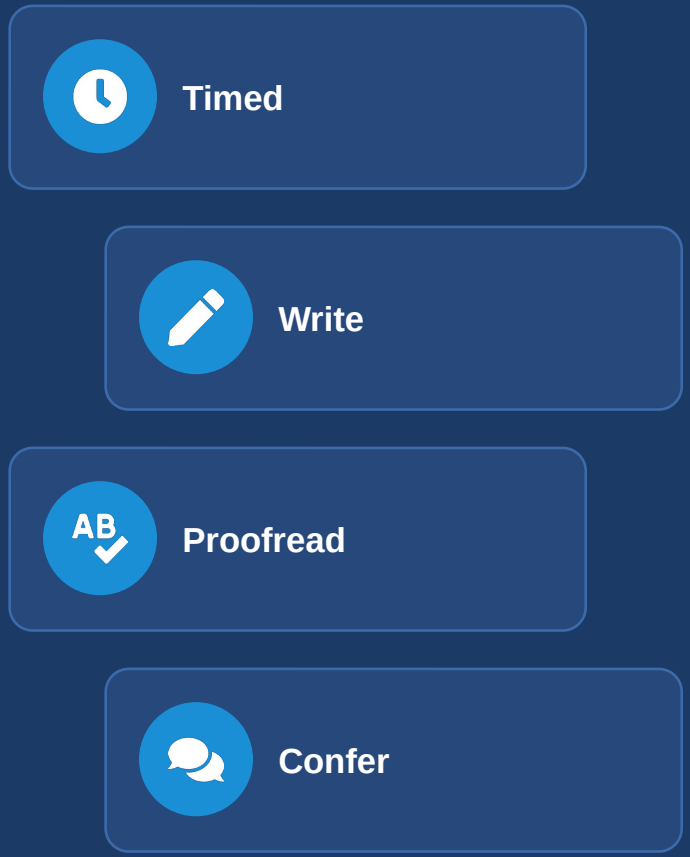
NBE3U Independent Study and Final, Lesson 7

Practice and Conferences

Timed practice and final check-ins



Today's goals

We are learning…

- To write and proofread under time limits.
- To reflect on our strengths and next steps as writers.

I can…

- Write a focused timed response.
- Proofread and correct my writing.
- Name my strengths as a writer and one step to improve.
- Explain how my other skills help my writing.

Today's plan

Time	What we're doing	You will…
0–5 min	**Set-up**	Listen
5–35 min	**Timed practice**	Write
35–45 min	**Proofread and self-assess**	Assess
45–75 min	**Conferences**	Confer and revise

Big idea

One timed practice, and one honest conversation about it, can make the difference on a final. Today you write under real conditions, proofread like an editor and leave with a clear plan.

Practice conditions

Rule	Why
30 minutes.	Like the real thing.
One prompt from the list.	Choose quickly.
No notes.	Test your memory of evidence.
Silent.	Exam focus.

Choose a prompt

#	Prompt
1	Choose one text by E. Pauline Johnson, Zitkála-Šá or Charles Eastman (Unit 3). Explain how the writer uses one literary or rhetorical choice to answer the assumptions of settler readers in their time.
2	Compare how a text by a non-Indigenous writer or creator studied in the course (for example, Duncan Campbell Scott's “The Onondaga Madonna” or a media text from Unit 2) and a text by a First Nations, Métis or Inuit creator represent Indigenous people. What does the difference reveal about who controls the narrative?
3	Choose your literature circle book (Unit 5) or your ISU book. Analyse how the author explores identity, relationships, or self-determination, sovereignty or self-governance.
4	“An oral tradition is a text.” Discuss, with reference to what you learned in Unit 4 and one written or media text from the course.
5	Choose one contemporary First Nations, Métis or Inuit media text from Unit 6. Evaluate how its form and techniques shape its message for its audience.

Write

30 minutes:

1. 5 minutes: plan (thesis, three points).
2. 20 minutes: introduction and body paragraphs.
3. 5 minutes: conclusion and proofread.

Writing time



Write quietly. Plan first.

Warnings at 15 and 5 minutes.

Proofread like an editor

Read for…	Ask…
Names	Are authors, characters and Nations spelled exactly as in the text?
Quotations	Exact words, quotation marks, page or line?
Sentences	Any run-ons or fragments? Read it aloud in your head.
Tense	Present tense for analysis?
Your errors	Check the two errors you make most often.

Self-assess

On page 1:

1. Rate each criterion with evidence.
2. Name one strength and one step to improve.
3. Name a skill from listening, speaking, reading or media that helped your writing.
4. Bring this to your conference.

While you wait for your conference

Choose one:

1. Revise one paragraph of your practice.
2. Final check of your ISU essay before submitting it (D3.7).
3. Redo a sight-reading question from Lesson 5.
4. Complete your Exam Plan (page 2).

Model: a next step

Task: Turning feedback into a plan (original model).

Feedback: “Your evidence is strong, but you retell the story before you analyse it.”
Next step: In each paragraph I'll start with my point, give the quotation with one sentence of context, then spend at least two sentences explaining how it proves my point.
Strength I'll keep: listening in seminars taught me to ask “what does this show?”, and I'll ask it after every quotation.

Why it works

Specific.

Actionable.

Links another skill to writing.

Exam-day checklist

Check	Done?
I know the time and place.	
I have my evidence list ready to remember.	
I know my sight-reading routine.	
I have pens (and an approved dictionary, if allowed).	

Exit ticket

1. Your strength as a writer.

2. Your next step.

3. One thing you will do the night before.

Next class: Looking Back.

Teacher reveal

Exam-day plan

Before: Sleep; reread your evidence list; bring pens and an approved dictionary if allowed.

Part A: Use the five-step routine; quote for every inference.

Part B: Plan for 10 minutes; one thesis; three points; proofread.

Time: Divide your time by marks; don't spend half the exam on one question.

Respect: Name authors and Nations correctly; write about texts, not about whole peoples.