

Writing Reflection Sheet

	MY REFLECTIONS	WHAT COULD I CHANGE OR IMPROVE?
I have a sacred time block for independent writing after a mini-lesson.		
I model, think aloud, and encourage student thinking during mini-lessons.		
I follow mini-lessons with ample independent writing time.		
During independent writing time I sometimes organize guided writing groups.		
During independent writing time I often confer with students and/or conduct a writing conference.		
I facilitate a whole-group share after independent writing time.		
I encourage writing in different genres and about reading.		
I encourage asking and answering questions in writing in order to write to learn.		
I model and think aloud to make sure that students can compose original writing and generate topics and content for writing.		
I guide students to ask for and give responses to writing, referring explicitly to areas of the writing that need clarity or improvement.		
As appropriate to grade level, I make sure students can write narratives, both personal and fictional and write with narrative elements.		
As appropriate to grade level, I make sure students can write explanatory, descriptive, or informative sentences introducing a topic and providing information.		

Writing Reflection Sheet *continued*

	MY REFLECTIONS	WHAT COULD I CHANGE OR IMPROVE?
As appropriate to grade level, I ensure students can write opinions stating a point of view and providing clear reasons and evidence.		
I am a K–2 teacher, I guide students to encode sounds into words and sentences.		
I am a grade 3–8 teacher, I guide students to write unknown words using known spelling patterns, roots, and affixes.		
I model and encourage the use of precise content-specific vocabulary and a variety of transitional words and phrases.		
I support students' work with peers and/or adults to respond to questions, suggestions, or clarifications to strengthen the writing.		
As appropriate to grade level, I facilitate students to work collaboratively with peers and/or adults to use relevant information from experiences or gather relevant information from print and digital sources, take notes and categorize information, and provide a list of sources when writing.		
I guide students to work with peers or adults to respond to questions, suggestions, or clarifications to strengthen the writing.		
I organize individual, shared, and group writing projects for students to participate in through investigation and inquiry.		