

Voyages in English 2011
Grade 3
Correlations to Common Core Standards

(Updated January 2011)

Grade 3 English Language Arts Common Core Standards

Reading: Literature

Key Ideas and Details	Grammar Section-Lesson	Writing Chapter-Lesson
RL 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		W1-CO; W3-CO; W5-CO; W7-CO
RL 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.		www.voyagesinenglish.com
RL 3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.		W1-CO; W3-CO; W5-CO; W7-CO

Craft and Structure	Grammar Section-Lesson	Writing Chapter-Lesson
RL 3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.		W1-CO; W3-CO; W5-CO; W7-CO
RL 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.		W1-CO; W3-CO; W5-CO; W7-CO
RL 3.6 Distinguish their own point of view from that of the narrator or those of the characters.		www.voyagesinenglish.com

Integration of Knowledge and Ideas	Grammar Section-Lesson	Writing Chapter-Lesson
RL 3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).		W1-L1;
RL 3.8 (Not applicable to literature)		N/A
RL 3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).		www.voyagesinenglish.com

Range of Reading and Complexity of Text	Grammar Section-Lesson	Writing Chapter-Lesson
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3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.		W1-CO; W3-CO; W5-CO; W7-CO
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Reading: Informational Text

Key Ideas and Details	Grammar Section-Lesson	Writing Chapter-Lesson
RI 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W8-CO

Craft and Structure	Grammar Section-Lesson	Writing Chapter-Lesson
RI 3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .		W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W8-CO

Integration of Knowledge and Ideas	Grammar Section-Lesson	Writing Chapter-Lesson
RI 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.		W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W8-CO

Range of Reading and Complexity of Text	Grammar Section-Lesson	Writing Chapter-Lesson
RI 3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.		W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W8-CO

Reading: Foundational Skills

Phonics and Word Recognition	Grammar Section-Lesson	Writing Chapter-Lesson
FS 3.3 Know and apply grade-level phonics and word analysis skills in decoding words.		W1-L3; W1-L4;
FS 3.3A Identify and know the meaning of the most common prefixes and derivational suffixes.		W5-L5; W6-L5
FS 3.3B Decode words with common Latin suffixes.		W6-L5
FS 3.3C Decode multisyllable words.		W2-L5

FS 3.3D Read grade-appropriate irregularly spelled words.	G2.5; G4.6-4.8; G5.6	
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Fluency	Grammar Section-Lesson	Writing Chapter-Lesson
FS 3.4 4. Read with sufficient accuracy and fluency to support comprehension.		W1-CO; W1-WW; W2-CO; W2-WW; W3-CO; W3-WW; W6-CO; W6-WW; W7-CO; W7-WW
FS 3.4A Read grade-level text with purpose and understanding.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
FS 3.4B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.		W1-CO; W3-CO; W5-CO; W7-CO
FS 3.4C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		W1-L3; W1-L4; W3-L5

Writing

Text Types and Purposes	Grammar Section-Lesson	Writing Chapter-Lesson
W 3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.		W6-WW
W 3.1A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.		W6-L1; W6-L2; W6-WW
W 3.1B Provide reasons that support the opinion.		W6-L1; W6-L2; W6-WW
W 3.1C Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.		W6-CO; W6-L1; W6-L2; W6-WW
W 3.1D Provide a concluding statement or section.		W6-L1; W6-L2; W6-WW
W 3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		W2-WW; W5-WW; W8-WW
W 3.2A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.		W2-L1; W2-L2; W2-WW; W5-L1; W5-WW; W8-L1; W8-WW
W 3.2B Develop the topic with facts, definitions, and details.		W2-L1; W2-L2; W2-WW; W5-L1; W5-WW; W8-L1; W8-WW
W 3.2C Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.	G6.9; G7.8	W2-CO; W2-WW; W5-CO; W5-L1; W5-WW; W6-L4; W8-

		L1; W8-L4; W8-WW
W 3.2D Provide a concluding statement or section.		W2-L1; W2-WW; W5-L1; W5-WW; W8-L1; W8-WW
W 3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		W1-WW; W7-WW
W 3.3A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.		W1-L1; W1-L2; W1-WW; W7-L1; W7-L2; W7-L3; W7-WW
W 3.3B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		W7-L2; W7-L3; W7-WW
W 3.3C Use temporal words and phrases to signal event order.		W1-L1; W1-WW; W7-L1; W7-WW
W 3.3D Provide a sense of closure.		W1-L1; W1-WW; W7-L1; W7-WW

Production and Distribution of Writing	Grammar Section-Lesson	Writing Chapter-Lesson
W 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
W 3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
W 3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW

Research to Build and Present Knowledge	Grammar Section-Lesson	Writing Chapter-Lesson
W 3.7 Conduct short research projects that build knowledge about a topic.		W8-L1; W8-L2; W8-L3; W8-L6; W8-WW
W 3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		W8-L2; W8-L3; W8-WW

W 3.9 (Begins in grade 4)		N/A
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Range of Writing	Grammar Section-Lesson	Writing Chapter-Lesson
W 3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		W1-L1; W1-WW; W2-L2; W2-WW; W3-L1; W3-WW; W4-L1; W4-WW; W5-L1; W5-WW; W6-L1; W6-WW; W7-L1; W7-WW; W8-L1; W8-WW

Speaking & Listening

Comprehension and Collaboration	Grammar Section-Lesson	Writing Chapter-Lesson
W 3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.		W1-CO; W1-L6; W2-CO; W2-L6; W3-CO; W3-L6; W4-CO; W4-L6; W5-CO; W5-L6; W6-CO; W6-L6; W7-CO; W7-L6; W8-CO; W8-L6
W 3.1A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
W 3.1B Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
W 3.1C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
W 3.1D Explain their own ideas and understanding in light of the discussion.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
W 3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		W2-CO; W5-CO; W6-CO; W6-L3; W8-CO

W 3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
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Production and Distribution of Writing	Grammar Section-Lesson	Writing Chapter-Lesson
W 3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
W 3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		W1-L6; W1-WW; W3-L6; W3-WW; W5-L6; W5-WW; W6-L6; W6-WW; W7-L5; W7-L6; W7-WW
W 3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6

Language

Conventions of Standard English	Grammar Section-Lesson	Writing Chapter-Lesson
L 3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	G1.1–1.11; G2.1–2.11; G3.1–3.8; G4.1–4.16; G5.1–5.11; G6.1–6.9; G8.1–8.11	W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
L 3.1A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	G2.1–2.11; G3.1–3.8; G4.1–4.16; G5.1–5.11; G6.1–6.9; 8.1–8.11	W1-L3; W1-L4;
L 3.1B Form and use regular and irregular plural nouns.	G2.3–2.5	
L 3.1C Use abstract nouns (e.g., <i>childhood</i>).	G2.9	
L 3.1D Form and use regular and irregular verbs.	G4.5	
L 3.1E Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.	G4.9–4.11	
L 3.1F Ensure subject-verb and pronoun-antecedent agreement.*	G3.6; G4.15	
L 3.1G Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	G5.5–5.6; G6.6	

L 3.1H Use coordinating and subordinating conjunctions.	G6.9	W4-L4; W5-L4; W6-L4; W8-L4
L 3.1I Produce simple, compound, and complex sentences.	G1.1–1.11; G6.9; G7.8; G8.1–8.11	W2-L4; W4-4; W5-L4; W6-L4; W8-L4
L 3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	G2.5; G4.5–4.8; 4.16; G7.1–7.11	W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
L 3.2A Capitalize appropriate words in titles.	G7.4–7.5	W5-WW
L 3.2B Use commas in addresses.	G7.6	
L 3.2C Use commas and quotation marks in dialogue.	G7.7–7.8	W7-L3
L 3.2D Form and use possessives.	G2.6–2.8; G3.4–3.5	
L 3.2E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).	G4.9–4.15	W2-L5;
L 3.2F Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.	G2.3–2.4; G3.4–3.5	W5-L5; W6-L5; W7-L4; W8-L5
L 3.2G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		W1-L5; W2-L3; W8-L3

Knowledge of Language	Grammar Section-Lesson	Writing Chapter-Lesson
L 3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
L 3.3A Choose words and phrases for effect.*		W1-L3; W1-L4; W3-L5
L 3.3B Recognize and observe differences between the conventions of spoken and written standard English.		W4-L1; W4-L3; W7-L4;

Vocabulary Acquisition and Use	Grammar Section-Lesson	Writing Chapter-Lesson
L 3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.		W1-L5; W3-L5; W8-L5;
L 3.4A Use sentence-level context as a clue to the meaning of a word or phrase.		W1-L3; W1-L4; W2-L3; W3-L5
L 3.4B Determine the meaning of the new word formed when a		W5-L5; W6-L5

known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).		
L 3.4C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).		www.voyagesinenglish.com
L 3.4D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.		W1-L5; W2-L3; W3-L5; W4-L5
L 3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.		W3-WW
L 3.5A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).		www.voyagesinenglish.com
L 3.5B Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).		www.voyagesinenglish.com
L 3.5C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).		W1-L3; W1-L4; W3-L5; W4-L5;
L 3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	G6.2-6.4	W1-L1;