

GRADE 3

ELA Scope and Sequence

SAVVAS myView Literacy 2025

2026-2027 School Year

Purpose	Yearlong instructional map integrating SAVVAS myView units, New York State Grade 3 ELA standards, IB Programme of Inquiry connections, ATL skills, foundational skills, writing, and assessment.
Year-end outcome	Students read and comprehend literary and informational texts in the Grades 3-4 complexity band proficiently, with scaffolding as needed at the high end of the range.
Source basis	Grade 3 SAVVAS Units 2025 planning document and the revised 2026-2027 district calendar approved August 20, 2026.

How to Use This Scope and Sequence

This document is a pacing and coherence guide. It identifies the priority learning for each cycle while preserving teacher flexibility for responsive small-group instruction, intervention, enrichment, and IB inquiry. The listed core texts and Teacher's Edition references follow the source document; additional related texts and SAVVAS leveled readers may be used to differentiate access and extend knowledge.

Instructional Commitments

- Teach grade-level texts through explicit modeling, guided practice, collaborative meaning making, and independent application.
- Integrate reading, discussion, vocabulary, word study, and writing around a coherent unit question.
- Use weekly progress checks and student work to reteach priority standards; do not treat pacing as a reason to move on before essential understanding is secure.
- Provide multilingual learners and students with unfinished learning access through visuals, language frames, strategic grouping, repeated reading, morphology, and appropriately matched leveled texts.
- Embed ATL skills and learner-profile attributes in authentic literacy tasks, reflection, collaboration, and inquiry.

Year-at-a-Glance

Cycle / Dates	SAVVAS Focus	IB UOI	Essential Question	Priority Standards
1 September 3- October 9, 2026	Environments	How We Express Ourselves	How does our environment affect us?	3R2, 3R5, 3R8, 3R9, 3W1a, 3W4
2 October 13- November 25, 2026	Interactions	How We Organize Ourselves	How do plants and animals live together?	3R2, 3R3, 3R5, 3R6, 3RF4, 3RF4a, 3RF4b
3 November 30, 2026-January 29, 2027	Heroes	Sharing the Planet	What makes a hero?	3R2, 3R3, 3R4, 3R5, 3R8, 3RF3a
4 February 1- March 19, 2027	Events	Who We Are	How do communities change over time?	3R1, 3R2, 3RF4a, 3W2, 3W4, 3W6, 3W7
5 March 22-May 21, 2027	Solutions	Where We Are in Place and Time	How does the world challenge us?	3R1, 3R2, 3R4, 3R5, 3RF3b, 3RF4a, 3W2a, 3W2b, 3W4
6 May 24-June 25, 2027	Character Study: Because of Winn-Dixie	How the World Works	How are events in a text affected by characters' choices?	3R2, 3R3, 3R4

Note: Cycle 6 is a district-designed novel study and Grade 4 readiness bridge, not a sixth myView unit.

Cycle 1: Environments

September 3-October 9, 2026

IB connection	How We Express Ourselves
Learner profile	Risk-Taker (September); Inquirer (October)
Mindset	Everything Is Possible; Passion First
Essential question	How does our environment affect us?
Theme / genre	Exploration / Environments Traditional tales and literary/informational connections

Standards and Learning Outcomes

Standard	Year-appropriate expectation
3R2	Determine a theme or central idea, explain how key details support it, and summarize portions of a text.
3R5	Identify literary parts and use informational text features to build comprehension.
3R8	Explain how relevant reasons and evidence support claims.
3R9	Recognize genres and connect texts to ideas, cultures, eras, events, and situations.
3W1a	Introduce a claim and organize supporting reasons and evidence logically.
3W4	Create a response to a text, author, theme, or personal experience.

Student-Friendly Learning Targets

- I can analyze plot and setting.
- I can analyze characters.
- I can infer theme using key details.
- I can analyze text structure.
- I can analyze characteristics of poetry.

Integrated Writing Application

Text-based response and opinion/claim writing supported with logically organized reasons and evidence.

Approaches to Learning (ATL)

Information transfer; critical thinking; information literacy; research; thinking skills

Five-Week Core Text Sequence

Week	Core Text / Focus	Instructional Emphasis	Anchor Chart / Resource
1	Grandma and the Great Gourd	Analyze plot and setting	Traditional Tales (TE p. T23)
2	Why the Sky Is Far Away	Analyze characters	Folktale (TE p. T93)

Week	Core Text / Focus	Instructional Emphasis	Anchor Chart / Resource
3	Cocoliso	Infer theme using key details	Realistic Fiction (TE p. T155)
4	Living in Deserts	Analyze text structure	Informational Text (TE p. T217)
5	The Golden Flower	Analyze characteristics of poetry	Origin Myth (TE p. T287)

Word Study and Foundational Skills

- VC/CV syllable patterns
- Inflectional endings: -s, -es, -ies
- Endings: -ing, -ed, -er, -est
- Vowel digraphs
- Diphthongs: ou, ow, oi, oy

Assessment Evidence

- BOY Amira: Sept. 3-18 (recommended local window; confirm district schedule)
- BOY NWEA: district window to be confirmed
- Weekly Progress Checks 1-5
- Unit summative / performance task

Planning note: Use the weekly sequence as a five-week instructional spine. The remaining days in the cycle support launch, reteaching, conferences, performance tasks, assessment windows, and calendar interruptions.

Cycle 2: Interactions

October 13-November 25, 2026

IB connection	How We Organize Ourselves
Learner profile	Inquirer (October); Communicator (November)
Mindset	Passion First; We Are Connected
Essential question	How do plants and animals live together?
Theme / genre	Science patterns / interactions Informational text with fiction and persuasion

Standards and Learning Outcomes

Standard	Year-appropriate expectation
3R2	Determine a theme or central idea, explain how key details support it, and summarize portions of a text.
3R3	Describe literary characters using details; describe relationships among informational events, ideas, concepts, or steps.
3R5	Identify literary parts and use informational text features to build comprehension.
3R6	Discuss how the reader's point of view may differ from the author, narrator, or characters.
3RF4	Read grade-level text accurately and fluently to support comprehension.
3RF4a	Read orally with accuracy, appropriate rate, and expression.
3RF4b	Use context to confirm or self-correct, rereading as needed.

Student-Friendly Learning Targets

- I can analyze text features.
- I can analyze text structure.
- I can synthesize information across texts.
- I can analyze point of view.
- I can infer theme.
- I can evaluate supporting details.

Integrated Writing Application

Explanatory and evidence-based responses that connect ideas across science texts; brief point-of-view comparison.

Approaches to Learning (ATL)

Reflection and metacognition; media literacy; information literacy; communication; social skills

Five-Week Core Text Sequence

Week	Core Text / Focus	Instructional Emphasis	Anchor Chart / Resource
1	Patterns in Nature	Analyze text features	Informational Text (TE p. T23)
2	Weird Friends: Unlikely Allies in the Animal Kingdom	Analyze text structure	Informational Text Structures (TE p. T85)
3	Wolf Island	Synthesize information across texts	Realistic Fiction (TE p. T147)
4	Welcome Back, Wolves! / Wolves Don't Belong in Yellowstone	Analyze point of view	Persuasive Text (TE p. T207)
5	Nature's Patchwork Quilt	Infer theme	Features of Informational Text (TE p. T269)

Word Study and Foundational Skills

- R-controlled vowels
- Compound words
- VCe syllable pattern
- Contractions

Assessment Evidence

- BOY NWEA: district window to be confirmed
- Benchmark #1: district window to be confirmed
- Unit 2 Cold Reads
- Weekly Progress Checks 1-5
- Unit summative / performance task

Planning note: Use the weekly sequence as a five-week instructional spine. The remaining days in the cycle support launch, reteaching, conferences, performance tasks, assessment windows, and calendar interruptions.

Cycle 3: Heroes

November 30, 2026-January 29, 2027

IB connection	Sharing the Planet
Learner profile	Open-Minded (December); Principled (January)
Mindset	We Are Connected; 100% Accountability
Essential question	What makes a hero?
Theme / genre	Humanities, arts, and literature / heroes Historical fiction, biography, and poetry

Standards and Learning Outcomes

Standard	Year-appropriate expectation
3R2	Determine a theme or central idea, explain how key details support it, and summarize portions of a text.
3R3	Describe literary characters using details; describe relationships among informational events, ideas, concepts, or steps.
3R4	Determine meanings of words, phrases, figurative language, and academic/content-specific vocabulary.
3R5	Identify literary parts and use informational text features to build comprehension.
3R8	Explain how relevant reasons and evidence support claims.
3RF3a	Identify and know meanings of common prefixes and suffixes.

Student-Friendly Learning Targets

- I can analyze plot and setting.
- I can analyze character traits, motivations, and feelings.
- I can infer theme using evidence.
- I can analyze text structure.
- I can analyze characteristics of poetry.
- I can explain claims, reasons, and evidence.

Integrated Writing Application

Character analysis and text-based response explaining how actions and evidence reveal heroic qualities.

Approaches to Learning (ATL)

Reflection and metacognition; information transfer; media literacy; information literacy

Five-Week Core Text Sequence

Week	Core Text / Focus	Instructional Emphasis	Anchor Chart / Resource
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Week	Core Text / Focus	Instructional Emphasis	Anchor Chart / Resource
1	Below Deck	Analyze plot and setting	Use the corresponding Unit 3 weekly genre/skill anchor charts identified in the 2025 Teacher's Edition.
2	Granddaddy's Turn	Analyze character traits, motivations, and feelings	Use the corresponding Unit 3 weekly genre/skill anchor charts identified in the 2025 Teacher's Edition.
3	Little House... and By the Shores...	Infer theme using evidence	Use the corresponding Unit 3 weekly genre/skill anchor charts identified in the 2025 Teacher's Edition.
4	Mama Miti	Analyze text structure	Use the corresponding Unit 3 weekly genre/skill anchor charts identified in the 2025 Teacher's Edition.
5	About Heroes	Analyze characteristics of poetry	Use the corresponding Unit 3 weekly genre/skill anchor charts identified in the 2025 Teacher's Edition.

Word Study and Foundational Skills

- Prefixes: pre-, dis-, in-, im-, non-
- Abbreviations
- Suffixes: -ful, -y, -ness
- Vowel teams: oo, ew, ue, ui, eu
- Irregular plurals

Assessment Evidence

- Weekly Progress Checks 1-5
- MOY Benchmark: Jan. 11-22 (recommended local window; confirm district schedule)
- Unit summative / performance task

Planning note: Use the weekly sequence as a five-week instructional spine. The remaining days in the cycle support launch, reteaching, conferences, performance tasks, assessment windows, and calendar interruptions.

Cycle 4: Events

February 1-March 19, 2027

IB connection	Who We Are
Learner profile	Balanced (February); Reflective (March)
Mindset	Attitude of Gratitude
Essential question	How do communities change over time?
Theme / genre	Connections / communities over time Biography, narrative nonfiction, and drama

Standards and Learning Outcomes

Standard	Year-appropriate expectation
3R1	Develop and answer questions to locate relevant and specific details that support an answer or inference.
3R2	Determine a theme or central idea, explain how key details support it, and summarize portions of a text.
3RF4a	Read orally with accuracy, appropriate rate, and expression.
3W2	Write informative/explanatory texts that develop relevant ideas and information.
3W4	Create a response to a text, author, theme, or personal experience.
3W6	Conduct research to answer questions and build knowledge.
3W7	Recall or gather information, take brief notes, and sort evidence into categories.

Student-Friendly Learning Targets

- I can analyze text structure.
- I can identify main idea and key details.
- I can analyze author's purpose.
- I can distinguish viewpoint.
- I can identify genre-specific text elements.

Integrated Writing Application

Informative/explanatory writing and short research: introduce a topic, gather and sort notes, and develop ideas with facts and details.

Approaches to Learning (ATL)

Information transfer; critical thinking; information literacy

Five-Week Core Text Sequence

Week	Core Text / Focus	Instructional Emphasis	Anchor Chart / Resource
1	The House That Jane Built	Analyze text structure	Narrative Nonfiction (TE p. T23)
2	Frederick Douglass	Identify main idea and key details	Biography (TE p. T87)
3	Milton Hershey: Chocolate King, Town Builder	Analyze author's purpose	Elements of a Biography (TE p. T147)
4	Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future	Distinguish viewpoint	Elements of Narrative Nonfiction (TE p. T211)
5	Grace and Grandma	Identify genre-specific text elements	Drama (TE p. T277)

Word Study and Foundational Skills

- R-controlled vowels
- VC/CV syllable pattern
- Latin suffixes: -able, -ible, -ation
- Homographs
- Homophones

Assessment Evidence

- Unit 4 Cold Reads
- Benchmark #2: district window to be confirmed
- Weekly Progress Checks 1-5
- Unit summative / performance task

Planning note: Use the weekly sequence as a five-week instructional spine. The remaining days in the cycle support launch, reteaching, conferences, performance tasks, assessment windows, and calendar interruptions.

Cycle 5: Solutions

March 22-May 21, 2027

IB connection	Where We Are in Place and Time
Learner profile	Reflective (March); Caring (April); Thinker (May)
Mindset	Attitude of Gratitude; Live to Give; The Time Is Now
Essential question	How does the world challenge us?
Theme / genre	Solutions Informational text with procedural, historical fiction, and fable connections

Standards and Learning Outcomes

Standard	Year-appropriate expectation
3R1	Develop and answer questions to locate relevant and specific details that support an answer or inference.
3R2	Determine a theme or central idea, explain how key details support it, and summarize portions of a text.
3R4	Determine meanings of words, phrases, figurative language, and academic/content-specific vocabulary.
3R5	Identify literary parts and use informational text features to build comprehension.
3RF3b	Decode multisyllabic words.
3RF4a	Read orally with accuracy, appropriate rate, and expression.
3W2a	Introduce a topic and organize related information together.
3W2b	Develop a topic with facts, definitions, details, and useful illustrations.
3W4	Create a response to a text, author, theme, or personal experience.

Student-Friendly Learning Targets

- I can analyze plot and setting.
- I can infer theme.
- I can analyze character.
- I can analyze text features.
- I can analyze descriptive language.
- I can explain challenges and solutions using evidence.

Integrated Writing Application

Informative/explanatory writing: introduce a topic, organize related information, and develop it with facts, definitions, details, and useful illustrations.

Approaches to Learning (ATL)

Thinking; communication; research skills

Five-Week Core Text Sequence

Week	Core Text / Focus	Instructional Emphasis	Anchor Chart / Resource
1	Deep Down and Other Extreme Places to Live	Analyze plot and setting	Text Features (TE p. T23)
2	Earthquakes, Eruptions, and Other Events That Change Earth	Infer theme	Informational Text (TE p. T89)
3	A Safety Plan: In Case of Emergency	Analyze character	Procedural Text (TE p. T147)
4	Nora's Ark	Analyze text features	Historical Fiction (TE p. T207)
5	Aesop's Fox	Analyze descriptive language	Fable (TE p. T275)

Word Study and Foundational Skills

- Vowel patterns: au, aw, al, augh, ough
- Vowel patterns: ei, eigh
- Suffix: -en
- Multisyllabic word decoding

Assessment Evidence

- Unit 5 Cold Reads
- Weekly Progress Checks 1-5
- NYS ELA: 2027 state window to be confirmed
- NYSESLAT Speaking: 2027 state window to be confirmed
- NYSESLAT Listening/Reading/Writing: 2027 state window to be confirmed
- Unit summative / performance task

Planning note: Use the weekly sequence as a five-week instructional spine. The remaining days in the cycle support launch, reteaching, conferences, performance tasks, assessment windows, and calendar interruptions.

Cycle 6: Character Study: Because of Winn-Dixie

May 24-June 25, 2027

IB connection	How the World Works
Learner profile	Thinker (May); Knowledgeable (June)
Mindset	The Time Is Now
Essential question	How are events in a text affected by characters' choices?
Theme / genre	Character study / Grade 4 readiness bridge Extended fiction / novel study

Standards and Learning Outcomes

Standard	Year-appropriate expectation
3R2	Determine a theme or central idea, explain how key details support it, and summarize portions of a text.
3R3	Describe literary characters using details; describe relationships among informational events, ideas, concepts, or steps.
3R4	Determine meanings of words, phrases, figurative language, and academic/content-specific vocabulary.

Student-Friendly Learning Targets

- I can analyze character traits and change.
- I can analyze motivations.
- I can analyze conflict.
- I can explain how setting affects character and events.
- I can use text evidence in discussion and writing.

Integrated Writing Application

Literary analysis and creative response grounded in the novel; explain how character choices shape events.

Approaches to Learning (ATL)

Exchange information; literacy; interpersonal relationships

Five-Week Core Text Sequence

Week	Core Text / Focus	Instructional Emphasis	Anchor Chart / Resource
1	Because of Winn-Dixie	Launch the novel; establish setting, characters, and reading routines	Teacher-created novel-study tools
2	Because of Winn-Dixie	Track character traits, evidence, and motivations	Teacher-created novel-study tools
3	Because of Winn-Dixie	Analyze conflict and cause/effect across chapters	Teacher-created novel-study tools
4	Because of Winn-Dixie	Explain how setting and choices shape events	Teacher-created novel-study tools

Week	Core Text / Focus	Instructional Emphasis	Anchor Chart / Resource
5	Because of Winn-Dixie	Synthesize theme; complete creative and analytical performance task	Teacher-created novel-study tools

Word Study and Foundational Skills

- Apply accumulated Grade 3 decoding, morphology, vocabulary, and fluency skills in connected text

Assessment Evidence

- EOY NWEA: district window to be confirmed
- SEL: district window to be confirmed
- Culminating performance: create and explain a scene from the novel

Planning note: Use the weekly sequence as a five-week instructional spine. The remaining days in the cycle support launch, reteaching, conferences, performance tasks, assessment windows, and calendar interruptions.

Assessment and Data Cycle

Evidence	Purpose	Instructional Response
Daily checks	Monitor comprehension, vocabulary, decoding, fluency, discussion, and written response.	Adjust modeling, prompts, text access, grouping, and next-day practice.
Weekly Progress Checks	Determine mastery of the week's priority skills and standards.	Reteach the precise misconception; provide a new opportunity to demonstrate learning.
Cold Reads / Unit Tasks	Measure transfer to a less-supported text and integrated reading-writing task.	Analyze by standard and student group; plan intervention and enrichment.
Benchmark / Universal Screening	Monitor growth and identify students needing diagnostic follow-up.	Triangulate with classroom evidence; avoid decisions based on one score.
Student Reflection	Strengthen ATL metacognition and ownership.	Set a specific reading, writing, vocabulary, or collaboration goal.

Differentiation and Scaffolding Expectations

- Begin with the grade-level learning goal and text; identify the language, decoding, fluency, background-knowledge, or executive-function barrier that may interfere with access.
- Preteach a small set of high-utility academic and content words using student-friendly definitions, examples, morphology, visuals, and repeated use.
- Chunk complex text, model a think-aloud, and use text-dependent questions that move from literal understanding to inference and analysis.
- Provide oral rehearsal, sentence frames, word banks, bilingual resources when available, and multiple ways to demonstrate understanding without lowering the cognitive demand.
- Use SAVVAS leveled readers strategically for targeted skill practice and knowledge building while maintaining regular access to the core text.
- For advanced learners, increase complexity through text sets, independent inquiry, synthesis across sources, and more nuanced evidence-based writing.

Implementation Notes and Source Normalization

- The original planning document duplicated several columns; duplicates were consolidated here.
- The source listed Grade 4 standards in the Cycle 5 assessment line and throughout Cycle 6. This scope and sequence aligns instruction to the corresponding Grade 3 standards and labels Cycle 6 as a Grade 4 readiness bridge.
- Question marks attached to i-Ready dates in the source were omitted because no confirmed window was provided.
- Unit 3 weekly Teacher's Edition anchor-chart page references were not included in the source; teachers should verify them in the 2025 Teacher's Edition.
- Unit dates are aligned to the revised 2026-2027 district calendar. Exact state and district assessment windows not published in that calendar remain marked for confirmation.