DESTINATION
Reading.

Correlation of Destination Reading® Courseware to Florida Standards
November - 2006

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Standards	Destination Reading Course 3	Destination Reading Course 4
Grade 4		
A. Reading		
Standard 1: The student uses the reading process effectively.		
Benchmark LA.A.1.2.1: The student uses a table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection. Grade Level Expectations. The student:		
LA.A.1.2.1.1. uses text features to predict content and monitor comprehension (for example, glossary, headings, side-headings, sub-headings; paragraphs; print variations such as italics, bold face, underlines).	Unit: Way Out There: Exploring Space Lesson: 2.1 Genre and Vocabulary Strand: Magazine Article and Science Fiction Activity: Instruction	
LA.A.1.2.1.2. uses prior knowledge integrated with text features to generate questions and make predictions about content of text.	Unit: Archaeology: Digging Up Mysteries Lesson: 12.4 Reading Comprehension II Strand: predicting Activity: Instruction/Practice	
	Unit: A New Place: Moving Toward Friendship Lesson: 1.2 Reading Comprehension I Strand: Ask and answer questions Activity: Reading Strategy I: Model	
	Unit: A New Place: Moving Toward Friendship Lesson: 1.2 Reading Comprehension I Strand: Ask and answer questions Activity: Reading Strategy I: Practice	
Benchmark LA.A.1.2.2: The student selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues to identify words and construct meaning from various texts, illustrations, graphics, and charts. Grade Level Expectations. The student:		

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LA.A.1.2.2.1. extends previously learned knowledge and skills of the third grade with increasingly complex reading selections and assignments and tasks (for example, decoding, context clues, predicting, variety of word structure, constructing meaning, purposes of reading).	Unit: A New Place: Moving Toward Friendship Lesson: 1.1 Genre and Vocabulary Strand: Context Clues: idioms Activity: Vocabulary: Practice	
	Unit: A New Place: Moving Toward Friendship Lesson: 1.3 Strategic Reading Strand: Strategic Reading Activity: I Will Be Stronger Than The Fear In My Heart	
	Unit: That's Smart Thinking!: Inventing What You Need Lesson: 4.1 Genre and Vocabulary Strand: Context Clues: multiple meaning words Activity: Vocabulary: Practice	
	Unit: That's Smart Thinking!: Inventing What You Need Lesson: 4.1 Genre and Vocabulary Strand: Context Clues: multiple meaning words Activity: Vocabulary: Apply 4	
	Unit: A New Place: Moving Toward Friendship Lesson: 1.1 Genre and Vocabulary Strand: Context Clues: idioms Activity: Vocabulary: Apply 1	
	Unit: That's Smart Thinking!: Inventing What You Need Lesson: 4.3 Strategic Reading Strand: Strategic Reading Activity: Cool Kid Inventions	
	Unit: Math as Art: Moving Beyond the Numbers Lesson: 5.1 Genre and Vocabulary Strand: Context Clues: synonyms and antonyms Activity: Vocabulary: Practice	
	Unit: Math as Art: Moving Beyond the Numbers Lesson: 5.1 Genre and Vocabulary Strand: Context Clues: synonyms and antonyms Activity: Vocabulary: Apply 5	
	Unit: Math as Art: Moving Beyond the Numbers Lesson: 5.3 Strategic Reading Strand: Strategic Reading Activity: It Figures	
	Unit: Way Out West: Lassoing Up Some Cowhands Lesson: 9.1 Genre and Vocabulary Strand: Context Clues: homophones and homographs Activity: Vocabulary: Practice	

Standards	Destination Reading Course 3	Destination Reading Course 4
	Unit: Way Out West: Lassoing Up Some Cowhands Lesson: 9.3 Strategic Reading Strand: Strategic Reading Activity: The Tall Tale Of Pecos Bill	
	Unit: Way Out West: Lassoing Up Some Cowhands Lesson: 9.3 Strategic Reading Strand: Strategic Reading Activity: Life Of A Cowhand - Today And Yesterday	
	Unit: Don't Clown Around: Looking at Circus Life Lesson: 11.1 Genre and Vocabulary Strand: Context Clues: synonyms and antonyms Activity: Vocabulary: Practice	
	Unit: Don't Clown Around: Looking at Circus Life Lesson: 11.1 Genre and Vocabulary Strand: Context Clues: synonyms and antonyms Activity: Vocabulary: Apply 11	
	Unit: Don't Clown Around: Looking at Circus Life Lesson: 11.3 Strategic Reading Strand: Strategic Reading Activity: The Fun Was In Tents	
	Unit: Archaeology: Digging Up Mysteries Lesson: 12.1 Genre and Vocabulary Strand: Context Clues: unfamiliar words Activity: Vocabulary: Practice	
	Unit: Archaeology: Digging Up Mysteries Lesson: 12.1 Genre and Vocabulary Strand: Context Clues: unfamiliar words Activity: Vocabulary: Apply 12	
	Unit: Archaeology: Digging Up Mysteries Lesson: 12.3 Strategic Reading Strand: Strategic Reading Activity: Can You Dig It? The Mystery Of The Hopi Pots	
	Unit: Archaeology: Digging Up Mysteries Lesson: 1Reading Comprehension I Strand: predicting Activity: Reading Strategy I: Model	
	Unit: Archaeology: Digging Up Mysteries Lesson: 1Reading Comprehension I Strand: predicting Activity: Reading Strategy I: Practice	

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	Unit: Archaeology: Digging Up Mysteries Lesson: 12.4 Reading Comprehension II Strand: predicting Activity: Instruction/Practice	
	Unit: Archaeology: Digging Up Mysteries Lesson: 12.4 Reading Comprehension II Strand: predicting Activity: Reading Strategy II: Apply	
	Unit: Way Out There: Exploring Space Lesson: 2.1 Genre and Vocabulary Strand: Word Structure: prefixes and suffixes Activity: Vocabulary: Practice	
	Unit: Way Out There: Exploring Space Lesson: 2.1 Genre and Vocabulary Strand: Word Structure: prefixes and suffixes Activity: Vocabulary: Apply 2	
	Unit: Way Out There: Exploring Space Lesson: 2.3 Strategic Reading Strand: Strategic Reading Activity: Spirit And Opportunity On Mars	
	Unit: Way Out There: Exploring Space Lesson: 2.3 Strategic Reading Strand: Strategic Reading Activity: Give Me Stronger Gravity!	
	Unit: Look Up: Watching a Gecko on the Ceiling Lesson: 10.1 Genre and Vocabulary Strand: Word Structure: Greek and Latin roots Activity: Vocabulary: Practice	
	Unit: Look Up: Watching a Gecko on the Ceiling Lesson: 10.1 Genre and Vocabulary Strand: Word Structure: Greek and Latin roots Activity: Vocabulary: Apply 10	
	Unit: Look Up: Watching a Gecko on the Ceiling Lesson: 10.3 Strategic Reading Strand: Strategic Reading Activity: Walking On The Ceiling	
Benchmark LA.A.1.2.3: The student uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships. Grade Level Expectations. The student:		

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LA.A.1.2.3.1. uses a variety of strategies to determine meaning and increase vocabulary (for example, multiple meaning words, antonyms, synonyms, word relationships, root words, homonyms).	Unit: Way Out There: Exploring Space Lesson: 2.1 Genre and Vocabulary Strand: Word Structure: prefixes and suffixes Activity: Vocabulary: Practice	
	Unit: Way Out There: Exploring Space Lesson: 2.3 Strategic Reading Strand: Strategic Reading Activity: Spirit And Opportunity On Mars	
	Unit: Way Out There: Exploring Space Lesson: 2.3 Strategic Reading Strand: Strategic Reading Activity: Give Me Stronger Gravity!	
	Unit: Look Up: Watching a Gecko on the Ceiling Lesson: 10.1 Genre and Vocabulary Strand: Word Structure: Greek and Latin roots Activity: Vocabulary: Practice	
	Unit: Look Up: Watching a Gecko on the Ceiling Lesson: 10.3 Strategic Reading Strand: Strategic Reading Activity: Walking On The Ceiling	
	Unit: That's Smart Thinking!: Inventing What You Need Lesson: 4.1 Genre and Vocabulary Strand: Context Clues: multiple meaning words Activity: Vocabulary: Model 4	
	Unit: That's Smart Thinking!: Inventing What You Need Lesson: 4.1 Genre and Vocabulary Strand: Context Clues: multiple meaning words Activity: Vocabulary: Practice	
	Unit: That's Smart Thinking!: Inventing What You Need Lesson: 4.3 Strategic Reading Strand: Strategic Reading Activity: Cool Kid Inventions	
	Unit: Way Down There: Exploring the Seas Lesson: 8.1 Genre and Vocabulary Strand: Dictionary/ Glossary: multiple meaning words Activity: Vocabulary: Practice	
	Unit: Way Down There: Exploring the Seas Lesson: 8.3 Strategic Reading Strand: Strategic Reading Activity: Robert Ballard, Modern Sea Explorer	

Standards	Destination Reading Course 3	Destination Reading Course 4
	Unit: Way Down There: Exploring the Seas Lesson: 8.3 Strategic Reading Strand: Strategic Reading Activity: Dive!	
	Unit: Math as Art: Moving Beyond the Numbers Lesson: 5.1 Genre and Vocabulary Strand: Context Clues: synonyms and antonyms Activity: Vocabulary: Practice	
	Unit: Math as Art: Moving Beyond the Numbers Lesson: 5.3 Strategic Reading Strand: Strategic Reading Activity: It Figures	
	Unit: Don't Clown Around: Looking at Circus Life Lesson: 11.1 Genre and Vocabulary Strand: Context Clues: synonyms and antonyms Activity: Vocabulary: Practice	
	Unit: Don't Clown Around: Looking at Circus Life Lesson: 11.3 Strategic Reading Strand: Strategic Reading Activity: The Fun Was In Tents	
Benchmark LA.A.1.2.4: The student clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion. Grade Level Expectations. The student:		
LA.A.1.2.4.1. uses a variety of strategies to monitor reading in fifth-grade or higher level texts (for example, adjusting reading rate according to purpose and text difficulty, rereading, self-correcting, summarizing, checking other sources, class and group discussions, trying an alternate word).		
Standard 2: The student constructs meaning from a wide range of texts.		
Benchmark LA.A.2.2.1: The student reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order. Grade Level Expectations. The student:		
LA.A.2.2.1.1. understands explicit and implicit ideas and information in fourth-grade or higher texts (for example, knowing main idea or essential message, connecting important ideas with corresponding details, making inferences about information, distinguishing between significant and minor details, knowing chronological order of events).		

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Benchmark LA.A.2.2.2: The student identifies the author's purpose in a simple text. Grade Level Expectations. The student:		
LA.A.2.2.2.1. identifies and discusses the author's purpose in text.		
Benchmark LA.A.2.2.3: The student recognizes when a text is primarily intended to persuade. Grade Level Expectations. The student:		
LA.A.2.2.3.1. recognizes when a text is intended primarily to persuade.		
LA.A.2.2.3.2. distinguishes between informational and persuasive texts.		
Benchmark LA.A.2.2.4: The student identifies specific personal preferences relative to fiction and nonfiction reading. Grade Level Expectations. The student:		
LA.A.2.2.4.1. uses knowledge of author's styles, themes, and genres to choose own reading.		
Benchmark LA.A.2.2.5: The student reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task. Grade Level Expectations. The student:		
LA.A.2.2.5.1. reads and organizes information (for example, in outlines, timelines, graphic organizers) throughout a single source for a variety of purposes (for example, discovering models for own writing, making a report, conducting interviews, taking a test, performing a task).		
Benchmark LA.A.2.2.6: The student recognizes the difference between fact and opinion presented in a text. Grade Level Expectations. The student:		

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LA.A.2.2.6.1. identifies examples of fact, fiction, or opinion in text.	Unit: Don't Clown Around: Looking at Circus Life Lesson: 1Reading Comprehension I Strand: fact and opinion Activity: Reading Skill I: Practice	
	Unit: Don't Clown Around: Looking at Circus Life Lesson: 11.3 Strategic Reading Strand: Strategic Reading Activity: The Fun Was In Tents	
	Unit: Don't Clown Around: Looking at Circus Life Lesson: 1Reading Comprehension II Strand: fact and opinion Activity: Instruction/Practice	
	Unit: Don't Clown Around: Looking at Circus Life Lesson: 1Reading Comprehension II Strand: fact and opinion Activity: Application	
	Unit: Invasion: Being Attacked... by a Plant? Lesson: 6.2 Reading Comprehension I Strand: Realism and fantasy Activity: Reading Skill I: Model	
	Unit: Invasion: Being Attacked... by a Plant? Lesson: 6.3 Strategic Reading Strand: Strategic Reading Activity: The Kudzu Invasion	
	Unit: Invasion: Being Attacked... by a Plant? Lesson: 6.4 Reading Comprehension II Strand: Realism and fantasy Activity: Instruction/Practice	
	Unit: Invasion: Being Attacked... by a Plant? Lesson: 6.4 Reading Comprehension II Strand: Realism and fantasy Activity: Application	
Benchmark LA.A.2.2.7: The student recognizes the use of comparison and contrast in a text. Grade Level Expectations. The student:		
LA.A.2.2.7.1. understands a variety of textual organizations (for example, comparison and contrast, cause-and- effect, sequence of events).	Unit: When Pictures Talk: Learning About Meriwether Lewis Lesson: 3.2 Reading Comprehension I Strand: text structure Activity: Reading Strategy I: Practice	

Standards	Destination Reading Course 3	Destination Reading Course 4
	Unit: When Pictures Talk: Learning About Meriwether Lewis Lesson: 3.3 Strategic Reading Strand: Strategic Reading Activity: Into The Unknown	
	Unit: When Pictures Talk: Learning About Meriwether Lewis Lesson: 3.4 Reading Comprehension II Strand: text structure Activity: Instruction/Practice	
	Unit: When Pictures Talk: Learning About Meriwether Lewis Lesson: 3.4 Reading Comprehension II Strand: text structure Activity: Reading Strategy II: Apply	
	Unit: Math as Art: Moving Beyond the Numbers Lesson: 5.2 Reading Comprehension I Strand: cause and effect Activity: Reading Skill I: Model	
	Unit: Math as Art: Moving Beyond the Numbers Lesson: 5.2 Reading Comprehension I Strand: cause and effect Activity: Reading Skill I: Practice	
	Unit: Math as Art: Moving Beyond the Numbers Lesson: 5.3 Strategic Reading Strand: Strategic Reading Activity: It Figures	
	Unit: Math as Art: Moving Beyond the Numbers Lesson: 5.4 Reading Comprehension II Strand: cause and effect Activity: Instruction/Practice	
	Unit: Math as Art: Moving Beyond the Numbers Lesson: 5.4 Reading Comprehension II Strand: cause and effect Activity: Application	
	Unit: Way Down There: Exploring the Seas Lesson: 8.2 Reading Comprehension I Strand: sequence events Activity: Reading Skill I: Model	
	Unit: Way Down There: Exploring the Seas Lesson: 8.2 Reading Comprehension I Strand: sequence events Activity: Reading Skill I: Practice	

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	Unit: Way Down There: Exploring the Seas Lesson: 8.3 Strategic Reading Strand: Strategic Reading Activity: Robert Ballard, Modern Sea Explorer	
	Unit: Way Down There: Exploring the Seas Lesson: 8.3 Strategic Reading Strand: Strategic Reading Activity: Dive!	
	Unit: Way Down There: Exploring the Seas Lesson: 8.4 Reading Comprehension II Strand: sequence events Activity: Instruction/Practice	
	Unit: Way Down There: Exploring the Seas Lesson: 8.4 Reading Comprehension II Strand: sequence events Activity: Application	
LA.A.2.2.7.2. recognizes comparison or contrast in a text and understands how it impacts the meaning of a text.		
Benchmark LA.A.2.2.8: The student selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts, and photos, to gather information for research projects. Grade Level Expectations. The student:		
LA.A.2.2.8.1. uses a variety of reference materials to gather information, including multiple representations of information for a research project (for example, maps, charts, photos).		
LA.A.2.2.8.2. uses a systematic research process (including but not limited to selects a topic, formulates questions, narrows the focus of a topic, develops a plan for gathering information).		
B. Writing		
Standard 1: The student uses writing processes effectively.		

Standards	Destination Reading Course 3	Destination Reading Course 4
Benchmark LA.B.1.2.1: The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing. Grade Level Expectations. The student:		
LA.B.1.2.1.1. uses a variety of strategies to prepare for writing (for example, making lists, mapping ideas, rehearsing ideas, grouping related ideas, story webs).		
LA.B.1.2.1.2. establishes a purpose for writing (including but not limited to informing, entertaining, explaining).		
Benchmark LA.B.1.2.2: The student drafts and revises writing in cursive that focuses on the topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling. Grade Level Expectations. The student:		
LA.B.1.2.2.1. focuses on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information).	Unit: That's Smart Thinking!: Inventing What You Need Lesson: 4.4 Reading Comprehension II Strand: Summarizing Activity: Reading Strategy II: Apply	
LA.B.1.2.2.2. uses an organizational pattern appropriate to purpose and audience.		
LA.B.1.2.2.3. uses devices to develop relationships among ideas (for example, transitional devices; paragraphs that show a change in time, idea, or place; cause-and-effect relationships).		
LA.B.1.2.2.4. uses supporting ideas, details, and facts from a variety of sources to develop and elaborate the topic.		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.B.1.2.2.5. uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, choosing effective words, sequencing events; using specific details to clarify meaning).		
LA.B.1.2.2.6. uses varied sentence structures.		
LA.B.1.2.2.7. generally follows the conventions of punctuation, capitalization, and spelling appropriate at fourth-grade or higher level [see benchmark LA.B.1.2.3 for specifics].		
LA.B.1.2.2.8. revises draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details.		
Benchmark LA.B.1.2.3: The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instruction. Grade Level Expectations The student:		
LA.B.1.2.3.1. uses a variety of strategies (for example, base words and common spelling patterns) and resources (for example, dictionaries and thesauruses) to spell words.	Unit: Way Out There: Exploring Space Lesson: 2.1 Genre and Vocabulary Strand: Word Structure: prefixes and suffixes Activity: Vocabulary: Apply 2	
	Unit: Look Up: Watching a Gecko on the Ceiling Lesson: 10.1 Genre and Vocabulary Strand: Word Structure: Greek and Latin roots Activity: Vocabulary: Apply 10	
LA.B.1.2.3.2. uses conventions of punctuation (including but not limited to commas in a series, dates, and addresses; beginning and ending quotation marks).		
LA.B.1.2.3.3. uses conventions of capitalization (including but not limited to proper nouns, titles, first word of a direct quotation).		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.B.1.2.3.4. uses various parts of speech correctly in writing (including but not limited to subject and verb agreement, noun and verb forms, demonstrative pronouns, coordinating conjunctions).		
LA.B.1.2.3.5. uses correct paragraph indentation.		
LA.B.1.2.3.6. uses appropriate page format for different genre.		
LA.B.1.2.3.7. uses creative writing strategies appropriate to the format (for example, using appropriate voice; using descriptive language to clarify ideas and create vivid images; using elements of style, such as appropriate tone).	Unit: Invasion: Being Attacked... by a Plant? Lesson: 6.4 Reading Comprehension II Strand: Visualizing Activity: Reading Strategy II: Apply	
Standard 2: The student writes to communicate ideas and information effectively.		
Benchmark LA.B.2.2.1: The student writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media. Grade Level Expectations. The student:		
LA.B.2.2.1.1. writes notes, comments, and observations that reflect comprehension of fourth-grade or higher level content and experiences from a variety of media.	Unit: Look Up: Watching a Gecko on the Ceiling Lesson: 10.2 Reading Comprehension I Strand: Taking Notes Activity: Reading Strategy I: Practice	
	Unit: Look Up: Watching a Gecko on the Ceiling Lesson: 10.3 Strategic Reading Strand: Strategic Reading Activity: Walking On The Ceiling	
	Unit: Look Up: Watching a Gecko on the Ceiling Lesson: 10.4 Reading Comprehension II Strand: Taking Notes Activity: Reading Strategy II: Apply	
Benchmark LA.B.2.2.2: The student organizes information using alphabetical and numerical systems. Grade Level Expectations. The student:		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.B.2.2.2.1. uses alphabetical and numerical systems (for example, outlining to organize information).		
Benchmark LA.B.2.2.3: The student writes for a variety of occasions, audiences, and purposes. Grade Level Expectations. The student:		
LA.B.2.2.3.1. writes for a variety of occasions, audiences, and purposes (for example, journals to reflect upon ideas, reports to describe scientific observations).		
Benchmark LA.B.2.2.4: The student uses electronic technology, including word-processing software and electronic encyclopedias, to create, revise, retrieve, and verify information. Grade Level Expectations. The student:		
LA.B.2.2.4.1. uses electronic technology to create, revise, retrieve, and verify information (including but not limited to word-processing software, electronic encyclopedias).		
Benchmark LA.B.2.2.5: The student creates narratives in which ideas, details, and events are in logical order and are relevant to the story line. Grade Level Expectations. The student:		
LA.B.2.2.5.1. creates a central focus through the use of suspense, humor, creativity, or fantasy.	Unit: Archaeology: Digging Up Mysteries Lesson: 12.1 Genre and Vocabulary Strand: Context Clues: unfamiliar words Activity: Vocabulary: Apply 12	
LA.B.2.2.5.2. exhibits a consistent awareness of topic with little or no irrelevant information.		
LA.B.2.2.5.3. develops a story line that is easily followed.		
LA.B.2.2.5.4. chooses specific detail and precise word choice to support the story line.		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.B.2.2.5.5. creates a logical organizational pattern appropriate to narrative writing (including a beginning, middle, end).		
LA.B.2.2.5.6. uses transitions to move the narrative story forward in time.		
LA.B.2.2.5.7. creates a sense of story completeness.		
LA.B.2.2.5.8. attempts to use a variety of sentence structures to support the story.		
Benchmark LA.B.2.2.6: The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose. Grade Level Expectations. The student:		
LA.B.2.2.6.1. attempts to establish a clear focus with little or no irrelevant or repetitious information.		
LA.B.2.2.6.2. develops supporting ideas by presenting facts and information that relate to the focus.		
LA.B.2.2.6.3. develops anecdotes or examples to support and elaborate upon reasons.		
LA.B.2.2.6.4. generally presents facts, examples, and definitions objectively.		
LA.B.2.2.6.5. creates a logical organizational pattern appropriate to expository writing (including beginning, middle, end).		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.B.2.2.6.6. uses appropriate expository transitions to relate ideas within and between paragraphs.		
LA.B.2.2.6.7. uses a variety of sentence structures to present ideas.		
C. Listening, Viewing, and Speaking		
Standard 1: The student uses listening strategies effectively.		
Benchmark LA.C.1.2.1: The student listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, informational speeches. Grade Level Expectations. The student:		
LA.C.1.2.1.1. understands information presented orally (for example, key points, details, different interpretations).		
LA.C.1.2.1.2. uses listening strategies in noninteractive settings (for example, assemblies, visual media, formal presentations).		
Benchmark LA.C.1.2.2: The student identifies specific personal listening preferences regarding fiction, drama, literary nonfiction, and informational presentations. Grade Level Expectations. The student:		
LA.C.1.2.2.1. knows personal listening preferences (for example, chapter books/novels, poetry, stories about diverse groups and cultures, nonfiction, drama, informational speeches).		
Benchmark LA.C.1.2.3: The student carries on an extended conversation with a group of friends. Grade Level Expectations. The student:		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.C.1.2.3.1. interacts with peers in a variety of situations to develop and present familiar ideas (for example, conversations, whole group interactions, discussions).		
Benchmark LA.C.1.2.4: The student listens attentively to the speaker, including making eye contact and facing the speaker. Grade Level Expectations. The student:		
LA.C.1.2.4.1. listens attentively to the speaker (including but not limited to making eye contact and facing the speaker).		
Benchmark LA.C.1.2.5: The student responds to speakers by asking questions, making contributions, and paraphrasing what is said. Grade Level Expectations. The student:		
LA.C.1.2.5.1. uses strategies to respond to speakers (for example, asking questions, making contributions, summarizing, reflecting on ideas).		
Standard 2: The student uses listening strategies effectively.		
Benchmark LA.C.2.2.1: The student determines main concept and supporting details in a nonprint media message. Grade Level Expectations. The student:		
LA.C.2.2.1.1. understands the main concept and supporting details in nonprint media messages.		
Benchmark LA.C.2.2.2: The student recognizes and responds to nonverbal cues used in a variety of nonprint media, such as motion pictures, television advertisements, and works of art. Grade Level Expectations. The student:		
LA.C.2.2.2.1. discusses and reacts to nonverbal cues used in a variety of media, (for example, motion pictures, television, advertisements, works of art).		

Standards	Destination Reading Course 3	Destination Reading Course 4
Standard 3: The student uses speaking strategies effectively.		
Benchmark LA.C.3.2.1: The student speaks clearly at an understandable rate and uses appropriate volume. Grade Level Expectations. The student:		
LA.C.3.2.1.1. uses strategies to speak clearly, (for example, rate, volume, tone, projection).		
Benchmark LA.C.3.2.2: The student asks questions and makes comments and observations to clarify understanding of content, processes, and experiences. Grade Level Expectations. The student:		
LA.C.3.2.2.1. asks questions and makes comments and observations (for example, clarifies understanding of content, processes, and experiences; seeks the ideas and opinions of others; supports own opinions).		
Benchmark LA.C.3.2.3: The student speaks for specific occasions, audiences, and purposes, including conversations, discussions, projects, and informational or imaginative presentations. Grade Level Expectations. The student:		
LA.C.3.2.3.1. prepares for and gives presentations for specific occasions, audiences, and purposes (including but not limited to group discussions, informational or dramatic presentations).		
Benchmark LA.C.3.2.4: The student uses eye contact and gestures that engage the audience. Grade Level Expectations. The student:		
LA.C.3.2.4.1. uses eye contact and gestures that engage the audience.		
Benchmark LA.C.3.2.5: The student participates as a contributor and occasionally acts as a leader in a group discussion. Grade Level Expectations. The student:		

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LA.C.3.2.5.1. uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).		
Benchmark LA.C.3.2.6: The student organizes a speech using a basic beginning, middle, and ending. Grade Level Expectations. The student:		
LA.C.3.2.6.1. presents a speech in an organized manner (including but not limited to organizing and sequencing details, information, and directions).		
D. Language		
Standard 1: The student understands the nature of language.		
Benchmark LA.D.1.2.1: The student understands that there are patterns and rules in the syntactic structure, symbols, sounds, and meanings conveyed through the English language. Grade Level Expectations. The student:		
LA.D.1.2.1.1. uses elements of grammar in speech (including but not limited to present, past, and future verb tenses; subject-verb agreement; pronouns as subjects).		
LA.D.1.2.1.2. uses sentence variety in speech.		
Benchmark LA.D.1.2.2: The student understands that language formality varies according to situations and audiences. Grade Level Expectations. The student:		
LA.D.1.2.2.1. varies language according to situation, audience, and purpose (for example, appropriate tone, content, vocabulary).		

Standards	Destination Reading Course 3	Destination Reading Course 4
Standard 2: The student understands the power of language.		
Benchmark LA.D.2.2.1: The student understands that word choices can shape reactions, perceptions, and beliefs. Grade Level Expectations. The student:		
LA.D.2.2.1.1. uses appropriate words to shape reactions, perceptions, and beliefs (for example, synonyms, antonyms, figurative language).		
Benchmark LA.D.2.2.2: The student identifies and refers to symbol, theme, simile, alliteration, and assonance in oral and written texts. Grade Level Expectations. The student:		
LA.D.2.2.2.1. understands similes, metaphors, analogies, and alliteration.	Unit: Teen Detectives: Navigating Toward Success Lesson: 7.2 Reading Comprehension I Strand: alliteration, metaphor, simile Activity: Reading Skill I: Model	
	Unit: Teen Detectives: Navigating Toward Success Lesson: 7.2 Reading Comprehension I Strand: alliteration, metaphor, simile Activity: Reading Skill I: Practice	
	Unit: Teen Detectives: Navigating Toward Success Lesson: 7.3 Strategic Reading Strand: Strategic Reading Activity: Finding A Way	
	Unit: Teen Detectives: Navigating Toward Success Lesson: 7.4 Reading Comprehension II Strand: alliteration, metaphor, simile Activity: Instruction/Practice	
	Unit: Teen Detectives: Navigating Toward Success Lesson: 7.4 Reading Comprehension II Strand: alliteration, metaphor, simile Activity: Application	
Benchmark LA.D.2.2.3: The student recognizes different techniques used in media messages and their purposes. Grade Level Expectations. The student:		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.D.2.2.3.1. uses a technique employed in media messages to achieve a specific purpose.		
Benchmark LA.D.2.2.4: The student selects and uses appropriate technologies to enhance efficiency and effectiveness of communication. Grade Level Expectations. The student:		
LA.D.2.2.4.1. uses appropriate available technologies to enhance communication.		
Benchmark LA.D.2.2.5: The student understands that a variety of messages can be conveyed through mass media. Grade Level Expectations. The student:		
LA.D.2.2.5.1. interprets messages conveyed through mass media.		
E. Literature		
Standard 1: The student understands the common features of a variety of literary forms.		
Benchmark LA.E.1.2.1: The student identifies the distinguishing features among fiction, drama, and poetry and identifies the major characteristics of nonfiction. Grade Level Expectations. The student:		
LA.E.1.2.1.1. understands the distinguishing features of literary texts (for example, fiction, drama, poetry, biography, historical fiction, chapter books).		
LA.E.1.2.1.2. understands the distinguishing features of nonfiction texts (for example, biography, reference materials, magazines, newspapers).		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.E.1.2.1.3. reads a variety of literary and informational texts (for example, fiction, drama, poetry, biography, historical fiction, reference materials, chapter books, magazines, newspapers).		
Benchmark LA.E.1.2.2: The student understands the development of plot and how conflicts are resolved in a story. Grade Level Expectations. The student:		
LA.E.1.2.2.1. understands the development of plot in a fourth grade level or higher story.		
LA.E.1.2.2.2. understands how conflicts are resolved in a story, including problem solution or resolution.		
LA.E.1.2.2.3. makes inferences and draws conclusions regarding story elements of a fourth grade or higher level text (for example, the traits, actions, and motives of characters; plot development; setting).		
Benchmark LA.E.1.2.3: The student knows the similarities and differences among the characters, settings, and events presented in various texts. Grade Level Expectations. The student:		
LA.E.1.2.3.1. knows the similarities and differences of characters presented within and across fourth grade or higher level selections.	Unit: Way Out West: Lassoing Up Some Cowhands Lesson: 9.3 Strategic Reading Strand: Strategic Reading Activity: The Tall Tale Of Pecos Bill	
	Unit: Way Out West: Lassoing Up Some Cowhands Lesson: 9.3 Strategic Reading Strand: Strategic Reading Activity: Life Of A Cowhand - Today And Yesterday	
LA.E.1.2.3.2. knows the similarities and differences of settings presented within and across fourth grade or higher level selections.	Unit: Way Out West: Lassoing Up Some Cowhands Lesson: 9.3 Strategic Reading Strand: Strategic Reading Activity: The Tall Tale Of Pecos Bill	
	Unit: Way Out West: Lassoing Up Some Cowhands Lesson: 9.3 Strategic Reading Strand: Strategic Reading Activity: Life Of A Cowhand - Today And Yesterday	

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.E.1.2.3.3. knows the similarities and differences of events presented within and across fourth grade or higher level selections.	Unit: Way Out West: Lassoing Up Some Cowhands Lesson: 9.3 Strategic Reading Strand: Strategic Reading Activity: The Tall Tale Of Pecos Bill	
	Unit: Way Out West: Lassoing Up Some Cowhands Lesson: 9.3 Strategic Reading Strand: Strategic Reading Activity: Life Of A Cowhand - Today And Yesterday	
Benchmark LA.E.1.2.4: The student knows that the attitudes and values that exist in a time period affect the works that are written during that time period. Grade Level Expectations. The student:		
LA.E.1.2.4.1. knows that the attitudes and values that exist in a time period affect stories and informational articles written during that time period.		
Benchmark LA.E.1.2.5: The student identifies and uses literary terminology appropriate to the grade level, including symbol, theme, simile, alliteration, and assonance. Grade Level Expectations. The student:		
LA.E.1.2.5.1. identifies and uses literary terminology appropriate to fourth grade or higher level (including but not limited to theme, simile, alliteration, metaphor).	Unit: Teen Detectives: Navigating Toward Success Lesson: 7.2 Reading Comprehension I Strand: alliteration, metaphor, simile Activity: Reading Skill I: Model	
	Unit: Teen Detectives: Navigating Toward Success Lesson: 7.2 Reading Comprehension I Strand: alliteration, metaphor, simile Activity: Reading Skill I: Practice	
	Unit: Teen Detectives: Navigating Toward Success Lesson: 7.3 Strategic Reading Strand: Strategic Reading Activity: Finding A Way	
	Unit: Teen Detectives: Navigating Toward Success Lesson: 7.4 Reading Comprehension II Strand: alliteration, metaphor, simile Activity: Instruction/Practice	
	Unit: Teen Detectives: Navigating Toward Success Lesson: 7.4 Reading Comprehension II Strand: alliteration, metaphor, simile Activity: Application	

Standards	Destination Reading Course 3	Destination Reading Course 4
Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama.		
Benchmark LA.E.2.2.1: The student recognizes cause-and-effect relationships in literary texts. Grade Level Expectations. The student:		
LA.E.2.2.1.1. identifies cause-and-effect relationships in literary texts.		
Benchmark LA.E.2.2.2: The student recognizes and explains the effects of language, such as sensory words, rhymes, and choice of vocabulary and story structure, such as patterns, used in children's texts. Grade Level Expectations. The student:		
LA.E.2.2.2.1. recognizes the uses of language found in children's literature (for example, sensory words, rhymes, and choice of vocabulary).		
LA.E.2.2.2.2. understands the effects of text structure used in children's literature (for example, rhyme schemes in poetry and story patterns).		
Benchmark LA.E.2.2.3: The student responds to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his or her own life. Grade Level Expectations. The student:		
LA.E.2.2.3.1. responds to literature by explaining how the motives of the characters compare with those of own life.		
LA.E.2.2.3.2. responds to literature by explaining how the causes of events compare with those of own life.		
Benchmark LA.E.2.2.4: The student identifies the major theme in a story or nonficition text. Grade Level Expectations. The student:		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.E.2.2.4.1. understands the major theme in a story.		
LA.E.2.2.4.2. understands the major information in a nonfiction text.	Unit: Way Out There: Exploring Space Lesson: 2.3 Strategic Reading Strand: Strategic Reading Activity: Reading Comprehension Quiz	
	Unit: That's Smart Thinking!: Inventing What You Need Lesson: 4.2 Reading Comprehension I Strand: Summarizing Activity: Reading Strategy I: Practice	
	Unit: That's Smart Thinking!: Inventing What You Need Lesson: 4.4 Reading Comprehension II Strand: Summarizing Activity: Reading Strategy II: Apply	
	Unit: Math as Art: Moving Beyond the Numbers Lesson: 5.2 Reading Comprehension I Strand: Paraphrasing Activity: Reading Strategy I: Practice	
	Unit: Math as Art: Moving Beyond the Numbers Lesson: 5.3 Strategic Reading Strand: Strategic Reading Activity: Reading Comprehension Quiz	
	Unit: Math as Art: Moving Beyond the Numbers Lesson: 5.4 Reading Comprehension II Strand: Paraphrasing Activity: Reading Strategy II: Apply	
	Unit: Way Down There: Exploring the Seas Lesson: 8.2 Reading Comprehension I Strand: Graphic Organizers Activity: Reading Strategy I: Practice	
	Unit: Don't Clown Around: Looking at Circus Life Lesson: 1Reading Comprehension I Strand: KWL strategy Activity: Reading Strategy I: Practice	
	Unit: Don't Clown Around: Looking at Circus Life Lesson: 11.3 Strategic Reading Strand: Strategic Reading Activity: Reading Comprehension Quiz	

Standards	Destination Reading Course 3	Destination Reading Course 4
	Unit: Way Down There: Exploring the Seas Lesson: 8.3 Strategic Reading Strand: Strategic Reading Activity: Reading Comprehension Quiz	
	Unit: Way Down There: Exploring the Seas Lesson: 8.4 Reading Comprehension II Strand: Graphic Organizers Activity: Instruction/Practice	
	Unit: Way Out West: Lassoing Up Some Cowhands Lesson: 9.3 Strategic Reading Strand: Strategic Reading Activity: Reading Comprehension Quiz	
Benchmark LA.E.2.2.5: The student forms his or her own ideas about what has been read in a literary text and uses specific information from the text to support these ideas. Grade Level Expectations. The student:		
LA.E.2.2.5.1. forms ideas about what has been read in a literary text and uses specific information from the text to support these ideas.		
Grade 5		
A. Reading		
Standard 1: The student uses the reading process effectively.		
Benchmark LA.A.1.2.1: The student uses a table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection. Grade Level Expectations. The student:		
LA.A.1.2.1.1. extends previously learned pre-reading knowledge and skills of the fourth grade with increasingly complex reading texts and assignments and tasks.		

Standards	Destination Reading Course 3	Destination Reading Course 4
Benchmark LA.A.1.2.2: The student selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues to identify words and construct meaning from various texts, illustrations, graphics, and charts. Grade Level Expectations. The student:		
LA.A.1.2.2.1. refines previously learned knowledge and skills of the fourth grade with increasingly complex reading selections and assignments and tasks (for example, decoding, context clues, predicting, variety of word structure, constructing meaning, purposes of reading).	Unit: Real-Life Drama: Letting Your Words Slip Out Lesson: 15.1 Genre and Vocabulary Strand: Context Clues: homographs Activity: Vocabulary: Practice	
	Unit: Real-Life Drama: Letting Your Words Slip Out Lesson: 15.1 Genre and Vocabulary Strand: Context Clues: homographs Activity: Vocabulary: Apply 15	
	Unit: Real-Life Drama: Letting Your Words Slip Out Lesson: 15.3 Strategic Reading Strand: Strategic Reading Activity: Slip Of The Tongue	
	Unit: Business Sense: Owning Your Own Company Lesson: 16.1 Genre and Vocabulary Strand: Context Clues: unfamiliar words Activity: Vocabulary: Practice	
	Unit: Business Sense: Owning Your Own Company Lesson: 16.1 Genre and Vocabulary Strand: Context Clues: unfamiliar words Activity: Vocabulary: Apply 16	
	Unit: Business Sense: Owning Your Own Company Lesson: 16.3 Strategic Reading Strand: Strategic Reading Activity: Kid, Inc.	
	Unit: Life Behind the Curtain: Acting Up Lesson: 17.1 Genre and Vocabulary Strand: Context Clues: homophones Activity: Vocabulary: Practice	
	Unit: Your Opinion: Finding Out Who Asks Youth Lesson: 19.1 Genre and Vocabulary Strand: Context Clues: idioms Activity: Vocabulary: Practice	
	Unit: Detectives at Work: Investigating a Mystery Lesson: 20.1 Genre and Vocabulary Strand: Context Clues: multiple meaning words Activity: Vocabulary: Practice	

Standards	Destination Reading Course 3	Destination Reading Course 4
	Unit: Detectives at Work: Investigating a Mystery Lesson: 20.3 Strategic Reading Strand: Strategic Reading Activity: The Mystery Of The Missing Field Trip	
	Unit: Way Across the Ocean: Coming to America Lesson: 21.1 Genre and Vocabulary Strand: Context Clues: synonyms and antonyms Activity: Vocabulary: Model 21	
	Unit: Way Across the Ocean: Coming to America Lesson: 21.1 Genre and Vocabulary Strand: Context Clues: synonyms and antonyms Activity: Vocabulary: Practice	
	Unit: Way Across the Ocean: Coming to America Lesson: 21.1 Genre and Vocabulary Strand: Context Clues: synonyms and antonyms Activity: Vocabulary: Apply 21	
	Unit: Way Across the Ocean: Coming to America Lesson: 21.3 Strategic Reading Strand: Strategic Reading Activity: Journey To Ellis Island	
	Unit: Don't Sweat It: Cooling Down Athletes Lesson: 23.1 Genre and Vocabulary Strand: Context Clues: analogies (part to whole) Activity: Vocabulary: Practice	
	Unit: Way Up There: Visiting a Cloud Forest Lesson: 13.2 Reading Comprehension I Strand: predicting Activity: Reading Strategy I: Model	
	Unit: Way Up There: Visiting a Cloud Forest Lesson: 13.2 Reading Comprehension I Strand: predicting Activity: Reading Strategy I: Practice	
	Unit: Way Up There: Visiting a Cloud Forest Lesson: 13.3 Strategic Reading Strand: Strategic Reading Activity: Gold In The Clouds	
	Unit: Way Up There: Visiting a Cloud Forest Lesson: 13.4 Reading Comprehension II Strand: predicting Activity: Instruction/Practice	

Standards	Destination Reading Course 3	Destination Reading Course 4
	Unit: Way Up There: Visiting a Cloud Forest Lesson: 13.4 Reading Comprehension II Strand: predicting Activity: Reading Strategy II: Apply	
	Unit: Laser Vision: Discovering the Joys of Science Lesson: 14.1 Genre and Vocabulary Strand: Word Structure: prefixes and suffixes Activity: Vocabulary: Practice	
	Unit: Laser Vision: Discovering the Joys of Science Lesson: 14.1 Genre and Vocabulary Strand: Word Structure: prefixes and suffixes Activity: Vocabulary: Apply 14	
	Unit: Laser Vision: Discovering the Joys of Science Lesson: 14.3 Strategic Reading Strand: Strategic Reading Activity: From Science Fiction To Laser Light: My Path To Discovery	
	Unit: Way Up There: Visiting a Cloud Forest Lesson: 13.1 Genre and Vocabulary Strand: Word Structure: Greek and Latin roots Activity: Vocabulary: Practice	
	Unit: Way Up There: Visiting a Cloud Forest Lesson: 13.1 Genre and Vocabulary Strand: Word Structure: Greek and Latin roots Activity: Vocabulary: Apply 13	
Benchmark LA.A.1.2.3: The student uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships. Grade Level Expectations. The student:		
LA.A.1.2.3.1. uses a variety of strategies to determine meaning and increase vocabulary (for example, homonyms, homophones, prefixes, suffixes, word-origins, multiple meanings, antonyms, synonyms, word relationships).	Unit: Laser Vision: Discovering the Joys of Science Lesson: 14.1 Genre and Vocabulary Strand: Word Structure: prefixes and suffixes Activity: Vocabulary: Practice	
	Unit: Laser Vision: Discovering the Joys of Science Lesson: 14.3 Strategic Reading Strand: Strategic Reading Activity: From Science Fiction To Laser Light: My Path To Discovery	
	Unit: Way Up There: Visiting a Cloud Forest Lesson: 13.1 Genre and Vocabulary Strand: Word Structure: Greek and Latin roots Activity: Vocabulary: Practice	

Standards	Destination Reading Course 3	Destination Reading Course 4
	Unit: Way Up There: Visiting a Cloud Forest Lesson: 13.3 Strategic Reading Strand: Strategic Reading Activity: Gold In The Clouds	
	Unit: Detectives at Work: Investigating a Mystery Lesson: 20.1 Genre and Vocabulary Strand: Context Clues: multiple meaning words Activity: Vocabulary: Practice	
	Unit: Detectives at Work: Investigating a Mystery Lesson: 20.1 Genre and Vocabulary Strand: Context Clues: multiple meaning words Activity: Vocabulary: Apply 20	
	Unit: Detectives at Work: Investigating a Mystery Lesson: 20.3 Strategic Reading Strand: Strategic Reading Activity: The Mystery Of The Missing Field Trip	
	Unit: In the Lab: Smelling Trouble Lesson: 24.1 Genre and Vocabulary Strand: Dictionary/ Glossary: multiple meaning words Activity: Vocabulary: Practice	
	Unit: In the Lab: Smelling Trouble Lesson: 24.3 Strategic Reading Strand: Strategic Reading Activity: Brewing Up Trouble	
	Unit: Way Across the Ocean: Coming to America Lesson: 21.1 Genre and Vocabulary Strand: Context Clues: synonyms and antonyms Activity: Vocabulary: Model 21	
	Unit: Way Across the Ocean: Coming to America Lesson: 21.1 Genre and Vocabulary Strand: Context Clues: synonyms and antonyms Activity: Vocabulary: Practice	
	Unit: Way Across the Ocean: Coming to America Lesson: 21.3 Strategic Reading Strand: Strategic Reading Activity: Journey To Ellis Island	
LA.A.1.2.3.2. develops vocabulary by reading independently.		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.A.1.2.3.3. develops vocabulary by listening to, reading, and discussing both familiar and conceptually challenging selections.	Unit: Way Up There: Visiting a Cloud Forest Lesson: 13.1 Genre and Vocabulary Strand: Word Structure: Greek and Latin roots Activity: Vocabulary: Model 13	
	Unit: Way Up There: Visiting a Cloud Forest Lesson: 13.3 Strategic Reading Strand: Strategic Reading Activity: Gold In The Clouds	
	Unit: Laser Vision: Discovering the Joys of Science Lesson: 14.1 Genre and Vocabulary Strand: Word Structure: prefixes and suffixes Activity: Vocabulary: Model 14	
	Unit: Laser Vision: Discovering the Joys of Science Lesson: 14.3 Strategic Reading Strand: Strategic Reading Activity: From Science Fiction To Laser Light: My Path To Discovery	
	Unit: Real-Life Drama: Letting Your Words Slip Out Lesson: 15.1 Genre and Vocabulary Strand: Context Clues: homographs Activity: Vocabulary: Model 15	
	Unit: Real-Life Drama: Letting Your Words Slip Out Lesson: 15.3 Strategic Reading Strand: Strategic Reading Activity: Slip Of The Tongue	
	Unit: Business Sense: Owning Your Own Company Lesson: 16.1 Genre and Vocabulary Strand: Context Clues: unfamiliar words Activity: Vocabulary: Model 16	
	Unit: Business Sense: Owning Your Own Company Lesson: 16.3 Strategic Reading Strand: Strategic Reading Activity: Kid, Inc.	
	Unit: Life Behind the Curtain: Acting Up Lesson: 17.1 Genre and Vocabulary Strand: Context Clues: homophones Activity: Vocabulary: Model 17	
	Unit: Life Behind the Curtain: Acting Up Lesson: 17.3 Strategic Reading Strand: Strategic Reading Activity: Exit Stage Left	

Standards	Destination Reading Course 3	Destination Reading Course 4
	Unit: The Grand Tour: Traveling Around the U.S. Lesson: 18.1 Genre and Vocabulary Strand: Dictionary/ Glossary: unfamiliar words Activity: Vocabulary: Model 18	
	Unit: The Grand Tour: Traveling Around the U.S. Lesson: 18.3 Strategic Reading Strand: Strategic Reading Activity: See The Nifty Fifty!	
	Unit: Your Opinion: Finding Out Who Asks Youth Lesson: 19.1 Genre and Vocabulary Strand: Context Clues: idioms Activity: Vocabulary: Model 19	
	Unit: Your Opinion: Finding Out Who Asks Youth Lesson: 19.3 Strategic Reading Strand: Strategic Reading Activity: Who Asked You? Polling Today's Youth	
	Unit: Detectives at Work: Investigating a Mystery Lesson: 20.1 Genre and Vocabulary Strand: Context Clues: multiple meaning words Activity: Vocabulary: Model 20	
	Unit: Detectives at Work: Investigating a Mystery Lesson: 20.3 Strategic Reading Strand: Strategic Reading Activity: The Mystery Of The Missing Field Trip	
	Unit: Way Across the Ocean: Coming to America Lesson: 21.1 Genre and Vocabulary Strand: Context Clues: synonyms and antonyms Activity: Vocabulary: Model 21	
	Unit: Way Across the Ocean: Coming to America Lesson: 21.3 Strategic Reading Strand: Strategic Reading Activity: Journey To Ellis Island	
	Unit: Wolves: Going, Going, Gone? Lesson: 22.1 Genre and Vocabulary Strand: Word Structure: inflected endings Activity: Vocabulary: Model 22	
	Unit: Wolves: Going, Going, Gone? Lesson: 22.3 Strategic Reading Strand: Strategic Reading Activity: Welcome Back, Gray Wolf!	

Standards	Destination Reading Course 3	Destination Reading Course 4
	Unit: Wolves: Going, Going, Gone? Lesson: 22.3 Strategic Reading Strand: Strategic Reading Activity: The Gray Wolf Needs Your Help!	
	Unit: Don't Sweat It: Cooling Down Athletes Lesson: 23.1 Genre and Vocabulary Strand: Context Clues: analogies (part to whole) Activity: Vocabulary: Model 23	
	Unit: Don't Sweat It: Cooling Down Athletes Lesson: 23.3 Strategic Reading Strand: Strategic Reading Activity: Can't Stand The Heat	
	Unit: In the Lab: Smelling Trouble Lesson: 24.1 Genre and Vocabulary Strand: Dictionary/ Glossary: multiple meaning words Activity: Vocabulary: Model 24	
	Unit: In the Lab: Smelling Trouble Lesson: 24.3 Strategic Reading Strand: Strategic Reading Activity: Brewing Up Trouble	
LA.A.1.2.3.4. uses resources and references such as dictionary, thesaurus, and context to build word meanings.	Unit: The Grand Tour: Traveling Around the U.S. Lesson: 18.3 Strategic Reading Strand: Strategic Reading Activity: See The Nifty Fifty!	
	Unit: Real-Life Drama: Letting Your Words Slip Out Lesson: 15.1 Genre and Vocabulary Strand: Context Clues: homographs Activity: Vocabulary: Practice	
	Unit: In the Lab: Smelling Trouble Lesson: 24.1 Genre and Vocabulary Strand: Dictionary/ Glossary: multiple meaning words Activity: Vocabulary: Practice	
	Unit: Real-Life Drama: Letting Your Words Slip Out Lesson: 15.3 Strategic Reading Strand: Strategic Reading Activity: Slip Of The Tongue	
	Unit: Business Sense: Owning Your Own Company Lesson: 16.1 Genre and Vocabulary Strand: Context Clues: unfamiliar words Activity: Vocabulary: Practice	

Standards	Destination Reading Course 3	Destination Reading Course 4
	Unit: In the Lab: Smelling Trouble Lesson: 24.3 Strategic Reading Strand: Strategic Reading Activity: Brewing Up Trouble	
	Unit: Business Sense: Owning Your Own Company Lesson: 16.3 Strategic Reading Strand: Strategic Reading Activity: Kid, Inc.	
	Unit: Life Behind the Curtain: Acting Up Lesson: 17.1 Genre and Vocabulary Strand: Context Clues: homophones Activity: Vocabulary: Practice	
	Unit: Your Opinion: Finding Out Who Asks Youth Lesson: 19.1 Genre and Vocabulary Strand: Context Clues: idioms Activity: Vocabulary: Practice	
	Unit: Detectives at Work: Investigating a Mystery Lesson: 20.1 Genre and Vocabulary Strand: Context Clues: multiple meaning words Activity: Vocabulary: Practice	
	Unit: Detectives at Work: Investigating a Mystery Lesson: 20.3 Strategic Reading Strand: Strategic Reading Activity: The Mystery Of The Missing Field Trip	
	Unit: Way Across the Ocean: Coming to America Lesson: 21.1 Genre and Vocabulary Strand: Context Clues: synonyms and antonyms Activity: Vocabulary: Model 21	
	Unit: Way Across the Ocean: Coming to America Lesson: 21.1 Genre and Vocabulary Strand: Context Clues: synonyms and antonyms Activity: Vocabulary: Practice	
	Unit: Way Across the Ocean: Coming to America Lesson: 21.3 Strategic Reading Strand: Strategic Reading Activity: Journey To Ellis Island	
	Unit: Don't Sweat It: Cooling Down Athletes Lesson: 23.1 Genre and Vocabulary Strand: Context Clues: analogies (part to whole) Activity: Vocabulary: Practice	

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.A.1.2.3.5. identifies, classifies, and demonstrates knowledge of levels of specificity among fifth-grade or higher level words from a variety of categories.		
Benchmark LA.A.1.2.4: The student clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion. Grade Level Expectations. The student:		
LA.A.1.2.4.1. uses a variety of strategies to monitor reading in fifth-grade or higher level texts (for example, adjusting reading rate according to purpose and text difficulty, rereading, self-correcting, summarizing, checking other sources, class and group discussions, trying an alternate word).	Unit: In the Lab: Smelling Trouble Lesson: 24.3 Strategic Reading Strand: Strategic Reading Activity: Brewing Up Trouble	
	Unit: In the Lab: Smelling Trouble Lesson: 24.4 Reading Comprehension II Strand: Summarizing Activity: Reading Strategy II: Apply	
	Unit: Your Opinion: Finding Out Who Asks Youth Lesson: 19.2 Reading Comprehension I Strand: Fix Up Strategies Activity: Reading Strategy I: Model	
	Unit: Your Opinion: Finding Out Who Asks Youth Lesson: 19.2 Reading Comprehension I Strand: Fix Up Strategies Activity: Reading Strategy I: Practice	
	Unit: Your Opinion: Finding Out Who Asks Youth Lesson: 19.3 Strategic Reading Strand: Strategic Reading Activity: Who Asked You? Polling Today's Youth	
	Unit: Your Opinion: Finding Out Who Asks Youth Lesson: 19.3 Strategic Reading Strand: Strategic Reading Activity: Don't Ask! The Problem With Polling Kids	
	Unit: Your Opinion: Finding Out Who Asks Youth Lesson: 19.4 Reading Comprehension II Strand: Fix Up Strategies Activity: Reading Strategy II: Apply	
Standard 2: The student constructs meaning from a wide range of texts.		

Standards	Destination Reading Course 3	Destination Reading Course 4
Benchmark LA.A.2.2.1: The student reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order. Grade Level Expectations. The student:		
LA.A.2.2.1.1. extends previously learned knowledge and skills of the fourth grade level with increasingly complex reading texts and assignments and tasks (for example, explicit and implicit ideas).	Unit: Business Sense: Owning Your Own Company Lesson: 16.2 Reading Comprehension I Strand: main idea and supporting details Activity: Reading Skill I: Practice	
	Unit: Business Sense: Owning Your Own Company Lesson: 16.4 Reading Comprehension II Strand: main idea and supporting details Activity: Instruction/Practice	
	Unit: Business Sense: Owning Your Own Company Lesson: 16.4 Reading Comprehension II Strand: main idea and supporting details Activity: Application	
Benchmark LA.A.2.2.2: The student identifies the author's purpose in a simple text. Grade Level Expectations. The student:		
LA.A.2.2.2.1. describes author's purpose and describes how an author's perspective influences the text.	Unit: Way Up There: Visiting a Cloud Forest Lesson: 13.1 Genre and Vocabulary Strand: Adventure Fiction Activity: Instruction	
	Unit: Laser Vision: Discovering the Joys of Science Lesson: 14.1 Genre and Vocabulary Strand: Autobiography Activity: Instruction	
	Unit: Real-Life Drama: Letting Your Words Slip Out Lesson: 15.1 Genre and Vocabulary Strand: Play: Reader's theater Activity: Instruction	
	Unit: Business Sense: Owning Your Own Company Lesson: 16.1 Genre and Vocabulary Strand: Informational text Activity: Instruction	
	Unit: Life Behind the Curtain: Acting Up Lesson: 17.1 Genre and Vocabulary Strand: Poetry: Narrative and Humorous Activity: Instruction	

Standards	Destination Reading Course 3	Destination Reading Course 4
	Unit: The Grand Tour: Traveling Around the U.S. Lesson: 18.1 Genre and Vocabulary Strand: Informational text: Travel Brochure Activity: Instruction	
	Unit: Your Opinion: Finding Out Who Asks Youth Lesson: 19.1 Genre and Vocabulary Strand: Non-Fiction Book Chapter and Persuasive Text: Opinion Piece Activity: Instruction	
	Unit: Detectives at Work: Investigating a Mystery Lesson: 20.1 Genre and Vocabulary Strand: Mystery Activity: Instruction	
	Unit: Way Across the Ocean: Coming to America Lesson: 21.1 Genre and Vocabulary Strand: Historical Fiction Activity: Instruction	
	Unit: Wolves: Going, Going, Gone? Lesson: 22.1 Genre and Vocabulary Strand: Persuasive Text and Advertisement Activity: Instruction	
	Unit: Don't Sweat It: Cooling Down Athletes Lesson: 23.1 Genre and Vocabulary Strand: Informational text Activity: Instruction	
	Unit: In the Lab: Smelling Trouble Lesson: 24.1 Genre and Vocabulary Strand: E-zine Activity: Instruction	
	Unit: Don't Sweat It: Cooling Down Athletes Lesson: 23.2 Reading Comprehension I Strand: author's viewpoint Activity: Reading Skill I: Practice	
	Unit: Don't Sweat It: Cooling Down Athletes Lesson: 23.3 Strategic Reading Strand: Strategic Reading Activity: Can't Stand The Heat	
	Unit: Don't Sweat It: Cooling Down Athletes Lesson: 23.4 Reading Comprehension II Strand: author's viewpoint Activity: Instruction/Practice	

Standards	Destination Reading Course 3	Destination Reading Course 4
	Unit: Don't Sweat It: Cooling Down Athletes Lesson: 23.4 Reading Comprehension II Strand: author's viewpoint Activity: Application	
Benchmark LA.A.2.2.3: The student recognizes when a text is primarily intended to persuade. Grade Level Expectations. The student:		
LA.A.2.2.3.1. knows characteristics of persuasive text.	Unit: Wolves: Going, Going, Gone? Lesson: 22.1 Genre and Vocabulary Strand: Persuasive Text and Advertisement Activity: Instruction	
	Unit: Wolves: Going, Going, Gone? Lesson: 2Reading Comprehension I Strand: persuasive devices Activity: Reading Skill I: Model	
	Unit: Wolves: Going, Going, Gone? Lesson: 2Reading Comprehension I Strand: persuasive devices Activity: Reading Skill I: Practice	
	Unit: Wolves: Going, Going, Gone? Lesson: 22.3 Strategic Reading Strand: Strategic Reading Activity: Welcome Back, Gray Wolf!	
	Unit: Wolves: Going, Going, Gone? Lesson: 22.3 Strategic Reading Strand: Strategic Reading Activity: The Gray Wolf Needs Your Help!	
Benchmark LA.A.2.2.4: The student identifies specific personal preferences relative to fiction and nonfiction reading. Grade Level Expectations. The student:		
LA.A.2.2.4.1. uses a variety of criteria to choose own reading (for example, author's style, themes, knowledge of genres, text difficulty, recommendations of others).		
Benchmark LA.A.2.2.5: The student reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task. Grade Level Expectations. The student:		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.A.2.2.5.1. reads and organizes information from multiple sources for a variety of purposes (for example, supporting opinions, predictions, and conclusions; writing a research report; conducting interviews; taking a test; performing tasks).		
Benchmark LA.A.2.2.6: The student recognizes the difference between fact and opinion presented in a text. Grade Level Expectations. The student:		
LA.A.2.2.6.1. extends the expectations of the fourth grade with increasingly complex reading selections, assignments and tasks (for example, differences between fact, fiction, opinion).	Unit: Real-Life Drama: Letting Your Words Slip Out Lesson: 15.2 Reading Comprehension I Strand: facts and opinions Activity: Reading Skill I: Practice	
	Unit: Real-Life Drama: Letting Your Words Slip Out Lesson: 15.3 Strategic Reading Strand: Strategic Reading Activity: Slip Of The Tongue	
	Unit: Real-Life Drama: Letting Your Words Slip Out Lesson: 15.4 Reading Comprehension II Strand: facts and opinions Activity: Instruction/Practice	
	Unit: Real-Life Drama: Letting Your Words Slip Out Lesson: 15.4 Reading Comprehension II Strand: facts and opinions Activity: Application	
	Unit: Your Opinion: Finding Out Who Asks Youth Lesson: 19.2 Reading Comprehension I Strand: Compare and Contrast Activity: Reading Skill I: Practice	
Benchmark LA.A.2.2.7: The student recognizes the use of comparison and contrast in a text. Grade Level Expectations. The student:		
LA.A.2.2.7.1. extends the expectations of the fourth grade with increasingly complex reading selections, assignments and tasks (for example, textual organization, comparison and contrast).		
Benchmark LA.A.2.2.8: The student selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts, and photos, to gather information for research projects. Grade Level Expectations. The student:		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.A.2.2.8.1. extends previously learned knowledge and skills of the fourth grade with increasingly complex texts and assignments and tasks (for example, using reference materials and processes).		
B. Writing		
Standard 1: The student uses writing processes effectively.		
Benchmark LA.B.1.2.1: The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing. Grade Level Expectations. The student:		
LA.B.1.2.1.1. uses a variety of strategies to prepare for writing (for example, brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, taking notes).		
LA.B.1.2.1.2. establishes a purpose for writing (including but not limited to informing, entertaining, explaining).		
Benchmark LA.B.1.2.2: The student drafts and revises writing in cursive that: Grade Level Expectations. The student:		
LA.B.1.2.2.1. focuses on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information).		
LA.B.1.2.2.2. uses an organizational pattern appropriate to purpose and audience (including but not limited to topic sentences, supporting sentences, and sequence; develops new ideas in separate paragraphs; concludes with effectiveness).	Unit: Way Across the Ocean: Coming to America Lesson: 2Reading Comprehension II Strand: text structure Activity: Reading Strategy II: Apply	
LA.B.1.2.2.3. uses devices to develop relationships among ideas (for example, transitional devices; paragraphs that show a change in time, idea, or place; cause-and-effect relationships).	Unit: Way Across the Ocean: Coming to America Lesson: 2Reading Comprehension II Strand: text structure Activity: Reading Strategy II: Apply	

Standards	Destination Reading Course 3	Destination Reading Course 4
	Unit: Don't Sweat It: Cooling Down Athletes Lesson: 23.4 Reading Comprehension II Strand: text structure Activity: Reading Strategy II: Apply	
LA.B.1.2.2.4. uses supporting ideas, details, and facts from a variety of sources to develop and elaborate the topic.		
LA.B.1.2.2.5. uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, sequencing events, choosing effective words; using specific details to clarify meaning).	Unit: Way Across the Ocean: Coming to America Lesson: 2Reading Comprehension II Strand: text structure Activity: Reading Strategy II: Apply	
	Unit: Don't Sweat It: Cooling Down Athletes Lesson: 23.4 Reading Comprehension II Strand: text structure Activity: Reading Strategy II: Apply	
LA.B.1.2.2.7. generally follows the conventions of punctuation, capitalization, and spelling appropriate at fifth-grade or higher level [see benchmark LA.B.1.2.3 for specifics].		
LA.B.1.2.2.8. revises draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details.		
Benchmark LA.B.1.2.3: The student produces final documents that have been edited for correct spelling; Grade Level Expectations. The student:		
LA.B.1.2.3.1. uses strategies to spell words (for example, using resources such as dictionary or thesaurus to confirm spelling).		
LA.B.1.2.3.2. uses conventions of punctuation (including but not limited to commas in a series, dates, and addresses; beginning and ending quotation marks; hyphens in compound words).		
LA.B.1.2.3.3. uses conventions of capitalization (including but not limited to the names of organizations, nationalities, races, languages, and religions; the heading, salutation, and closing of a letter).		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.B.1.2.3.4. uses various parts of speech correctly in written work (including but not limited to using objective and subjective case pronouns, using singular and plural possessive forms of nouns, using common and proper nouns, using correct forms of adjectives, verbs, and adverbs).		
LA.B.1.2.3.5. uses a variety of strategies to format written work (for example, chapter book, reference source, electronic formatting).		
LA.B.1.2.3.6. evaluates own and other's writing (for example, identifying the best features of a piece of writing, determining how own writing achieves its purpose, asking for feedback, responding to classmate's writing).		
LA.B.1.2.3.7. uses creative writing strategies appropriate to the format (for example, using appropriate voice; using descriptive language to clarify ideas and create vivid images; using elements of style, such as appropriate tone).	Unit: Life Behind the Curtain: Acting Up Lesson: 17.4 Reading Comprehension II Strand: Visualizing Activity: Reading Strategy II: Apply	
Standard 2: The student writes to communicate ideas and information effectively.		
Benchmark LA.B.2.2.1: The student writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media. Grade Level Expectations. The student:		
LA.B.2.2.1.1. writes notes, comments, and observations that reflect comprehension of fifth-grade or higher level content and experiences from a variety of media.	Unit: The Grand Tour: Traveling Around the U.S. Lesson: 18.2 Reading Comprehension I Strand: Taking Notes Activity: Reading Strategy I: Practice	
	Unit: The Grand Tour: Traveling Around the U.S. Lesson: 18.3 Strategic Reading Strand: Strategic Reading Activity: See The Nifty Fifty!	
	Unit: The Grand Tour: Traveling Around the U.S. Lesson: 18.4 Reading Comprehension II Strand: Taking Notes Activity: Instruction/Practice	
Benchmark LA.B.2.2.2: The student organizes information using alphabetical and numerical systems. Grade Level Expectations. The student:		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.B.2.2.2.1. uses alphabetical and numerical systems (for example, outlining to organize information).	Unit: The Grand Tour: Traveling Around the U.S. Lesson: 18.2 Reading Comprehension I Strand: Taking Notes Activity: Reading Strategy I: Practice	
	Unit: The Grand Tour: Traveling Around the U.S. Lesson: 18.4 Reading Comprehension II Strand: main idea and supporting details Activity: Instruction/Practice	
	Unit: The Grand Tour: Traveling Around the U.S. Lesson: 18.4 Reading Comprehension II Strand: main idea and supporting details Activity: Application	
	Unit: The Grand Tour: Traveling Around the U.S. Lesson: 18.4 Reading Comprehension II Strand: Taking Notes Activity: Instruction/Practice	
Benchmark LA.B.2.2.3: The student writes for a variety of occasions, audiences, and purposes. Grade Level Expectations. The student:		
LA.B.2.2.3.1. writes for a variety of occasions, audiences, and purposes (for example, letters to persuade or request, humorous or suspenseful stories to entertain, instructions to inform).		
Benchmark LA.B.2.2.4: The student uses electronic technology, including word-processing software and electronic encyclopedias, to create, revise, retrieve, and verify information. Grade Level Expectations. The student:		
LA.B.2.2.4.1. uses electronic technology (including but not limited to word-processing software, electronic encyclopedias) to create, revise, retrieve, and verify information.		
Benchmark LA.B.2.2.5: The student creates narratives in which ideas, details, and events are in logical order and are relevant to the story line. Grade Level Expectations. The student:		
LA.B.2.2.5.1. uses strategies to create an effective central theme or focus (suspense, humor, creativity or fantasy).		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.B.2.2.5.2. exhibits a consistent awareness of topic with no irrelevant information.		
LA.B.2.2.5.3. develops a story line that is easy to follow and paraphrase.		
LA.B.2.2.5.4. chooses specific detail and precise word choice to work together to support the story line.		
LA.B.2.2.5.5. creates a logical organizational pattern (including an effective beginning, middle, end, and transitions) appropriate to narrative writing.		
LA.B.2.2.5.6. uses transitions effectively to move the narrative story forward in time.		
LA.B.2.2.5.7. creates a clear sense of story completeness.		
LA.B.2.2.5.8. uses a variety of sentence structures to reinforce the story.		
Benchmark LA.B.2.2.6: The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose. Grade Level Expectations. The student:		
LA.B.2.2.6.1. establishes a clear, central focus with little or no irrelevant or repetitious information.		
LA.B.2.2.6.2. creates ample development of supporting ideas by presenting facts and information that clearly relate to the focus.		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.B.2.2.6.3. develops extended anecdotes or examples to support reasons.		
LA.B.2.2.6.4. presents facts, examples, and definitions objectively.		
LA.B.2.2.6.5. creates a logical organizational pattern (including an effective beginning, middle, end, and transitions) appropriate to expository writing.	Unit: Way Across the Ocean: Coming to America Lesson: 2Reading Comprehension II Strand: text structure Activity: Reading Strategy II: Apply	
LA.B.2.2.6.6. uses a variety of effective expository transitions to relate ideas within and between paragraphs.		
LA.B.2.2.6.7. uses a variety of sentence structures to reinforce ideas.		
C. Listening, Viewing, and Speaking		
Standard 1: The student uses listening strategies effectively.		
Benchmark LA.C.1.2.1: The student listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, informational speeches. Grade Level Expectations. The student:		
LA.C.1.2.1.1. understands information presented orally in a variety of forms (for example, informational speeches, humor, persuasive messages, directions).		
LA.C.1.2.1.2. uses listening strategies in noninteractive settings (for example, assemblies, visual media, formal presentations).		

Standards	Destination Reading Course 3	Destination Reading Course 4
Benchmark LA.C.1.2.2: The student identifies specific personal listening preferences regarding fiction, drama, literary nonfiction, and informational presentations. Grade Level Expectations. The student:		
LA.C.1.2.2.1. knows personal listening preferences (for example, audio tapes, radio news, nonfiction, drama, informational speeches).		
Benchmark LA.C.1.2.3: The student carries on an extended conversation with a group of friends. Grade Level Expectations. The student:		
LA.C.1.2.3.1. interacts with peers in a variety of situations to develop and present familiar ideas (for example, summarizing information from group activities, recognizing different perspectives).		
Benchmark LA.C.1.2.4: The student listens attentively to the speaker, including making eye contact and facing the speaker. Grade Level Expectations. The student:		
LA.C.1.2.4.1. listens attentively to the speaker (including but not limited to making eye contact and facing the speaker).		
Benchmark LA.C.1.2.5: The student responds to speakers by asking questions, making contributions, and paraphrasing what is said. Grade Level Expectations. The student:		
LA.C.1.2.5.1. uses strategies to respond to speakers (for example, asking questions, paraphrasing to confirm understanding, summarizing, making contributions, offering feedback).		
Standard 2: The student uses viewing strategies effectively.		
Benchmark LA.C.2.2.1: The student determines main concept and supporting details in a nonprint media message. Grade Level Expectations. The student:		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.C.2.2.1.1. identifies and explains the main concept and supporting details in a nonprint media message.		
Benchmark LA.C.2.2.2: The student recognizes and responds to nonverbal cues used in a variety of nonprint media, such as motion pictures, television advertisements, and works of art. Grade Level Expectations. The student:		
LA.C.2.2.2.1. understands persuasive messages used in nonprint media (for example, television commercials, advertisements, commands, requests).		
Standard 3: The student uses speaking strategies effectively.		
Benchmark LA.C.3.2.1: The student speaks clearly at an understandable rate and uses appropriate volume. Grade Level Expectations. The student:		
LA.C.3.2.1.1. uses strategies to speak clearly, (for example, rate, volume, phrasing, enunciation).		
Benchmark LA.C.3.2.2: The student asks questions and make comments and observations to clarify understanding of content, processes, and experiences. Grade Level Expectations. The student:		
LA.C.3.2.2.1. asks relevant questions and make comments and observations (for example, gives feedback; draws conclusions; reflects on information; clarifies understanding of content, processes, and experiences).		
Benchmark LA.C.3.2.3: The student speaks for specific occasions, audiences, and purposes, including conversations, discussions, projects, and informational or imaginative presentations. Grade Level Expectations. The student:		
LA.C.3.2.3.1. prepares for and gives presentations for specific occasions, audiences, and purposes (including but not limited to informational or imaginative presentations, research reports, extemporaneous talks).		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.C.3.2.3.2. uses visual aids, technology, or demonstrations to support a presentation.		
Benchmark LA.C.3.2.4: The student uses eye contact and gestures that engage the audience. Grade Level Expectations. The student:		
LA.C.3.2.4.1. uses nonverbal strategies to engage an audience (for example, eye contact, gestures, posture, facial expressions).		
Benchmark LA.C.3.2.5: The student participates as a contributor and occasionally acts as a leader in a group discussion. Grade Level Expectations. The student:		
LA.C.3.2.5.1. uses discussion strategies (for example, acting as a participant and leader; organizing information for a group; using evidence to support ideas).		
Benchmark LA.C.3.2.6: The student organizes a speech using a basic beginning, middle, and ending. Grade Level Expectations. The student:		
LA.C.3.2.6.1. presents a speech in an organized manner (including but not limited to including content appropriate to the audience, using notes or other memory aids, summarizing main points).		
D. Language		
Standard 1: The student understands the nature of language.		
Benchmark LA.D.1.2.1: The student understands that there are patterns and rules in the syntactic structure, symbols, sounds, and meanings conveyed through the English language. Grade Level Expectations. The student:		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.D.1.2.1.1. uses elements of grammar in speech (including but not limited to present, past, future, and progressive verb tenses; subject-verb agreement; pronoun references; word order).		
LA.D.1.2.1.2. uses sentence variety in speech.		
Benchmark LA.D.1.2.2: The student understands that language formality varies according to situations and audiences. Grade Level Expectations. The student:		
LA.D.1.2.2.1. varies language according to situation, audience, and purpose (for example, uses appropriate content, examples, vocabulary).		
Standard 2: The student understands the power of language.		
Benchmark LA.D.2.2.1: The student understands that word choices can shape reactions, perceptions, and beliefs. Grade Level Expectations. The student:		
LA.D.2.2.1.1. uses appropriate words to shape reactions, perceptions, and beliefs (for example, connotative and idiomatic meanings, synonyms, antonyms, sensory words).		
Benchmark LA.D.2.2.2: The student identifies and refers to symbol, theme, simile, alliteration, and assonance in oral and written texts. Grade Level Expectations. The student:		
LA.D.2.2.2.1. extends awareness of similes, metaphors, symbols, analogies, alliteration, and idiomatic language learned in third and fourth grades.	Unit: Your Opinion: Finding Out Who Asks Youth Lesson: 19.1 Genre and Vocabulary Strand: Context Clues: idioms Activity: Vocabulary: Practice	
	Unit: Your Opinion: Finding Out Who Asks Youth Lesson: 19.1 Genre and Vocabulary Strand: Context Clues: idioms Activity: Vocabulary: Apply 19	

Standards	Destination Reading Course 3	Destination Reading Course 4
	Unit: Your Opinion: Finding Out Who Asks Youth Lesson: 19.3 Strategic Reading Strand: Strategic Reading Activity: Who Asked You? Polling Today's Youth	
	Unit: Way Across the Ocean: Coming to America Lesson: 21.1 Genre and Vocabulary Strand: Context Clues: synonyms and antonyms Activity: Vocabulary: Model 21	
	Unit: Way Across the Ocean: Coming to America Lesson: 21.1 Genre and Vocabulary Strand: Context Clues: synonyms and antonyms Activity: Vocabulary: Practice	
	Unit: Way Across the Ocean: Coming to America Lesson: 21.1 Genre and Vocabulary Strand: Context Clues: synonyms and antonyms Activity: Vocabulary: Apply 21	
	Unit: Way Across the Ocean: Coming to America Lesson: 21.3 Strategic Reading Strand: Strategic Reading Activity: Journey To Ellis Island	
	Unit: Life Behind the Curtain: Acting Up Lesson: 17.2 Reading Comprehension I Strand: symbolism Activity: Reading Skill I: Model	
	Unit: Life Behind the Curtain: Acting Up Lesson: 17.2 Reading Comprehension I Strand: symbolism Activity: Reading Skill I: Practice	
	Unit: Life Behind the Curtain: Acting Up Lesson: 17.2 Reading Comprehension I Strand: Visualizing Activity: Reading Strategy I: Practice	
	Unit: Life Behind the Curtain: Acting Up Lesson: 17.3 Strategic Reading Strand: Strategic Reading Activity: Exit Stage Left	
	Unit: Life Behind the Curtain: Acting Up Lesson: 17.3 Strategic Reading Strand: Strategic Reading Activity: Into The Spotlight	

Standards	Destination Reading Course 3	Destination Reading Course 4
	Unit: Life Behind the Curtain: Acting Up Lesson: 17.4 Reading Comprehension II Strand: symbolism Activity: Instruction/Practice	
	Unit: Life Behind the Curtain: Acting Up Lesson: 17.4 Reading Comprehension II Strand: symbolism Activity: Application	
	Unit: Life Behind the Curtain: Acting Up Lesson: 17.4 Reading Comprehension II Strand: Visualizing Activity: Reading Strategy II: Apply	
	Unit: Don't Sweat It: Cooling Down Athletes Lesson: 23.1 Genre and Vocabulary Strand: Context Clues: analogies (part to whole) Activity: Vocabulary: Practice	
	Unit: Don't Sweat It: Cooling Down Athletes Lesson: 23.1 Genre and Vocabulary Strand: Context Clues: analogies (part to whole) Activity: Vocabulary: Apply 23	
	Unit: Don't Sweat It: Cooling Down Athletes Lesson: 23.3 Strategic Reading Strand: Strategic Reading Activity: Can't Stand The Heat	
Benchmark LA.D.2.2.3: The student recognizes different techniques used in media messages and their purposes. Grade Level Expectations. The student:		
LA.D.2.2.3.1. uses a technique employed in media messages to achieve a specific purpose.		
Benchmark LA.D.2.2.4: The student selects and uses appropriate technologies to enhance efficiency and effectiveness of communication. Grade Level Expectations. The student:		
LA.D.2.2.4.1. uses appropriate available technologies to enhance communication.		

Standards	Destination Reading Course 3	Destination Reading Course 4
Benchmark LA.D.2.2.5: The student understands that a variety of messages can be conveyed through mass media. Grade Level Expectations. The student:		
LA.D.2.2.5.1. understands techniques used to convey messages in mass media (for example, fact and opinion, persuasive devices).	Unit: Wolves: Going, Going, Gone? Lesson: 22.1 Genre and Vocabulary Strand: Persuasive Text and Advertisement Activity: Instruction	
	Unit: Wolves: Going, Going, Gone? Lesson: 2Reading Comprehension I Strand: persuasive devices Activity: Reading Skill I: Model	
	Unit: Wolves: Going, Going, Gone? Lesson: 2Reading Comprehension I Strand: persuasive devices Activity: Reading Skill I: Practice	
	Unit: Wolves: Going, Going, Gone? Lesson: 22.3 Strategic Reading Strand: Strategic Reading Activity: Welcome Back, Gray Wolf!	
	Unit: Wolves: Going, Going, Gone? Lesson: 22.3 Strategic Reading Strand: Strategic Reading Activity: The Gray Wolf Needs Your Help!	
	Unit: Wolves: Going, Going, Gone? Lesson: 22.4 Reading Comprehension II Strand: persuasive devices Activity: Instruction/Practice	
	Unit: Wolves: Going, Going, Gone? Lesson: 22.4 Reading Comprehension II Strand: persuasive devices Activity: Application	
E. Literature		
Standard 1: The student understands the common features of a variety of literary forms.		

Standards	Destination Reading Course 3	Destination Reading Course 4
Benchmark LA.E.1.2.1: The student identifies the distinguishing features among fiction, drama, and poetry and identifies the major characteristics of nonfiction. Grade Level Expectations. The student:		
LA.E.1.2.1.1. understands the distinguishing features of literary texts (for example, fiction, drama, poetry, folktales, myths, poems, historical fiction, autobiographies).	Unit: Way Up There: Visiting a Cloud Forest Lesson: 13.1 Genre and Vocabulary Strand: Adventure Fiction Activity: Instruction	
	Unit: Real-Life Drama: Letting Your Words Slip Out Lesson: 15.1 Genre and Vocabulary Strand: Play: Reader's theater Activity: Instruction	
	Unit: Life Behind the Curtain: Acting Up Lesson: 17.1 Genre and Vocabulary Strand: Poetry: Narrative and Humorous Activity: Instruction	
	Unit: Detectives at Work: Investigating a Mystery Lesson: 20.1 Genre and Vocabulary Strand: Mystery Activity: Instruction	
	Unit: Way Across the Ocean: Coming to America Lesson: 21.1 Genre and Vocabulary Strand: Historical Fiction Activity: Instruction	
	Unit: In the Lab: Smelling Trouble Lesson: 24.1 Genre and Vocabulary Strand: E-zine Activity: Instruction	
LA.E.1.2.1.2. understands the distinguishing features of nonfiction texts (for example, textbooks, letters, scientific studies, magazines).	Unit: Laser Vision: Discovering the Joys of Science Lesson: 14.1 Genre and Vocabulary Strand: Autobiography Activity: Instruction	
	Unit: Business Sense: Owning Your Own Company Lesson: 16.1 Genre and Vocabulary Strand: Informational text Activity: Instruction	
	Unit: The Grand Tour: Traveling Around the U.S. Lesson: 18.1 Genre and Vocabulary Strand: Informational text: Travel Brochure Activity: Instruction	

Standards	Destination Reading Course 3	Destination Reading Course 4
	Unit: Your Opinion: Finding Out Who Asks Youth Lesson: 19.1 Genre and Vocabulary Strand: Non-Fiction Book Chapter and Persuasive Text: Opinion Piece Activity: Instruction	
	Unit: Wolves: Going, Going, Gone? Lesson: 22.1 Genre and Vocabulary Strand: Persuasive Text and Advertisement Activity: Instruction	
	Unit: Don't Sweat It: Cooling Down Athletes Lesson: 23.1 Genre and Vocabulary Strand: Informational text Activity: Instruction	
LA.E.1.2.1.3. reads a variety of literary and informational texts (for example, fiction, drama, poetry, myths, fantasies, historical fiction, biographies, autobiographies, textbooks, manuals, magazines).	Unit: Way Up There: Visiting a Cloud Forest Lesson: 13.3 Strategic Reading Strand: Strategic Reading Activity: Gold In The Clouds	
	Unit: Laser Vision: Discovering the Joys of Science Lesson: 14.3 Strategic Reading Strand: Strategic Reading Activity: From Science Fiction To Laser Light: My Path To Discovery	
	Unit: Real-Life Drama: Letting Your Words Slip Out Lesson: 15.3 Strategic Reading Strand: Strategic Reading Activity: Slip Of The Tongue	
	Unit: Business Sense: Owning Your Own Company Lesson: 16.3 Strategic Reading Strand: Strategic Reading Activity: Kid, Inc.	
	Unit: Life Behind the Curtain: Acting Up Lesson: 17.3 Strategic Reading Strand: Strategic Reading Activity: Exit Stage Left	
	Unit: Life Behind the Curtain: Acting Up Lesson: 17.3 Strategic Reading Strand: Strategic Reading Activity: Into The Spotlight	

Standards	Destination Reading Course 3	Destination Reading Course 4
	Unit: The Grand Tour: Traveling Around the U.S. Lesson: 18.3 Strategic Reading Strand: Strategic Reading Activity: See The Nifty Fifty!	
	Unit: Your Opinion: Finding Out Who Asks Youth Lesson: 19.3 Strategic Reading Strand: Strategic Reading Activity: Who Asked You? Polling Today's Youth	
	Unit: Your Opinion: Finding Out Who Asks Youth Lesson: 19.3 Strategic Reading Strand: Strategic Reading Activity: Don't Ask! The Problem With Polling Kids	
	Unit: Detectives at Work: Investigating a Mystery Lesson: 20.3 Strategic Reading Strand: Strategic Reading Activity: The Mystery Of The Missing Field Trip	
	Unit: Way Across the Ocean: Coming to America Lesson: 21.3 Strategic Reading Strand: Strategic Reading Activity: Journey To Ellis Island	
	Unit: Wolves: Going, Going, Gone? Lesson: 22.3 Strategic Reading Strand: Strategic Reading Activity: Welcome Back, Gray Wolf!	
	Unit: Wolves: Going, Going, Gone? Lesson: 22.3 Strategic Reading Strand: Strategic Reading Activity: The Gray Wolf Needs Your Help!	
	Unit: Don't Sweat It: Cooling Down Athletes Lesson: 23.3 Strategic Reading Strand: Strategic Reading Activity: Can't Stand The Heat	
	Unit: In the Lab: Smelling Trouble Lesson: 24.3 Strategic Reading Strand: Strategic Reading Activity: Brewing Up Trouble	
Benchmark LA.E.1.2.2: The student understands the development of plot and how conflicts are resolved in a story. Grade Level Expectations. The student:		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.E.1.2.2.1. understands the development of plot in a fifth grade level or higher story.	Unit: Way Up There: Visiting a Cloud Forest Lesson: 13.2 Reading Comprehension I Strand: predicting Activity: Reading Strategy I: Practice	
	Unit: Way Up There: Visiting a Cloud Forest Lesson: 13.3 Strategic Reading Strand: Strategic Reading Activity: Gold In The Clouds	
	Unit: Way Up There: Visiting a Cloud Forest Lesson: 13.4 Reading Comprehension II Strand: Plot, Setting, Character Activity: Instruction/Practice	
	Unit: Way Up There: Visiting a Cloud Forest Lesson: 13.4 Reading Comprehension II Strand: Plot, Setting, Character Activity: Application	
	Unit: Way Up There: Visiting a Cloud Forest Lesson: 13.4 Reading Comprehension II Strand: predicting Activity: Instruction/Practice	
	Unit: Way Up There: Visiting a Cloud Forest Lesson: 13.4 Reading Comprehension II Strand: predicting Activity: Reading Strategy II: Apply	
LA.E.1.2.2.2. understands how conflicts are resolved in a story, including problem solution or resolution.		
LA.E.1.2.2.3. makes inferences and draws conclusions regarding story elements of a fifth grade or higher level text (for example, the traits, actions, and motives of characters; plot development; setting).		
Benchmark LA.E.1.2.3: The student knows the similarities and differences among the characters, settings, and events presented in various texts. Grade Level Expectations. The student:		
LA.E.1.2.3.1. knows the similarities and differences of characters presented within and across fifth grade or higher level selections.	Unit: Way Up There: Visiting a Cloud Forest Lesson: 13.4 Reading Comprehension II Strand: Plot, Setting, Character Activity: Instruction/Practice	

Standards	Destination Reading Course 3	Destination Reading Course 4
	Unit: Way Up There: Visiting a Cloud Forest Lesson: 13.4 Reading Comprehension II Strand: Plot, Setting, Character Activity: Application	
LA.E.1.2.3.2. knows the similarities and differences of settings presented within and across fifth grade or higher level selections.	Unit: Way Up There: Visiting a Cloud Forest Lesson: 13.2 Reading Comprehension I Strand: predicting Activity: Reading Strategy I: Practice	
	Unit: Way Up There: Visiting a Cloud Forest Lesson: 13.4 Reading Comprehension II Strand: Plot, Setting, Character Activity: Instruction/Practice	
	Unit: Way Up There: Visiting a Cloud Forest Lesson: 13.4 Reading Comprehension II Strand: Plot, Setting, Character Activity: Application	
LA.E.1.2.3.3. knows the similarities and differences of events presented within and across fifth grade or higher level selections.	Unit: Way Up There: Visiting a Cloud Forest Lesson: 13.4 Reading Comprehension II Strand: Plot, Setting, Character Activity: Instruction/Practice	
	Unit: Way Up There: Visiting a Cloud Forest Lesson: 13.4 Reading Comprehension II Strand: Plot, Setting, Character Activity: Application	
Benchmark LA.E.1.2.4: The student knows that the attitudes and values that exist in a time period affect the works that are written during that time period. Grade Level Expectations. The student:		
LA.E.1.2.4.1. knows that the attitudes and values that exist in a time period affect stories and informational articles written during that time period.		
Benchmark LA.E.1.2.5: The student identifies and uses literary terminology appropriate to the grade level, including symbol, theme, simile, alliteration, and assonance. Grade Level Expectations. The student:		
LA.E.1.2.5.1. identifies and uses literary terminology appropriate to fifth grade or higher level (including but not limited to theme, simile, alliteration, metaphor).		

Standards	Destination Reading Course 3	Destination Reading Course 4
Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama.		
Benchmark LA.E.2.2.1: The student recognizes cause-and-effect relationships in literary texts. Grade Level Expectations. The student:		
LA.E.2.2.1.1. understands cause-and-effect relationships in literary texts.	Unit: Detectives at Work: Investigating a Mystery Lesson: 20.2 Reading Comprehension I Strand: cause and effect Activity: Reading Skill I: Model	
	Unit: Detectives at Work: Investigating a Mystery Lesson: 20.2 Reading Comprehension I Strand: cause and effect Activity: Reading Skill I: Practice	
	Unit: Detectives at Work: Investigating a Mystery Lesson: 20.3 Strategic Reading Strand: Strategic Reading Activity: The Mystery Of The Missing Field Trip	
	Unit: Detectives at Work: Investigating a Mystery Lesson: 20.4 Reading Comprehension II Strand: cause and effect Activity: Instruction/Practice	
	Unit: Detectives at Work: Investigating a Mystery Lesson: 20.4 Reading Comprehension II Strand: cause and effect Activity: Application	
Benchmark LA.E.2.2.2: The student recognizes and explains the effects of language, such as sensory words, rhymes, and choice of vocabulary and story structure, such as patterns, used in children's texts. Grade Level Expectations. The student:		
LA.E.2.2.2.1. understands how the author's choices of language (for example, sensory words and vocabulary choice) and story structure (for example, rhymes, and story patterns) contribute to the overall quality of a literary work.		
Benchmark LA.E.2.2.3: The student responds to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his or her own life. Grade Level Expectations. The student:		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.E.2.2.3.1. responds to literature by explaining how the motives of the characters compare with those of own life.		
LA.E.2.2.3.2. responds to literature by explaining how the causes of events compare with those of own life.		
Benchmark LA.E.2.2.4: The student identifies the major theme in a story or nonfiction text. Grade Level Expectations. The student:		
LA.E.2.2.4.1. knows themes that recur across literary works.		
LA.E.2.2.4.2. identifies the major information in a nonfiction text.	Unit: Business Sense: Owning Your Own Company Lesson: 16.3 Strategic Reading Strand: Strategic Reading Activity: Kid, Inc.	
	Unit: Business Sense: Owning Your Own Company Lesson: 16.3 Strategic Reading Strand: Strategic Reading Activity: Reading Comprehension Quiz	
	Unit: The Grand Tour: Traveling Around the U.S. Lesson: 18.2 Reading Comprehension I Strand: Taking Notes Activity: Reading Strategy I: Practice	
	Unit: The Grand Tour: Traveling Around the U.S. Lesson: 18.4 Reading Comprehension II Strand: main idea and supporting details Activity: Instruction/Practice	
	Unit: The Grand Tour: Traveling Around the U.S. Lesson: 18.4 Reading Comprehension II Strand: main idea and supporting details Activity: Application	
	Unit: The Grand Tour: Traveling Around the U.S. Lesson: 18.4 Reading Comprehension II Strand: Taking Notes Activity: Instruction/Practice	

Standards	Destination Reading Course 3	Destination Reading Course 4
	Unit: Your Opinion: Finding Out Who Asks Youth Lesson: 19.3 Strategic Reading Strand: Strategic Reading Activity: Reading Comprehension Quiz	
	Unit: Don't Sweat It: Cooling Down Athletes Lesson: 23.3 Strategic Reading Strand: Strategic Reading Activity: Reading Comprehension Quiz	
	Unit: Laser Vision: Discovering the Joys of Science Lesson: 14.3 Strategic Reading Strand: Strategic Reading Activity: Reading Comprehension Quiz	
	Unit: Laser Vision: Discovering the Joys of Science Lesson: 14.4 Reading Comprehension II Strand: Graphic Organizers Activity: Instruction/Practice	
Benchmark LA.E.2.2.5: The student forms his or her own ideas about what has been read in a literary text and uses specific information from the text to support these ideas. Grade Level Expectations. The student:		
LA.E.2.2.5.1. uses specific information from text to support ideas about content in literary texts (for example, advancing judgments; referring to text, other works, other authors, nonprint media, and personal knowledge to support ideas).	Unit: Way Up There: Visiting a Cloud Forest Lesson: 13.4 Reading Comprehension II Strand: predicting Activity: Instruction/Practice	
	Unit: Way Up There: Visiting a Cloud Forest Lesson: 13.4 Reading Comprehension II Strand: predicting Activity: Reading Strategy II: Apply	
Grade 6		
A. Reading		
Standard 1: The student uses the reading process effectively.		

Standards	Destination Reading Course 3	Destination Reading Course 4
Benchmark LA.A.1.3.1: The student uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection.		
LA.A.1.3.1.1. predicts ideas or events that may take place in the text, gives rationale for predictions, and confirms and discusses predictions as the story progresses.		Unit: Cut!: Making a Movie Lesson: 1.2 Reading Comprehension I Strand: predicting Activity: Reading Strategy I: Model
		Unit: Cut!: Making a Movie Lesson: 1.2 Reading Comprehension I Strand: predicting Activity: Reading Strategy I: Practice
		Unit: Cut!: Making a Movie Lesson: 1.3 Strategic Reading Strand: Strategic Reading Activity: Keeping It Real
		Unit: Cut!: Making a Movie Lesson: 1.4 Reading Comprehension II Strand: predicting Activity: Instruction/Practice
		Unit: Cut!: Making a Movie Lesson: 1.4 Reading Comprehension II Strand: predicting Activity: Reading Strategy II: Apply
LA.A.1.3.1.2. uses prereading strategies before reading (for example, a KWL or skimming text headings, bold type, and other text features).	Unit: Skateboarding: Wheeling and Dealing with Physics Lesson: 25.2 Reading Comprehension I Strand: KWL strategy Activity: Reading Strategy I: Practice	
LA.A.1.3.1.3. makes predictions about purpose and organization using background knowledge and text structure knowledge.		
LA.A.1.3.1.4. reads and predicts from graphic representations (for example, illustrations, diagrams, graphs, maps).		Unit: Work It: Hip Hop Dancing Lesson: 2.2 Reading Comprehension I Strand: Fix Up Strategies Activity: Reading Strategy I: Model
		Unit: Work It: Hip Hop Dancing Lesson: 2.3 Strategic Reading Strand: Strategic Reading Activity: Uncut

Standards	Destination Reading Course 3	Destination Reading Course 4
		Unit: Work It: Hip Hop Dancing Lesson: 2.4 Reading Comprehension II Strand: Fix Up Strategies Activity: Instruction/Practice
LA.A.1.3.2.1. uses context and word structure clues to interpret words and ideas in text.		Unit: Work It: Hip Hop Dancing Lesson: 2.1 Genre and Vocabulary Strand: Context Clues: homographs Activity: Vocabulary: Practice
		Unit: Throw It, Catch It, Kick It: Playing Ball! Lesson: 3.1 Genre and Vocabulary Strand: Context Clues: analogies (person to situation) Activity: Vocabulary: Practice
		Unit: What Did You Say?: Thinking About Noise Lesson: 5.1 Genre and Vocabulary Strand: <No Tittle> Activity: Vocabulary: Model 5
		Unit: What Did You Say?: Thinking About Noise Lesson: 5.3 Strategic Reading Strand: Strategic Reading Activity: The Day The Music Stopped-
		Unit: When and Where: Learning About Life in Other Times and Places Lesson: 6.1 Genre and Vocabulary Strand: Context Clues: multiple meaning words Activity: Vocabulary: Model 6
		Unit: When and Where: Learning About Life in Other Times and Places Lesson: 6.1 Genre and Vocabulary Strand: Context Clues: multiple meaning words Activity: Vocabulary: Practice
	Unit: The Hunt Is On: Following Satellite Clues to Treasures Lesson: 27.1 Genre and Vocabulary Strand: Word Structure: prefixes and suffixes Activity: Vocabulary: Model 27	
	Unit: The Hunt Is On: Following Satellite Clues to Treasures Lesson: 27.1 Genre and Vocabulary Strand: Word Structure: prefixes and suffixes Activity: Vocabulary: Practice	
	Unit: The Hunt Is On: Following Satellite Clues to Treasures Lesson: 27.1 Genre and Vocabulary Strand: Word Structure: prefixes and suffixes Activity: Vocabulary: Apply 27	

Standards	Destination Reading Course 3	Destination Reading Course 4
	Unit: The Hunt Is On: Following Satellite Clues to Treasures Lesson: 27.3 Strategic Reading Strand: Strategic Reading Activity: The Satellite Hunter	
		Unit: Cut!: Making a Movie Lesson: 1.1 Genre and Vocabulary Strand: Context Clues: unfamiliar words (slang) Activity: Vocabulary: Practice
		Unit: Cut!: Making a Movie Lesson: 1.3 Strategic Reading Strand: Strategic Reading Activity: Keeping It Real
		Unit: Work It: Hip Hop Dancing Lesson: 2.3 Strategic Reading Strand: Strategic Reading Activity: Uncut
		Unit: When and Where: Learning About Life in Other Times and Places Lesson: 6.3 Strategic Reading Strand: Strategic Reading Activity: The Fish Out Of Water
	Unit: Skateboarding: Wheeling and Dealing with Physics Lesson: 25.1 Genre and Vocabulary Strand: Dictionary/ Glossary: multiple meaning words Activity: Vocabulary: Apply 25	
	Unit: A Fun Challenge: Inventing New Toys Lesson: 28.1 Genre and Vocabulary Strand: Context Clues: synonyms and antonyms Activity: Vocabulary: Practice	
	Unit: A Fun Challenge: Inventing New Toys Lesson: 28.1 Genre and Vocabulary Strand: Context Clues: synonyms and antonyms Activity: Vocabulary: Apply 28	
	Unit: A Fun Challenge: Inventing New Toys Lesson: 28.3 Strategic Reading Strand: Strategic Reading Activity: Battle Of The Toys	
	Unit: The Land of the Midnight Sun: Visiting Norway Lesson: 29.1 Genre and Vocabulary Strand: Context Clues: homophones Activity: Vocabulary: Practice	

Standards	Destination Reading Course 3	Destination Reading Course 4
	Unit: The Land of the Midnight Sun: Visiting Norway Lesson: 29.1 Genre and Vocabulary Strand: Context Clues: homophones Activity: Vocabulary: Apply 29	
	Unit: The Land of the Midnight Sun: Visiting Norway Lesson: 29.3 Strategic Reading Strand: Strategic Reading Activity: My Visits to the End of Night	
	Unit: Flood Control: Seeing the Power of Myths Lesson: 30.1 Genre and Vocabulary Strand: Context Clues: unfamiliar words Activity: Vocabulary: Practice	
	Unit: Flood Control: Seeing the Power of Myths Lesson: 30.1 Genre and Vocabulary Strand: Context Clues: unfamiliar words Activity: Vocabulary: Apply 30	
	Unit: Flood Control: Seeing the Power of Myths Lesson: 30.3 Strategic Reading Strand: Strategic Reading Activity: How Da-Yu Controlled The Yellow River	
LA.A.1.3.2.2. makes inferences and generalizations about what is read.	Unit: The Hunt Is On: Following Satellite Clues to Treasures Lesson: 27.3 Strategic Reading Strand: Strategic Reading Activity: The Satellite Hunter	
LA.A.1.3.2.3. uses strategies such as graphic organizers and note-making to clarify meaning and to illustrate organizational pattern of texts.		Unit: Codes: Breaking It Down Lesson: 4.2 Reading Comprehension I Strand: Taking Notes Activity: Reading Strategy I: Model
		Unit: Codes: Breaking It Down Lesson: 4.3 Strategic Reading Strand: Strategic Reading Activity: Breaking In: My Story As A Code Breaker
		Unit: Codes: Breaking It Down Lesson: 4.4 Reading Comprehension II Strand: Taking Notes Activity: Instruction/Practice
		Unit: Codes: Breaking It Down Lesson: 4.4 Reading Comprehension II Strand: Taking Notes Activity: Reading Strategy II: Apply

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.A.1.3.3.1. identifies word parts such as prefixes, suffixes, and root words.	Unit: The Hunt Is On: Following Satellite Clues to Treasures Lesson: 27.1 Genre and Vocabulary Strand: Word Structure: prefixes and suffixes Activity: Vocabulary: Model 27	
	Unit: The Hunt Is On: Following Satellite Clues to Treasures Lesson: 27.1 Genre and Vocabulary Strand: Word Structure: prefixes and suffixes Activity: Vocabulary: Practice	
	Unit: The Hunt Is On: Following Satellite Clues to Treasures Lesson: 27.1 Genre and Vocabulary Strand: Word Structure: prefixes and suffixes Activity: Vocabulary: Apply 27	
	Unit: The Hunt Is On: Following Satellite Clues to Treasures Lesson: 27.3 Strategic Reading Strand: Strategic Reading Activity: The Satellite Hunter	
LA.A.1.3.3.2. uses word origins as a strategy in understanding historical influences on word meanings.	Unit: Nature's Lessons: Sensing the World Lesson: 26.1 Genre and Vocabulary Strand: Word Structure: Greek and Latin roots Activity: Vocabulary: Practice	
	Unit: Nature's Lessons: Sensing the World Lesson: 26.1 Genre and Vocabulary Strand: Word Structure: Greek and Latin roots Activity: Vocabulary: Apply 26	
	Unit: Nature's Lessons: Sensing the World Lesson: 26.3 Strategic Reading Strand: Strategic Reading Activity: The Camping Chorus	
LA.A.1.3.3.3. selects appropriate meaning for a word according to context.		Unit: Cut!: Making a Movie Lesson: 1.1 Genre and Vocabulary Strand: Context Clues: unfamiliar words (slang) Activity: Vocabulary: Model 1
		Unit: Cut!: Making a Movie Lesson: 1.3 Strategic Reading Strand: Strategic Reading Activity: Keeping It Real
		Unit: Work It: Hip Hop Dancing Lesson: 2.1 Genre and Vocabulary Strand: Context Clues: homographs Activity: Vocabulary: Model 2

Standards	Destination Reading Course 3	Destination Reading Course 4
		Unit: Throw It, Catch It, Kick It: Playing Ball! Lesson: 3.1 Genre and Vocabulary Strand: Context Clues: analogies (person to situation) Activity: Vocabulary: Model 3
		Unit: Codes: Breaking It Down Lesson: 4.1 Genre and Vocabulary Strand: Dictionary/ Glossary: unfamiliar words Activity: Vocabulary: Model 4
		Unit: What Did You Say?: Thinking About Noise Lesson: 5.1 Genre and Vocabulary Strand: <No Tittle> Activity: Vocabulary: Model 5
		Unit: What Did You Say?: Thinking About Noise Lesson: 5.3 Strategic Reading Strand: Strategic Reading Activity: The Day The Music Stopped-
		Unit: When and Where: Learning About Life in Other Times and Places Lesson: 6.1 Genre and Vocabulary Strand: Context Clues: multiple meaning words Activity: Vocabulary: Model 6
LA.A.1.3.3.4. analyzes word relationships such as analogies.		Unit: Throw It, Catch It, Kick It: Playing Ball! Lesson: 3.1 Genre and Vocabulary Strand: Context Clues: analogies (person to situation) Activity: Vocabulary: Practice
LA.A.1.3.3.5. distinguishes denotative and connotative meanings of words.		
LA.A.1.3.3.6. learns new words in a consistent manner (for example, through reading and writing activities).		
Benchmark LA.A.1.3.4: The student uses strategies to clarify meaning, such as rereading, notetaking, summarizing, outlining, and writing a grade level-appropriate report. Grade Level Expectations. The student:		
LA.A.1.3.4.1. monitors own comprehension and makes modifications when understanding breaks down by rereading a portion aloud or silently.		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.A.1.3.4.2. restates text by note making or summarizing.	Unit: A Fun Challenge: Inventing New Toys Lesson: 28.3 Strategic Reading Strand: Strategic Reading Activity: Battle Of The Toys	
	Unit: A Fun Challenge: Inventing New Toys Lesson: 28.4 Reading Comprehension II Strand: Summarizing Activity: Reading Strategy II: Apply	
LA.A.1.3.4.3. examines other sources to clarify meaning (for example, encyclopedia, web site, or expert).		Unit: Codes: Breaking It Down Lesson: 4.3 Strategic Reading Strand: Strategic Reading Activity: Breaking In: My Story As A Code Breaker
	Unit: Skateboarding: Wheeling and Dealing with Physics Lesson: 25.1 Genre and Vocabulary Strand: Dictionary/ Glossary: multiple meaning words Activity: Vocabulary: Practice	
	Unit: Skateboarding: Wheeling and Dealing with Physics Lesson: 25.3 Strategic Reading Strand: Strategic Reading Activity: Riding The Air-Physics Of Skateboards	
LA.A.1.3.4.4. uses a graphic organizer to clarify meaning of text.	Unit: Skateboarding: Wheeling and Dealing with Physics Lesson: 25.2 Reading Comprehension I Strand: KWL strategy Activity: Reading Strategy I: Model	
	Unit: Skateboarding: Wheeling and Dealing with Physics Lesson: 25.2 Reading Comprehension I Strand: KWL strategy Activity: Reading Strategy I: Practice	
	Unit: Skateboarding: Wheeling and Dealing with Physics Lesson: 25.3 Strategic Reading Strand: Strategic Reading Activity: Riding The Air-Physics Of Skateboards	
	Unit: Skateboarding: Wheeling and Dealing with Physics Lesson: 25.4 Reading Comprehension II Strand: KWL strategy Activity: Instruction/Practice	
	Unit: The Hunt Is On: Following Satellite Clues to Treasures Lesson: 27.2 Reading Comprehension I Strand: Graphic Organizers Activity: Reading Strategy I: Model	

Standards	Destination Reading Course 3	Destination Reading Course 4
	Unit: The Hunt Is On: Following Satellite Clues to Treasures Lesson: 27.2 Reading Comprehension I Strand: Graphic Organizers Activity: Reading Strategy I: Practice	
	Unit: The Hunt Is On: Following Satellite Clues to Treasures Lesson: 27.3 Strategic Reading Strand: Strategic Reading Activity: The Satellite Hunter	
	Unit: The Hunt Is On: Following Satellite Clues to Treasures Lesson: 27.4 Reading Comprehension II Strand: Graphic Organizers Activity: Instruction/Practice	
Standard 2: The student constructs meaning from a wide range of texts.		
Benchmark LA.A.2.3.1: The student determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization. Grade Level Expectations. The student:		
LA.A.2.3.1.1. determines a text's major ideas and how those ideas are supported with details.	Unit: Skateboarding: Wheeling and Dealing with Physics Lesson: 25.2 Reading Comprehension I Strand: main idea and supporting details Activity: Reading Skill I: Model	
	Unit: Skateboarding: Wheeling and Dealing with Physics Lesson: 25.2 Reading Comprehension I Strand: main idea and supporting details Activity: Reading Skill I: Practice	
	Unit: Skateboarding: Wheeling and Dealing with Physics Lesson: 25.3 Strategic Reading Strand: Strategic Reading Activity: Riding The Air-Physics Of Skateboards	
	Unit: Skateboarding: Wheeling and Dealing with Physics Lesson: 25.4 Reading Comprehension II Strand: main idea and supporting details Activity: Instruction/Practice	
	Unit: Skateboarding: Wheeling and Dealing with Physics Lesson: 25.4 Reading Comprehension II Strand: main idea and supporting details Activity: Application	

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.A.2.3.1.2. draws inferences and supports them with text evidence and experience (for example, conclusions or generalizations).		
LA.A.2.3.1.3. paraphrases and summarizes text to recall, inform, or organize ideas.		Unit: What Did You Say?: Thinking About Noise Lesson: 5.3 Strategic Reading Strand: Strategic Reading Activity: The Day The Music Stopped-
	Unit: A Fun Challenge: Inventing New Toys Lesson: 28.3 Strategic Reading Strand: Strategic Reading Activity: Battle Of The Toys	
	Unit: A Fun Challenge: Inventing New Toys Lesson: 28.4 Reading Comprehension II Strand: Summarizing Activity: Reading Strategy II: Apply	
LA.A.2.3.1.4. analyzes ways writers organize and present ideas (for example, through chronology, comparison-contrast, cause-effect).		
LA.A.2.3.2.1. discusses the meaning and role of point of view in a variety of texts.	Unit: The Land of the Midnight Sun: Visiting Norway Lesson: 29.2 Reading Comprehension I Strand: author's viewpoint Activity: Reading Skill I: Model	
	Unit: The Land of the Midnight Sun: Visiting Norway Lesson: 29.3 Strategic Reading Strand: Strategic Reading Activity: The Midnight Sun	
	Unit: The Land of the Midnight Sun: Visiting Norway Lesson: 29.3 Strategic Reading Strand: Strategic Reading Activity: My Visits to the End of Night	
	Unit: The Land of the Midnight Sun: Visiting Norway Lesson: 29.4 Reading Comprehension II Strand: author's viewpoint Activity: Instruction/Practice	
	Unit: The Land of the Midnight Sun: Visiting Norway Lesson: 29.4 Reading Comprehension II Strand: author's viewpoint Activity: Application	

Standards	Destination Reading Course 3	Destination Reading Course 4
Benchmark LA.A.2.3.2: The student identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning. Grade Level Expectations. The student:		
LA.A.2.3.2.1. discusses the meaning and role of point of view in a variety of texts.	Unit: The Land of the Midnight Sun: Visiting Norway Lesson: 29.2 Reading Comprehension I Strand: author's viewpoint Activity: Reading Skill I: Model	
	Unit: The Land of the Midnight Sun: Visiting Norway Lesson: 29.3 Strategic Reading Strand: Strategic Reading Activity: The Midnight Sun	
	Unit: The Land of the Midnight Sun: Visiting Norway Lesson: 29.3 Strategic Reading Strand: Strategic Reading Activity: My Visits to the End of Night	
	Unit: The Land of the Midnight Sun: Visiting Norway Lesson: 29.4 Reading Comprehension II Strand: author's viewpoint Activity: Instruction/Practice	
	Unit: The Land of the Midnight Sun: Visiting Norway Lesson: 29.4 Reading Comprehension II Strand: author's viewpoint Activity: Application	
LA.A.2.3.2.2. states the author's purpose and relates it to specific details from the text.		Unit: Cut!: Making a Movie Lesson: 1.1 Genre and Vocabulary Strand: E-Zine Activity: Instruction
		Unit: Work It: Hip Hop Dancing Lesson: 2.1 Genre and Vocabulary Strand: Interview Activity: Instruction
		Unit: Throw It, Catch It, Kick It: Playing Ball! Lesson: 3.1 Genre and Vocabulary Strand: Historical Nonfiction and Narrative Poem Activity: Instruction
		Unit: Codes: Breaking It Down Lesson: 4.1 Genre and Vocabulary Strand: Science Magazine Article Activity: Instruction

Standards	Destination Reading Course 3	Destination Reading Course 4
		Unit: What Did You Say?: Thinking About Noise Lesson: 5.1 Genre and Vocabulary Strand: Speech Activity: Instruction
		Unit: When and Where: Learning About Life in Other Times and Places Lesson: 6.1 Genre and Vocabulary Strand: Drama and Fable Activity: Instruction
	Unit: Skateboarding: Wheeling and Dealing with Physics Lesson: 25.1 Genre and Vocabulary Strand: Chapter book Activity: Instruction	
	Unit: Nature's Lessons: Sensing the World Lesson: 26.1 Genre and Vocabulary Strand: Realistic Fiction Activity: Instruction	
	Unit: The Hunt Is On: Following Satellite Clues to Treasures Lesson: 27.1 Genre and Vocabulary Strand: Feature Article Activity: Instruction	
	Unit: A Fun Challenge: Inventing New Toys Lesson: 28.1 Genre and Vocabulary Strand: News Story Activity: Instruction	
	Unit: The Land of the Midnight Sun: Visiting Norway Lesson: 29.1 Genre and Vocabulary Strand: Website and Blog Activity: Instruction	
	Unit: Flood Control: Seeing the Power of Myths Lesson: 30.1 Genre and Vocabulary Strand: Myth Activity: Instruction	
Benchmark LA.A.2.3.3: The student recognizes logical, ethical, and emotional appeals in texts. Grade Level Expectations. The student:		
LA.A.2.3.3.1. recognizes persuasive techniques in text.		Unit: What Did You Say?: Thinking About Noise Lesson: 5.2 Reading Comprehension I Strand: <No Title> Activity: Reading Skill I: Model

Standards	Destination Reading Course 3	Destination Reading Course 4
		Unit: What Did You Say?: Thinking About Noise Lesson: 5.2 Reading Comprehension I Strand: <No Title> Activity: Reading Skill I: Practice
		Unit: What Did You Say?: Thinking About Noise Lesson: 5.3 Strategic Reading Strand: Strategic Reading Activity: The Day The Music Stopped-
		Unit: What Did You Say?: Thinking About Noise Lesson: 5.4 Reading Comprehension II Strand: <No Title> Activity: Instruction/Practice
		Unit: What Did You Say?: Thinking About Noise Lesson: 5.4 Reading Comprehension II Strand: <No Tittle> Activity: Application
Benchmark LA.A.2.3.4: The student uses a variety of reading materials to develop personal preferences in reading. Grade Level Expectations. The student:		
LA.A.2.3.4.1. develops personal reading preferences through exploring a variety of prose, poetry and nonfiction.		
Benchmark LA.A.2.3.5: The student locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task. Grade Level Expectations. The student:		
LA.A.2.3.5.1. forms and revises questions for investigations (including but not limited to questions arising from readings).	Unit: Nature's Lessons: Sensing the World Lesson: 26.3 Strategic Reading Strand: Strategic Reading Activity: The Camping Chorus	
LA.A.2.3.5.2. uses print and electronic sources to locate books, documents, and articles.		
LA.A.2.3.5.3. organizes and interprets information from a variety of sources for a school or real-world task.		

Standards	Destination Reading Course 3	Destination Reading Course 4
Benchmark LA.A.2.3.6: The student uses a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs, to gather information for research topics. Grade Level Expectations. The student:		
LA.A.2.3.6.1. chooses reference materials appropriate to research purpose.		
LA.A.2.3.6.2. uses multiple sources to locate information relevant to research questions (including electronic texts, experts, print resources).		
Benchmark LA.A.2.3.7: The student synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines. Grade Level Expectations. The student:		
LA.A.2.3.7.1. separates collected information into useful components using a variety of techniques.	Unit: Skateboarding: Wheeling and Dealing with Physics Lesson: 25.2 Reading Comprehension I Strand: KWL strategy Activity: Reading Strategy I: Model	
	Unit: Skateboarding: Wheeling and Dealing with Physics Lesson: 25.2 Reading Comprehension I Strand: KWL strategy Activity: Reading Strategy I: Practice	
	Unit: Skateboarding: Wheeling and Dealing with Physics Lesson: 25.3 Strategic Reading Strand: Strategic Reading Activity: Riding The Air-Physics Of Skateboards	
	Unit: Skateboarding: Wheeling and Dealing with Physics Lesson: 25.4 Reading Comprehension II Strand: KWL strategy Activity: Instruction/Practice	
	Unit: The Hunt Is On: Following Satellite Clues to Treasures Lesson: 27.2 Reading Comprehension I Strand: Graphic Organizers Activity: Reading Strategy I: Model	
	Unit: The Hunt Is On: Following Satellite Clues to Treasures Lesson: 27.2 Reading Comprehension I Strand: Graphic Organizers Activity: Reading Strategy I: Practice	

Standards	Destination Reading Course 3	Destination Reading Course 4
	Unit: The Hunt Is On: Following Satellite Clues to Treasures Lesson: 27.3 Strategic Reading Strand: Strategic Reading Activity: The Satellite Hunter	
	Unit: The Hunt Is On: Following Satellite Clues to Treasures Lesson: 27.4 Reading Comprehension II Strand: Graphic Organizers Activity: Instruction/Practice	
LA.A.2.3.7.2. synthesizes collected information using a matrix or other graphic organizer.		
Benchmark LA.A.2.3.8: The student checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws. Grade Level Expectations. The student:		
LA.A.2.3.8.1. distinguishes between fact and opinion.		Unit: Work It: Hip Hop Dancing Lesson: 2.2 Reading Comprehension I Strand: statements of fact and opinion Activity: Reading Skill I: Practice
		Unit: Work It: Hip Hop Dancing Lesson: 2.3 Strategic Reading Strand: Strategic Reading Activity: Uncut
		Unit: Work It: Hip Hop Dancing Lesson: 2.4 Reading Comprehension II Strand: statements of fact and opinion Activity: KWL strategy
		Unit: Work It: Hip Hop Dancing Lesson: 2.4 Reading Comprehension II Strand: statements of fact and opinion Activity: Reading Strategy II: Apply
LA.A.2.3.8.2. examines texts for identification of strong versus weak arguments.		
LA.A.2.3.8.3. uses resources, such as expert opinion, to check the validity of information obtained from research.		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.A.2.3.8.4. identifies and examines the influence of personal values on the conclusions an author draws.	Unit: The Land of the Midnight Sun: Visiting Norway Lesson: 29.2 Reading Comprehension I Strand: author's viewpoint Activity: Reading Skill I: Model	
	Unit: The Land of the Midnight Sun: Visiting Norway Lesson: 29.3 Strategic Reading Strand: Strategic Reading Activity: My Visits to the End of Night	
	Unit: The Land of the Midnight Sun: Visiting Norway Lesson: 29.2 Reading Comprehension I Strand: author's viewpoint Activity: Reading Skill I: Practice	
B. Writing		
Standard 1: The student uses writing processes effectively.		
Benchmark LA.B.1.3.1: The student organizes information before writing according to the type and purpose of writing. Grade Level Expectations. The student:		
LA.B.1.3.1.1. knows possible prewriting strategies for different writing tasks.		
LA.B.1.3.1.2. uses a prewriting strategy suitable for the task (for example, brainstorming, using a graphic organizer, listing ideas).		
LA.B.1.3.1.3. experiments with various prewriting strategies to accommodate individual learning style.		

Standards	Destination Reading Course 3	Destination Reading Course 4
Benchmark LA.B.1.3.2: The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provide for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, punctuation. Grade Level Expectations. The student:		
LA.B.1.3.2.1. focuses on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information).		
LA.B.1.3.2.2. uses an appropriate organizational pattern having a beginning, middle, end and transitional devices.		
LA.B.1.3.2.3. demonstrates a commitment to and an involvement with the subject that engages the reader.		
LA.B.1.3.2.4. demonstrates a command of the language including precise word choice and use of appropriate figurative language.		Unit: When and Where: Learning About Life in Other Times and Places Lesson: 6.1 Genre and Vocabulary Strand: Context Clues: multiple meaning words Activity: Vocabulary: Apply 6
LA.B.1.3.2.5. uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, sequencing events, choosing effective words; using specific details to clarify meaning).		Unit: Throw It, Catch It, Kick It: Playing Ball! Lesson: 3.4 Reading Comprehension II Strand: text structure Activity: Reading Strategy II: Apply
LA.B.1.3.2.6. proofreads writing to correct convention errors in mechanics, usage, and punctuation, using dictionaries, handbooks, and other resources, including teacher or peers, as appropriate.		
LA.B.1.3.2.7. revises draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details.		

Standards	Destination Reading Course 3	Destination Reading Course 4
Benchmark LA.B.1.3.3: The student produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting. Grade Level Expectations. The student:		
LA.B.1.3.3.1. uses resources such as dictionary and thesaurus to confirm spelling.		
LA.B.1.3.3.2. uses conventions of punctuation (including but not limited to commas, colons, semicolon, quotation marks, apostrophes).		
LA.B.1.3.3.3. uses conventions of capitalization (including but not limited to the names of organizations, nationalities, races, languages, religions).		
LA.B.1.3.3.4. uses various parts of speech correctly in written work (including but not limited to subject and verb agreement, common noun and pronoun agreement, possessive forms, the comparative and superlative of adjectives and adverbs).		
LA.B.1.3.3.5. uses a variety of sentence structures (including but not limited to parallel structure).		
LA.B.1.3.3.6. uses creative writing strategies appropriate to the format (for example, using appropriate voice; using descriptive language to clarify ideas and create vivid images; using elements of style, such as appropriate tone).		
Standard 2: The student writes to communicate ideas and information effectively.		
Benchmark LA.B.2.3.1: The student writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media. Grade Level Expectations. The student:		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.B.2.3.1.1. writes notes, outlines, comments, and observations that reflect comprehension of sixth grade level or higher content from a variety of media.		Unit: Codes: Breaking It Down Lesson: 4.3 Strategic Reading Strand: Strategic Reading Activity: Breaking In: My Story As A Code Breaker
		Unit: Codes: Breaking It Down Lesson: 4.4 Reading Comprehension II Strand: Taking Notes Activity: Instruction/Practice
		Unit: Codes: Breaking It Down Lesson: 4.4 Reading Comprehension II Strand: Taking Notes Activity: Reading Strategy II: Apply
		Unit: What Did You Say?: Thinking About Noise Lesson: 5.3 Strategic Reading Strand: Strategic Reading Activity: The Day The Music Stopped-
Benchmark LA.B.2.3.2: The student organizes information using alphabetical, chronological, and numerical systems. Grade Level Expectations. The student:		
LA.B.2.3.2.1. logically sequences information using alphabetical, chronological, and numerical systems.		
Benchmark LA.B.2.3.3: The student selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion. Grade Level Expectations. The student:		
LA.B.2.3.3.1. selects and uses a format for writing which addresses the audience, purpose, and occasion (including but not limited to narrative, persuasive, expository)		
Benchmark LA.B.2.3.4: The student uses electronic technology including databases and software to gather information and communicate new knowledge. Grade Level Expectations. The student:		
LA.B.2.3.4.1. uses electronic technology appropriate to writing tasks (including but not limited to the Internet, databases and software) to create, revise, retrieve, and verify information.		

Standards	Destination Reading Course 3	Destination Reading Course 4
C. Listening, Viewing, and Speaking		
Standard 1: The student uses listening strategies effectively.		
Benchmark LA.C.1.3.1: The student listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest. Grade Level Expectations. The student:		
LA.C.1.3.1.1. follows verbal directions.		
LA.C.1.3.1.2. paraphrases information.		
LA.C.1.3.1.3. expands and enhances personal interest through listening.		
Benchmark LA.C.1.3.2: The student selects and listens to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences. Grade Level Expectations. The student:		
LA.C.1.3.2.1. listens to fiction, drama, nonfiction, and informational presentations based on personal preferences.		
Benchmark LA.C.1.3.3: The student acknowledges the feelings and messages sent in a conversation. Grade Level Expectations. The student:		
LA.C.1.3.3.1. recognizes verbal and nonverbal cues and responds appropriately.		

Standards	Destination Reading Course 3	Destination Reading Course 4
Benchmark LA.C.1.3.4: The student uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification. Grade Level Expectations. The student:		
LA.C.1.3.4.1. stays alert while listening.		
LA.C.1.3.4.2. makes eye contact while listening.		
LA.C.1.3.4.3. demonstrates appropriate body language while listening.		
LA.C.1.3.4.4. asks pertinent questions during activities such as interviews and discussions.		
LA.C.1.3.4.5. summarizes main points and supporting details orally and in writing.		
Standard 2: The student uses viewing strategies effectively.		
Benchmark LA.C.2.3.1: The student determines main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message. Grade Level Expectations. The student:		
LA.C.2.3.1.1. summarizes main concept and lists supporting details in a nonprint message.		
LA.C.2.3.1.2. identifies biases, stereotypes, and persuasive techniques in a nonprint message.		

Standards	Destination Reading Course 3	Destination Reading Course 4
Benchmark LA.C.2.3.2: The student uses movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience. Grade Level Expectations. The student:		
LA.C.2.3.2.1. demonstrates nonverbal cues to convey a message to an audience (for example, movement, gestures, facial expressions).		
Standard 3: The student uses speaking strategies effectively.		
Benchmark LA.C.3.3.1: The student understands how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation. Grade Level Expectations. The student:		
LA.C.3.3.1.1. evaluates classroom presentations according to volume, stress, pacing, and pronunciation.		
LA.C.3.3.1.2. organizes and effectively delivers a speech using a basic beginning, middle, and end.		
Benchmark LA.C.3.3.2: The student asks questions and makes comments and observations that reflect understanding and application of content, processes, and experiences. Grade Level Expectations. The student:		
LA.C.3.3.2.1. participates in classroom discussions using effective speaking strategies (for example, asking questions, making observations).		
LA.C.3.3.2.2. participates as a contributor and occasionally acts as a leader in a group discussion.		
Benchmark LA.C.3.3.3: The student speaks for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations. Grade Level Expectations. The student:		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.C.3.3.3.1. identifies the occasion, audience, and purpose for speaking.		
LA.C.3.3.3.2. uses appropriate grammar, word choice, and pacing.		
LA.C.3.3.3.3. uses language which is clear, audible, and suitable.		
LA.C.3.3.3.4. delivers a speech which appropriately addresses the audience.		
D. Language		
Standard 1: The student understands the nature of language.		
Benchmark LA.D.1.3.1: The student understands that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language. Grade Level Expectations. The student:		
LA.D.1.3.1.1. knows patterns and rules found in the English language (for example, grammar usage, word pronunciation).		
Benchmark LA.D.1.3.2: The student demonstrates an awareness that language and literature are primary means by which culture is transmitted. Grade Level Expectations. The student:		
LA.D.1.3.2.1. understands ways culture and time period influence a literary work.		

Standards	Destination Reading Course 3	Destination Reading Course 4
Benchmark LA.D.1.3.3: The student demonstrates an awareness of the difference between the use of English in formal and informal settings. Grade Level Expectations. The student:		
LA.D.1.3.3.1. knows when to use formal and informal English based on audience and purpose.		
Benchmark LA.D.1.3.4: The student understands that languages change over time. Grade Level Expectations. The student:		
LA.D.1.3.4.1. explores origin and historical development of words.		
LA.D.1.3.4.2. explores changes in sentence patterns over the years.		
LA.D.1.3.4.3. identifies slang, both past and present.		Unit: Cut!: Making a Movie Lesson: 1.1 Genre and Vocabulary Strand: Context Clues: unfamiliar words (slang) Activity: Vocabulary: Apply 1
Standard 2: The student understands the power of language.		
Benchmark LA.D.2.3.1: The student selects language that shapes reactions, perceptions, and beliefs. Grade Level Expectations. The student:		
LA.D.2.3.1.1. uses words and images that best express intended messages.		
Benchmark LA.D.2.3.2: The student uses literary devices and techniques in the comprehension and creation of written, oral, and visual communications. Grade Level Expectations. The student:		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.D.2.3.2.1. uses figurative language techniques to create and comprehend meaning (for example, similes, metaphors, analogies, anecdotes, sensory language).	Unit: Nature's Lessons: Sensing the World Lesson: 26.2 Reading Comprehension I Strand: alliteration, simile, metaphor Activity: Reading Skill I: Practice	
	Unit: Nature's Lessons: Sensing the World Lesson: 26.3 Strategic Reading Strand: Strategic Reading Activity: The Camping Chorus	
	Unit: Nature's Lessons: Sensing the World Lesson: 26.4 Reading Comprehension II Strand: alliteration, simile, metaphor Activity: Instruction/Practice	
	Unit: Nature's Lessons: Sensing the World Lesson: 26.4 Reading Comprehension II Strand: alliteration, simile, metaphor Activity: Application	
	Unit: Flood Control: Seeing the Power of Myths Lesson: 30.2 Reading Comprehension I Strand: symbolism Activity: Reading Skill I: Model	
	Unit: Flood Control: Seeing the Power of Myths Lesson: 30.2 Reading Comprehension I Strand: symbolism Activity: Reading Skill I: Practice	
	Unit: Flood Control: Seeing the Power of Myths Lesson: 30.3 Strategic Reading Strand: Strategic Reading Activity: How Da-Yu Controlled The Yellow River	
	Unit: Flood Control: Seeing the Power of Myths Lesson: 30.4 Reading Comprehension II Strand: symbolism Activity: Instruction/Practice	
	Unit: Flood Control: Seeing the Power of Myths Lesson: 30.4 Reading Comprehension II Strand: symbolism Activity: Application	
Benchmark LA.D.2.3.3: The student distinguishes between emotional and logical argument. Grade Level Expectations. The student:		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.D.2.3.3.1. recognizes emotional and logical arguments in written, oral, and visual communication.		
LA.D.2.3.3.2. understands differences between propaganda and logical reasoning strategies.		
Benchmark LA.D.2.3.4: The student understands how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising. Grade Level Expectations. The student:		
LA.D.2.3.4.1. understands ways the tools of graphics, pictures, color, motion, music, and computer technology affect communication across the media.		
Benchmark LA.D.2.3.5: The student incorporates audiovisual aids in presentations. Grade Level Expectations. The student:		
LA.D.2.3.5.1. uses multimedia tools to enhance presentations.		
Benchmark LA.D.2.3.6: The student understands specific ways that mass media can potentially enhance or manipulate information. Grade Level Expectations. The student:		
LA.D.2.3.6.1. understands ways mass media may enhance or manipulate information.		
Benchmark LA.D.2.3.7: The student understands that laws exist that govern what can and cannot be done with mass media. Grade Level Expectations. The student:		
LA.D.2.3.7.1. understands ways laws govern use of mass media (for example, plagiarism, copyright, libel, slander).		

Standards	Destination Reading Course 3	Destination Reading Course 4
E. Literature		
Standard 1: The student understands the common features of a variety of literary forms.		
Benchmark LA.E.1.3.1: The student identifies the defining characteristics of classic literature, such as timelessness, deals with universal themes and experiences, and communicates across cultures. Grade Level Expectations. The student:		
LA.E.1.3.1.1. identifies universal themes in various types of literature.		
Benchmark LA.E.1.3.2: The student recognizes complex elements of plot, including setting, character development, conflicts, and resolutions. Grade Level Expectations. The student:		
LA.E.1.3.2.1. describes or illustrates the setting in a literary text.		
LA.E.1.3.2.2. explains character development in a literary text.		
LA.E.1.3.2.3. creates a graphic organizer that represents the complex elements of a plot in a literary text.		
LA.E.1.3.2.4. explains the conflicts and resolutions in self-selected and assigned texts.		
Benchmark LA.E.1.3.3: The student understands various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction. Grade Level Expectations. The student:		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.E.1.3.3.1. recognizes and understands elements of author's craft (including but not limited to symbolism, figurative language, flashback, foreshadowing).	Unit: Flood Control: Seeing the Power of Myths Lesson: 30.2 Reading Comprehension I Strand: symbolism Activity: Reading Skill I: Model	
	Unit: Flood Control: Seeing the Power of Myths Lesson: 30.2 Reading Comprehension I Strand: symbolism Activity: Reading Skill I: Practice	
	Unit: Flood Control: Seeing the Power of Myths Lesson: 30.3 Strategic Reading Strand: Strategic Reading Activity: How Da-Yu Controlled The Yellow River	
	Unit: Flood Control: Seeing the Power of Myths Lesson: 30.4 Reading Comprehension II Strand: symbolism Activity: Instruction/Practice	
	Unit: Flood Control: Seeing the Power of Myths Lesson: 30.4 Reading Comprehension II Strand: symbolism Activity: Application	
	Unit: Nature's Lessons: Sensing the World Lesson: 26.2 Reading Comprehension I Strand: alliteration, simile, metaphor Activity: Reading Skill I: Practice	
	Unit: Nature's Lessons: Sensing the World Lesson: 26.3 Strategic Reading Strand: Strategic Reading Activity: The Camping Chorus	
	Unit: Nature's Lessons: Sensing the World Lesson: 26.4 Reading Comprehension II Strand: alliteration, simile, metaphor Activity: Instruction/Practice	
	Unit: Nature's Lessons: Sensing the World Lesson: 26.4 Reading Comprehension II Strand: alliteration, simile, metaphor Activity: Application	
LA.E.1.3.3.2. understands the role of point of view in a literary or informational text.	Unit: The Land of the Midnight Sun: Visiting Norway Lesson: 29.2 Reading Comprehension I Strand: author's viewpoint Activity: Reading Skill I: Model	

Standards	Destination Reading Course 3	Destination Reading Course 4
	Unit: The Land of the Midnight Sun: Visiting Norway Lesson: 29.2 Reading Comprehension I Strand: author's viewpoint Activity: Reading Skill I: Practice	
	Unit: The Land of the Midnight Sun: Visiting Norway Lesson: 29.3 Strategic Reading Strand: Strategic Reading Activity: The Midnight Sun	
	Unit: The Land of the Midnight Sun: Visiting Norway Lesson: 29.3 Strategic Reading Strand: Strategic Reading Activity: My Visits to the End of Night	
	Unit: The Land of the Midnight Sun: Visiting Norway Lesson: 29.4 Reading Comprehension II Strand: author's viewpoint Activity: Instruction/Practice	
	Unit: The Land of the Midnight Sun: Visiting Norway Lesson: 29.4 Reading Comprehension II Strand: author's viewpoint Activity: Application	
Benchmark LA.E.1.3.4: The student knows how mood or meaning is conveyed in poetry, such as, word choice, dialect, invented words, concrete or abstract terms, sensory or figurative language; use of sentence structure, line length, punctuation, and rhythm. Grade Level Expectations. The student:		
LA.E.1.3.4.1. identifies effective word choice, uses of dialect, and sensory or figurative language in poetry.		Unit: Throw It, Catch It, Kick It: Playing Ball! Lesson: 3.3 Strategic Reading Strand: Strategic Reading Activity: The Goalie's Journey
LA.E.1.3.4.2. understands the impact on the reader of specific word choices (for example, multiple meanings, invented words, concrete or abstract terms, figurative language).		
LA.E.1.3.4.3. describes how line length, punctuation, and rhythm contribute to the overall effect of a poem.		
Benchmark LA.E.1.3.5: The student identifies common themes in literature. Grade Level Expectations. The student:		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.E.1.3.5.1. knows common recurring themes in literature.		
LA.E.1.3.5.2. compares and contrasts themes across texts.		
Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama.		
Benchmark LA.E.2.3.1: The student understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line. Grade Level Expectations. The student:		
LA.E.2.3.1.1. knows the motives for a character's actions.		
LA.E.2.3.1.2. knows the events in the plot related to the central conflict.		
LA.E.2.3.1.3. knows the point of view of a literary work and how it affects the story line.		
LA.E.2.3.1.4. knows how cause-and-effect relationships affect the development of a plot.		Unit: Codes: Breaking It Down Lesson: 4.3 Strategic Reading Strand: Strategic Reading Activity: Breaking In: My Story As A Code Breaker
Benchmark LA.E.2.3.2: The student responds to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life. Grade Level Expectations. The student:		
LA.E.2.3.2.1. selects a key passage that reflects personal convictions.		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.E.2.3.2.2. explains or demonstrates how phrases, sentences, or passages relate to personal life.		
Benchmark LA.E.2.3.3: The student knows that a literary text may elicit a wide variety of valid responses. Grade Level Expectations. The student:		
LA.E.2.3.3.1. recognizes that a literary text may elicit a variety of valid responses.		
Benchmark LA.E.2.3.4: The student knows ways in which literature reflects the diverse voices of people from various backgrounds. Grade Level Expectations. The student:		
LA.E.2.3.4.1. reads literature by authors from various cultural and historical backgrounds.		
Benchmark LA.E.2.3.5: The student recognizes different approaches that can be applied to the study of literature, including thematic approaches such as change, personal approaches such as what an individual brings to his or her study of literature, historical approaches such as how apiece of literature reflects the time period in which it was written. Grade Level Expectations. The student:		
LA.E.2.3.5.1. knows different literary approaches that are used in the study of literature.		
Benchmark LA.E.2.3.6: The student identifies specific questions of personal importance and seeks to answer them through literature. Grade Level Expectations. The student:		
LA.E.2.3.6.1. gains a better understanding of self through the reading of literature.		

Standards	Destination Reading Course 3	Destination Reading Course 4
Benchmark LA.E.2.3.7: The student identifies specific interests and the literature that will satisfy those interests. Grade Level Expectations. The student:		
LA.E.2.3.7.1. reads literature for personal pleasure.		
Benchmark LA.E.2.3.8: The student knows how a literary selection can expand or enrich personal viewpoints or experiences. Grade Level Expectations. The student:		
LA.E.2.3.8.1. reads and discusses literature with differing viewpoints to enhance perspective.		
Grade 7		
A. Reading		
Standard 1: The student uses the reading process effectively.		
Benchmark LA.A.1.3.1: The student uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection. Grade Level Expectations. The student:		
LA.A.1.3.1.1. extends and applies previously learned prereading knowledge and skills of the Sixth grade with increasingly complex reading selections and assignments and tasks.		
Benchmark LA.A.1.3.2: The student uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns. Grade Level Expectations. The student:		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.A.1.3.2.1. uses context and word structure clues to interpret words and ideas in text.		Unit: Ride It: White Water Rafting Lesson: 9.1 Genre and Vocabulary Strand: Context Clues: analogies (synonyms & antonyms) Activity: Vocabulary: Practice
		Unit: You've Got Good Taste: Growing Your Own Food Lesson: 8.1 Genre and Vocabulary Strand: Word Structure: Greek and Latin roots Activity: Vocabulary: Practice
		Unit: Ride It: White Water Rafting Lesson: 9.1 Genre and Vocabulary Strand: Context Clues: analogies (synonyms & antonyms) Activity: Vocabulary: Apply 9
		Unit: When Disguises Don't Work: Learning About Fairness Lesson: 10.1 Genre and Vocabulary Strand: Context Clues: unfamiliar words Activity: Vocabulary: Model 10
		Unit: When Disguises Don't Work: Learning About Fairness Lesson: 10.3 Strategic Reading Strand: Strategic Reading Activity: How The Tortoise Cracked His Shell
		Unit: Who Are You?: Finding Out Through Technology Lesson: 11.1 Genre and Vocabulary Strand: Context Clues: multiple meaning words Activity: Vocabulary: Practice
		Unit: Who Are You?: Finding Out Through Technology Lesson: 11.3 Strategic Reading Strand: Strategic Reading Activity: Who Goes There? The Technology Of Identification.
		Unit: Negative Peer Pressure: Resisting Trouble Lesson: 13.1 Genre and Vocabulary Strand: Word Structure: Greek and Latin roots Activity: Vocabulary: Apply 13
		Unit: Negative Peer Pressure: Resisting Trouble Lesson: 13.3 Strategic Reading Strand: Strategic Reading Activity: Reality Check
		Unit: Gaming: Playing for All Lesson: 17.1 Genre and Vocabulary Strand: Dictionary/Glossary: unfamiliar words Activity: Vocabulary: Practice

Standards	Destination Reading Course 3	Destination Reading Course 4
		Unit: Gaming: Playing for All Lesson: 17.3 Strategic Reading Strand: Strategic Reading Activity: Signs And Suspicions
		Unit: Inca Treasure: Searching the Ruins Lesson: 18.3 Strategic Reading Strand: Strategic Reading Activity: Playing By Ear
		Unit: Pop It: Experimenting with Corn Lesson: 7.1 Genre and Vocabulary Strand: <No Tittle> Activity: Vocabulary: Practice
		Unit: Rate It: Talking About Movies Lesson: 12.3 Strategic Reading Strand: Strategic Reading Activity: Ready For My Close-Up: The Life Of A Film Critic
		Unit: Rate It: Talking About Movies Lesson: 12.3 Strategic Reading Strand: Strategic Reading Activity: Here's Looking At You: Casablanca
		Unit: Believe It: Meeting Real Robots Among Us Lesson: 14.1 Genre and Vocabulary Strand: Context Clues: synonyms and antonyms Activity: Vocabulary: Practice
		Unit: Believe It: Meeting Real Robots Among Us Lesson: 14.3 Strategic Reading Strand: Strategic Reading Activity: Moving Into The Robot Generation
		Unit: Believe It: Meeting Real Robots Among Us Lesson: 14.3 Strategic Reading Strand: Strategic Reading Activity: The Case Against Robots
LA.A.1.3.2.2. makes inferences and generalizations about what is read.		Unit: Believe It: Meeting Real Robots Among Us Lesson: 14.2 Reading Comprehension I Strand: alliteration, simile, metaphor Activity: Reading Skill I: Practice
		Unit: Believe It: Meeting Real Robots Among Us Lesson: 14.3 Strategic Reading Strand: Strategic Reading Activity: Moving Into The Robot Generation

Standards	Destination Reading Course 3	Destination Reading Course 4
		Unit: Believe It: Meeting Real Robots Among Us Lesson: 14.3 Strategic Reading Strand: Strategic Reading Activity: The Case Against Robots
		Unit: CSIs: Investigatingthe True Story Lesson: 16.3 Strategic Reading Strand: Strategic Reading Activity: Heather H., Crime Scene Investigator
LA.A.1.3.2.3. uses strategies such as graphic organizers and note-making to clarify meaning and to illustrate organizational patterns.		Unit: Believe It: Meeting Real Robots Among Us Lesson: 14.2 Reading Comprehension I Strand: Taking Notes Activity: Reading Strategy I: Model
		Unit: Believe It: Meeting Real Robots Among Us Lesson: 14.2 Reading Comprehension I Strand: Taking Notes Activity: Reading Strategy I: Practice
		Unit: Believe It: Meeting Real Robots Among Us Lesson: 14.3 Strategic Reading Strand: Strategic Reading Activity: Moving Into The Robot Generation
		Unit: Believe It: Meeting Real Robots Among Us Lesson: 14.3 Strategic Reading Strand: Strategic Reading Activity: The Case Against Robots
		Unit: Believe It: Meeting Real Robots Among Us Lesson: 14.4 Reading Comprehension II Strand: Visualizing Activity: Instruction/Practice
		Unit: For a Song: Singing for a Living Lesson: 15.2 Reading Comprehension I Strand: Graphic Organizers Activity: Reading Strategy I: Model
		Unit: For a Song: Singing for a Living Lesson: 15.4 Reading Comprehension II Strand: Taking Notes Activity: Instruction/Practice
LA.A.1.3.2.4. compares and contrasts similar information contained in different text selections.		Unit: When Disguises Don't Work: Learning About Fairness Lesson: 10.4 Reading Comprehension II Strand: Author's point of view Activity: Instruction/Practice

Standards	Destination Reading Course 3	Destination Reading Course 4
		Unit: When Disguises Don't Work: Learning About Fairness Lesson: 10.4 Reading Comprehension II Strand: Author's point of view Activity: Application
		Unit: Rate It: Talking About Movies Lesson: 12.4 Reading Comprehension II Strand: cause and effect Activity: Instruction/Practice
		Unit: Rate It: Talking About Movies Lesson: 12.4 Reading Comprehension II Strand: cause and effect Activity: Application
		Unit: Believe It: Meeting Real Robots Among Us Lesson: 14.4 Reading Comprehension II Strand: alliteration, simile, metaphor Activity: Instruction/Practice
		Unit: Believe It: Meeting Real Robots Among Us Lesson: 14.4 Reading Comprehension II Strand: alliteration, simile, metaphor Activity: Reading Skill II: Apply 14
Benchmark LA.A.1.3.3: The student demonstrates consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking. Grade Level Expectations. The student:		
LA.A.1.3.3.1. extends the vocabulary-building expectations of the Sixth grade using Seventh grade or higher level vocabulary.		
Benchmark LA.A.1.3.4: The student uses strategies to clarify meaning, such as rereading, notetaking, summarizing, outlining, and writing a grade level-appropriate report. Grade Level Expectations. The student:		
LA.A.1.3.4.1. monitors own comprehension and makes modifications when understanding breaks down by rereading a portion aloud or silently.		
LA.A.1.3.4.2. restates or paraphrases text by summarizing.		Unit: Pop It: Experimenting with Corn Lesson: 7.3 Strategic Reading Strand: Strategic Reading Activity: A Kernel Of Truth

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.A.1.3.4.3. uses the text's structure or progression of ideas to locate and recall information (for example, cause and effect, chronology).		Unit: When Disguises Don't Work: Learning About Fairness Lesson: 10.2 Reading Comprehension I Strand: text structure Activity: Reading Strategy I: Model
		Unit: When Disguises Don't Work: Learning About Fairness Lesson: 10.3 Strategic Reading Strand: Strategic Reading Activity: How The Tortoise Cracked His Shell
		Unit: When Disguises Don't Work: Learning About Fairness Lesson: 10.3 Strategic Reading Strand: Strategic Reading Activity: A Superstar Gets Soaked
		Unit: Who Are You?: Finding Out Through Technology Lesson: 1Reading Comprehension I Strand: Distinguish realism and fantasy Activity: Reading Skill I: Practice
		Unit: For a Song: Singing for a Living Lesson: 15.2 Reading Comprehension I Strand: Draw conclusions and make inferences Activity: Reading Skill I: Practice
		Unit: For a Song: Singing for a Living Lesson: 15.4 Reading Comprehension II Strand: Draw conclusions and make inferences Activity: Instruction/Practice
		Unit: For a Song: Singing for a Living Lesson: 15.4 Reading Comprehension II Strand: Draw conclusions and make inferences Activity: Application
LA.A.1.3.4.4. analyzes information from one textual source to create a report.		
Standard 2: The student constructs meaning from a wide range of texts.		
Benchmark LA.A.2.3.1: The student determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization. Grade Level Expectations. The student:		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.A.2.3.1.1. extends the expectations of the Sixth grade with increasingly complex reading texts and assignments and tasks (for example, main ideas, supporting details, inferences, summarizing, analysis of organization and presentation of ideas).		
Benchmark LA.A.2.3.2: The student identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning. Grade Level Expectations. The student:		
LA.A.2.3.2.1. understands ways the author's perspective or point of view affects a text.		
LA.A.2.3.2.2. states the author's purpose and relates it to specific details from the text.		Unit: Pop It: Experimenting with Corn Lesson: 7.1 Genre and Vocabulary Strand: School Newspaper Activity: Instruction
		Unit: You've Got Good Taste: Growing Your Own Food Lesson: 8.1 Genre and Vocabulary Strand: Promotional Pamplet Activity: Instruction
		Unit: Ride It: White Water Rafting Lesson: 9.1 Genre and Vocabulary Strand: Adventure fiction Activity: Instruction
		Unit: When Disguises Don't Work: Learning About Fairness Lesson: 10.1 Genre and Vocabulary Strand: Myth/Folklore Activity: Instruction
		Unit: Who Are You?: Finding Out Through Technology Lesson: 11.1 Genre and Vocabulary Strand: Technical Magazine Activity: Instruction
		Unit: Rate It: Talking About Movies Lesson: 12.1 Genre and Vocabulary Strand: Magazine Article and Movie Review Activity: Instruction
		Unit: Negative Peer Pressure: Resisting Trouble Lesson: 13.1 Genre and Vocabulary Strand: Realistic fiction Activity: Instruction

Standards	Destination Reading Course 3	Destination Reading Course 4
		Unit: Believe It: Meeting Real Robots Among Us Lesson: 14.1 Genre and Vocabulary Strand: Part of a Book and Editorial Activity: Instruction
		Unit: For a Song: Singing for a Living Lesson: 15.1 Genre and Vocabulary Strand: Biography Activity: Instruction
		Unit: CSIs: Investigatingthe True Story Lesson: 16.1 Genre and Vocabulary Strand: Autobiography Activity: Instruction
		Unit: Gaming: Playing for All Lesson: 17.1 Genre and Vocabulary Strand: Historical fiction Activity: Instruction
		Unit: Inca Treasure: Searching the Ruins Lesson: 18.1 Genre and Vocabulary Strand: E-zine Activity: Instruction
Benchmark LA.A.2.3.3: The student recognizes logical, ethical, and emotional appeals in texts. Grade Level Expectations. The student:		
LA.A.2.3.3.1. identifies persuasive and propaganda techniques in text.		Unit: Rate It: Talking About Movies Lesson: 12.3 Strategic Reading Strand: Strategic Reading Activity: Ready For My Close-Up: The Life Of A Film Critic
		Unit: Rate It: Talking About Movies Lesson: 12.3 Strategic Reading Strand: Strategic Reading Activity: Here's Looking At You: Casablanca
		Unit: Believe It: Meeting Real Robots Among Us Lesson: 14.1 Genre and Vocabulary Strand: Part of a Book and Editorial Activity: Instruction
		Unit: Rate It: Talking About Movies Lesson: 12.2 Reading Comprehension I Strand: cause and effect Activity: Reading Skill I: Practice

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.A.2.3.3.2. delineates the strengths and weaknesses of an argument in persuasive text.		
LA.A.2.3.3.3. recognizes ethical and unethical statements in text.		
Benchmark LA.A.2.3.4: The student uses a variety of reading materials to develop personal preferences in reading. Grade Level Expectations. The student:		
LA.A.2.3.4.1. develops and expands personal reading preferences through exploring a variety of prose, poetry and non fiction.		
Benchmark LA.A.2.3.5: The student locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task. Grade Level Expectations. The student:		
LA.A.2.3.5.1. extends previously learned knowledge and skills of the Sixth grade with increasingly complex texts and assignments and tasks (for example, forming questions for readings, using print and electronic sources to locate information, organizing information from a variety of sources for real-world tasks).		
Benchmark LA.A.2.3.6: The student uses a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs, to gather information for research topics. Grade Level Expectations. The student:		
LA.A.2.3.6.1. gathers information from a variety of sources, including primary sources (for example, magazines and newspapers).		
LA.A.2.3.6.2. evaluates and uses information from a variety of sources (including primary sources) when researching content area topics.		
Benchmark LA.A.2.3.7: The student synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines. Grade Level Expectations. The student:		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.A.2.3.7.1. classifies and records information (for example, using note cards, data files).		Unit: Believe It: Meeting Real Robots Among Us Lesson: 14.3 Strategic Reading Strand: Strategic Reading Activity: The Case Against Robots
		Unit: Believe It: Meeting Real Robots Among Us Lesson: 14.2 Reading Comprehension I Strand: Taking Notes Activity: Reading Strategy I: Practice
		Unit: Believe It: Meeting Real Robots Among Us Lesson: 14.3 Strategic Reading Strand: Strategic Reading Activity: Moving Into The Robot Generation
		Unit: CSIs: Investigatingthe True Story Lesson: 16.4 Reading Comprehension II Strand: Graphic Organizers Activity: Instruction/Practice
LA.A.2.3.7.2. compiles information using graphic organizers (for example, timelines, circle diagrams).		Unit: Believe It: Meeting Real Robots Among Us Lesson: 14.2 Reading Comprehension I Strand: Taking Notes Activity: Reading Strategy I: Practice
		Unit: Believe It: Meeting Real Robots Among Us Lesson: 14.3 Strategic Reading Strand: Strategic Reading Activity: Moving Into The Robot Generation
		Unit: Believe It: Meeting Real Robots Among Us Lesson: 14.3 Strategic Reading Strand: Strategic Reading Activity: The Case Against Robots
		Unit: For a Song: Singing for a Living Lesson: 15.2 Reading Comprehension I Strand: Graphic Organizers Activity: Reading Strategy I: Practice
		Unit: For a Song: Singing for a Living Lesson: 15.3 Strategic Reading Strand: Strategic Reading Activity: Backstage Pass
		Unit: For a Song: Singing for a Living Lesson: 15.4 Reading Comprehension II Strand: Taking Notes Activity: Reading Strategy II: Apply

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.A.2.3.7.3. organizes and summarizes information using a format (for example, note cards).		Unit: For a Song: Singing for a Living Lesson: 15.4 Reading Comprehension II Strand: Taking Notes Activity: Reading Strategy II: Apply
		Unit: For a Song: Singing for a Living Lesson: 15.3 Strategic Reading Strand: Strategic Reading Activity: Backstage Pass
		Unit: For a Song: Singing for a Living Lesson: 15.4 Reading Comprehension II Strand: Taking Notes Activity: Instruction/Practice
Benchmark LA.A.2.3.8: The student checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws. Grade Level Expectations. The student:		
LA.A.2.3.8.1. cites, examines, and discusses the use of and differences between fact and opinion within a text.		Unit: You've Got Good Taste: Growing Your Own Food Lesson: 8.2 Reading Comprehension I Strand: main idea and supporting details Activity: Reading Skill I: Practice
		Unit: You've Got Good Taste: Growing Your Own Food Lesson: 8.3 Strategic Reading Strand: Strategic Reading Activity: Thoughtful Gardens
		Unit: You've Got Good Taste: Growing Your Own Food Lesson: 8.4 Reading Comprehension II Strand: main idea and supporting details Activity: Instruction/Practice
		Unit: You've Got Good Taste: Growing Your Own Food Lesson: 8.4 Reading Comprehension II Strand: main idea and supporting details Activity: Application
LA.A.2.3.8.2. knows differences between strong versus weak arguments and relevant and irrelevant information in reading selections.		
LA.A.2.3.8.3. understands the use of comparison and contrast in a text.		Unit: Inca Treasure: Searching the Ruins Lesson: 18.2 Reading Comprehension I Strand: Plot, Setting, Character Activity: Reading Skill I: Model

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.A.2.3.8.4. understands the influence of personal values on the conclusions an author draws.		
B. Writing		
Standard 1: The student uses writing processes effectively.		
Benchmark LA.B.1.3.1: The student organizes information before writing according to the type and purpose of writing. Grade Level Expectations. The student:		
LA.B.1.3.1.1. knows possible prewriting strategies for different writing tasks.		
LA.B.1.3.1.2. uses a prewriting strategy suitable for the task (for example, brainstorming, using a graphic organizer, listing ideas).		
LA.B.1.3.1.3. experiments with various prewriting strategies to accommodate individual learning style.		
Benchmark LA.B.1.3.2: The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provide for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, punctuation. Grade Level Expectations. The student:		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.B.1.3.2.1. focuses on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information).		
LA.B.1.3.2.2. uses devices to develop relationships among ideas (for example, transitional devices; paragraphs that show a change in time, idea, or place; cause-and-effect relationships).		
LA.B.1.3.2.3. uses supporting ideas, details, and facts from a variety of sources to develop and elaborate topic.		
LA.B.1.3.2.4. demonstrates a commitment to and an involvement with the subject that engages the reader.		
LA.B.1.3.2.5. demonstrates a command of the language (including but not limited to precise word choice, appropriate figurative language).		Unit: When Disguises Don't Work: Learning About Fairness Lesson: 10.1 Genre and Vocabulary Strand: Context Clues: unfamiliar words Activity: Vocabulary: Apply 10
		Unit: Who Are You?: Finding Out Through Technology Lesson: 11.1 Genre and Vocabulary Strand: Context Clues: multiple meaning words Activity: Vocabulary: Apply 11
		Unit: Inca Treasure: Searching the Ruins Lesson: 18.1 Genre and Vocabulary Strand: Context Clues: idioms Activity: Vocabulary: Apply 18
		Unit: Gaming: Playing for All Lesson: 17.1 Genre and Vocabulary Strand: Dictionary/Glossary: unfamiliar words Activity: Vocabulary: Apply 17
		Unit: Ride It: White Water Rafting Lesson: 9.1 Genre and Vocabulary Strand: Context Clues: analogies (synonyms & antonyms) Activity: Vocabulary: Apply 9
		Unit: Negative Peer Pressure: Resisting Trouble Lesson: 13.1 Genre and Vocabulary Strand: Word Structure: Greek and Latin roots Activity: Vocabulary: Apply 13

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.B.1.3.2.6. uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, sequencing events, choosing effective words; using specific details to clarify meaning).		Unit: Inca Treasure: Searching the Ruins Lesson: 18.4 Reading Comprehension II Strand: Fix Up Strategies Activity: Reading Strategy II: Apply
		Unit: When Disguises Don't Work: Learning About Fairness Lesson: 10.4 Reading Comprehension II Strand: predicting Activity: Reading Strategy II: Apply
LA.B.1.3.2.7. proofreads writing to correct convention errors in mechanics, usage, and punctuation, using dictionaries, handbooks, and other resources, including teacher or peers, as appropriate.		
LA.B.1.3.2.8. analyzes and revises draft to further develop a piece of writing by adding or deleting details and explanations; clarifying difficult passages; and rearranging words, sentences, and paragraphs to improve meaning.		
Benchmark LA.B.1.3.3: The student produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting. Grade Level Expectations. The student:		
LA.B.1.3.3.1. uses resources such as dictionary and thesaurus to confirm spelling.		
LA.B.1.3.3.2. uses conventions of punctuation (including but not limited to commas, colons, semicolon, quotation marks, apostrophes).		
LA.B.1.3.3.3. uses conventions of capitalization (including but not limited to the names of organizations, nationalities, races, languages, religions).		
LA.B.1.3.3.4. uses various parts of speech correctly in written work (including but not limited to subject and verb agreement, common noun and pronoun agreement, possessive forms, the comparative and superlative of adjectives and adverbs).		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.B.1.3.3.5. uses a variety of sentence structures (including but not limited to parallel structure, compound and complex sentences).		
LA.B.1.3.3.6. uses a variety of formatting (including but not limited to the use of electronic technology).		
LA.B.1.3.3.7. uses creative writing strategies appropriate to the format (for example, using appropriate voice; using descriptive language to clarify ideas and create vivid images; using elements of style, such as appropriate tone).		Unit: Negative Peer Pressure: Resisting Trouble Lesson: 13.4 Reading Comprehension II Strand: Ask and answer questions Activity: Reading Strategy II: Apply
Standard 2: The student writes to communicate ideas and information effectively.		
Benchmark LA.B.2.3.1: The student writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media. Grade Level Expectations. The student:		
LA.B.2.3.1.1. writes notes, outlines, comments, and observations that reflect comprehension of Seventh grade level or higher content from a variety of media.		Unit: Believe It: Meeting Real Robots Among Us Lesson: 14.2 Reading Comprehension I Strand: Taking Notes Activity: Reading Strategy I: Practice
		Unit: Believe It: Meeting Real Robots Among Us Lesson: 14.3 Strategic Reading Strand: Strategic Reading Activity: Moving Into The Robot Generation
		Unit: Believe It: Meeting Real Robots Among Us Lesson: 14.3 Strategic Reading Strand: Strategic Reading Activity: The Case Against Robots
Benchmark LA.B.2.3.2: The student organizes information using alphabetical, chronological, and numerical systems. Grade Level Expectations. The student:		
LA.B.2.3.2.1. logically sequences information using alphabetical, chronological, and numerical systems.		Unit: For a Song: Singing for a Living Lesson: 15.3 Strategic Reading Strand: Strategic Reading Activity: Backstage Pass

Standards	Destination Reading Course 3	Destination Reading Course 4
		Unit: For a Song: Singing for a Living Lesson: 15.4 Reading Comprehension II Strand: Draw conclusions and make inferences Activity: Application
		Unit: For a Song: Singing for a Living Lesson: 15.4 Reading Comprehension II Strand: Draw conclusions and make inferences Activity: Instruction/Practice
Benchmark LA.B.2.3.3: The student selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion. Grade Level Expectations. The student:		
LA.B.2.3.3.1. selects and uses a format for writing which addresses the audience, purpose, and occasion (including but not limited to narrative, persuasive, expository)		
Benchmark LA.B.2.3.4: The student uses electronic technology including databases and software to gather information and communicate new knowledge. Grade Level Expectations. The student:		
LA.B.2.3.4.1. uses electronic technology appropriate to writing tasks (including but not limited to the Internet, databases and software) to create, revise, retrieve, and verify information.		
C. Listening, Viewing, and Speaking		
Standard 1: The student uses listening strategies effectively.		
Benchmark LA.C.1.3.1: The student listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest. Grade Level Expectations. The student:		
LA.C.1.3.1.1. follows verbal directions.		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.C.1.3.1.2. formulates questions and conducts an interview.		
LA.C.1.3.1.3. paraphrases information.		
LA.C.1.3.1.4. expands and enhances personal interest through listening.		
Benchmark LA.C.1.3.2: The student selects and listens to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences. Grade Level Expectations. The student:		
LA.C.1.3.2.1. listens to fiction, drama, nonfiction, and informational presentations based on personal preferences.		
Benchmark LA.C.1.3.3: The student acknowledges the feelings and messages sent in a conversation. Grade Level Expectations. The student:		
LA.C.1.3.3.1. recognizes verbal and nonverbal cues and responds appropriately.		
Benchmark LA.C.1.3.4: The student uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification. Grade Level Expectations. The student:		
LA.C.1.3.4.1. demonstrates effective listening behaviors for a variety of purposes (for example, using eye contact, note-making, appropriate posture).		
LA.C.1.3.4.2. asks appropriate, challenging questions for elaboration or clarification during activities such as interviews and discussion.		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.C.1.3.4.3. summarizes main points and supporting details orally or in writing.		
LA.C.1.3.4.4. uses information gained for a variety of purposes.		
Standard 2: The student uses viewing strategies effectively.		
Benchmark LA.C.2.3.1: The student determines main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message. Grade Level Expectations. The student:		
LA.C.2.3.1.1. summarizes main concept and lists supporting details in a nonprint message.		
LA.C.2.3.1.2. identifies biases and stereotypes in a nonprint message.		
LA.C.2.3.1.3. responds to persuasive techniques and nonverbal cues in a nonprint message (for example, body language, silence).		
Benchmark LA.C.2.3.2: The student uses movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience. Grade Level Expectations. The student:		
LA.C.2.3.2.1. demonstrates nonverbal cues to convey a message to an audience (for example, movement, gestures, facial expressions).		
Standard 3: The student uses speaking strategies effectively.		

Standards	Destination Reading Course 3	Destination Reading Course 4
Benchmark LA.C.3.3.1: The student understands how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation. Grade Level Expectations. The student:		
LA.C.3.3.1.1. evaluates classroom presentations according to volume, stress, pacing, and pronunciation.		
LA.C.3.3.1.2. uses a rating sheet to compare and contrast effective and ineffective presentations according to volume, stress, pacing, and pronunciation.		
LA.C.3.3.1.3. organizes and effectively delivers a speech using a beginning, middle, and end.		
Benchmark LA.C.3.3.2: The student asks questions and makes comments and observations that reflect understanding and application of content, processes, and experiences. Grade Level Expectations. The student:		
LA.C.3.3.2.1. participates in classroom discussions using effective speaking strategies (for example, asking questions, making observations).		
LA.C.3.3.2.2. alternates between roles of contributor and leader in a group discussion.		
Benchmark LA.C.3.3.3: The student speaks for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations. Grade Level Expectations. The student:		
LA.C.3.3.3.1. identifies the occasion, audience, and purpose for speaking.		
LA.C.3.3.3.2. uses appropriate grammar, word choice, and pacing.		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.C.3.3.3.3. uses language which is clear, audible and suitable.		
LA.C.3.3.3.4. delivers an effective informational, persuasive, or technical speech.		
D. Language		
Standard 1: The student understands the nature of language.		
Benchmark LA.D.1.3.1: The student understands that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language. Grade Level Expectations. The student:		
LA.D.1.3.1.1. identifies patterns and rules found in the English language (for example, grammar usage, word pronunciation).		Unit: Ride It: White Water Rafting Lesson: 9.1 Genre and Vocabulary Strand: Context Clues: analogies (synonyms & antonyms) Activity: Vocabulary: Practice
		Unit: Ride It: White Water Rafting Lesson: 9.1 Genre and Vocabulary Strand: Context Clues: analogies (synonyms & antonyms) Activity: Vocabulary: Apply 9
Benchmark LA.D.1.3.2: The student demonstrates an awareness that language and literature are primary means by which culture is transmitted. Grade Level Expectations. The student:		
LA.D.1.3.2.1. understands ways culture and time period influence a literary work.		
LA.D.1.3.2.2. compares and contrasts literature from different time periods and cultures to understand concepts and themes.		

Standards	Destination Reading Course 3	Destination Reading Course 4
Benchmark LA.D.1.3.3: The student demonstrates an awareness of the difference between the use of English in formal and informal settings. Grade Level Expectations. The student:		
LA.D.1.3.3.1. knows when to use formal and informal English based on audience and purpose.		
LA.D.1.3.3.2. transfers information gathered and recorded informally into a formal presentation.		
Benchmark LA.D.1.3.4: The student understands that languages change over time. Grade Level Expectations. The student:		
LA.D.1.3.4.1. explores the origin and historical development of words.		
LA.D.1.3.4.2. identifies slang, both past and present.		
LA.D.1.3.4.3. analyzes words and sentence patterns that have changed in meaning over the years.		
Standard 2: The student understands the power of language.		
Benchmark LA.D.2.3.1: The student selects language that shapes reactions, perceptions, and beliefs. Grade Level Expectations. The student:		
LA.D.2.3.1.1. uses words and images that best express intended messages.		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.D.2.3.1.2. uses language appropriate to purpose and audience.		
Benchmark LA.D.2.3.2: The student uses literary devices and techniques in the comprehension and creation of written, oral, and visual communications. Grade Level Expectations. The student:		
LA.D.2.3.2.1. uses figurative language techniques to create and comprehend meaning (for example, similes, metaphors, analogies, anecdotes, sensory language).		Unit: Negative Peer Pressure: Resisting Trouble Lesson: 13.2 Reading Comprehension I Strand: persuasive devices Activity: Reading Skill I: Model
		Unit: Negative Peer Pressure: Resisting Trouble Lesson: 13.2 Reading Comprehension I Strand: persuasive devices Activity: Reading Skill I: Practice
		Unit: Negative Peer Pressure: Resisting Trouble Lesson: 13.3 Strategic Reading Strand: Strategic Reading Activity: Reality Check
		Unit: Negative Peer Pressure: Resisting Trouble Lesson: 13.4 Reading Comprehension II Strand: persuasive devices Activity: Instruction/Practice
		Unit: Negative Peer Pressure: Resisting Trouble Lesson: 13.4 Reading Comprehension II Strand: persuasive devices Activity: Application
		Unit: You've Got Good Taste: Growing Your Own Food Lesson: 8.1 Genre and Vocabulary Strand: Word Structure: Greek and Latin roots Activity: Vocabulary: Practice
		Unit: You've Got Good Taste: Growing Your Own Food Lesson: 8.1 Genre and Vocabulary Strand: Word Structure: Greek and Latin roots Activity: Vocabulary: Apply 8
		Unit: You've Got Good Taste: Growing Your Own Food Lesson: 8.3 Strategic Reading Strand: Strategic Reading Activity: Thoughtful Gardens

Standards	Destination Reading Course 3	Destination Reading Course 4
Benchmark LA.D.2.3.3: The student distinguishes between emotional and logical argument. Grade Level Expectations. The student:		
LA.D.2.3.3.1. distinguishes between emotional and logical arguments in written, oral and visual communication.		Unit: Believe It: Meeting Real Robots Among Us Lesson: 14.2 Reading Comprehension I Strand: alliteration, simile, metaphor Activity: Reading Skill I: Practice
LA.D.2.3.3.2. understands difference between propaganda and logical reasoning strategies.		Unit: Rate It: Talking About Movies Lesson: 12.2 Reading Comprehension I Strand: cause and effect Activity: Reading Skill I: Model
		Unit: Rate It: Talking About Movies Lesson: 12.2 Reading Comprehension I Strand: cause and effect Activity: Reading Skill I: Practice
Benchmark LA.D.2.3.4: The student understands how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising. Grade Level Expectations. The student:		
LA.D.2.3.4.1. selects communication tools that will enhance understanding.		
LA.D.2.3.4.2. knows ways the tools of graphics, pictures, color, motion, music, and computer technology affect communication across the media.		
Benchmark LA.D.2.3.5: The student incorporates audiovisual aids in presentations. Grade Level Expectations. The student:		
LA.D.2.3.5.1. uses multimedia tools to enhance presentations.		
Benchmark LA.D.2.3.6: The student understands specific ways that mass media can potentially enhance or manipulate information. Grade Level Expectations. The student:		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.D.2.3.6.1. understands ways mass media may enhance or manipulate information.		
Benchmark LA.D.2.3.7: The student understands that laws exist that govern what can and cannot be done with mass media. Grade Level Expectations. The student:		
LA.D.2.3.7.1. understands ways laws govern use of mass media (for example, plagiarism, copyright, libel, slander).		
E. Literature		
Standard 1: The student understands the common features of a variety of literary forms.		
Benchmark LA.E.1.3.1: The student identifies the defining characteristics of classic literature, such as timelessness, deals with universal themes and experiences, and communicates across cultures. Grade Level Expectations. The student:		
LA.E.1.3.1.1. identifies universal themes in various types of literature.		
LA.E.1.3.1.2. compares and contrasts themes in classic and contemporary literature.		
Benchmark LA.E.1.3.2: The student recognizes complex elements of plot, including setting, character development, conflicts, and resolutions. Grade Level Expectations. The student:		
LA.E.1.3.2.1. compares and contrasts characters from various texts.		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.E.1.3.2.2. compares and contrasts settings from various texts.		
LA.E.1.3.2.3. compares and contrasts plot elements from various texts.		
LA.E.1.3.2.4. knows the primary conflicts and explains their resolutions in a variety of text types.		
Benchmark LA.E.1.3.3: The student understands various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction. Grade Level Expectations. The student:		
LA.E.1.3.3.1. knows ways the author's word choice contributes to the meaning of a text.		
LA.E.1.3.3.2. identifies symbolism and figurative language used effectively in fiction and nonfiction.		Unit: Negative Peer Pressure: Resisting Trouble Lesson: 13.2 Reading Comprehension I Strand: persuasive devices Activity: Reading Skill I: Model
		Unit: Negative Peer Pressure: Resisting Trouble Lesson: 13.3 Strategic Reading Strand: Strategic Reading Activity: Reality Check
		Unit: Negative Peer Pressure: Resisting Trouble Lesson: 13.4 Reading Comprehension II Strand: persuasive devices Activity: Instruction/Practice
		Unit: Negative Peer Pressure: Resisting Trouble Lesson: 13.4 Reading Comprehension II Strand: persuasive devices Activity: Application

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.E.1.3.3.3. knows the role of point of view or persona in a literary or informational text.		Unit: Ride It: White Water Rafting Lesson: 9.2 Reading Comprehension I Strand: statements of fact and opinion Activity: Reading Skill I: Model
		Unit: Ride It: White Water Rafting Lesson: 9.4 Reading Comprehension II Strand: statements of fact and opinion Activity: Reading Skill II: Apply 9
		Unit: Negative Peer Pressure: Resisting Trouble Lesson: 13.4 Reading Comprehension II Strand: persuasive devices Activity: Application
		Unit: Ride It: White Water Rafting Lesson: 9.4 Reading Comprehension II Strand: statements of fact and opinion Activity: Instruction/Practice
LA.E.1.3.3.4. identifies literary devices (for example, foreshadowing, flashbacks, irony).		Unit: For a Song: Singing for a Living Lesson: 15.2 Reading Comprehension I Strand: Draw conclusions and make inferences Activity: Reading Skill I: Practice
		Unit: For a Song: Singing for a Living Lesson: 15.2 Reading Comprehension I Strand: Draw conclusions and make inferences Activity: Reading Skill I: Model
		Unit: For a Song: Singing for a Living Lesson: 15.3 Strategic Reading Strand: Strategic Reading Activity: Backstage Pass
		Unit: For a Song: Singing for a Living Lesson: 15.4 Reading Comprehension II Strand: Draw conclusions and make inferences Activity: Instruction/Practice
		Unit: For a Song: Singing for a Living Lesson: 15.4 Reading Comprehension II Strand: Draw conclusions and make inferences Activity: Application
LA.E.1.3.3.5. understands the mood in a literary work.		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.E.1.3.3.6. identifies persuasion techniques in literary works.		
Benchmark LA.E.1.3.4: The student knows how mood or meaning is conveyed in poetry, such as, word choice, dialect, invented words, concrete or abstract terms, sensory or figurative language; use of sentence structure, line length, punctuation, and rhythm. Grade Level Expectations. The student:		
LA.E.1.3.4.1. knows ways effective word choice, uses of dialect and sensory or figurative language contribute to the mood or meaning of a poem.		
LA.E.1.3.4.2. understands the impact on the reader of specific word choices (for example, , multiple meanings, invented words, concrete or abstract terms, figurative language).		
LA.E.1.3.4.3. understands ways line length, punctuation, and rhythm contribute to the overall effect of a poem.		
Benchmark LA.E.1.3.5: The student identifies common themes in literature. Grade Level Expectations. The student:		
LA.E.1.3.5.1. knows possible themes in a variety of literary texts.		
LA.E.1.3.5.2. knows and explains themes that appear across cultures.		
LA.E.1.3.5.3. knows recurring and timeless themes in literary works.		
Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama.		

Standards	Destination Reading Course 3	Destination Reading Course 4
Benchmark LA.E.2.3.1: The student understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line. Grade Level Expectations. The student:		
LA.E.2.3.1.1. knows the reasons for a character's actions.		
LA.E.2.3.1.2. knows the events in the plot related to the central conflict.		Unit: Gaming: Playing for All Lesson: 17.4 Reading Comprehension II Strand: Draw conclusions and make inferences Activity: Instruction/Practice
		Unit: Gaming: Playing for All Lesson: 17.4 Reading Comprehension II Strand: Draw conclusions and make inferences Activity: Application
LA.E.2.3.1.3. knows ways cause-and-effect relationships affect the development of a plot.		Unit: When Disguises Don't Work: Learning About Fairness Lesson: 10.4 Reading Comprehension II Strand: predicting Activity: Instruction/Practice
LA.E.2.3.1.4. knows ways the tone of a literary work is used to support its story line.		
LA.E.2.3.1.5. knows and describes from various characters' points of view a situation related to the central conflict in a literary work.		
Benchmark LA.E.2.3.2: The student responds to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life. Grade Level Expectations. The student:		
LA.E.2.3.2.1. selects a key passage that reflects personal convictions.		
LA.E.2.3.2.2. explains or demonstrates how phrases, sentences, or passages relate to personal life.		

Standards	Destination Reading Course 3	Destination Reading Course 4
Benchmark LA.E.2.3.3: The student knows that a literary text may elicit a wide variety of valid responses. Grade Level Expectations. The student:		
LA.E.2.3.3.1. recognizes that a literary text elicit a variety of valid responses.		
Benchmark LA.E.2.3.4: The student knows ways in which literature reflects the diverse voices of people from various backgrounds. Grade Level Expectations. The student:		
LA.E.2.3.4.1. reads literature by authors from various cultural and historical backgrounds.		
Benchmark LA.E.2.3.5: The student recognizes different approaches that can be applied to the study of literature, including thematic approaches such as change, personal approaches such as what an individual brings to his or her study of literature, historical approaches such as how apiece of literature reflects the time period in which it was written. Grade Level Expectations. The student:		
LA.E.2.3.5.1. knows different literary approaches that are used in the study of literature.		
Benchmark LA.E.2.3.6: The student identifies specific questions of personal importance and seeks to answer them through literature. Grade Level Expectations. The student:		
LA.E.2.3.6.1. gains a better understanding of self through the reading of literature.		
LA.E.2.3.6.2. explains the influence of a particular text on personal growth and development.		

Standards	Destination Reading Course 3	Destination Reading Course 4
Benchmark LA.E.2.3.7: The student identifies specific interests and the literature that will satisfy those interests. Grade Level Expectations. The student:		
LA.E.2.3.7.1. reads literature for personal pleasure.		
Benchmark LA.E.2.3.8: The student knows how a literary selection can expand or enrich personal viewpoints or experiences. Grade Level Expectations. The student:		
LA.E.2.3.8.1. reads and discusses literature with differing viewpoints to enhance perspective.		
Grade 8		
A. Reading		
Standard 1: The student uses the reading process effectively.		
Benchmark LA.A.1.3.1: The student uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection. Grade Level Expectations. The student:		
LA.A.1.3.1.1. refines and applies previously learned prereading knowledge and skills of the seventh grade with increasingly complex reading texts and assignments and tasks.		
Benchmark LA.A.1.3.2: The student uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns. Grade Level Expectations. The student:		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.A.1.3.2.1. extends previously learned knowledge and skills of the seventh grade with increasingly complex reading selections and assignments and tasks (for example, using context and word structure, making inferences and generalizations, using graphic organizers and note-making, comparing and contrasting).		Unit: Value That Lasts: Finding Old Coins Lesson: 20.4 Reading Comprehension II Strand: Sequencing Activity: Instruction/Practice
		Unit: Brains in Gear: Designing Hot Cars Lesson: 19.1 Genre and Vocabulary Strand: Context Clues: connotative and denotative meanings Activity: Vocabulary: Practice
		Unit: Brains in Gear: Designing Hot Cars Lesson: 19.3 Strategic Reading Strand: Strategic Reading Activity: Signs And Suspicions
		Unit: Value That Lasts: Finding Old Coins Lesson: 20.1 Genre and Vocabulary Strand: Context Clues: unfamiliar words Activity: Vocabulary: Practice
		Unit: Value That Lasts: Finding Old Coins Lesson: 20.3 Strategic Reading Strand: Strategic Reading Activity: To Coin A Phrase
		Unit: Privacy at Risk: Tracking Your Every Move Lesson: 21.1 Genre and Vocabulary Strand: Word Structure: prefixes and suffixes Activity: Vocabulary: Practice
		Unit: Privacy at Risk: Tracking Your Every Move Lesson: 21.3 Strategic Reading Strand: Strategic Reading Activity: Making Tracks: The Science Of Trakcing
		Unit: Our Study of Space: Expanding or Just Expending? Lesson: 22.1 Genre and Vocabulary Strand: Context Clues: multiple meaning words Activity: Vocabulary: Practice
		Unit: Our Study of Space: Expanding or Just Expending? Lesson: 22.3 Strategic Reading Strand: Strategic Reading Activity: Why Study Space
		Unit: Our Study of Space: Expanding or Just Expending? Lesson: 22.3 Strategic Reading Strand: Strategic Reading Activity: The Mysteries Of Space: Black Holes And Beyond.

Standards	Destination Reading Course 3	Destination Reading Course 4
		Unit: Exhibition Basketball: Dribbling and Dunking for the Crowd Lesson: 23.1 Genre and Vocabulary Strand: Context Clues: homonyms and homographs Activity: Vocabulary: Practice
		Unit: Exhibition Basketball: Dribbling and Dunking for the Crowd Lesson: 23.2 Reading Comprehension I Strand: Graphic Organizers Activity: Reading Strategy I: Practice
		Unit: Exhibition Basketball: Dribbling and Dunking for the Crowd Lesson: 23.3 Strategic Reading Strand: Strategic Reading Activity: Fast Break With The Harlem Globetrotters
		Unit: Exhibition Basketball: Dribbling and Dunking for the Crowd Lesson: 23.4 Reading Comprehension II Strand: text structure Activity: Instruction/Practice
		Unit: It's Your Call: Making Healthy Choices Lesson: 24.1 Genre and Vocabulary Strand: Context Clues: unfamiliar words (foreign language) Activity: Vocabulary: Practice
		Unit: It's Your Call: Making Healthy Choices Lesson: 24.3 Strategic Reading Strand: Strategic Reading Activity: Healthy, Wealthy And Wise
		Unit: The First Amendment: Speaking of Freedom Lesson: 26.1 Genre and Vocabulary Strand: Word Structure: Greek and Latin roots Activity: Vocabulary: Practice
		Unit: The First Amendment: Speaking of Freedom Lesson: 26.2 Reading Comprehension I Strand: KWL strategy Activity: Reading Strategy I: Practice
		Unit: The First Amendment: Speaking of Freedom Lesson: 26.3 Strategic Reading Strand: Strategic Reading Activity: The First Amendment: Cornerstone Of Freedom
		Unit: The First Amendment: Speaking of Freedom Lesson: 26.3 Strategic Reading Strand: Strategic Reading Activity: The First Amendment: Freedoms For Americans Of All Ages

Standards	Destination Reading Course 3	Destination Reading Course 4
		Unit: The First Amendment: Speaking of Freedom Lesson: 26.4 Reading Comprehension II Strand: hyberbole, exaggeration Activity: Instruction/Practice
		Unit: The First Amendment: Speaking of Freedom Lesson: 26.4 Reading Comprehension II Strand: hyberbole, exaggeration Activity: Application
		Unit: TBD: Urban Legends Lesson: 27.1 Genre and Vocabulary Strand: TBD: Strand Activity: Vocabulary: Model 27
		Unit: TBD: Urban Legends Lesson: 27.3 Strategic Reading Strand: Strategic Reading Activity: Did You Hear the One About...?
		Unit: It's a Big Universe: Probing for Earth's Twin Lesson: 29.3 Strategic Reading Strand: Strategic Reading Activity: Shadow Planet
		Unit: It's a Big Universe: Probing for Earth's Twin Lesson: 29.4 Reading Comprehension II Strand: Ask and answer questions Activity: Instruction/Practice
		Unit: It's a Fantasy World: Living in the Comics Lesson: 30.2 Reading Comprehension I Strand: Graphic Organizers Activity: Reading Strategy I: Practice
		Unit: It's a Fantasy World: Living in the Comics Lesson: 30.3 Strategic Reading Strand: Strategic Reading Activity: Trapped In A Comic-Book World
		Unit: It's a Fantasy World: Living in the Comics Lesson: 30.4 Reading Comprehension II Strand: Taking Notes Activity: Instruction/Practice
Benchmark LA.A.1.3.3: The student demonstrates consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking. Grade Level Expectations. The student:		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.A.1.3.3.1. extends the vocabulary-building expectations of the seventh grade using eighth grade or higher level vocabulary.		
Benchmark LA.A.1.3.4: The student uses strategies to clarify meaning, such as rereading, notetaking, summarizing, outlining, and writing a grade level-appropriate report. Grade Level Expectations. The student:		
LA.A.1.3.4.1. refines previously learned knowledge and skills of the seventh grade with increasingly complex reading texts and assignments and tasks (for example, monitoring comprehension, modifying understanding, summarizing, using text structure for recall, analyzing information to create a report).		Unit: It's Your Call: Making Healthy Choices Lesson: 24.4 Reading Comprehension II Strand: Graphic Organizers Activity: Reading Strategy II: Apply
		Unit: Brains in Gear: Designing Hot Cars Lesson: 19.2 Reading Comprehension I Strand: Fix Up Strategies Activity: Reading Strategy I: Practice
		Unit: Brains in Gear: Designing Hot Cars Lesson: 19.3 Strategic Reading Strand: Strategic Reading Activity: Signs And Suspicions
		Unit: Our Study of Space: Expanding or Just Expending? Lesson: 22.3 Strategic Reading Strand: Strategic Reading Activity: Why Study Space
		Unit: Our Study of Space: Expanding or Just Expending? Lesson: 22.3 Strategic Reading Strand: Strategic Reading Activity: The Mysteries Of Space: Black Holes And Beyond.
		Unit: TBD: Urban Legends Lesson: 27.3 Strategic Reading Strand: Strategic Reading Activity: Did You Hear the One About...?
		Unit: It's a Big Universe: Probing for Earth's Twin Lesson: 29.3 Strategic Reading Strand: Strategic Reading Activity: Shadow Planet
		Unit: It's a Big Universe: Probing for Earth's Twin Lesson: 29.4 Reading Comprehension II Strand: Ask and answer questions Activity: Instruction/Practice

Standards	Destination Reading Course 3	Destination Reading Course 4
Standard 2: The student constructs meaning from a wide range of texts.		
Benchmark LA.A.2.3.1: The student determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization. Grade Level Expectations. The student:		
LA.A.2.3.1.1. refines previously learned knowledge and skills of the seventh grade with increasingly complex reading texts and assignments and tasks (for example, main ideas, supporting details, inferences, summarizing, analysis of organization and presentation of ideas).		Unit: It's Your Call: Making Healthy Choices Lesson: 24.2 Reading Comprehension I Strand: facts and opinions Activity: Reading Skill I: Practice
		Unit: It's Your Call: Making Healthy Choices Lesson: 24.3 Strategic Reading Strand: Strategic Reading Activity: Healthy, Wealthy And Wise
		Unit: It's Your Call: Making Healthy Choices Lesson: 24.4 Reading Comprehension II Strand: facts and opinions Activity: Instruction/Practice
		Unit: It's Your Call: Making Healthy Choices Lesson: 24.4 Reading Comprehension II Strand: facts and opinions Activity: Reading Skill II: Apply 24
		Unit: It's Your Call: Making Healthy Choices Lesson: 24.4 Reading Comprehension II Strand: Graphic Organizers Activity: Instruction/Practice
		Unit: It's Your Call: Making Healthy Choices Lesson: 24.4 Reading Comprehension II Strand: Graphic Organizers Activity: Reading Strategy II: Apply
		Unit: Value That Lasts: Finding Old Coins Lesson: 20.3 Strategic Reading Strand: Strategic Reading Activity: To Coin A Phrase
		Unit: Brains in Gear: Designing Hot Cars Lesson: 19.4 Reading Comprehension II Strand: Compare and contrast Activity: Instruction/Practice

Standards	Destination Reading Course 3	Destination Reading Course 4
		Unit: Brains in Gear: Designing Hot Cars Lesson: 19.4 Reading Comprehension II Strand: Compare and contrast Activity: Reading Skill II: Apply 19
		Unit: Value That Lasts: Finding Old Coins Lesson: 20.4 Reading Comprehension II Strand: Sequencing Activity: Instruction/Practice
		Unit: Value That Lasts: Finding Old Coins Lesson: 20.4 Reading Comprehension II Strand: Sequencing Activity: Reading Skill II: Apply 20
		Unit: Our Study of Space: Expanding or Just Expending? Lesson: 22.4 Reading Comprehension II Strand: persuasive devices Activity: Instruction/Practice
		Unit: Exhibition Basketball: Dribbling and Dunking for the Crowd Lesson: 23.4 Reading Comprehension II Strand: author's viewpoint Activity: Reading Skill II: Apply 23
		Unit: It's Your Call: Making Healthy Choices Lesson: 24.2 Reading Comprehension I Strand: Summarizing Activity: Reading Strategy I: Practice
Benchmark LA.A.2.3.2: The student identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning. Grade Level Expectations. The student:		
LA.A.2.3.2.1. understands ways the author's perspective or point of view affects a text.		Unit: Our Study of Space: Expanding or Just Expending? Lesson: 22.3 Strategic Reading Strand: Strategic Reading Activity: Why Study Space
		Unit: Our Study of Space: Expanding or Just Expending? Lesson: 22.4 Reading Comprehension II Strand: persuasive devices Activity: Reading Skill II: Apply 22
		Unit: Our Study of Space: Expanding or Just Expending? Lesson: 22.2 Reading Comprehension I Strand: persuasive devices Activity: Reading Skill I: Practice

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.A.2.3.2.2. states the author's purpose and relates it to specific statements from text.		Unit: The First Amendment: Speaking of Freedom Lesson: 26.3 Strategic Reading Strand: Strategic Reading Activity: The First Amendment: Cornerstone Of Freedom
		Unit: The First Amendment: Speaking of Freedom Lesson: 26.3 Strategic Reading Strand: Strategic Reading Activity: The First Amendment: Freedoms For Americans Of All Ages
		Unit: Brains in Gear: Designing Hot Cars Lesson: 19.1 Genre and Vocabulary Strand: Biography Activity: Instruction
		Unit: Value That Lasts: Finding Old Coins Lesson: 20.1 Genre and Vocabulary Strand: Adventure Fiction Activity: Instruction
		Unit: Privacy at Risk: Tracking Your Every Move Lesson: 21.1 Genre and Vocabulary Strand: Persuasive Text Activity: Instruction
		Unit: Our Study of Space: Expanding or Just Expending? Lesson: 22.1 Genre and Vocabulary Strand: Research Paper and Editorial Activity: Instruction
		Unit: Exhibition Basketball: Dribbling and Dunking for the Crowd Lesson: 23.1 Genre and Vocabulary Strand: Historical magazine Activity: Instruction
		Unit: It's Your Call: Making Healthy Choices Lesson: 24.1 Genre and Vocabulary Strand: Newspaper Column Activity: Instruction
		Unit: Fast Forward: Watching the Time Lesson: 25.1 Genre and Vocabulary Strand: Mystery Activity: Instruction
		Unit: The First Amendment: Speaking of Freedom Lesson: 26.1 Genre and Vocabulary Strand: Textbook Excerpt and Letter to the Editor Activity: Instruction

Standards	Destination Reading Course 3	Destination Reading Course 4
		Unit: The First Amendment: Speaking of Freedom Lesson: 26.2 Reading Comprehension I Strand: hyberbole, exaggeration Activity: Reading Skill I: Model
		Unit: The First Amendment: Speaking of Freedom Lesson: 26.2 Reading Comprehension I Strand: hyberbole, exaggeration Activity: Reading Skill I: Practice
		Unit: The First Amendment: Speaking of Freedom Lesson: 26.4 Reading Comprehension II Strand: hyberbole, exaggeration Activity: Instruction/Practice
		Unit: The First Amendment: Speaking of Freedom Lesson: 26.4 Reading Comprehension II Strand: hyberbole, exaggeration Activity: Application
		Unit: TBD: Urban Legends Lesson: 27.1 Genre and Vocabulary Strand: Website Activity: Instruction
		Unit: From Ancient Peoples: Retelling Myths Lesson: 28.1 Genre and Vocabulary Strand: Myth Activity: Instruction
		Unit: It's a Big Universe: Probing for Earth's Twin Lesson: 29.1 Genre and Vocabulary Strand: Science Fiction Activity: Instruction
		Unit: It's a Fantasy World: Living in the Comics Lesson: 30.1 Genre and Vocabulary Strand: Science Fantasy Activity: Instruction
Benchmark LA.A.2.3.3: The student recognizes logical, ethical, and emotional appeals in texts. Grade Level Expectations. The student:		Unit: TBD: Urban Legends Lesson: 27.1 Genre and Vocabulary Strand: Website Activity: Instruction
		Unit: From Ancient Peoples: Retelling Myths Lesson: 28.1 Genre and Vocabulary Strand: Myth Activity: Instruction

Standards	Destination Reading Course 3	Destination Reading Course 4
		Unit: It's a Big Universe: Probing for Earth's Twin Lesson: 29.1 Genre and Vocabulary Strand: Science Fiction Activity: Instruction
		Unit: It's a Fantasy World: Living in the Comics Lesson: 30.1 Genre and Vocabulary Strand: Science Fantasy Activity: Instruction
LA.A.2.3.3.1. knows persuasive and propaganda techniques in text.		Unit: Privacy at Risk: Tracking Your Every Move Lesson: 2Reading Comprehension I Strand: Draw conclusions and make inferences Activity: Reading Skill I: Model
		Unit: Privacy at Risk: Tracking Your Every Move Lesson: 2Reading Comprehension I Strand: Draw conclusions and make inferences Activity: Reading Skill I: Practice
		Unit: Privacy at Risk: Tracking Your Every Move Lesson: 21.3 Strategic Reading Strand: Strategic Reading Activity: Making Tracks: The Science Of Trakcing
		Unit: The First Amendment: Speaking of Freedom Lesson: 26.1 Genre and Vocabulary Strand: Textbook Excerpt and Letter to the Editor Activity: Instruction
LA.A.2.3.3.2. delineates the strengths and weaknesses of an argument in persuasive text.		
LA.A.2.3.3.3. knows the difference between logical and illogical, and ethical and unethical statements in a piece of text.		
Benchmark LA.A.2.3.4: The student uses a variety of reading materials to develop personal preferences in reading. Grade Level Expectations. The student:		
LA.A.2.3.4.1. develops and expands personal reading preferences through exploring a variety of prose, poetry and nonfiction.		

Standards	Destination Reading Course 3	Destination Reading Course 4
Benchmark LA.A.2.3.5: The student locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task. Grade Level Expectations. The student:		
LA.A.2.3.5.1. refines previously learned knowledge and skills of the Seventh grade with increasingly complex texts and assignments and tasks (for example, forming questions for readings, using print and electronic sources to locate information, organizing information from a variety of sources for real-world tasks).		
Benchmark LA.A.2.3.6: The student uses a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs, to gather information for research topics. Grade Level Expectations. The student:		
LA.A.2.3.6.1. gathers information from a variety of sources, including primary sources.		
LA.A.2.3.6.2. evaluates and uses information from a variety of sources when researching content area topics (including but not limited to primary sources).		
Benchmark LA.A.2.3.7: The student synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines. Grade Level Expectations. The student:		
LA.A.2.3.7.1. classifies and records information (for example, using note cards, data files).		Unit: It's a Big Universe: Probing for Earth's Twin Lesson: 29.2 Reading Comprehension I Strand: Taking Notes Activity: Reading Strategy I: Practice
		Unit: It's a Big Universe: Probing for Earth's Twin Lesson: 29.4 Reading Comprehension II Strand: Ask and answer questions Activity: Instruction/Practice
LA.A.2.3.7.2. compiles information using an organizer (for example, a spreadsheet).		Unit: Exhibition Basketball: Dribbling and Dunking for the Crowd Lesson: 23.2 Reading Comprehension I Strand: Graphic Organizers Activity: Reading Strategy I: Practice
		Unit: Exhibition Basketball: Dribbling and Dunking for the Crowd Lesson: 23.3 Strategic Reading Strand: Strategic Reading Activity: Fast Break With The Harlem Globetrotters

Standards	Destination Reading Course 3	Destination Reading Course 4
		Unit: It's a Fantasy World: Living in the Comics Lesson: 30.2 Reading Comprehension I Strand: Graphic Organizers Activity: Reading Strategy I: Practice
		Unit: It's a Fantasy World: Living in the Comics Lesson: 30.3 Strategic Reading Strand: Strategic Reading Activity: Trapped In A Comic-Book World
		Unit: It's a Fantasy World: Living in the Comics Lesson: 30.4 Reading Comprehension II Strand: Taking Notes Activity: Instruction/Practice
LA.A.2.3.7.3. compares and contrasts elements within or across texts.		
		Unit: Our Study of Space: Expanding or Just Expending? Lesson: 22.4 Reading Comprehension II Strand: persuasive devices Activity: Instruction/Practice
		Unit: The First Amendment: Speaking of Freedom Lesson: 26.4 Reading Comprehension II Strand: hyberbole, exaggeration Activity: Instruction/Practice
		Unit: The First Amendment: Speaking of Freedom Lesson: 26.4 Reading Comprehension II Strand: hyberbole, exaggeration Activity: Application
		Unit: From Ancient Peoples: Retelling Myths Lesson: 28.4 Reading Comprehension II Strand: cause and effect Activity: Instruction/Practice
		Unit: From Ancient Peoples: Retelling Myths Lesson: 28.4 Reading Comprehension II Strand: cause and effect Activity: Application
LA.A.2.3.7.4. records bibliographic information using a format such as source cards.		

Standards	Destination Reading Course 3	Destination Reading Course 4
Benchmark LA.A.2.3.8: The student checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws. Grade Level Expectations. The student:		
LA.A.2.3.8.1. extends previously learned knowledge and skills of the Seventh grade with increasingly complex texts and assignments and tasks (for example, differences between fact and opinion, strong versus weak arguments, relevant and irrelevant information, comparison and contrast, influence of personal values).		Unit: Exhibition Basketball: Dribbling and Dunking for the Crowd Lesson: 23.2 Reading Comprehension I Strand: author's viewpoint Activity: Reading Skill I: Practice
		Unit: Exhibition Basketball: Dribbling and Dunking for the Crowd Lesson: 23.3 Strategic Reading Strand: Strategic Reading Activity: Fast Break With The Harlem Globetrotters
		Unit: Exhibition Basketball: Dribbling and Dunking for the Crowd Lesson: 23.4 Reading Comprehension II Strand: author's viewpoint Activity: Reading Skill II: Apply 23
		Unit: Our Study of Space: Expanding or Just Expending? Lesson: 22.2 Reading Comprehension I Strand: persuasive devices Activity: Reading Skill I: Model
		Unit: Our Study of Space: Expanding or Just Expending? Lesson: 22.2 Reading Comprehension I Strand: persuasive devices Activity: Reading Skill I: Practice
		Unit: Our Study of Space: Expanding or Just Expending? Lesson: 22.4 Reading Comprehension II Strand: persuasive devices Activity: Instruction/Practice
		Unit: Our Study of Space: Expanding or Just Expending? Lesson: 22.4 Reading Comprehension II Strand: persuasive devices Activity: Reading Skill II: Apply 22
		Unit: Exhibition Basketball: Dribbling and Dunking for the Crowd Lesson: 23.4 Reading Comprehension II Strand: author's viewpoint Activity: Instruction/Practice
B. Writing		

Standards	Destination Reading Course 3	Destination Reading Course 4
Standard 1: The student uses writing processes effectively.		
Benchmark LA.B.1.3.1: The student organizes information before writing according to the type and purpose of writing. Grade Level Expectations. The student:		
LA.B.1.3.1.1. knows possible prewriting strategies for different writing tasks.		
LA.B.1.3.1.2. uses a prewriting strategy suitable for the task (for example, brainstorming, using a graphic organizer, listing ideas).		
LA.B.1.3.1.3. experiments with various prewriting strategies to accommodate individual learning style.		
Benchmark LA.B.1.3.2: The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provide for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, punctuation. Grade Level Expectations. The student:		
LA.B.1.3.2.1. focuses on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information).		
LA.B.1.3.2.2. uses devices to develop relationships among ideas (for example, transitional devices; paragraphs that show a change in time, idea, or place; cause-and-effect relationships).		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.B.1.3.2.3. uses supporting ideas, details, and facts from a variety of sources to develop and elaborate topic.		
LA.B.1.3.2.4. demonstrates a commitment to and an involvement with the subject that engages the reader.		
LA.B.1.3.2.5. demonstrates a command of the language (including but not limited to precise word choice, appropriate figurative language).		Unit: From Ancient Peoples: Retelling Myths Lesson: 28.1 Genre and Vocabulary Strand: Context Clues: connotative and denotative meanings Activity: Vocabulary: Apply 28
		Unit: The First Amendment: Speaking of Freedom Lesson: 26.1 Genre and Vocabulary Strand: Word Structure: Greek and Latin roots Activity: Vocabulary: Apply 26
		Unit: Our Study of Space: Expanding or Just Expending? Lesson: 22.1 Genre and Vocabulary Strand: Context Clues: multiple meaning words Activity: Vocabulary: Apply 22
		Unit: Exhibition Basketball: Dribbling and Dunking for the Crowd Lesson: 23.1 Genre and Vocabulary Strand: Context Clues: homonyms and homographs Activity: Vocabulary: Apply 23
		Unit: TBD: Urban Legends Lesson: 27.1 Genre and Vocabulary Strand: TBD: Strand Activity: Vocabulary: Apply 27
		Unit: It's a Big Universe: Probing for Earth's Twin Lesson: 29.1 Genre and Vocabulary Strand: Context Clues: idioms Activity: Vocabulary: Apply 29
LA.B.1.3.2.6. uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, sequencing events, choosing effective words; using specific details to clarify meaning).		Unit: TBD: Urban Legends Lesson: 27.4 Reading Comprehension II Strand: TBD: Strand Activity: Reading Strategy II: Apply
		Unit: Our Study of Space: Expanding or Just Expending? Lesson: 22.4 Reading Comprehension II Strand: Paraphrasing Activity: Reading Strategy II: Apply

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.B.1.3.2.7. proofreads writing to correct convention errors in mechanics, usage, and punctuation, using dictionaries, handbooks, and other resources, including teacher or peers, as appropriate.		
LA.B.1.3.2.8. analyzes and revises draft to further develop a piece of writing by adding or deleting details and explanations; clarifying difficult passages; and rearranging words, sentences, and paragraphs to improve meaning.		
Benchmark LA.B.1.3.3: The student produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting. Grade Level Expectations. The student:		
LA.B.1.3.3.1. uses resources such as dictionary and thesaurus to confirm spelling.		
LA.B.1.3.3.2. uses conventions of punctuation (including but not limited to commas, colons, semicolon, quotation marks, apostrophes).		
LA.B.1.3.3.3. uses conventions of capitalization (including but not limited to the names of organizations, nationalities, races, languages, religions).		
LA.B.1.3.3.4. uses various parts of speech correctly in written work (including but not limited to subject and verb agreement, common noun and pronoun agreement, possessive forms, the comparative and superlative of adjectives and adverbs).		
LA.B.1.3.3.5. uses a variety of sentence structures including parallel structure, compound and complex sentences.		
LA.B.1.3.3.6. uses a variety of formatting (including but not limited to the use of electronic technology).		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.B.1.3.3.7. uses creative writing strategies appropriate to the format (for example, using appropriate voice; using descriptive language to clarify ideas and create vivid images; using elements of style, such as appropriate tone).		Unit: Fast Forward: Watching the Time Lesson: 25.4 Reading Comprehension II Strand: Summarizing Activity: Reading Strategy II: Apply
Standard 2: The student writes to communicate ideas and information effectively.		
Benchmark LA.B.2.3.1: The student writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media. Grade Level Expectations. The student:		
LA.B.2.3.1.1. writes notes, outlines, comments, and observations that reflect comprehension of Eighth grade level or higher content from a variety of media.		Unit: It's a Big Universe: Probing for Earth's Twin Lesson: 29.3 Strategic Reading Strand: Strategic Reading Activity: Shadow Planet
		Unit: Exhibition Basketball: Dribbling and Dunking for the Crowd Lesson: 23.2 Reading Comprehension I Strand: Graphic Organizers Activity: Reading Strategy I: Practice
		Unit: It's a Big Universe: Probing for Earth's Twin Lesson: 29.2 Reading Comprehension I Strand: Taking Notes Activity: Reading Strategy I: Practice
		Unit: It's a Big Universe: Probing for Earth's Twin Lesson: 29.4 Reading Comprehension II Strand: Ask and answer questions Activity: Instruction/Practice
Benchmark LA.B.2.3.2: The student organizes information using alphabetical, chronological, and numerical systems. Grade Level Expectations. The student:		
LA.B.2.3.2.1. logically sequences information using alphabetical, chronological, and numerical systems.		
Benchmark LA.B.2.3.3: The student selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion. Grade Level Expectations. The student:		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.B.2.3.3.1. selects and uses a format for writing which addresses the audience, purpose, and occasion (including but not limited to narrative, persuasive, expository).		
Benchmark LA.B.2.3.4: The student uses electronic technology including databases and software to gather information and communicate new knowledge. Grade Level Expectations. The student:		
LA.B.2.3.4.1. uses electronic technology appropriate to writing tasks (including but not limited to the Internet, databases and software) to create, revise, retrieve, and verify information.		
C. Listening, Viewing, and Speaking		
Standard 1: The student uses listening strategies effectively.		
Benchmark LA.C.1.3.1: The student listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest. Grade Level Expectations. The student:		
LA.C.1.3.1.1. follows verbal directions.		
LA.C.1.3.1.2. formulates questions and conducts an interview.		
LA.C.1.3.1.3. paraphrases information.		
LA.C.1.3.1.4. expands and enhances personal interest through listening.		

Standards	Destination Reading Course 3	Destination Reading Course 4
Benchmark LA.C.1.3.2: The student selects and listens to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences. Grade Level Expectations. The student:		
LA.C.1.3.2.1. listens to fiction, drama, nonfiction, and informational presentations based on personal preferences.		
Benchmark LA.C.1.3.3: The student acknowledges the feelings and messages sent in a conversation.		
LA.C.1.3.3.1. recognizes verbal and nonverbal cues and responds appropriately.		
Benchmark LA.C.1.3.4: The student uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification. Grade Level Expectations. The student:		
LA.C.1.3.4.1. demonstrates effective listening behaviors for a variety of purposes (for example, eye contact, note-making, appropriate posture).		
LA.C.1.3.4.2. asks appropriate, challenging questions for elaboration or clarification during activities such as interviews and discussions.		
LA.C.1.3.4.3. summarizes main points and supporting details orally or in writing.		
LA.C.1.3.4.4. uses information gained for a variety of purposes.		
Standard 2: The student uses viewing strategies effectively.		

Standards	Destination Reading Course 3	Destination Reading Course 4
Benchmark LA.C.2.3.1: The student determines main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message. Grade Level Expectations. The student:		
LA.C.2.3.1.1. summarizes the main concept and lists supporting details in a nonprint message.		
LA.C.2.3.1.2. identifies biases and stereotypes in a nonprint message.		
LA.C.2.3.1.3. responds to persuasive techniques and nonverbal cues in a nonprint message (for example, body language, silence, juxtaposition).		
Benchmark LA.C.2.3.2: The student uses movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience. Grade Level Expectations. The student:		
LA.C.2.3.2.1. demonstrates nonverbal cues to convey a message to an audience (for example, movement, gestures, facial expressions).		
Standard 3: The student uses speaking strategies effectively.		
Benchmark LA.C.3.3.1: The student understands how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation. Grade Level Expectations. The student:		
LA.C.3.3.1.1. evaluates classroom presentations according to volume, stress, pacing, and pronunciation.		
LA.C.3.3.1.2. uses a rating sheet to compare and contrast effective and ineffective presentations according to volume, stress, pacing, and pronunciation.		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.C.3.3.1.3. organizes and effectively delivers a speech using a beginning, middle, and end.		
Benchmark LA.C.3.3.2: The student asks questions and makes comments and observations that reflect understanding and application of content, processes, and experiences. Grade Level Expectations. The student:		
LA.C.3.3.2.1. participates in classroom discussions using effective speaking strategies (for example, asking questions, making observations).		
LA.C.3.3.2.2. alternates between roles of contributor and leader in a group discussion.		
Benchmark LA.C.3.3.3: The student speaks for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations. Grade Level Expectations. The student:		
LA.C.3.3.3.1. identifies the occasion, audience, and purpose for speaking.		
LA.C.3.3.3.2. uses appropriate grammar, word choice, and pacing.		
LA.C.3.3.3.3. uses language that is clear, audible, and suitable.		
LA.C.3.3.3.4. delivers an effective informational, persuasive, or technical speech.		
D. Language		

Standards	Destination Reading Course 3	Destination Reading Course 4
Standard 1: The student understands the nature of language.		
Benchmark LA.D.1.3.1: The student understands that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language. Grade Level Expectations. The student:		
LA.D.1.3.1.1. identifies and uses the patterns and rules of the English language (for example, grammar usage, word pronunciation).		
Benchmark LA.D.1.3.2: The student demonstrates an awareness that language and literature are primary means by which culture is transmitted. Grade Level Expectations. The student:		
LA.D.1.3.2.1. understands ways culture and time period influence a literary work.		
LA.D.1.3.2.2. compares and contrasts literature from different time periods and cultures to understand concepts and themes.		
Benchmark LA.D.1.3.3: The student demonstrates an awareness of the difference between the use of English in formal and informal settings. Grade Level Expectations. The student:		
LA.D.1.3.3.1. knows when to use informal and formal English based on audience and purpose.		
LA.D.1.3.3.2. transfers information gathered and recorded informally into a formal presentation.		
Benchmark LA.D.1.3.4: The student understands that languages change over time. Grade Level Expectations. The student:		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.D.1.3.4.1. explores the origin and historical development of words and usage patterns.		
LA.D.1.3.4.2. identifies slang, both past and present.		Unit: It's a Big Universe: Probing for Earth's Twin Lesson: 29.2 Reading Comprehension I Strand: Taking Notes Activity: Reading Strategy I: Practice
		Unit: It's a Big Universe: Probing for Earth's Twin Lesson: 29.4 Reading Comprehension II Strand: Ask and answer questions Activity: Instruction/Practice
LA.D.1.3.4.3. analyzes words and sentence patterns that have changed in meaning over the years.		
Standard 2: The student understands the power of language.		
Benchmark LA.D.2.3.1: The student selects language that shapes reactions, perceptions, and beliefs. Grade Level Expectations. The student:		
LA.D.2.3.1.1. uses words and images that best express intended messages.		
LA.D.2.3.1.2. uses language appropriate to purpose and audience.		
Benchmark LA.D.2.3.2: The student uses literary devices and techniques in the comprehension and creation of written, oral, and visual communications. Grade Level Expectations. The student:		
LA.D.2.3.2.1. uses figurative language techniques to create and comprehend meaning (for example, similes, metaphors, analogies, anecdotes, sensory language).		Unit: It's a Big Universe: Probing for Earth's Twin Lesson: 29.3 Strategic Reading Strand: Strategic Reading Activity: Shadow Planet

Standards	Destination Reading Course 3	Destination Reading Course 4
		Unit: It's a Big Universe: Probing for Earth's Twin Lesson: 29.1 Genre and Vocabulary Strand: Context Clues: idioms Activity: Vocabulary: Apply 29
		Unit: It's a Big Universe: Probing for Earth's Twin Lesson: 29.1 Genre and Vocabulary Strand: Context Clues: idioms Activity: Vocabulary: Practice
Benchmark LA.D.2.3.3: The student distinguishes between emotional and logical argument. Grade Level Expectations. The student:		
LA.D.2.3.3.1. distinguishes between emotional and logical arguments in written, oral and visual communication.		Unit: Our Study of Space: Expanding or Just Expending? Lesson: 22.2 Reading Comprehension I Strand: persuasive devices Activity: Reading Skill I: Model
		Unit: Our Study of Space: Expanding or Just Expending? Lesson: 22.2 Reading Comprehension I Strand: persuasive devices Activity: Reading Skill I: Practice
		Unit: Our Study of Space: Expanding or Just Expending? Lesson: 22.3 Strategic Reading Strand: Strategic Reading Activity: Why Study Space
LA.D.2.3.3.2. understands differences between propaganda and logical reasoning strategies.		
Benchmark LA.D.2.3.4: The student understands how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising. Grade Level Expectations. The student:		
LA.D.2.3.4.1. selects communication tools that will enhance understanding.		
LA.D.2.3.4.2. understands ways the tools of graphics, pictures, color, motion, music, and computer technology affect communication across the media.		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.D.2.3.4.3. evaluates strengths and weaknesses of multimedia tools in presentations.		
Benchmark LA.D.2.3.5: The student incorporates audiovisual aids in presentations. Grade Level Expectations. The student:		
LA.D.2.3.5.1. uses multimedia tools to enhance presentations.		
Benchmark LA.D.2.3.6: The student understands specific ways that mass media can potentially enhance or manipulate information. Grade Level Expectations. The student:		
LA.D.2.3.6.1. understands ways mass media may enhance or manipulate information.		
Benchmark LA.D.2.3.7: The student understands that laws exist that govern what can and cannot be done with mass media. Grade Level Expectations. The student:		
LA.D.2.3.7.1. understands ways laws govern use of mass media (for example, plagiarism, copyright, libel, slander).		
LA.D.2.3.7.2. identifies examples of libel and slander in the media.		
E. Literature		
Standard 1: The student understands the common features of a variety of literary forms.		

Standards	Destination Reading Course 3	Destination Reading Course 4
Benchmark LA.E.1.3.1: The student identifies the defining characteristics of classic literature, such as timelessness, deals with universal themes and experiences, and communicates across cultures. Grade Level Expectations. The student:		
LA.E.1.3.1.1. identifies universal themes in various types of literature.		
LA.E.1.3.1.2. compares and contrasts themes in classic and contemporary literature.		
Benchmark LA.E.1.3.2: The student recognizes complex elements of plot, including setting, character development, conflicts, and resolutions. Grade Level Expectations. The student:		
LA.E.1.3.2.1. compares and contrasts characters from various texts.		
LA.E.1.3.2.2. compares and contrasts settings from various texts.		
LA.E.1.3.2.3. compares and contrasts plot elements from various texts.		
LA.E.1.3.2.4. differentiates between major and minor conflicts and their resolutions in a variety of texts.		
Benchmark LA.E.1.3.3: The student understands various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction. Grade Level Expectations. The student:		
LA.E.1.3.3.1. knows ways the author's word choice contributes to the meaning of a text.		Unit: Fast Forward: Watching the Time Lesson: 25.4 Reading Comprehension II Strand: main idea and supporting details Activity: Instruction/Practice

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.E.1.3.3.2. analyzes and describes the use of symbolism and figurative language in fiction or nonfiction.		Unit: From Ancient Peoples: Retelling Myths Lesson: 28.2 Reading Comprehension I Strand: cause and effect Activity: Reading Skill I: Model
		Unit: From Ancient Peoples: Retelling Myths Lesson: 28.3 Strategic Reading Strand: Strategic Reading Activity: The Music Of Apollo
		Unit: From Ancient Peoples: Retelling Myths Lesson: 28.3 Strategic Reading Strand: Strategic Reading Activity: I Am Quat: A Tale Of The South Pacific
LA.E.1.3.3.3. knows the role of point of view or persona in a literary or informational text.		Unit: Our Study of Space: Expanding or Just Expending? Lesson: 22.2 Reading Comprehension I Strand: persuasive devices Activity: Reading Skill I: Model
		Unit: Our Study of Space: Expanding or Just Expending? Lesson: 22.2 Reading Comprehension I Strand: persuasive devices Activity: Reading Skill I: Practice
		Unit: Our Study of Space: Expanding or Just Expending? Lesson: 22.3 Strategic Reading Strand: Strategic Reading Activity: Why Study Space
		Unit: Our Study of Space: Expanding or Just Expending? Lesson: 22.4 Reading Comprehension II Strand: persuasive devices Activity: Instruction/Practice
LA.E.1.3.3.4. knows how foreshadowing and flashbacks contribute to plot development of the text.		
LA.E.1.3.3.5. recognizes the types of irony used in texts.		
LA.E.1.3.3.6. infers the mood in a literary work.		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.E.1.3.3.7. analyzes and explains persuasion techniques in literary works.		
Benchmark LA.E.1.3.4: The student knows how mood or meaning is conveyed in poetry, such as, word choice, dialect, invented words, concrete or abstract terms, sensory or figurative language; use of sentence structure, line length, punctuation, and rhythm. Grade Level Expectations. The student:		
LA.E.1.3.4.1. knows ways effective word choice, uses of dialect and sensory or figurative language contribute to the mood or meaning of a poem.		
LA.E.1.3.4.2. understands the impact on the reader of specific word choices (for example, , multiple meanings, invented words, concrete or abstract terms, figurative language).		
LA.E.1.3.4.3. describes how line length, punctuation, and rhythm contribute to the overall effect of a poem.		
Benchmark LA.E.1.3.5: The student identifies common themes in literature. Grade Level Expectations. The student:		
LA.E.1.3.5.1. recognizes and summarizes possible themes in a variety of literary works, including classic literature.		Unit: It's a Fantasy World: Living in the Comics Lesson: 30.4 Reading Comprehension II Strand: Distinguish realism and fantasy Activity: Instruction/Practice
		Unit: It's a Fantasy World: Living in the Comics Lesson: 30.2 Reading Comprehension I Strand: Distinguish realism and fantasy Activity: Reading Skill I: Model
		Unit: It's a Fantasy World: Living in the Comics Lesson: 30.2 Reading Comprehension I Strand: Distinguish realism and fantasy Activity: Reading Skill I: Practice
		Unit: It's a Fantasy World: Living in the Comics Lesson: 30.3 Strategic Reading Strand: Strategic Reading Activity: Trapped In A Comic-Book World

Standards	Destination Reading Course 3	Destination Reading Course 4
		Unit: It's a Fantasy World: Living in the Comics Lesson: 30.4 Reading Comprehension II Strand: Distinguish realism and fantasy Activity: Application
LA.E.1.3.5.2. identifies and explains themes which appear across cultures.		
LA.E.1.3.5.3. discusses recurring and timeless themes in literary works.		
Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama.		
Benchmark LA.E.2.3.1: The student understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line. Grade Level Expectations. The student:		
LA.E.2.3.1.1. knows the reasons for a character's actions.		
LA.E.2.3.1.2. knows the events in the plot related to the central conflict and identifies the rising action and climax/resolution where applicable.		
LA.E.2.3.1.3. knows ways the tone of a literary work is used to support its story line.		
LA.E.2.3.1.4. knows from various characters' points of view a situation related to the central conflict in a literary work.		
Benchmark LA.E.2.3.2: The student responds to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life. Grade Level Expectations. The student:		

Standards	Destination Reading Course 3	Destination Reading Course 4
LA.E.2.3.2.1. selects a key passage that reflects his/her personal convictions.		
LA.E.2.3.2.2. explains or demonstrates how phrases, sentences, or passages relate to personal life.		
Benchmark LA.E.2.3.3: The student knows that a literary text may elicit a wide variety of valid responses. Grade Level Expectations. The student:		
LA.E.2.3.3.1. knows that a text may elicit a variety of valid responses.		
Benchmark LA.E.2.3.4: The student knows ways in which literature reflects the diverse voices of people from various backgrounds. Grade Level Expectations. The student:		
LA.E.2.3.4.1. reads literature by authors from various cultural and historical backgrounds.		
Benchmark LA.E.2.3.5: The student recognizes different approaches that can be applied to the study of literature, including thematic approaches such as change, personal approaches such as what an individual brings to his or her study of literature, historical approaches such as how a piece of literature reflects the time period in which it was written. Grade Level Expectations. The student:		
LA.E.2.3.5.1. knows different literary approaches that are used in the study of literature.		
LA.E.2.3.5.2. supports a particular literary approach or interpretation of a text with information from other texts (for example, historical or personal).		

Standards	Destination Reading Course 3	Destination Reading Course 4
Benchmark LA.E.2.3.6: The student identifies specific questions of personal importance and seeks to answer them through literature. Grade Level Expectations. The student:		
LA.E.2.3.6.1. gains a better understanding of self through the reading of literature.		
LA.E.2.3.6.2. explains the influence of a particular text on personal growth and development.		
Benchmark LA.E.2.3.7: The student identifies specific interests and the literature that will satisfy those interests. Grade Level Expectations. The student:		
LA.E.2.3.7.1. reads literature for personal pleasure.		
Benchmark LA.E.2.3.8: The student knows how a literary selection can expand or enrich personal viewpoints or experiences. Grade Level Expectations. The student:		
LA.E.2.3.8.1. reads and discusses literature with differing viewpoints to enhance perspective.		