

Voyages in English 2018
Grade 3
Correlations to NJ State Standards
(Updated March 2017)
New Jersey Grade 3

Progress Indicators for Writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Text Types and Purposes	Part 1: Grammar	Part 2: Writing
W.3.1. 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. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.		W5-L1; W6-L1; W6-L2; W6-L3; W6-WW
B. Provide reasons that support the opinion.		W5-L1; W6-L1; W6-L1; W6-L2; W6-L3; W6-WW
C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.		W9-L2
D. Provide a conclusion.		W5-L1; W6-L2
W.3.2. 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. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.		W8-CO; W8-1; W8-L2; W8-L9; W9-L1
B. Develop the topic with facts, definitions, and details.		W8-1; W8-L2; W9-CO; W9-L1; W9-WW; W10-L1; W10-L2; W10-WW
C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.		W9-L2; W10-L2
D. Provide a conclusion.		W8-CO; W8-CO; W9-L1; W10-L2
W.3.3. Write narratives to develop real or imagined experiences or events using narrative 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. 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
B. 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
C. Use temporal words and phrases to signal event order.		W1–L1; W9–WW ; W10–L2
D. Provide a sense of closure.		W1–L2; W10–L2
Production and Distribution of Writing	Part 1: Grammar	Part 2: Writing
W.3.4. 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.)		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
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW; W9-WW; W10-WW; W11-WW
W.3.6. With guidance and support from adults, use technology to produce and publish writing 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
Research to Build and Present Knowledge	Part 1: Grammar	Part 2: Writing
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
W.3.8. Recall information from experiences or gather information from print and digital sources; take brief		W8-L2; W8-L3; W9-L1; W10-CO; W10-WW

notes on sources and sort evidence into provided categories.		
W.3.9. (Begins in grade 4)	(Begins in grade 4)	(Begins in grade 4)
Range of Writing	Part 1: Grammar	Part 2: Writing
W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction 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

Progress Indicators for Speaking and Listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Comprehension and Collaboration	Part 1: Grammar	Part 2: Writing
SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 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. Explicitly draw on previously read text or material 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
B. Follow agreed-upon norms 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
C. 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
D. 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
SL.3.2. 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
SL.3.3. 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
Presentation of Knowledge and Ideas	Part 1: Grammar	Part 2: Writing
SL.3.4. 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

SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		W2–L6; W3–L6; W6–L6; W8–L6; W10–L6; W11–L6
SL.3.6. 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

Progress Indicators for Language

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts

Conventions of Standard English	Part 1: Grammar	Part 2: Writing
L.3.1. 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; W1–WW; W2–L4; W2–L5; W2–WW; W3–L4; W3–WW; W4– WW; W5–L4; W5–L5; W5– WW; W6–L5; W6–WW; W7–L4; W7–WW; W8–L2; W8–L3; W8–WW; W9– WW; W10–L4; W10–WW; W11–L3; W11–L4; W1–

		WW
A. 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
B. Form and use regular and irregular plural nouns.	G2.3–2.5; G2.8–2.9	
C. Use abstract nouns (e.g., <i>childhood</i>).	G2.11	W10–L1; W10–L2; W10–L3; W10–L4; W10–WW
D. Form and use regular and irregular verbs.	G4.5–4.8; G4.15	W11–L3
E. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.	G4.1–4.5; G4.11	
F. Ensure subject-verb and pronoun-antecedent agreement.	G3.6	W10–L3
G. 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
H. Use coordinating and subordinating conjunctions.	G6.9	W9–L3
I. Produce simple, compound, and complex sentences.	G1.1–1.11; G8.1; G8.9	W2–L4; W6–L4; W8–L4; W9–L3
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		W1–WW; W2–WW; W3–WW; W6–WW; W7–WW; W8–WW, W9–WW, W10–WW, W11–WW
A. Capitalize appropriate words in titles.	G7.4–7.5	
B. Use commas in addresses.	G7.10	

C. Use commas and quotation marks in dialogue.	G7.7; G7.11	W7–L3
D. Form and use possessives.	G2.6–2.8; G3.4–3.5; G8.2	
E. 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
F. 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
G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		W1–L5; W2–L3; W9–L5
Knowledge of Language	Part 1: Grammar	Part 2: Writing
L.3.3. 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. Choose words and phrases for effect.		W1–L4; W3–L1; W3–L2; W3–L3; W3–L4; W9–L2; W10–L5; W11–L4
B. Recognize and observe differences between the conventions of spoken and written standard English.		W7–L6; W8–L5; W9–L4; W10–L6
Vocabulary Acquisition and Use	Part 1: Grammar	Part 2: Writing
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. Use sentence-level context as a clue to the meaning of a word or phrase.		W9–L4
B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).		W5–L5; W6–L5; W9–L4; W10–L4
C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).		W9–L4
D. 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
L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.		W9–L4; W10–L5
A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).		W10–L5; W11–CO; W11–L1
B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	G5.1; G5.3–5.4; G5.7, G5.10	W10–L4
C. 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
L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, 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

Progress Indicators for Reading Literature

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

Key Ideas and Details	Grammar Section-Lesson	Writing Chapter-Lesson
RL.3.1. Ask and answer questions, and make relevant connections 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
RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.		W1-CO; W1-L1; W3-CO; W3-L1; W7-CO; W7-L1
RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.		W5-L2; W7-CO; W7-L1; W7-L2; W10-CO; W10-L1; W10-L2
Craft and Structure	Part 1: Grammar	Part 2: Writing
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.		W10-L5; W10-WW

RL.3.5. 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
RL.3.6. 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
Integration of Knowledge and Ideas	Grammar Section-Lesson	Writing Chapter-Lesson
RL.3.7. 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
RL.3.8. (Not applicable to literature)		
RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).		
Range of Reading and Level of Text Complexity	Grammar Section-Lesson	Writing Chapter-Lesson
RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.		W1–CO; W2–CO; W3–CO; W4–CO; W5–CO; W6–CO; W7–CO; W8–CO; W9–CO, W10–CO; W11–CO

Reading—Informational

Key Ideas and Details	Grammar Section-Lesson	Writing Chapter-Lesson
RI.3.1. Ask and answer questions, and make relevant connections 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
RI.3.2. 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
RI.3.3. 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
Craft and Structure	Part 1: Grammar	Part 2: Writing
RI.3.4. 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
RI.3.5. 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

RI.3.6. 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
Integration of Knowledge and Ideas	Grammar Section-Lesson	Writing Chapter-Lesson
RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).		W9–L1
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) to support specific points the author makes in a text.		W2–CO; W2–L1; W2–L2; W10–CO; W10–2; W10–L3
RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.		
Range of Reading and Level of Text Complexity	Grammar Section-Lesson	Writing Chapter-Lesson
RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.		W2–CO, W5–CO, W6–CO, W8–CO, W9–CO, W10–CO

Reading—Foundational Skills

These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend

texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Phonics and Word Recognition	Grammar Section-Lesson	Writing Chapter-Lesson
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.		W9–L4
A. Identify and know the meaning of the most common prefixes and derivational suffixes.		W5–L5; W6–L5; W9–L4; W10–L4
B. Decode words with common Latin suffixes.		W6–L5; W9–L4; W10–L4
C. Decode multisyllable words.		W11–L5
D. Read grade-appropriate irregularly spelled words.		W11–L5
Fluency	Grammar Section-Lesson	Writing Chapter-Lesson
RF.3.4. Read with sufficient accuracy and fluency to support comprehension.		W1–CO; W1–L6; W2–CO; W2–L6; W3–CO; W3–L6; W4–CO; W4–L6; W5–CO; W5–L6; W6–CO; W6–L6; W7–CO; W7–L6; W8–CO; W8–L6; W9–CO, W9–L6; W10–CO; W10–L6; W11–CO; W11–L6
A. Read grade-level text with purpose and understanding.		W1–CO; W1–L6; W2–CO; W2–L6; W3–CO; W3–L6; W4–CO; W4–L6; W5–CO; W5–L6; W6–CO; W6–L6; W7–CO; W7–L6; W8–CO; W8–L6; W9–CO, W9–L6;

		W10-CO; W10-L6; W11-CO; W11-L6
B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.		W1-L6; W3-L6; W7-L6; W11-L6
C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		W9-L4