

MONDO INTERVENTION Kindergarten

Guided Reading Pacing Chart

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

A	Fun With Friends Fiction: Imaginative Recount	Comprehension Monitoring <i>Predictions</i> Teaching Focus: Think about cover information (title, illustration, back cover blurbs) and prior knowledge to form, confirm, or adjust predictions	Making Connections <i>Text to self</i> Teaching Focus: Combine personal experience and message from text to gain understanding of text	Phonics: Initial sounds Vocabulary: High-frequency words Writing: Write about similar experiences
A	Flowers Nonfiction: Report	Determining Importance <i>Main Idea</i> Teaching Focus: Think about and articulate global message of text	Summarizing/Synthesizing <i>Text Features</i> Teaching Focus: Understand that nonfiction text conveys new knowledge through the use of diagrams, labels, and other text features	Phonics: Sound, Read, and Check strategy Vocabulary: Multiple-meaning words Writing: Write about similar experiences
A	+Little Bears Nonfiction: Report	Comprehension Monitoring <i>Predictions</i> Teaching Focus: Think about and form predictions about author's message in response to picture stimulus	Comprehension Monitoring <i>Rereading</i> Teaching Focus: When reading doesn't make sense, stop, reread, and think	Phonemic Awareness: Tune in to the sounds of language Vocabulary: Basics of sentence construction Writing: Fill out the blackline master with an original word
A	Monster Party Fiction: Fantasy	Making Connections <i>Text to self</i> Teaching Focus: Think about and identify personal experiences and prior knowledge common to content of message	Summarizing/Synthesizing <i>Summarizing fiction</i> Teaching Focus: Retell a simple text	Phonics: Model Sound and Say strategy Vocabulary: Share any confusing words or phrases Writing: Write about similar party experiences
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A	✦The First Day of School Fiction: Narrative Recount	Comprehension Monitoring <i>Predictions</i> Teaching Focus: Think about and form predictions about author's message in response to picture stimulus	Making Connections <i>Text to self</i> Teaching Focus: Combine personal experience and message from text to gain understanding of text	Phonics: Segmenting words into phonemes Vocabulary: Compound words Writing: Relate story to life experience
A	✦Who's There? Fiction: Animal Story	Comprehension Monitoring <i>Predictions</i> Teaching Focus: Confirm or reject predictions based on reading of text	Inference <i>Justify inference</i> Teaching Focus: Use photos or illustrations to confirm or justify inference	Phonemic Awareness: What Word? strategy Vocabulary: Homophones Writing: Use words with digraphs in writing
A	Look at the Lizard Nonfiction: Report	Questioning <i>Generate questions of text</i> Teaching Focus: Link personal experiences/prior knowledge to the text by asking questions of the text and identifying answers	Summarizing/Synthesizing <i>Text features</i> Teaching Focus: Understand that nonfiction text conveys new knowledge through the use of diagrams, labels, and other text features	Phonics: Sounds of language Concepts of Print: Punctuation Writing: Writing titles
A	Special Delivery Fiction: Realistic Fiction	Questioning <i>Generate questions of self</i> Teaching Focus: Use text to make links to past experience and prior knowledge as a way to ask questions of self	Inference <i>Connections</i> Teaching Focus: Use knowledge of how world works, illustrations, and text to assist with simple inference	Phonics: What's the First Sound? strategy Vocabulary: Multiple-meaning words in context Writing: Make a special delivery
A	✦Clouds Fiction: Realistic Fiction	Comprehension Monitoring <i>Predictions</i> Teaching Focus: Confirm or reject predictions based on reading of text	Inference <i>Justify inference</i> Teaching Focus: Use photos or illustrations to confirm or justify inference	Phonics: Say the Sounds strategy Vocabulary: Focus on sentence on p. 2 Writing: Draw pictures of cloud shapes and label them
Titles with a plus sign (✦) available only in the extended intervention package.				