, since multiplication is commutative, you know the answer is b) x, because $4 \times 6 = 6 \times 4$.

FIGURE 9: (Continued)

Capitalization
Activity Sheet 1A
Initial Capitals

Instructions:

Underline every word that should be capitalized in the following sentences.

Example:

your protective mask will keep you from breathing dangerous gases.

1. rick is carrying his protective mask.
2. he has seen a cloud of white smoke.
3. he must put on his mask.
4. he has nine seconds to put on his mask.
5. rick also has a hood.
6. he must put that on in six seconds.
7. he is wearing a helmet.
8. first, he must remove the helmet.
9. he can hold the helmet between his knees.
10. he can also hang the helmet from the muzzle of his rifle.

Punctuation
Activity Sheet 2A
Commas in Series

Instructions:

The sentences below are written in short lines. They need commas to set off things in a series. Decide where the commas go. Then count from the left of each line and write down the number of each word that needs a comma after it. Write the numbers on the short line to the right. Be careful! Some of the lines don't need commas. If a line doesn't need a comma, write "none" in the answer blank.

Example:

A first aid kit has a case dressing
burn mixture and an envelope cover. $\frac{7,8}{2}$

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Four ways to stop bleeding are to use a pressure bandage use digital pressure elevate the wound and use a tourniquet. 2. You need to unwrap the bandage put it on the wound wrap it around and tie it in place. 3. You can use a rock log helmet or boots to elevate the limb. 4. Don't elevate a broken arm or leg because it can cause pain increase shock or damage nerves. 5. Some digital pressure points are in the wrist elbow shoulder upper arm and neck. 6. Don't use a tourniquet unless you already tried direct pressure elevation and digital pressure. | <ol style="list-style-type: none"> 1. _____ _____ _____ 2. _____ _____ _____ 3. _____ _____ _____ 4. _____ _____ _____ 5. _____ _____ _____ 6. _____ _____ _____ |
|---|--|

FIGURE 10: SAMPLE PROBLEM SECTIONS

Punctuation
 Activity Sheet 6A
 Commas: Dates and Addresses

Instructions:

Read the lines below. You will find some places where you need commas. Count from the beginning of the line and write down the number of any word that should have a comma after it. Write the numbers on the answer spaces to the right. Be careful! Some of the lines don't need any commas. If you find a line like that, write "none" on the answer space.

Example:

I moved from 1177 Front Street Jackson Mississippi	<u>6, 7, 8</u>
to Fort Ord this year. It was on February 5 1982	<u>10, 11</u>
that the moving van came. I got here on the next	<u>none</u>
Friday in the afternoon.	<u>none</u>

On June 3 1980 I graduated	
from high school. I went to	
school at Pueblo High 1452	
Diamond Drive Los Alamos New Mexico	
87544. I decided to go into	
the Army, so on June 15 I went	
to the recruiting station. It is	
at 11 Pajaro Street Santa Fe New Mexico.	
After I joined the Army, I trained at	
Fort Riley Kansas. Then on January	
6 1982 I was transferred to	
Fort Ord for more training. This year,	
I will go to Kaiserslautern	
Germany. I am supposed	
to arrive there on September 14.	

FIGURE 10: (Continued)

You will notice that the third example in Figure 10 does not embed a job skill, life coping skill, or learning strategy. The restrictive nature of the worksheet does not allow for meaningful embedding of such a skill. In this type of activity sheet, just try to use situations that will be relevant or meaningful to some aspect of the students' lives.

REWRITING AN EXISTING MODULE

Most often, you will be rewriting one or more activity sheets which already exist within a module in the job-oriented BSEP II program. The previous section described how to write activity sheets. If you are replacing an existing activity sheet, you must be sure your new activity sheet teaches all of the basic skill material that was taught by the original. If you are writing a new activity sheet for an existing module, be sure you place it properly within the hierarchy of existing activity sheets. Any presupposed skills in the new activity sheet must be taught by earlier activity sheets. Any activity sheets which make use of the new skill must appear after the new activity sheet.

Following Through. When you replace or add an activity sheet, you have made a change which may affect several other sections of the module. To integrate the new activity sheet completely into the module, you must remember to:

1. Revise the checksheet.
2. Revise the preview/review (as needed).
3. Revise the answer keys/diagnostics (as needed).
4. Correct any references to the new activity sheet from other activity sheets , or from the new sheet to other sheets (as needed).

1. Revising the Checksheet. Each activity sheet has a checksheet showing the correct answers to the problems. The checksheets are used by the students to check their own work. Write a new checksheet for your activity sheet.

Clearly label the new checksheet in the upper left corner with the word CHECKSHEET, the module, the activity sheet number, and the activity sheet name. See Appendix C for examples of checksheets.

2. Revising the Preview and Review. If your new activity sheet adds a new skill to the module, you must add two or three items testing that skill to the existing preview and review. You can use problems drawn directly from the new activity sheet. If your activity sheet is simply replacing an existing one to make the job content more relevant to your population, you will not need to revise the preview or review. However, you may want to replace any problems on the preview or review which were taken from the old activity sheet with parallel items from the new activity sheet.

3. Revising the Answer Keys/Diagnostics. If you have changed the preview or review in any way, you will have to change the teacher's answer key and diagnostic. Put in the correct answers for any new problems so the instructor may accurately mark the tests. The answer key is matched to a diagnostic which tells the teacher which activity sheet(s) to assign if a student answers a given problem incorrectly. Make sure the diagnostic refers to the correct activity sheet(s) for the new problems. If you have inserted an entirely new activity sheet into the middle of an existing module, it will change the numbering of every activity sheet which follows it. Change the numbers on the activity sheets themselves, and on the diagnostic.

4. Correcting References. If your new activity sheet refers to or is referred to by other activity sheets, make sure those references are correct. If your new activity sheet has caused a change in the numbering of other activity sheets, change the reference numbers to and from them as well.

BUILDING A NEW MODULE

You will probably seldom need to write an entirely new module for a course. However, if you find that you must teach your students a basic skill area that is not related directly to any existing module, then you will want to develop a new module to teach the skill area.

A module is a set of activity sheets which teach all the relevant rules for performing a discrete set of skills. An example of an entire module of the Language Course appears as Appendix C. It consists of:

1. The module preview
2. The preview answer key/diagnostic (teacher's use only)
3. The module record sheet (to tell the student which activity sheets to complete)
4. The activity sheets
5. The checksheets (students use these to check their own work)
6. The module review
7. The review answer key/diagnostic (teacher's use only)

If you develop a new module, you will need to develop all the module components listed above. Refer to Appendix C frequently as you read the writing tips below.

The Module Record Sheet. The module record sheet is really an analysis of the skills taught in the module. It delineates the objective of the module in behavioral terms, and gives sample behaviors (sample test items) expected of a student who has successfully completed the module. The introduction tells the student more about the skills taught. The activity sheets section of the module record sheet tells the student which skills he or she must study.

Write your module record sheet first. It is a task analysis and an outline which will serve you well in your development of activity sheets. It will tell you, as well as the student, just what it is you are trying to teach. Use the record sheet to guide your writing. However, don't type it up and print a thousand copies yet. As you develop activity sheets, you are sure to find tasks which will require more

than one activity sheet or sets of tasks for which you want to provide a mixed practice sheet. Revise your record sheet as necessary while you write.

The last paragraph on the record sheet shown in Appendix C, immediately before the listing of Activity Sheets, is a standard set of instructions to the student. Include this same paragraph, with references to the correct module, in any record sheet you may write.

The Activity Sheets. Develop activity sheets for each skill, using the writing skills you have practiced above. If you discover an activity is too complex for one sheet, don't hesitate to split it into two or more separate sheets. Arrange and rearrange the hierarchy of tasks as needed to be sure skills are introduced one at a time, and that no activity sheet requires previous knowledge of a skill that has not yet been taught. Make a checksheet for each activity sheet as you go. When you are through writing activity sheets, read them thoroughly and in order. This will help you spot any holes, incorrect references, or incorrect hierarchical arrangement.

Previews and Reviews. When all the activity sheets are complete and you are satisfied that they cover all the skills you want to teach, write your preview and review. The instruction and answer format for your preview and review should closely parallel the corresponding format for the criterion activity (such as the TABE or SQT), if any. Take two or three problems from each activity sheet and arrange them within the preview or review. Use different problems for the preview and the review, or write new problems covering the skills of each activity sheet. If you have fifteen activity sheets in your module, each test will contain 30 to 45 items. All items on your review should be different than those on your preview, but they must test the same skills.

Diagnostics. When you make the teacher's answer key for the preview and review, add a diagnostic column. This column refers to the number of the activity sheet which teaches the skill being tested by each item. Sometimes your test item will refer to only one activity sheet. Sometimes it will refer to two or more. Refer the student to every activity that teaches any component of

the skill being tested. If you have written a practice sheet for any or all of the skills taught by other activity sheets, be sure to refer to the practice sheet for any relevant item. Study the tests and diagnostics included in Appendix C for examples of multiple references. When you are through with your diagnostic, you should find that every activity sheet is referenced by at least two different test items.

TRYING IT OUT

Once you have worked and reworked your module a dozen times, there is probably no more you can do with it unless you have feedback from someone else. The best source of feedback is the BSEP II classroom. Copy enough material to support one class, and try out the module on the people it is designed to teach. They will quickly uncover any design flaws, confusing instructions, typos, and answer sheet errors for you. Discuss the new module with the students and the teacher. Make any corrections necessary and, when you are satisfied with the results, institute the new module as a regular portion of the relevant course.

LOOKING BACK

This manual has been designed to allow you to write or revise materials for the job-oriented BSEP II program developed at Fort Ord. You have learned how the course is structured and what it teaches, how to make it job relevant, and how to introduce new basic skills into the course. The manual underscores the flexibility of the job-oriented BSEP II course. To make that flexibility work for you and the students, use this manual often. Keep track of the needs of your BSEP II population as it changes from year to year. Incorporate job skills and Army life coping skills into the activity sheets as necessary to keep the material relevant to the soldier's needs. Your students will be more responsive and more motivated when they can see a direct link between the study materials and their everyday lives. You will also find that unit commanders will support the BSEP classroom more readily when they can see the direct utility of the materials to their training mission.

APPENDIX A

PRACTICE PROBLEMS FOR WRITING ACTIVITY SHEETS

PRACTICE SHEET #1: WRITING THE HOW-TO Simple and Compound Sentences	A-1
PRACTICE SHEET #2: WRITING THE PROBLEMS Simple and Compound Sentences	A-3
PRACTICE SHEET #3: WRITING THE ACTIVITY SHEET Adding Endings to Words that End in -y	A-9

PRACTICE SHEET #1
WRITING THE HOW-TO

Use the basic skill information given below to write a how-to statement for an activity sheet on simple and compound sentences.

RULES FOR SIMPLE AND COMPOUND SENTENCES

1. Simple sentences have one subject and one predicate. The subject may be simple or compound. The predicate may also be simple or compound.
2. Compound sentences are two or more simple sentences joined by a conjunction. Common conjunctions are and, but, or, yet, and for.

Write your how-to in the box on the next page. Then compare it to the sample how-to written on page B-1 of Appendix B.

GRAMMAR
ACTIVITY SHEET XX
SIMPLE AND COMPOUND SENTENCES

NAME _____

A large, empty rectangular box with a black border, occupying most of the page. It is intended for the student to write their answers to the grammar activities.

PRACTICE SHEET #2
WRITING THE PROBLEMS

Use the format information and the job skill material below to write a problem section for an activity sheet on simple and compound sentences. Refer to the practice how-to section on page A-2 for the rules for simple and compound sentences.

FORMAT The criterion test asks the student to identify all subjects and verbs in the sentence, and to indicate whether the sentence is simple or compound. Any conjunctions are to be circled on the criterion test.

JOB SKILL The job skill which you would like to embed in the activity sheet is a common MOS task: Put On and Wear an M17-Series Protective Mask. The Soldier's Manual reference for this task appears on the following pages.

Following the format guidelines and soldier's manual reference, write a problem section for this task on the worksheets starting on page A-8 . Write instructions, an example, and at least ten problems. Fill in the correct answers. Then compare your problem section with the sample written on page B-3 of Appendix B.

**Chemical School Task:
031-503-1002**

**PUT ON AND WEAR AN M17-SERIES
PROTECTIVE MASK**

CONDITIONS

Given: You are carrying your M17-series protective mask in its carrier. You may have your hood. You must mask because you-

- a. Hear a nuclear, biological, or chemical (NBC) alarm, or
- b. Realize that a chemical or biological attack is going on, or
- c. Are ordered to mask.

STANDARDS

1. Put on, clear, and check your mask in 9 seconds. If you have a hood with your mask, put the hood on in 6 seconds.
2. If you're wearing a combat vehicle crewman (CVC) helmet, put on, clear, and check your mask in 15 seconds. (Six of these seconds are for removing and replacing the headgear.) If you have a hood with your mask, put the hood on in 6 seconds.

PERFORMANCE MEASURES

1. *Get ready to mask.*
 - a. Stop breathing.
 - b. Remove your helmet. Put the helmet between your legs, just above the knees, or else hold your rifle between your legs and put your helmet on the muzzle. If you drop your helmet, keep on masking. You can pick up your helmet later.
 - c. Take off your glasses if you are wearing them.
 - d. Open your mask carrier with your left hand and hold it open.
 - e. Grasp your mask just below the eyepieces with your right hand. Pull the mask out of the carrier. If you have a hood attached to the mask, let it hang inside out in front of the facepiece.
2. *Put on your mask.*
 - a. Grasp the facepiece with both hands. Slide your thumbs up inside the mask to open the facepiece as wide as you can.
 - b. Put your chin in the chin pocket.

- c. Pull the head harness up over your head. Make sure the head straps and head pad are flat against your head. See figures 1002-1 and 1002-2.

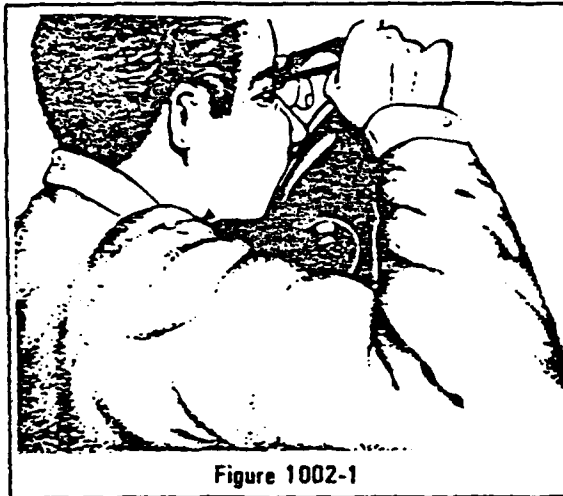
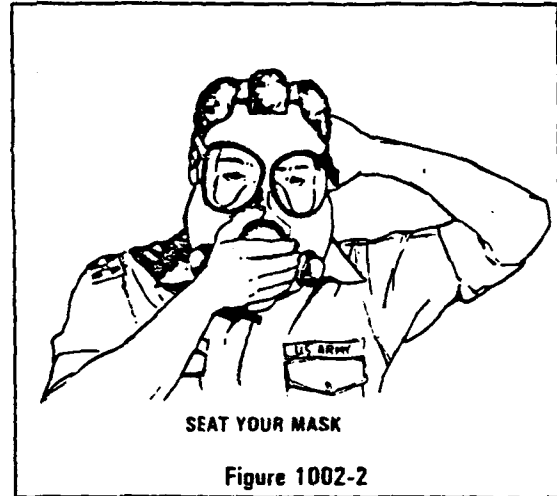


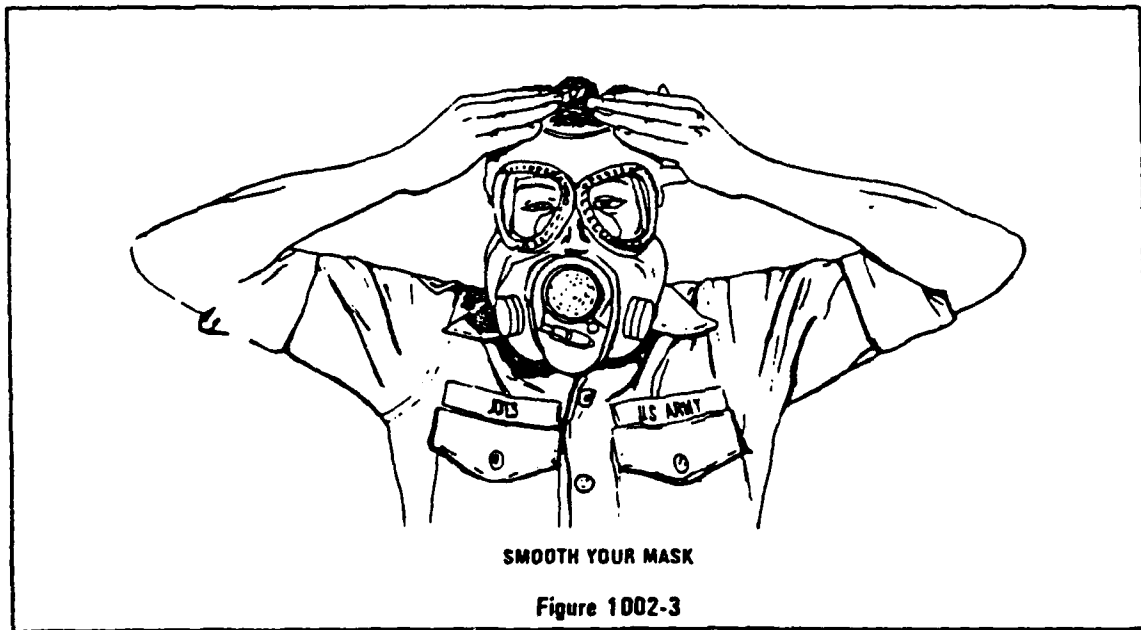
Figure 1002-1



SEAT YOUR MASK

Figure 1002-2

3. *Seal the mask.* Smooth the edges of the facepiece against your face with an upward and backward motion of your hands. If you do this right, you'll press out all the bulges and get an airtight seal. See figure 1002-3.



SMOOTH YOUR MASK

Figure 1002-3

NOTE: If your mask has a hood attached to it, put your hands under the hood to do performance measures 4 and 5.

4. *Clear the mask.*

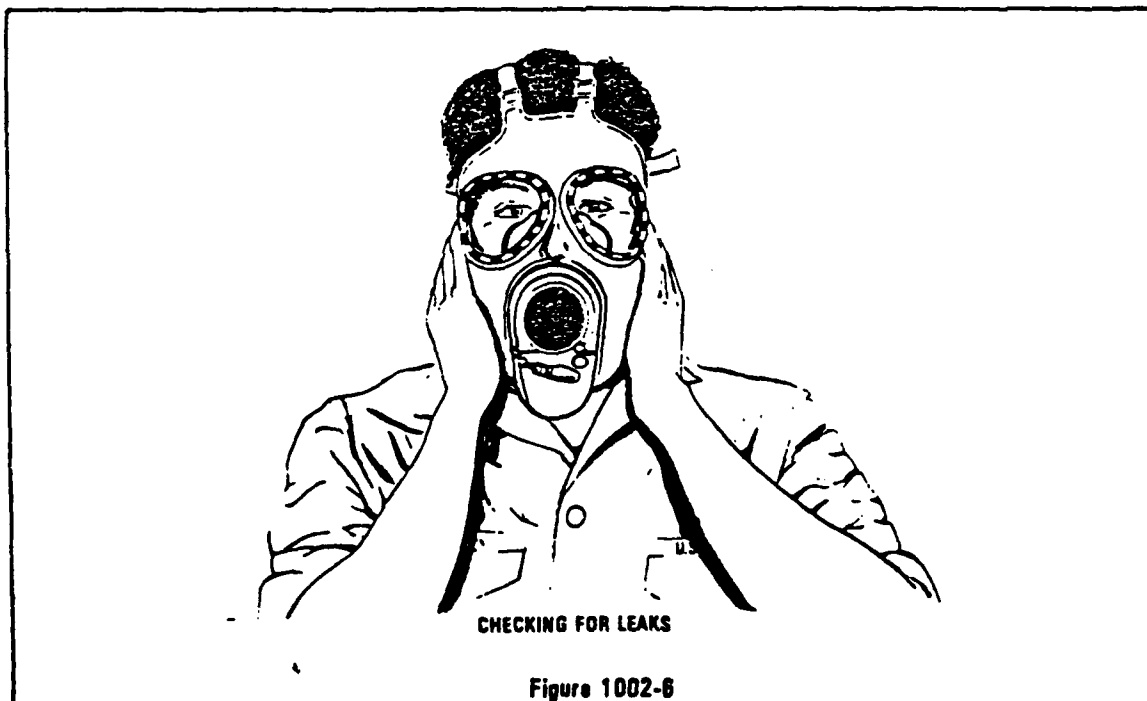
a. Cup the heel of your hand over the outlet valve. See figure 1002-4. If you have an M17A1 mask, place your other hand over the voicemitter. See figure 1002-5.



b. Blow hard to force air out around the edges of the mask.

5. *Check for leaks.*

a. Place the palms of your hands over the inlet valve caps. See figure 1002-6.



WORKSHEET 2

GRAMMAR
ACTIVITY SHEET XX
SIMPLE AND COMPOUND SENTENCES

NAME _____

(Note: Assume how-to statement appears here.)

INSTRUCTIONS:

EXAMPLE:

PROBLEMS:

PRACTICE SHEET #3

WRITING THE ACTIVITY SHEET

As you did in the first two worksheets, use the how-to rules, format information, and job skill material below to write an activity sheet on adding endings to words that end in -y.

RULES FOR ADDING ENDINGS TO WORDS THAT END IN -Y

1. When the y is preceded by a consonant, change the y to i before adding a syllable which begins with a letter other than i.

2. When the y is preceded by a vowel, do not change y to i.

Exceptions: day - daily lay - laid pay - paid say - said

Also: Adjectives of one syllable retain y before ly and ness.

FORMAT The criterion asks students to pick out misspelled words. A list of properly and improperly spelled words is supplied.

JOB SKILL Due to the limited nature of this activity, you may not be able to embed a job skill. Try to use Army-oriented vocabulary. If you can think of a skill which can be embedded, go ahead and give it a try.

Write an activity sheet for this task on the worksheets starting on page A-10. Write a how-to, instructions, an example, and at least 20 problems. Supply the correct answers. Then compare your activity sheet with the sample written on page B-4 of Appendix B.

WORKSHEET 3

GRAMMAR

NAME _____

ACTIVITY SHEET YY

ADDING ENDINGS TO WORDS THAT END IN -Y

(Write How-to Section Here:)

INSTRUCTIONS:

EXAMPLE:

GRAMMAR
ACTIVITY SHEET YY
ADDING ENDINGS TO WORDS THAT END IN -Y

WORKSHEET 3
(Continued)

NAME _____

PROBLEMS:

APPENDIX B

SAMPLE SOLUTIONS TO PRACTICE PROBLEMS

EXAMPLE 1, PRACTICE SHEET #1: WRITING THE HOW-TO	B-1
EXAMPLE 2, PRACTICE SHEET #2: WRITING THE PROBLEMS	B-3
EXAMPLE 3, PRACTICE SHEET #3: WRITING THE ACTIVITY SHEET	B-4

EXAMPLE #1

PRACTICE SHEET #1
 WRITING THE HOW-TO

Compare this how-to section with the one you wrote on page A-2 of Appendix A.

GRAMMAR
 ACTIVITY SHEET XX
 SIMPLE AND COMPOUND SENTENCES

NAME _____

Two kinds of sentences you need to know are simple sentences and compound sentences. They are easy to tell apart if you remember a few rules.

1. A SIMPLE SENTENCE HAS ONE SUBJECT PART AND ONE PREDICATE PART. The subject part of the sentence may have one or more subjects. It may talk about one thing, or more than one thing. The predicate is the verb part of the sentence. It may have one verb or more than one verb.

Here are four simple sentences. You can see that simple sentences can have more than one subject or more than one verb. But every simple sentence has only one subject part and one predicate part.

a. SGT Ames went to the snack bar. SGT Ames is the subject.
 subject part verb part Went is the verb.

b. SGT Ames and SP4 Edwards went to the snack bar.
 subject part verb part

c. SGT Ames went to the snack bar and ordered a hamburger.
 subject part verb part

d. SGT Ames and SP4 Edwards went to the snack bar and ordered hamburgers.
 subject part verb part

All of these sentences are simple sentences. They each have only one subject part and one predicate (verb part).

2. A COMPOUND SENTENCE IS MADE OUT OF TWO OR MORE SIMPLE SENTENCES. THEY ARE JOINED TOGETHER BY A CONNECTING WORD OR CONJUNCTION. Each simple sentence must have a subject part and a predicate part. Here is an example of a compound sentence:

SGT Ames went to the snack bar and SP4 Edwards washed the truck.

Can you see the two simple sentences? They are:
 SGT AMES WENT TO THE SNACK BAR and SP4 EDWARDS WASHED THE TRUCK.

Each of these simple sentences has a subject part and a verb part. The connecting word (conjunction) is and.

Here are some common conjunctions:

AND OR YET

BUT FOR

Here is another example of a compound sentence:

SGT Ames and SP4 Edwards went to the snack bar and ordered hamburgers,

but PVT Ramirez and SP4 Washington stayed in the barracks and

played cards.

There are two simple sentences here. Each has a complete subject part and a complete verb part. The two simple sentences are connected by the conjunction but.

PRACTICE SHEET #2
WRITING THE PROBLEMS

EXAMPLE #2

Compare this with the section you wrote on Page A-8.

GRAMMAR
ACTIVITY SHEET XX
SIMPLE AND COMPOUND SENTENCES

NAME _____

(Note: Sample How-To Appears on Page B-1)

INSTRUCTIONS: In each sentence below, underline all the subjects with one line and all the verbs with two lines. Decide whether the sentence is simple or compound. Blacken the correct space to the right of the sentence. If the sentence is compound, circle the conjunction.

EXAMPLE:

	Simple	Compound
<u>You</u> <u>hear</u> an NBC alarm, <u>and</u> <u>your sergeant</u> <u>orders</u> you to put <u>on</u> your mask.	0	●
1. The <u>troops</u> <u>saw</u> a smoke grenade and a lot of dust.	●	0
2. The platoon <u>sergeant</u> and the squad <u>leaders</u> <u>told</u> us to mask.	●	0
3. The <u>men</u> <u>stopped</u> breathing and <u>removed</u> their helmets.	●	0
4. <u>PFC Tafua</u> <u>put</u> his helmet on his rifle muzzle, <u>but</u> <u>PVT Roberts</u> <u>held</u> his helmet between his knees.	0	●
5. <u>I</u> <u>took</u> off my glasses, <u>for</u> my <u>mask</u> <u>would</u> not <u>fit</u> over them.	0	●
6. <u>We</u> <u>opened</u> our mask carriers and <u>grabbed</u> the masks just below the eyepieces with our right hands.	●	0
7. <u>You</u> <u>hold</u> the facepiece in both hands, <u>and</u> your <u>thumbs</u> <u>go</u> inside it to open the facepiece as wide as possible.	0	●
8. After my mask was on, the head <u>straps</u> and head <u>pad</u> <u>fit</u> flat against my head.	●	0
9. <u>You</u> <u>must</u> <u>seal</u> your mask, <u>or</u> <u>it</u> <u>will</u> <u>leak</u> .	0	●
10. My <u>squad</u> and two other <u>squads</u> <u>put</u> on our masks and <u>cleared</u> them correctly, <u>but</u> SP4 Wilson's <u>squad</u> <u>took</u> too long and <u>didn't</u> <u>do</u> the task right.	0	●

PRACTICE SHEET #3
WRITING THE ACTIVITY SHEET

EXAMPLE #3

Compare this with the Activity Sheet you wrote on Page A-11.

GRAMMAR
ACTIVITY SHEET YY
ADDING ENDINGS TO WORDS THAT END IN -Y

NAME _____

Sometimes you add endings to words to change their meaning, tense, or use. Endings you might add include:

-ly -est -ing
-ed -er -ness

If the word you want to change ends in y, you might have to change the y to i before adding the ending. Here are some simple rules to help you decide whether to change the y to i.

1. IF THE LETTER JUST BEFORE THE Y IS A VOWEL (A,E,I,O,U), DO NOT CHANGE THE Y TO I.

Examples:

deploy - deployed - deploying
spray - spraying - sprayer
delay - delaying - delayed

BUT THERE ARE SOME EXCEPTIONS TO THIS RULE! MEMORIZE THESE!

day - daily lay - laying - laid
pay - paying - paid say - saying - said

2. IF THE LETTER JUST BEFORE THE Y IS A CONSONANT (ANY LETTER EXCEPT A,E,I,O,U), LOOK AT THE ENDING.

- a) DOES THE ENDING START WITH I? (Such as -ing).
IF SO, DON'T CHANGE THE Y TO I.

Examples: study - studying deny - denying

- b) DOES THE ENDING START WITH ANY OTHER LETTER EXCEPT I?
IF SO, CHANGE THE Y TO I.

Examples:

study - studied deny - denied
supply - supplier - supplied

3. IF THE WORD IS AN ADJECTIVE (A DESCRIBING WORD) THAT IS JUST ONE SYLLABLE LONG, AND YOU WANT TO USE -LY OR -NESS AS YOUR ENDING, DON'T CHANGE THE Y TO I.

Examples:

dry - dryly - dryness, BUT drier - dried
shy - shyly - shyness, BUT shied

Here is a recap of the rules for you. Memorize all of them. Memorize the exceptions.

RULE 1. WORDS WITH A VOWEL BEFORE THE Y: DO NOT CHANGE Y TO I.

RULE 2. WORDS WITH A CONSONANT BEFORE THE Y:

a) FOR -I ENDINGS (LIKE -ING), DO NOT CHANGE Y TO I.

b) FOR OTHER ENDINGS, CHANGE Y TO I.

RULE 3. TO ADD -LY OR -NESS TO ADJECTIVES THAT ARE JUST ONE SYLLABLE, DO NOT CHANGE Y TO I.

INSTRUCTIONS: Decide whether each of these words is spelled correctly. If a word is correct, blacken the Yes (Y) on the answer sheet. If it is wrong, blacken the No (N) on the answer sheet. Remember the rules for adding endings to words that end in y.

Examples:

Answer Sheet

	Y	N
a) hastily		■
b) drier	■	

- | | |
|--------------|---------------|
| 1. busiest | 11. payed |
| 2. readiness | 12. easier |
| 3. dayly | 13. playing |
| 4. destroyer | 14. defyed |
| 5. suppling | 15. said |
| 6. wearyest | 16. hardiness |
| 7. deployed | 17. layed |
| 8. steadily | 18. carrying |
| 9. obeyed | 19. dryest |
| 10. lazyer | 20. busyness |

ANSWERS:	Y	N	Y	N	Y	N	Y	N
1.	■		6.		■	11.		■
2.		■	7.		■	12.	■	
3.		■	8.	■		13.	■	
4.	■		9.	■		14.		■
5.		■	10.		■	15.	■	
						16.	■	
						17.		■
						18.	■	
						19.		■
						20.		■

APPENDIX C

SAMPLE MODULE:

JOB-ORIENTED BSEP PROGRAM AT FORT ORD

MODULE PREVIEW	C-1
PREVIEW ANSWER KEY/DIAGNOSTIC	C-3
MODULE RECORD SHEET	C-5
ACTIVITY SHEETS	C-7
CHECKSHEETS	C-26
MODULE REVIEW	C-41
REVIEW ANSWER KEY/DIAGNOSTIC	C-43

Name _____

MODULE PREVIEW

PUNCTUATION

Instructions: Decide which punctuation mark is left out of each line. Mark it in the answer space to the right. Then count from the left and determine the number of the word closest to where the missing mark belongs. Mark your answer in the answer space to the right.

NOTE: Some lines are not numbered and are not items.

Example:

	Missing Punctuation Mark					Closest Word Number				
	,	.	!	?	"	1	2	3	4	5
1. "What" asked SGT Thomas. "Did I hear you say that	0	0	0	●	0	●	0	0	0	0
2. you dont have a helmet?"	0	●	0	0	0	0	●	0	0	0

1. "Men " said SGT Paine, "today	1.	0	0	0	0	0	0	0	0	0
2. were going to learn something	2.	0	0	0	0	0	0	0	0	0
3. about masking. Of course it's	3.	0	0	0	0	0	0	0	0	0
4. very important. First of all	4.	0	0	0	0	0	0	0	0	0
how many of you brought										
5. your masks today " he continued.	5.	0	0	0	0	0	0	0	0	0
6. Of twenty men there only	6.	0	0	0	0	0	0	0	0	0
7. one, Williams didn't raise his	7.	0	0	0	0	0	0	0	0	0
8. hand. "Williams" shouted the platoon	8.	0	0	0	0	0	0	0	0	0
9. sergeant. Where's your mask?" Williams	9.	0	0	0	0	0	0	0	0	0
10. said "I don't know. It	10.	0	0	0	0	0	0	0	0	0
11. was on PVT Romeros bunk."	11.	0	0	0	0	0	0	0	0	0
PVT Romero said, "I found										
12. a mask an M17A1, on	12.	0	0	0	0	0	0	0	0	0
13. my bunk but it wasn't	13.	0	0	0	0	0	0	0	0	0

Punctuation
Module Preview, Continued

Name _____

		Missing Punctuation Mark					Closest Word Number				
14.	marked sir. That was over	"	,	.	?	!	1	2	3	4	5
		0	0	0	0	0	0	0	0	0	0
15.	two weeks ago, on Monday	?	'	.	!	,	1	2	3	4	5
		0	0	0	0	0	0	0	0	0	0
16.	March 22. I turned the mask in at the Co	.	?	"	'	,	1	2	3	4	5
		0	0	0	0	0	0	0	0	0	0
17.	Orderlys office." The sergeants shouted,	?	"	,	.	'	1	2	3	4	5
		0	0	0	0	0	0	0	0	0	0
18.	"Williams Go back to the	?	"	,	.	!	1	2	3	4	5
		0	0	0	0	0	0	0	0	0	0
19.	company area. Get your mask	?	"	,	.	!	1	2	3	4	5
		0	0	0	0	0	0	0	0	0	0
20.	your hood, and your carrier	?	"	.	'	,	1	2	3	4	5
		0	0	0	0	0	0	0	0	0	0
	and get back here on the double!"										

PUNCTUATION MODULE
PREVIEW ANSWER KEY AND DIAGNOSTIC

Instructions: Decide which punctuation mark is left out of each line. Mark it in the answer space to the right. Then count from the left and determine the number of the word closest to where the missing mark belongs. Mark your answer in the answer space to the right.

NOTE: Some lines are not numbered and are not items.

	"	,	.	?	!	1	2	3	4	5	IF WRONG, ASSIGN:
1. "Men " said SGT Paine, "today	0	●	0	0	0	●	0	0	0	0	1. 4,8,13
2. were going to learn something	?	'	.	!	,	1	2	3	4	5	2. 11,13
3. about masking. Of course it's	0	●	0	0	0	●	0	0	0	0	3. 5,13
4. very important. First of all	?	"	.	!	'	1	2	3	4	5	4. 5,13
how many of you brought	0	0	●	0	0	0	0	0	●	0	
5. your masks today " he continued.	0	0	0	0	●	1	2	3	4	5	5. 9,13
6. Of twenty men there only	?	"	.	!	!	1	2	3	4	5	6. 5,13
7. one, Williams didn't raise his	0	0	●	0	●	0	0	0	0	0	7. 3,13
8. hand. "Williams" shouted the platoon	?	"	.	!	'	1	2	3	4	5	8. 1,9,13
9. sergeant. Where's your mask?" Williams	0	0	0	●	0	0	●	0	0	0	9. 9,13
10. said "I don't know. It	?	"	.	'	,	1	2	3	4	5	10. 8,13
11. was on PVT Romero's bunk."	0	0	0	●	0	0	0	0	●	0	11. 10,13
PVT Romero said, "I found	?	"	.	'	,	1	2	3	4	5	
12. a mask on his, on	0	0	0	0	●	0	●	0	0	0	12. 3,13
13. my bunk but it wasn't	?	"	.	'	,	1	2	3	4	5	13. 7,13
	0	0	0	0	●	0	●	0	0	C	

PUNCTUATION
 PREVIEW ANSWER KEY & DIAGNOSTIC
 CONTINUED

					IF WRONG, ASSIGN:							
					1	2	3	4	5			
14.	marked	sir.	That	was	over	0	0	0	0	0	14.	4,13
15.	two	weeks	ago,	on	Monday	0	0	0	0	0	15.	6,13
16.	March	22.	I	turned	the	0	0	0	0	0	16.	12,13
17.	mask	in	at	the	Co	0	0	0	0	0	17.	10,13
18.	Orderlys	office."	The	sergeant	shouted,	0	0	0	0	0	18.	1,13
19.	"Williams	Go	back	to	the	0	0	0	0	0	19.	2,13
20.	company	area.	Get	your	mask	0	0	0	0	0	20.	7,13
	your	hood,	and	your	carrier	0	0	0	0	0		
	and get back here on the double!"											

MODULE RECORD SHEET
PUNCTUATION

OBJECTIVE: Given any sentence, punctuate it properly according to the rules for punctuation.

SAMPLE TEST ITEMS:

1. Determine which punctuation mark has been left out of the following sentence:

a. "Watch out for the truck " he shouted. , ? ! " .
0 0 ● 0 0

2. Count from the left to find the number of the word closest to the punctuation mark that has been left out.

a. "Watch out for the truck " he shouted. 1 2 3 4 5 6 7
0 0 0 0 ● 0 0

INTRODUCTION TO PUNCTUATION

Punctuation marks are the "road signs" of sentences. They tell you where to slow down or stop. They also tell you which parts of the sentence belong together, and they help to make the sentence clearer. The activity sheets will tell you how to use punctuation in sentences. Work through all the activity sheets that have been circled below. You can check your own work using the Checklists your teacher has shown you. If you have any questions about punctuation, ask your teacher. When you are through with all the activity sheets and are sure you understand all the rules for punctuation, ask to take the Module Review.

ACTIVITY SHEETS (Do those that are circled)

- | | | |
|---|-----|-----|
| 1. End Punctuation | 1A | 1B |
| 2. Commas in Series | 2A | 2B |
| 3. Commas: Appositives | 3A | 3B |
| 4. Commas: Direct Address | 4A | 4B |
| 5. Commas: Introductory Words and Parenthetical Expressions | 5A | 5B |
| 6. Commas: Dates and Addresses | 6A | 6B |
| 7. Commas: Phrases, Clauses, and Compound Sentences | 7A | 7B |
| 8. Commas: Quotes | 8A | 8B |
| 9. Quotations | 9A | 9B |
| 10. Apostrophes: Ownership | 10A | 10B |
| 11. Apostrophes: Contractions | 11A | 11B |
| 12. Abbreviations | 12A | 12B |
| 13. Punctuation Practice | 13A | 13B |

When you write a sentence, you always have to end it with a punctuation mark. There are only three punctuation marks that you can use at the end of a sentence. They are the period, the question mark, and the exclamation point.

● A period is used at the end of a sentence that tells you something or tells you to do something. This is called a declarative sentence. You use periods more than you use question marks or exclamation points.

? A question mark is used at the end of a sentence that asks a question. This is the only time it is used.

! An exclamation point is used at the end of a sentence that exclaims. A sudden emotion like joy, fear, happiness, pain, or anger, is an exclamation. Another kind of exclamation is a sentence that talks about sudden feeling or emphasizes something. An exclamation point is used to make a sentence more important.

Here are samples of the three kinds of sentences:

"Declarative" sentence: Use a period.	It is raining today. We are going on maneuvers.
Question. Use a question mark.	When will the rain stop? Should we wear our ponchos?
Exclamation. Use an exclamation point.	This must be a hurricane! Let's get out of here!

Instructions: Read the sentences below. Decide which punctuation mark each one needs; a period, a question mark, or an exclamation point. Then circle the correct punctuation mark to the right of the sentence.

Example: 1. Is it Friday . !
2. I need a new fatigue jacket ? !
3. Watch out . ?

1. What should you do if a soldier is bleeding . ? !
2. Check for more than one wound . ? !
3. Cut the clothing away from the wound . ? !

Punctuation
Activity Sheet 1A
End Punctuation continued

Name _____

- | | | | | |
|-----|--|---|---|---|
| 4. | Be careful | . | ? | ! |
| 5. | If you touch the wound, you could make it dirtier | . | ? | ! |
| 6. | Take a pressure dressing from the kit | . | ? | ! |
| 7. | How do you unwrap it | . | ? | ! |
| 8. | Twist it to break the paper wrapper | . | ? | ! |
| 9. | Don't get it dirty | . | ? | ! |
| 10. | Put the clean side against the wound | . | ? | ! |
| 11. | Which is the clean side | . | ? | ! |
| 12. | It is the side that is white | . | ? | ! |
| 13. | Tie the bandage onto the wound | . | ? | ! |
| 14. | Is he still bleeding | . | ? | ! |
| 15. | He might bleed to death | . | ? | ! |
| 16. | Press on the top of the bandage with your hand | . | ? | ! |
| 17. | Keep pressing for 5-10 minutes | . | ? | ! |
| 18. | You can also tie a thick pad over the bandage | . | ? | ! |
| 19. | What else should I do | . | ? | ! |
| 20. | Elevate the wounded part | . | ? | ! |
| 21. | Use digital pressure | . | ? | ! |
| 22. | Don't ever use that tourniquet unless you really need to | . | ? | ! |

Commas tell you to pause when you are reading a sentence. They set off words or groups of words and help to make the sentence clear. One way to use commas is to separate words in a series. When you have a list of things in a sentence, you separate the things in the list by using commas.

For instance, if you read this sentence:

The soldiers were issued ammo clips web belts and helmet liners.

Can you tell how many things were issued to the soldiers?

But if you put in commas, the sentence is clear:

The soldiers were issued ammo clips, web belts, and helmet liners.

Instructions: The sentences below are written in short lines. They need commas to set off things in a series. Decide where the commas go. Then count from the left of each line and write down the number of each word that needs a comma after it. Write the numbers on the short line to the right. Be careful! Some of the lines don't need commas. If a line doesn't need a comma, write "none" in the answer blank.

Example: A first aid kit has a case dressing 7, 8
burn mixture and an envelope cover 2

1. Four ways to stop bleeding are to use a pressure bandage use digital pressure elevate the wound and use a tourniquet. 1. _____

2. You need to unwrap the bandage put it on the wound wrap it around and tie it in place. 2. _____

3. You can use a rock log helmet or boots to elevate the limb. 3. _____

4. Don't elevate a broken arm or leg because it can cause pain increase shock or damage nerves. 4. _____

5. Some digital pressure points are in the wrist elbow shoulder upper arm and neck. 5. _____

6. Don't use a tourniquet unless you already tried direct pressure elevation and digital pressure. 6. _____

An appositive is a word or a group of words that tells you more about something in a sentence. It makes you "more positive" of what the sentence is talking about. If you read the words:

"SP4 SMITH IS ON LEAVE."

You might not really know who is on leave. There are a lot of SP4 Smiths in the Army. But if you read,

"SP4 SMITH, OUR SQUAD LEADER, IS ON LEAVE."

then you are more positive about who the sentence is talking about.

You use commas to set off an appositive. Use a comma between the appositive and the rest of the sentence. If the appositive comes in the middle of the sentence, you use one comma in front of it and another comma after it.

Instructions: Read the sentences below. They are written in short lines. Look for the appositives. When you find one, decide where the commas go. Then count from the beginning of each line and write down the numbers of any words that need commas after them. Be Careful! Some of the sentences might not have an appositive.

Example: This weapon a LAW can be used against tanks. 2, 4

1. The LAW a one-man weapon should be checked before you fire it. 1. _____
2. Pull out the pull pin a small pin with a ring. 2. _____
3. Rotate the rear cover a cap over the end downward. 3. _____
4. The sling assembly for carrying the launcher will fall free. 4. _____
5. Pull sharply backward on the rear sight cover a box over the rear sight to extend the launcher. 5. _____
6. Try to push it back together to check that it is locked. 6. _____
7. Put the launcher a tube about 3 feet long on your shoulder. 7. _____
8. Check and clear the backblast area the area behind you. 8. _____
9. Move the safety handle to ARM. 9. _____
10. Keep it pointed down range toward the enemy while it is on your shoulder. 10. _____

When you talk to people in a sentence, you use commas to set off their names. If the name or the title of the person comes in the middle of the sentence, you need to put a comma in front of it and another comma after it.

Instructions: Read the sentences below. When a sentence talks to someone, figure out where the commas should go. Then count from the left and write down the numbers of any words that need commas after them.

Example:

"What time is the formation SGT Johnson?" 5

1. "All right men here's what we're going to do today. _____
2. Rodriguez you go down to supply and get some paint. _____
3. The brushes Collins are in the storeroom. _____
4. Smith and Brubaker you start policing the area. _____
5. It's up to you Washington to mow the grass. _____
6. You two Thomas and Avila help paint the rocks by the path. _____
7. Jones and Simmons you trim the trees. _____
8. The bushes by the north door are your problem Paige. _____
9. Franklin you pull weeds and rake up the grass. _____
10. You come with me to headquarters Tafua and we'll get those new signposts." _____

Punctuation
Activity Sheet 5A

Commas: Introductory Words and
Parenthetical Expressions

Name _____

Commas are used to set off words that don't really relate to the rest of the sentence. These can be introductory words like "now" or "oh" or "yes". They can also be parenthetical expressions or extra thoughts of the writer's, like "in my opinion" or "I think". These words don't really make much difference in the sentence. They are just extra words, so you set them off with commas.

Instructions: Read the lines below. If you find any introductory words or parenthetical expressions, they will need commas. Count from the left of each line and write the number of each word that needs a comma after it. Write the numbers on the answer spaces to the right. Be careful! Some lines don't have an answer space next to them. There aren't any commas missing in these lines.

Example:

Actually the M17A1 mask is a very _____ 1
important piece of equipment. You
need to check it I think every time _____ 4, 6
you go on maneuvers.

You have nine seconds I believe _____
to put on your mask. First you _____
hold your breath. No don't drop _____
your helmet. Hold it between your _____
knees I think. Your mask carrier _____
the book says should be opened with _____
your left hand. Take the mask out _____
of course with your right hand. Next _____
slide your thumbs up inside the mask _____
to open it. After that you put your _____
chin in the chin pocket and pull the _____
head harness over your head. Seal _____
and clear the mask of course and check _____
for leaks. Yes it's an easy task if _____
you practice. _____

Use commas when you write a date or an address that has more than one part. How do you tell if it has more than one part? Here are the parts of a date.

Examples:

<u>The day</u>	<u>The date</u>	<u>The year</u>
Tuesday	May 10	1969
Friday	March 23	1982

If you use any of these parts alone, you don't need to use commas. But, if you use two or more parts, you need to put a comma after every part. For instance, look at this sentence:

The message I sent on Monday was lost.

You don't need commas around the date because the sentence uses only one part of a date. But in this sentence

The message I sent on Monday, April 5, was lost.

You need commas after every part of the date.

The same rule is used for addresses. Here are some parts of addresses.

<u>Street Name and Number</u>	<u>The Apt. Number</u>	<u>The Town</u>	<u>The State & Zip Code</u>
708 Lexington Avenue	Apartment #3	Monterey	California 93940

If you use just one part, like this,

"He moved to 708 Lexington Avenue last weekend."

You can see you don't need any commas after the address. But in this sentence --

"He moved to 708 Lexington Avenue, Apartment 3, Monterey, California, last weekend."

You need commas after every address part.

Punctuation
Activity Sheet 6A
Commas: Dates and Addresses
continued

Name _____

Instructions: Read the lines below. You will find some places where you need commas. Count from the beginning of the line and write down the number of any word that should have a comma after it. Write the numbers on the answer spaces to the right. Be careful! Some of the lines don't need any commas. If you find a line like that, write "none" on the answer space.

Example:

I moved from 1177 Front Street Jackson Mississippi	<u>6,7,8</u>
to Fort Ord this year. It was on February 5 1982	<u>10,11</u>
that the moving van came. I got here on the next	<u>none</u>
Friday in the afternoon.	<u>none</u>

On June 3 1980 I graduated	_____
from high school. I went to	_____
school at Pueblo High 1452	_____
Diamond Drive Los Alamos New Mexico	_____
87544. I decided to go into	_____
the Army, so on June 15 I went	_____
to the recruiting station. It is	_____
at 11 Pajaro Street Santa Fe New Mexico.	_____
After I joined the Army, I trained at	_____
Fort Riley Kansas. Then on January	_____
6 1982 I was transferred to	_____
Fort Ord for more training. This year,	_____
I will go to Kaiserslautern	_____
Germany. I am supposed	_____
to arrive there on September 14.	_____

Punctuation

Activity Sheet 7A

Commas: Phrases, Clauses, and Compound Sentences

Name _____

A comma is a road sign in a sentence. It tells you to slow down or pause. An easy way to tell where you should put the commas in a sentence is to say the sentence out loud. You can feel the pauses.

Commas separate the parts of a sentence. They separate phrases or clauses, and they separate the parts of a compound sentence. A compound sentence is one that is made out of two smaller sentences. It needs a comma to separate the ideas.

Look at these sentences. Each one needs a comma for a different reason.

1. When PVT Herrera finished shooting, his sergeant praised him.

You need a comma here after the introductory clause. You can feel the pause. If you did not have a pause, it would sound like PVT Herrera was shooting his sergeant!

2. Expecting a bad storm, we all took our raincoats.

In this sentence, the first phrase explains the second part. You can feel the pause. You put a comma after an introductory phrase that explains the rest of the sentence.

3. We ran all the way to the parade ground, but First Platoon got there before we did.

This is really two short sentences. They are linked together by the word "but". You need a comma to separate the two short sentences. You can feel the pause.

Instructions: Read the sentences on the next page. Say them to yourself and feel the pauses. You will need to put commas after introductory phrases and clauses. You will also need them between the two halves of a compound sentence. When you find a place that needs a comma, count from the beginning of the line. Find the number of the word that needs a comma after it. Put the number in the answer space to the right.

Punctuation
Activity Sheet 7A
Commas: Phrases, Clauses, and
Compound Sentences
Continued

Name _____

1. When you are firing the LAW you have to meet the standards. _____
2. You will need to fire at stationary targets and you will need to fire at moving targets. _____
3. Of three rockets fired at stationary targets two must hit the target. _____
4. Of four rockets fired at moving targets two must hit the target. _____
5. There are two sights and both sights flip up. _____
6. The rear sight is a peepsight but the front sight is a clear plastic leaf. _____
7. Even though there are stadia lines on the front sight you should not use them. _____
8. Because they are not accurate they are no longer used. _____
9. When you are sighting on stationary targets place the correct range cross on the center of the target. _____
10. For slow moving targets put the correct lead cross on the center of mass. _____
11. Targets moving at 5 MPH or less are slow and targets moving at more than 5 MPH are fast. _____
12. For slow targets the lead cross is on the center of mass. _____
13. For fast targets the lead cross is on the front edge of the target. _____
14. An oblique target may move faster than 5 MPH but you aim as if it were a slow target. _____

When you write down exactly what someone has said, that is called a quote. You use a comma after the phrase that introduces a quote. You also use commas if you interrupt the quote with any kind of phrase.

Instructions: Read the sentences below and decide where the commas go. Count from the beginning of each line and write down the number of each word that should have a comma after it. Write your answers in the answer spaces.

Examples:

1. "That" he said "is an M16A1 rifle." 1, 3

2. The soldier asked "Where are the spare ammo clips?" 3

1. The squad leader asked "What are the four lifesaving measures?" _____

2. "Well" said PVT Williams "the first one is to open the airway." _____

3. SP4 Samoa said "That's not quite right." _____

4. "You must also" he said "restore the breathing and heartbeat." _____

5. "Okay" said SGT Perez "now what are the other three steps?" _____

6. PVT Tarpey said "The second one is to stop the bleeding." _____

7. "Right" added PVT Donaldson "and then you prevent shock." _____

8. "The last lifesaving measure" said SP4 Figueroa "is to dress and bandage the wound." _____

9. The squad leader asked him "Why do you do that?" _____

10. Figueroa answered "To avoid infection." _____

When you write down what a person said, that is called a quote or a quotation. There are two kinds of quotes. The first is called the indirect quotation. It tells what a person said without using his or her exact words. The second kind is called a direct quotation. It uses the exact words that the person said.

Here are samples of the two kinds of quotes:

1. The sergeant told four men police up the company area.

This is an indirect quotation. It tells you what the sergeant said without using his exact words.

2. The sergeant said, "You four men police up the company area."

This a direct quotation. It tells you the exact words the sergeant said.

When you write a direct quotation, you need to use quotation marks. Use them at the beginning and the end of a quotation. You also need to use them if the quote is interrupted or broken in two parts. They set off the exact words somebody said from the rest of the sentence.

Here are some rules about quotations and quotation marks.

1. Always start a direct quotation with a capital letter.
Example: Danny said, "Let's go down to the snack bar."
2. If a quote is interrupted in the middle of a sentence, don't start the second part with a capital letter.
Example: "Hurry up," said Danny, "we don't have much time."
3. Always put commas or periods inside closing quotation marks. If the quotation is a question or an exclamation, then you put the question mark or exclamation point inside the quotation marks. Otherwise, it goes outside.
Example: "Okay," said Tom, "I'm coming."

"Watch out for the truck!" yelled Danny.

Did you hear the truck driver say, "I'm sorry"?

4. If a direct quote is more than one sentence long, you only have to put quotation marks at the very beginning and the very end.
Example: He said, "I'm sorry I almost backed into you. I didn't look in my rear view mirror."

Punctuation
Activity Sheet 9A
Quotations - continued

Name _____

Instructions: Read the sentences below. Put in the quotation marks where they belong. If you see a capital letter that should be a small letter, cross it out and put the small letter above it. If you see a small letter that should be a capital, cross it out and put the capital letter above it.

Example: "Well," said SGT Johnson, ~~the~~⁺ SGT is next week."

Okay, said SGT Ames, You're going to learn to aim the LAW. He showed us a picture of the front sight and said the curved lines are called stadia lines. They're not accurate, so don't use them. PVT Williams asked, what are the cross marks on the edges of the sight? They are lead crosses, said SGT Ames, And they help you apply lead to a moving target. SGT Ames then said, first you figure your range. Then you put the correct range line on the target. What part do we aim at? asked PVT Ruiz. Usually the center of mass, said Ames. On a stationary target, he continued, You put the range line on the center of mass. What do you do, asked PVT Soames, If the target is moving? If it is a slow target, said Ames, you put the lead cross on the center of mass. But if it is a fast target, you put the lead cross on the front edge.

Punctuation

Activity Sheet 10A

Apostrophes: Ownership

Name _____

Apostrophes are used to show ownership or possession. They are used with nouns or pronouns.

There are two ways to use apostrophes with nouns (that is, names of things).

1. If the noun talks about one person or thing, you make it possessive by adding 's.

the rifle belonging to the soldier = the soldier's rifle
the tail belonging to the dog = the dog's tail
the car belonging to Ron = Ron's car

- 2a. If the noun talks about more than one person or thing, and it ends in s, you just stick an apostrophe on the end.

the rifles belonging to the soldiers = the soldiers' rifles
the tails belonging to the dogs = the dogs' tails

- 2b. If the noun talks about more than one person or thing, and it doesn't end in s, you put an 's on the end.

the helmets of the men = the men's helmets
the toys of the children = the children's toys

When you use pronouns, some of them are already possessive. They do not need an apostrophe. These pronouns are:

his, hers, its, ours, theirs, yours, and whose.

For other pronouns you need to add 's.

His is better than ours. (Doesn't need apostrophes)

Everyone's leave was cancelled. (needs 's.)

Nobody's equipment was lost. (needs 's.)

Instructions: Read the sentences below. Put a line under every word that should show ownership. Then put what you would do to it in the answer space to the right. If you need to add an apostrophe, write ' in the blank. If you need to add an apostrophe and an s write 's in the blank. And if the word doesn't need to be changed, write nothing in the blank.

Examples: Jim mask has a broken lens.

The officers houses are being painted.

Is this hat yours?

_____ 's
_____ '
_____ nothing

Contractions are two words that have been made into one word. They are easy to learn. Just put an apostrophe wherever you take out letters.

Here are some examples of contractions:

can not = can't
do not = don't
he will = he'll

You can see that the apostrophe takes the place of the letters that have been left out.

Contractions are easy, but you have to be careful with them. For instance, its is the possessive form of it. But it's means it is. Don't get them confused. Here are some words that look the same when they are possessives or contractions:

John's going - John is going (contraction)
John's hat = the hat belonging to John (possessive)

The soldier's on duty - the soldier is on duty (contraction)
The soldier's rifle = the rifle belonging to the soldier (possessive)

Instructions: Read the words below. For the first ten, decide what two words were used to make the contraction. Then write the two words in the answer space. For the second ten, look at the two words. Then make a contraction and write it in the answer space.

Examples: we're we are
 she will she'll

- | | | | |
|-------------|-------|---------------|-------|
| 1. isn't | _____ | 11. we have | _____ |
| 2. he's | _____ | 12. Jim is | _____ |
| 3. they're | _____ | 13. they had | _____ |
| 4. weren't | _____ | 14. do not | _____ |
| 5. let's | _____ | 15. he would | _____ |
| 6. who's | _____ | 16. did not | _____ |
| 7. we'll | _____ | 17. it is | _____ |
| 8. can't | _____ | 18. I shall | _____ |
| 9. you're | _____ | 19. must not | _____ |
| 10. doesn't | _____ | 20. would not | _____ |

Punctuation
Activity Sheet 10A
Apostrophes: Ownership
Continued

Name _____

1. SGT Polk platoon went to the field. _____
- 2, His men were practicing for their SQT. _____
3. SP4 Riley squad practiced with grenades. _____
4. The men grenade launchers need to be cleaned. _____
5. All the hand grenades pins were bent. _____
6. It is everyone job to keep the equipment clean. _____
7. Several soldiers grenade launchers misfired. _____
8. SP4 Riley men did well at throwing the hand grenades. _____
9. SGT Polk showed them a grenade launcher barrel. _____
10. Its edge was bent and a shell would not fit into it. _____
11. He warned the men to keep their equipment in good condition. _____

Punctuation
Activity Sheet 12A
Abbreviations

Name _____

Abbreviations are words or phrases that are shortened. Sometimes abbreviations are two or three letters long, or even longer. Sometimes they are only one letter.

When an abbreviation is only one letter long it is called an initial. This is because it is the first (or initial) letter of a word. Sometimes, an abbreviation is three or four initials in a row.

You need to put a period after every abbreviation and after every initial. If an abbreviation is two or more initials in a row, you need to put a period after every one.

Instructions: Here is a list of abbreviations and what they stand for. Put in the periods where they belong.

Example: street = st.
senior = sr.
United States Marine Corps = U.S.M.C.

- | | |
|------------------------------------|--------------------------------------|
| 1. advertisement = ad | 16. Master of Ceremonies = M C |
| 2. anonymous = anon | 17. Medical Doctor = M D |
| 3. attorney = atty | 18. Military Police = M P |
| 4. avenue = ave | 19. Mister = Mr |
| 5. Bachelor of Arts = B A | 20. Mistress = Mrs |
| 6. boulevard - blvd | 21. number - no |
| 7. Cash on Delivery = C O D | 22. ounce - oz |
| 8. column - col | 23. paid = pd |
| 9. dozen = doz | 24. Police Department = P D |
| 10. Doctor = Dr | 25. post meridian (afternoon) = p m |
| 11. department = dept | 26. quart = qt |
| 12. et cetera (and so forth) = etc | 27. Reverend = Rev |
| 13. foot = ft | 28. senior = Sr |
| 14. inch = in | 29. street = st |
| 15. light - lt | 30. Saint = St |
| | 31. United States of America = U S A |

Punctuation
Activity Sheet 13A
Punctuation Practice

Name _____

On this page, you can practice what you have learned about punctuation. The kinds of punctuation you need to know in order to work this page are:

- End punctuation
- Commas
- Quotation Marks
- Apostrophes
- Punctuating abbreviations

You have learned all these kinds of punctuation on the Activity Sheets you did. So this page will be easy to figure out.

Instructions: Decide which punctuation mark (if any) is left out of each line. Mark it in the answer space to the right. Then count from the left and determine the number of the word closest to where the missing mark belongs. Mark your answer in the answer space to the right.

NOTE: Some lines are not numbered and are not items.

Example:

	Missing Punctuation Mark	Closest Word Number
	? . , " !	1 2 3 4 5
1. "Why do you think " asked	0 0 ● 0 0	0 0 0 ● 0
SGT Wilkerson, "that they are	? . , " !	1 2 3 4 5
2. called the four lifesaving methods?	0 0 0 ● 0	0 0 0 0 ●

1. SGT Murphy said, "On Tuesday	? . , ' "	1 2 3 4 5
May 12, you have your	0 0 0 0 0	0 0 0 0 0
2. SGT " He looked right at	? . , ' "	1 2 3 4 5
3. me and said, "Lets see	0 0 0 0 0	0 0 0 0 0
4. if SP4 Wilsons squad can	? . , ' "	1 2 3 4 5
tell us how to control	0 0 0 0 0	0 0 0 0 0
5. bleeding." "Well, I started, "my	? . , ' "	1 2 3 4 5
	0 0 0 0 0	0 0 0 0 0

Punctuation
Activity Sheet 13A
Punctuation Practice
continued

Name _____

	Missing Punctuation Mark					Closest Word Number				
6. men studied that sir, so	?	.	,	'	"	1	2	3	4	5
7. were ready." PVT Riley said,	?	!	.	'	0	1	2	3	4	5
8. The first method is to	.	"	,	'	?	1	2	3	4	5
9. apply a pressure dressing." Right,"	.	"	,	'	?	1	2	3	4	5
10. I told him "Now can you tell the sergeant what	.	"	,	'	?	1	2	3	4	5
11. the second method is PVT	.	"	,	!	?	1	2	3	4	5
12. Avila " He said, "It is,	.	"	,	!	?	1	2	3	4	5
13. I think to elevate the	.	"	,	!	?	1	2	3	4	5
14. wounded part. "Good," I said.	.	"	,	!	?	1	2	3	4	5
15. "What is the third method	.	"	,	!	?	1	2	3	4	5
16. PVT Lee " "Use digital pressure,"	.	"	,	!	?	1	2	3	4	5
17. he said without delay. "Now	.	?	,	'	!	1	2	3	4	5
18. PVT Young," I asked, can you give me the fourth	.	?	"	,	!	1	2	3	4	5
19. method?" He said, "Its to	.	?	"	,	'	1	2	3	4	5
20. use a tourniquet. But, he	.	?	"	,	'	1	2	3	4	5
21. added, "you dont use the tourniquet unless the first three	.	?	"	,	'	1	2	3	4	5
22. methods don't work do you?"	.	?	"	,	'	1	2	3	4	5
23. "Right," I said. And why	.	?	"	,	'	1	2	3	4	5

Punctuation
 Activity Sheet 13A
 Punctuation Practice
 Continued

Name _____

	Missing Punctuation Mark					Closest Word Number				
	?	"	!	'	.	1	2	3	4	5
24. not " "Because," said Young, "the tourniquet can damage blood vessels	0	0	0	0	0	0	0	0	0	0
25. and nerves." "Great " exclaimed SGT	0	0	0	0	0	0	0	0	0	0
26. Murphy. You men really know	0	0	0	0	0	0	0	0	0	0
27. your stuff. Now lets see what the rest of the platoon knows."	0	0	0	0	0	0	0	0	0	0

CHECK SHEET
Punctuation
Activity Sheet. 1A
End Punctuation

Name _____

When you write a sentence, you always have to end it with a punctuation mark. There are only three punctuation marks that you can use at the end of a sentence. They are the period, the question mark, and the exclamation point.



A period is used at the end of a sentence that tells you something or tells you to do something. This is called a declarative sentence. You use periods more than you use question marks or exclamation points.



A question mark is used at the end of a sentence that asks a question. This is the only time it is used.



An exclamation point is used at the end of a sentence that exclaims. A sudden emotion like joy, fear, happiness, pain, or anger, is an exclamation. Another kind of exclamation is a sentence that talks about sudden feeling or emphasizes something. An exclamation point is used to make a sentence more important.

Here are samples of the three kinds of sentences:

"Declarative" sentence:
Use a period.

It is raining today. We are going on maneuvers.

Question. Use a question mark.

When will the rain stop?
Should we wear our ponchos?

Exclamation. Use an exclamation point.

This must be a hurricane!
Let's get out of here!

Instructions: Read the sentences below. Decide which punctuation mark each one needs; a period, a question mark, or an exclamation point. Then circle the correct punctuation mark to the right of the sentence.

- Example:
- | | | | | |
|--------------------------------|-----------------------|----------------------------------|----------------------------------|---|
| 1. Is it Friday | . | <input checked="" type="radio"/> | ? | ! |
| 2. I need a new fatigue jacket | <input type="radio"/> | . | ? | ! |
| 3. Watch out | . | ? | <input checked="" type="radio"/> | ! |

-
- | | | | | |
|--|-----------------------|----------------------------------|---|---|
| 1. What should you do if a soldier is bleeding | . | <input checked="" type="radio"/> | ? | ! |
| 2. Check for more than one wound | <input type="radio"/> | . | ? | ! |
| 3. Cut the clothing away from the wound | <input type="radio"/> | . | ? | ! |

CHECK SHEET

Punctuation

Activity Sheet 1A

End Punctuation continued

Name _____

- | | | | |
|--|---|---|---|
| 4. Be careful | . | ? | ! |
| 5. If you touch the wound, you could make it dirtier | ⊙ | ? | ! |
| 6. Take a pressure dressing from the kit | ⊙ | ? | ! |
| 7. How do you unwrap it | . | ? | ! |
| 8. Twist it to break the paper wrapper | ⊙ | ? | ! |
| 9. Don't get it dirty | . | ? | ! |
| 10. Put the clean side against the wound | ⊙ | ? | ! |
| 11. Which is the clean side | . | ? | ! |
| 12. It is the side that is white | ⊙ | ? | ! |
| 13. Tie the bandage onto the wound | ⊙ | ? | ! |
| 14. Is he still bleeding | . | ? | ! |
| 15. He might bleed to death | . | ? | ! |
| 16. Press on the top of the bandage with your hand | ⊙ | ? | ! |
| 17. Keep pressing for 5-10 minutes | ⊙ | ? | ! |
| 18. You can also tie a thick pad over the bandage | ⊙ | ? | ! |
| 19. What else should I do | . | ? | ! |
| 20. Elevate the wounded part | ⊙ | ? | ! |
| 21. Use digital pressure | ⊙ | ? | ! |
| 22. Don't ever use that tourniquet unless you really need to | . | ? | ! |

CHECK SHEET
Punctuation
 Activity Sheet 2A
 Commas in Series

Name _____

Commas tell you to pause when you are reading a sentence. They set off words or groups of words and help to make the sentence clear. One way to use commas is to separate words in a series. When you have a list of things in a sentence, you separate the things in the list by using commas.

For instance, if you read this sentence:

The soldiers were issued ammo clips web belts and helmet liners.

Can you tell how many things were issued to the soldiers?

But if you put in commas, the sentence is clear:

The soldiers were issued ammo clips, web belts, and helmet liners.

Instructions: The sentences below are written in short lines. They need commas to set off things in a series. Decide where the commas go. Then count from the left of each line and write down the number of each word that needs a comma after it. Write the numbers on the short line to the right. Be careful! Some of the lines don't need commas. If a line doesn't need a comma, write "none" in the answer blank.

Example: A first aid kit has a case dressing
 burn mixture and an envelope cover

7, 8
2

- | | |
|--|--|
| 1. Four ways to stop bleeding are to use a pressure bandage use digital pressure elevate the wound and use a tourniquet. | 1. <u>11</u>
<u>3, 6</u>
<u>none</u> |
| 2. You need to unwrap the bandage put it on the wound wrap it around and tie it in place. | 2. <u>6, 11</u>
<u>3</u> |
| 3. You can use a rock log helmet or boots to elevate the limb. | 3. <u>5, 6, 7</u>
<u>none</u> |
| 4. Don't elevate a broken arm or leg because it can cause pain increase shock or damage nerves. | 4. <u>none</u>
<u>1, 3</u> |
| 5. Some digital pressure points are in the wrist elbow shoulder upper arm and neck. | 5. <u>8, 9</u>
<u>1, 3</u> |
| 6. Don't use a tourniquet unless you already tried direct pressure elevation and digital pressure. | 6. <u>none</u>
<u>1, 2</u> |

CHECK SHEET

Punctuation
Activity Sheet 3A
Commas: Appositives

Name _____

An appositive is a word or a group of words that tells you more about something in a sentence. It makes you "more positive" of what the sentence is talking about. If you read the words:

SP4 SMITH IS ON LEAVE.

You might not really know who is on leave. There are a lot of SP4 Smiths in the Army. But if you read,

SP4 SMITH, OUR SQUAD LEADER, IS ON LEAVE.

then you are more positive about who the sentence is talking about.

You use commas to set off an appositive. Use a comma between the appositive and the rest of the sentence. If the appositive comes in the middle of the sentence, you use one comma in front of it and another comma after it.

Instructions: Read the sentences below. They are written in short lines. Look for the appositives. When you find one, decide where the commas go. Then count from the beginning of each line and write down the numbers of any words that need commas after them. Be Careful! Some of the sentences might not have an appositive.

Example: This weapon a LAW can be used against tanks. 2, 4

-
- | | | | |
|-----|---|-----|----------------------|
| 1. | The LAW a one-man weapon should be checked before you fire it. | 1. | <u>2, 6</u> |
| 2. | Pull out the pull pin a small pin with a ring. | 2. | <u>5</u> |
| 3. | Rotate the rear cover a cap over the end downward. | 3. | <u>4,9</u> |
| 4. | The sling assembly for carrying the launcher will fall free. | 4. | <u>none</u> |
| 5. | Pull sharply backward on the rear sight cover a box over the rear sight to extend the launcher. | 5. | <u>8</u>
<u>3</u> |
| 6. | Try to push it back together to check that it is locked. | 6. | <u>none</u> |
| 7. | Put the launcher a tube about 3 feet long on your shoulder. | 7. | <u>3, 9</u> |
| 8. | Check and clear the backblast area the area behind you. | 8. | <u>6</u> |
| 9. | Move the safety handle to ARM. | 9. | <u>none</u> |
| 10. | Keep it pointed down range the direction of the enemy while it is on your shoulder. | 10. | <u>5, 10</u> |

CHECK SHEET

Punctuation

Activity Sheet 4A

Commas: Direct Address

Name _____

When you talk to people in a sentence, you use commas to set off their names. If the name or the title of the person comes in the middle of the sentence, you need to put a comma in front of it and another comma after it.

Instructions: Read the sentences below. When a sentence talks to someone, figure out where the commas should go. Then count from the left and write down the numbers of any words that need commas after them.

Example:

"What time is the formation SGT Johnson?" 5

1. "All right men here's what we're going to do today. 2, 3
2. Rodriguez you go down to supply and get some paint. 1
3. The brushes Collins are in the storeroom. 2, 3
4. Smith and Brubaker you start policing the area. 3
5. It's up to you Washington to mow the grass. 4, 5
6. You two Thomas and Avila help paint the rocks by the path. 2, 5
7. Jones and Simmons you trim the trees. 3
8. The bushes by the north door are you problem Paige. 9
9. Franklin you pull weeds and rake up the grass. 1
10. You come with me to headquarters Tafua and we'll get those new signposts." 6, 7

CHECK SHEET

Punctuation

Activity Sheet 5A

Commas: Introductory Words and
Parenthetical Expressions

Name _____

Commas are used to set off words that don't really relate to the rest of the sentence. These can be introductory words like "now" or "oh" or "yes". They can also be parenthetical expressions or extra thoughts of the writer's, like "in my opinion" or "I think". These words don't really make much difference in the sentence. They are just extra words, so you set them off with commas.

Instructions: Read the lines below. If you find any introductory words or parenthetical expressions, they will need commas. Count from the left of each line and write the number of each word that needs a comma after it. Write the numbers on the answer spaces to the right. Be careful! Some lines don't have an answer space next to them. There aren't any commas missing in these lines.

Example:

Actually the M17A1 mask is a very 1
important piece of equipment. You
need to check it I think every time 4, 6
you go on maneuvers.

You have nine seconds I believe 4, 6
to put on your mask. First you
hold your breath. No don't drop 6
your helmet. Hold it between your 4
knees I think. Your mask carrier
the book says should be opened with 1, 6
your left hand. Take the mask out 3
of course with your right hand. Next 7
slide your thumbs up inside the mask 2, 7
to open it. After that you put your
chin in the chin pocket and pull the
head harness over your head. Seal
and clear the mask of course and check 4, 6
for leaks. Yes it's an easy task if 3
you practice.

CHECK SHEET

Punctuation

Activity Sheet 6A

Commas: Dates and Addresses
continued

Name _____

Instructions: Read the lines below. You will find some places where you need commas. Count from the beginning of the line and write down the number of any word that should have a comma after it. Write the numbers on the answer spaces to the right. Be careful! Some of the lines don't need any commas. If you find a line like that, write "none" on the answer space.

Example:

I moved from 1177 Front Street Jackson Mississippi 6,7,8
to Fort Ord this year. It was on February 5 1982 10,11
that the moving van came. I got here on the next none
Friday in the afternoon. none

On June 3 1980 I graduated 3, 4
from high school. I went to none
school at Pueblo High 1452 4
Diamond Drive Los Alamos New Mexico 2, 4
87544. I decided to go into none
the Army, so on June 15 I went none
to the recruiting station. It is none
at 11 Pajaro Street Santa Fe New Mexico. 4, 6
After I joined the Army, I trained at none
Fort Riley Kansas. Then on January 2
6 1982 I was transferred to 1, 2
Fort Ord for more training. This year, none
I will go to Kaiserslautern 5
Germany. I am supposed none
to arrive there on September 14. none

CHECK SHEET

Punctuation

Activity Sheet 7A

Commas: Phrases, Clauses, and
Compound Sentences

Name _____

Continued

1. When you are firing the LAW you have to meet the standards. 1. 6
2. You will need to fire at stationary targets and you will need to fire at moving targets. 2. 8
3. Of three rockets fired at stationary targets two must hit the target. 3. 7
4. Of four rockets fired at moving targets two must hit the target. 4. 7
5. There are two sights and both sights flip up. 5. 4
6. The rear sight is a peepsight but the front sight is a clear plastic leaf. 6. 6
7. Even though there are stadia lines on the front sight you should not use them. 7. 10
8. Because they are not accurate they are no longer used. 8. 5
9. When you are sighting on stationary targets place the correct range cross on the center of the target. 9. 7
10. For slow moving targets put the correct lead cross on the center of mass. 10. 4
11. Targets moving at 5 MPH or less are slow and targets moving at more than 5 MPH are fast. 11. 9
12. For slow targets the lead cross is on the center of mass. 12. 3
13. For fast targets the lead cross is on the front edge of the target. 13. 3
14. An oblique target may move faster than 5 MPH but you aim as if it were a slow target. 14. 9

CHECK SHEET

Punctuation

Activity Sheet 8A

Commas: Quotes

Name _____

When you write down exactly what someone has said, that is called a quote. You use a comma after the phrase that introduces a quote. You also use commas if you interrupt the quote with any kind of phrase.

Instructions: Read the sentences below and decide where the commas go. Count from the beginning of each line and write down the number of each word that should have a comma after it. Write your answers in the answer spaces.

Examples:

- | | |
|---|-------------|
| 1. "That" he said "is an M16A1 rifle." | <u>1, 3</u> |
| 2. The soldier asked "Where are the spare ammo clips?" | <u>3</u> |
| 1. The squad leader asked "What are the four lifesaving measures?" | <u>4</u> |
| 2. "Well" said PVT Williams "the first one is to open the airway." | <u>1, 4</u> |
| 3. SP4 Samoa said "That's not quite right." | <u>3</u> |
| 4. "You must also" he said "restore the breathing and heartbeat." | <u>3, 5</u> |
| 5. "Okay" said SGT Perez "now what are the other three steps?" | <u>1, 4</u> |
| 6. PVT Tarpey said "The second one is to stop the bleeding." | <u>3</u> |
| 7. "Right" added PVT Donaldson "and then you prevent shock." | <u>1, 4</u> |
| 8. "The last lifesaving measure" said SP4 Figueroa "is to dress and bandage the wound." | <u>4, 7</u> |
| 9. The squad leader asked him "Why do you do that?" | <u>5</u> |
| 10. Figueroa answered "To avoid infection." | <u>2</u> |

Punctuation
Activity Sheet 9A
Quotations - continued

Name _____

Instructions: Read the sentences below. Put the quotation marks where they belong. If you see a capital letter that should be a small letter, cross it out and put a small letter above it. If you see a small letter that should be a capital, cross it out and put the capital letter above it.

Example: "Well," said SGT Johnson, ^{the} SGT is next week."

"Okay," said SGT Ames, "You're going to learn how to aim the LAW." He showed us a picture of the front sight, and said, "The curved lines are called stadia lines. They're not accurate, so don't use them." When PVT Williams heard SGT Ames say that, he looked closely at the sight. PVT Williams asked, "What are the cross marks on the edges of the sight?" SGT Ames saw where PVT Williams was pointing. He could see the cross marks clearly. "They are lead crosses," said SGT Ames, "and they help you apply lead to a moving target." SGT Ames picked up a piece of chalk so he could write on the blackboard. He said, "First, you figure your range. Then, you put the correct range line on the target." He drew a great big picture of a LAW sight and a big picture of a tank on the board. PVT Ruiz watched him. "Where do we aim?" asked PVT Ruiz. SGT Ames pointed at the picture of the tank. "Usually the center of mass," he said. "On a stationary target," he continued, "You put the range line on the center of mass." PVT Soames raised his hand. "What do you do," asked PVT Soames, "if the target is moving?" SGT Ames made two little cross marks on the picture of the tank. "If it is a slow target," said Ames, "You put the lead cross on the center of mass. But if it is a fast target, you put the lead cross on the front edge." SGT Ames put down his chalk. "Are there any other questions?" he asked.

CHECK SHEET

Punctuation

Activity Sheet 10A

Apostrophes: Ownership

Continued

Name _____

- | | |
|---|----------------|
| 1. SGT <u>Polk</u> platoon went to the field. | <u>'s</u> |
| 2. His men were practicing for <u>their</u> SQT. | <u>nothing</u> |
| 3. SP4 <u>Riley</u> squad practiced with grenades. | <u>'s</u> |
| 4. The <u>men</u> grenade launchers need to be cleaned. | <u>'s</u> |
| 5. All the hand <u>grenades</u> pins were bent. | <u>'</u> |
| 6. It is <u>everyone</u> job to keep the equipment clean. | <u>'s</u> |
| 7. Several <u>soldiers</u> grenade launchers misfired. | <u>'</u> |
| 8. SP4 <u>Riley</u> men did well at throwing the hand grenades. | <u>'s</u> |
| 9. SGT Polk showed them a grenade <u>launcher</u> barrel. | <u>'s</u> |
| 10. <u>Its</u> edge was bent and a shell would not fit into it. | <u>nothing</u> |
| 11. He warned the men to keep <u>their</u> equipment in good condition. | <u>nothing</u> |

CHECK SHEET

Punctuation

Activity Sheet 11A

Apostrophes: Contractions

Name _____

Contractions are two words that have been made into one word. They are easy to learn. Just put an apostrophe wherever you take out letters.

Here are some examples of contractions:

can not = can't
do not = don't
he will = he'll

You can see that the apostrophe takes the place of the letters that have been left out.

Contractions are easy, but you have to be careful with them. For instance, its is the possessive form of it. But it's means it is. Don't get them confused. Here are some words that look the same when they are possessives or contractions:

John's going - John is going (contraction)
John's hat = the hat belonging to John (possessive)

The soldier's on duty - the soldier is on duty (contraction)
The soldier's rifle = the rifle belonging to the soldier (possessive)

Instructions: Read the words below. For the first ten, decide what two words were used to make the contraction. Then write the two words in the answer space. For the second ten, look at the two words. Then make a contraction and write it in the answer space.

Examples: we're we are
 she will she'll

- | | | | |
|-------------|-----------------|---------------|-----------------|
| 1. isn't | <u>is not</u> | 11. we have | <u>we've</u> |
| 2. he's | <u>he is</u> | 12. Jim is | <u>Jim's</u> |
| 3. they're | <u>they are</u> | 13. they had | <u>they'd</u> |
| 4. weren't | <u>were not</u> | 14. do not | <u>don't</u> |
| 5. let's | <u>let us</u> | 15. he would | <u>he'd</u> |
| 6. who's | <u>who is</u> | 16. did not | <u>didn't</u> |
| 7. we'll | <u>we will</u> | 17. it is | <u>it's</u> |
| 8. can't | <u>can not</u> | 18. I shall | <u>I'll</u> |
| 9. you're | <u>you are</u> | 19. must not | <u>mustn't</u> |
| 10. doesn't | <u>does not</u> | 20. would not | <u>wouldn't</u> |

CHECK SHEET

Punctuation

Activity Sheet 12A

Abbreviations

Name _____

Abbreviations are words or phrases that are shortened. Sometimes abbreviations are two or three letters long, or even longer. Sometimes they are only one letter.

When an abbreviation is only one letter long it is called an initial. This is because it is the first (or initial) letter of a word. Sometimes, an abbreviation is three or four initials in a row.

You need to put a period after every abbreviation and after every initial. If an abbreviation is two or more initials in a row, you need to put a period after every one.

Instructions: Here is a list of abbreviations and what they stand for. Put in the periods where they belong.

Example: street = st.
senior = sr.
United States Marine Corps = U.S.M.C.

- | | |
|-------------------------------------|---------------------------------------|
| 1. advertisement = ad. | 16. Master of Ceremonies = M.C. |
| 2. anonymous = anon. | 17. Medical Doctor = M.D. |
| 3. attorney = atty. | 18. Military Police = M.P. |
| 4. avenue = ave. | 19. Mister = Mr. |
| 5. Bachelor of Arts = B.A. | 20. Mistress = Mrs. |
| 6. boulevard - blvd. | 21. number - no. |
| 7. Cash on Delivery = C.O.D. | 22. ounce - oz. |
| 8. column - col. | 23. paid = pd. |
| 9. dozen = doz. | 24. Police Department = P.D. |
| 10. Doctor = Dr. | 25. post meridian (afternoon) = p.m. |
| 11. department = dept. | 26. quart = qt. |
| 12. et cetera (and so forth) = etc. | 27. Reverend = Rev. |
| 13. foot = ft. | 28. senior = Sr. |
| 14. inch = in. | 29. street = st. |
| 15. light - lt. | 30. Saint = St. |
| | 31. United States of America = U.S.A. |

On this page, you can practice what you have learned about punctuation. The kinds of punctuation you need to know in order to work this page are:

- | | |
|-----------------|---------------------------|
| End punctuation | Apostrophes |
| Commas | Punctuating Abbreviations |
| Quotation Marks | |

You have learned all these kinds of punctuation on the Activity Sheets you did. So this page will be easy to figure out.

Instructions: Decide which punctuation mark (if any) is left out of each line. Mark it in the answer space to the right. Then count from the left and determine the number of the word closest to where the missing mark belongs. Mark your answer in the answer space to the right.

NOTE: Some lines are not numbered and are not items.

Example:

- | | | |
|--|-----------|-----------|
| 1. "Why do you think " asked | ? . , " ! | 1 2 3 4 5 |
| SGT Murphy, "that they are — | 0 0 ● 0 0 | 0 0 0 ● 0 |
| 2. called the four lifesaving methods? | ? . , " ! | 1 2 3 4 5 |
| | 0 0 0 ● 0 | 0 0 0 0 ● |
-
- | | | |
|--|-----------|-----------|
| 1. SGT Murphy said, "On Tuesday | ? . , ' " | 1 2 3 4 5 |
| May 12, you have your | 0 0 ● 0 0 | 0 0 0 0 ● |
| 2. SGT " He looked right at | ? . , ' " | 1 2 3 4 5 |
| me and said, "Lets see | 0 ● 0 0 0 | ● 0 0 0 0 |
| 3. if SP4 Wilsons squad can | ? . , ' " | 1 2 3 4 5 |
| tell us how to control | 0 0 0 ● 0 | 0 0 ● 0 0 |
| 4. bleeding." "Well, I started, "my | ? . , ' " | 1 2 3 4 5 |
| 6. men studied that sir, so | 0 0 0 0 0 | 0 0 ● 0 0 |
| 7. were ready." PVT Riley said, | ? ! ' " | 1 2 3 4 5 |
| 8. The first method is to | 0 0 0 ● 0 | ● 0 0 0 0 |
| 9. apply a pressure dressing." Right," | ? ' ? | 1 2 3 4 5 |
| 10. I told him "Now, can | 0 ● 0 0 0 | 0 0 0 0 ● |
| you tell the sergeant what | ? ' ? | 1 2 3 4 5 |
| 11. the second method is PVT | 0 0 ● 0 0 | 0 0 0 ● 0 |
| 12. Riley " He said, "It is, | ? ' ? | 1 2 3 4 5 |
| 13. I think to elevate the | 0 0 0 0 0 | ● 0 0 0 0 |

CHECK SHEET

Punctuation
Activity Sheet 13A
Punctuation Practice
Continued

Name _____

	Missing Punctuation Mark					Closest Word Number				
14. wounded part. "Good," I said.	0	0	0	0	0	1	2	3	4	5
15. "What is the third method	0	0	0	0	0	1	2	3	4	5
16. PVT Lee " "Use digital pressure,"	0	0	0	0	0	1	2	3	4	5
17. he said without delay. "Now	0	0	0	0	0	1	2	3	4	5
18. PVT Lee," I asked, can - you give me the fourth	0	0	0	0	0	1	2	3	4	5
19. method?" He said, "Its to	0	0	0	0	0	1	2	3	4	5
20. use a tourniquet. But, he	0	0	0	0	0	1	2	3	4	5
21. added, "you dont use the tourniquet unless the first three	0	0	0	0	0	1	2	3	4	5
22. methods don't work do you?"	0	0	0	0	0	1	2	3	4	5
23. "Right," I said. And why	0	0	0	0	0	1	2	3	4	5
24. not " "Because," said Lee, "the tourniquet can damage blood vessels	0	0	0	0	0	1	2	3	4	5
25. and nerves." "Great " exclaimed SGT	0	0	0	0	0	1	2	3	4	5
26. Murphy. You men really know	0	0	0	0	0	1	2	3	4	5
27. your stuff. Now lets see what the rest of the platoon knows."	0	0	0	0	0	1	2	3	4	5

Name _____

MODULE REVIEW
PUNCTUATION

Instructions: Decide which punctuation mark (if any) is left out of each line. Mark it in the answer space to the right. Then count from the left and determine the number of the word closest to where the missing mark belongs. Mark your answer in the answer space to the right.

NOTE: Some lines are not numbered and are not items.

Example:

	Missing Punctuation Mark					Closest Word Number				
	,	.	!	?	"	1	2	3	4	5
1. "What" asked SGT Thomas. "Did I hear you say that	0	0	0	●	0	●	0	0	0	0
2. you dont have a helmet?"	0	●	0	0	0	0	●	0	0	0

1. Last year I decided to buy a new car. I	1.	"	,	.	?	!					1	2	3	4	5
		0	0	0	0	0					0	0	0	0	0
2. wanted one with five speeds	2.	?	"	.	'	,					1	2	3	4	5
		0	0	0	0	0					0	0	0	0	0
3. mag wheels, and fuel injection	3.	?	"	.	'	,					1	2	3	4	5
		0	0	0	0	0					0	0	0	0	0
I found the car I															
4. wanted but it cost too much. So I went to	4.	?	"	,	!	'					1	2	3	4	5
		0	0	0	0	0					0	0	0	0	0
5. A.C.S and told the man	5.	?	'	.	!	,					1	2	3	4	5
		0	0	0	0	0					0	0	0	0	0
6. there "I need a car	6.	?	"	,	!	'					1	2	3	4	5
		0	0	0	0	0					0	0	0	0	0
7. loan sir." He said, "You	7.	.	?	"	'	,					1	2	3	4	5
		0	0	0	0	0					0	0	0	0	0
need to go to the															
8. Federal Credit Union. Theyll help	8.	?	"	.	'	,					1	2	3	4	5
		0	0	0	0	0					0	0	0	0	0
9. you." I drove my brothers	9.	?	"	.	'	,					1	2	3	4	5
		0	0	0	0	0					0	0	0	0	0
car to the Credit Union,															
10. located at the Main PX	10.	?	"	,	'						1	2	3	4	5
		0	0	0	0	0					0	0	0	0	0

Module Review (Continued)
Punctuation

	Missing Punctuation Mark					Closest Word Number				
	?	"	,	.	!	1	2	3	4	5
11. Fort Ord, California. May I	0	0	0	0	0	0	0	0	0	0
12. help you" asked the woman	0	0	0	0	0	0	0	0	0	0
13. there. "Yes please," I answered.	0	0	0	0	0	0	0	0	0	0
14. "Id like to get a	0	0	0	0	0	0	0	0	0	0
15. loan for a car a	0	0	0	0	0	0	0	0	0	0
16. used one." "Well" she told	0	0	0	0	0	0	0	0	0	0
17. me, you need to bring	0	0	0	0	0	0	0	0	0	0
18. in a pay voucher and	0	0	0	0	0	0	0	0	0	0
you must fill out these										
19. forms" The car, a red	0	0	0	0	0	0	0	0	0	0
20. 1977 Scirocco is now mine.	0	0	0	0	0	0	0	0	0	0

PUNCTUATION MODULE
MODULE REVIEW DIAGNOSTIC

Instructions: Decide which punctuation mark (if any) is left out of each line. Mark it in the answer space to the right. Then count from the left and determine the number of the word closest to where the missing mark belongs. Mark your answer in the answer space to the right.

NOTE: Some lines are not numbered and are not items.

Example:

	Missing Punctuation Mark					Closest Word Number				
	,	.	!	?	"	1	2	3	4	5
1. "What" asked SGT Thomas. "Did I hear you say that	0	0	0	●	0	●	0	0	0	0
2. you dont have a helmet?"	0	●	0	0	0	0	●	0	0	0

	"	,	.	?	!	1	2	3	4	5	IF WRONG, ASSIGN:
1. Last year I decided to buy a new car. I	0	●	0	0	0	0	●	0	0	0	1. 7,13
2. wanted one with five speeds	?	"	.	'	,	0	0	0	0	●	2. 2,13
3. mag wheels, and fuel injection	0	0	●	0	0	0	0	0	0	●	3. 1,13
I found the car I											
4. wanted but it cost too much. So I went to	?	"	,	!	'	0	0	0	0	0	4. 7,13
5. A.C.S and told the man	?	'	.	!	,	0	0	0	0	0	5. 12,13
6. there "I need a car	?	"	,	!	'	0	0	0	0	0	6. 8,13
7. loan sir." He said, "You	.	?	"	'	,	0	0	0	0	0	7. 4,13
need to go to the											
8. Federal Credit Union. Theyll help	?	"	.	'	,	0	0	0	●	0	8. 11,13
9. you." I drove my brothers	?	"	.	'	,	0	0	0	0	●	9. 10,13
car to the Credit Union,											
10. located at the Main PX	?	"	.	,	'	0	0	0	0	●	10. 6,13

	Missing Punctuation Mark					Closest Word Number					IF WRONG, ASSIGN:
11. Fort Ord, California. May I	?	"	,	.	!	1	2	3	4	5	11. 9,13
12. help you" asked the woman	?	"	,	.	!	1	2	3	4	5	12. 1,9,13
13. there. "Yes please," I answered.	?	"	,	.	!	1	2	3	4	5	13. 5,13
14. "Id like to get a	?	"	,	.	!	1	2	3	4	5	14. 11,13
15. loan for a car a	?	"	,	.	!	1	2	3	4	5	15. 3,13
16. used one." "Well" she told	?	"	,	.	!	1	2	3	4	5	16. 5,8,13
17. me, you need to bring	?	"	,	.	!	1	2	3	4	5	17. 9,13
18. in a pay voucher and	?	"	,	.	!	1	2	3	4	5	18. 7,13
you must fill out these											
19. forms" The car, a red	"	,	.	?	!	1	2	3	4	5	19. 1,13
20. 1977 Scirocco is now mine.	?	"	,	.	!	1	2	3	4	5	20. 3,13