

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

1. Narratives 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 Plot and Significance that we are focusing on in the Narrative genre study.
2. Narratives that are good examples of the *kind of writing* you can ask students to do. Not only do these books contain the elements of Narrative writing that you are teaching, but the length of the text and the complexity of the organizational structure are accessible models for students.
3. Narratives 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. The topics may not be accessible to your students, they may be too long, or the organizational structure may be too complex.

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?