

Voyages in English 2011
Grade 3
Correlations to NJ State Standards

(Updated January 2011)

New Jersey Language Arts Literacy

Grade 3

STANDARD 3.1 (Reading)		
All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.		
A. Concepts About Print/Text	Grammar Section-Lesson	Writing Chapter-Lesson
1. Recognize that printed materials provide specific information.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
2. Recognize purposes for print conventions such as end-sentence punctuation, paragraphing, and bold print.		W2-L4; W4-L1; W4-L3; W7-L6
3. Use a glossary or index to locate information in a text.		W5-L3
B. Phonological Awareness (includes phonemic awareness)	Grammar Section-Lesson	Writing Chapter-Lesson
1. Demonstrate a sophisticated sense of sound-symbol relationships, including all phonemes (e.g., blends, digraphs, diphthongs).		W5-L5
C. Decoding and Word Recognition	Grammar Section-Lesson	Writing Chapter-Lesson
1. Know sounds for a range of prefixes and suffixes (e.g., <i>re-</i> , <i>ex-</i> , <i>-ment</i> , <i>-tion</i>).		W5-L5; W6-L5
2. Use letter-sound knowledge and structural analysis to decode words.		W1-L4; W2-L5; W6-L5; W7-L4
3. Use context to accurately read words with more than one pronunciation.		W2-L3; W8-L5
D. Fluency	Grammar Section-Lesson	Writing Chapter-Lesson
1. Recognize grade-level words accurately and with ease so that a text sounds like spoken language when read aloud.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
2. Read longer text and chapter books independently and silently.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO

3. Read aloud with proper phrasing, inflection, and intonation.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
E. Reading Strategies (before, during, after reading)	Grammar Section-Lesson	Writing Chapter-Lesson
1. Set purpose for reading and check to verify or change predictions during/after reading.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
2. Monitor comprehension and accuracy while reading in context and self-correct errors.		W6-L5
3. Use pictures and context clues to assist with decoding of new words.		W2-L3; W8-L5
4. Develop and use graphic organizers to build on experiences and extend learning.		W1-WW; W2-WW; W3-L4; W3-WW; W4-WW; W5-WW; W6-L3; W6-WW; W7-WW; W8-WW
F. Vocabulary and Concept Development	Grammar Section-Lesson	Writing Chapter-Lesson
1. Spell previously studied words and spelling patterns accurately.		W2-L5; W7-L4
2. Point to or clearly identify specific words or wording that cause comprehension difficulties.		W6-L5
3. Infer word meanings from taught roots, prefixes, and suffixes.		W1-L4; W5-L5; W6-L5
4. Use a grade-appropriate dictionary with assistance from teacher.		W1-L5; W2-L3; W5-L5
5. Use pictures and context clues to assist with meaning of new words.		W2-L3; W8-L5
G. Comprehension Skills and Response to Text	Grammar Section-Lesson	Writing Chapter-Lesson
1. Recognize purpose of the text.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
2. Distinguish cause/effect, fact/opinion, and main idea/supporting details in interpreting texts.		W2-L2; W5-L1; W6-CO; W6-L1; W8-CO
3. Interpret information in graphs, charts, and diagrams.		W1-L5; W2-L3; W3-L4; W6-L3

4. Ask how, why, and what-if questions in interpreting nonfiction texts.		W2-CO; W6-CO; W8-CO
5. Recognize how authors use humor, sarcasm, and imagery to extend meaning.		W3-CO; W7-CO
6. Discuss underlying theme or message in interpreting fiction.		W7-CO; W7-L1
7. Summarize major points from fiction and nonfiction texts.		W5-L1; W5-WW; W6-CO; W6-L2; W6-WW; W7-CO; W8-CO; W8-L1
8. Draw conclusions and inferences from texts.		W3-L3; W5-CO; W6-CO; W8-CO; W8-L2
9. Recognize first-person “I” point of view.		W1-CO; W1-L1; W1-WW
10. Compare and contrast story plots, characters, settings, and themes.		W5-L2; W5-WW; W7-CO; W7-L1; W7-L2
11. Participate in creative responses to texts (e.g., dramatizations, oral presentations).		W4-L2; W4-L3; W4-L6; W5-L2; W7-L6
12. Read regularly in materials appropriate for their independent reading level.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
13. Read and comprehend both fiction and nonfiction that is appropriately designed for grade level.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
14. Use information and reasoning to examine bases of hypotheses and opinions.		W6-CO; W6-L6
H. Inquiry and Research		
1. Use library classification systems, print or electronic, to locate information.		W8-L3
2. Draw conclusions from information and data gathered.		W3-L3; W5-CO; W6-CO; W6-L2; W6-L6; W8-L2; W8-WW
3. Read a variety of nonfiction and fiction books and produce evidence of understanding.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO

STANDARD 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.		
A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	Grammar Section-Lesson	Writing Chapter-Lesson
1. Generate possible ideas for writing through recalling experiences, listening to stories, reading, brainstorming, and discussion.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
2. Examine real-world examples of writing in various genres to gain understanding of how authors communicate ideas through form, structure, and author’s voice.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
3. Use graphic organizers to assist with planning writing.	G8.1–8.11	W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
4. Compose first drafts from prewriting work.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
5. Revise a draft by rereading for meaning, narrowing the focus, sequencing, elaborating with detail, improving openings, closings, and word choice to show voice.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
6. Participate with peers to comment on and react to each other’s writing.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW

7. Build awareness of ways authors use paragraphs to support meaning.		W2-CO; W2-L2; W5-CO;
8. Begin to develop author's voice in own writing.		W1-WW; W4-L2; W4-WW; W7-WW;
9. Use reference materials to revise work, such as a dictionary or internet/software resource.		W1-L5; W2-L3; W3-L5; W5-L5; W7-L5;
10. Edit work for basic spelling and mechanics.	G1.1–1.11; G2.1–2. 11; G3.1–3.8; G4.1–4.16; G5.1–5.11; G6.1–6.9; G7.1–7.11	W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
11. Use computer word-processing applications during parts of the writing process.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
12. Understand and use a checklist and/or rubric to improve writing.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
13. Reflect on own writing, noting strengths and areas needing improvement.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
B. Writing as a Product (resulting in a formal product or publication)	Grammar Section-Lesson	Writing Chapter-Lesson
1. Write a descriptive piece, such as a description of a person, place, or object.		W3-L1; W3-L2; W3-L3; W3-WW; W7-L2;
2. Write a narrative piece based on personal experiences.		W1-L1; W1-WW; W7-WW;
3. Write a nonfiction piece and/or simple informational report across the curriculum.		W2-L1; W2-L2; W2-WW; W6-WW; W8-WW
4. Present and discuss writing with other students.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW;

		W6-WW; W7-WW; W8-WW
5. Apply elements of grade-appropriate rubrics to improve writing.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
6. Develop a collection of writings (e.g., a literacy folder or portfolio).		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
C. Mechanics, Spelling, Handwriting	Grammar Section-Lesson	Writing Chapter-Lesson
1. Use Standard English conventions that are developmentally appropriate to the grade level: sentences, punctuation, capitalization, and spelling.	G1.1–1.11; G2.1–2.11; G3.1–3.8; G4.1–4.16; G5.1–5.11; G6.1–6.9; G7.1–7.11; G8.1–8.11	W2-L4
2. Use grade-appropriate knowledge of English grammar and usage to craft writing, such as singular and plural nouns, subject/verb agreement, and appropriate parts of speech.	G1.1–1.11; G2.1–2.11; G3.1–3.8; G4.1–4.16; G5.1–5.11; G6.1–6.9; G7.1–7.11	W7-L4
3. Study examples of narrative and expository writing to develop understanding of paragraphs and indentation.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
4. Develop knowledge of English spelling through the use of patterns, structural analysis, and high frequency words.		W1-CO; W1-L4
5. Write legibly in manuscript or cursive to meet district standards.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)	Grammar Section-Lesson	Writing Chapter-Lesson
1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW;

		W6-WW; W7-WW; W8-WW
2. Develop fluency by writing daily and for sustained amounts of time.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
3. Generate ideas for writing in a variety of situations and across the curriculum.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
4. Write to express thoughts and ideas, to share experiences, and to communicate socially.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
5. Write the events of a story sequentially.		W1-L1; W1-L2; W1-WW; W5-L1; W5-WW;
6. Produce writing that demonstrates the use of a variety of sentence types, such as declarative, interrogative, exclamatory, and imperative.		W2-L4; W2-WW; W4-L4; W5-L4; W6-L4; W8-L4
7. Respond to literature through writing to demonstrate an understanding of a text.		W5-CO; W5-L1; W5-L2; W5-WW;
8. Write narrative text (e.g., realistic or humorous story).		W1-L1; W1-L2; W1-WW; W7-L1; W7-L2; W7-L3; W7-WW;
9. Write nonfiction text (e.g., reports, procedures, letters).		W2-WW; W4-L3; W4-WW; W6-WW; W8-L6; W8-WW

STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.		
A. Discussion (small group and whole class)	Grammar Section-Lesson	Writing Chapter-Lesson

1. Listen and follow a discussion in order to contribute appropriately.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
2. Stay focused on topic.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
3. Take turns.		W2-L4; W4-L6; W8-L6
4. Support an opinion with details.		W5-L6; W6-CO; W6-L1; W6-L6
B. Questioning (Inquiry) and Contributing		
1. Develop appropriate questions to explore a topic.		W2-L4; W4-L6; W7-L2; W8-L1; W8-L6
2. Contribute information, ideas, and experiences to classroom inquiry.		W3-L2; W4-L3; W4-L6;
C. Word Choice		
1. Use vocabulary related to a particular topic.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
2. Adapt language to persuade, explain, or seek information.		W2-L6; W4-L2; W6-L1; W6-L6
3. Use new vocabulary and figurative language learned from literature and classroom experiences.		W7-L4
D. Oral Presentation		
1. Use pictures to support an oral presentation.		W1-L6; W2-L6; W3-L6; W6-L6; W8-L6
2. Attempt to revise future presentations based on feedback from peers and teacher.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
3. Use appropriate strategies to prepare, rehearse, and deliver an oral presentation, such as word choice, expression, eye contact, and volume.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6

STANDARD 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.		
A. Active Listening	Grammar Section-Lesson	Writing Chapter-Lesson
1. Connect messages heard to prior knowledge and experiences.		W3-L3; W3-L6; W4-L6; W6-L6
2. Exchange information through verbal and nonverbal messages.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
B. Listening Comprehension	Grammar Section-Lesson	Writing Chapter-Lesson
1. Follow two-and three-step directions.		W2-L1; W2-L2; W2-L6; W3-L3
2. Listen to a story read aloud and/or information from television or film, and summarize main ideas.		W2-L6; W6-L6; W8-L6
3. Paraphrase information shared by others.		W4-L6; W5-L6

STANDARD 3.5 (Viewing and Media Literacy) All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.		
A. Constructing Meaning	Grammar Section-Lesson	Writing Chapter-Lesson
1. Begin to demonstrate an awareness of different media forms and how they contribute to communication.		W2-L6; W4-L3; W4-L6
2. Identify the central theme and main ideas in different media.		W6-L6; W8-L6
B. Visual and Verbal Messages	Grammar Section-Lesson	Writing Chapter-Lesson
1. Recognize the effects of visual arts on one's mood and emotions.		W6-L1
2. Begin to explore and interpret messages found in advertisements and other texts.		W4-L3; W6-L1