

## When Gathering Touchstones For a Writing Workshop Unit of Study, Consider. . .

1. Informationals that are good to read aloud to students *outside of* Writing Workshop. These books might be more complex or longer than what you would teach into in writing time, but contain the elements of Controlling Idea and Organizing Structure that we are focusing on in the Informational genre study.
2. Informationals that are good examples of the *kind of writing* you can ask students to do. Not only do these books contain the elements of Informational writing that you are teaching, but the length of the text and the complexity of the organizational structure are accessible models for students.
3. Informationals that will be good to use for students when they *research*. These are books that are easy for the students to read and gain information from.
4. Informationals that are *not* good examples for your classroom. These books might be books that you really enjoy, but they will most likely confuse the students. There may be too much or too little information given; it might be very dry to read, too sing-songy, etc.

## When Looking at Potential Books, Consider...

- Is this text an example of the kind of writing students will do?
  - *consider a variety of genres and subgenres*
- Does this text help students envision possibilities to emulate in their own writing?
  - *consider the length, complexity and scope of the text*
- Is this text a good example of what I'm teaching into?
- Can this text be read in one read aloud?
- Does this text reflect the interests of the students in my class?