Grade 3   ELA Standards   Summary

Total Reviews	1902		
Keep As Is	1516	Educator	1028
		Elected Official	3
		Institution or Higher Education Faculty	0
		K-12 Administrator	177
		Member of Organization	1
		Other	162
		Parent/Guardian	145
		Student	0
Suggest Changes	386	Educator	277
		Elected Official	0
		Institution or Higher Education Faculty	0
		K-12 Administrator	11
		Member of Organization	0
		Other	9
		Parent/Guardian	89
		Student	0

Breakdown by Review Type

Suggest Changes 20%

Keep As Is 80%

Change Suggestions	
Removed	48
Rewritten	78
Broken Up	27
Moved to a Different Level	233

Number	Count of Keep	% of Keep	Count of Suggest Changes	% of Suggest Changes	Count of New Level	Count of New Description	Count of Broken	Count of Removed
ELA-Literacy.L.3.1a	17	89%	2	11%	0	1	1	0
ELA-Literacy.L.3.1b	19	100%	0	0%	0	0	0	0
ELA-Literacy.L.3.1c	15	79%	4	21%	3	0	0	1
ELA-Literacy.L.3.1d	19	100%	0	0%	0	0	0	0
ELA-Literacy.L.3.1e	19	100%	0	0%	0	0	0	0
ELA-Literacy.L.3.1f	18	90%	2	10%	1	0	0	1
ELA-Literacy.L.3.1g	13	68%	6	32%	5	0	0	1
ELA-Literacy.L.3.1h	15	79%	4	21%	3	0	0	1
ELA-Literacy.L.3.1i	16	73%	6	27%	0	3	3	0
ELA-Literacy.L.3.2a	19	100%	0	0%	0	0	0	0
ELA-Literacy.L.3.2b	19	100%	0	0%	0	0	0	0
ELA-Literacy.L.3.2c	15	79%	4	21%	3	0	0	1
ELA-Literacy.L.3.2d	16	89%	2	11%	2	0	0	0
ELA-Literacy.L.3.2e	18	95%	1	5%	0	1	0	0
ELA-Literacy.L.3.2f	17	89%	2	11%	1	0	0	1
ELA-Literacy.L.3.2g	18	90%	2	10%	1	1	0	0
ELA-Literacy.L.3.3a	14	78%	4	22%	3	0	0	1
ELA-Literacy.L.3.3b	15	79%	4	21%	3	0	0	1
ELA-Literacy.L.3.4a	15	83%	3	17%	3	0	0	0
ELA-Literacy.L.3.4b	14	82%	3	18%	3	0	0	0
ELA-Literacy.L.3.4c	16	89%	2	11%	2	0	0	0
ELA-Literacy.L.3.4d	17	94%	1	6%	0	1	0	0
ELA-Literacy.L.3.5a	14	88%	2	13%	2	0	0	0
ELA-Literacy.L.3.5b	15	94%	1	6%	1	0	0	0
ELA-Literacy.L.3.5c	10	59%	7	41%	6	0	0	1
ELA-Literacy.L.3.6	16	80%	4	20%	3	0	0	1
ELA-Literacy.RF.3.3a	23	92%	2	8%	2	0	0	0
ELA-Literacy.RF.3.3b	20	80%	5	20%	4	0	0	1
ELA-Literacy.RF.3.3c	20	80%	5	20%	4	1	0	0
ELA-Literacy.RF.3.3d	22	92%	2	8%	0	0	0	2
ELA-Literacy.RF.3.4a	25	100%	0	0%	0	0	0	0
ELA-Literacy.RF.3.4b	22	85%	4	15%	1	1	0	2
ELA-Literacy.RF.3.4c	23	96%	1	4%	1	0	0	0
ELA-Literacy.RI.3.1	26	96%	1	4%	1	0	0	0
ELA-Literacy.RI.3.10	23	88%	3	12%	3	0	0	0
ELA-Literacy.RI.3.2	25	89%	3	11%	1	1	1	0
ELA-Literacy.RI.3.3	21	68%	10	32%	9	1	0	0
ELA-Literacy.RI.3.4	25	89%	3	11%	1	1	0	1
ELA-Literacy.RI.3.5	18	56%	14	44%	9	4	0	1
ELA-Literacy.RI.3.6	19	70%	8	30%	5	2	0	1

ELA-Literacy.RI.3.7	27	96%	1	4%	0	1	0	0
ELA-Literacy.RI.3.8	25	81%	6	19%	4	1	0	1
ELA-Literacy.RI.3.9	22	73%	8	27%	7	0	0	1
ELA-Literacy.RL.3.1	36	92%	3	8%	1	1	0	1
ELA-Literacy.RL.3.10	21	75%	7	25%	2	3	1	1
ELA-Literacy.RL.3.2	24	56%	19	44%	2	9	6	2
ELA-Literacy.RL.3.3	29	83%	6	17%	5	0	0	1
ELA-Literacy.RL.3.4	21	57%	16	43%	5	6	3	2
ELA-Literacy.RL.3.5	20	51%	19	49%	6	8	4	1
ELA-Literacy.RL.3.6	24	75%	8	25%	4	3	0	1
ELA-Literacy.RL.3.7	20	67%	10	33%	7	3	0	0
ELA-Literacy.RL.3.8	9	100%	0	0%	0	0	0	0
ELA-Literacy.RL.3.9	19	56%	15	44%	4	9	1	1
ELA-Literacy.SL.3.1a	10	59%	7	41%	6	1	0	0
ELA-Literacy.SL.3.1b	13	87%	2	13%	2	0	0	0
ELA-Literacy.SL.3.1c	16	100%	0	0%	0	0	0	0
ELA-Literacy.SL.3.1d	16	100%	0	0%	0	0	0	0
ELA-Literacy.SL.3.2	19	83%	4	17%	1	1	1	1
ELA-Literacy.SL.3.3	17	77%	5	23%	4	0	0	1
ELA-Literacy.SL.3.4	17	81%	4	19%	4	0	0	0
ELA-Literacy.SL.3.5	10	45%	12	55%	8	2	0	2
ELA-Literacy.SL.3.6	20	95%	1	5%	1	0	0	0
ELA-Literacy.W.3.10	18	78%	5	22%	4	0	0	1
ELA-Literacy.W.3.1a	21	70%	9	30%	5	2	2	0
ELA-Literacy.W.3.1b	24	80%	6	20%	5	1	0	0
ELA-Literacy.W.3.1c	22	79%	6	21%	4	1	1	0
ELA-Literacy.W.3.1d	22	81%	5	19%	5	0	0	0
ELA-Literacy.W.3.2a	17	71%	7	29%	6	0	0	1
ELA-Literacy.W.3.2b	17	71%	7	29%	5	1	0	1
ELA-Literacy.W.3.2c	19	86%	3	14%	2	0	0	1
ELA-Literacy.W.3.2d	18	78%	5	22%	4	0	0	1
ELA-Literacy.W.3.3a	18	72%	7	28%	3	2	2	0
ELA-Literacy.W.3.3b	16	67%	8	33%	8	0	0	0
ELA-Literacy.W.3.3c	22	100%	0	0%	0	0	0	0
ELA-Literacy.W.3.3d	19	90%	2	10%	1	1	0	0
ELA-Literacy.W.3.4	17	74%	6	26%	2	1	0	3
ELA-Literacy.W.3.5	20	80%	5	20%	2	1	0	2
ELA-Literacy.W.3.6	15	63%	9	38%	6	0	0	3
ELA-Literacy.W.3.7	17	71%	7	29%	5	1	0	1
ELA-Literacy.W.3.8	17	65%	9	35%	7	1	1	0
ELA-Literacy.W.3.9	11	100%	0	0%	0	0	0	0

ELA-Literacy.L.3.1a	
Please explain how you would break up the standard: Explain the function of nouns, pronouns, and verbs in general and their functions in particular sentences.	
ELA-Literacy.L.3.1b	
It is appropriate for this grade level.	
ELA-Literacy.L.3.1c	
Not age appropriate	
ELA-Literacy.L.3.1d	
It is appropriate for this grade level.	
ELA-Literacy.L.3.1e	
This is appropriate for this grade level.	
ELA-Literacy.L.3.1f	
Age appropriate	
This is appropriate for this grade level.	
ELA-Literacy.L.3.1g	
How do you test this one	
ELA-Literacy.L.3.1h	
It is appropriate for third grade.	
Not age appropriate	
ELA-Literacy.L.3.1i	
Please explain how you would break up the standard: Produce simple and compound sentences. Save complex sentences for the fourth grade level.	
Please explain how you would break up the standard: Produce simple, compound, and complex sentences. Break it up	
Please explain how you would break up the standard: Produce simple, compound, and complex sentences. Produce simple and compound sentences in 3rd grade. Produce complex in 4th or 5th grade.	
ELA-Literacy.L.3.2a	

It is appropriate for third grade.	
ELA-Literacy.L.3.2b	
It is appropriate for third grade.	
ELA-Literacy.L.3.2c	
Most adults still have issues with this	
ELA-Literacy.L.3.2d	
It is appropriate for third grade.	
ELA-Literacy.L.3.2e	
Use conventional spelling for age/grade appropriate words, high-frequency words, and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	
It is appropriate for third grade.	
ELA-Literacy.L.3.2f	
Examples please	
It is appropriate for third grade.	
Spelling is VERY important in learning to read and write competently.	
ELA-Literacy.L.3.2g	
"Unless student's word banks are dramatically □ increased, they will struggle when asked to write complex multi-paragraph responses. Dictionaries are a great teaching tool for teaching and learning about prefixes, suffixes, root words and inferring meaning unknown words. "	
It is appropriate for third grade.	
ELA-Literacy.L.3.3a	
It is appropriate for third grade.	
Not age appropriate	
ELA-Literacy.L.3.3b	
It is appropriate for third grade.	
The standard gives simplistic and direct information in which they are asking to give.	
Vague how do you test this?	
ELA-Literacy.L.3.4a	
It is appropriate for third grade.	
ELA-Literacy.L.3.4b	
ELA-Literacy.L.3.4c	

It is appropriate for third grade.	
ELA-Literacy.L.3.4d	
Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.	
It is appropriate for third grade.	
ELA-Literacy.L.3.5a	
It is appropriate for third grade.	
ELA-Literacy.L.3.5b	
It is appropriate for third grade.	
ELA-Literacy.L.3.5c	
Not age appropriate	
ELA-Literacy.L.3.6	
It is appropriate for third grade.	
Too vague	
ELA-Literacy.RF.3.3a	
I agree	
This is appropriate for the third grade level.	
ELA-Literacy.RF.3.3b	
Decoding words using Latin suffixes is so important to understanding the meaning of words pertaining to the story.	
I agree	
This is appropriate for the third grade level.	
Why would anyone need to do this in grade three!	
ELA-Literacy.RF.3.3c	
Decode multisyllable words.	
Decode one monosyllable words at this grade level	
This is an important skill to master. It helps students use word parts to understand the meaning of a vocabulary word.	
This is appropriate for the third grade level.	
ELA-Literacy.RF.3.3d	
I agree	
Irregularly spelled words? I need examples.	
This is appropriate for the third grade level.	
We didn't teach spelling at all last year, so why should we test it!??	
ELA-Literacy.RF.3.4a	
I agree	
Reading on-level text leads to understanding of on-level texts.	

Screened with dibles	
This is appropriate for the third grade level.	
This is vital.	
ELA-Literacy.RF.3.4b	
Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings successfully by the end of the 3rd grade	
Reading is the foundation for all subjects.	
There is not enough time built into the year to successfully concentrate on teaching poetry, especially when having to read orally at an appropriate rate and expression. Expression is learned over many years and very few children at this grade level can successfully master this skill.	
This is appropriate for the third grade level.	
We don't pract this...how would you test iy	
ELA-Literacy.RF.3.4c	
I agree	
If the student is a good reader, then he or she will be able to do this with confidence	
This is appropriate for the third grade level.	
ELA-Literacy.RI.3.1	
I agree	
This is an essential skill for third grade.	
This standard reflects appropriate grade level expectations.	
ELA-Literacy.RI.3.10	
I. Agree with this standard, but hope that we will include more fiction than nonfiction in third grade.	
This is appropriate for the third grade level.	
ELA-Literacy.RI.3.2	
Please explain how you would break up the standard:

Determine the main idea of a text; recount the key details and explain how they support the main idea. The main idea of the text should be separated from recounting key details. In my opinion, identifying the main idea is a very hard concept, so it should be taught and mastered before moving on to key details. | |
I agree	
This is a basic skill required in all grade levels.	
This standard is fine; however, sometimes the assessments have extremely confusing questions pertaining to this standard. (especially at the higher end of the 3rd grade lexile range)	
This standard reflects appropriate grade-level expectations.	
ELA-Literacy.RI.3.3	

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

ELA-Literacy.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.
Determine the meaning of important words and phrases according to the topic.
Determining word meaning of general terms is appropriate.
Not valid for grade 3
This is a traditional, basic skill.

ELA-Literacy.RI.3.5

Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. (it should be written like 4th and 5th grade)
Until students are required to take a typing class, I question the required standard to have them perform online keyword searches. This is not a rewritten standard, this is my opinion about the standard.
Use text features and search tools (e.g., key words, sidebars) to locate information relevant to a given topic efficiently.
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. *I think exactly which search tools are "relevant" to a third grader should be more clear. Please include all search tools 3rd graders are responsible for being comfortable with. Thanks!
Not all students are exposed to technology in the home nor are all schools equipped with enough technology to expose students to complete this standard.
Students need to develop computer literacy skills for research.

ELA-Literacy.RI.3.6

Determine the author's point of view, then compare and contrast their own point of view from that of the author of a text.
Distinguish their own point of view from that of the author of a text. - need to explain how the student is expected to distinguish their point of view.
I love that we're talking about this so young with students. They get it, and they tend to be more interested when they're involved. Again, the language in assessment questions pertaining to this standard can be extremely tricky.
This standard is a duplicate

ELA-Literacy.RI.3.7

Use information gained from illustrations (e.g., maps, photographs *BE MORE SPECIFIC WITH WHICH OTHER GRAPHICS STUDENTS SHOULD KNOW) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
This is appropriate for the third grade level.
This standard is important for understanding the story.

ELA-Literacy.RI.3.8

Explain how how an author uses reasons and evidence to support particular points in a text. (should look more like 4th and 5th grade)
comparison, cause/effect, first/second/third are all important parts of understanding the text
Stupid and vague what exact does this mean?
This is appropriate for the third grade level.

ELA-Literacy.RI.3.9
Important element in understanding text
This is an essential skill that is needed to develop critical thinking third and future reading classes.
This is written specifically delineating two texts.
Too difficult

ELA-Literacy.RL.3.1
Ask and answer explicit and inferential questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
asking and answer question according to the text indicates understanding of the information
I am a strong supporter of Common Core State Standards, as I believe that these standards will help Louisiana children to become better prepared for the rigors of college, and/or to become better qualified for rewarding, well-paying careers. I recognize that Common Core State Standards were developed by the states---not by the federal government---and that they are not a prescribed curriculum, but rather are a set of standards that will empower Louisiana children to be elevated to the same levels of academic achievement as their counterparts in states that maintain high expectations for their students. Please do not pander to cynical, manipulative people with political agendas who claim that Common Core State Standards are something other than a set of academically ambitious standards that were developed by the states! Since it is in the interest of our great nation to provide ambitious academic standards for our students, true patriots who love America should be strong, vocal supporters of Common Core State Standards.
It is general, and it gives the teacher flexibility in gauging growth and competency.
Rigor- students must find evidence in text
Text based evidence is appropriate at this grade level
The basis of this literacy skill adds to skimming and scanning, building understanding in written and oral expression as well as performance
The standard tells what the teacher should teach, and what the students should learn
This is a basic essential skill.
This is just too much for kids, Too much stress. Stop making it harder for the majority to pass and graduate.

ELA-Literacy.RL.3.10
By the end of the year, read and comprehend literature, including stories and dramas at the high end of the grades 2–3 text complexity band independently and proficiently.
By the end of the year, read and comprehend literature, including stories at the high end of the grades 2–3 text complexity band independently and proficiently.

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

*NOTE: I also posted this same exact feedback within the kindergarten standard since I believe these skills should be incorporated at the earliest age of reading, writing & learning....

I have witnessed that when students of all ages read stories, articles, or any piece of informational text, they are mentally incapable of making the connection or envisioning the actual situation which causes them to struggle with actual comprehension as it connects to the real-world. This can inhibit a child's understanding of similes, metaphors, synonyms, antonyms, figurative speech, inference, etc., which can in return affect their comprehension of what they are reading.

*NOTE: I have not researched the standard(s) and/or grade level that relates to figurative speech and such, so I'm not sure if this particular standard can be incorporated into a lower grade level.

Comprehension is tough for students of all ages, and in my opinion, this is because children (of all age groups and grade levels) do not understand how to live in the "real" world or form mental images of what they are actually reading. They rely on the words versus the actual "meaning" of what they are reading. Most students lack the ability (or haven't been taught how) to form a mental "movie" in order to truly feel, interpret and comprehend what is actually happening.

I have had the pleasure of teaching middle school students and high school students (and I've partially worked with elementary level students through volunteering and substituting), and what bothers me the MOST is that high school students displayed a severe deficiency with comprehension...even with minor math word problems - consisting of merely two sentences depicting a real life situation.

I believe comprehension should begin in pre-k or Kindergarten, because...

School children are confined to a school environment for most of their upbring, so it is truly difficult for them to comprehend & make TRUE connections to the real world setting because of their lack of experience in the real world, with some exceptions of course. So, comprehension should be taught from the moment a child begins to read.

If students are taught very early on how to make a real-life connection with any piece of text they read by using their imaginations and minds to "hypothetically" place them in the situation they are reading about - by creating a mental "mind" movie – then, I believe that they can and will gain major comprehension skills from an early age. By utilizing the concept of empathy (which is placing oneself into other's shoes) with young school age children is something I support very much because I think that this may be the key to comprehension, especially when reading!!

| I like this standard because students at this grade level should be able to read and comprehend stories by the end of the year |
| I love this standard and feel that it speaks to necessary skills and understanding for third graders. |
| This standard is appropriately stated. |
| Too much! Stop trying to make harder for certain group of kids to pass. |

ELA-Literacy.RL.3.2

Please explain how you would break up the standard: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral explain how it is conveyed through key details in the text.
Please explain how you would break up the standard: 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. I would separate recounting stories from determining the central message, lesson, or moral and explain how it is conveyed through key details in the text. These are both really important concepts to master.
Please explain how you would break up the standard: 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. I would have the student recount the story (summarize) and determine the central message. After they have grasped that concept, then I would add on "explaining how it is conveyed through key details in the text."
Please explain how you would break up the standard: Recount stories, including fables, folktales, and myths with the usage of brainstorming techniques
Please explain how you would break up the standard: Recount stories; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
Please explain how you would break up the standard: Retell stories, including, fables, folktales, and myths and determine the lesson or moral and explain how it is conveyed through details in the text. Read and understand literature and determine the theme or central message of the story. 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.
Recount stories, including fables, folktales, and myths (are there other types of stories that 3rd grade students are responsible for knowing the story structure of such as mysteries, etc.?) from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
Recount stories, including fables, folktales, and myths; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
Recount stories; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
Fables, folktales, and myths can be conveyed differently to each student. This is too subjective.
The standard tells what the teacher what should be taught, and tell what the student should learn
The work my child done last year was explained and done in a way that could have been done different and explained poorly

ELA-Literacy.RL.3.3
Age appropriate
Describing is a basic skill which should be mastered in the third grade.
Describing the characters feeling and motivations helps the student tune in to their feeling and helps them to write down their feeling on paper for a certain topic.
Not age appropriate
The standard tells what the teacher what should be taught, and tell what the student should learn
This standard is a basic, essential skill for third grade.

ELA-Literacy.RL.3.4
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
End the period where the comma is so that it reads: Determine the meaning of words and phrases as they are used in a text. Reason: (Universal design) Students at this level are just beginning to learn what literal means. Students working at this level that are blind, visually impaired have a very difficult time with this concept; other disability groups also have this problem and since they are tested on this standard the "playing field" needs to be leveled.
Determine the meaning of words and phrases as they are used in a text.
Please explain how you would break up the standard: Determine the meaning of words and phrases as they are used in a text Distinguishing literal from nonliteral language.
Please explain how you would break up the standard: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Determining the meaning of words and phrases as they are used in text is sufficient. I may use a different terminology to convey "literal from non-literal language." What do you mean by that? Be specific. Are you referring to hyperboles, metaphors, similes?
Please explain how you would break up the standard: Determine the meaning of words and phrases as they are used in a text. A separate standard: distinguishing literal from nonliteral language.
Not every kid well understand
Students need to be able to distinguish literal and nonliteral language for comprehension.- very important.
The text is not for this grade level

ELA-Literacy.RL.3.5

Please explain how you would break up the standard:
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.
The students needs to be able to identify the parts of stories before describing successive parts

Please explain how you would break up the standard:
Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza.

Please explain how you would break up the standard:
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.
3.5 Refer to parts of stories, drama, and poems when writing or speaking about a text: a. use the term chapter to refer to parts of literary selection b. use term scene to refer to parts of literary selection c. use term stanza to refer to part of literary selection d. describe how each successive part builds on earlier part.

Please explain how you would break up the standard:
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.
At this grade level, each story should be done separately, at a different time. The vocabulary should be introduced in the prior grade.

Refer to parts of stories or dramas when writing or speaking about a text, using terms such as chapter or scene; describe how each successive part builds on earlier sections.

Refer to parts of stories when writing or speaking about a text, using terms such as chapter; describe how each successive part builds on earlier sections.

Refer to parts of stories, dramas, and poems , using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe events, characters, main idea, to elaborate writing or speaking
This standard helps students communicate meaning effectively.
Too difficult and too broad
Understanding text structures is a necessary skill.
ELA-Literacy.RL.3.6

Distinguish their own point of view from that of the narrator or those of the characters, the standards only want one point of view not just what the childs.
Distinguish their own point of view from that of the narrator or those of the characters. This seems ambiguous- are they to describe their opinion (point of view?) to me, this standard needs clarification. Are they supposed to identify first person vs. third person writing?
Distinguish their own point of view from that of the narrator or those of the characters. Make it one or the other
Age appropriate
Grade appropriate, essential skill.
I like this standard as is; however, when it is assessed, often times the wording is extremely tricky.
It give the students a chance to talk and relate the story using their own point of view
Third graders have a voice and need to be taught that what they have to say is important-including their opinions. This is needed for understanding character development, too.
This is stating an opinion and cannot be measured accurately.
ELA-Literacy.RL.3.7
Explain how 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).
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).
Universal design: Explain how specific aspects of a text's illustrations / tactile graphics contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
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).
Use word context clues to describe the mood, character and setting
Basic, essential skill, age appropriate for grade level.
I love this standard!
This is wonderful! It gives a visual support for the students.
ELA-Literacy.RL.3.8
ELA-Literacy.RL.3.9
Compare and contrast the themes, settings, and plots of stories about the same or similar characters (e.g., in books from a series).
Compare and contrast the themes, settings, and plots of stories written about the same or similar characters (e.g., in books from a series).
Compare and contrast the themes, settings, and plots of stories written by the same author (e.g., in books from a series).
Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
*I'm not sure exactly how to rewrite it, but as is, this can be overwhelming for an eight year old. Theme is a hard concept to grasp at this age, and I think that coupled with the writing aspect of it, again, it becomes overwhelming in their brains.

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Compare and contrast the themes, setting and plots of stories
Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Compare and contrast the themes, settings, and plots of TWO stories written by the same author about the same or similar characters (e.g., in books from a series).
If you are comparing TWO. In the past, I have seen three excerpts from stories in which comparison/ contrast had to take place. I thought that it was too much.
Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
I agree with the standard, but the idea of theme needs to be presented simply for third graders.
Compare and contrast the themes, settings, and plots of stories.
Please explain how you would break up the standard:
Compare and contrast the themes, settings, and plots of similar stories.
Age appropriate
Not appropriate for grade three
ELA-Literacy.SL.3.1a
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. Vague
It is appropriate for third graders.
ELA-Literacy.SL.3.1b
It is very appropriate to teach procedures for expressing oneself at this level.
ELA-Literacy.SL.3.1c
Appropriate for grade level
ELA-Literacy.SL.3.1d
Appropriate for grade level
ELA-Literacy.SL.3.2

Please explain how you would break up the standard:
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.
Broken up into parts, grade 3; orally, quantitatively grade 5; and grade 3 visually.
Appropriate for grade level
Not necessary
ELA-Literacy.SL.3.3
Appropriate for grade level
Why?
ELA-Literacy.SL.3.4
Appropriate for third grade
ELA-Literacy.SL.3.5
Create engaging audio recordings OR VIDEOS of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details AND PRESENT BEFORE THE CLASS.
Read stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
Not all students have access to the technology to attain this standard.
Unclear expectation to be assessed. The term Engaging is subjective.
ELA-Literacy.SL.3.6
It is appropriate for this grade level.
ELA-Literacy.W.3.10
At this age, students are focusing on learning to read and reading to learn. Short writing assignments to reflect on their reading assignments are appropriate. There aren't enough computers in classrooms or homes for students at this age to do research.
This is appropriate for third graders.
ELA-Literacy.W.3.1a
Please explain how you would break up the standard:
Introduce the topic or text they are writing about and state an opinion .
Please explain how you would break up the standard:
Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
At this grade level, introduce the topic or text they are writing about. But at another grade level, the previous, they should be able to comprehend what an opinion is. A later grade level should bring them up to the point where they can combine, this entire standard's skills; therefore be able to incorporate the creation and an organizational structure that lists reasons.

This is appropriate for the third grade level.	
ELA-Literacy.W.3.1b	
Create and organizational structure and provide reasons that support the opinion.	
This is appropriate for the third grade level.	
This should actually be first (W. 3.1a instead of W.3.1b).	
ELA-Literacy.W.3.1c	
Please explain how you would break up the standard:	
Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	
First at this grade level the student should be able to write a basic paragraph, not using any of these words. Then at a later grade level be able to incorporate the use of linking verbs, transition words into paragraphs.	
This is appropriate for the third grade level.	
ELA-Literacy.W.3.1d	
This is appropriate for the third grade level.	
ELA-Literacy.W.3.2a	
Not age appropriate	
This is appropriate for the third grade level.	
ELA-Literacy.W.3.2b	
Develop the topic with researched facts, definitions, and details, and provide proper documentation.	
Not age appropriate	
This is appropriate for the third grade level.	
ELA-Literacy.W.3.2c	
Not age appropriate	
This is appropriate for the third grade level.	
ELA-Literacy.W.3.2d	
Not age appropriate	
This is appropriate for the third grade level.	
ELA-Literacy.W.3.3a	
Please explain how you would break up the standard:	
Establish a situation and introduce a narrator and/or characters. Organize an event sequence that unfolds naturally.	

Please explain how you would break up the standard:
Establish a situation and introduce a narrator and/or characters.
Organize an event sequence that unfolds naturally.
This is appropriate for the third grade level.

ELA-Literacy.W.3.3b

  Students in 3rd grade are developing their writing skills and learning to put their thoughts on paper in an organized manner.

ELA-Literacy.W.3.3c

  This is appropriate for the third grade level.

ELA-Literacy.W.3.3d

Provide an appropriate sense of closure.

  This is appropriate for the third grade level.

ELA-Literacy.W.3.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to genre, audience, and purpose.

  It is very general. The previous goals are quite specific. The previous goals represent a plethora of skills for which a third grader should be held accountable. This isn't really needed unless you intend to use it for students with special needs.

  Students cannot type on a keyboard in a timely manner because they do not take typing or keyboarding until high school.

  What adults? I'm not fond of doing a teacher's job at home. I have had to in the past because the educators were not prepared for the curriculum they were teaching and the kids suffered

ELA-Literacy.W.3.5

Add cursive handwriting back to the curriculum in this standard or somewhere else

  It is appropriate for third graders.

  See previous response

  Should not be scored

ELA-Literacy.W.3.6

  5th and up

  It is appropriate for third graders.

  It states with "guidance and support from adults" in the standard; therefore, we should not expect students to be tested on these standards.

  See previous response

  Students do not take keyboarding until high school. The main focus of 3rd grade are the core subjects, not keyboarding. Students also need to be able to write legibly by hand.

ELA-Literacy.W.3.7

Conduct short research projects that build knowledge about a topic. Add with the guidance and support from adults and peers to do this.
Not all students have access to technology at home and/or school.
This is appropriate for third graders.
ELA-Literacy.W.3.8
Please explain how you would break up the standard: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
The technology age is HERE, right now in 2015! Students need (and should already know how) to recall information from various sources of texts including digital resources, so I fully support this standard. If my 5 year old and 8 year old can figure out how to maneuver through apps and whatnot, then they should be able to recall information and sort evidence into provided categories with ease when prompted to in any situation, with or without digital devices.   A young mind shall forever thrive and continue to grow & develop with the proper compassion, inspiration, support & guidance…including the use of technology. -Rekha Durgapersad Braud
ELA-Literacy.W.3.9