

PLC Reflection

1. Do you have a Partner Reading station? Why or why not?
2. What are your students currently practicing at the Partner Reading station? How is it related to what you've taught in whole group? What standard does it connect to?
3. Answer these questions and share with your team. Is there consistency across your grade level?

	YES	NO
Do students regularly read and respond together at a Partner Reading station?		
Do you have options for them to read some fiction and some nonfiction at Partner Reading stations?		
Are students using the same graphic organizers and teaching tools you modeled with in whole group at Partner Reading stations?	F:	NF:
Do students have the opportunity to reread familiar books from guided reading with a partner at the Partner Reading station?		

4. As a team, look at student data across your grade level. What percentage of your students are reading on grade level? Above or below grade level? Are you meeting with several guided reading groups daily to meet children's needs? Do the books at the Partner Reading station match the levels and interests of your kids? Have their reading levels been increasing? Do students have ample time to practice reading in your classrooms?
5. Create a plan with your team to match books to your students' interests and needs at the Partner Reading station. (Use charts on pages 163 to 167 for ideas.) Jot your contribution here:
6. Share what you've noticed is promoting student engagement at the Partner Reading station. What is distracting students? What will you do in response?
7. Which of your students could benefit from more time at a Partner Reading station (for fiction or nonfiction)? How could this help them?
8. What will you change at the Partner Reading station based on your discussion?