

GRADE 4

ELA Scope and Sequence

SAVVAS myView Literacy 2026

2026-2027 School Year

Purpose	Yearlong Grade 4 instructional map integrating SAVVAS myView, New York State ELA standards, IB inquiry, ATL skills, foundational skills, writing, and assessment.
Year-end outcome	Students read and comprehend literary and informational texts in the Grades 4-5 text-complexity band proficiently, with scaffolding as needed at the high end of the range.
Source basis	Grade 4 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, and morphology 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	Networks	Who We Are	How can a place affect how we live?	4R2, 4R3, 4R4, 4R5, 4RF3
2 October 13- November 25, 2026	Adaptations	Where We Are in Place and Time	How do living things adapt to the world around them?	4R2, 4R3, 4R5, 4RF3
3 November 30, 2026-January 22, 2027	Diversity	How We Express Ourselves	How can we reach new understandings through exploring diversity?	4R2, 4R3, 4R4, 4R6
4 January 25- March 5, 2027	Impacts	How We Organize Ourselves	How do our stories shape our world?	4R2, 4R3, 4R5, 4R6, 4RF4b
5 March 9-May 14, 2027	Features	How the World Works	Why is it important to understand our planet?	4R2, 4R3, 4R5, 4R8
6 May 17-June 25, 2027	Year-End Literacy Synthesis	Sharing the Planet	How can literacy help us understand and care for our shared world?	4R2, 4R3, 4R4, 4R5, 4R8

Note: Cycle 6 is a district-designed synthesis and Grade 5 readiness bridge, not a sixth myView unit.

Cycle 1: Networks

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 can a place affect how we live?
Theme / genre	Geography / exploration / networks Narrative nonfiction

Standards and Learning Outcomes

Standard	Year-appropriate expectation
4R2	Determine a theme or central idea, explain how key details support it, and summarize a text.
4R3	Describe literary characters, settings, or events using details; explain informational events, procedures, ideas, or concepts using evidence.
4R4	Determine meanings of words, phrases, figurative language, and academic/content-specific vocabulary.
4R5	Analyze literary structural elements and identify overall informational structures such as sequence, comparison, cause/effect, and problem/solution.
4RF3	Know and apply grade-level phonics and word-analysis skills when decoding words.

Student-Friendly Learning Targets

- I can explain author's purpose.
- I can analyze main idea and supporting details.
- I can analyze text structure.
- I can analyze text features.
- I can summarize information using the text's structure.

Integrated Writing Application

Plan, draft, revise, and publish a personal narrative with a clear situation, logical event sequence, descriptive details, transitions, and reflection.

Approaches to Learning (ATL)

Information literacy; literacy; interpersonal relationships

Five-Week Core Text Sequence

Week	Core Text / Focus	Instructional Emphasis	SAVVAS / Supporting Resource
1	Reaching for the Moon	Explain author's purpose	Unit 1 Teacher's Edition; leveled readers
2	Mary Anning and Her Remarkable Discoveries	Analyze main idea and supporting details	Unit 1 Teacher's Edition; leveled readers
3	Twins in Space	Analyze text structure	Unit 1 Teacher's Edition; leveled readers
4	Life at the Top	Analyze text features	Unit 1 Teacher's Edition; leveled readers
5	Barbed Wire Baseball	Summarize information using the text's structure	Unit 1 Teacher's Edition; leveled readers

Word Study and Foundational Skills

- Inflectional suffixes: -ed, -ing, -s, -er, -est
- Suffixes: -ity, -ty, -ic, -ment
- VCe syllable pattern
- Vowel teams and digraphs
- Prefixes: mis-, en-, em-

Assessment Evidence

- NWEA MAP Growth - Fall: Sept. 14-25, 2026
- iReady Diagnostic - BOY: Oct. 5-16, 2026
- Weekly Progress Checks 1-5
- Performance task: create a personal narrative

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: Adaptations

October 13-November 25, 2026

IB connection	Where We Are in Place and Time
Learner profile	Inquirer (October); Communicator (November)
Mindset	Passion First; We Are Connected
Essential question	How do living things adapt to the world around them?
Theme / genre	Science patterns / adaptations Informational text, fiction, and poetry

Standards and Learning Outcomes

Standard	Year-appropriate expectation
4R2	Determine a theme or central idea, explain how key details support it, and summarize a text.
4R3	Describe literary characters, settings, or events using details; explain informational events, procedures, ideas, or concepts using evidence.
4R5	Analyze literary structural elements and identify overall informational structures such as sequence, comparison, cause/effect, and problem/solution.
4RF3	Know and apply grade-level phonics and word-analysis skills when decoding words.

Student-Friendly Learning Targets

- I can analyze main idea and details.
- I can analyze informational text structure.
- I can analyze plot and setting.
- I can use text evidence.
- I can explain poetic language and visualize imagery.
- I can synthesize information across texts.

Integrated Writing Application

Apply narrative techniques and evidence from mentor texts to strengthen sequencing, description, voice, and reflection.

Approaches to Learning (ATL)

Media literacy; information literacy

Five-Week Core Text Sequence

Week	Core Text / Focus	Instructional Emphasis	SAVVAS / Supporting Resource
1	Feathers: Not Just for Flying	Analyze main idea and details	Unit 2 Teacher's Edition; leveled readers
2	Animal Mimics	Analyze informational text structure	Unit 2 Teacher's Edition; leveled readers
3	Minn of the Mississippi	Analyze plot and setting	Unit 2 Teacher's Edition; leveled readers
4	Poems from Butterfly Eyes and Other Secrets of the Meadow	Use text evidence	Unit 2 Teacher's Edition; leveled readers
5	The Weird and Wonderful Echidna	Explain poetic language and visualize imagery	Unit 2 Teacher's Edition; leveled readers

Word Study and Foundational Skills

- Regular plurals
- Diphthongs
- Irregular plurals
- Greek roots: bio, phon, scope, graph, meter, tele

Assessment Evidence

- Weekly Progress Checks 1-5
- ELA Benchmark #1: Dec. 7, 2026 (after Unit 2; confirm actual completion date)
- Performance task: create a personal narrative

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: Diversity

November 30, 2026-January 22, 2027

IB connection	How We Express Ourselves
Learner profile	Open-Minded (December); Principled (January)
Mindset	We Are Connected; 100% Accountability
Essential question	How can we reach new understandings through exploring diversity?
Theme / genre	Humanities / diversity Fiction, biography, poetry, and paired perspectives

Standards and Learning Outcomes

Standard	Year-appropriate expectation
4R2	Determine a theme or central idea, explain how key details support it, and summarize a text.
4R3	Describe literary characters, settings, or events using details; explain informational events, procedures, ideas, or concepts using evidence.
4R4	Determine meanings of words, phrases, figurative language, and academic/content-specific vocabulary.
4R6	Compare and contrast narrative points of view or a primary and secondary source on the same event or topic.

Student-Friendly Learning Targets

- I can analyze characters.
- I can make inferences using evidence.
- I can analyze plot and setting.
- I can explain author's purpose.
- I can compare and contrast points of view.
- I can examine poetic elements.

Integrated Writing Application

Create realistic fiction with developed characters, an organized plot, sensory details, dialogue, and a conclusion that follows from the events.

Approaches to Learning (ATL)

Critical thinking; reflection and metacognition; information transfer; media literacy

Five-Week Core Text Sequence

Week	Core Text / Focus	Instructional Emphasis	SAVVAS / Supporting Resource
1	From Out of My Mind	Analyze characters	Unit 3 Teacher's Edition; leveled readers
2	From Mom's Window	Make inferences using evidence	Unit 3 Teacher's Edition; leveled readers
3	Trombone Shorty	Analyze plot and setting	Unit 3 Teacher's Edition; leveled readers
4	Weslandia	Explain author's purpose	Unit 3 Teacher's Edition; leveled readers
5	The Circuit	Compare and contrast points of view	Unit 3 Teacher's Edition; leveled readers

Word Study and Foundational Skills

- Related words
- R-controlled vowels
- Final stable syllables: -le, -tion, -sion
- Syllable patterns: V/CV and VC/V
- Silent letters

Assessment Evidence

- Weekly Progress Checks 1-5
- iReady Diagnostic - MOY: Jan. 11-22, 2027
- Performance task: create a realistic fiction story

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: Impacts

January 25-March 5, 2027

IB connection	How We Organize Ourselves
Learner profile	Balanced (February); Reflective (March)
Mindset	Attitude of Gratitude
Essential question	How do our stories shape our world?
Theme / genre	Social studies / connections Traditional literature, drama, and myth

Standards and Learning Outcomes

Standard	Year-appropriate expectation
4R2	Determine a theme or central idea, explain how key details support it, and summarize a text.
4R3	Describe literary characters, settings, or events using details; explain informational events, procedures, ideas, or concepts using evidence.
4R5	Analyze literary structural elements and identify overall informational structures such as sequence, comparison, cause/effect, and problem/solution.
4R6	Compare and contrast narrative points of view or a primary and secondary source on the same event or topic.
4RF4b	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Student-Friendly Learning Targets

- I can analyze characters.
- I can infer theme from details.
- I can explain elements of drama.
- I can analyze myths and traditional literature.
- I can compare points of view and source perspectives.

Integrated Writing Application

Write an opinion essay with a clear claim, logically grouped reasons, relevant evidence, linking words, and a concluding statement.

Approaches to Learning (ATL)

Media literacy; information literacy; interpersonal relationships

Five-Week Core Text Sequence

Week	Core Text / Focus	Instructional Emphasis	SAVVAS / Supporting Resource
1	Can You Guess My Name?	Analyze characters	Unit 4 Teacher's Edition; leveled readers
2	Thunder Rose	Infer theme from details	Unit 4 Teacher's Edition; leveled readers
3	La Culebra	Explain elements of drama	Unit 4 Teacher's Edition; leveled readers
4	The Secret of the Winter Court	Analyze myths and traditional literature	Unit 4 Teacher's Edition; leveled readers
5	Pandora	Compare points of view and source perspectives	Unit 4 Teacher's Edition; leveled readers

Word Study and Foundational Skills

- Greek and Latin prefixes: auto-, anti-, trans-, amphi-
- Suffixes: -ible, -able
- VV syllable pattern
- Prefixes: im-, in-, ir-
- Homophones

Assessment Evidence

- Unit 4 Cold Reads; WIDA ACCESS for Grade 4 ELLs: Feb. 8-12, 2027
- Weekly Progress Checks 1-5
- ELA Benchmark #2: March 8, 2027
- Performance task: create an opinion essay

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: Features

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	Why is it important to understand our planet?
Theme / genre	Science / our world Informational and argumentative texts

Standards and Learning Outcomes

Standard	Year-appropriate expectation
4R2	Determine a theme or central idea, explain how key details support it, and summarize a text.
4R3	Describe literary characters, settings, or events using details; explain informational events, procedures, ideas, or concepts using evidence.
4R5	Analyze literary structural elements and identify overall informational structures such as sequence, comparison, cause/effect, and problem/solution.
4R8	Explain how an author uses reasons and evidence to support particular points or claims.

Student-Friendly Learning Targets

- I can analyze text features.
- I can make inferences.
- I can analyze main idea and details.
- I can analyze an argument.
- I can summarize informational text.
- I can synthesize information about Earth systems and stewardship.

Integrated Writing Application

Create and refine a poem using intentional structure, precise language, imagery, and figurative language; explain the craft choices.

Approaches to Learning (ATL)

Media literacy; information literacy; interpersonal relationships

Five-Week Core Text Sequence

Week	Core Text / Focus	Instructional Emphasis	SAVVAS / Supporting Resource
1	Planet Earth	Analyze text features	Unit 5 Teacher's Edition; leveled readers
2	Volcanoes	Make inferences	Unit 5 Teacher's Edition; leveled readers
3	The Top 10 Ways You Can Reduce Waste	Analyze main idea and details	Unit 5 Teacher's Edition; leveled readers
4	The Himalayas	Analyze an argument	Unit 5 Teacher's Edition; leveled readers
5	Trashing Paradise	Summarize informational text	Unit 5 Teacher's Edition; leveled readers

Word Study and Foundational Skills

- Latin roots: gener, port, dur, ject
- VCCCV syllable pattern
- Prefixes: dis-, over-, non-, under-
- Greek and Latin parts: sub-, inter-, fore-

Assessment Evidence

- NYSAA for eligible students: March 16-April 9, 2027
- NYS ELA Assessment (Grade 4): district placement April 13-16; two consecutive days to be finalized
- NYS Math Assessment (Grade 4): May 4-7, 2027
- Weekly Progress Checks 1-5
- Performance task: create a poem

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: Year-End Literacy Synthesis

May 17-June 25, 2027

IB connection	Sharing the Planet
Learner profile	Thinker (May); Knowledgeable (June)
Mindset	The Time Is Now
Essential question	How can literacy help us understand and care for our shared world?
Theme / genre	Inquiry, synthesis, and Grade 5 readiness Student-selected literary and informational text set

Standards and Learning Outcomes

Standard	Year-appropriate expectation
4R2	Determine a theme or central idea, explain how key details support it, and summarize a text.
4R3	Describe literary characters, settings, or events using details; explain informational events, procedures, ideas, or concepts using evidence.
4R4	Determine meanings of words, phrases, figurative language, and academic/content-specific vocabulary.
4R5	Analyze literary structural elements and identify overall informational structures such as sequence, comparison, cause/effect, and problem/solution.
4R8	Explain how an author uses reasons and evidence to support particular points or claims.

Student-Friendly Learning Targets

- I can synthesize ideas across texts.
- I can determine theme or central idea.
- I can analyze how structure supports meaning.
- I can evaluate claims and evidence.
- I can present learning clearly to an audience.

Integrated Writing Application

Complete an evidence-based synthesis, inquiry product, or portfolio reflection demonstrating growth across reading, writing, language, and discussion.

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 select texts	Synthesize ideas across texts	Teacher-selected text set and student inquiry resources
2	Build knowledge and track central ideas	Determine theme or central idea	Teacher-selected text set and student inquiry resources
3	Compare perspectives and evaluate evidence	Analyze how structure supports meaning	Teacher-selected text set and student inquiry resources
4	Draft and revise synthesis product	Evaluate claims and evidence	Teacher-selected text set and student inquiry resources
5	Present learning and reflect on growth	Present learning clearly to an audience	Teacher-selected text set and student inquiry resources

Word Study and Foundational Skills

- Apply accumulated Grade 4 decoding, morphology, vocabulary, and fluency skills in connected text

Assessment Evidence

- iReady Diagnostic - EOY: May 17-28, 2027
- NWEA MAP Growth - Spring: June 1-11, 2027
- Culminating portfolio, inquiry product, or Grade 5 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, decoding, 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 to demonstrate learning.
Cold Reads / Unit Tasks	Measure transfer to a less-supported text and integrated task.	Analyze by standard and student group; plan intervention and enrichment.
Diagnostic / Benchmark	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 goal and text; identify the language, decoding, fluency, knowledge, or executive-function barrier.
- Preteach a small set of high-utility words with student-friendly definitions, examples, morphology, visuals, and repeated use.
- Chunk complex text, model thinking, and move questions from literal understanding to inference and analysis.
- 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 for advanced learners through independent inquiry, synthesis across sources, and nuanced evidence-based writing.

Implementation Notes and Source Normalization

- Duplicate columns in the source were consolidated.
- The source's Grades 6-8 year-end complexity statement was normalized to the Grade 4-5 band.
- The Grade 5 fluency code in Unit 4 and Grade 5 reading codes in Units 5-6 were aligned to corresponding Grade 4 expectations.
- The blank sixth cycle was developed as a district-designed synthesis and Grade 5 readiness bridge; it is not represented as an official SAVVAS unit.
- 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. Only rows marked Grade 4, Grades 3-6, Grades 3-8, ELLs only, or eligible students apply to Grade 4. Suggested and Grade 5-only dates remain planning references.

Assessment	2026-27 Placement	Applies To	Spacing / Rationale
NWEA MAP Growth - Fall	Sept. 14-25, 2026	Grade 4	Fall window; scheduled before iReady BOY to reduce screener fatigue.
iReady Diagnostic - BOY	Oct. 5-16, 2026	Grade 4	Fall norming window and early-year instructional baseline.
Math Benchmark #1	Oct. 19, 2026	Grade 4 / cross-content	Shown for schoolwide planning and device coordination.
ELA Benchmark #1	Dec. 7, 2026	Grade 4	After SAVVAS Unit 2; confirm against actual completion date.
Science Benchmark #1	Suggested: Dec. 7-11, 2026	Grade 5 only - confirm	Shared scheduling reference; not a Grade 4 assessment.
iReady Diagnostic - MOY	Jan. 11-22, 2027	Grade 4	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 4	After SAVVAS Unit 4 and before the spring testing sequence.
Math Benchmark #2	Suggested: March 12, 2027	Grade 4 / cross-content	Staggered from ELA to reduce assessment load.
Science Benchmark #2	Suggested: March 15-19, 2027	Grade 5 only - confirm	Shared scheduling reference; not a Grade 4 assessment.
NYSAA	March 16-April 9, 2027	Eligible students only	District placement within the March 9-June 5 administration window.
NYS ELA Assessment	District placement: April 13-16, 2027	Grades 3-6	NYSED window reported as April 5-May 14; district selects two consecutive days.
NYS Math Assessment	May 4-7, 2027	Grades 3-8	Approximately two weeks after the proposed ELA administration.
NYS Science Assessment	May 11, 2027	Grade 5 only	Not a Grade 4 assessment; included for shared scheduling.
iReady Diagnostic - EOY	May 17-28, 2027	Grade 4	Approximately 17-18 weeks after MOY and after primary state testing.
NWEA MAP Growth - Spring	June 1-11, 2027	Grade 4	Immediately follows iReady EOY and closes the growth cycle.

Calendar check: Spring recess is April 26-30, 2027. The proposed Grade 4 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.