

YOUR MOMENT-TO-MOMENT DECISION-MAKING GUIDE



WHAT DO I TEACH READERS TOMORROW?

GRADES 3-8

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Foreword by Russell J. Quaglia

nonfiction

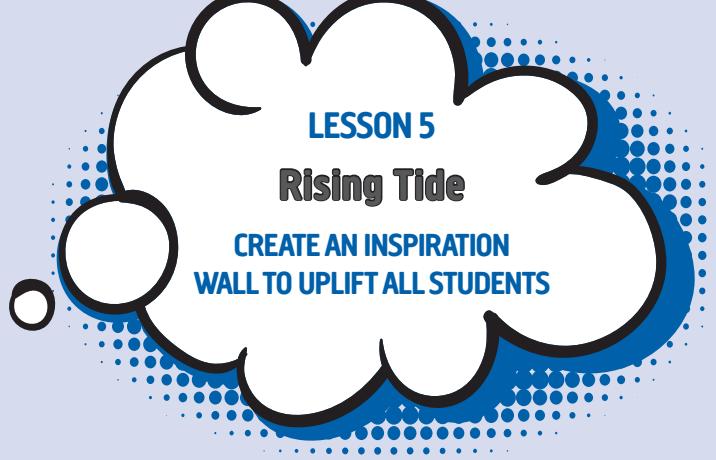
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Please enjoy this complimentary excerpt from *What Do I Teach Readers Tomorrow? Nonfiction, Grades 3-8* by Gravity Goldberg and Renee Houser.

[LEARN MORE](#) about this title, including Features, Table of Contents and Reviews.



This is really the kick start to a classroom structure that you can keep up all year long. Much like the adage “a rising tide lifts all boats,” displaying students’ writing about reading gives all students the opportunity to learn from—and aspire to—the ways of thinking of peers. You can change the work that is displayed across the year as your students develop and grow.

Decide to Teach This Tomorrow if Your Students

- Are writing about their reading and are ready to learn from one another
- Benefit from examples and visuals
- Are working on building a community of nonfiction readers who help one another



What You Need:

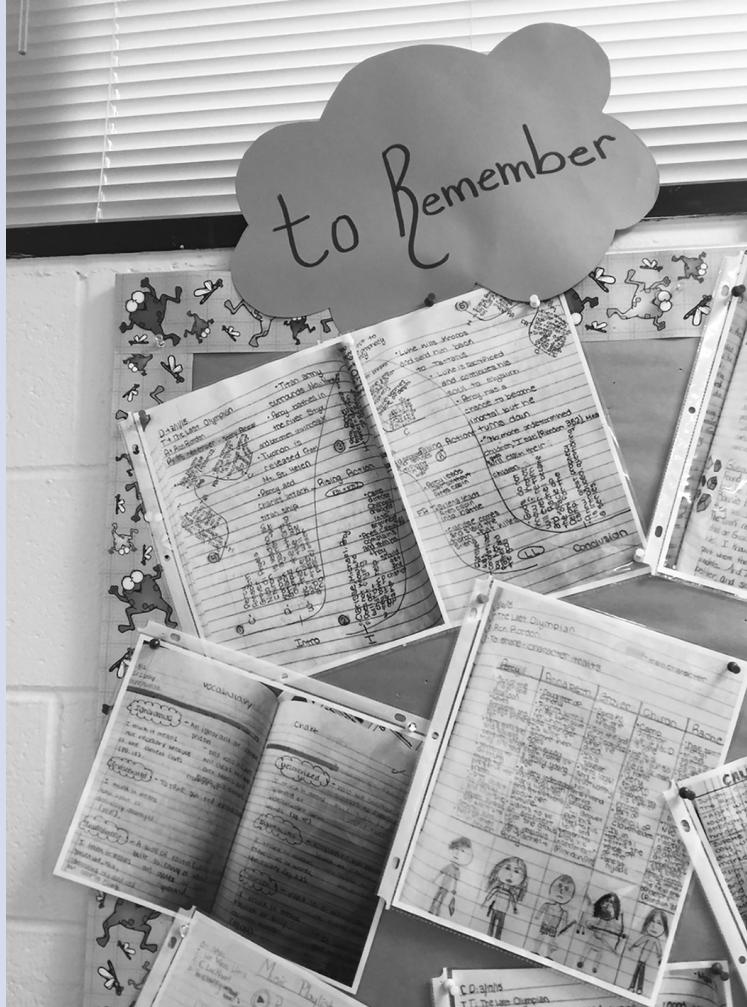
- Bulletin board and staples
- Copies of students’ reading notebook entries
- Colored paper or big sticky notes and markers

Tell Why: Explain that you see amazing examples of students who are beginning to use writing as a tool for understanding their nonfiction books. Make this a point of celebration.

Show How:

- Use large paper to create headings on the bulletin board that correspond to the authentic reasons why readers write about their nonfiction texts. For example, there could be a section that says, “I write to remember,” and another that says, “I write to record my thinking.”
- Choose some student examples that match the reader’s purpose to hang up under each category.

(Continued)



This is a sample of one classroom's inspiration wall with student examples of notebook entries. Students use this wall to get ideas for their own notebook entry choices.

- For each student example, take a few minutes to examine and admire it with your class. Ask the students what they notice about it and label the moves the writer made with large sticky notes. There are many examples throughout this book of how we label student work with callouts that you can use to guide what you might write.

A Few Tips:

- Throughout the year, try to post examples from all the students. In this way, each student's writing is a possible mentor text to others.
- If you don't have the wall space, this could be a digital wall or presentation that students can access as an inspiration tool.
- We suggest you do not grade or write on these entries as then the focus becomes the grade and not the process the readers took to develop their thinking.

Learn more about the book this lesson is from: <http://bit.ly/2pmdusY>