

GRADE 5

ELA Scope and Sequence

SAVVAS myView Literacy 2026

2026-2027 School Year

Purpose	Yearlong Grade 5 instructional map integrating SAVVAS myView, New York State ELA standards, IB inquiry, ATL skills, writing, and assessment.
Year-end outcome	Students read and comprehend literary and informational texts in the Grades 5-6 text-complexity band proficiently, with scaffolding as needed at the high end of the range.
Source basis	Grade 5 SAVVAS Units 2025 district planning document, adapted for 2026-2027 using the revised calendar and assessment schedule.

How to Use This Scope and Sequence

This pacing and coherence guide identifies priority learning while preserving flexibility for responsive small-group instruction, intervention, enrichment, and IB inquiry. Core texts follow the source document; teachers may use SAVVAS leveled readers and related texts 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 each essential question.
- Use weekly checks and student work to reteach priority standards and plan enrichment.
- Maintain cognitive demand while providing visuals, language frames, oral rehearsal, strategic grouping, repeated reading, morphology, and reference-tool support.
- Embed ATL skills and learner-profile attributes in authentic inquiry, collaboration, reflection, and communication.

Year-at-a-Glance

Cycle / Dates	SAVVAS Focus	IB UOI	Essential Question	Priority Standards
1 September 3- October 9, 2026	Journeys	Who We Are	How do journeys change us?	5R1, 5R2, 5L4c, 5SL1, 5W3
2 October 13- November 25, 2026	Observations	Sharing the Planet	How do we learn through our observations?	5R2, 5R3, 5L6, 5SL1a
3 November 30, 2026-January 22, 2027	Reflections	Where We Are in Place and Time	How do the experiences of others reflect our own?	5R2, 5R3, 5R4, 5RF4a, 5W5, 5W1a, 5SL1
4 January 25- March 5, 2027	Liberty	How We Organize Ourselves	What does it mean to be free?	5R2, 5R3, 5R4, 5R8, 5L4a, 5L6, 5SL1c, 5RF4b, 5W4
5 March 9-May 14, 2027	Systems	How the World Works	How do the elements of systems change?	5R2, 5R3, 5R7, 5R9, 5L4b, 5L4c, 5SL1, 5W2c, 5W5
6 May 17-June 25, 2027	Social Justice and Community Beliefs	How We Express Ourselves (district bridge)	How do the different beliefs people hold affect communities?	5R2, 5R3, 5R4, 5R8, 5W5

Note: Cycle 6 is a district-designed social justice and Grade 6 readiness bridge, not a sixth myView unit.

Cycle 1: Journeys

September 3-October 9, 2026

IB connection	Who We Are
Learner profile	Risk-Taker (September); Inquirer (October)
Mindset	Everything Is Possible; Passion First
Essential question	How do journeys change us?
Theme / genre	Exploration Informational text, memoir, journal, and poetry

Standards and Learning Outcomes

Standard	Year-appropriate expectation
5R1	Locate and refer to relevant evidence when explaining explicit and implicit meaning and making logical inferences.
5R2	Determine theme or central idea, explain how details support it, and summarize a text.
5L4c	Use reference materials to determine pronunciation and clarify precise meanings.
5SL1	Engage effectively in collaborative discussions, express ideas clearly, and build on others' ideas.
5W3	Write narratives using effective techniques, descriptive details, and clear event sequences.

Student-Friendly Learning Targets

- I can analyze main ideas and details.
- I can analyze text features.
- I can analyze point of view.
- I can analyze sound devices.
- I can analyze figurative language.

Integrated Writing Application

Develop narrative and informational components for a travel brochure using accurate details, purposeful organization, descriptive language, and a clear audience.

Approaches to Learning (ATL)

Social skills; critical thinking; information transfer; information literacy

Five-Week Core Text Sequence

Week	Core Text / Focus	Instructional Emphasis	SAVVAS / Supporting Resource
1	The Path to Paper Son / Louie Share Kim, Paper Son	Analyze main ideas and details	Unit 1 Teacher's Edition; leveled readers

Week	Core Text / Focus	Instructional Emphasis	SAVVAS / Supporting Resource
2	From Life on Earth and Beyond	Analyze text features	Unit 1 Teacher's Edition; leveled readers
3	From Pedro's Journal	Analyze point of view	Unit 1 Teacher's Edition; leveled readers
4	Poetry: Learning the World; Latitude Longitude Dreams; A Map and a Dream; Early Explorers	Analyze sound devices	Unit 1 Teacher's Edition; leveled readers
5	Picturesque Journeys	Analyze figurative language	Unit 1 Teacher's Edition; leveled readers

Word Study and Foundational Skills

- Use the corresponding Unit 1 Teacher's Edition word-study and morphology sequence; connect vocabulary work to reference-tool use and the journey text set.

Assessment Evidence

- NWEA MAP Growth - Fall: Sept. 14-25, 2026
- iReady Diagnostic - BOY: Oct. 5-16, 2026
- Weekly Progress Checks 1-5
- Summative task: create a travel brochure in SAVVAS Realize

Planning note: Use the five-week sequence as the instructional spine. Additional days support launch, reteaching, conferences, performance tasks, assessment windows, inquiry, and calendar interruptions.

Cycle 2: Observations

October 13-November 25, 2026

IB connection	Sharing the Planet
Learner profile	Inquirer (October); Communicator (November)
Mindset	Passion First; We Are Connected
Essential question	How do we learn through our observations?
Theme / genre	Science / patterns Informational text, fiction, and argument

Standards and Learning Outcomes

Standard	Year-appropriate expectation
5R2	Determine theme or central idea, explain how details support it, and summarize a text.
5R3	Compare literary characters, settings, or events; explain relationships among informational individuals, events, ideas, or concepts using evidence.
5L6	Acquire and accurately use academic and content-specific language, including words that signal logical relationships.
5SL1a	Come prepared to discussions and draw on preparation and other knowledge to explore ideas.

Student-Friendly Learning Targets

- I can analyze author's purpose.
- I can evaluate details.
- I can analyze text structure.
- I can analyze point of view.
- I can analyze argumentative texts.
- I can synthesize information.

Integrated Writing Application

Write an informational survival guide with a focused topic, logical organization, precise facts and details, domain-specific vocabulary, text features, and source-based evidence.

Approaches to Learning (ATL)

Critical thinking; information literacy; ethical use of media and information; literacy

Five-Week Core Text Sequence

Week	Core Text / Focus	Instructional Emphasis	SAVVAS / Supporting Resource
1	From Far from Shore	Analyze author's purpose	Unit 2 Teacher's Edition; leveled readers

Week	Core Text / Focus	Instructional Emphasis	SAVVAS / Supporting Resource
2	A Place for Frogs	Evaluate details	Unit 2 Teacher's Edition; leveled readers
3	From Hatchet	Analyze text structure	Unit 2 Teacher's Edition; leveled readers
4	Tracking Monsters	Analyze point of view	Unit 2 Teacher's Edition; leveled readers
5	Let Wild Animals Be / Don't Release Animals Back to the Wild	Analyze argumentative texts	Unit 2 Teacher's Edition; leveled readers

Word Study and Foundational Skills

- Use the corresponding Unit 2 Teacher's Edition word-study sequence; emphasize academic and content-specific language that signals contrast, addition, cause, and evidence.

Assessment Evidence

- Weekly Progress Checks 1-5
- ELA Benchmark #1: Dec. 7, 2026 (after Unit 2; confirm actual completion date)
- Summative task: write an informational survival guide

Planning note: Use the five-week sequence as the instructional spine. Additional days support launch, reteaching, conferences, performance tasks, assessment windows, inquiry, and calendar interruptions.

Cycle 3: Reflections

November 30, 2026-January 22, 2027

IB connection	Where We Are in Place and Time
Learner profile	Open-Minded (December); Principled (January)
Mindset	We Are Connected; 100% Accountability
Essential question	How do the experiences of others reflect our own?
Theme / genre	Humanities / expressions Historical fiction, fable, art, and poetry

Standards and Learning Outcomes

Standard	Year-appropriate expectation
5R2	Determine theme or central idea, explain how details support it, and summarize a text.
5R3	Compare literary characters, settings, or events; explain relationships among informational individuals, events, ideas, or concepts using evidence.
5R4	Determine meanings of words, phrases, figurative language, and academic/content-specific vocabulary and analyze effects on meaning, tone, or mood.
5RF4a	Read grade-level text orally with accuracy, appropriate rate, and expression.
5W5	Draw evidence from texts to support analysis, reflection, and research.
5W1a	Introduce a precise claim and organize reasons and evidence logically.
5SL1	Engage effectively in collaborative discussions, express ideas clearly, and build on others' ideas.

Student-Friendly Learning Targets

- I can analyze characters.
- I can analyze elements of plot.
- I can analyze literary structure.
- I can analyze figurative language.
- I can infer themes using evidence.

Integrated Writing Application

Develop an evidence-based speech with a precise claim, logically organized reasons, relevant evidence, purposeful language, and an effective conclusion.

Approaches to Learning (ATL)

Reflection and metacognition; critical thinking; information transfer; literacy

Five-Week Core Text Sequence

Week	Core Text / Focus	Instructional Emphasis	SAVVAS / Supporting Resource
1	From Love, Amalia	Analyze characters	Unit 3 Teacher's Edition; leveled readers
2	A Pet for Calvin	Analyze elements of plot	Unit 3 Teacher's Edition; leveled readers
3	The Carp and the Hermit Thrush	Analyze literary structure	Unit 3 Teacher's Edition; leveled readers
4	Poetry Collection	Analyze figurative language	Unit 3 Teacher's Edition; leveled readers
5	Life & Art	Infer themes using evidence	Unit 3 Teacher's Edition; leveled readers

Word Study and Foundational Skills

- Use the corresponding Unit 3 Teacher's Edition word-study and morphology sequence; reinforce fluent oral reading and analysis of figurative language.

Assessment Evidence

- Weekly Progress Checks 1-5
- iReady Diagnostic - MOY: Jan. 11-22, 2027
- Summative task: write a speech explaining why a day should honor an impactful person or hero

Planning note: Use the five-week sequence as the instructional spine. Additional days support launch, reteaching, conferences, performance tasks, assessment windows, inquiry, and calendar interruptions.

Cycle 4: Liberty

January 25-March 5, 2027

IB connection	How We Organize Ourselves
Learner profile	Balanced (February); Reflective (March)
Mindset	Attitude of Gratitude
Essential question	What does it mean to be free?
Theme / genre	Connections / liberty and civic life Biography, historical fiction, and primary-source connections

Standards and Learning Outcomes

Standard	Year-appropriate expectation
5R2	Determine theme or central idea, explain how details support it, and summarize a text.
5R3	Compare literary characters, settings, or events; explain relationships among informational individuals, events, ideas, or concepts using evidence.
5R4	Determine meanings of words, phrases, figurative language, and academic/content-specific vocabulary and analyze effects on meaning, tone, or mood.
5R8	Explain how relevant reasons and evidence support claims and identify which evidence supports which claims.
5L4a	Use context, including cause/effect and comparison, as a clue to word and phrase meaning.
5L6	Acquire and accurately use academic and content-specific language, including words that signal logical relationships.
5SL1c	Pose and respond to questions with comments that contribute to and elaborate on discussion.
5RF4b	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
5W4	Create a poem, story, play, artwork, or other response to text, theme, author, or experience.

Student-Friendly Learning Targets

- I can analyze characters.
- I can infer themes.
- I can analyze text structure.
- I can explain relationships between ideas.
- I can analyze author's purpose.
- I can evaluate claims, reasons, and evidence.

Integrated Writing Application

Create a speech or poem about freedom that uses relevant text evidence, purposeful structure, precise language, and an intentional effect on the audience.

Approaches to Learning (ATL)

Critical thinking; reflection and metacognition; ethical use of media and information

Five-Week Core Text Sequence

Week	Core Text / Focus	Instructional Emphasis	SAVVAS / Supporting Resource
1	Keeping Mr. John Holton Alive	Analyze characters	Unit 4 Teacher's Edition; leveled readers
2	The Scarlet Stockings Spy	Infer themes	Unit 4 Teacher's Edition; leveled readers
3	From The Bill of Rights	Analyze text structure	Unit 4 Teacher's Edition; leveled readers
4	Delivering Justice	Explain relationships between ideas	Unit 4 Teacher's Edition; leveled readers
5	Ezekiel Johnson Goes West	Analyze author's purpose	Unit 4 Teacher's Edition; leveled readers

Word Study and Foundational Skills

- Use the corresponding Unit 4 Teacher's Edition word-study sequence; emphasize context clues, academic language, and vocabulary used to explain civic ideas and evidence.

Assessment Evidence

- WIDA ACCESS for Grade 5 ELLs: Feb. 8-12, 2027
- Weekly Progress Checks 1-5
- ELA Benchmark #2: March 8, 2027
- Summative task: create a speech or poem about freedom

Planning note: Use the five-week sequence as the instructional spine. Additional days support launch, reteaching, conferences, performance tasks, assessment windows, inquiry, and calendar interruptions.

Cycle 5: Systems

March 9-May 14, 2027

IB connection	How the World Works
Learner profile	Reflective (March); Caring (April); Thinker (May)
Mindset	Attitude of Gratitude; Live to Give; The Time Is Now
Essential question	How do the elements of systems change?
Theme / genre	Science / our world Informational, historical fiction, and argument

Standards and Learning Outcomes

Standard	Year-appropriate expectation
5R2	Determine theme or central idea, explain how details support it, and summarize a text.
5R3	Compare literary characters, settings, or events; explain relationships among informational individuals, events, ideas, or concepts using evidence.
5R7	Analyze how visual and multimedia elements contribute to literary and informational meaning.
5R9	Use criteria to categorize and judge texts and connect them to ideas, cultures, eras, experiences, and other texts.
5L4b	Use grade-appropriate Greek and Latin affixes and roots as clues to word meaning.
5L4c	Use reference materials to determine pronunciation and clarify precise meanings.
5SL1	Engage effectively in collaborative discussions, express ideas clearly, and build on others' ideas.
5W2c	Use precise language and content-specific vocabulary to explain a topic.
5W5	Draw evidence from texts to support analysis, reflection, and research.

Student-Friendly Learning Targets

- I can identify main idea.
- I can analyze text features.
- I can analyze plot and setting.
- I can compare and contrast texts.
- I can analyze argumentative text.
- I can evaluate visual and multimedia contributions.

Integrated Writing Application

Create a public service announcement about the environment using accurate information, a clear claim or call to action, relevant evidence, precise vocabulary, and effective multimedia choices.

Approaches to Learning (ATL)

Information transfer; information literacy; literacy; interpersonal relationships and social-emotional intelligence

Five-Week Core Text Sequence

Week	Core Text / Focus	Instructional Emphasis	SAVVAS / Supporting Resource
1	From Rocks and Fossils	Identify main idea	Unit 5 Teacher's Edition; leveled readers
2	From Earth's Water Cycle	Analyze text features	Unit 5 Teacher's Edition; leveled readers
3	The Dog of Pompeii	Analyze plot and setting	Unit 5 Teacher's Edition; leveled readers
4	Let's Talk Trash / It's Time to Get Serious About Reducing...	Compare and contrast texts	Unit 5 Teacher's Edition; leveled readers
5	People Should Manage Nature	Analyze argumentative text	Unit 5 Teacher's Edition; leveled readers

Word Study and Foundational Skills

- Use the corresponding Unit 5 Teacher's Edition word-study sequence; emphasize Greek and Latin affixes/roots, reference tools, and precise scientific vocabulary.

Assessment Evidence

- Science Benchmark #2: suggested March 15-19, 2027
- NYSAA for eligible students: March 16-April 9, 2027
- NYS ELA Assessment (Grade 5): district placement April 13-16; two consecutive days to be finalized
- NYS Math Assessment (Grade 5): May 4-7, 2027
- NYS Science Assessment (Grade 5): May 11, 2027
- Weekly Progress Checks 1-5
- Summative task: create an environmental public service announcement

Planning note: Use the five-week sequence as the instructional spine. Additional days support launch, reteaching, conferences, performance tasks, assessment windows, inquiry, and calendar interruptions.

Cycle 6: Social Justice and Community Beliefs

May 17-June 25, 2027

IB connection	How We Express Ourselves (district bridge)
Learner profile	Thinker (May); Knowledgeable (June)
Mindset	The Time Is Now
Essential question	How do the different beliefs people hold affect communities?
Theme / genre	Social justice / Grade 6 readiness Teacher-selected literary, informational, and argumentative text set

Standards and Learning Outcomes

Standard	Year-appropriate expectation
5R2	Determine theme or central idea, explain how details support it, and summarize a text.
5R3	Compare literary characters, settings, or events; explain relationships among informational individuals, events, ideas, or concepts using evidence.
5R4	Determine meanings of words, phrases, figurative language, and academic/content-specific vocabulary and analyze effects on meaning, tone, or mood.
5R8	Explain how relevant reasons and evidence support claims and identify which evidence supports which claims.
5W5	Draw evidence from texts to support analysis, reflection, and research.

Student-Friendly Learning Targets

- I can determine central ideas and themes.
- I can compare perspectives and experiences.
- I can analyze how language affects tone and meaning.
- I can evaluate claims, reasons, and evidence.
- I can synthesize learning in an evidence-based product.

Integrated Writing Application

Complete an evidence-based inquiry product or presentation explaining how beliefs shape communities and reflecting on responsibilities within a diverse society.

Approaches to Learning (ATL)

Exchange information; literacy; interpersonal relationships

Five-Week Core Text Sequence

Week	Core Text / Focus	Instructional Emphasis	SAVVAS / Supporting Resource
1	Launch inquiry and build shared context	Determine central ideas and themes	Teacher-selected text set and

Week	Core Text / Focus	Instructional Emphasis	SAVVAS / Supporting Resource
			student inquiry resources
2	Compare beliefs and perspectives	Compare perspectives and experiences	Teacher-selected text set and student inquiry resources
3	Evaluate claims, evidence, and language	Analyze how language affects tone and meaning	Teacher-selected text set and student inquiry resources
4	Draft and revise inquiry product	Evaluate claims, reasons, and evidence	Teacher-selected text set and student inquiry resources
5	Present learning and reflect on readiness	Synthesize learning in an evidence-based product	Teacher-selected text set and student inquiry resources

Word Study and Foundational Skills

- Apply accumulated Grade 5 decoding, morphology, vocabulary, reference-tool, and fluency skills in connected text.

Assessment Evidence

- iReady Diagnostic - EOY window: May 17-28; Grade 5 administration target May 24, 2027
- NWEA MAP Growth - Spring: June 1-11, 2027
- Culminating social justice inquiry, portfolio, or Grade 6 readiness task

Planning note: Use the five-week sequence as the instructional spine. Additional days support launch, reteaching, conferences, performance tasks, assessment windows, inquiry, and calendar interruptions.

Assessment and Data Cycle

Evidence	Purpose	Instructional Response
Daily checks	Monitor comprehension, vocabulary, fluency, discussion, and written response.	Adjust modeling, prompts, access, grouping, and next-day practice.
Weekly Progress Checks	Determine mastery of weekly priority skills and standards.	Reteach the precise misconception and provide a new opportunity.
Cold Reads / Unit Tasks	Measure transfer to less-supported text and integrated tasks.	Analyze by standard and student group; plan intervention and enrichment.
Diagnostic / Benchmark	Monitor growth and identify students needing 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 goal and text; identify the language, decoding, fluency, knowledge, or executive-function barrier.
- Preteach high-utility academic and content words through definitions, morphology, examples, visuals, and repeated use.
- Chunk complex text, model thinking, and move questions from literal understanding to inference, analysis, and evaluation.
- Provide oral rehearsal, sentence frames, word banks, bilingual resources when available, and multiple ways to demonstrate understanding.
- Use SAVVAS leveled readers strategically while maintaining regular access to the core text.
- Increase complexity through independent inquiry, synthesis across sources, and nuanced evidence-based writing.

Implementation Notes and Source Normalization

- The source's repeated columns were consolidated into one coherent sequence.
- Prior-year assessment dates were replaced with the supplied 2026-2027 district windows.
- Word-study sequences absent from the source are routed to the corresponding Teacher's Edition rather than invented.
- The sixth cycle was marked TBD and used Grade 6 codes; it is presented here as a district-designed Grade 6 readiness bridge aligned to Grade 5 core expectations.
- Unit 4 ends March 5 so ELA Benchmark #2 can follow on March 8; teachers should monitor pacing around winter recess.

2026-27 Assessment Calendar

This consolidated calendar supports instructional pacing, staffing, device/lab planning, and student workload management. Grade 5 science benchmarks and the state science assessment are included as Grade 5 requirements; ELL-only and eligible-student assessments remain clearly labeled.

Assessment	2026-27 Placement	Applies To	Spacing / Rationale
NWEA MAP Growth - Fall	Sept. 14-25, 2026	Grade 5	Fall window; scheduled before iReady BOY to reduce screener fatigue.
iReady Diagnostic - BOY	Oct. 5-16, 2026	Grade 5	Fall norming window and early-year baseline.
Math Benchmark #1	Oct. 19, 2026	Grade 5 / cross-content	Shown for schoolwide planning and device coordination.
ELA Benchmark #1	Dec. 7, 2026	Grade 5	After SAVVAS Unit 2; confirm against actual completion date.
Science Benchmark #1	Suggested: Dec. 7-11, 2026	Grade 5 - confirm	Stagger and coordinate with ELA Benchmark #1.
iReady Diagnostic - MOY	Jan. 11-22, 2027	Grade 5	Approximately 13-15 weeks after BOY.
WIDA ACCESS	Elementary: Feb. 8-12, 2027	ELLs only	NYSED window Feb. 1-April 9; district finalizes days by roster.
ELA Benchmark #2	March 8, 2027	Grade 5	After SAVVAS Unit 4 and before the spring sequence.
Math Benchmark #2	Suggested: March 12, 2027	Grade 5 / cross-content	Staggered from ELA to reduce assessment load.
Science Benchmark #2	Suggested: March 15-19, 2027	Grade 5 - confirm	Approximately two weeks before the WIDA window closes.
NYSAA	March 16-April 9, 2027	Eligible students only	District placement within the March 9-June 5 window.
NYS ELA Assessment	District placement: April 13-16, 2027	Grade 5 / Grades 3-6	District selects two consecutive days within the NYSED window.
NYS Math Assessment	May 4-7, 2027	Grade 5 / Grades 3-8	Approximately two weeks after proposed ELA administration.
NYS Science Assessment	May 11, 2027	Grade 5 only	Single-day Grade 5 assessment; scoring for ELA, Math, and Science due May 21.
iReady Diagnostic - EOY	Window May 17-28; Grade 5 target May 24	Grade 5	Approximately 17-18 weeks after MOY and after state testing.
NWEA MAP Growth - Spring	June 1-11, 2027	Grade 5	Immediately follows iReady EOY and closes the growth cycle.

Calendar check: Spring recess is April 26-30, 2027. The proposed Grade 5 ELA placement of April 13-16 does not overlap the recess; the district must select and communicate the final two consecutive testing days within the NYSED window.