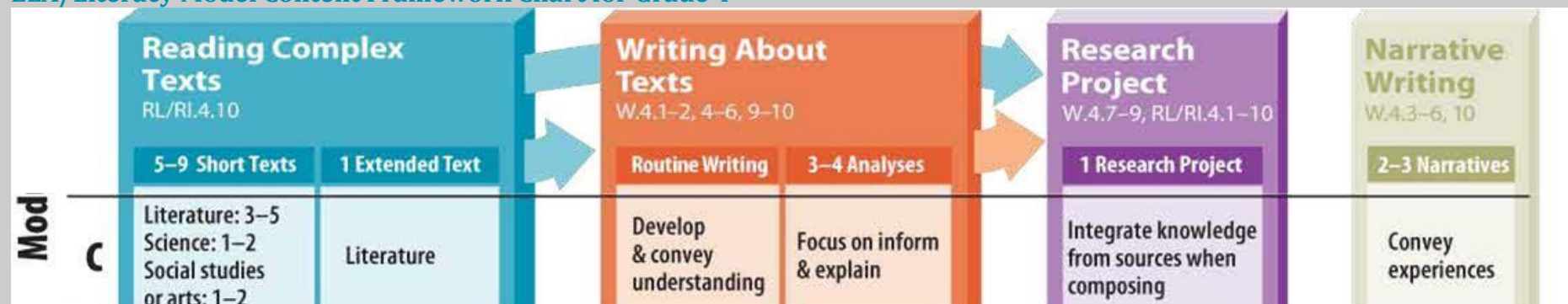


# ELA Curriculum Map for Fourth Grade 2012-2013

Course: Fourth Grade

Third Nine Weeks( 40 days)

## ELA/Literacy Model Content Framework Chart for Grade 4



Grade	
Fourth Grade	<b>Overview:</b> While reading about America's past, not only do students highlight key information and supporting details about people and events in order to get a sense of chronology, but they spend time comparing and contrasting first- and third-person narratives. Students will read and discuss poetry, such as "Concord Hymn" by Ralph Waldo Emerson, and read speeches by revolutionaries including Patrick Henry and Sojourner Truth. Students read informational texts and study author Jean Fritz, who wrote books about the American Revolution, such as <i>Can't You Make Them Behave, King George?</i> After learning about revolutionary people of the past, students write their own speeches outlining their opinion on a current event, possibly taking a "revolutionary" position. This unit ends with a class discussion and essay response to the essential question.

**Unit 4: Revolutionaries from the Past**

**ESSENTIAL QUESTION:** What life lessons can we learn from revolutionaries in fiction and nonfiction?

**Estimated Time: 8 weeks**

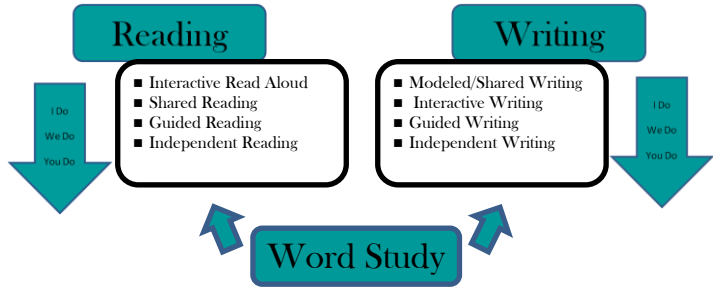
### CCSS College and Career Anchor Standards

- Reading
  - Craft and Structure
- Writing
  - Text Types and Purposes
- Speaking and Listening
  - Comprehension and Collaboration
- Language
  - Vocabulary Acquisition and Use

### Unit Vocabulary

Audience, autobiography, biography, first-person point of view, informational text structure, major character, minor character, point of view, primary source, secondary source, third-person point of view, writing style, speech

## ELA Curriculum Map for Fourth Grade 2012-2013

CCSS Standards	Formative Assessments	Explanations and Examples/Activities	Resources
<ul style="list-style-type: none"> <li><b>RL.4.6:</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</li> <li><b>RI.4.5:</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</li> <li><b>RI.4.6:</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</li> <li><b>W.4.1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</li> <li><b>SL.4.3:</b> Identify the reasons and evidence a speaker provides to support particular points.</li> <li><b>L.4.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies</li> </ul>	<p>Accountable Talk</p> <p>Observation</p> <p>Think-Pair-Share</p> <p>Response Cards</p> <p>Visual Displays of information</p> <p>Media Presentations</p> <p>Electronic portfolios</p> <p>Mix and Match Kagan; Line-ups</p> <p>Semantic Maps</p> <p>Readers Theatre</p> <p>Public performances</p> <p>Oral questioning</p> <p>Student conferences</p> <p>Think-Pair-Share</p> <p>Think-Pair-Write</p> <p>Paper Portfolio</p>	<p><b>Balanced Literacy:</b> Use <u>all</u> components of the balanced literacy framework <u>daily</u>.</p>  <p><b>Social and Emotional Learning (SEL)</b></p> <p>Morning Meeting: Connect yesterday's learning to today's learning through the use of a morning message. Encourage students to think and talk with one another about your unit of study. Afterwards, encourage further exploration through the completion of a writing prompt.</p> <p><b>Reading Literature</b></p> <p>As a class, keep a chart with the questions and categories listed here of the historical fiction stories and poems we've read. Use the information to talk about related information learned from literature.</p> <ul style="list-style-type: none"> <li>Title and author</li> <li>Text structure(s) used</li> <li>Type of narration (first-person, third-person)</li> <li>Character(s) (major and minor)</li> <li>Does this character remind you of other characters? Who/why?</li> <li>What information was changed that shows you this is historical fiction?</li> <li>What did you learn from the major characters?</li> <li>Summary</li> </ul> <p>Write your response on a sticky note, on a whiteboard, or in your journal and share it with a partner before each section of the class</p>	<p><b>Treasures Series</b></p> <p><a href="http://mnps2010.wikispaces.com/file/view/CCSS_G4_Treasures09_Correlation.pdf">http://mnps2010.wikispaces.com/file/view/CCSS_G4_Treasures09_Correlation.pdf</a></p> <p><b>Balanced Literacy example:</b></p> <p><b>Read Aloud:</b> Choose from the read aloud suggestions below.</p> <p><b>Shared reading w/Treasures:</b> "My Brother Martin" pgs. 308-323, Genre: Biography</p> <p><b>Guided reading:</b> see book room for appropriate leveled readers on topic.</p> <p><b>"Suggested" Works from Common Core Maps</b> (These give examples of the rigor expected in the CCSS. Teachers may use other texts.) (E) indicates a CCSS exemplar text found in Appendices A of CCSS; (EA) indicates a text from a writer with other works identified as exemplars.</p> <p><b>Literary Texts</b></p> <p><b>Stories (Historical Fiction)</b></p> <ul style="list-style-type: none"> <li>John Henry: An American Legend (Ezra Jack Keats)</li> <li>Navajo Long Walk (The Council for Indian Education) (Nancy Armstrong and Paulette Livers Lambert)</li> <li>Trail of Tears (Step-Into-Reading, Step 5) (Joseph Bruchac)</li> <li>Sleds on Boston Common: A Story from the American</li> </ul>

## ELA Curriculum Map for Fourth Grade 2012-2013

SUGGESTED OBJECTIVES		
<ul style="list-style-type: none"> <li>Describe the differences between firsthand accounts (primary sources) and secondhand accounts (secondary sources) in informational text.</li> <li>Order events in informational and literary text chronologically.</li> <li>Compare and contrast first- and third-person narrations.</li> <li>Discuss and interpret the literal and figurative meaning of idioms.</li> <li>Identify the reasons that speakers provide to support their positions (e.g., Patrick Henry and Sojourner Truth).</li> <li>Write opinion pieces about people and events explored in reading (e.g., American revolutionaries), supporting your point of view with at least two reasons.</li> </ul>	<p>chart is filled in. (RL.4.1, RL.4.2, RL.4.3, RL.4.5, RL.4.6, RL.4.9)</p> <p><b>Art, Speaking and Listening</b></p> <p>View the Copley and Wood paintings again (see the other Art, Speaking and Listening activity in this section). One work is a portrait painted while the person was living; the second, the artist's interpretation a hundred years later. Notice the differences in perspective (e.g., eye-level view vs. bird's-eye view). Why do you think the earlier image focuses more on the man and the later one on the event that made him famous? (SL.4.1, SL.4.3, L.4.3)</p> <p><b>Art, Speaking and Listening</b></p> <p>Compare Copley's and Wood's portrayals of Paul Revere. How are they different? Do they have anything common—aside from both showing Revere? Students should think about what they know about Revere and his famous ride as they consider the works. What do you see first in each image? Is it Revere or something else? Each artist meant to tell a story through his painting—can you describe this story? (SL.4.1, SL.4.3, L.4.3)</p> <p><b>Language Mechanics</b></p> <p>As a class, continue adding to the Mechanics/Grammar bulletin board started in Unit One. Remember, once skills are taught in a mini-lesson and listed on the bulletin board, you are expected to edit your work for these elements before publication. (L.4.1, L.4.2, L.4.3)</p> <p><b>Vocabulary</b></p> <p>As a class, continue adding to the Vocabulary Word Wall bulletin board where, throughout the year, you will add and sort words as you learn them in each unit of study. (L.4.4)</p> <p><b>Vocabulary, Language Usage</b></p> <p>As an individual and as a class, keep an index card file of new words learned in this unit. You may also have a nonsense word section where you make up words for animals (based on Scranimals) using new prefixes and suffixes learned until this point in the year. Each index card should include the word, a definition, the word in a sentence, and, for the nonsense words, an illustration. Keeping the words on index cards will allow you to use and sort the words by meaning and spelling features. (Note:</p>	<p><i>Revolution</i> (Louise Borden and Robert Andrew Parker)</p> <ul style="list-style-type: none"> <li><i>The Secret of Sarah Revere</i> (Ann Rinaldi)</li> <li><i>A Ride into Morning: The Story of Tempe Wick</i> (Ann Rinaldi)</li> <li><i>Heroes of the Revolution</i> (David A. Adler and Donald A. Smith)</li> <li><i>War Comes to Willy Freeman</i> (Arabus Family Saga) (James and Christopher Collier)</li> <li><i>Yankee Doodle</i> (Gary Chalk)</li> <li><i>O, Say Can You See? America's Symbols, Landmarks, And Important Words</i> (Sheila Keenan and Ann Boyajian)</li> <li><i>The Madcap Mystery of the Missing Liberty Bell</i> (Real Kids, Real Places) (Carole Marsh) (advanced)</li> <li><i>The Mystery on the Freedom Trail</i> (Real Kids, Real Places) (Carole Marsh)</li> </ul> <p><b>Stories (Read Aloud/Class Discussion)</b></p> <ul style="list-style-type: none"> <li><u><i>Poor Richard's Almanac</i></u> (Benjamin Franklin)</li> <li><i>Speeches</i></li> <li><u><i>"Give Me Liberty or Give Me Death"</i></u> (March 23, 1775) (Patrick Henry)</li> <li><u><i>"Ain't I a Woman?"</i></u> (Women's Convention, Akron Ohio, May 29, 1851) (Sojourner Truth)</li> <li><u><i>"On a Women's Right to Vote"</i></u> (1873) (Susan B. Anthony)</li> </ul> <p><b>Poems</b></p>

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		<p>This will be an ongoing activity all year long.) (L.4.4a, L.4.4b)</p> <p><b>Media, Speaking and Listening</b></p> <p>Independently or as a class, view the video <a href="#">“Too Late to Apologize”</a> (see Art, Music, and Media). The first time, talk about the meaning and historical significance of the words. Then view the video a second time, stopping to discuss the images used and how they represent America's past in a contemporary manner. Optional extension: create or remix your own music video to accompany your speech (from activity #14). (RL.4.7, RL.4.9, RI.4.7, RI.4.9, SL.4.1)</p> <p><b>Opinion Writing, Language Usage, Oral Presentation</b></p> <p>Revolutionaries aren't always popular during the time that they live, but they believe in something so passionately that they are willing to go out on a limb to express their beliefs. Think about a current event that you believe everyone should understand. Write a speech, supported by two pieces of evidence, about your thoughts and ideas, and present it to the class. Edit your work for the use of prepositional phrases and spelling (see Standards for more details) before turning it in. You may record your presentation using a video camera. (W.4.1; W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, SL.4.5, L.4.5, L.4.1a,b,c,d,e,g; L.4.2)</p> <p><b>Informative Writing, Language Usage</b></p> <p>Design and create a flag that simultaneously represents your family, your classroom, or your school. Explain the symbolism of the flag in your journal in a first-person narrative, similar to the presentation of “The Flag” (in activity #12) and share it with a classmate. Be sure to edit your work for the use of the prepositional phrases and spelling (see Standards for more details). (RL.4.4, SL.4.4, W.4.1a,c,d, L.4.1a,b,c,d,e,g, L.4.2)</p> <p><b>Reading Poetry, Performance</b></p> <p>Read and discuss the meaning of “The Flag” by an unknown author. How does the first-person point of view influence your appreciation of the poem? Perform the poem with a classmate. (RL.4.6, SL.4.5)</p> <p><b>Opinion Writing, Language Usage, Oral Presentation</b></p> <p>Applying what you have learned from the speeches discussed in</p>	<ul style="list-style-type: none"> <li>• <i>“Concord Hymn”</i> (Ralph Waldo Emerson)</li> <li>• <i>“George Washington”</i> (Rosemary and Stephen Vincent Benet)</li> <li>• <i>“A Tragic Story”</i> (William Makepeace Thackeray)</li> <li>• <i>“A Nation's Strength”</i> (Ralph Waldo Emerson)</li> <li>• <i>“The Flag”</i> (author unknown; scroll down on this page to find it)</li> </ul> <p><b>Informational Texts</b></p> <p><b>Biographies</b></p> <ul style="list-style-type: none"> <li>• <i>Abigail Adams: Girl of Colonial Days</i> (Childhood of Famous Americans Series) (Jean Brown Wagoner)</li> <li>• <i>How Ben Franklin Stole the Lightning</i> (Rosalyn Schanzer)</li> <li>• <i>In Their Own Words: Sojourner Truth</i> (Peter and Connie Roop)</li> <li>• <i>Now &amp; Ben: The Modern Inventions of Benjamin Franklin</i> (Gene Barretta)</li> <li>• <i>Paul Revere</i> (In Their Own Words) (George Sullivan)</li> <li>• <i>Sojourner Truth: Ain't I a Woman?</i> (Scholastic Biography) (Patricia C. and Frederick McKissack)</li> <li>• <i>Susan B. Anthony: Champion of Women's Rights</i> (Childhood of Famous Americans Series) (Helen Albee Monsell)</li> <li>• <i>The Secret Soldier: The Story Of Deborah Sampson</i> (Scholastic Biography) (Ann McGovern,</li> </ul>
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## ELA Curriculum Map for Fourth Grade 2012-2013

		<p>this unit, write your own speech expressing an opinion from the point of view of a revolutionary character. Think about the audience as well as the message when writing your speech. Be sure your opinion is supported by two pieces of evidence. Edit your work for the use of the prepositional phrases and spelling (see Standards for more details) before turning it in. You may also record your presentation using a video camera to compare the difference in impact between “seeing” and “hearing” the words. (W.4.1, W.4.7, SL.4.3, L.4.1a,b,c,d,e,g, L.4.2)</p> <p><b>Reading Informational Text, Speaking and Listening</b> Listen to your teacher read Sojourner Truth's "Ain't I a Woman?" and discuss the message. Then, look online to find Frances D. Gage's memories of listening to Sojourner Truth's speech. Compare the text of the speech with what Gage remembers. What are the similarities and differences? Do the points of view differ? How do Gage's memories enhance your understanding of the speech? Share your answers to these questions with a partner before participating in a class discussion. (RI.4.6, SL.4.3)</p> <p><b>Research, Speaking and Listening</b> Following a class discussion of historical events, create a <u>timeline</u> of events that shows the chronology and cause/effect relationship among them. You may use a free online timeline generator or make your own. (W.4.2; W.4.4, W.4.7, L.4.1a,b,c,d,e,g; L.4.2)</p> <p><b>Research, Informative Writing, Language Mechanics</b> As a class, keep a chart using the categories and questions below of information learned about historical events from the American Revolution. Read informational texts about people and events that are both firsthand (primary sources) and secondhand (secondary sources), and talk about how the differences in point of view affect understanding. Does the overall structure of the text (chronology, cause/effect, etc.) affect your understanding of events as they are presented? As the chart is filled in, use the information to talk about what we learned from nonfiction books.</p> <ul style="list-style-type: none"> <li>• Person or event</li> <li>• Where this took place</li> <li>• When this took place</li> <li>• What is the historical significance of this event?</li> </ul>	<p>Harold Goodwin, and Katherine Thompson)</p> <ul style="list-style-type: none"> <li>• <i>Victory or Death!: Stories of the American Revolution</i> (Doreen Rappaport, Joan Verniero, and Greg Call)</li> </ul> <p><b>Nonfiction Books</b></p> <ul style="list-style-type: none"> <li>• <i>A History of US: From Colonies to Country</i> (Joy Hakim)</li> <li>• <i>A is for America</i> (Devin Scillian and Pam Carroll)</li> <li>• <i>And Then What Happened, Paul Revere?</i> (Jean Fritz and Margot Tomes)</li> <li>• <i>Can't You Make Them Behave, King George?</i> (Jean Fritz and Margot Tomes)</li> <li>• <i>Crispus Attucks: Black Leader of Colonial Patriots</i> (Childhood of Famous Americans) (Dharathula H. Millender and Gary Morrow)</li> <li>• <i>If You Lived At The Time Of The American Revolution</i> (Kay Moore and Daniel O'Leary)</li> <li>• <i>Molly Pitcher: Young Patriot</i> (Childhood of Famous Americans) (Augusta Stevenson)</li> <li>• <i>O, Say Can You See? America's Symbols, Landmarks, And Important Words</i> (Sheila Keenan and Ann Boyajian)</li> <li>• <i>The American Revolutionaries: A History in Their Own Words 1750-1800</i> (Milton Meltzer)</li> <li>• <i>The Revolutionary War</i> (True Books: American History) (Brendan January)</li> </ul>
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## ELA Curriculum Map for Fourth Grade 2012-2013

		<ul style="list-style-type: none"> <li>• From whose point of view is this account written?</li> <li>• What other significant information do you want to remember about this person or event?</li> <li>• Notes about text structure (chronology, cause/effect, etc.)</li> </ul> <p>Write your response on a sticky note, on a whiteboard, or in your journal and share it with a partner before each section of the class chart is filled in. (SL.4.3, RI.4.1, RI.4.2, RI.4.5, RI.4.6, RI.4.7, RI.4.9)</p> <p><b>Reading Poetry, Writing Poetry, Language Usage</b></p> <p>Choose a poem or story and change the point of view from which it is written. In other words, if the story is in first person, rewrite it in third, or if the story is in third person, rewrite it in first. Alternatively, choose a story to write in poetic form, or a poem to rewrite in story form. Discuss with a partner which style of writing you prefer and why. (RL.4.6, W.4.4, L.4.1a,b,c,d,e,g; L.4.2)</p> <p><b>Narrative Writing, Performance</b></p> <p>After reviewing the structural elements (e.g., casts of characters, settings, descriptions, dialogue, stage directions, etc.) that are unique to drama (i.e., compared to prose), add these elements to a <u>Reader's Theater script of a historical story</u>. With at least two other classmates, add at least two scenes—one before the script begins and one after the script ends—to make it a one-act, three-scene play; present it as a class. You may record and create a movie from the presentations. (RL.4.5, W.4.4)</p> <p><b>Informative Writing, Opinion Writing, Speaking and Listening, Language Usage</b></p> <p>With a partner, discuss the message of Patrick Henry's speech "Give Me Liberty or Give Me Death." Then, discuss the message of his speech as a class within the context of learning about the American Revolution. Does knowing historical information change your understanding of the message? Why or why not? Then, individually, write a letter to Patrick Henry, explaining your reactions to the message of his speech. Be sure to support your opinion by referring back to a specific line or quotation from his speech. Edit your work for the use of the prepositional phrases and spelling (see Standards for more details) before turning it in. (W.4.1, SL.4.1, SL.4.3, SL.4.4, L.4.1a,b,c,d,e,g, L.4.2)</p>	<ul style="list-style-type: none"> <li>• <i>Where Was Patrick Henry on the 29th of May?</i> (Jean Fritz and Margot Tomes)</li> <li>• <i>Why Don't You Get a Horse, Sam Adams?</i> (Jean Fritz and Trina Schart Hyman)</li> <li>• <i>Will You Sign Here, John Hancock?</i> (Jean Fritz and Trina Schart Hyman)</li> </ul> <p><b>Speeches</b></p> <ul style="list-style-type: none"> <li>• "Ain't I a Woman?" (Sojourner Truth, May 29, 1851)</li> <li>• "Give Me Liberty or Give Me Death" (Patrick Henry, March 23, 1775)</li> <li>• "On a Woman's Right to Vote" (Susan B. Anthony, 1873)</li> </ul> <p><b>ART, MUSIC AND MEDIA</b></p> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>• Grant Wood, <u><i>Midnight Ride of Paul Revere</i></u> (1931)</li> <li>• John Singleton Copley, <u><i>Paul Revere</i></u> (1768)</li> </ul> <p><b>Media</b></p> <ul style="list-style-type: none"> <li>• Rock and Revolution, <u>"Too Late to Apologize"</u> (2010)</li> </ul> <p><b>Additional Resources</b></p> <ul style="list-style-type: none"> <li>• <u><i>Meet the Author: Jean Fritz</i></u> (Houghton Mifflin Reading)</li> <li>• <u><i>Featured Author: Jean Fritz</i></u> (Carol Hurst's Children's Literature Site)</li> <li>• <u><i>"Indians in the American</i></u></li> </ul>
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## ELA Curriculum Map for Fourth Grade 2012-2013

		<p><b>Research, Oral Presentation</b></p> <p>Select an author who writes nonfiction in the style of a story, such as Jean Fritz. Conduct research about him/her and why he/she chooses to write about historical topics; take notes in your journal. As you use online sources for your research, be sure to evaluate them for credibility. Share findings as a class. (SL.4.1; W.4.7)</p> <p><b>Reading Literature, Speaking and Listening</b></p> <p>Let's compare and contrast the points of view from which these stories and poems are narrated. Which clues/key words provide information about the point of view? How are the narratives different? Look back for specific lines or paragraphs in order to find explicit details from the stories and poems read. (SL.4.1, RL.4.6)</p> <p><b>Language Usage</b></p> <p>As a class, generate a list of the most common prepositions. Your teacher will give you a worksheet of sentences that contain prepositional phrases. (Example: The girl with the blue scarf sang first.) First, circle the preposition and underline the entire phrase. On the next day, your teacher will give you simple sentences (i.e., "The girl sang first.") and you will work with partners to create prepositional phrases to expand them. Finally, find simple sentences in your own writing and add prepositional phrases to add more details. (L.4.1e)</p> <p><b>Speaking and Listening, Opinion Writing, Language Usage</b></p> <p>As a class, summarize what was learned in this unit as it relates to the essential question ("What life lessons can we learn from revolutionaries in fiction and nonfiction?"). Following the class discussion, individually write a response in your journal. Work with a partner to edit your work for the use of the prepositional phrases and spelling (see Standards for more details), and strengthen the content before turning it in to your teacher. Your teacher may ask you to type your essay and respond to a poll about the unit on the classroom blog. (W.4.9a, W.4.9b, W.4.4, W.4.5, L.4.1a,b,c,d,e,g, L.4.2)</p>	<p><i>Revolution"</i> (Wilcomb E. Washburn, speech) (AmericanRevolution.Org)</p> <ul style="list-style-type: none"> <li>• <i>African Americans in the American Revolution</i> (Buzzle.Com)</li> <li>• <i>The American Revolution: Lighting Freedom's Flame</i> (National Parks Service)</li> <li>• <i>In Their Own Words series</i> (Scholastic)</li> <li>• <i>Readers Theatre for American History</i> (Anthony D. Fredericks).</li> <li>• <i>Spotlight On America: Extraordinary Women</i> (Teacher Created Resources) (Robert W. Smith).</li> <li>• <i>History Comes Alive: Using Fluency and Comprehension Using Social Studies</i> (ReadWriteThink) (RL.4.5)</li> <li>• <i>Looking for the History in Historical Fiction: An Epidemic for Reading</i> (ReadWriteThink) (RI.4.9)</li> <li>• <i>Learning About Research and Writing Using the American Revolution</i> (ReadWriteThink) (W.4.7)</li> <li>• <i>American Colonial Life in the Late 1700s: Distant Cousins</i> (National Endowment for the Humanities) (RI.4.7)</li> <li>• <i>Slave Narratives: Constructing U.S. History Through Analyzing Primary Sources</i> (National Endowment for the Humanities) (RI.4.6)</li> </ul>
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## ELA Curriculum Map for Fourth Grade 2012-2013

		<p><b>Speaking and Listening, Language Usage, Multimedia Presentation</b></p> <p>Benjamin Franklin coined a number of phrases still used today, and they are found in <i>Poor Richard's Almanac</i>. Illustrate the literal and figurative meaning of two idioms that enhance understanding of the foundations of our country. What did Ben Franklin hope people would learn from these phrases? Compile these illustrations into a class book to share (e.g., with younger students), and try to incorporate the phrases you learned into your daily writing and speaking. Your teacher may ask you to create a slide of your page, including scanned illustrations or relevant photos from the Internet, before assembling them into a class book (either electronic or in print). (RL.4.1, SL.4.1, L.4.5b)</p> <p>Sequencing lessons available at the following links:</p> <ul style="list-style-type: none"><li>• <b>Sequence of a Story Within a Story</b> <a href="http://www.readworks.org/lessons/grade4/sequence/lesson-1">http://www.readworks.org/lessons/grade4/sequence/lesson-1</a></li><li>• <b>Chronological Order of Events in a Story with a Flashback</b> <a href="http://www.readworks.org/lessons/grade4/sequence/lesson-2">http://www.readworks.org/lessons/grade4/sequence/lesson-2</a></li><li>• <b>Exception Questions in a Story with a Flashback</b> <a href="http://www.readworks.org/lessons/grade4/sequence/lesson-3">http://www.readworks.org/lessons/grade4/sequence/lesson-3</a></li></ul>	
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