

MONDO INTERVENTION Grade 2

Guided Reading Pacing Chart

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

E	Days of Adventure Fiction: Fantasy	Making Connections <i>Predictions</i> Teaching Focus: Think about and form predictions about author's message in response to picture stimulus	Inference <i>Connections</i> Teaching Focus: Reveal understandings that are interpretive rather than literal in discussion of texts	Phonics: Words spelled with <i>ia</i> Vocabulary: High-frequency words Writing: Relate story to life experience
E	+Until We Got Princess Fiction: Realistic Fiction	Making Connections <i>Text to text</i> Teaching Focus: Isolate relevant knowledge from other texts and link with specific message/information from text to construct deeper understanding of text	Inference <i>Justify inference</i> Teaching Focus: Use sections of text (passage, chapter, paragraph) to explain and justify inferences	Phonics: Words beginning with the letter <i>u</i> ; Sound and Say strategy Vocabulary: Multiple-meaning words in context Writing: Write or draw what happens next after Prince arrives
E	My Grandpa Fiction: Realistic Fiction	Determining importance <i>Point of view</i> Teaching Focus: Articulate personal conclusions and compare/contrast with author's message to determine own and/or author's point of view	Questioning <i>Generate/answer questions of text</i> Teaching Focus: Use prior knowledge and past experience to generate questions of text and read with the intent of identifying the answers (explicit and implicit) in text	Phonemic Awareness: Say It Slowly strategy Vocabulary: Point out words from the illustrations throughout the story Writing: Draw a sweet food Grandpa would eat that is not mentioned in the story and label it
E	Hands Hands Hands Nonfiction: Poem	Visualizing <i>Descriptive language</i> Teaching Focus: Relate to descriptive words or phrases in text and connect to prior knowledge/personal experience to gain understanding	Summarizing/Synthesizing <i>Literary devices</i> Teaching Focus: Recognize and use rhyme to predict simple language structures within text	Phonics: Vowel pair <i>ee</i> Vocabulary: Different things that hands can do Writing: Write about similar experiences

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E	Two Baskets Fiction: Realistic Fiction	Questioning <i>Generating questions of self</i> Teaching Focus: Use prior knowledge or past experience to generate questions of self and clarify understandings while reading	Inference <i>Justify inference</i> Teaching Focus: Use sections of text (passage, chapter, paragraph) to explain and justify inferences	Phonics: Verb endings –s and –ing Vocabulary: High-frequency words Writing: Relate story to life experience
E	Ginger Fiction: Animal Story	Questioning <i>Generate/answer questions of text</i> Teaching Focus: Use prior knowledge and past experience to generate questions of text and read with the intent of identifying the answers (explicit and implicit) in text	Inference <i>Cause and effect</i> Teaching Focus: Identify cause and effect relationships implied in text	Phonics: Segmenting words into phonemes Vocabulary: <i>stroll</i> Writing: Using cause and effect in writing
E	+Peter's Painting Fiction: Fantasy	Inference <i>Author purpose/bias</i> Teaching Focus: Provide judgments to formulate a personal response	Questioning <i>Generate/answer questions of author</i> Teaching Focus: Use prior knowledge and past experience to generate questions of author in order to understand author's purpose, bias, or point of view	Word Study: Suffix –ed changes the tense of a regular verb (<i>painted, slithered, twinkled, and opened</i>) Vocabulary: Clarify the word leaped Writing: Write a similar story
E	+1 Is for One Fiction: Narrative Poem	Text Structure <i>Fiction: story structure</i> Teaching Focus: Use text structures such as repetitive language patterns, rhyme, and story structure to assist predictions	Inference <i>Connections</i> Teaching Focus: Use knowledge of how the world works, illustrations, and text to draw personal conclusions	Phonics: Words that have the /f/ sound Vocabulary: Rhyming words Writing: Write sentences based on the language pattern
E	How to Make Sock Puppets Nonfiction: Procedure	Questioning <i>Generate/answer questions of author</i> Teaching Focus: Use prior knowledge and past experience to generate questions of author in order to understand author's purpose, bias, or point of view	Summarizing/Synthesizing <i>Summarizing nonfiction</i> Teaching Focus: Interpret more complex charts and diagrams in nonfiction and link ideas and understandings presented in different formats	Phonics: Blending phonemes into a word Vocabulary: Multiple-meaning words Writing: Writing step-by-step directions
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