## Grade K  Nonfiction Unit Scope and Sequence

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<th>Day 1</th>
<th>Day 2</th>
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<td><strong>Week 1: Immersion - Read nonfiction texts. Notice their qualities, especially when read aloud.</strong></td>
<td><strong>Teacher Objective(s):</strong>&lt;br&gt;KPA1. Identify the purpose of a fact book.&lt;br&gt;Introduce focus: Sharing the purpose of a fact book.&lt;br&gt;Student Objective: Consider what a reader would want/need to know about a topic.&lt;br&gt;Suggested Activities: Read aloud a fact book. Discuss why the author chose to write the book and what the author needed to know to write the book.&lt;br&gt;Suggested Texts: <em>The Sun</em> by Melvin and Gilda Berger&lt;br&gt;<em>A Pumpkin Grows</em> by Linda D. Bullock</td>
<td><strong>Teacher Objective(s):</strong>&lt;br&gt;KPA2. Immerse students in a variety of fact books.&lt;br&gt;KSF1. Model ways to organize facts.&lt;br&gt;Introduce focus: Recognize that fact books share information and have fact(s) on each page.&lt;br&gt;Student Objective: Recognize characteristics of fact books.&lt;br&gt;Organize information in appropriate ways (e.g., fact on each page).&lt;br&gt;Suggested Activities: Read aloud a fact book. Discuss the characteristics of fact books. Begin a chart listing the purposes/features of fact books. (Chart should include words and icons.) <em>Features of Fact Books</em>&lt;br&gt;• Share true information about a topic.&lt;br&gt;• Teach the reader about a topic.&lt;br&gt;• Have a fact(s) on each page.&lt;br&gt;Students can explore a variety of nonfiction book baskets and discuss what they notice.</td>
<td><strong>Teacher Objective(s):</strong>&lt;br&gt;KPA2. Immerse students in a variety of fact books.&lt;br&gt;KSF2. Model how to create a diagram with labeled parts in a fact book.&lt;br&gt;Introduce focus: Recognize that fact books can include diagrams with labels.&lt;br&gt;Student Objective: Recognize characteristics of fact books.&lt;br&gt;Create a diagram with labeled parts.&lt;br&gt;Suggested Activities: Read aloud a fact book. Discuss additional features students notice about fact books and add to the class <em>Features of Fact Books</em> chart. Discuss the purpose of diagrams.&lt;br&gt;• Have diagram with labels.&lt;br&gt;Discuss a topic (e.g., class pet, classroom, playground, school) for a class shared text. (Shared writing and/or interactive writing are guided opportunities to support students as they learn and practice this genre.) Sketch</td>
<td><strong>Teacher Objective(s):</strong>&lt;br&gt;KPA2. Immerse students in a variety of fact books.&lt;br&gt;KSF3. Draw students’ attention to illustrations and captions in fact books.&lt;br&gt;Introduce focus: Recognize that fact books can include illustrations with captions.&lt;br&gt;Student Objective: Recognize characteristics of fact books.&lt;br&gt;Draft illustration(s) with caption(s) in his/her fact book.&lt;br&gt;Suggested Activities: Read aloud a fact book. Discuss additional features students notice about fact books and add to the class <em>Features of Fact Books</em> chart. Discuss the purpose of illustrations and captions.&lt;br&gt;• Have illustrations with captions.&lt;br&gt;Discuss possible illustrations for the class fact book. Draft an illustration to sketch during interactive drawing. Discuss and add a caption to the illustration. (Interactive drawing follows)</td>
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<td>In partnerships, students can read fact books and identify the characteristics of fact books listed on the class chart.</td>
<td>a diagram(s) (for the class topic with labels during interactive writing or shared writing. (Texts created during shared writing/interactive writing should be visible by all students and therefore chart paper is an effective tool.) Students can draw another diagram with labels related to the class topic or create a diagram related to another topic. Students can explore a variety of nonfiction book baskets and put a sticky note if they notice a diagram in their text(s).</td>
<td>the same structure as interactive writing focusing on how to sketch.) Students can explore a variety of nonfiction book baskets and put a sticky note on pages they notice an illustration(s) with a caption(s). Students can explore a variety of nonfiction book baskets and put a sticky note on pages they notice an illustration(s) with a caption(s).</td>
<td>Partners select another class experience and orally rehearse a list of facts about the event.</td>
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<td><strong>Suggested Texts:</strong> Ladybugs by Margaret Hall</td>
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<td><strong>Suggested Texts:</strong> Flowers by Vijaya Khista-Bodach</td>
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<td><strong>Suggested Texts:</strong> Dolphins by Sylvia M. James</td>
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During the second week, students choose a topic for their fact book and begin to research their topic by reading books and taking notes.

**Week 2: Writing Instruction**

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**Teacher Objective(s):**
- **KPA3.** Model how to choose an appropriate topic.

**Introduce focus:**
- Collecting ideas and choosing a topic.

**Student Objective:**
- Choose an appropriate topic.

**Suggested Activities:**
- Class brainstorms a list of possible topics for a second class fact book (e.g., animal, sport). Teacher models choosing the idea the class knows the most about and is also the most interested in. Read aloud a book about the class topic.
- Students brainstorm a list of possible topics for their fact book and record them (e.g., picture web or list type of graphic organizer). Students select a topic for their fact book.
- Teacher uses small group instruction to support the diverse needs of students. Some students may need support in choosing an appropriate topic for their book. Topics that students

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**Teacher Objective(s):**
- **KCR2.** Model telling facts about his/her topic.

**Introduce focus:**
- Telling facts about topic.

**Student Objective:**
- Orally rehearse; tell facts about his/her topic.

**Suggested Activities:**
- Read aloud a book about the class topic.
- Model telling facts about the class topic.
- Have partners turn and talk and generate facts about the class topic.
- Students practice telling facts about his/her topic across his/her hand.
- Partners turn and tell one another facts about his/her topic.
- Students sketch and collect facts about his/her topic.

**Suggested Texts:**
- Books related to class topic
  - *The Sun* by Melvin and Gilda Berger
  - Class shared writing text

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**Teacher Objective(s):**
- **KCR4.** Model how to collect accurate facts about his/her topic; make a plan.

**Introduce focus:**
- Recording accurate facts.

**Student Objective:**
- Collect accurate facts about his/her topic (e.g., web or list).

**Suggested Activities:**
- Read aloud a book about the class topic. Model how to record (using pictures and words) the facts about the class topic using a graphic organizer. (Use the read aloud text from Day 8 which has sticky note confirming facts shared.)
- Students record the facts they confirmed about their topic (e.g., graphic organizer, sticky notes, sketch).
- Teacher uses small group instruction to support the diverse needs of students. For developing writers teacher uses small group instruction to provide more guided practice and scaffold. For more proficient writers teacher uses small group instruction to enhance

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**Teacher Objective(s):**
- **KCR4.** Model how to collect accurate facts about his/her topic; make a plan.

**Introduce focus:**
- Recording accurate facts.

**Student Objective:**
- Collect accurate facts about his/her topic (e.g., web or list).

**Suggested Activities:**
- Read aloud a new fact book about the class topic. Model how readers of nonfiction notice when they learn something new. Identify and mark new learning with “L” labeled sticky note. After finishing the text, decide which new facts to add to the class notetaking/recording sheet (e.g., graphic organizer, sticky notes, sketch).
- Students explore books about their topics, identify new facts learned by marking page with “L” labeled sticky note. Add newly learned facts to their notetaking/recording sheet.
- Teacher uses small group instruction to support the
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<td>have some prior knowledge of and are easily accessible resources are best.</td>
<td>guided practice and scaffold. For more proficient writers teacher uses small group instruction to enhance learning outcomes. <strong>Suggested Texts:</strong> Books related to class topic <em>Dolphins</em> by Sylvia M. James Class shared writing text</td>
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**Grade K  Nonfiction Unit Scope and Sequence**

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<th>Day 11</th>
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<td>During the third week, students continue to organize their notes and draft their fact book which includes adding nonfiction features.</td>
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**Week 3: Writing Instruction Continues**

**Teacher Objective(s):**
- **KSF1.** Model ways to organize facts.
- **KCR4.** Model how to collect accurate facts about his/her topic; make a plan.

**Introduce focus:** Organizing facts to create a book.

**Student Objective:**
Organize information in appropriate ways (e.g., fact on each page). Collect accurate facts about his/her topic (e.g., web or list).

**Suggested Activities:**
Reread a familiar nonfiction text(s) about the class topic. Highlight the organization of the text (e.g., fact/s on each page).

Model how to plan the class fact book. Model looking over research notes (e.g., web, list, sticky notes) and then planning each page, demonstrate touching each page and orally rehearsing the fact that will be written on that page.

Students plan their fact books by reviewing their research notes, touching

**Teacher Objective(s):**
- **KSF1.** Model ways to organize facts.
- **KCR3.** Model how to write a fact (e.g., complete sentence) about his/her topic.
- **KC1.** Model how to use phonetic spelling for unknown words.

**Introduce focus:** Writing a fact in a complete sentence using phonetic spelling.

**Student Objective:**
Write facts about his/her topic. Use phonetic spelling for unknown words.

**Suggested Activities:**
Repeat the oral rehearsal of the class book from Day 11. Model how to write a fact in a complete sentence for several pages of the class fact book. Model how to use phonetic spelling for spelling unknown words.

Students write facts about their topics on each page using phonetic spelling to write words.

Teacher uses small group instruction to support the diverse needs of students. For developing writers

**Teacher Objective(s):**
- **KCR3.** Model how to write a fact (e.g., complete sentence) about his/her topic.
- **KC1.** Model how to use phonetic spelling for unknown words.

**Introduce focus:** Using details to elaborate a fact.

**Student Objective:**
Write details about each fact.

**Suggested Activities:**
Model rereading the class fact book. After each fact model asking, "What more could I say?", "How could I add on to this idea?", "What does that make me think? Wonder?" Model adding to facts written in the class fact book.

Model how to revisit familiar texts, look at the text, photographs, captions, diagrams, etc., for more details about facts. Add to a fact(s) in the class book.

Students continue to write facts about their topics on each page of their booklet using phonetic spelling to write words.

Teacher uses small group instruction to support the diverse needs of students. For developing writers

**Teacher Objective(s):**
- **KCR3.** Model how to write a fact (e.g., complete sentence) about his/her topic.
- **KC1.** Model how to use phonetic spelling for unknown words.

**Introduce focus:**
Using details to elaborate a fact.

**Student Objective:**
Write details about each fact.

**Suggested Activities:**
Model rereading the class fact book. After each fact model asking, "What more could I say?", "How could I add on to this idea?", "What does that make me think? Wonder?" Model adding to facts written in the class fact book.

Model how to revisit familiar texts, look at the text, photographs, captions, diagrams, etc., for more details about facts. Add to a fact(s) in the class book.

Students continue to write facts about their topics on each page of their booklet using phonetic spelling to write words.

Teacher uses small group instruction to support the diverse needs of students. For developing writers

**Teacher Objective(s):**
- **KSF3.** Draw students’ attention to illustrations and captions in fact books.

**Introduce focus:**
Illustrations and captions can tell more about a topic.

**Student Objective:**
Draw illustration(s) with caption(s) in his/her fact book.

**Suggested Activities:**
Reread familiar texts (e.g., big books) and highlight the use of illustrations and captions. Review the purpose of illustrations and captions. Model how to add illustrations and captions to class fact book.

Students add illustrations and captions to their fact book.

Teacher uses small group instruction to support the diverse needs of students. For developing writers teacher uses small group instruction to provide more guided practice and scaffold. For more proficient writers teacher uses small group instruction to enhance learning outcomes.
### Grade K

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<td>each page of their fact booklet and orally rehearsing the fact for each page.</td>
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<td>brainstorming ways to add details to some of the recorded facts.</td>
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<td><strong>Suggested Texts:</strong> Books related to class topic <em>Ladybugs</em> by Margaret Hall Class shared writing text</td>
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#### Notes
- Teacher uses small group instruction to support the diverse needs of students.
- For developing writers teacher uses small group instruction to provide more guided practice and scaffold.
- For more proficient writers teacher uses small group instruction to enhance learning outcomes.

#### Suggested Texts
- Books about class topic
  - *A Pumpkin Grows* by Linda D. Bullock
  - *Dolphins* by Sylvia M. James
  - Class shared writing text
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| During this week students continue to revise, edit, publish and celebrate their work. | **Teacher Objective(s):**  
KSF2. Model how to create a diagram with labeled parts in his/her fact book. | **Introduction focus:**  
Writers use a diagram with labels. | **Student Objective:**  
Create a diagram with labeled parts in his/her fact book. | **Suggested Activities:**  
Revisit a familiar big book and discuss a diagram and its labels. (Or revisit the class interactive writing text from Day 3.) Highlight the purpose of a diagram with labels. Brainstorm, select and add a diagram with labels to the class fact book.  
Students search in nonfiction texts for diagrams with labels, mark them with post-its, and share with a partner.  
Students work in partnerships sharing their fact books and deciding on a diagram they can include as a way to elaborate their topic.  
Students add a diagram with Suggested Activities:  
Revisit a familiar big book and discuss a diagram and its labels. (Or revisit the class interactive writing text from Day 3.) Highlight the purpose of a diagram with labels. Brainstorm, select and add a diagram with labels to the class fact book.  
Students search in nonfiction texts for diagrams with labels, mark them with post-its, and share with a partner.  
Students work in partnerships sharing their fact books and deciding on a diagram they can include as a way to elaborate their topic.  
Students add a diagram with |
| **Teacher Objective(s):**  
Demonstrate how to revise a fact book by re-reading it and adding to the illustrations and/or words. | **Teacher Objective(s):**  
KC3. Model how to insert spaces between words.  
KC4. Model how to use ending punctuation. | **Introduce focus:**  
Students revise his/her fact book to make it more detailed and comprehensive. | **Student Objective:**  
Use spaces between words.  
Use ending punctuation. | **Suggested Activities:**  
Reread class fact book. Discuss ways to add more details to the text, features, etc.  
Model adding details to a few pages in the class fact book.  
Students can reread their fact books and then revisit books about their topic to get ideas for adding details.  
Students can work in partnerships to share and revise their fact books.  
Teacher uses small group instruction to support the diverse needs of students.  
For developing writers teacher uses small group instruction to provide more guided practice and scaffold.  
For more proficient writers teacher uses small group instruction to enhance |
| **Teacher Objective(s):**  
Students edit their fact books for spaces and ending punctuation. | **Introduce focus:**  
Students edit their fact books using the checklist. Model using the checklist to edit the class fact book.  
Students work with partners to share and edit their fact books using the editing checklist. Note: Students who did not use spaces between words will indicate spaces with a \.  
Teacher uses small group instruction to support the diverse needs of students.  
For developing writers teacher uses small group instruction to provide more guided practice and scaffold.  
For more proficient writers teacher uses small group instruction to enhance |
| **Teacher Objective(s):**  
Students edit their fact books by checking that their word wall words are spelled correctly. | **Student Objective:**  
Use the word wall for conventional spelling. | **Suggested Activities:**  
Add checking the word wall to the class editing checklist. Model rereading the class fact book, circling word wall words and then checking the spelling of word wall words.  
Provide students with a copy of the word wall words they can use to check that their words are spelled correctly. | **Suggested Texts:**  
Class shared writing text | **Teacher Objective(s):**  
Teacher will model how to publish their fact book. | **Introduce focus:**  
Students publish (e.g., add color to illustrations, add cover with title) and share their fact books. | **Student Objective:**  
Students will complete the publishing process. | **Suggested Activities:**  
Students publish their fact books by adding color and book covers.  
Students can use a publishing checklist.  
Students publish their fact books. Read and celebrate their fact books with others. |
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<td>guided practice and scaffold. For more proficient writers teacher uses small group instruction to enhance learning outcomes. <strong>Suggested Texts:</strong> Class shared writing text</td>
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