What is Composing Meaning?

- An extended time each day for children to immerse themselves in reading challenging and interesting texts in a wide variety of genres, applying what they have been taught in Crafting sessions.

- An extended time each day for children to write in writers' notebooks, collecting and gathering short pieces they may choose to develop into more formal pieces later.

- The time during which children develop written pieces into published pieces.

- An opportunity for children to select text that is interesting to them and appropriate, given their goals as readers.

- An opportunity for children to select writing topics about which they are passionately interested and that permit them to apply what they have recently learned in Crafting Sessions and Invitational Groups.

- The time when individual children meet in conferences with their teacher to show their application of deep and surface structure strategies recently taught.

- The time when children read and write independently while their teacher hosts Invitational Groups.

- An opportunity for children to meet in pairs and small groups to discuss their application of recently taught deep and surface structure strategies in reading and writing.

- A time for children to meet in pairs and small groups to apply speaking and listening teaching intentions/learning outcomes taught during Crafting sessions.

- An opportunity for children to meet in book clubs to discuss books they have read in common and ways in which they have applied deep and surface structure strategies in those texts.

- A time to plan (with the teacher in a conference or with other students) what a student will share and teach others during the Reflection time.

What is characteristic of effective Composing sessions?

- Children are **deeply engaged** in independent work -- they read and write with intensity for long periods of time.

- The classroom is filled with a **sense of urgency** – children are eager to apply what they have learned in Crafting sessions and they work in texts that are challenging to them, at the conceptual level as well as the reading level.

- There is an atmosphere that supports **rehearsal.** Children experiment with the deep and surface structure strategies they have learned, taking risks in their reading and writing and spend a substantial amount of time re-reading and re-writing.

- Children **plan to demonstrate** their new strategies for their teachers in conferences and with their classmates during Reflection.

- **Children feel independent and trusted** to make the right choices – they know it is up to them to choose the right text to read and writing topics – when they encounter problems, they know to attempt to solve the problems independently first.

- There is a spirit of **camaraderie.** Children eagerly share their insights with other children in small group discussions and book clubs.

- **Teachers move around the classroom** engaged in a variety of tasks – observing the children at work, taking anecdotal notes and running records, conferring with individuals, encouraging experimentation, helping book clubs get started and hosting Invitational Groups.

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