

Voyages in English 2011
Grade 3
Correlations to NY State Standards

(Updated January 2011)

New York Grades 2–4

Core Performance Indicators: common to all four ELA standards

Throughout grades 2, 3, and 4, students demonstrate the following core performance indicators in the key ideas of reading, writing, listening, and speaking.

Reading	Grammar Section and Lesson	Writing Chapter and Lesson
Identify purpose for reading		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
Use letter-sound correspondence, knowledge of grammar, and overall context to determine meaning		W5-L5
Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts, such as root words, prefixes, and suffixes		W2-L5; W5-L5; W6-L5; W7-L4
Recognize the difference between phrases and sentences	G1.1	W5-L4
Read with attention to sentence structure and punctuation, such as periods, question marks, and commas, to assist in comprehension	G7.1; G7.6–7.11	W2-L4; W4-CO; W4-L1; W6-L4; W7-L4
Engage in independent silent reading		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
Locate the name of the author, illustrator, title page, table of contents, index, and chapter headings		W2-L1; W5-CO; W5-L1; W5-L3; W5-WW; W8-L2
Recognize and discriminate among a variety of informational texts		W2-CO; W6-CO; W8-L2; W8-L3
Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources		W2-L3; W6-L5; W8-L5
Read aloud at appropriate rate		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO;

		W6-CO; W7-CO; W8-CO
Read with increasing fluency and confidence from a variety of texts		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
Maintain a personal reading list to reflect reading goals and accomplishments		W5-WW
Use computer software to support reading		W1-L5; W2-L3; W2-L5; W7-L5; W8-L5
Listening		
Listen respectfully and responsively		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Attend to a listening activity for an extended period of time		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Avoid interrupting		W2-L6; W4-L6; W5-L6
Respond appropriately to what is heard		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Writing		
Begin to develop a voice in writing		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
Spell frequently used words correctly		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
Use basic punctuation correctly, such as - commas in a series, in simple/compound sentences, and in friendly letters	G1.10–1.11; G7.6–7.8	W6-L4
Use basic punctuation correctly, such as - periods, exclamation points, and question marks	G7.1	W2-L4
Use basic punctuation correctly, such as - apostrophes for contractions and singular possessives	G4.16; G7.9;	W7-L4
Use basic punctuation correctly, such as - quotation marks for titles and simple dialogue	G7.11	W7-L3; W7-WW
Use, in writing simple/compound sentences,	G4.1–4.15	

- correct tense of regular/irregular verbs		
Use, in writing simple/compound sentences, - subject-verb agreement	G1.7–1.11; G3.6; G4.15	
Use, in writing simple/compound sentences, - varied vocabulary and sentence structure	G1.1–1.11; G8.1–8.11	W1-L3; W1-L4; W2-L4; W8-L4
Use, in writing simple/compound sentences, - various parts of speech, including personal pronouns	G2.1–2. 11; G3.1–3.8; G4.1–4.16; G5.1–5.11; G6.1–6.9	
Capitalize words such as literary titles, holidays, and product names	G7.2–7.5	W8-L2; W8-WW
Write sentences in logical order and create paragraphs to develop ideas		W1-L2; W1-WW; W2-L1; W2-WW; W6-L2; W6-WW; W8-L1; W8-WW
Use an organizational format that reflects a beginning, middle, and end		W1-L2; W1-WW; W2-L1; W2-WW; W4-L1; W4-WW; W5-L1; W5-WW; W6-L2; W6- WW; W7-L1; W7-WW; W8-L1; W8-WW
Develop an idea within a brief text		W1-WW; W2-WW; W3-WW; W4-WW; W5- WW; W6-WW; W7-WW; W8-WW
Learn and use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)		W1-WW; W2-WW; W3-WW; W4-WW; W5- WW; W6-WW; W7-WW; W8-WW
Use revision strategies to develop writing, including conferring with teachers and peers, and cutting and pasting		W1-WW; W2-WW; W3-WW; W4-WW; W5- WW; W6-WW; W7-WW; W8-WW
Determine the intended audience before writing		W1-WW; W2-WW; W3-WW; W4-WW; W5- WW; W6-WW; W7-WW; W8-WW
Use legible print and/or cursive writing		W1-WW; W2-WW; W3-WW; W4-WW; W5- WW; W6-WW; W7-WW; W8-WW
Use word processing		W1-WW; W2-WW; W3-WW; W4-WW; W5- WW; W6-WW; W7-WW; W8-WW
Speaking		
Respond respectfully		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6- L6; W7-L6; W8-L6

Initiate communication with peers and familiar adults		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Use age-appropriate vocabulary		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Speak in grammatically correct sentences		W2-L6; W6-L6; W7-L6
Use gestures appropriate to conveying meaning		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Establish eye contact, when appropriate, to engage the audience		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Speak loudly enough to be heard by the audience		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6

GRADE-SPECIFIC PERFORMANCE INDICATORS: Grade 3

The grade-specific performance indicators that grade 3 students demonstrate as they learn to **read, write, listen, and speak** include

Reading Standard 1: Students will read, write, listen, and speak for information and understanding.	Grammar Section and Lesson	Writing Chapter and Lesson
Locate and use library media resources to acquire information, with assistance		W2-L5; W3-L5; W8-L2; W8-L3; W8-WW
Read unfamiliar texts to collect data, facts, and ideas		W6-L1; W8-L2; W8-L3; W8-WW
Read and understand written directions		W2-CO; W2-L1; W3-L3
Locate information in a text that is needed to solve a problem		W6-CO; W6-L1
Identify main ideas and supporting details in informational texts		W6-CO; W6-L1; W8-CO; W8-L1
Recognize and use organizational features, such as table of contents, indexes, page numbers, and chapter headings/subheadings,		W2-L1; W2-L2; W4-L1; W5-L3

to locate information, with assistance		
Use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand informational texts, with assistance		W2-L2; W4-L1
Relate data and facts from informational texts to prior information and experience		W2-CO; W6-CO; W6-L1; W6-L6
Compare and contrast information on one topic from two different sources		W1-CO; W1-L1; W2-CO; W2-L1
Identify a conclusion that summarizes the main idea		W2-CO; W6-CO; W6-L2; W6-WW; W8-CO; W8-L1; W8-WW
Identify and interpret facts taken from maps, graphs, charts, and other visuals		W3-L4; W8-L6
Use graphic organizers to record significant details from informational texts		W3-L4; W6-L3
Standard 2: Students will read, write, listen, and speak for literary response and expression.		
Select literature on the basis of personal needs and interests from a variety of genres and by different authors		W1-CO; W5-WW
Engage in purposeful oral reading in small and large groups		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
Read print-based and electronic literary texts silently on a daily basis for enjoyment		W5-WW
Recognize the differences among the genres of stories, poems, and plays		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
Relate the setting, plot, and characters in literature to own lives, with assistance		W5-L2; W5-WW; W7-CO; W7-L1; W7-L2
Explain the difference between fact and fiction		W6-CO; W6-L1; W7-CO; W7-L1
Use previous reading and life experiences to		W4-CO; W5-L1; W5-WW; W7-CO;

understand and compare literature		W7-L2
Make predictions, draw conclusions, and make inferences about events and characters		W3-L1; W5-CO; W7-L2
Identify cultural influences in texts and performances, with assistance		
Maintain a personal reading list to reflect reading accomplishments		W5-WW
Use specific evidence from stories to describe characters, their actions, and their motivations; relate sequences of events		W5-L2; W5-WW; W7-CO; W7-L2; W7-L3
Use knowledge of story structure, story elements, and key vocabulary to interpret stories		W5-L1; W5-WW; W7-L6
Use graphic organizers to record significant details about characters and events in stories		W6-L3
Summarize main ideas and supporting details from imaginative texts, both orally and in writing		W7-CO; W7-L1
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.		
Evaluate the content by identifying - the author's purpose		W5-CO; W5-L1; W5-WW; W6-CO; W6-L1; W6-WW; W8-CO
Evaluate the content by identifying - important and unimportant details		W2-L2; W6-CO; W6-L1; W8-CO; W8-L1
Evaluate the content by identifying - whether events, actions, characters, and/or settings are realistic		W5-L2; W5-WW; W7-CO; W7-L1; W7-L2
Evaluate the content by identifying - statements of fact and opinion		W5-L1; W6-CO; W6-L1
Compare and contrast characters, plot, and setting in literary works, with assistance		W5-L2; W5-WW; W7-CO; W7-L2

Analyze information on the basis of new or prior knowledge and/or personal experience		W4-L3; W4-L6; W5-CO; W5-WW; W6-CO; W6-WW
Recognize how language and illustrations are used to persuade in printed and filmed advertisements, with assistance		W4-L3; W6-CO; W6-L1
Judge accuracy of content to gather facts, with assistance from teachers and parents/caregivers		W8-L2; W8-L3; W8-WW
Use opinions of teachers and classmates to evaluate personal interpretation of ideas and information		W5-L6; W6-L6
Standard 4: Students will read, write, listen, and speak for social interaction.		
Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud		W1-CO; W1-L6; W5-L6; W8-L6
Respect the age, gender, social position, and cultural traditions of the writer		W5-L6
Recognize the types of language (e.g., informal vocabulary and jargon) that is appropriate to social communication		W4-CO; W4-L2; W7-L4
Writing Standard 1: Students will read, write, listen, and speak for information and understanding.		
Use at least two sources of information in writing a report		W8-L2; W8-L3; W8-WW
Take notes to record data, facts, and ideas, following teacher direction		W2-L6; W6-L1; W8-L2; W8-L3; W8-WW
State a main idea and support it with facts and details		W6-L1; W6-L3; W6-WW; W8-CO; W8-L1; W8-WW

Use organizational pattern such as compare/contrast and time/order for expository writing		W2-L1; W2-WW; W3-L1
Connect personal experiences to new information from school subject areas		W6-L1; W6-L2; W6-WW
Use a variety of resources to support spelling, such as dictionaries and spell-check tools in word processing programs		W2-L3
Produce clear, well-organized reports and accounts that demonstrate understanding of a topic		W3-WW; W6-WW; W8-L1; W8-L2; W8-L6; W8-WW
Support interpretations and explanations with evidence from text		W4-CO; W5-CO; W5-WW; W6-CO; W8-CO
Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers		W2-WW; W6-WW; W8-WW
Compare and contrast ideas between two sources, with assistance		W2-CO; W2-L1; W6-L3
Standard 2: Students will read, write, listen, and speak for literary response and expression.		
Develop original literary texts that - contain characters, simple plot, and setting		W1-L1; W1-WW; W7-L1; W7-L2; W7-L6; W7-WW
Develop original literary texts that - use rhythm and rhyme to create short poems and songs		W7-L5
Develop original literary texts that - use dialogue		W7-L3; W7-L6; W7-WW
Develop original literary texts that - use vivid language		W3-L3; W3-WW; W7-L3; W7-L5
Develop original literary texts that		W3-L3; W3-WW; W7-L2; W7-WW

- use descriptive language to create an image		
Write interpretive and responsive essays that - describe literary elements such as plot, setting, and characters		W5-L2; W5-WW; W7-L1; W7-L2; W7-L3
Write interpretive and responsive essays that - express a personal response		W5-L1; W5-WW
Write interpretive and responsive essays that - describe themes of literary texts, with assistance		W5-L1; W5-WW
Write interpretive and responsive essays that - compare and contrast elements of texts, with assistance		W5-CO; W5-WW; W7-CO
Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from story		W5-L6
Produce imaginative stories and personal narratives that show development, organization, and effective language		W1-WW; W7-L6; W7-WW
Use resources such as personal experiences and elements from other texts and performances to stimulate own writing		W1-L1; W1-WW
Use computer to create and respond to literary texts		W4-L3; W4-WW
Maintain a portfolio that includes imaginative and interpretive writing as a method of reviewing work with teachers and parents/caregivers		W1-WW; W5-WW; W7-L5; W7-L6; W7-WW

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.		
Use a variety of prewriting tools to organize ideas and information		W1-WW; W3-L4; W6-L3
State a main idea, theme, or opinion and provide supporting details from the text		W5-WW; W6-L1; W6-WW; W8-CO; W8-L1; W8-WW
Use relevant examples, reasons, and explanations to support ideas		W3-CO; W6-L1; W6-WW; W8-WW
Express opinions and make judgments that demonstrate a personal point of view		W5-WW; W6-L1; W6-L6; W6-WW
Use personal experiences and knowledge to analyze new ideas		W1-WW; W6-L1; W6-L6; W6-WW
Analyze the author’s use of setting, plot, character, rhyme, and rhythm in written and visual text		W5-CO; W5-L2; W5-WW; W7-CO; W7-L2; W7-L5; W7-L6
Create an advertisement, using words and pictures, to illustrate an opinion about a product		W4-L3; W6-L1; W6-L2
Use effective vocabulary in expository writing		W8-L4
Use details from stories or informational texts to predict or explain relationships between information and events		W7-L2; W8-CO; W8-L2
Use ideas from two sources of information to generalize about causes, effects, or other relationships		W6-L3; W8-CO; W8-L2; W8-WW
Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers		W5-WW
Standard 4: Students will read, write,		

listen, and speak for social interaction.		
Share the process of writing with peers and adults; for example, write with a partner		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
Respect the age, gender, social position, and cultural traditions of the recipient		W4-L2; W4-WW; W6-L6; W6-WW
Develop a personal voice that enables the reader to get to know the writer, with assistance		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
Use the tone, vocabulary, and sentence structure of informal conversation		W1-WW; W4-L3; W4-WW; W4-L6
Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers		W2-WW; W4-L3; W4-WW; W6-WW
Listening Standard 1: Students will read, write, listen, and speak for information and understanding.		
Acquire information and/or understand procedures		W2-CO; W2-L6; W7-L6; W8-L6
Identify essential details		W2-CO; W2-L2; W2-L6; W3-L1; W8-L6
Determine a sequence of steps given		W2-CO; W2-L6
Identify main ideas and supporting details		W2-L6; W6-L6; W8-CO; W8-L6
Identify a conclusion that summarizes the main idea, with assistance		W2-CO; W6-L6; W8-CO; W8-L6
Interpret information by drawing upon prior knowledge and experience		W3-L1; W5-CO; W6-L6
Collect information		W3-L4; W6-L1; W6-L3; W8-L6
Standard 2: Students will read, write, listen, and speak for literary response and expression.		

Identify elements of character, plot, and setting to understand the author’s message or intent		W1-L6; W5-L2; W5-L6; W7-CO; W7-L6
Connect literary texts to personal experiences and previously encountered texts to enhance understanding and appreciation		W1-CO; W5-L6
Identify the author’s use of rhythm, repetition, and rhyme		W7-L5
Use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud		W3-L4; W5-L6; W6-L3
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.		
Form a personal opinion about the quality of texts read aloud on the basis of criteria such as characters, plot, and setting		W5-L2; W5-L6
Recognize the perspective of others, with assistance		W5-L6; W6-L6
Distinguish between fact and opinion		W5-L1; W5-L6; W6-CO; W6-L1; W6-L6
Standard 4: Students will read, write, listen, and speak for social interaction.		
Respect the age, gender, position, and culture of the speaker		W4-L6; W6-L6
Get to know the writer through friendly notes, cards, longer letters, and personal narratives read aloud to classmates and fellow listeners		W1-L6; W1-WW; W4-L1 W4-L3; W4-WW
Identify the tone of voice and content that signal friendly communication		W4-L6
Speaking Standard 1: Students will read, write,		

listen, and speak for information and understanding.		
Provide directions		W2-L6
Ask questions		W1-L6; W2-L4; W2-L6
Summarize, with assistance		W1-L6; W5-L1; W5-L6
Describe a problem and suggest one or more solutions		W6-L6
State a main idea with supporting details		W6-L6; W8-CO; W8-L6
Present a short oral report, using at least two sources of information, such as a person, book, magazine article, or electronic text - speak loudly enough to be heard by the audience		W5-L6; W6-L6; W8-L6
Use complete sentences, using age- and content-appropriate vocabulary		W2-L4; W2-L6; W6-L4; W8-L6
Use logical order in presentations		W1-L6; W2-L6; W3-L6; W6-L6; W8-L6
Standard 2: Students will read, write, listen, and speak for literary response and expression.		
Present original works, such as stories, poems, and plays, to classmates		W1-L6; W7-L5; W7-L6; W7-WW
Give book reviews, with assistance		W5-L6
Describe characters and plot		W5-L2; W5-L6; W7-L1; W7-L2
Make inferences		W5-CO; W5-L6
Compare literary texts and performances to personal experiences and prior knowledge		W5-L6
Explain cultural and ethnic features in literary texts, with assistance		W5-L6
Ask questions to clarify and interpret literary texts and performance		W1-L6; W5-L6
Discuss themes of literary texts, with		W7-CO; W7-L1

assistance		
Use complete sentences, correct verb tense, age-appropriate vocabulary, and logical order in oral presentation		W2-L4; W2-L6
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.		
Explain the reasons for a character’s actions, considering both the situation and motivation of the character		W5-L2; W5-L6; W7-L2; W7-L3
Express an opinion or judgment about a character, setting, and plot in a variety of works		W5-L2; W5-L6; W5-WW; W7-CO; W7-L6
Discuss the impact of format, illustrations, and titles in evaluating ideas, information, and experiences		W5-L1; W5-L6; W6-L1
Express an opinion about school and community issues		W6-L6
Analyze and evaluate new ideas by using personal experiences and knowledge		W6-L6
Express an opinion, supporting it with text, about the accuracy of the content of literary works		W6-L6
Communicate an interpretation of real or imaginary people or events through role play		W1-L1; W1-L3; W4-L6; W5-L2; W7-L6
Use appropriate eye contact and gestures in presentations and responses		W1-L6; W3-L6; W5-L6; W6-L6; W7-L6
Speak with appropriate rate and volume for the audience		W1-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6
Take turns speaking in a group		W2-L6; W4-L6; W6-L6
Standard 4: Students will read, write, listen, and speak for social interaction.		

Respect the age, gender, social position, and cultural traditions of the listener when speaking		W4-L6; W6-L1; W6-L6
Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other		W4-CO; W4-L2; W4-L3; W4-WW
Use the rules of conversation, such as avoid interrupting and respond respectfully		W2-L6; W3-L6; W4-L6; W7-L6