

Voyages in English 2011
Grade 3
Correlations to IL State Standards

(Updated January 2011)

Illinois English Language Arts Performance Descriptors

Grade 3 (Stage C correlations)

1.A Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.	Grammar Section-Lesson	Writing Chapter-Lesson
2. Use word analysis (root words, inflections, affixes) to identify words.	G4.12–4.14; G5.5	W2-L5; W5-L5; W6-L5; W7-L4
3. Discuss the meanings of new words encountered in independent and group activities.		W1-CO; W6-L5; W8-L5
4. Use synonyms and antonyms to define words.		W1-L3; W3-L5; W4-L5;
5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age- appropriate material.		W1-CO; W1-L4; W2-L5; W5-L5; W6-L5; W8-L5
6. Self-monitor reading and use decoding strategies to self- correct miscues.		W5-L5; W6-L5
7. Use context and previous experience to determine the meanings of unfamiliar words in text.		W2-L3; W6-L5; W8-L5
8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.		W1-L5; W2-L3; W3-L5; W8-L5
1.B Students who meet the standard can apply reading strategies to improve understanding and fluency.	Grammar Section-Lesson	Writing Chapter-Lesson
1. Identify purposes for reading before and during reading.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO;

		W7-CO; W8-CO
2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.		W1-CO; W1-L1; W5-CO;
3. Use a variety of strategies (e.g., K-W-L, anticipation guide, graphic organizer, DR- TA) to connect important ideas in text to prior knowledge and other reading.		W3-L4; W6-L3
4. Identify explicit main ideas.		W6-CO; W6-L1; W8-CO; W8-L1
5. Make connections from text to text, text to self, text to world.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
6. Differentiate between fact and opinion.		W5-L1; W6-CO; W6-L1
7. Identify genres of fiction and non-fiction.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
8. Identify genres of poetry.		W7-L5
9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.		W2-L3; W8-5
10. Ask questions to clarify understanding.		W1-L6; W2-L6; W4-L6; W7-L2
11. Summarize or retell information from a text.		W2-CO; W2-L1; W4-L6; W8-CO
12. Interpret age-appropriate figurative language.		W3-L3; W5-L1; W5-WW
13. Read age-appropriate material aloud with fluency and accuracy.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
1.C Students who meet the standard can	Grammar Section-Lesson	Writing Chapter-Lesson

comprehend a broad range of reading materials.		
1. Use evidence in text to form questions and verify predictions.		W1-CO
2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).		W1-L4; W2-L4; W6-CO
3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.		W5-WW; W6-L1; W7-L1; W8-CO; W8-L1
4. Identify the message the author conveys in the text.		W2-CO; W4-L2; W6-CO; W6-L1; W7-CO; W7-L1; W8-CO
5. Make comparisons across reading selections (e.g., themes, topics, story elements).		W1-L1; W2-L1; W3-CO; W5-CO; W7-CO
6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.		W2-L1; W5-CO
7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.		W1-L1; W1-L2; W2-L2; W3-CO; W3-L1; W6-CO; W6-L2; W8-CO
8. Explain how authors and illustrators express their ideas.		W1-L6; W1-WW; W5-WW; W6-L1; W7-L3
9. Use information from simple tables, maps, and charts to increase comprehension of a variety of age-appropriate materials, both fiction and nonfiction.		W1-L5; W2-L3; W3-L6; W8-L6; W8-WW
10. Use available technology (e.g., interactive web sites, software, electronic mail).		W1-L5; W1-L6; W2-L3; W2-L6; W3-L5; W3-L6; W4-L3; W6-L6; W7-L5;

		W8-L5; W8-WW
2.A Students who meet the standard can understand how literary elements and techniques are used to convey meaning.	Grammar Section-Lesson	Writing Chapter-Lesson
1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books.		W7-CO; W7-L1
2. Identify the setting and tell how it affects the story.		W3-L3; W5-CO; W5-WW; W7-L1;
3. Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem).		W5-L2; W5-WW; W7-L1
4. Identify/compare characters' attributes across stories.		W5-CO; W7-L2
5. Define unfamiliar vocabulary.		W1-CO; W7-L4
6. Name several characteristics that distinguish fiction from nonfiction.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).		W1-CO; W7-CO; W7-L6
8. Classify major types of nonfiction (e.g., essay, biography, autobiography).		W2-CO; W5-CO; W6-CO; W8-CO; W8-L1
9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).		W2-CO; W2-L1; W3-CO; W3-L1; W4-CO; W4-L2; W4-L3; W6-CO; W6-L2; W8-CO; W8-L1
10. Recognize that prose is written in sentences and organized in paragraphs.		W1-L1; W5-L1; W8-L1
11. Recognize both rhymed and unrhymed poetry.		W7-L5
12. Discover poetic devices (e.g., rhyme, rhythm,		W7-L5

alliteration, onomatopoeia, repetition, simile, metaphor).		
2.B Students who meet the standard can read and interpret a variety of literary works.	Grammar Section-Lesson	Writing Chapter-Lesson
1. Apply events and situations in both fiction and nonfiction to personal experiences.		W1-CO; W2-CO; W6-CO; W8-CO
2. Investigate literature from a variety of time periods/ cultures/genres.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
3. Compare works by the same author.		
4. Discuss works that have a common theme.		W2-CO; W2-L1; W7-CO; W8-L6
5. Re-enact/role play/retell (e.g., stories, songs, poems, plays).		W1-L1; W1-L3; W5-L2; W7-L6
6. Support plausible interpretations with evidence from the text.		W5-CO; W5-L2; W5-WW; W6-CO
3.A Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.	Grammar Section-Lesson	Writing Chapter-Lesson
1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
2. Construct complete sentences.	G1.1–1.11; G8.1–8.9	W2-L4; W4-L4; W5-L4; W6-L4
3. Demonstrate subject-verb agreement.	G1.7–1.10; G3.6; G4.15	
4. Use end marks, commas, and quotation marks.	G7.1; G7.6–7.8; G7.11	W6-L4;
5. Use appropriate capitalization.	G7.2–7.5	
6. Use appropriate punctuation.	G4.16; G7.1; 7.6–7.11	W2-L4; W7-L4;
7. Use correct spelling of high frequency words.	G4.6–4.8	

8. Use knowledge of letter-sound relationships to spell unfamiliar words.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).	G2.1–2. 11; G3.1–3.8; G4.1–4.16; G5.1–5.11; G6.1–6.9	W1-L3; W1-L4;
10. Proofread and revise one’s own work.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
3.B Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.	Grammar Section-Lesson	Writing Chapter-Lesson
1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
2. Establish and maintain a focus.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.		W1-L2; W2-L1; W2-WW; W3-L1; W4-L1; W4-L2; W4-L3; W5-L1; W5-WW; W8-L1; W8-WW
5. Use basic transitions to connect ideas.	G6.9	W1-L1; W2-L1

6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).		W2-L6; W3-L1; W3-L3; W3-WW; W5-WW; W6-L1; W6-WW; W8-L6; W8-WW
7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
3.C Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.	Grammar Section-Lesson	Writing Chapter-Lesson
1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
2. Use available technology to plan, compose, revise, and edit written work.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
3. Experiment with different forms of creative writing (e.g., song, poetry, short fiction, play).		W1-WW; W7-L5; W7-L6
4.A Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.	Grammar Section-Lesson	Writing Chapter-Lesson
1. Attend to the speaker and focus attention on what is being said.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).		W2-L6; W5-L1; W6-CO; W6-L1; W6-L6; W8-L6

3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction).		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
4. Separate and retell main ideas from information that is given orally.		W6-L6; W8-L6
5. Formulate relevant and focused questions.		W1-L6; W2-L4; W8-L6
6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
7. Complete a task for which two or more steps are given orally.		W2-L6; W3-L3;
8. Begin to paraphrase and summarize the content of both formal and informal presentations or messages (e.g., directions, media, announcements, speakers).		W1-L6; W5-L6; W6-L6; W8-L6
9. Demonstrate understanding of materials, concepts, or instructions presented in auditorily based media.		W1-L3; W2-L6; W4-L6; W8-L6
10. Paraphrase/summarize information presented in auditorily based media.		W1-L6; W2-L6; W6-L6; W8-L6
4.B Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.	Grammar Section-Lesson	Writing Chapter-Lesson
1. Demonstrate awareness of characteristics of an audience (e.g., age, gender, background knowledge, level of interest in topic) and how they affect content and style of presentation.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
2. Determine the purpose of the oral report.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6;

		W7-L6; W8-L6
3. Select appropriate topic.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
4. Use language that is clear, audible, and appropriate.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
5. Use appropriate grammar, word choice, and pacing.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
6. Establish and maintain a focus.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
7. Present ideas in a logical order.		W1-L6; W2-L6; W3-6; W5-L6; W8-L6
8. Elaborate upon main points with supporting details.		W6-CO; W6-L1; W6-L6; W8-L6
9. Prepare and practice the presentation.		W1-L6; W2-L6; W3-L6; W4-L6; W6-L6; W8-L6
10. Engage and maintain the interest of the listener.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
11. Use rules governing spoken English.		W2-L6; W6-L6; W7-L4;
12. Use appropriate presentation techniques (e.g., volume, rate, tone, pitch).		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
13. Contribute relevant, appropriate information to discussions.		W4-L6; W6-L6; W8-L6
14. Demonstrate respect for other participants and their ideas.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6;

		W7-L6; W8-L6
5.A Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.	Grammar Section-Lesson	Writing Chapter-Lesson
1. Generate questions of interest (e.g., using KWL, webs, graphic organizers).		W2-L4; W3-L4; W8-L1; W8-L2
2. Define the focus of the research.		W6-L1; W8-L2; W8-L3
3. Collect information relevant to the topic.		W6-L1; W8-L2; W8-L3; W8-WW
4. Use text aids (e.g., table of contents, glossary, index, alphabetical order) to locate information in a book.		W1-L5; W2-L1; W2-L2; W5-L3; W8-L3
5. Use an organizational system (e.g., media center, classroom resources, available technology) to locate information.		W2-L5; W8-L3
6. Analyze (e.g., categorize, classify, sort, organize, combine) information for a project.		W2-L5; W3-L3; W3-L4; W6-L3; W8-L2; W8-L3; W8-WW
5.B Students who meet the standard can analyze and evaluate information acquired from various sources.	Grammar Section-Lesson	Writing Chapter-Lesson
1. Use key words to identify relevant information.		W1-L5; W5-L2; W8-L3
2. Discriminate between relevant and irrelevant information.		W2-L2; W8-L2; W8-WW
3. Organize related information under main topics.		W6-L3; W6-WW; W8-L2; W8-WW
4. List title, author, and type of resource (e.g., magazine, book, encyclopedia, website, interviewee) used in research.		W5-L1; W8-L2; W8-WW

5.C Students who meet the standard can analyze and evaluate information acquired from various sources.	Grammar Section-Lesson	Writing Chapter-Lesson
1. Access and use information from a variety of sources.		W2-L5; W3-L5; W6-L1; W7-L5; W8-L2; W8-L3
2. Organize and synthesize information.		W6-L1; W6-L3; W6-WW; W8-L2; W8-L3; W8-WW
3. Paraphrase/summarize information.		W5-L1; W5-WW; W7-CO; W8-L6
4. Compose information in an appropriate medium/format.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
5. Present information in oral, written, and available technological/multi-media forms.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
6. Begin to revise and edit the work.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW