

Literary Nonfiction Continuum and Grade Level Expectations
 Writing Scope and Sequence
 Riverside District 96

K	<ul style="list-style-type: none"> • Drawings, labels, words, or sentences to give information on a topic • Class book features (page number, title, labeled pictures, table of contents)
1	<ul style="list-style-type: none"> • Short pieces of writing that are enjoyable to read and give information on a topic • Class book or individual book features (table of contents, headings, page numbers, labeled pictures, or others to guide the reader)
2	<ul style="list-style-type: none"> • Provide supporting details in each category and some vocabulary specific to the topic • Individual books (table of contents, headings, labeled drawings, diagrams)
3	<ul style="list-style-type: none"> • Use supporting details and vocabulary specific to the topic • Write a book that gives information about a topic in an engaging way (table of contents, headings, labeled drawings, diagrams)
4	<ul style="list-style-type: none"> • Include features (for example, table of contents, boxes of facts set off the text, diagrams, charts) and other tools (for example, glossary) to provide information
5	<ul style="list-style-type: none"> • Use organizational structures (for example, compare and contrast, cause and effect, temporal sequence, problem and solution, description)
6	<ul style="list-style-type: none"> • Provide details and interesting examples that develop the topic • Include argument and persuasion where appropriate
7	<ul style="list-style-type: none"> • Use literary language to make a topic interesting to readers • Use heading and subheadings to guide the reader
8	<ul style="list-style-type: none"> • Reveal the writer's convictions about the topic through the writer's unique voice • Include facts, figures, and graphics

Complete grade level expectations can be found in *The Continuum of Literacy* by Fountas and Pinnell.