

Course Overview	Grade 3 English Language Arts and Reading (ELAR) uses the <i>Savvas myView Literacy</i> curriculum, which is aligned to the Texas Essential Knowledge and Skills (TEKS). Throughout the year, students will engage in units built around an essential question, a theme, and a multi-genre approach to reading and writing. In each unit, students will read literary and informational texts connected to social studies, science, and/or the humanities. Each unit will culminate in collaborative, project-based activities that help students compare texts, share ideas, and demonstrate their growth as stronger readers, writers, speakers, and thinkers.
Course Standards	Grade 3, Texas Essential Knowledge and Skills, English Language Arts and Reading
Instructional Materials	<i>Savvas myView Literacy</i>

Scope & Sequence

Units & Instructional Days	Assessments & Scanning Deadlines	Standards
Unit 1: Environments 30 Instructional Days	BOY RenSTAR 8/24/26 – 9/11/26 Window Mid-Unit Exam TX_ELA_3rdELA_F26_MUE1 Scanning Deadline: 9/24/26 Unit Exam TX_ELA_3rdELA_F26_UE1 Scanning Deadline: 10/15/26 During Unit 1, students will complete two district assessments, a mid-unit exam after week 3 and an end-of-unit exam after week 6. Campuses will also administer additional curriculum-based formative assessments, such as quizzes, at their discretion.	Strand 1 Foundational Language Skills 3.1(A), 3.1(C), 3.1(D), 3.1(E), 3.2(A)(i),(ii), (iv), (vi), (vii), 3.2(B)(i), (v), (vii), 3.2(D), 3.3(A), 3.3(B), 3.3(C), 3.3(D), 3.4, 3.5 Strand 2 Comprehension 3.6(A), 3.6(B), 3.6(C), 3.6(D), 3.6(E), 3.6(F), 3.6(H) Strand 3 Response Skills 3.7(A), 3.7(B), 3.7(C), 3.7(D), 3.7(E), 3.7(F), 3.7(G) Strand 4 Multiple Genres 3.8(A), 3.8(B), 3.8(C), 3.8(D), 3.9(A), 3.9(D)(i), (ii), (iii), 3.9(E)(i), (iii), 3.9(F) Strand 5 Author's Purpose & Craft 3.10(A), 3.10(C), 3.10(D), 3.10(E) Strand 6 Composition 3.11(A), 3.11(B)(i), (ii), 3.11(D)(i), (ii), (iii), (vii), (viii), (ix), 3.11(E), 3.12(A), 3.12(C), 3.12(D) Strand 7 Inquiry & Research 3.13(A), 3.13(B), 3.13(C), 3.13(D), 3.13(E), 3.13(F), 3.13(G), 3.13(H)
Unit 2: Interactions 30 Instructional Days	Unit Exam TX_ELA_3rdELA_F26_UE2 Scanning Deadline: 12/17/26 During Unit 2, students will complete an end-of-unit exam after week 6. A mid-unit exam is not scheduled after week 3 due to the timing of the Fall STAAR Interim Assessment. Campuses will also administer additional curriculum-based formative assessments, such as quizzes, at their discretion.	Strand 1 Foundational Language Skills 3.1(A), 3.1(C), 3.1(E), 3.2(A)(ii), (iii), (iv), 3.2(B)(i), (iii), (v), (vii), 3.2(D), 3.3(A), 3.3(B), 3.3(D), 3.4, 3.5 Strand 2 Comprehension 3.6(B), 3.6(D), 3.6(G), 3.6(H), 3.6(I) Strand 3 Response Skills 3.7(B), 3.7(D), 3.7(F), 3.7(G) Strand 4 Multiple Genres 3.9(D)(i), (iii), 3.9(E)(i), (ii), (iii), 3.9(F) Strand 5 Author's Purpose & Craft 3.10(A), 3.10(C), 3.10(D), 3.10(F) Strand 6 Composition 3.11(A), 3.11(B)(i), (ii), 3.11(C), 3.11(D)(iii), (v) Strand 7 Inquiry & Research 3.12(B), 3.13(G), 3.13(H) Note: This unit will incorporate embedded opportunities for students to make connections to the STAAR extended constructed-response informational writing task. During this unit, students will pause to complete the Fall STAAR Interim Assessment, anticipated to occur around Week 3, subject to the regional academic calendar.

Fall RLA STAAR Interim Testing Window: Oct. 26 – 30, 2026 | Scanning Deadline: 11/5/26

Units & Instructional Days	Assessments & Scanning Deadlines	Standards
Unit 3: Heroes 30 Instructional Days	<p>MOY RenSTAR 1/11/27 – 1/29/27 Window</p> <p>Mid-Unit Exam TX_ELA_3rdELA_S27_MUE3</p> <p>Scanning Deadline: 1/21/27</p> <p>Unit Exam TX_ELA_3rdELA_S27_UE3</p> <p>Scanning Deadline: 2/18/27</p> <p>During Unit 3, students will complete two district assessments, a mid-unit exam after week 3 and an end-of-unit exam after week 6. Campuses will also administer additional curriculum-based formative assessments, such as quizzes, at their discretion.</p>	<p>Strand 1 Foundational Language Skills 3.1(A), 3.1(C), 3.1(D), 3.2(A)(ii), (iii), (v), (vi), 3.2(B)(i), (iii), (iv), (vi), (vii), 3.3(A), 3.3(B), 3.3(C), 3.4, 3.5</p> <p>Strand 2 Comprehension 3.6(A), 3.6(C), 3.6(E), 3.6(I)</p> <p>Strand 3 Response Skills 3.7(A), 3.7(D), 3.7(G)</p> <p>Strand 4 Multiple Genres 3.8(A), 3.8(B), 3.8(C), 3.8(D), 3.9(B), 3.9(D), 3.9(E)(i)</p> <p>Strand 5 Author's Purpose & Craft 3.10(D), 3.10(E), 3.10(G), 3.11(A)</p> <p>Strand 6 Composition 3.11(B)(i), (ii), 3.11(D)(ii), (vii), (ix), (x), 3.11(E)</p> <p>Strand 7 Inquiry & Research 3.13(A), 3.13(E), 3.13(F)</p> <p>Note: During this unit, a modified lesson aligned to 3.10(E) will be incorporated to support student mastery of this expectation before STAAR. This unit should be finished ahead of the Spring STAAR Interim Assessment.</p>
Spring RLA STAAR Interim Testing Window: Feb. 22 – 26, 2027 Scanning Deadline: 3/4/27		
Unit 4: Events 30 Instructional Days	<p>Unit Exam TX_ELA_3rdELA_S27_UE4</p> <p>Scanning Deadline: 5/20/27</p> <p>During Unit 4, students will complete an end-of-unit exam after week 6. A mid-unit exam is not scheduled after week 3 due to the timing of the Spring STAAR Interim assessment. Campuses will also administer additional curriculum-based formative assessments, such as quizzes, at their discretion.</p>	<p>Strand 1 Foundational Language Skills 3.1(D), 3.1(E), 3.2(A)(ii), (iv)(vii), 3.2(B)(i), (ii), (v), (vii), 3.2(C), 3.3(A), 3.3(B), 3.4, 3.5</p> <p>Strand 2 Comprehension 3.6(B), 3.6(C), 3.6(E), 3.6(F), 3.6(I)</p> <p>Strand 3 Response Skills 3.7(B), 3.7(C), 3.9(C)</p> <p>Strand 4 Multiple Genres 3.9(C), 3.9(D)(i), (ii), (iii), 3.9(F)</p> <p>Strand 5 Author's Purpose & Craft 3.10(A), 3.10(B)</p> <p>Strand 6 Composition 3.11(B)(i), (ii), 3.11(D)(iv), (vi), (xi), 3.12(C)</p> <p>Strand 7 Inquiry & Research 3.13(D)</p> <p>Note: This unit will incorporate embedded opportunities for students to make connections to the STAAR extended constructed-response argumentative writing task. During this unit, students will pause to complete the Spring STAAR Interim Assessment and STAAR Success Unit, subject to each regional academic calendar. Unit 4 should resume once students complete the Spring RLA STAAR assessment.</p>
STAAR Success Unit 10 Instructional Days	<p>Not applicable</p> <p>During this unit, campuses will administer formative assessments as determined by the campus.</p>	<p>This unit focuses on the Grade 3 RLA curriculum assessed by TEA, emphasizing the most frequently tested standards. Genre-based resources will be provided to support teachers in planning instruction responsive to student needs.</p>
STAAR RLA Testing Window: April 5 – 16, 2027		

Units & Instructional Days	Assessments & Scanning Deadlines	Standards
Unit 5: Solutions 10 Instructional Days	EOY RenSTAR 4/26/27 – 5/14/27 Window Not applicable During this unit, campuses will administer formative assessments as determined by the campus.	Strand 1 Foundational Language Skills 3.1(A), 3.1(B), 3.2(A)(i), 3.2(B)(i), (iv), (vii), 3.3(A), 3.3(D) Strand 2 Comprehension 3.6(B), 3.6(C), 3.6(E) 3.6(H) Strand 3 Response Skills 3.7(A) Strand 4 Multiple Genres 3.9(D)(ii), (iii) Strand 5 Author's Purpose & Craft 3.10(C), 3.10(D) Strand 6 Composition 3.11(D)(v), 3.12(A) Strand 7 Inquiry & Research Not applicable Note: Campuses are expected to complete at least the first two weeks of this unit and may extend instruction to include additional days as appropriate. This unit will also address 3.1(B) through a modified lesson, supporting mastery by the end of the academic year.

Primary Texts

Unit	
Unit 1: Environments	<ul style="list-style-type: none"> • <i>Grandma and the Great Gourd</i> retold by Chitra Banerjee Divakaruni (Traditional Tale) • <i>Why the Sky Is Far Away</i> retold by Mary-Joan Gerson (Folktales) • <i>Cocoliso</i> by Andrés Pi Andreu (Realistic Fiction) • <i>Living in Deserts</i> by Tea Benduhn (Informational Text) • <i>The Golden Flower</i> retold by Nina Jaffe (Myth)
Unit 2: Interactions	<ul style="list-style-type: none"> • <i>Patterns in Nature</i> by Jennifer Rozines Roy and Gregory Roy (Informational Text) • <i>Weird Friends: Unlikely Allies in the Animal Kingdom</i> by Jose Aruego and Ariane Dewey (Informational Text) • <i>Wolf Island</i> by Celia Godkin (Realistic Fiction) • <i>Welcome Back, Wolves!</i> by Pooja Makhijani (Persuasive Text) • <i>Wolves Don't Belong in Yellowstone</i> by Frances Ruffin (Persuasive Text) • <i>Nature's Patchwork Quilt: Understanding Habitats</i> by Mary Miché (Informational Text)
Unit 3: Heroes	<ul style="list-style-type: none"> • <i>Below Deck: A Titanic Story</i> by Tony Bradman (Historical Fiction) • <i>Granddaddy's Turn: A Journey to the Ballot Box</i> by Michael Bandy and Eric Stein (Historical Fiction) • From <i>Little House on the Prairie</i> from <i>By the Shores of Silver Lake</i> by Laura Ingalls Wilder (Historical Fiction) • <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i> by Donna Jo Napoli (Biography) • <i>Poems About Heroes</i> by Folami Abiade, by Mary E. Cronin, by Nikki Grimes, by Jennifer Trujillo, by Charles R. Smith Jr. (Poetry)
Unit 4: Events	<ul style="list-style-type: none"> • <i>The House That Jane Built: A Story About Jane Addams</i> by Tanya Lee Stone (Biography) • From <i>Frederick Douglass</i> by Josh Gregory (Biography) • From <i>Milton Hershey: Chocolate King, Town Builder</i> by Charnan Simon (Biography) • <i>Green City</i> by Allan Drummond (Narrative Nonfiction) • <i>Grace and Grandma</i> by Rich Lo (Drama)
Unit 5: Solutions	<p>Note: Given the pacing of the year, students are scheduled to complete only the first two weeks of Unit 5 rather than the full six-week unit; therefore, only the primary texts for those weeks are listed below.</p> <ul style="list-style-type: none"> • <i>Deep Down and Other Extreme Places to Live</i> by Shirin Yim Bridges (Informational Text) • <i>Earthquakes, Eruptions, and Other Events that Change Earth</i> by Natalie Hyde (Informational Text)

TEKS Alignment

Instruction in this course is aligned to the Texas Essential Knowledge and Skills (TEKS) as adopted by the State Board of Education and implemented in accordance with Texas Education Code Chapter 28.

Instructional Materials

Primary Texts (if applicable)

Supplemental instructional materials may be used to support instruction. Supplemental materials do not replace board-approved core instructional materials.

Additional information regarding instructional programs, assessments, and parent access to instructional materials is available on the district website.

Instructional Expectations

Instruction is delivered using board-approved instructional materials and aligned to the scope and sequence outlined above. Teachers are expected to ensure all required standards are taught within the course timeframe.

Assessment Overview

Student learning is monitored through formative and summative assessments aligned to course standards. Assessment results are used to inform instruction and student supports. Students participate in required state assessments when applicable.