

**Voyages in English 2011  
Grade 3  
Correlations to TX State Standards**

**(Updated January 2011)**

**TEXAS §110.5. English Language Arts and Reading, Grade 3**

**(b) Knowledge and skills.**

<b>(3.1) Listening/speaking/purposes.</b>		
<b>The student listens attentively and engages actively in various oral language experiences. The student is expected to:</b>		
	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
(B) respond appropriately and courteously to directions and questions		W2-L6; W4-L6
(C) participate in rhymes, songs, conversations, and discussions		W4-L6; W4-L6; W5-L6; W7-L5
(D) listen critically to interpret and evaluate		W3-L6; W5-L6; W6-L6
(E) listen responsively to stories and other texts read contemporary works		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
(F) identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia		W7-L5
<b>(3.2) Listening/speaking/culture.</b>		
<b>The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:</b>		
	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
(A) connect experiences and ideas with those of others through speaking and listening		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures		www.voyagesinenglish.com
<b>(3.3) Listening/speaking/audiences/oral grammar.</b>		

<b>The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:</b>		
	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
(B) use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
(C) ask and answer relevant questions and make contributions in small or large group discussions		W1-L6; W2-L4; W2-L6; W4-L6; W5-L6; W6-L6; W7-L2; W8-L6
(D) present dramatic interpretations of experiences, stories, poems, or plays		W1-L6; W4-L6; W5-L2; W7-L6
(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense		W2-L4; W4-L4; W6-L6; W7-L4
<b>(3.4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:</b>		
	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
(A) use vocabulary to describe clearly ideas, feelings, and experiences		W1-L3; W1-L4; W3-L3; W3-L6; W8-L4
(C) identify multisyllabic words by using common syllable patterns		W1-CO; W2-L5; W5-L5; W6-L5
<b>(3.5) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:</b>		
	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
(A) decode by using all letter-sound correspondences within a word		W5-L5;
(C) identify multisyllabic words by using common syllable patterns		W2-L5; W5-L5

(D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words		W1-L4; W5-L5; W6-L5
(E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning		W2-L3
(F) read both regular and irregular words automatically such as through multiple opportunities to read and reread		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
<b>(3.6) Reading/fluency.</b>		
<b>The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:</b>		
	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; the "typical" third grader reads 80 wpm)		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation)		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
(D) self-select independent-level reading such as by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty		W5-WW
<b>(3.7) Reading/variety of texts.</b>		
<b>The student reads widely for different purposes in varied sources. The student is expected to:</b>		

	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
(A) read classic and contemporary works		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
(B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
(C) read to accomplish various purposes, both assigned and self-selected		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
<b>(3.8) Reading/vocabulary development.</b>		
<b>The student develops an extensive vocabulary. The student is expected to:</b>		
	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
(A) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
(B) develop vocabulary through reading		W3-CO; W3-L3; W7-L4; W8-L5
(C) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciations of words		W1-L5; W2-L3; W3-L5; W8-L5
(D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words)		W1-L3; W2-L3; W2-L5; W3-L5
<b>(3.9) Reading/comprehension.</b>		
<b>The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</b>		
	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
(A) use prior knowledge to anticipate meaning and make sense of texts		W2-CO; W3-CO; W7-CO

(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
(C) retell or act out the order of important events in stories		W1-L1; W1-L3; W5-L6
(E) draw and discuss visual images based on text descriptions		W1-L4; W3-L3; W7-L2
(F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions		W2-L2; W3-CO; W3-L1; W5-CO; W6-CO; W8-CO
(G) identify similarities and differences across texts such as in topics, characters, and themes		W1-L1; W5-CO; W5-L2; W7-CO
(H) produce summaries of text selections		W5-L1; W5-L6; W5-WW
(I) represent text information in different ways, including story maps, graphs, and charts		W3-L4; W6-L3
(J) distinguish fact from opinion in various texts, including news stories and advertisements		W5-L1; W6-CO; W6-L6; W6-WW
(K) practice different kinds of questions and tasks, including test-like comprehension questions		W7-L2
<b>(3.10) Reading/literary response.</b>		
<b>The student responds to various texts. The student is expected to:</b>		
	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
(A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama		W5-L6; W5-WW; W7-CO; W7-L5; W7-L6
(B) demonstrate understanding of informational text in a variety of ways through writing, illustrating, developing demonstrations, and using available		W2-L6; W4-L3; W4-L6; W4-WW; W8-CO; W8-L6; W8-WW

technology		
(C) support interpretations or conclusions with examples drawn from text		W2-CO; W5-CO; W6-CO; W8-CO
(D) connect ideas and themes across texts		W7-CO; W7-L3
<b>(3.11) Reading/text structures/literary concepts.</b>		
<b>The student analyzes the characteristics of various types of texts. The student is expected to:</b>		
	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
(A) distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve		W2-CO; W2-L2; W6-CO; W8-L2
(B) distinguish fiction from nonfiction, including fact and fantasy		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
(C) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
(D) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants		W5-CO; W7-L6; W8-L6
(E) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)		W1-L2; W7-L6
(F) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
(G) compare communications in different forms, including contrasting a dramatic performance		W5-CO; W7-L6; W8-L6

with a print version of the same story		
(H) analyze characters, including their traits, feelings, relationships, and changes		W5-L2; W5-L6; W5-WW; W7-L2; W7-L3
(I) identify the importance of the setting to a story's meaning		W5-CO; W5-L1; W7-CO; W7-L1
(J) recognize the story problem(s) or plot		W5-CO; W5-L2; W5-L6; W5-WW; W7-CO; W7-L1
<b>(3.12) Reading/inquiry/research.</b>		
<b>The student generates questions and conducts research using information from various sources. The student is expected to:</b>		
	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
(A) identify relevant questions for inquiry such as "What Native American tribes inhabit(ed) Texas?"		W2-L4; W8-L1; W8-L2
(B) use alphabetical order to locate information		W1-L5; W2-L3; W8-2
(C) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices		W1-L5; W2-L1; W5-L3
(D) use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions		W6-L1; W6-L3; W8-L2; W8-L3
(E) interpret and use graphic sources of information, including maps, charts, graphs, and diagrams		W1-L5; W2-L3; W3-L6; W6-L3; W8-L6
(F) locate and use important areas of the library media center		W2-L5; W3-L5; W8-L3
(G) organize information in systematic ways, including notes, charts, and labels		W2-L1; W3-L4
(H) demonstrate learning through productions and displays such as oral and written reports, murals, and dramatizations		W2-L6; W7-L6; W8-L6



(I) use compiled information and knowledge to raise additional, unanswered questions		W6-CO; W6-L6
(J) draw conclusions from information gathered		W6-CO; W6-L6; W8-L1; W8-WW
<b>(3.13) Reading/culture.</b> The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture. The student is expected to:		
	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
<b>(3.14) Writing/purposes.</b> The student writes for a variety of audiences and purposes and in various forms. The student is expected to:		
	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
(A) write to record ideas and reflections		W3-L3; W5-WW
(B) write to discover, develop, and refine ideas		W6-WW; W8-WW
(C) write to communicate with a variety of audiences		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
(D) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain		W4-L3; W4-WW; W5-WW; W6-WW; W7-L5; W7-WW
<b>(3.15) Writing/penmanship/capitalization/punctuation.</b> The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly. The student is expected to:		
	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
(A) gain more proficient control of all aspects of penmanship		W2-WW; W3-WW; W6-WW; W7-WW
(B) use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy	G2.7–2.8; G4.16; G7.1–7.11	W2-L4; W7-L4

<b>(3.16) Writing/spelling. The student spells proficiently. The student is expected to:</b>		
	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
(B) spell multisyllabic words using regularly spelled phonogram patterns		W2-L5; W6-L5
(C) write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added	G4.1–4.16; G5.5	
(E) write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare	G3.4–3.5; G4.16	W2-L5; W7-L4; W8-L5
(G) spell words ending in -tion and -sion such as station and procession		W6-L5
(H) use resources to find correct spellings, synonyms, or replacement words		W1-L5; W2-L3; W3-L5
<b>(3.17) Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The student is expected to:</b>		
	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
(A) use correct irregular plurals such as sheep	G2.5; G2.8	
(B) use singular and plural forms of regular nouns and adjust verbs for agreement	G2.1–2.4; G3.6; G4.16	
(C) compose elaborated sentences in written texts and use the appropriate end punctuation	G1.9–1.11; G6.9; G8.1–8.11	W2-L4
(D) compose sentences with interesting, elaborated subjects	G1.7; G1.9–1.11; G6.9	W4-L4
(E) edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in	G2.1–2.11; G3.1–3.8; G4.1–4.16; G5.1–5.11; G6.1–6.9	W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW

number; and appropriate verb tenses, including to be, in final drafts		
<b>(3.18) Writing/writing processes.</b>		
The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:		
	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
(A) generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
(B) develop drafts		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
(C) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
(D) edit for appropriate grammar, spelling, punctuation, and features of polished writing		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
(E) use available technology for aspects of writing such as word processing, spell checking, and printing		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
(F) demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form, "publishing" them for audiences		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
<b>(3.19) Writing/evaluation.</b>		
The student evaluates his/her own writing and the writing of others. The student is expected to:		
	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
(A) identify the most effective features of a piece of writing using criteria generated by the teacher and class		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW

(B) respond constructively to others' writing		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
(C) determine how his/her own writing achieves its purposes		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
(D) use published pieces as models for writing		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
(E) review a collection of his/her own written work to monitor growth as a writer		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
<b>(3.20) Writing/inquiry/research.</b>		
<b>The student uses writing as a tool for learning and research. The student is expected to:</b>		
	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
(A) write or dictate questions for investigating		W2-L4; W5-L4; W8-L1; W8-WW
(B) record his/her own knowledge of a topic in a variety of ways such as by drawing pictures, making lists, and showing connections among ideas		W2-L1; W2-WW; W3-L3; W3-L4; W8-L1; W8-WW
(C) take simple notes from relevant sources such as classroom guests, books, and media sources		W5-L4; W8-L2; W8-L3
(D) compile notes into outlines, reports, summaries, or other written efforts using available technology		W6-L3; W8-L2; W8-L6; W8-WW