

# PLC Reflection

1. Do you have a Writing station? Why or why not? Is it stationary or portable? Why?
2. What are your students currently practicing at the Writing station? How is it related to what you've taught in whole group writing? What standard does it connect to?

3. Answer these questions and share with your team. Is there consistency across your grade level?

Do students regularly write with purpose and voice at a Writing station?	YES	NO
Do you have options for them to choose what to write about at this station?	YES	NO
Are you planning writing instruction as a team and seeing students apply what you've been teaching them to do as writers at this station?	YES	NO

4. Bring samples of writing your students have produced at the Writing station to a data meeting. Include writing from different developmental levels represented in your class. As a team, sort the samples into writing levels. Use the Early Developmental Writing Stages chart as a reference for students writing at emergent stages. Then make a list of what students have done well at each level. Brainstorm what is the next step to help kids improve as writers at each level.

