

**Voyages in English 2018**  
**Grade 3**  
**Correlations to FL State Standards**

**(Updated June 2016)**  
**Florida Grade 3**

**Writing**

<b>Text Types and Purposes</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
LAFS.3.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.		W5-L1; W5-WW; W6-CO; W6-C1; W6-C1; W6-C2; W6-C3; W6-WW
a. LAFS.W.1.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.		W5-L1; W6-C1; W6-C1; W6-C2; W6-C3; W6-WW

LAFS.3.W.1.1b Provide reasons that support the opinion.		W5-L1; W6-C1; W6-C1; W6-C2; W6-C3; W6-WW
a. LAFS.3.W.1.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.		W9-L2
a. LAFS.3.W.1.1d Provide a concluding statement or section.		W5-L1; W6-L2
LAFS.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		W8-CO; W8-1; W8-L2; W8-WW; W9-CO; W9-L1; W9-L2; W9-WW; W10-L1; W10-WW
a. LAFS.3.W.1.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.		W8-CO; W8-1; W8-L2; W8-L9; W9-L1
a. LAFS.3.W.1.2b Develop the topic with facts, definitions, and details.		W8-1; W8-L2; W9-CO; W9-L1; W9-WW; W10-L1; W10-L2; W10-WW
a. LAFS.3.W.1.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.		W9-L2; W10-L2
a. LAFS.3.W.1.2d Provide a concluding statement or section.		W8-CO; W8-CO; W9-L1; W10-L2

LAFS.3.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		W1-L2, W7-L1; W7-L2, W7-L4; W7-L5; W7-6; W8-L1; W8-L2; W8-L3; W8-L4
a. LAFS.3.W.1.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.		W1-L2; W7-L1; W10-CO; W10-L1; W10-L2; W10-L3; W10-WW
a. LAFS.3.W.1.3b 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; W9-WW; W10-WW
a. LAFS.3.W.1.3c Use temporal words and phrases to signal event order.		W1-L1; W9-WW ; W10-L2
a. LAFS.3.W.1.3d Provide a sense of closure.		W1-L2; W10-L2

Production and Distribution of Writing	Grammar Section-Lesson	Writing Chapter-Lesson
<p>LAFS.3.W.2.4 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.)</p>		<p>W1-CO; W1-L1; W1-L2; W1-L3; W1-L4; W1-L5; W1-WW; W2-CO, W2-L1; W2-L2; W2-L3; W4-L4; W2-L5; W2-WW; W3-CO; W3-L1; W3-L2; W3-L3; W3-L4; W3-L5; W3-WW; W4-CO; W4-L1; W4-L2; W4-L3; W4-L4; W4-L5; W4-WW; W5-CO; W5-L1; W5-L2; W5-L3; W5-L4; W5-L5; W5-WW; W6-CO; W6-L1; W6-L2; W6-L3; W6-L4; W6-L5; W6-WW; W7-CO; W7-L1; W7-L2; W7-L3; W7-L4; W7-L5; W7-WW; W8-CO; W8-L1; W8-L2; W8-L3; W8-L4; W8-L5; W8-WW; W9-CO; W9-L1; W9-L2; W9-L3; W9-L4; W9-L5; W9-WW; W10-CO; W10-L1; W10-L2; W10-L3; W10-L4; W10-L5; W10-WW; W11-CO; W11-L1; W11-L2; W11-L3; W11-L4; W11-L5; W11-WW</p>
<p>LAFS.3.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>		<p>W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW; W9-WW; W10-WW; W11-WW</p>

LAFS.3.W.2.6 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; W4-L3; W5-WW; W6-WW; W7-WW; W8-WW; W9-WW; W10-WW; W11-WW
<b>Research to Build and Present Knowledge</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
LAFS.3.W.3.7 Conduct short research projects that build knowledge about a topic.		W8-L1; W8-L2; W8-L3; W8-L4; W8-L5; W8-L6; W8-WW; W9-CO; W9-L1; W10-CO; W10-L1
LAFS.3.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; W9-L1; W10-CO, W10-WW
<b>Range of Writing</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
LAFS.3.W.4.10 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-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW; W9-WW; W10-WW; W11-WW

## Speaking and Listening

Comprehension and Collaboration	Grammar Section-Lesson	Writing Chapter-Lesson
LAFS.3.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i> , building on others’ ideas and expressing their own clearly.		W4-L6; W5-L6; W6-L6; W7-L6; W9-L6; W10-L6
a. LAFS.3.SL.1.1a 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; W5-L6; W6-L6; W8-L6; W9-L6; W10-L6
a. LAFS.3.SL.1.1b 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; W9-L6; W10-L6; W11-L6
a. LAFS.3.SL.1.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.		W1-L6; W2-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6; W10-L6; W11-L6
a. LAFS.3.SL.1.1d Explain their own ideas and understanding in light of the discussion.		W1-L6; W2-L6; W5-L6; W6-L6; W7-L6; W8-L6; W10-L6; W11-L6
LAFS.3.SL.1.2 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.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6; W9-L6; W10-L6; W11-L6

LAFS.3.SL.1.3 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-L3; W9-L6; W10-L6; W11-L6
<b>Presentation of Knowledge and Ideas</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
LAFS.3.SL.2.4 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-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6; W9-L6; W10-L6; W11-L6
LAFS.3.SL.2.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		W2-L6; W3-L6; W6-L6; W8-L6; W10-L6; W11-L6
LAFS.3.SL.2.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		W4-L6; W8-L6; W9-L6; W10-L6

## Language

<b>Conventions of Standard English</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
LAFS.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	G5.1–5.11; G6.1–6.9; G7.1–7.11; G8.1–8.11	W1-L3; W1-L4; W2-L4; W2-L5; W4-L4; W5-L4; W5-L5; W6-L5; W6-L5; W7-L4; W8-L2; W8-L3; W10-L4 W11-L3; W11-L4
a. LAFS.3.L.1.1b 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;	W9-CO; W9-L1; W9-L2; W9-L3; W10-L3; W10-L4

a. LAFS.3.L.1.1c Form and use regular and irregular plural nouns.	G2.3-2.5; G2.8-2.9	
a. LAFS.3.L.1.1d Use abstract nouns (e.g., childhood, friendship, courage).	G2.11	W10-L1; W10-L2; W10-L3; W10-L4; W10-WW
b. LAFS.3.L.1.1e Form and use regular and irregular verbs.	G4.5-4.8; G4.15	W11-L3
a. LAFS.3.L.1.1f Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	G4.1-4.5; G4.11	
a. LAFS.3.L.1.1g Ensure subject-verb and pronoun-antecedent agreement.	G3.6	W10-L3
a. LAFS.3.L.1.1h Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	G5.5-5.6	W10-L4
a. LAFS.3.L.1.1i Use coordinating and subordinating conjunctions.	G6.9	W9-L3
a. LAFS.3.L.1.1j Produce simple, compound, and complex sentences.	G1.1-1.11; G8.1; G8.9	W2-L4; W6-L4; W8-L4; W9-L3



LAFS.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	G2.3-2.5	W11-L5; W7-L4
a. LAFS.3.L.1.2a Capitalize appropriate words in titles.	G7.4-7.5	
a. LAFS.3.L.1.2b Use commas in addresses.	G7.10	
a. LAFS.3.L.1.2c Use commas and quotation marks in dialogue.	G7.7; G7.11	W7-L3
a. LAFS.3.L.1.2d Form and use possessives.	G2.6-2.8; G3.4-3.5; G8.2	
a. LAFS.3.L.1.2e 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> ).	G2.3-2.5	W6-L5; W11-L5
a. LAFS.3.L.1.2f Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i> ) in writing words.		W2-L5; W5-L5; W6-L5; W9-L4; W10-L5
a. LAFS.3.L.2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		W1-L5; W2-L3; W9-L5

<b>Knowledge of Language</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
LAFS.3.L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		W1-L4; W3-L1; W7-L6; W9-L4; W9-L6; W10-L6; W11-L6
a. LAFS.3.L.2.3a Choose words and phrases for effect.		W1-L4; W3-L1; W3-L2; W3-L3; W3-L4; W9-L2; W10-L5; W11-L4
a. LAFS.3.L.2.3b Recognize and observe differences between the conventions of spoken and written standard English.		W7-L6; W8-L5; W9-L4; W10-L6
<b>Vocabulary Acquisition and Use</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
LAFS.3.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.		W9-L4; W10-L5
a. LAFS.3.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.		W9-L4
a. LAFS.3.L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>heat/preheat</i> ).		W5-L5; W6-L5; W9-L4; W10-L4

a. LAFS.3.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</i> , <i>companion</i> ).		W9-L4
a. LAFS.3.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; W5-L3; W9-L5
LAFS.3.L.3.5. Demonstrate understanding of word relationships and nuances in word meanings.		W9-L4; W10-L5
a. LAFS.3.L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ).		W10-L5; W11-CO; W11-L1
a. LAFS.3.L.3.5b Identify real-life connections between words and their use (e.g., <i>describe people who are friendly or helpful</i> ).	G5.1; G5.3-5.4; G5.7, G5.10	W10-L4
a. LAFS.3.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; W8-L4; W10-L5
LAFS.3.L.3. 6 Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).		W1-L1; W1-L6; W4-L6; W9-L1; W9-L2; W9-L4; W10-L6

## **Reading – Foundational Skills**

<b>Phonics and Word Recognition</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
LAFS.3.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.		W9-L4
a. LAFS.3.RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.		W5-L5; W6-L5; W9-L4; W10-L4
a. LAFS.3.RF.3.3b Decode words with common Latin suffixes.		W6-L5; W9-L4; W10-L4
a. LAFS.3.RF.3.3c Decode multisyllable words.		W11-L5
a. LAFS.3.RF.3.3d Read grade-appropriate irregularly spelled words.		W11-L5
<b>Fluency</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
a. LAFS.3.RF.4.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		W1-L6; W3- L6; W7- L6; W11-L6
a. LAFS.3.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		W9-L4

## Reading - Literature

<b>Key Ideas and Details</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
LAFS.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO; W9-CO; W10-CO; W11-CO
LAFS.3.RL.1.2 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.		W1-CO; W1-L1; W3-CO; W3-L1; W7-CO; W7-L1
LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.		W5-L2; W7-CO; W7-L1; W7-L2; W10-CO; W10-L1; W10-L2
<b>Craft and Structure</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
LAFS.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.		W10-L5; W10-WW
LAFS.3.RL.2.5 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-L2; W2-L1; W2-L2; W5-L3; W8-L3; W11-CO; W11-L2
LAFS.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.		W7-L2; W7-L3; TE: W10-CO; W10-L1

<b>Integration of Knowledge and Ideas</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
LAFS.3.RL.3. 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).		W9-L1

**Reading - Informational**

LAFS.3.RI.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		W1-L4; W2-L6; W8-CO; W8-L2; W1-CO; W1-L1; W3-CO; W8-CO; W6-CO; W6-L1; W8-CO; W8-L1; W9-CO; W9-L1; W10-CO; W10-L1; W11-CO; W11-L1
LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.		W1-CO; W1-L1; W6-CO; W6-L1; W8-CO; W8-L1; W9-CO; W9-L1; W10-CO; W10-L1
LAFS.3.RI.1.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		W2-CO; W2-L1; W2-L2; W3-L3; W10-CO; W10-L2; W10-L3
<b>Craft and Structure</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
LAFS.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.		W2-L5; W3-L3; W8-L3; TE; W9-L4

LAFS.3.RI.2.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		W1-L2; W2-L1; W2-L2; W5-L3; W8-L3; W9-L5
LAFS.3.RI.2.6 Distinguish their own point of view from that of the author of a text.		W1-CO; W1-L1; W7-CO; W7-L2; W7-L3; TE: W10-CO; W10-L1
<b>Integration of Knowledge and Ideas</b>		
LAFS.3.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).		C9-L1
LAFS.3.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		W2-CO; W2-L1; W2-L2; W10-CO; W10-2; W10-L3