

MONDO INTERVENTION Grade 3

Guided Reading Pacing Chart

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

H	+And Billy Went Out to Play Fiction: Realistic Fiction	Comprehension Monitoring <i>Predictions</i> Teaching Focus: Think about cover information to form, confirm, or adjust predictions	Inference <i>Author purpose/bias</i> Teaching Focus: Formulate personal response to author's message, purpose, or bias based on personal experience	Fluency: Rereading Vocabulary: Multiple-meaning words Writing: Relate story to life experiences
H	No Singing Today Fiction: Realistic Fiction	Comprehension Monitoring <i>Predictions</i> Teaching Focus: Isolate relevant prior knowledge and personal experience and link with specific message/information from text to construct deeper understanding of text at whole-book level	Comprehension Monitoring <i>Rereading</i> Teaching Focus: When reading doesn't make sense, stop, reread, and use all sources of information (meaning, syntax, words) to regain meaning	Phonics: Grouping words and segmenting words into parts Vocabulary: <i>concert</i> Writing: Relate story to life experiences
H	When the King Rides By Fiction: Narrative Poem	Summarizing/Synthesizing <i>Literary Devices</i> Teaching Focus: Use literary devices such as figurative language, rhyme, rhythm, and repetitive patterns as a means of predicting story structure	Inference <i>Connections</i> Teaching Focus: Reveal understandings that are interpretive rather than literal in discussion of texts	Word Study: <i>when, why, and their</i> Vocabulary: Cumulative language patterns Writing: Adding to sentence
H	+Dancing Dragon Nonfiction: Informational Poem	Visualizing <i>Descriptive language</i> Teaching Focus: Isolate relevant knowledge of world/information sources and link to specific message/info from text to construct deeper understanding of text at passage, chapter, and whole-book levels	Text Structure <i>Nonfiction text structures</i> Teaching Focus: Use sequence in nonfiction to construct meaning and deepen understanding	Word Study: Combining parts of CVCe words with <i>-ing</i> Vocabulary: Content-specific words Writing: Completing sentences

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H	How to Make Salsa Nonfiction: Procedure	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)	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	Word Study: Initial letter sounds Vocabulary: Using context to help determine meaning Writing: Writing a recipe
H	Little Mouse's Trail Tale Fiction: Narrative Poem	Text Structure <i>Fiction text structures</i> Teaching Focus: Use sequence to construct meaning and deepen understanding	Text Structure <i>Fiction story structure</i> Teaching Focus: Describe various character traits and make predictions based on those traits	Word Study: Contraction /ll Vocabulary: Compound words in context Writing: Relate story to life experience
H	Jake Greenthumb Fiction: Narrative	Making Connections <i>Predictions</i> Think about cover information, text type, story line, topic, and text features to form, confirm, or adjust predictions	Summarizing/Synthesizing <i>Summarizing fiction</i> Use past experience and prior knowledge to identify important details (plot, setting, etc.) to assist in summarizing fiction and synthesizing into coherent understandings	Word Study: Homophones Vocabulary: Multiple-meaning words Writing: Write about similar experiences helping friends or neighbors
H	Trees Nonfiction: Report	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	Determining Importance <i>Main idea</i> Teaching Focus: Skim text to isolate relevant text passages and further information as answers to personal questions	Word Recognition: Suffix -er Vocabulary: Homophones Writing: Planning for first draft
I	I Have Feelings Fiction: Animal Story	Inference <i>Author purpose/bias</i> Teaching Focus: Formulate personal response to author's message, purpose, or bias based on prior knowledge or personal experience	Summarizing/Synthesizing <i>Summarizing fiction</i> Teaching Focus: Use past experience and prior knowledge to identify important details (plot, sequence of events, character traits, etc.) to establish deeper understanding	Word Study: Adjectives Vocabulary: Synonyms and antonyms Writing: Communicate ideas and related past experiences about 2 or 3 feelings words through drawing
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