

Writing Unit Planning Template 3-12

Narrative Unit by Karen Haag 7/14/17 - This is NOT a Lucy Calkins' unit. It IS a sample using her planning instruction.

During conference time, T works with Ss. They share what they learned at share time. Examples: (1) Ss who finish right away and don't know what to do; (2) Ss who don't even know how to get started; (3) Ss who get started and then freeze; (4) Ss who don't follow all the steps (and probably don't know the reason why following all steps are important); (5) Ss who went above and beyond

Targets come from curriculum guide, commercial materials purchased by the school, grade-level guidelines, pacing guides, etc.

Read 1-3 Mentor Texts BEFORE the unit starts: 1) *Wednesday Surprise* (personal narrative) 2) *Dog Breath* (imaginative narrative) 3) Teacher's writing sample

Topic: Tell Stories	Topic: Tell Stories	Topic: Give Feedback	Topic: Effective Questions	Topic: Publication Choice
DAY 1 Connect/Target: I can tell a story and revise it based on observing and listening to my audience	Day 2 Connect/Target: I can tell a story and revise it based on observing and listening to my audience	Day 3 Connect/Target: I can ask others for help so I know what to revise.	Day 4 Connect/Target: I can ask effective questions that will help the storyteller.	Day 5 Target: I can choose a place to share my story (publish).
Teach: T models selecting a story to tell from her topic list. Tell the story. When you get to climax and Ss are really listening, drawn the Ss attention to the moment. This is it – the lean-in moment. Finish the story. Tell Ss a lean-in moment is the magical moment when everyone gets quiet, leans in, and really listens to the story. Tell Ss that a story has these characteristics: 1. Short beginning. 2. Lots of action. 3. Drawn out action – <u>the lean-in moment</u> : when everyone gets quiet and really listens to the story. It's magical. At the beginning everyone is moving around, but at some point every one stops and really listens. It gets really quiet. 4. Clues along the way. 5. Ending that finishes off the story in a satisfying way.	Teach: Give all Ss time to tell the stories they told for homework last night. Arrange them in groups of 4-5 like yesterday so everyone gets a chance to tell a story. Review: 1. Short beginning. 2. Lots of action. 3. Drawn out action – <u>the lean-in moment</u> : when everyone gets quiet and really listens to the story. It's magical. At the beginning everyone is moving around, but at some point every one stops and really listens. It gets really quiet. 4. Clues along the way. 5. Ending that finishes off the story in a satisfying way.	Teach: Tell another story that has some holes in it. For example, leave out the setting or don't tell how a character in the story is related to you (the main character). After the story, ask the Ss to tell you the exact words in your story that brought pictures to their minds. • Ex: I love when you said <i>he sailed out into the air</i> . I got a picture in my head when you said that. Then, tell Ss to ask questions to clarify confusing parts. Model how helpful this is to you. Ex: How old is Tom? Is he older or younger than you? Explain that when any one is telling a story, others can be a big help by (1) listening for the exact words that brought pictures to their minds (compliments) and (2) thinking of questions that will help make the story clearer (questions).	Teach: Sometimes listeners ask questions that don't help the storyteller as much as another question could. For example, when one S was telling a story about moving, a S asked what color the house was that she moved to. That is a question. That's true. But it isn't a question that helps the writer write a better story. The story was about how sad she was about moving, how she had to leave her friends behind, and how she was scared about moving to a new place. What color was your new house doesn't help us get at the heart of her story. A better question might be why did you have to move? You never told us that. Or, what did you learn from the experience of having to move?	Teach: Writers love to publish! We will be writing a narrative story and sharing it outside of class. You will determine how and where we share our writing. Explain that the audience affects how Ss write their stories. If the story is going to a kindergarten buddy the words and voice will be very different than if the writers are publishing an anthology of stories for people to read while waiting in the office. So, you need to know your audience as you work on this unit. Let's determine how to publish today.

Active Engagement/Think-Pair-Share: Ask each S to tell his P a story. Listen in and select 4-5 good storytellers.	Active Engagement/Think-Pair-Share:	Active Engagement/Think-Pair-Share: Ask Ps to get together. One person tells a story and the other is a listener. Listen in and critique.	Active Engagement/Think-Pair-Share: Ask Ps to get together. One person tells a story and the other is the questioner. Really think of good questions.	Active Engagement/Think-Pair-Share: Ask Ps to talk to one another and think of ways other classes have published – and the ideas can't cost money.
Link: From listening in, choose 4-5 Ss who have an interesting story to tell. Assign the storytellers to a corner or space in the room. Send 3 or 4 other Ss along with the storytellers to be listeners.	Link:	Link: Use groups of 4-5 again today. Ask Ss who haven't told a story yet to tell one. The others give compliments by repeating the words of the author and ask questions.	Link: Use groups of 4-5 again today. Ask Ss who haven't told a story yet to tell one. The others work on asking questions that will improve the story.	Link: Record what the Ps said on chart paper. Use groups of 4-5 again today. Brainstorm more ideas in bigger groups.
Conference Names & Targets: Sit in on one circle. Take notes on what happens in the group.	Conference Names & Targets:	Conference Names & Targets: Listen in and help groups as needed. Select Ss who can explain what they learned from you.	Conference Names & Targets: Listen in and help groups as needed. Select Ss who can explain what they learned from you.	Conference Names & Targets: Listen in and select Ss who will nominate an idea for where to publish.
Who Shared; What Target? <ul style="list-style-type: none"> Ask listeners if anyone heard a lean-in moment. Ask the writers if any one changed (revised) his/her story because of the way someone reacted to the story. Use what you observed. If no one has anything to say in closure then say, well, let me tell you what I saw. 	Who Shared: What Target?	Who Shared: What Target? Ss you coached share what they learned with others.	Who Shared: What Target? Ss you conferred with share.	Make a list of Ss' ideas. Either the Ss take a vote or the T selects from the list. Explain that even though they may not be using their idea this time, they can personally use the idea or the class might use it another time. Continue to add to the list as Ss think of new ideas.
Summary When writing Ss should have that same sense of audience that they do when they're telling a story. Even though they're writing they should pretend they are "telling."	Summary	Summary Telling stories is helpful in order to learn what is working (compliments) and how to revise (questions). Tell the story to at least 3 people making the revisions each time you retell it to improve the story.	Summary To help your peers get better at story telling, thoughtful questions will help the writer improve the story when she revises it. We will work on this skill all year.	Summary Where you publish will affect the language, editing, revision, and structure of the story. It's critical to know where you're sharing before you begin to write.
Homework Ask the Ss to tell stories for homework. Ask them to watch how people react to their stories. Ask Ss to revise their stories and tell them again to be sure they tell a lean-in moment. Send home a letter explaining the homework to parents.	Homework Ask the Ss to tell stories again for homework. Same as yesterday.	Homework Choose a story to tell 3 times – to a brother or sister, cousin, parent, neighbor, someone by phone. Ask them to tell you what they liked and what questions they have.	Homework Choose a story to tell 3 times – to a brother or sister, cousin, parent, neighbor, someone by phone. Ask them to tell you what they liked and what questions they have.	

Topic: More Than One Draft	Topic: More Than One Draft	Topic: Story Ideas	Topic: Story Ideas	Topic: Conventions
DAY 6 Connect/Target: I can write several drafts at a time.	Day 7 Connect/Target: I can work on several drafts.	Day 8 Connect/Target: I can get ideas for stories from reading books.	Day 9 Connect/Target: I can get story ideas by asking others what they're writing about.	Day 10 Target: I can edit for punctuation, capitalization, grammar, and spelling.
Teach: Show Ss your writing notebook. Show how many pieces you're working on and your topic list. Tell Ss how you continue to brainstorm other story ideas and tell a variety of stories even though you are currently publishing a story along with your class.	Teach: Highlight Ss who finished one draft and started another. Ask Ss to share that are writing more than one story idea at a time. Ask them why. (They might be waiting to do some research or interview someone so they work on another story.)	Teach: Sometimes writers need ideas for stories. One way to get an idea is to read a book. That book will make you think of something that happened in your life. Show Ss how one of the mentor text made you think of a story. Share your story or the start of your story.	Teach: Sometimes I get story ideas by asking others what they're writing about. Ask writers in your classroom to share ideas. (Select people that are writing stories that you will be able to piggyback off of.) Then tell a story that is similar but is your story.	Teach: Tell Ss that for each unit, they will have 1 content goal (This unit is writing a narrative story to be published _____.) They will also be responsible for editing their papers for the goals in the topic box above. Tell them you scanned their papers to find what they didn't know. Share the class goals you picked. Make a poster for each goal and hang it where everyone can see. Explain the class goals and why you picked them.
Active Engagement/Think-Pair-Share: Ss show Ps their writing notebooks in a similar fashion to what you just modeled.	Active Engagement/Think-Pair-Share: Ss share with Ps what they're working on. They tell their P what they will write today.	Active Engagement/Think-Pair-Share: Ss think together with their Ps how the story you told –or other stories told so far – made them think of a story to write.	Active Engagement/Think-Pair-Share: JIGSAW Count off by 5s. Assign each # to a space in the room. Ss bring their notebooks & share what they're writing. Ss record ideas they like on topic page. After a time, rearrange and put groups with a 1 ,2, 3, 4, and 5 together. Let them share what they wrote on their topic page. Others can add to their own page.	Active Engagement/Think-Pair-Share: Ask Ss to work with their Ps to see if they can name the class goals. Ex: Punctuation – how to use apostrophes; Capitalization – remove capital letters from the middle of words; Spelling – choose 5 Words most Ss can't spell that will be helpful in narrative; Grammar – My friend and I at the beginning of a sentence.
Link: Give Ss time to add to a story they already started or start a new piece. (The unit goal is to write a narrative so there should be at least 3 narratives by the time the Ss choose a piece to revise and publish.)	Link: Same as yesterday	Link: Choose a story to write today: 1) Ts story might 2) A book you're reading 3) A story someone else wrote might have triggered a story idea. Try that or continue to work on a story you started or a story idea on your topic list.		
Conference Names & Targets: T works with Ss who are struggling with telling stories. Other Ss write the stories they've told.	Conference Names & Targets: Same as yesterday	Conference Names & Targets: Check in with Ss on your regular conference list. Help them rehearse what they will say in share time.	Conference Names & Targets: Observe groups working and share the social skills the groups or individuals used that helped the lesson flow.	
Who Shared; What Target? Ss you conferred with share what they learned from you.	Who Shared: What Target? Ss you conferred with share what they learned.	Who Shared: What Target? Ss you conferred with share what they learned.	Who Shared: What Target? Ss you conferred with share what they learned.	Who Shared: What Target? Ss you conferred with share what they learned.
Summary Writers work on more than one story idea at a time. They finish one and start the next. A writer's work is never done.	Summary Same as yesterday.	Summary Writers get ideas for stories from other books, other writer's stories, experiences, watching television or a movie. They record their ideas on their topic lists.	Summary Whenever you're stuck for a topic idea, scan books or ask your classmates. Keep your topic pages fresh with ideas from life.	Summary If everyone learns the conventions goals for each unit, then Ss will know how to capitalize, punctuate, spell, etc. for the rest of their lives. Ss will be held accountable for lessons

Homework Ask Ss to write what they've learned about telling stories and writing stories so far. Ask them to be specific – even make a list – of the pointers they've learned and need to remember.	Homework	Homework	Homework. Clean up your topic page. Check off the ideas you've used. Add something new that you thought about since class time. Make sure you can read what you recorded today.	they're taught. They will refer to the posters all through the unit. T will remind them when they've forgotten to use one of the goals no matter the subject. T will be teaching lessons to help them remember the goals forever.
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Topic: Writers revise	Topic: Divide story into parts	Topic: Day 12 continued	Topic: Leads	Topic: Conventions
DAY 11 Connect/Target: I can reread my stories and choose the one I think is the best to publish.	Day 12 Connect/Target: I can divide my story into parts.	Day 13 Connect/Target: I can write a headline for each part.	Day 14 Connect/Target: I can write more than one beginning for my story and choose the best one.	Day 15 Target: Teach lesson on either your capitalization, punctuation, grammar, or spelling goal.
<ul style="list-style-type: none"> ▪ Teach: When it's time to publish, I choose a story that I think most people will like. I read it aloud to myself to hear what it sounds like. I have to take the audience we chose into account. Will they like this story? ▪ Watch me talk about the stories I have in my notebook. Watch how I choose a story so that you can do the same. ▪ Eliminate stories that (1) are not very far along at all, (2) would not suit the audience, (3) I don't like... ▪ Choose a story that (1) I really like, (2) I've told several times and my audiences liked it, (3) not necessarily finished but I could work on it... 	<p>Teach: Writers look at first drafts and divide them into the parts. When just beginning, writers find the beginning, middle and ending. Ss your age should be able to divide their stories into 5 parts. If a story is more than 6 parts, it begins to be long enough to be a novel. So we will be looking for stories that are somewhere between 3 and 6 parts. Put the T's first draft under the Doc Cam. Read the story. Show the Ss how to find the parts. Find the beginning first. Find the end. Show how you divide the middle into 2 or 3 parts. Draw lines lightly to separate the parts.</p>	<p>Teach: Once I'm sure I have divided my story into parts, I write a second draft. Since I have 5 parts, I choose 5 ½ sheets of notebook paper. I write a title for each part. My headline for each page would look like this:</p> <ol style="list-style-type: none"> 1) B – Family goes on short hike 2) M – Hiked 2 miles. Husband and I took break. 3) M – 16-year old son went ahead. 4) M – Caught up to son. Bear behind him munching on berries. 5) E – I turned. Ran down hill. <p>Ts – getting off one sheet of paper helps Ss see the parts. They also see whether the beginning and ending are short – as they should be – so they get away from stories that start with them getting out of bed in the morning and going back to bed at night. They can look at their first draft in their notebook and determine whether the middles need more detail.</p>	<p>Teach: Authors think a great deal about how they start a story. They write beginnings that make readers want to read to the end of the story. The beginning is the opening of the story – from one sentence to a short paragraph. Tell class you weren't satisfied with your beginning. When writers aren't happy, they try different ways of writing. Share the 3 starts you have for the story you shared yesterday. Ask class to help you choose which beginning is best:</p> <ol style="list-style-type: none"> 1) We just returned from a week in the Smoky Mountains. I loved spending time with my family. 2) As a mother, I always thought I'd stand firmly between my child and danger. Boy, was I wrong! 3) One time I got scared on our summer vacation. 	<p>Teach: Use papers to help you determine what to teach. Ss should continue to refer to the posters you have in the room. You have to be vigilant in calling attention to when they don't follow those conventions.</p> <p>Some or all Ss might benefit from a whole-group lesson to teach them how to remember one of their goals today.</p> <p>Rather than assign them a worksheet, have them search their notebooks to find examples of where they used the goal correctly or places that need to be edited.</p>
<p>Active Engagement/Think-Pair-Share: Ps talk together about what makes a story suitable for this audience that we've chosen. T makes an anchor chart of criteria (See summary for ideas.)</p>	<p>Active Engagement/Think-Pair-Share: Work with Ps to separate stories into parts. Writer tries first and then checks to see if P agrees. Think of each part as a page in a book. Once finished, continue to write in their</p>	<p>Active Engagement/Think-Pair-Share and Link: Work with Ps to write headlines on each page so writers know what to write on each page. Some Ss will have 3 or 4 pages; some will have 5 or 6. More than that and the story becomes unwieldy for a short story.</p>	<p>Active Engagement/Think-Pair-Share: Ask Ps to talk about which is the best beginning and why. Develop criteria. Take vote. Record their criteria for selecting one beginning. After sharing what I think is the best beginning and adding to their criteria, tell Ss that they get to choose their own. They are the authors and the final word is theirs.</p>	<p>Active Engagement/Think-Pair-Share:</p>
<p>Link: Ss go to their writing spots with their notebooks.</p>	<p>WN on other personal projects. Also, T will need to</p>		<p>Link: Ask them to go to their writing spot and write at least one more</p>	<p>Link:</p>

They read the stories they've written aloud. They compare the stories to the criteria. Each selects a story they think they want to spend a lot of time on because revision will take awhile.	check to see if this has been done correctly.		beginning or an improved beginning on the first ½ sheet of paper under the headline they wrote yesterday.	
Conference Names & Targets: Choose Ss on your Mon schedule or need extra help.	Conference Names & Targets: Choose Ss on your Tues schedule or need extra help.	Conference Names & Targets: Choose Ss on your Weds schedule or need extra help.	Conference Names & Targets: Choose Ss on your Thurs schedule or need extra help.	Conference Names & Targets: Choose Ss on your Fri schedule or need extra help.
Who Shared; What Target? Ss you conferred with share what they learned from you.	Who Shared: What Target? Ss you conferred with share what they learned from you.	Who Shared: What Target? Ss you conferred with share what they learned from you.	Who Shared: What Target? Ask Ps to share the choices they wrote for the beginnings of their stories. Listen in to see if everyone has a beginning. Ask 2-3 Ss to share and tell what criteria they used to select the best opening to their story.	Who Shared: What Target? Ss you conferred with share what they learned from you.
Summary Revising a story will take work so pick one you like so much that you will not mind working on it some more. Choose one that your audience will enjoy. Choose one that is written enough so that you will have time to finish it.	Summary Finding the parts of your story will make revising them so much easier! Ss will be amazed at how much you can work on these stories and like them even more than before once you see the parts.	Summary Seeing the parts of your story helps you to see the arc of your story. You can see whether you have a beginning and an end, if your short story is too long or too short, if you have too many or too few details in a middle paragraph, if you have a climax paragraph (the lean-in moment), if you have distinct parts to your story.	Summary Authors think a great deal about how they start a story. They write beginnings that make readers want to read to the end of the story. The beginning is the opening of the story – from one sentence to a short paragraph. Everyone should have the first “page” of his or her story written on ½ sheet of paper.	Summary
Homework Bring the first draft of your chosen story tomorrow in your Writing Notebook. NOTE: Ss who don't have any finished stories should spend today's Link time and Homework time writing a story.	Homework Collect the WN of Ss so that you can check that they've divided their stories into recognizable beginning, middles, and end for T Homework!	Homework	Homework. Ask Ss who didn't get the beginning written on a ½ sheet of paper to do so for homework. Collect the other ½ sheets to read to see who needs a conference or reteaching circle tomorrow.	

Topic:	Topic:	Topic:	Topic:	Topic: Conventions
DAY 16 Connect/Target: I can revise the middle(s) of my story.	Day 17 Connect/Target: I can revise the middle(s) of my story.	Day 18 Connect/Target: I can	Day 19 Connect/Target: I can write a clincher ending.	Day 20 Target: Teach lesson on either your capitalization, punctuation, grammar, or spelling goal.
<p>Teach: Tell Ss that when you ask a class how to make their stories better, everyone says, “Add details.” But when you ask what’s a detail, Ss don’t really know. Today they will learn.</p> <p>Ss now know your beginning, but what will the second paragraph sound like so that they want to continue reading?</p> <p>In front of the Ss, check your 2nd ½ sheet of paper to find the headline. This reminds you what this part is about.</p> <p>Read the 2nd part of your first draft in your WN. Does that sound complete? The middles of their stories need to be clear, interesting, and filled with action. If not, as a writer you must add these details <u>so the reader can see what you see</u>.</p> <p>Model revising your writing from your WN draft to the 2nd draft on the ½ sheet of paper. Show them how to add in <u>action</u>, <u>feelings</u>, and <u>description</u>. Make sure they know they difference between the 3. Tell them authors use these 3 kinds of details to stretch narrative stories. As you write, talk out loud about what you remember about that day. Tell Ss what details you will include and which you won’t and why. Name them as action, feelings, and description.</p>	<p>Teach: Continue revising the other paragraphs.</p>	<p>Teach: Continue revising the other paragraphs. Some Ss have more pages than others so they may need this extra day.</p> <p>The others can read their stories to 1-3 Ps and get feedback like Ss did when telling stories.</p> <p>What words do you love?</p> <p>What questions do you have?</p> <p>Writers should add in those details if they think they’re relevant to their story. (Remember the “what color is the house” question from our storytelling days. That question didn’t help the author tell her story.)</p> <p>By the end of today, writers should have a great beginning page. The middles should be done. Tell them they will tackle endings tomorrow.</p>	<p>Teach:</p> <p>Use papers to help you determine what to teach.</p> <p>Ss should continue to refer to the posters you have in the room. You have to be vigilant in calling attention to when they don’t follow those conventions.</p> <p>Some or all Ss might benefit from a whole-group lesson to teach them how to remember one of their goals today.</p> <p>Rather than assign them a worksheet, have them search their notebooks to find examples of where they used the goal correctly or places that need to be edited.</p>	<p>Teach:</p> <p>Use papers to help you determine what to teach.</p> <p>Ss should continue to refer to the posters you have in the room. You have to be vigilant in calling attention to when they don’t follow those conventions.</p> <p>Some or all Ss might benefit from a whole-group lesson to teach them how to remember one of their goals today.</p> <p>Rather than assign them a worksheet, have them search their notebooks to find examples of where they used the goal correctly or places that need to be edited.</p>
Active Engagement/Think-Pair-Share: Give Ps a sentence like “I	Active Engagement/Think-Pair-Share:	Active Engagement/Think-Pair-Share:	Active Engagement/Think-Pair-Share:	Active Engagement/Think-Pair-Share:

dropped my tray in the cafeteria.” Ask them to talk about how they would stretch that out just like you did in your story. Tell them to add some of these examples that they think would fill that paragraph with relevant details: what they see, hear, what gestures they make, how they feel, what the food looks and smells like on the floor, their facial expression, how they react. Ask P groups to share the paragraphs they wrote.				
Link: Tell Ss to revise each part of the story they selected. Before they copy the first draft from their WN to the half sheet of paper, they should notice if the part is complete or not. They should REVISE as they write so they truly have a second draft – not just a copy. They should look at your suggestions for how to stretch each part but also not go overboard and overwrite. Carefully select relevant details. Develop the climax paragraph the most.	Link:	Link:	Link:	Link:
Conference Names & Targets: Choose Ss on your Mon schedule or need extra help.	Conference Names & Targets: Choose Ss on your Tues schedule or need extra help.	Conference Names & Targets: Choose Ss on your Weds schedule or need extra help.	Conference Names & Targets: Choose Ss on your Thurs schedule or need extra help.	Conference Names & Targets: Choose Ss on your Fri schedule or need extra help.
Who Shared; What Target? Ss you conferred with share what they learned from you.	Who Shared: What Target? Ss you conferred with share what they learned from you.	Who Shared: What Target? Ss you conferred with share what they learned from you.	Who Shared: What Target? Ss you conferred with share what they learned from you.	Who Shared: What Target? Ss you conferred with share what they learned from you.
Summary A detail is an action, a feeling, or a description that stretches the story so the reader can see and feel what the author sees and feels.	Summary Collect story pages so you can see who needs a conference or reteaching circle tomorrow.	Summary	Summary	Summary
Homework Collect story pages so you can see who needs a conference or reteaching circle tomorrow.	Homework	Homework Make sure beginning and middles of stories are done.	Homework.	Homework

Topic: Write Final Draft	Topic: Edit	Topic: Write Final Draft	Celebrate!	Reflect!
DAY 21 Connect/Target: I can edit my paper.	Day 22 Connect/Target: I can write my final draft.	Day 23 Connect/Target: I can write my final draft.	Day 24 Connect/Target: I can celebrate.	Day 25 Target: I can reflect.
Teach: Give detailed directions to explain what final drafts will look like. Will the Ss write them on the computer? What kind of paper will the Ss write or print on? Will they illustrate their narratives? Ss should refer to their editing contracts to be sure they're checking for the convention goals for the unit as they write their final draft. (See handout for examples of editing contracts.)	Teach: Ss may need more time to write their final drafts. OR... Give Ss an editing contract like the one in your handout. Put your final draft under the Doc Cam and edit it. Read it aloud pointing to each word. Read it backwards from the last word to the first word. This technique helps writers check spelling carefully without reading words in context. Read the goals for this unit - one at a time. Check your paper to make sure you've followed each goal. Check it off if you believe you did. If there's a mistake, edit the paper and then check the box on your contract to show you completed it. Edit just enough so the Ss have the idea.	Teach: Extra day built in in case Ss needed more time to write or edit final drafts. Ss may be in different stages on this day. Give them time to finish and get their product as good as it can be.	Teach: Follow through with celebration plans.	Teach: Ask Ss to reflect on their experience. Write specific reflection questions for which you'd like feedback or for which you'd like Ss to think about. Discussing the questions in a Socratic Seminar atmosphere before giving Ss time to write, helps your more reluctant Ss know what to write and even know what it means to reflect. Examples: 1) By looking at my final draft and comparing it to my typed, edited draft, here is what I notice: 2) I've been thinking about what I learned from publishing my first piece. I can say that from this experience, I learned... 3) From reading my classmates' papers, I learned... 4) Next time, I hope to write about these topics... 5) I hope we publish by... 6) What I hope to accomplish or learn from the next experience of publishing is...
Link: This day is set aside for Ss to get the final draft as close to "camera ready" as it can be.	Link: Ss check their own papers and then check their Ps. If there is disagreement, they check online dictionaries and other resources and people in the room before they come and ask you.			
Conference Names & Targets: Work with individuals as needed.	Conference Names & Targets: Work with individuals as needed.	Conference Names & Targets:		Conference Names & Targets: Help a S or group of Ss with this task. They may need someone to talk to or someone to scribe.
Who Shared; What Target? Ss you conferred with share what they learned from you.	Who Shared: What Target? Ss you conferred with share what they learned from you.	Who Shared: What Target?		Who Shared: What Target? Select Ss to share what they learned.
	Summary Good editors are worth their weight in gold. It's difficult to find your own errors so ask 1 or 2 others to check your paper.			Summary Adults who reflect on their successes and their challenges learn how to complete tasks better and more efficiently. Setting goals is a helpful study habit.