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Autore	Ruckdeschel Susan
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ISBN	1-4522-7360-X 1-4522-1477-8
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Nota di bibliografia

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Nota di contenuto

""Cover""; ""Contents""; ""List of Figures""; ""Foreword"";
""Acknowledgments""; ""About the Author""; ""Introduction: Helping Adolescents Take Responsibility for Their Writing""; ""Part I - The Model""; ""Chapter 1 - Student Roles and Steps of Peer Coaching: What They Look Like in the Classroom""; ""Chapter 2 - Silent Peer Coaching and Peer Coaching as Questioning""; ""Chapter 3 - Scaffolding Responsibility to Adolescent Writers""; ""Chapter 4 - Facilitating and Assessing the Program""; ""Part II - The Model in Action""; ""Chapter 5 - Step One: Establishing Goals and Issues""
""Chapter 6 - Step Two: Summarizing, Reading, and Listening""""
Chapter 7 - Step Three: Giving and Using Feedback""; ""Part III - 36 Reproducible Tools for Implementation and Assessment""; ""Chapter 1 - Goals List (Step One)""; ""Chapter 2 - Goals List for Peer Coaching as Questioning (Step One)""; ""Chapter 3 - Identifying an Issue Checklist (Step One)""; ""Chapter 4 - Identifying an Issue for Peer Coaching as Questioning (Step One)""; ""Chapter 5 - Feedback Type Checklist: A Think-Through for the Writer (Step One)""; ""Chapter 6 - Active Listening Checklist (Steps One and Two)""
""Chapter 7 - Peer Feedback Checklist (Steps One, Two, and Three, Responder)""""Chapter 8 - Self-Feedback Checklist (Steps Two and Three, Writer)""; ""Chapter 9 - Editora€™s Before Coaching Checklist""; ""Chapter 10 - Editora€™s After and Between Coaching Checklist (Steps One, Two, and Three)""; ""Chapter 11 - Editora€™s Final Checklist and Rubric (Steps One, Two, and Three)""; ""Chapter 12 - Writer Reflection Organizer (Step Three)""; ""Chapter 13 - Responder Reflection Organizer (Step Three)""; ""Chapter 14 - Writer Summary Organizer (Step Two)""
""Chapter 15 - Oral Reading Rubric(Step Two)""""Chapter 16 - Good Listening Rubric""; ""Chapter 17 - Managera€™s Checklist""; ""Chapter 18 - Teacher Anecdotal Notes Record for Writers (Steps One, Two, and Three)""; ""Chapter 19 - Teacher Anecdotal Notes Record for Responders (Steps One, Two, and Three)""; ""Chapter 20 - Teacher Anecdotal Notes Record for Editors (Steps One, Two, and Three)""; ""Chapter 21 - Teacher Anecdotal Notes Record for Managers (Steps One, Two, and Three)""; ""Chapter 22 - Peer Role Evaluation Rubric for Writer""
""Chapter 23 - Peer Role Evaluation Rubric for Responder""""Chapter 24 - Peer Role Evaluation Rubric for Editor""; ""Chapter 25 - Peer Role Evaluation Rubric for Manager""; ""Chapter 26 - Teacher Role Evaluation Rubric for Writer""; ""Chapter 27 - Teacher Role Evaluation Rubric for Responder""; ""Chapter 28 - Teacher Role Evaluation Rubric for Editor""; ""Chapter 29 - Teacher Role Evaluation Rubric for Manager""; ""Chapter 30 - Role Descriptor Cards""; ""Chapter 31 - Steps and Guidelines for Writer""; ""Chapter 32 - Steps and Guidelines for Responder""
""Chapter 33 - Feedback Choices for Writer""

Sommario/riassunto

Aligned with state and IRA/NCTE standards, this book offers clear steps and reproducible forms for using student-to-student interactions to help adolescents become more proficient writers.