

Destination Reading

Course I:

Emergent Literacy and Phonemic Awareness

Course II:

Building Fluency and Comprehension

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Destination Reading Scope & Sequence

Course 1: Kindergarten – Grade 1

Unit 1: Print in Our World

- Recognizing print in the environment
- Recognizing the function of environmental print
- Exploring print in stories
- Recognizing print in songs
- Developing listening skills by hearing stories read aloud
- Associating words with pictures
- Constructing sentences by selecting rebuses

Unit 2: ABC, Read With Me

- Exploring text by reading a short story
- Developing listening skills by hearing texts read aloud
- Recognizing that words are formed by combining letters from the alphabet
- Recognizing the letters of the alphabet and associating letters with words
- Recognizing the alphabet and regrouping letters to make words
- Identifying letters in varying forms
- Distinguishing letters from numbers
- Arranging letters in alphabetical order
- Matching words to letters of the alphabet
- Constructing own name from the letters in the alphabet

Unit 3: Jump Rope Rhymes

- Exploring text by reading jump rope rhymes
- Developing listening skills by hearing texts read aloud
- Recognizing the sounds /t/, /m/, short /a/, /s/, /n/, short /o/, and /f/
- Mapping letter sounds learned onto letters and distinguishing them from other sounds
- Constructing rhymes by inserting words that begin with the sounds learned
- Constructing an original jump rope rhyme by typing words
- Constructing CVC words by adding consonants to “_an” and “_at”
- Identifying CVC words that belong to the “_an” and “_at” families
- Discriminating letter sounds to decode words in a simple text
- Reading a decodable narrative fiction

Unit 4: Wild About Animals

- Exploring text by reading informational books
- Developing listening skills by hearing texts read aloud
- Recognizing the sounds /b/, /r/, short /i/, /h/, /l/, and /d/,
- Mapping letter sounds learned onto letters and distinguishing them from other sounds
- Selecting words and phrases to complete an informational text about animals
- Categorizing characteristics about animals
- Constructing CVC words by adding letters to “_it”, “_at”, “_ot”, “_id”, “_in”, and “_h_t”
- Identifying CVC words that belong to the “_ad”, “_id”, “_it”, and “_ot” families
- Recognizing the words “a”, “the”, “of”, “I”, and “no” and using them correctly in sentences
- Discriminating letter sounds to decode words in a simple text
- Reading a decodable narrative fiction

Unit 5: Silly Stories

- Exploring text by reading humorous stories
- Developing listening skills by hearing texts read aloud
- Recognizing the sounds short /u/, hard /c/, /p/, hard /g/, short /e/, and /w/
- Mapping letter sounds learned onto letters and distinguishing them from other sounds
- Constructing sentences by selecting adjectives and nouns that begin with sounds learned
- Identifying words that contain sounds learned

- Constructing CVC words by adding letters to “c_t”, “_ub”, “_en”, “_et”, “_ut”, “g_t”, “ma_”, and “li_”
- Identifying CVC words that belong to the “_ag”, “_ig”, “_od”, “_op”, “_ub”, “_un”, and “_ut” word families
- Recognizing the words “and”, “me”, “to”, “this”, and “are” and using them correctly in sentences
- Decoding words and recalling sight words to read a simple text

Unit 6: Lots of Lists

- Exploring text by reading a short story
- Applying the principle of predictable text to read a selection
- Recognizing the sounds /v/, /k/, /z/, /j/, /q/, /y/, and /x/ (V, K, Z, J, Q, Y, X)
- Mapping letter sounds learned onto letters and distinguishing them from other sounds
- Identifying words that contain sounds learned
- Constructing a list and recognizing its function
- Constructing CVC words by adding letters to “_ax”, “_ax”, “_et”, “_ip”, “_og”, and “_ox”
- Identifying CVC words that belong to the “_am”, “_ap”, “_ax”, “_et”, “_ip”, “_og”, and “_ox” families
- Recognizing the words “you”, “that”, “for”, “friend”, and “go” and using them correctly in sentences
- Decoding words and recalling sight word vocabulary to read a simple text

Unit 7: Reading With Friends

- Decoding words and recalling sight word vocabulary to read a simple text
- Identifying words that contain a single consonant or short vowel sound
- Constructing CVC words by adding letters to “_ug”, “_ed”, “_h_m”, “_l_t”, and “_cu_”
- Identifying CVC words that belong to the “_at”, “_ed”, “_in”, “_ob”, “_ot”, and “_ug” word families
- Identifying words with specified target sounds (short vowels, single consonants)
- Recognizing the words “he”, “was”, “my”, “said”, “so”, and “school” and using them correctly in sentences
- Distinguishing between events that happened at the beginning or the end of a story

Unit 8: E's, Please

- Exploring text by reading a poem
- Developing listening skills by hearing a text read aloud
- Recognizing the effect of silent “E” in CVCe words
- Creating new words by adding or removing a silent “E”
- Forming CVCe and CVC words
- Identifying CVCe and CVC words
- Selecting a CVCe or CVC word to complete a sentence
- Recognizing the words “now”, “as”, “with”, “one”, “his”, “they”, and “because” and using them correctly in sentences
- Decoding words and recalling sight word vocabulary to read a poem
- Reading a decodable poem with CVCe words
- Constructing an original rhyming poem by typing CVCe words

Unit 9: Pet Pals

- Considering personal preferences and supporting that choice in writing
- Exploring text by reading an informational book
- Developing listening skills by hearing text read aloud
- Recognizing the sounds soft /c/ and soft /g/
- Mapping letter sounds learned onto letters and distinguishing them from other sounds
- Identifying words that contain soft /g/ and soft /c/
- Distinguishing between the hard and soft sounds of the letters “C” and “G”





Course 1: Kindergarten – Grade 1 continued

- Identifying words that belong to the “_ell” and “_ent” families
- Recognizing the words “also”, “have”, “from”, “three”, “two”, “four”, “five”, “until”, and “should” and using them correctly in sentences
- Decoding words and recalling sight word vocabulary to read a simple text
- Reading a decodable narrative fiction
- Writing about information recalled from a text

Unit 10: Blends and Friends

- Exploring text by reading a narrative fiction about friendship
- Developing listening skills by hearing a text read aloud
- Categorizing characteristics
- Constructing consonant blends
- Combining consonant blends with word parts to create new words
- Combining consonant blends with word parts to create target words
- Selecting a word that begins with a blend to complete a sentence
- Identifying words that belong to “_ace”, “_ake”, “_aze”, “_ide”, “_im”, and “_ot” word families
- Recognizing the words “by”, “word”, “what”, “all”, “were”, “when”, “your”, and “very” and using them correctly in sentences
- Imagining a new character and describing some of its characteristics

Unit 11: Folk and Fairy Tales

- Exploring text by reading a fairy tale
- Developing listening skills by hearing texts read aloud
- Categorizing characteristics
- Identifying words with specified vowel diagraph sounds (“ai”, “ea”, “oa”, “ee”, “ay”)
- Recognizing the words “there”, “use”, “which”, “she”, “do”, “their”, and “other” and using them correctly in sentences
- Decoding words and recalling sight word vocabulary to read a folk tale
- Comparing three illustrations of a folk tale by selecting a favorite and writing about it
- Exploring text by reading a folk tale

Unit 12: Triceratops are Tops

- Anticipating details contained in an informational text
- Exploring text by reading and deducting facts from an informational book
- Developing listening skills by hearing texts read aloud
- Decoding words and recalling sight word vocabulary to read a folk tale
- Writing about information recalled from a text
- Identifying words that begin with consonant digraphs
- Recognizing vocabulary words, given definition clues
- Recognizing the words “about”, “many”, “black”, “please”, “some”, “pretty”, “dinosaur”, “triceratops”, and “fossils” and using them correctly in sentences
- Decoding words and recalling sight word vocabulary to read an informational poster

Unit 13: Adventure!

- Exploring stories with different elements, such as cause and effect
- Developing listening skills by hearing a text read aloud
- Recognizing that the letter “R” changes the sound of the preceding vowel
- Recognizing the sounds of r-controlled vowels (“ar”, “er”, “ir”, “or”, “ur”)
- Identifying words that contain r-controlled vowels
- Recognizing the words “say”, “want”, “white”, “would”, “into”, “look”, and “more” and using them correctly in sentences
- Decoding words and recalling sight word vocabulary to read a cause and effect story

- Selecting phrases to complete a cause and effect sentence
- Completing a cause and effect statement

Unit 14: Stories Take Us Places

- Exploring text by reading a neighborhood adventure story
- Developing listening skills by hearing texts read aloud
- Identifying words that contain vowel diphthongs
- Identifying words with specified diphthong sounds (“ow”, “oy”, “oi”, “ou”)
- Recognizing the words “again”, “any”, “write”, “today”, “through”, “open”, and “could” and using them correctly in sentences
- Recognizing vocabulary words, given definition clues
- Decoding words and recalling sight word vocabulary to read a folk tale
- Categorizing elements of a setting
- Exploring text by reading a historical fiction story

Unit 15: Tall Tales

- Recognizing the elements of a tall tale
- Exploring text by reading a tall tale
- Developing listening skills by hearing a text read aloud
- Combining two words to form a compound word
- Recognizing the words “People”, “water”, “been”, “call”, “who”, “find”, and “mountain”, and using them correctly in a sentence
- Decoding words and recalling sight word vocabulary to read a tall tale
- Identifying the elements of exaggeration
- Categorizing exaggerated and non-exaggerated sentences
- Recognizing the tale of John Henry as presented in a song
- Transforming a simple sentence into an exaggerated sentence

Unit 16: Same and Different

- Exploring text by reading an informational book
- Developing listening skills by hearing text read aloud
- Constructing new words by adding inflected endings (“_s”, “_es”, “_ed”, “_ing”)
- Separating a word into its base word and inflected ending
- Recognizing the words “come”, “penguins”, “every”, “fly”, “give”, “going”, and “know”, and using them correctly in sentences
- Decoding words and recalling sight word vocabulary to read an informational text
- Categorizing characteristics into a Venn diagram
- Writing about information recalled from a text

Unit 17: Rhythm and Rhyme

- Exploring text by reading a poem
- Developing listening skills by hearing text read aloud
- Discriminating the number of syllables in words
- Recognizing that words have rhythm and that multi-syllable words should be divided at precise points
- Separating a word into its syllables
- Identifying words that belong to the “_ain”, “_ar”, “_each”, “_eek”, “_ay”, “_oat”, “_oil”, “_ound”, and “_own” word families
- Recognizing the words “live”, “old”, “once”, “eyes”, “over”, “thank”, and “walk” and using them correctly in sentences
- Decoding words and recalling sight words to read a poem
- Using visualization to select an illustration for a poem and writing about it
- Exploring print in different contexts, such as narrative fiction



Destination Reading Scope & Sequence

Course 2: Grade 2–3

Unit 1: Here We Grow!

- Identifying parts of a book, including title, author, and illustrator
- Making a written prediction about a story based on an illustration and the title
- Reading narrative fiction texts to build vocabulary, fluency, and comprehension skills
- Sequencing events from a narrative fiction story
- Categorizing character traits
- Recognizing the distinguishing features of a map's compass rose
- Interpreting a simple map and selecting the correct answers to a variety of questions about the map
- Recognizing that nouns are words for people, places, and things
- Selecting the singular or plural form of a regular noun to complete a sentence
- Differentiating words with double consonants from those without double consonants in the context of a complete sentence
- Constructing a new word by combining the two words that make a compound word
- Writing a recount in the order that events occur using a beginning, middle, and end

Unit 2: What Do You Know?

- Recognizing the distinguishing elements of nonfiction, informational books including factual information and photos or illustrations
- Reading informational texts in the form of an informational book to build vocabulary, fluency, and comprehension skills
- Identifying the word that tells the main topic in a short passage
- Recalling and matching details to main ideas
- Using a table of contents, glossary and index to locate information
- Recognizing that adjectives are words that describe nouns
- Selecting the adjective to complete a sentence
- Distinguishing the difference between a statement, exclamation, and question
- Using knowledge of types of sentences to discriminate between statements, exclamations and questions
- Writing different types of sentences including a question, exclamation, and statement

Unit 3: Food For Thought

- Reading informational texts in the form of magazine articles to build vocabulary, fluency, and comprehension skills
- Recognizing the components of a diagram, including the rows and columns of information
- Interpreting a chart and selecting the correct answers to a variety of questions about the chart
- Formulating and writing questions for inquiry and investigation
- Recognizing the distinguishing features of informational magazine articles including title, author, heading, and picture
- Matching the vocabulary words to their definitions when given subject related words from an informational text
- Matching the contractions to the two words that form each of the contractions, using second grade vocabulary
- Identifying the word that contains the /or/ sound, spelled "oor," "ore," or "or," in the context of a complete sentence
- Making predictions about a recipe based on pictures of the ingredients
- Reading procedures to build vocabulary, fluency, and comprehension skills
- Sequencing steps in a procedure
- Recognizing that verbs are action words
- Finding the verb in the context of a sentence
- Recognizing the distinguishing components of procedures including the title, materials, and steps
- Writing a procedure



Unit 4: Folk And Fairy Tales

- Reading folk tales in play format to build vocabulary, fluency, and comprehension skills
- Sequencing events from a folk tale
- Matching the problems to solutions that occur in a fictional play
- Reading fairy tales to build vocabulary, fluency, and comprehension skills
- Categorizing settings, characters, and plots from two similar stories
- Recognizing that adverbs are words that describe an action
- Selecting the adverb to complete a sentence
- Constructing a new word by adding the prefix "un," "dis," or "re"
- Separating the prefix "un," "dis," or "re" from the base word
- Identifying words that belong to the "-eer," "-ear," or "-end" word families
- Writing dialogue for a play

Unit 5: Nature Poems

- Reading poetry to build vocabulary, fluency, and comprehension skills.
- Completing sentences with descriptive words
- Reading poetry to build vocabulary, fluency, and comprehension skills
- Selecting the verb to complete a sentence
- Visualizing what is being described in a poem
- Constructing a new word by adding the suffix "ly," "ful," or "er"
- Separating the suffix "ly," "ful," or "er" from the base word
- Reading poetry to build vocabulary, fluency, and comprehension skills
- Identifying rhyming words in a poem
- Creating sentences that include words with the sound /air/, spelled "are" and "air"
- Recognizing the distinguishing features of poetry including descriptive language, rhythm, rhyme, and pattern
- Writing a poem that follows a prescribed format

Unit 6: All About Aardvarks

- Matching the vocabulary words to their definitions when given subject related words from an informational text
- Reading encyclopedia entries to build vocabulary, fluency, and comprehension skills
- Recognizing the distinguishing parts of an encyclopedia entry including headings and guide words
- Recalling and matching factual information to specific headings
- Reading student reports to build vocabulary, fluency, and comprehension skills
- Matching the pairs of words that are antonyms, using second grade vocabulary
- Identifying the word that contains the /ew/ sound, spelled "ew," "oo," or "ou," in the context of a complete sentence
- Recognizing that a proper noun is a name for a specific person, place, or thing and is capitalized
- Finding the proper noun in the context of a sentence
- Recognizing the distinguishing elements of a report including a system of organization and main ideas
- Formulating and writing questions for inquiry and investigation

Unit 7: Dive In With Dolphins

- Recognizing the distinguishing elements of myths including human and nonhuman characters and telling for the purpose of explaining the unknown
- Making a written prediction about a story based on an illustration and the title
- Reading myths to build vocabulary, fluency, and comprehension skills
- Sequencing events from a myth
- Recognizing the features of a map legend
- Interpreting a map with a key and selecting the correct answers to a variety of questions about the map
- Creating an original story that has a clear problem and solution



Course 2: Grade 2–3 continued

- Reading informational texts in the form of an informational book to build vocabulary, fluency, and comprehension skills
- Recognizing that a pronoun is a word that may take the place of a noun
- Selecting the pronoun to complete a sentence
- Using second grade vocabulary, recognizing that homonyms are words that sound the same but have different meanings
- Identifying words that belong to the “-ove,” “-elf,” or “-ink” word families
- Matching causes to effects that occur in an informational article
- Creating an original myth

Unit 8: Kids Then And Now

- Recognizing the distinguishing elements of historical fiction including that it takes place during a specific time period in history and is often based on real people or events
- Reading historical fiction in diary format to build vocabulary, fluency, and comprehension skills
- Reading historical fiction in the form of a letter to build vocabulary, fluency, and comprehension skills
- Recognizing that one strategy for reading new words is to sound out a word, syllable by syllable
- Categorizing how life in a historical fiction story was similar and different to life today.
- Sequencing events from a historical fiction story
- Selecting the correct answers to questions about a text
- Formulating and writing questions for inquiry and investigation
- Recognizing that a possessive noun is a noun that shows ownership by adding an apostrophe and an “s”
- Finding the possessive noun in the context of a sentence
- Creating sentences that include words with the sound /oo/, as in “food,” spelled “oo” and “ou”
- Reading e-mail messages to build vocabulary, fluency, and comprehension skills
- Matching the complete word with its abbreviation, using second grade vocabulary
- Recognizing the distinguishing parts and purposes of letters including addresses, dates, greetings, and salutations
- Writing a letter that includes all of the parts of a friendly letter

Unit 9: An Amazing Life

- Recognizing the distinguishing elements of a biography including that it is written about a real person by someone else
- Reading biographies to build vocabulary, fluency, and comprehension skills
- Reading a passage and then selecting the most appropriate summary about it
- Matching the problems a character experiences to the solutions she creates, after reading a biography
- Categorizing how the subject of a biography was similar and different as a child and as an adult
- Recognizing the purpose and components of a timeline, including sequenced events with dates
- Interpreting a simple timeline and selecting the correct answers to a variety of questions about the timeline
- Recognizing that sentences require subject-verb agreement
- Selecting correct subject-verb agreement in a sentence
- Identifying the word that contains the /aw/ sound, spelled “a,” “aw,” “au,” “all,” or “ough,” in the context of a complete sentence
- Matching the pairs of words that are synonyms, using second grade vocabulary
- Formulating and writing questions for inquiry and investigation

Unit 10: An Adventure In The City:

- Matching vocabulary words to their definitions when given vocabulary from a fiction story
- Reading adventure fiction stories to build vocabulary, fluency, and comprehension skills
- Inferring what different characters are most likely to be thinking after reading an adventure fiction story
- Drawing a logical conclusion about a passage
- Matching causes to effects that occur in an adventure fiction story
- Recognizing that when two subjects are doing the same action, a sentence can be written with a compound subject
- Writing about how the setting influences a story
- Identifying words with the initial blends “str,” “spr,” and “thr”
- Selecting the irregular verb to complete a sentence
- Using second grade vocabulary, recognizing that compound words are two meaningful words placed together to create a new word
- Recognizing the distinguishing elements of an adventure fiction story including setting, plot, and characters facing the unknown or unexpected
- Writing about how a character’s choices affect the plot of a story

Unit 11: Out Of This World

- Recognizing the distinguishing elements of a newspaper article including who, what, when, where, and why
- Reading newspaper articles to build vocabulary, fluency, and comprehension skills
- Selecting the correct answers to questions about a text
- Recalling information from an informational text in order to write responses to questions
- Recognizing that commas are used to separate words in a list within a sentence
- Locating the sentence with commas in a series when given a short passage
- Selecting the irregular verb in the past tense to complete a sentence
- Creating sentences that include words with the sound /wa/, as in “water”
- Constructing a new word by combining the two words that make a compound word
- Separating the prefix “un,” “dis,” or “re” from the base word
- Formulating and writing questions for inquiry and investigation including “who,” “what,” “when,” “where,” “why,” and “how”

Unit 12: It’s A Mystery

- Reading mystery chapter books to build vocabulary, fluency, and comprehension skills
- Recognizing that one strategy for reading new words is to find smaller words within the new word
- Inferring what different characters are most likely to be thinking after reading a mystery story
- Matching the problems to solutions that occur in a mystery story
- Selecting the correct answers to questions about a text
- Formulating and writing questions for inquiry and investigation
- Reading mystery chapter books to build vocabulary, fluency, and comprehension skills
- Recognizing the distinguishing elements of a mystery including clues, events, suspects, and solutions
- Recognizing that when a subject is doing two related actions, a sentence can be written with a compound predicate
- Locating the sentence that has a compound predicate when given a short passage
- Identifying the word that contains the spelling “ome” or “ove,” in the context of a complete sentence
- Matching the singular and plural of irregular nouns, such as “elf”/“elves” and “penny”/“pennies,” using second grade vocabulary
- Analyzing and recording how information in a story influences plot development

Destination Reading Scope & Sequence

Course 2: Grade 2–3 continued

Unit 13: In The Mountains

- Reading narrative fiction texts to build vocabulary, fluency, and comprehension skills
- Recognizing that nouns are words for people, places, and things
- Recognizing that adjectives are words that describe nouns
- Selecting the noun to complete a sentence
- Reading informational texts in the form of an informational book to build vocabulary, fluency, and comprehension skills
- Recognizing the distinguishing components of an informational book including table of contents, index, and glossary
- Identifying the most appropriate source for different purposes of reading
- Writing a narrative fiction sentence based on an informational sentence
- Identifying words that belong to the “-ief” (long /e/) word family and to the “-ait,” “-aid,” “-ail,” and “-ay” (long /a/) word families
- Constructing a new word by combining the two words that make a compound word
- Separating a compound word into two meaningful words
- Distinguishing the difference between a statement, exclamation, and question
- Analyzing the difference between nonfiction and fiction

Unit 14: An Inventor’s Life

- Recognizing the distinguishing elements of a biography including that it is written about a real person by someone else
- Making a written prediction about a story based on an illustration and the title
- Reading biographies to build vocabulary, fluency, and comprehension skills
- Recognizing the purpose and components of a timeline, including sequenced events with dates
- Interpreting a simple timeline and selecting the correct answers to a variety of questions about the timeline
- Recalling and matching factual information to specific headings
- Recognizing that verbs are action words
- Recognizing that adverbs are words that describe an action
- Selecting the verb to complete a sentence
- Creating sentences that include words with the long /i/ sound, spelled “igh” and “y”
- Constructing a new word by adding the prefix “mis,” “non,” or “pre”
- Separating the prefix “mis,” “non,” or “pre” from the base word
- Selecting the correct answers to questions about a text
- Analyzing the main ideas in a biography

Unit 15: Baseball’s Best

- Matching vocabulary words and common phrases to their definitions when given words and phrases from an informational text
- Recognizing the distinguishing features of a newspaper article including dates, headlines, photos, authors, and facts
- Reading newspaper articles to build vocabulary, fluency, and comprehension skills
- Reading a passage and then selecting the most appropriate summary about it
- Reading stories found at kiosk to build vocabulary, fluency, and comprehension skills
- Recalling and matching factual information to specific headings
- Constructing a new word by adding the suffix “est,” “en,” “less,” or “ness”
- Separating the suffix “est,” “en,” “less,” or “ness” from the base word
- Identifying the word that contains the complex initial blend “thr” or “spl” in the context of a complete sentence
- Matching the singular and plural of irregular nouns, such as “woman”/“women” and “hero”/“heroes,” using third grade vocabulary
- Analyzing the distinguishing features of a newspaper article

Unit 16: An African Folk Tale

- Recognizing that one strategy for reading new words is to read the words that come before and after the new word, looking for context clues
- Making a written prediction based on an illustration
- Reading folk tales to build vocabulary, fluency, and comprehension skills
- Reading a passage and then selecting the most appropriate summary about it
- Recalling what different characters said, did, or thought after reading a folk tale
- Assuming a character’s point of view by writing a letter
- Recognizing that the conjunctions “and,” “but,” and “or” can be used to combine thoughts into one sentence
- Finding the conjunction in the context of a sentence
- Identifying words that belong to the “-ung,” “-ank,” “-unk,” “-ild,” or “-ift” word families
- Matching the contractions to the two words that form each of the contractions, using third grade vocabulary
- Creating an original legend

Unit 17: True To Life

- Reading realistic fiction chapter books to build vocabulary, fluency, and comprehension skills
- Inferring what different characters are most likely to be thinking after reading a fiction chapter book
- Recognizing verbs in the past, present, and future tense
- Reading realistic fiction chapter books to build vocabulary, fluency, and comprehension skills
- Recognizing that adverbs are words that describe an action
- Finding the adverb in the context of a sentence
- Creating sentences that include words with the /ou/ sound, as in “group” and “through”
- Reading realistic fiction chapter books to build vocabulary, fluency, and comprehension skills
- Recalling and matching characters, plot, and setting
- Categorizing the character traits of a protagonist and an antagonist in a story
- Matching the pairs of words that are antonyms, using third grade vocabulary
- Writing about how the setting influences a story

Unit 18: Wilderness Adventure

- Recognizing the distinguishing elements of an adventure fiction story including setting, plot, and characters facing the unknown or unexpected
- Reading adventure fiction in the form of a journal to build vocabulary, fluency, and comprehension skills
- Recognizing the components of a schedule, including the rows and columns
- Interpreting a schedule and selecting the correct answers to a variety of questions about the schedule
- Sequencing events from an adventure fiction story, including problems and solutions
- Identifying the word that contains the /k/ sound, spelled “ch,” or the /sk/ sound, spelled “sch,” in the context of a complete sentence
- Finding the answer to a comprehension question when given a passage from a journal
- Categorizing facts and opinions
- Selecting correct subject-verb agreement in a sentence
- Matching the complete word with its abbreviation, using third grade vocabulary
- Recognizing the distinguishing components of a journal including dates, places, thoughts, events, and feelings
- Writing an original journal entry





Course 2: Grade 2-3 continued

Unit 19: A Visit To The Aquarium

- Recognizing the distinguishing parts of a brochure and elements of persuasive writing, which include catchy creative language written to boast or to persuade the reader
- Reading informational texts in the form of brochures to build vocabulary, fluency, and comprehension skills
- Identifying words with “kn,” “wr,” and “mb,” in which one letter is silent
- Using third grade vocabulary, recognizing that compound words are two meaningful words placed together to create a new word
- Reading informational texts in the form of explanatory plaques to build vocabulary, fluency, and comprehension skills
- Recognizing the elements of a bar graph, including the bars and the x and y axes
- Interpreting a graph and selecting the correct answers to a variety of questions about the graph
- Categorizing text from a plaque and a brochure
- Recalling and matching factual information to specific headings
- Selecting the correct pronoun-antecedent agreement
- Recognizing that commas are used to separate words in a list within a sentence
- Writing a persuasive paragraph

Unit 20: Tall Tales

- Matching the vocabulary words to their definitions when given words from a tall tale
- Recognizing the distinguishing features of a tall tale, including exaggerations and humor
- Reading tall tales to build vocabulary, fluency, and comprehension skills
- Visualizing what is being described in a tall tale
- Selecting the possessive noun to complete a sentence
- Identifying all of the sentences that are exaggerations in a passage from a tall tale
- Formulating and writing questions for inquiry and investigation
- Matching causes to effects after reading a tall tale
- Using third grade vocabulary, recognizing that homonyms are words that sound the same but have different meanings
- Rewriting sentences to include exaggerations
- Reading tall tales to build vocabulary, fluency, and comprehension skills
- Creating sentences that include words with an “le” ending

Unit 21: Long Ago In Mexico

- Reading historical fiction chapter books to build vocabulary, fluency, and comprehension skills
- Categorizing how life in a historical fiction story was similar and different to life today
- Constructing a new word by adding the prefix “mis,” “non,” or “pre”
- Separating the prefix “mis,” “non,” or “pre” from the base word
- Using a glossary to find a definition for a specific word
- Reading historical fiction chapter books to build vocabulary, fluency, and comprehension skills
- Writing a comparison of a character’s life in a historical fiction story to present day life
- Recognizing the features of a map, including a legend and a compass rose
- Interpreting a map with a key and selecting the correct answers to a variety of questions about the map
- Reading historical fiction chapter books to build vocabulary, fluency, and comprehension skills
- Identifying the word that contains the short /e/ sound, spelled “ea,” or the long /e/ sound, spelled “ea,” in the context of a complete sentence
- Analyzing how the time period of a story influences the plot

Unit 22: Up Periscope

- Recognizing the distinguishing features of a cutaway diagram, including call-outs
- Interpreting a cutaway diagram and selecting the correct answers to a variety of questions about the diagram
- Matching the vocabulary words to their definitions when given subject related words from an informational text
- Recognizing the distinguishing components of a technical text, including diagrams and explanations of how something works
- Making a written prediction based on an illustration
- Reading informational, technical texts to build vocabulary, fluency, and comprehension skills
- Identifying words with the /j/ sound, spelled “dge” and “ge,” and the /f/ sound, spelled “ph”
- Recognizing that a pronoun is a word that may take the place of a noun
- Finding the pronoun in the context of a sentence
- Matching the contractions to the two words that form each of the contractions, using third grade vocabulary
- Recognizing the distinguishing components of procedures including the title, materials, and steps
- Reading technical procedures to build vocabulary, fluency, and comprehension skills
- Sequencing steps in a procedure
- Writing a procedure

Unit 23: Super-Size Sci-Fi

- Reading science fiction stories to build vocabulary, fluency, and comprehension skills
- Matching the problems to solutions that occur in a science fiction story
- Inferring what different characters are most likely to be thinking after reading a science fiction story
- Identifying the character or setting in a passage from a story
- Recalling and matching characters, plot, and setting
- Creating sentences that include words with the short /o/ sound, spelled “ough”
- Matching the pairs of words that are antonyms, using third grade vocabulary
- Recognizing that a proper noun is a name for a specific person, place, or thing and is capitalized
- Finding all of the nouns that are capitalized in a passage from a story
- Writing a science fiction story that includes exaggerations based on scientific or natural principles

Unit 24: A Trickster Tale

- Recognizing that one strategy for reading new words is to sound out a word, syllable by syllable
- Recalling and writing the ending to a legend
- Reading legends to build vocabulary, fluency, and comprehension skills
- Sequencing events from a legend
- Matching causes to effects that occur in a legend
- After reading a legend, comparing and judging three illustrations of the setting by selecting a favorite
- Identifying the word that contains the long /e/ sound, spelled “y,” or the long /i/ sound, spelled “y,” in the context of a complete sentence
- Matching the singular and plural of irregular nouns, such as “woman”/“women” and “hero”/“heroes,” using third grade vocabulary
- Using advanced third grade vocabulary, recognizing that homonyms are words that sound the same but have different meanings
- Writing a legend based on how something came to be

Navigating Through Destination Reading

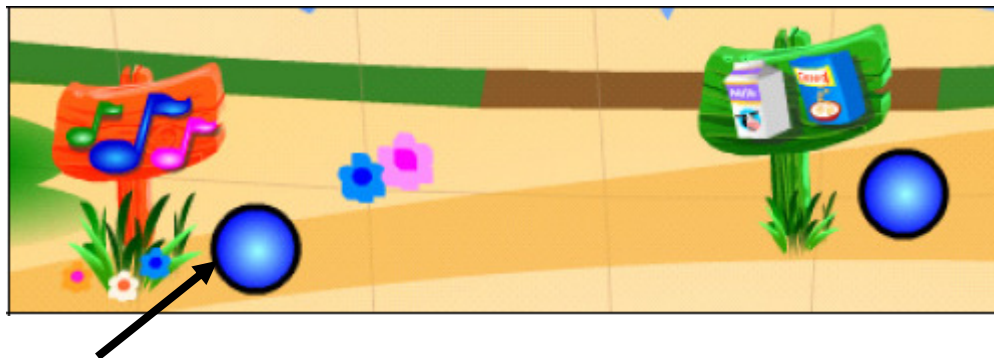
Within Destination Reading Courses I and II, each course contains units, and within each unit there are many activities/lessons.

Navigating through Courses/Units/Lessons

1. Launch Course I or Course II.
2. Roll your cursor over each steppingstone along the path to view the unit names.
3. Click one of the units, or steppingstones, along the path to begin a unit.



4. Roll your cursor over the activity markers along the path to view the activity title.
5. Click one of the activity markers on the path to launch an activity.



Navigation Buttons



Map—Exits activity and returns to the unit menu

Help—Repeats current instructions

Back—Takes you to the previous activity

Replay—Restarts the current activity

Next—Takes you to the next activity

Print

**DESTINATION READING - COURSES I AND II
LEXILE LEVELS AND WORD COUNTS**

| Course I | Lexile | Word Count |
|---------------------------------|--|--|
| Unit 1: Print in Our World | (6) 200 (7) 270 (8) 320 | (6) 263 (7) 491 (8) 417 |
| Unit 2: ABC, Read With Me | (1)-60 | (1) 200 |
| Unit 3: Jump Rope Rhymes | ** (32) 10 | ** (32) 38 |
| Unit 4: Wild Animals About | (1) 320 (5) 220 (9) 190 (13) 200 (17) 130 (21) 220 ** (29) 30 | (1) 18 (5) 19 (9) 14 (13) 16 (17) 15 (21) 19 ** (29) 77 |
| Unit 5: Silly Stories | ** (28) 40 | |
| Unit 6: Lots of Lists | (1) 140 ** (20) 400 | (1) 81 |
| Unit 7: Reading with Friends | ** (1) 230 | ** (1) 314 |
| Unit 8: E's, Please | (1)+** (7) 450 | |
| Unit 9: Pet Pals | (2)+** (10) 90 | (2)+** (10) 132 |
| Unit 10: Blends and Friends | (1) 290 | (1) 187 |
| Unit 11: Folk and Fairy Tales | (1) 310 ** (5)+(7) 260 | (1) 593 ** (5)+(7) 273 |
| Unit 12: Triceratops Are Tops | (2) 350 | (2) 139 |
| Unit 13: Adventure | (1)+** (6) 240 | (1)+** (6) 127 |
| Unit 14: Stories Take Us Places | (1) 180 ** (6)+(8) 170 | (1) 289 |
| Unit 15: Tall Tales | (2)+** (7) 490 | (2)+** (7) 476 |
| Unit 16: Same and Different | (1)+** (5) 680 | |
| Unit 17: Rhythm and Rhyme | | |

| Course II | Lexile | Word Count |
|-----------------------------------|--|---|
| Unit 1: Here We Grow! | (3) 470 | |
| Unit 2: What Do You Know? | (2) 430 | |
| Unit 3: Food for Thought | | |
| Unit 4: Fold and Fairy Tales | (4) 320 | (4) 695 |
| Unit 5: Nature Poems | NP | NP |
| Unit 6: All About Aardvarks | (1) 480 | |
| Unit 7: Dive in with Dolphins | (3) 540 (8) 750 | (3) 428 (8) 515 |
| Unit 8: Kids Then and Now | (2) 540 | (2) 367 |
| Unit 9: An Amazing Life | (2) 480 | (2) 559 |
| Unit 10: An Adventure in the City | (1) 390 | (1) 1443 |
| Unit 11: Out of This World | (2) 650 | (2) 230 |
| Unit 12: It's a Mystery | (1+5) 400 (1) 330 (5) 420 | (1+5) 740 (1) 168 (5) 572 |
| Unit 13: In the Mountains | (1) 450 (5) 720 | (1) 763 (5) 517 |
| Unit 14: An Inventor's Life | (3) 650 | (3) 976 |
| Unit 15: Baseball's Best | (2) 880 (5) 820 | (2) 341 (5) 532 |
| Unit 16: An African Folk Tale | (3) 610 | (3) 975 |
| Unit 17: True to Life | (1) 590 (3) 610 (7) 500 | |
| Unit 18: A Wilderness Adventure | (2) 640 | (2) 1506 |
| Unit 19: A Visit to the Aquarium | (2) 930 | (2) 509 |
| Unit 20: Tall Tales | (2) 730 (11) 740 | (2) 847 (11) 349 |
| Unit 21: Long Ago in Mexico | (1+6+9) 630 (1) 650 (6) 750 (9) 550 | (1+6+9) 1603 (1) 632 (6) 334 (9) 637 |
| Unit 22: Up Periscope | (5) 840 | (5) 286 |
| Unit 23: Super-Size Sci-Fi | (1) 570 | (1) 1367 |
| Unit 24: A Trickster Tale | (2) 530 | (2) 1023 |

****Read on Your Own. No audio support.**

House Scope & Sequence

Listed by activity and learning objective.

| BAILEY'S BOOK HOUSE | |
|------------------------------|------------------------|
| Edmo and Houdini | Word Recognition |
| Letter Machine | Phonics |
| Make-A-Story | Comprehension |
| Three-Letter Carnival | Phonics |
| Read-A-Rhyme | Phonemic Awareness |
| Kid Cards | Written Expression |
| My Friend | Vocabulary Development |
| Silly Songs | Phonics |
| Compound Word Machine | Word Building |

| SAMMY'S SCIENCE HOUSE | |
|------------------------------|-------------------|
| Sorting Station | Differentiation |
| Workshop | Systems |
| Weather Machine | Change/Weather |
| Make-A-Movie | Change/Properties |
| Acorn Pond | Living Organisms |
| Create-A-Critter | Animals |
| Recycle It! | Natural Resources |

| MILLIE'S MATH HOUSE | |
|-------------------------------|------------------------|
| Number Machine | Concept of Numbers |
| Little, Middle and Big | Concept of Measurement |
| What's My Number? | Process of Computation |
| Bing and Bong | Pre-Algebra |
| Cookie Factory | Quantitative Reasoning |
| Mouse House | Geometric Concepts |
| Build-A-Bug | Numeric Concepts |
| Alien Astronauts | Sorting by Attributes |
| Paint-by-Number | Number Concepts |

| TRUDY'S TIME AND PLACE HOUSE | |
|-------------------------------------|------------------|
| Earthscout | Geography |
| Jellybean Hunt | Mapping Skills |
| Symbol Sandbox | Mapping Skills |
| Calendar Clock | Time Measurement |
| Time Twins | Telling Time |
| Out Around Town | Neighborhood |
| Cultural Festival | World Cultures |