



Fourth Grade ELA Curriculum Map **2025-2026**



As fourth-grade students advance in their reading abilities, they focus more on comprehension, writing, and analysis. Having learned phonics skills, they now apply them automatically, with an emphasis on morphology and word meaning. They read and spell more complex words, write detailed sentences and paragraphs, and improve their reading fluency. They enhance their comprehension by analyzing various texts and expanding their knowledge through literature. Literacy activities include practicing morphology and advanced spelling patterns, reading independently, writing stories and reports, engaging in vocabulary-building exercises, and exploring a range of texts to develop comprehension, critical thinking, and analytical skills.

Our literacy program can be divided into two main categories: **Word Recognition** and **Language Comprehension**
(**New York State Next Generation ELA Standards alignment indicated in blue*)

	<u>Word Recognition</u>	<u>Language Comprehension</u>	
	● Phonics: Understanding the relationship between letters and sounds, which helps children with decoding (reading) and encoding (spelling). ● Fluency: Developing the ability to read smoothly and with expression. ● Morphology: The study of how words are formed and how their parts, like roots, prefixes, and suffixes, create meaning.	● Comprehension: Understanding and interpreting what is read. Mainly through listening comprehension and reading aloud at this level. ● Vocabulary: Building a strong vocabulary to understand and use a variety of words. ● Writing: Developing ideas by planning, revising, and strengthening their writing, working independently and collaboratively, writing for multiple purposes.	
Trimester	Phonics & Word Study Resource: SAVVAS Words Their Way	Reading Resource: Arts & Letters	Writing Resource: Arts & Letters
1st Trimester	Spelling Stage- Syllables and Affixes: ● Other Vowel Patterns in Accented Syllables: ○ Sort 22- Ambiguous vowels oy/oi and ou/ow in accented syllables ○ Sort 23- Ambiguous vowels au/aw/al in accented syllables ○ Sort 24- r- influenced a in	Module 1: A Great Heart “What does having a great heart mean?” Learning Goals: ● Build knowledge about literal and figurative hearts by reading literary and informational texts.	Module 1: Informative Writing Learning Goals: ● Identify the parts of an informational essay



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	○ accented syllables ○ Sort 25- R-influenced o in accented syllables ○ Sort 26- Words with w or /w/ before the vowel ○ Sort 27- R-influenced er, ir, and ur in first syllables ○ Sort 28- R-influenced vowels er, ear, ere, eer in accented syllables ● Unaccented Syllables: ○ Sort 29- Unaccented final syllable -le ○ Sort 30- Unaccented final syllable /əl/ spelled -le, -el, -il, -al ○ Sort 31- Unaccented final syllable /ər/ spelled -er, -ar, -or ○ Sort 32- Agents and Comparatives	● Ask and answer questions about texts. ● Identify and use module key vocabulary words. ● Summarize texts about hearts and determine textual themes and central ideas. ● Describe a character's thoughts, words, and feelings, using textual details as evidence. ● Explain how authors use figurative language to convey complex ideas about the heart (similes and metaphors), ● Explain how charts, graphs, diagrams, and other visual elements support understanding of an informational text about the circulatory system. ● Analyze the effect of first-person point of view. ● Participate in class discussions about what it means to have a great heart, speaking at a rate others can understand, taking turns with others when speaking, listening closely to identify a speaker's main points, and providing relevant textual evidence to support ideas. ● Practice reading fluency with an emphasis on accuracy, phrasing, and expression. ● Synthesize knowledge from module texts.	including thesis, conclusion, reasons and proof paragraphs. ● Learn the Painted Essay structure using models. ● Write informative essays about what it means to have a great heart, literally and figuratively. ● Strengthen writing by using precise vocabulary from module texts and by using transition words and phrases to connect ideas. ● Produce simple, compound, and complex sentences. ● Use relative pronouns and adverbs correctly. ● Use correct capitalization and punctuation. ● Engage in peer review exercises and revise using a checklist.
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2nd Trimester	<i>Most students will fall in the Syllable Junctures/Exploring Consonants stage of Syllables and Affixes Spellers by the end of Trimester 2.</i> • Unaccented Syllables: ○ Sort 33- Final syllable /Ər/ spelled -cher, -ture, -sure, -ure ○ Sort 34- unaccented final syllable /Ən/ spelled -en, -on, -an, -ain ○ Sort 35- unaccented final syllable /Ət/ spelled -et, -it, -ate ○ Sort 36 final -y, -ey, and -ie • Exploring Consonants: ○ Sort 37- unaccented initial syllables a-, de-, be- ○ Sort 38- initial hard and soft c and g ○ Sort 39- Final -s and soft c and g ○ Sort 40- More words with g ○ Sort 41- /k/ spelled -ck, -ic, -x ○ Sort 42- /kw/ and /k/ spelled qu ○ Sort 43- Words with silent consonants ○ Sort 44- Words with gh and ph	Module 2: Myths and Enduring Stories <i>“What do people learn from myths and stories?”</i> Learning Goals: • Build knowledge about how myths and other stories endure by reading literary and informational texts. • Ask and answer questions about texts. • Identify and use module key vocabulary words. • Summarize a range of texts, including myths and a novel, and determine enduring themes in the texts. • Describe characters in detail, especially their reaction to important events in the text. • Explore differences and connections between a story and the screenplay of its movie version. • Describe and identify characteristics and elements of myths. • Explain how the etymology of words helps readers understand new texts. • Practice reading fluency with an emphasis on accuracy, phrasing, and expression. • Participate in class discussions	Module 2: Narrative Writing Learning Goals: • Identify the structure of a story. • Use a narrative writing planner to plan and write original stories including characters, setting, and an organized sequence of events leading to a climax and a resolution. • Write narratives about characters who face nemeses, experience victory and fortune, and show heroism. • Strengthen writing by using dialogue, description, and sensory details. • Transform narrative into engaging audio recordings that demonstrate fluency. • Correctly punctuate dialogue. • Order adjectives appropriately. • Explain how writers use punctuation for
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		about enduring stories, asking questions to deepen understanding, reviewing and building on others' ideas, and elaborating on evidence. • Synthesize knowledge from module texts and draw conclusions.	effect. • Engage in peer review exercises and revise using a checklist. • Use textual evidence to support ideas.
3rd Trimester	<i>Most students will fall in the Unaccented Final Syllables/Affixes stage of Syllables and Affixes Spellers by the end of Trimester 3.</i> • Affixes: ○ Sort 45- Prefixes re-, un- ○ Sort 46- Prefixes dis-, mis-, pre- ○ Sort 47- Prefixes ex-, non-, in-, fore- ○ Sort 48- Prefixes uni-, bi-, tri- and other numbers ○ Sort 49- Suffixes -y, -ly, -ily ○ Sort 50- Comparatives -er, -est ○ Sort 51- Suffixes -ness, -ful, -less • Miscellaneous Sorts: ○ Sort 52- Homophones ○ Sort 53- Homographs ○ Sort 54- i before e except after c	Module 3: The American Revolution <i>"How does the pursuit of freedom inspire people's actions?"</i> Learning Goals: • Build knowledge about how the pursuit of freedom inspires people's actions by reading literary and informational texts. • Ask and answer questions about texts. • Identify and use module key vocabulary words. • Summarize a wide range of texts, including primary source documents, and determine central ideas. • Analyze multiple perspectives on the historical events leading to the American Revolution. • Describe characters and their interactions with each other and with events and settings. • Analyze the use of figurative	Module 3: Opinion Writing Learning Goals: • Identify the characteristics of an opinion essay and examine writing models. • Use the painted essay organizer to plan including a hook and thesis, proof paragraphs, and a concluding paragraph. • Write opinion essays about the most meaningful actions taken by the Patriots in their pursuit of freedom. • Use topic sentences to begin each paragraph. • Use transition words



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		language in texts (idioms.) • Paraphrase texts. • Compare primary and secondary sources. • Practice reading fluency with an emphasis on accuracy, phrasing, and expression. • Participate in class discussions about how values inspire people while sharing in an organized way, answering questions to clarify ideas, and connecting ideas to the discussion. • Synthesize knowledge from module texts and draw conclusions.	and phrases to link paragraphs and ideas. • Participate in peer review and use a checklist to revise writing. • Strengthen writing by using and correctly punctuating direct quotes and by using modals (helping verbs) to show ability, possibility, and certainty. (e.g- <i>can</i>, <i>could</i>, <i>may</i>, <i>might</i>, <i>must</i>, <i>should</i>, <i>will</i>, <i>would</i>) • Use progressive verb tenses in sentences.
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