

Presentation: ELL and Mainstream Students: Peer Editing Partners
 Wednesday, May 19, 2010, Doubletree Parlor 156-158 1:45-2:45 PM

Brainstorm:

1. What are the key components of a Peer Editing Conference for ELLs and Mainstream Students?
2. What constitutes a Good Peer Editing Conference?
 - A. Going Into a Conference
 - B. Coming Out of a Conference
3. What emerges from a peer editing conference?
4. What is/are the role(s) of the teacher(s) involved? (Individual teacher or collaborating teachers)?

PEER EDITING TOOL

CRITERIA	Entering	Beginning	Developing	Expanding	Bridging
IMPACT OF CONTENT					
QUALITY OF LANGUAGE					
???					

R
E
A
C
H
I
N
G

10 Myths about "Learning to Write" from the National Council of Teachers of English

Source: <http://www.ncte.org/library/NCTEFiles/Resources/Positions/10WritingMyths.pdf>

Do you have fond memories of learning to write? Most people would say "No!" They'd probably add, "Writing was hard—I never got it right!" Learning to write IS difficult. But sometimes people get discouraged for the wrong reasons. They fall into the trap of believing things about writing that just aren't true. Members of the National Council of Teachers of English want to set the record straight with this list of myths about learning to write.

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Myth #1. Kids hate to write.

Myth #2. Real writers get it right the first time.

Myth #3. Kids have nothing interesting to say.

Myth #4. You have to know what you are going to say before you begin writing.

Myth #5. If you can't spell, you can't write.

Myth #6. Writing is built one sentence at a time.

Myth #7. Only great writers can be creative.

Myth #8. Good writers work alone.

Myth #9. You can spot a good writer at a glance.

Myth #10. Poor marks make good writers.