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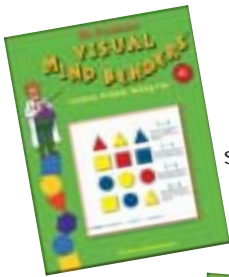


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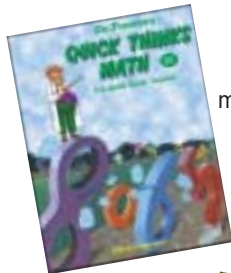
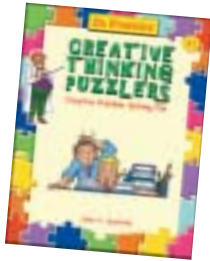


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—Elaine, Specialist, Early Childhood Education, Houston, TX

"We see great results in thinking skills from using your products. Your work has produced positive results and higher test scores."
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—Bonnie, via the Internet

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*Excludes shipping charges. Individual products within bundles are not returnable as separate items. Bundles must be returned complete and in resalable condition.

EDITOR IN CHIEF® BOOKS

Grammar Disasters & Punctuation Faux Pas

Students develop real-life editing skills for superior writing, highest grades, and top test scores.

Goals

These effective, standards-based activities use thinking (not drill and practice) to sharpen grammar, punctuation, spelling, capitalization, and attention to detail.

Methods

Students analyze stories that contain errors in writing mechanics and content. They must carefully evaluate words and sentences for accuracy and also compare story details with information provided in pictures and captions. To correct each story, students insert, modify or delete punctuation, words, and short phrases. (Some Beginning level activities, also include multiple-choice questions.)

A-C level activities involve mixed-skills practice, starting with easier activities and becoming more challenging as students become adept at correcting the errors. Beginning level activities combine single-skill units (like capitalization) and guided, gradual instruction that's ideal for younger learners.

Each book includes an editing checklist to help focus students' thinking and an annotated guide to grammar, usage, and punctuation to help students match their answers to the correct rules.

Teaching Support

Includes detailed answers and a chart of skills developed in each activity.

#TBK9707	Beginning Gr. 3-4	\$17.99
	40 reproducible activities	
#TBK9701	A1 Gr. 4-5	\$15.99
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	33 reproducible activities per book	

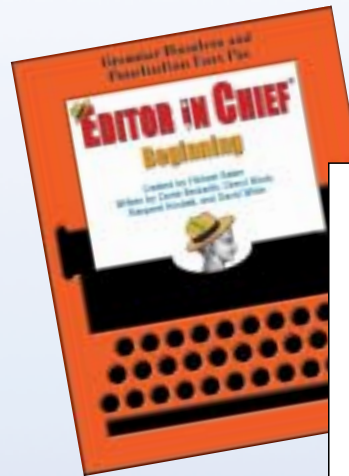
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#TBK9798 3-Book Set (Beginning, A1, A2) \$44.99

#TBK9797 4-Book Set (B1, B2, C1, C2) \$62.99

► Choosing the Right Level of Editor in Chief

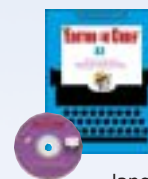
There is a slight increase in difficulty within each level (i.e., A2 is more challenging than A1, B2 than B1, etc.). Generally we recommend beginning with the first book at each level and finishing these activities before moving to the second book.



Editor in Chief Beginning	Capitalization
<p>2. Soccer Surprise</p> <p>"It was the Friday night before the boys' soccer game with the Reptiles. "We were playing at St. Martin's school in the morning. "Then disaster struck. "Our best player sprained his foot! "We had to get a new forward. "What could we do? "I thought of my sister, Gopher. "She was a great player, and she looked kind of like a boy with her short hair. "Could we fool the Reptiles? "We almost did. "She was scoring her sixth goal when someone yelled, "Way to go, Susie! "Now everyone knew a girl was playing. "We thought it was over for us! "Then coach Roberts decided to let her stay. "It was our lucky day. "We won!"</p> 	<p>1. In sentence 1, which word should be capitalized? (Rule 5)</p> <p>A. Friday B. Night C. Boys' D. Leave as it is in the story.</p> <p>2. In sentence 2, which words should be capitalized? (Rule 3c)</p> <p>A. St. Martin's School B. St. Martin's School C. St. Martin's School D. Leave as it is in the story.</p> <p>3. How should sentence 7 be written? (Rule 2a)</p> <p>A. I thought of my Sister, Gopher. B. I thought of my sister, Gopher. C. I thought of my Sister, Gopher. D. Leave as it is in the story.</p> <p>4. How should sentence 14 be written? (Rule 2c)</p> <p>A. Then Coach Roberts decided to let her stay. B. Then coach roberts decided to let her stay. C. Then Coach roberts decided to let her stay. D. Leave as it is in the story.</p> <p>© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849 5</p>

Editor in Chief Beginning	Capitalization
<p>Student Capitalization Guide</p> <p>Below is a list of rules for using capitals and examples of how the rules are used. Apply these rules when you edit the stories.</p>	
<p>1. Capitalize the first word of a sentence.</p> <p>Flowers bloom in the spring.</p>	
<p>2. Capitalize proper names.</p> <p>a. A person's name or nickname My friend Michelle Sanchez likes to be called Mickey.</p> <p>b. Initials John's friends call him J.F.</p> <p>c. People's titles and their abbreviations My favorite doctor is Dr. Doolittle. My parents remember President Kennedy.</p>	
<p>3. Capitalize proper nouns and their abbreviations.</p> <p>a. Names of groups Kerry plays baseball with the Little League.</p> <p>b. Titles of books The Fantastic Mr. Fox was written by Roald Dahl.</p> <p>c. Names of places Nita went camping in Yellowstone National Park in Montana. My older brother goes to U.C.L.A.</p>	
<p>4. Capitalize proper adjectives.</p> <p>The English rose is famous for its scent.</p>	
<p>5. Capitalize weekdays, months, and holidays.</p> <p>Consuela's birthday is next Monday, June 9. I can't wait for St. Patrick's Day.</p> <p>© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849 1</p>	

Activity questions (left) include numbered references at the end of each question to help students find corresponding rules on a Guide page (above). Each new skill (capitalization, grammar, etc.) is introduced by a Guide page for instruction in or reinforcement of that skill.



BOOKS OR SOFTWARE?

Editor in Chief books share the same stories and skills as their software counterparts, but while the books help students focus on analyzing and correcting errors in printed text, the software helps students focus on learning the rules and vocabulary of language mechanics. See more about Editor in Chief software on p. 36.

EDITOR IN CHIEF SERIES CONTENTS

► **Stories include**

Biology • Math • History
 Geography • Ecology • Archaeology
 Geology • Astronomy • Music
 Adventure • Sports • Life Skills

► **Grammar and Usage**

Adjectives / Adverbs
 Agreement
 Articles / Pronouns
 Comparative / Superlative
 Confused word pairs
 Conjunctions
 Double negatives
 Modifiers: misplaced / dangling
 Verb tense
 Verbs: participle / linking / helping
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 Verbals: gerund / infinitive / participle

► **Spelling and Punctuation**

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 Marks: exclamation / question / quotation

Appositives
 Clauses
 Dialogue
 Homonyms / Plurals
 Possessives
 Sentences: run-ons / fragments
 Letter format

► **Capitalization**

Proper nouns / Adjectives
 Sentences / Quotes
 Titles / Abbreviations



EDITOR IN CHIEF

A2

11. **A Winter's Fall**

Fatima has just learned to snowboard. She likes it. She feeling fair confident about her ability to handle the board and decides to try jumping. A small hill. A hill will be difficulter than the smooth slope. She steered towards the hill and lifts the board in the air. She clears the hill and comes down the other side. She leans back. Her board slips out from under her. She lands on her face in the snow. Luckily, only her pride is hurt.



Fatima jumps her first hill successfully but falls backward into the snow as she comes down the other side.

Find the 7 errors in this activity. There are no errors in the illustration or the caption.

EDITOR IN CHIEF

A2

11. **A Winter's Fall**

7 errors: 1 content; 4 grammar; 1 punctuation; 1 spelling

A Winter's Fall Errors

Fatima has just learned to snowboard. She likes it. She 'feeling fair' confident about her ability to handle the board and decides to try jumping. A small hill. A hill will be 'difficulter' than the smooth slope. She 'steered' towards the hill and lifts the board in the air. She clears the hill and comes down the other side. She leans back. Her board slips out from under her. She lands on her face' in the snow. Luckily', only her pride is hurt.

1. *is feeling*—Grammar: linking verb [3.15]
2. *fairly*—Grammar: adverb used to modify adjective [3.2]
3. *jumping a*—Punctuation: sentence fragment [5.26]
4. *more difficult*—Grammar: comparative adjective [3.8]
5. *steers*—Grammar: present tense verb [3.13]
6. *back*—Content: see illustration and caption
7. *Luckily*—Spelling

A Winter's Fall Corrected

Fatima has just learned to snowboard. She likes it. She is feeling fairly confident about her ability to handle the board and decides to try jumping a small hill. A hill will be more difficult than the smooth slope. She steers towards the hill and lifts the board in the air. She clears the hill and comes down the other side. She leans back. Her board slips out from under her. She lands on her back in the snow. Luckily, only her pride is hurt.

849 11

Editor in Chief activities are easy to correct! Numbered references correlate errors to rules for grammar, punctuation, and usage found at the back of each book.

"Our students had very low scores on the Iowa Test. Along with the mandated curriculum, we added Editor in Chief. In a single year, the scores went way up! I believe it was due to Editor in Chief more than my teaching, the school curriculum, or any other factor."—Brenda, Zebulon, GA

"Editor in Chief gives kids exactly the specific problems they need to work on to improve grammar and editing skills for the Virginia Standards of Learning exam."

—Diana, Lynchburg, VA

"I've never come across anything quite like Editor in Chief as a way to prepare for the grammar section of standardized tests and to teach careful proofreading and editing."

—Karen, Knoxville, TN

"I was impressed with how Editor in Chief encourages students to be very observant. These books allow students to apply the language rules they have learned and will help you identify weak points in their knowledge of language."

—Peggy Zorn, Reviewer

ASSESSMENT TESTS

Editor in Chief's standards-based approach sharpens students' language, reading, and thinking skills for better academic performance and higher scores on assessment tests including

- California Achievement Tests (CAT/5)
- Iowa Tests of Basic Skills® (ITBS®)
- Indiana Statewide Test for Ed. Progress (ISTEP)
- Arizona Instrument to Measure Standards (AIMS)
- Stanford Achievement Test
- English Language Arts Test of New York (ELA)

Gr. 4–12+

Choose from 3 Levels

EDITOR IN CHIEF® SOFTWARE

Grammar Disasters & Punctuation Faux Pas

Students develop real-life editing skills for superior writing, highest grades, and top test scores.

Goals

This effective, standards-based software uses thinking (not drill and practice) to sharpen students' grammar, punctuation, spelling, capitalization, and attention to detail. The software provides high-quality independent learning and immediate feedback for students and teachers.

Methods

Students learn the rules of language mechanics by applying them to engaging real-life stories. As students edit these stories, they will

- ▶ identify errors by analyzing and evaluating each story, picture, and caption
- ▶ identify and select the rule that applies to each error, prompting the software to self-correct. (Students are not required to correct on-screen text.)
- ▶ use on-screen instructions, hints, and rules that allow them to work, learn, and succeed independently

Hybrid CD	\$49. ⁹⁹ Single	\$126. ⁹⁹ Lab (5)	\$233. ⁹⁹ Lab (10)	\$538. ⁹⁹ Site
A1 Gr. 4–5	TBK09717SCI	TBK09717SCV	TBK09717SCX	TBK09717SCS
A2 Gr. 4–5	TBK09725SCI	TBK09725SCV	TBK09725SCX	TBK09725SCS
B1 Gr. 6–8	TBK09719SCI	TBK09719SCV	TBK09719SCX	TBK09719SCS
B2 Gr. 6–8	TBK09729SCI	TBK09729SCV	TBK09729SCX	TBK09729SCS
C1 Gr. 9–12+	TBK09721SCI	TBK09721SCV	TBK09721SCX	TBK09721SCS
C2 Gr. 9–12+	TBK09733SCI	TBK09733SCV	TBK09733SCX	TBK09733SCS

EDITOR IN CHIEF SOFTWARE FEATURES

- ▶ 33 activities per CD. Each CD has beginning, intermediate, and advanced levels of play.
- ▶ Quick or detailed instructions
- ▶ Hints that help students keep learning even if they don't know a rule—no getting stuck.
- ▶ Guide to Grammar, Usage, and Punctuation that teaches and reinforces concepts
- ▶ Saves unfinished games
- ▶ Self-grading, with printable student data

"Assesses how much grammar my students have learned. If they don't know it, they will learn it with this program."

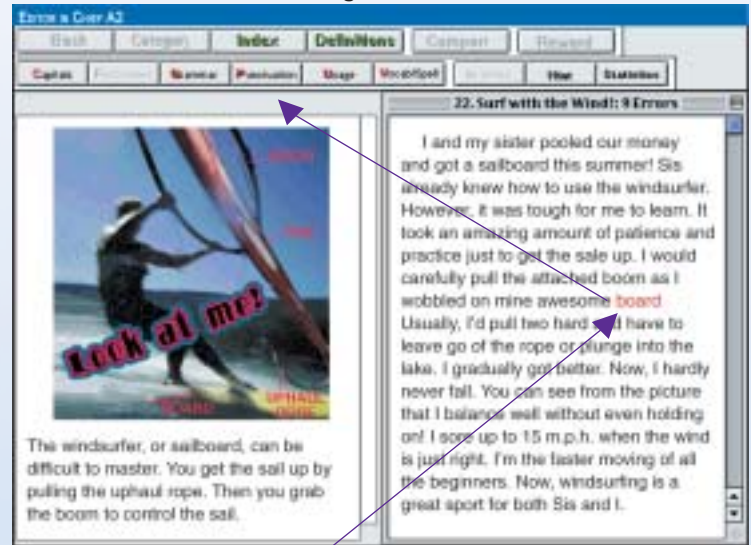
—Cathy, Greensboro, NC

"The content is impeccable...Your students will not be able to simply guess at answers or rely on gut instincts. They must learn and understand the rules of grammar."—LearningWare

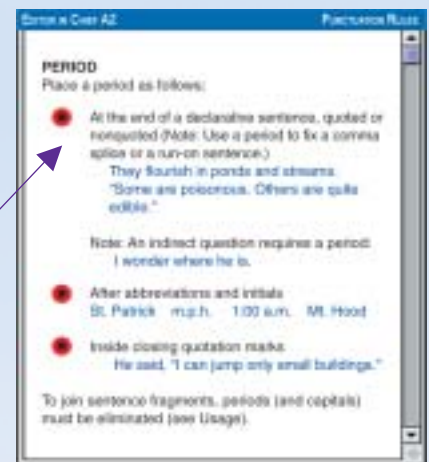
"Fills in the areas that need to be mastered in order to progress grade levels in language arts. It leads and monitors students so they can remediate by themselves."—Christian, Harahan, LA

"A great piece of software for developing awareness of language mechanics and sharpening editing skills."—EdTherapy.com

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Students click on the text where they think an error has occurred (e.g., "board"). From the game menu, they select an error category like Punctuation, activating the On-screen Guide, right.

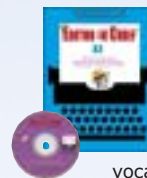


Clicking on the correct rule fixes the error and allows students to continue.

SYSTEM REQUIREMENTS:

WIN: Windows 3.1+, SVGA, 4 MB RAM

MAC: sys. 7.5+, color monitor, 5 MB RAM

BOOKS OR SOFTWARE?

Editor in Chief software shares the same stories and skills as its book counterparts on page 34–35, but while the books help students focus on analyzing and correcting errors in printed text, the software helps students focus on learning the rules and vocabulary of language mechanics. For the greatest benefits and variety, try both!

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