

# MONDO INTERVENTION Grade 1

## Guided Reading Pacing Chart

Titles with a plus sign (+) available only in the extended intervention package.

A	<b>The First Day of School</b> Fiction: Imaginative Recount	<b>Comprehension Monitoring</b> <i>Predictions</i> <b>Teaching Focus:</b> Think about and form predictions about author's message in response to picture stimulus	<b>Making Connections</b> <i>Text to self</i> <b>Teaching Focus:</b> Combine personal experience and message from text to gain understanding of text	<b>Phonics:</b> Segmenting words into phonemes <b>Vocabulary:</b> Compound words <b>Writing:</b> Relate story to life experience
A	<b>Little Bears</b> Nonfiction: Report	<b>Comprehension Monitoring</b> <i>Predictions</i> <b>Teaching Focus:</b> Think about and form predictions about author's message in response to picture stimulus	<b>Comprehension Monitoring</b> <i>Rereading</i> <b>Teaching Focus:</b> When reading doesn't make sense, stop, reread, and think	<b>Phonemic Awareness:</b> Tune in to the sounds of language <b>Vocabulary:</b> Basics of sentence construction <b>Writing:</b> Fill out the blackline master with an original word
A	<b>Clouds</b> Fiction: Realistic Fiction	<b>Comprehension Monitoring</b> <i>Predictions</i> <b>Teaching Focus:</b> Confirm or reject predictions based on reading of text	<b>Inference</b> <i>Justify inference</i> <b>Teaching Focus:</b> Use photos or illustrations to confirm or justify inference	<b>Phonics:</b> Say the Sounds strategy <b>Text Structure:</b> Focus on sentence on p. 2 <b>Writing:</b> Draw pictures of cloud shapes and label them
A	<b>Who's There?</b> Fiction: Imaginative Recount	<b>Comprehension Monitoring</b> <i>Predictions</i> <b>Teaching Focus:</b> Confirm or reject predictions based on reading of text	<b>Inference</b> <i>Justify inference</i> <b>Teaching Focus:</b> Use photos or illustrations to confirm or justify inference	<b>Phonemic Awareness:</b> What Word? strategy <b>Vocabulary:</b> Homophones <b>Writing:</b> Using words with digraphs in writing
B	<b>Breakfast at the Farm</b> Nonfiction: Report	<b>Making Connections</b> <i>Text to world</i> <b>Teaching Focus:</b> Think about and identify knowledge of world understandings gained from sources outside personal experience (film, TV, other people) that are common to message/content of text	<b>Inference</b> <i>Justify inference</i> <b>Teaching Focus:</b> Use photos or illustrations to confirm or justify inference	<b>Phonics:</b> Say the Sounds strategy <b>Vocabulary:</b> Develop vocabulary by using repeated patterns to understand meaning <b>Writing:</b> Write and/or draw about other knowledge gained from outside sources that is common to the content in the story
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B	<b>Min's Plane Ride</b> Fiction: Imaginative Recount	<b>Making Connections</b> <i>Text to world</i> <b>Teaching Focus:</b> Combine knowledge of world and message/information from text to gain understanding of text	<b>Inference</b> <i>Author purpose/bias</i> <b>Teaching Focus:</b> Use past experience and prior knowledge to connect to author's message	<b>Phonics:</b> Say the Sounds strategy <b>Vocabulary:</b> Look and see <b>Writing:</b> Draw and label two things students would see from a vehicle they have been in
B	<b>Watch Out!</b> Fiction: Imaginative Recount	<b>Comprehension Monitoring</b> <i>Predictions</i> <b>Teaching Focus:</b> Think about cover information and prior knowledge to form, confirm, or adjust predictions	<b>Inference</b> <i>Connections</i> <b>Teaching Focus:</b> Use knowledge of how world works, illustrations, and text to assist with simple inference	<b>Phonemic Awareness:</b> Segmenting words into phonemes <b>Vocabulary:</b> Punctuation <b>Writing:</b> Adding to story
B	<b>Animals Hiding</b> Nonfiction: Report	<b>Questioning</b> <i>Generating questions of self</i> <b>Teaching Focus:</b> Use prior knowledge and past experience to assist in generating questions of text and to identify answers	<b>Determining Importance</b> <i>Main idea</i> <b>Teaching Focus:</b> Think about and articulate global message of text with supporting details	<b>Phonics:</b> Short i <b>Vocabulary:</b> High-frequency words <b>Writing:</b> Imagining and describing
C	<b>Look Again</b> Nonfiction: Report	<b>Making Connections</b> <i>Text to self</i> <b>Teaching Focus:</b> Think about and identify personal experiences/prior knowledge and combine with message of text to gain understanding	<b>Text Structure</b> <i>Literary Devices</i> <b>Teaching Focus:</b> Recognize and use rhyme, rhythm, and pattern to predict language structure	<b>Phonics:</b> Blending and segmenting <b>Word Recognition:</b> Locate the high-frequency words: <i>and, in, look, see, the, we, and you</i> <b>Writing:</b> Draw and write about similar experiences of their own
C	<b>Cool Off</b> Fiction: Realistic Fiction	<b>Questioning</b> <i>Generating questions of self</i> <b>Teaching Focus:</b> Use prior knowledge and past experience to assist in generating questions of self	<b>Comprehension Monitoring</b> <i>Rereading</i> <b>Teaching Focus:</b> When students stop to regain meaning, reread attending to information at syntax, sentence, and word levels	<b>Phonics:</b> What Word? strategy <b>Vocabulary:</b> Meaning of <i>under, in,</i> and <i>on</i> <b>Writing:</b> Complete the worksheet on p. 8 of lesson plan
C	<b>What a Mess!</b> Fiction: Imaginative Recount	<b>Determining Importance</b> <i>Main Idea</i> <b>Teaching Focus:</b> Articulate global message of fiction text with supporting details using plot, characterization, and/or illustrations	<b>Text Structure</b> <i>Fiction: story structure</i> <b>Teaching Focus:</b> Understand that stories often have problems to be solved, identify the problem, and predict outcomes	<b>Phonics:</b> Segmenting and blending <b>Print Concepts:</b> Distinguish between uppercase and lowercase letters <b>Writing:</b> Write a story or draw pictures about a problem and a way it could be solved

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