

PEER EDITING

Author: _____

Title: _____

Peer Editor #1: _____ Peer Editor #2: _____ Peer Editor #3: _____

SPELLING:

I checked for...

- Words that were spelled wrong
- Suggestions for how to fix them

Editor #1 Signature

Editor #2 Signature

Editor #3 Signature

PUNCTUATION:

I checked for...

- Periods, Question marks, Commas
- Capitalization
- Indented paragraphs

Editor #1 Signature

Editor #2 Signature

Editor #3 Signature

GRAMMAR:

I checked to see...

- If each sentence was complete
- Any words were out of place

Editor #1 Signature

Editor #2 Signature

Editor #3 Signature

I suggest that you fix/change... _____

I suggest that you fix/change... _____

I suggest that you fix/change... _____



Fix Spelling



Insert Something



Put Under What Needs to be Capitalized



Put Through What Needs to be Lower Case

Peer Editing Guide Middle School

**Vivian H. Wright, Cynthia Szymanski
Sunal, Elizabeth K. Wilson**



Peer Editing Guide Middle School:

Resources in Education, 1990-10 Strategies for Teaching Learners with Special Needs Edward A. Polloway, James R. Patton, Loretta Serna, 2008 Revised to incorporate important new information about No Child Left Behind and the 2004 reauthorization of IDEA this classic work in the field of teaching methodology for students with special needs continues to be the most comprehensive textbook available for students with mild high incidence disabilities i e learning disabilities mild retardation intellectual disabilities emotional and behavioral disorders and students experiencing learning problems in the general education classroom The focus of the book is on effective instructional strategies for students being served in diverse educational settings with a primary emphasis on those being taught in inclusive educational environments In Part I the text provides basic information on curriculum development and instruction while in Part II an in depth discussion of key curricular areas is provided For educators teaching learning disabled students **Windows Into Literacy** Lynn Knebel Rhodes, Nancy Leavitt Shanklin, 1993 Windows into Literacy places the details of literacy assessment into a larger context that will encourage readers to consider the place of literacy assessment in instruction and in students lives **Glencoe Language Arts, Middle School, Grammar and Composition Handbook** McGraw-Hill Education, 1999-06-01 Student edition for grammar and composition **Middle School Journal**, 2007 **Research on Enhancing the Interactivity of Online Learning** Vivian H. Wright, Cynthia Szymanski Sunal, Elizabeth K. Wilson, 2005-11-07 This book reviews research theory and policy on interactive online learning for K 16 educators administrators and students It emphasizes good pedagogy restructuring course content and addressing student issues like navigation and feedback It also explores emerging trends and fosters debate on interactive online learning Allez, Viens!: Level 1 John DeMado, 2000 **Teaching Strategies for Inclusive Classrooms** Mary W. Schmidt, Nancy Harriman, 1998 This book will help educators who are involved in the process of redefining their roles and responsibilities as special educators or classroom teachers to meet the needs of all students in their schools The inclusive schooling is introduced and examined with respect to the many variables that contribute to the quality of education in a school The student diversity the different needs of students in the classroom and sound assessment practices to identify student needs are discussed The book also discusses in depth how to information on instructional and behavioral strategies for example cooperative teaching cooperative learning social skills Pref **NEA's Read Across America** NEA's Read Across America (Program), 2003 *Teaching English in Middle and Secondary Schools* Rhoda J. Maxwell, Mary Jordan Meiser, 2005 With continuing attention to constructivist theory and reflective practice this book offers a comprehensive realistic integrated approach to teaching English language arts to middle and secondary school learners In this fourth edition content has undergone major reorganization and chapters have been significantly rearranged Individual chapters on specific language arts are linked through a common focus on the reality of the language arts classroom the responsibilities of the language arts teacher and the means to meet these responsibilities through thoughtful

reflective holistic teaching For current and pre service middle and secondary school English teachers **Prentice Hall Choices in Literature** ,1997 The Prentice Hall Choices in Literature is a balanced integrated approach to language arts Using literature as a base the program develops students capacities to read write speak and listen and helps them to connect literature to other content areas At the same time it fosters habits of critical thinking aesthetic appreciation and cooperative interaction Page T13 **Within and Beyond the Writing Process in the Secondary English Classroom** Reade W. Dornan,Lois Matz Rosen,Marilyn J. Wilson,2003 Within and Beyond the Writing Process in the Secondary English Classroom combines an up to date balanced and integrated approach to writing instruction focusing on both composition theory and practice Children's Magazine Guide ,1994 Resources in Education ,1997 *Communication Explosion* Globe Fearon,1997 **English Journal** ,2005 **Ideas Plus** ,1996 **Research in Middle Level Education** ,1991 *A Policy Perspective on the Middle School Writing Curriculum* David Lee Hough,1991 School Library Journal ,2001

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