



# FLORIDA STANDARDS

	L1	L2	L3	L4	L5	L6
<b>HEALTH EDUCATION STANDARDS BENCHMARK</b>						
HE.3.C.1.1 Describe healthy behaviors that affect personal health		*	*	*	*	*
HE.3.C.1.3 Describe ways a safe, healthy classroom can promote personal health	*	*				
HE.3.C.1.4 Recognize common childhood health conditions				*	*	*
HE.3.C.1.5 Recognize that body parts and organs work together to form human body systems			*			*
HE.3.C.1.6 Describe why it is important to seek health care			*		*	*
HE.3.C.2.4 Identify classroom and school rules that promote health and disease prevention	*	*			*	
HE.3.C.2.6 Discuss the positive and negative impacts technology may have on health		*				
HE.3.B.3.1 Locate resources from home, school, and community that provide valid health information		*	*			
HE.3.B.3.2 Describe criteria for selecting health information, resources, products, and services				*	*	*
HE.3.B.4.1 Identify effective verbal and nonverbal communication skills to enhance health		*	*		*	*
HE.3.B.4.2 Demonstrate refusal skills that avoid or reduce health risks	*	*	*	*	*	*
HE.3.B.4.3 Demonstrate nonviolent strategies to manage or resolve conflict		*	*	*	*	*
HE.3.B.4.4 Explain ways to ask for assistance to enhance personal health		*	*	*	*	*
HE.3.B.5.1 Recognize circumstances that can help or hinder healthy decision making		*	*	*	*	*
HE.3.B.5.2 List healthy options to health-related issues or problems			*	*	*	*
HE.3.B.5.3 Discuss the potential short-term personal impact of each option when making a health-related decision			*	*	*	*
HE.3.B.5.4 Find a healthy option when making a decision for yourself	*		*	*	*	*
HE.3.B.5.5 Explain when assistance is needed when making a health-related decision	*		*	*	*	*
HE.3.P.7.1 Practice responsible personal health behaviors	*	*	*	*	*	*
HE.3.P.7.2 Investigate a variety of behaviors that avoid or reduce health risks	*	*	*	*	*	*
HE.3.P.8.1 Promote positive behaviors to others	*	*	*	*		
<b>SOCIAL STUDIES STANDARDS BENCHMARK</b>						
SS.3.C.2.1 Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.	*	*		*		*
<b>LAFS: LANGUAGE ARTS FLORIDA STANDARDS</b>						
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.			*	*	*	*
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.			*	*	*	*
LAFS.3.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).			*	*	*	*
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.			*	*	*	*
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.	*	*	*	*	*	*

	L1	L2	L3	L4	L5	L6
LAFS.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	*	*	*	*	*	*
LAFS.3.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	*	*	*	*	*	*
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 topics and texts, building on others' ideas and expressing their own clearly. a. 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.						
b. 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). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	*	*	*	*	*	*
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.	*	*	*	*	*	*
LAFS.3.SL.1.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	*	*	*	*	*	*
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		*				
LAFS.3.SL.2.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	*	*	*	*	*	*
LAFS.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Demonstrate beginning cursive writing skills. b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. c. Form and use regular and irregular plural nouns. d. Use abstract nouns (e.g., childhood, friendship, courage).						
e. Form and use regular and irregular verbs. f. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. g. Ensure subject-verb and pronoun-antecedent agreement. h. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. i. Use coordinating and subordinating conjunctions. j. Produce simple, compound, and complex sentences.	*	*	*	*	*	*
LAFS.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).						
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	*	*	*	*	*	*
LAFS.3.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.	*	*	*	*	*	*
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., After dinner that night we went looking for them).	*	*	*	*	*	*
<b>MAFS: MATHEMATICS FLORIDA STANDARDS</b>						
MAFS.3.G.1.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	*					