

When Gathering Touchstones for a K/1 Writing Workshop Unit of Study, Consider. . .

1. Informational books that are good to read aloud *in the reading time*. These are books that contain the elements of the genre you are teaching into. However, the books may be more complex than the kind of writing that the students will do and therefore, not serve as mentor texts.
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 are *not* good examples for this unit of study. These books might be books that you really enjoy reading, 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 subject matter of the text*
- Can this text be read in one read aloud?
- Does this text reflect the interests of the students in my class?