PLC Reflection

Do you have a Writing station? Why or why not? Is it stationary or portable? Why? 1.

What are your students currently practicing at the Writing station? How is it related to what you've taught 2. 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 |

Answer these questions and share with your team. Is there consistency across your grade level? 2

Bring samples of writing your students have produced at the Writing station to a data meeting. Include 4. 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.

(Continued)

5. As a team, visit each other's classrooms. Can you easily find the Writing station in each room? Is it inviting? What resources are posted that help students write here? What choices do kids have as writers at this station? What will you change at your Writing station, based on these visits?

6. Share what you've noticed is promoting student engagement at your Writing station. What is distracting students? What will you do in response?

7. Which of your students could benefit from more time at a Writing station? How could this help them? What supports might you need to add to improve their experience at the Writing station?

8. What will you change at the Writing station based on your discussion?