

Texas

English Language Arts and Reading

LESSON

How One Event Changes What Can Happen Next

Black Beauty

TEACHES

4.6(F)

make inferences and use evidence to support understanding;

WHY THIS EARNS THE STANDARD

Students use sequence and evidence to explain how later information changes the meaning of an earlier event.

The canonical lesson that follows is unchanged. This cover is an additive curriculum-placement layer.

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TUMBLETA | GRADE 4 ELA | STANDALONE SKILL LESSON

How One Event Changes What Can Happen Next

Black Beauty

20 minutes

OBJECTIVE

Order a short episode and explain how one event changes the possible outcome of the next event.

STUDENT PRODUCT

A three-step event chain plus a because/therefore explanation.

ESSENTIAL QUESTION

How does the broken-bridge information change the meaning of Black Beauty's refusal to move forward?

TEXT FOCUS

The flooded-bridge episode.

LESSON SEQUENCE

1. Order | 3 min Place the refusal, new information, and final response in order.
2. Before the information | 4 min State what the refusal might look like at first.
3. After the information | 5 min Explain how the bridge news changes the reader's understanding.
4. Cause statement | 6 min Write how one event prevents or changes what could happen next.
5. Check | 2 min Your explanation must depend on the sequence.

TEACHER KEY / EXPECTED THINKING

Beauty's refusal first appears obstructive, but the broken-bridge information reveals it as protective; the new information changes both the next action and the meaning of the earlier event.

LOOK FOR

- Orders events correctly.
- Explains how later information changes interpretation.
- Connects sequence to outcome.

TumbleTA | Grade 4 ELA | Canonical standalone skill lesson