

# Writing Builders Classroom Library Collection

# Writing Builders

## Collection Description

Writing Builders takes the readers through the process of writing a specific type of writing project by following the progress of fictional characters as they learn how to brainstorm, create a first draft, revise, and share a finished project. Activities in the back of the book review the steps in the process and offer suggestions for additional practice.

## The Writing Process

The writing process consists of a series of steps that writers go through to get from idea to finished product. The basic steps of the process are:

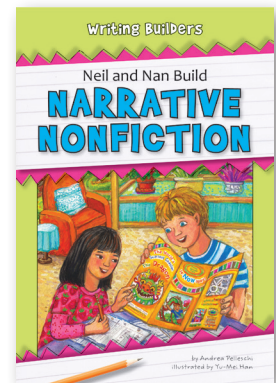
**Prewriting:** Finding an idea

**Drafting:** Getting ideas down on paper

**Revising and Editing:** Reworking rough sections and correcting errors

**Rewriting:** Creating a clean copy of the final version

**Publishing:** Sharing the writing with an audience



These steps may vary somewhat in intensity and repetition, depending on a writer's purpose, proficiency and preference, but this is the general framework. Using this sequence of smaller manageable steps, a writer can successfully complete writing projects in a variety of styles and formats.

The Writing Builders series uses the writing process as the structure of each story, following characters as they move from first ideas through final product. Along the way, the characters learn about different types of writing and about creating a website where all these different kinds of writing can be shared online.

Source: [readwritethink.org](http://readwritethink.org)

Sample Writing Workshop Schedule	
5–15 minutes	Whole group meeting to share information and set purpose
35–50 minutes	Small group guided writing lessons, research, independent writing, depending on each student's needs and progress
5–10 minutes	Whole group meeting to share and evaluate

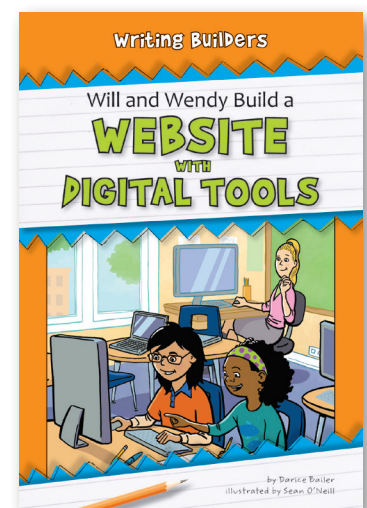
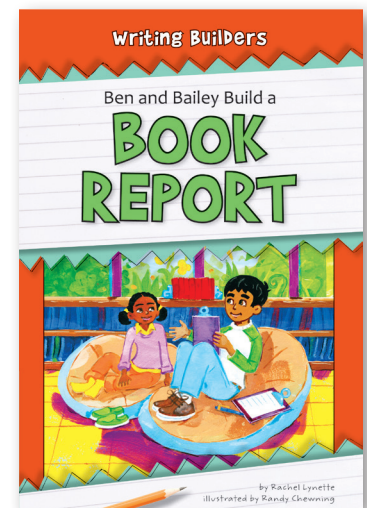
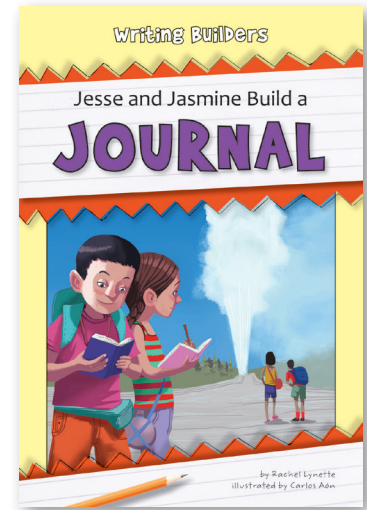
Source: Fountas and Pinnell, 2001



## Titles in the Writing Builders Classroom Library Collection

# Writing Builders

1. *Ben and Bailey Build a Book Report*
2. *Bridget and Bo Build a Blog*
3. *Evan and Erin Build an Essay*
4. *Frank and Fiona Build a Fictional Story*
5. *Isabella and Ivan Build an Interview*
6. *Jesse and Jasmine Build a Journal*
7. *Leah and LeShawn Build a Letter*
8. *Neil and Nan Build Narrative Nonfiction*
9. *Olivia and Oscar Build an Opinion Piece*
10. *Rick and Rachel Build a Research Report*
11. *Seth and Savannah Build a Speech*
12. *Will and Wendy Build a Website with Digital Tools*



## Types of Writing in the Writing Builders Classroom Library Collection

Type	Description
Book Report	A book report summarizes the main parts of a story, including the setting, characters, and plot. The conclusion shares the reader's personal thoughts about the book.
Blog	A blog is a kind of journal that is posted online for others to read and comment on.
Essay	An essay is a piece of nonfiction writing about a particular subject, in which the writer shares his or her best ideas on the topic.
Fictional Story	A fictional story comes from the writer's imagination. It has a setting and characters as well as a beginning, middle, and end that explains the plot.
Interview	An interview is a written record of a conversation between a writer and someone who knows about the writer's topic. The writer asks questions to learn more about the topic and then uses the interview notes to write a report.
Journal	A journal is like a diary. It is a notebook where a writer records personal thoughts and experiences.
Letter	A letter is a message that has writers send to people they know, like friends and relatives, or to people they have never met, like authors or athletes. A letter has a heading, greeting, body, closing, and signature.
Narrative Nonfiction	A narrative nonfiction is a true story about something that actually happened. It has a beginning, middle, and end. It includes facts and sensory details.
Opinion Piece	An opinion piece is writing that tries to persuade others to agree with the writer's point of view.
Research Report	A research report provides accurate, detailed information on a specific topic by presenting facts in an organized format.
Speech	A speech is the spoken version of a piece of writing on a specific topic for a specific audience. A speech can inform, persuade or entertain.
Website	Anything that can be written on a computer can be published on a website. Like a good piece of writing, a website needs a good idea, some careful planning, and careful organization.

### Common Core State Standards for English Language Arts & Literacy

The Common Core State Standards for English Language Arts & Literacy emphasize the importance of writing as the foundation for almost all types of inquiry learning. The standards include skills that are common to all types of writing, such as planning, revising, editing, and publishing. They also highlight skills specific to particular kinds of writing, such as arguments and narratives.



## Writing Standards 3–5

Grade 3 Students		Grade 4 Students		Grade 5 Students	
<b>Text Types and Purposes</b>					
1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>Production and Distribution of Writing</b>					
4	With guidance and support from adults, 4. produce writing in which the development and organization are appropriate to task and purpose.	4	With guidance and support from adults, 4. produce writing in which the development and organization are appropriate to task and purpose.	4	With guidance and support from adults, 4. produce writing in which the development and organization are appropriate to task and purpose.
5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	6	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting.	6	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.



Grade 3 Students		Grade 4 Students		Grade 5 Students	
<b>Research to Build and Present Knowledge</b>					
7	Conduct short research projects that build knowledge about a topic.	7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.	8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
9	(Begins in grade 4)	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Range of Writing</b>					
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Using Graphic Organizers

Graphic organizers are diagrams that show how facts and ideas are related. Readers use graphic organizers to create a visual representation of the ideas they learned from their reading. The way the diagram is organized shows how the information is interrelated in the text.

Writers use graphic organizers to help them sort and sequence the information they want to write about. Throughout the Writing Builders series, characters use graphic organizers as they get ready to write. The diagrams help them sort and store their ideas as they do their research, and then the writers use the diagrams as an outline for their finished products.

Use the writing in the books as samples that students can share and discuss. These samples can then become models for students to use as they do their own writing projects.

The graphic organizers used in the books have been reproduced on the following pages. Have students use these as they complete their own writing projects. The Writing Builders books will show them what to do.





# Build a Blog

Possible Subjects for My Blog:

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Subject I Chose for My Blog:

Research Notes:

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Audience for My Blog:

Sample Blog Post: Beginning/Introduction:

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# Build a Blog (continued)

Sample Blog Post: Middle:

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Sample Blog Post: End/Conclusion:

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Sample Blog Post: Title:

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## Publish Your Blog

- Ask a parent or teacher to help you sign up for a blog website.
- Choose a template.
- Name your blog.
- Type your first post into your blog.
- Have an adult double-check your writing.
- Publish your work.
- Invite friends to check out your blog!



## Additional Resources on Teaching Writing

Annenberg Learner: Best Practices in Teaching Writing

<http://www.learner.org/workshops/middlewriting/images/pdf/HomeBestPrac.pdf>

National Council of Teachers of English: NCTE Beliefs about the Teaching of Writing

<http://www.ncte.org/positions/statements/writingbeliefs>

National Writing Project: 30 Ideas for Teaching Writing

<http://www.nwp.org/cs/public/print/resource/922>

## References

Fountas, Irene C. & Pinnell, Gay Su. *Guiding Readers and Writers: Grades 3-6*. Portsmouth, NH: Heinemann, 2001.

International Reading Association and National Council of Teachers of English

<http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html#research-basis>

