### Fourth Grade Integrated Pacing Guide

#### 1st Quarter

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<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Math</th>
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<th>Technology</th>
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</table>
| Realistic fiction<br>The Hot and Cold Summer<br>**Skill:** Character Traits and Motivations Strategy: Story Structure (SS), Synonyms and Antonyms (S/A)<br>Note: Picture books<br>**Academic Vocabulary:**<br>- confer<br>- draft<br>- pre-write<br>- reflect<br>- nonfiction pair conference<br>- poem poetry<br>- revise<br>- synonym thesaurus | Mid Aug.- Mid Sept. (3 weeks)<br>**Unit 1:** The Writing Community<br>Students will hear and discuss examples of good writing and learn what professional authors do. They will learn prewriting techniques and begin free writing in their notebooks. Cooperative structures will be introduced.<br>**Academic Vocabulary:**<br>- confer<br>- draft<br>- pre-write<br>- reflect<br>- nonfiction pair conference<br>- poem poetry<br>- revise<br>- synonym thesaurus | August<br>Go Math<br>Chapter 1: Place Value, Addition, Subtraction to One Million<br>**September**<br>4th Grade Math Expressions<br>**Unit 1:** Solve Multiplication and Division word problems<br>Use Mathematical Processes<br>**September**<br>Acute Pre-Screen<br>Go Math<br>Chapter 2: Multiply by 1-Digit Numbers<br>**Academic Vocabulary:**<br>- base-ten number system<br>- million<br>- inequality<br>- reasonableness<br>- variable<br>- commutative property of multiplication<br>- powers of 10<br>- identity property of multiplication<br>- symbolic representation | STRUCTURE AND FUNCTION<br>**Topic 7:** Structure and Function<br>- EQ: How do plant and animal structures support growth and survival?<br>- **Lesson 1:** Internal Structures and Functions of Plants<br>- I can describe some internal structures that help plants survive and reproduce.<br>- **Lesson 2:** External Structures and Functions of Plants<br>- I can describe some external structures that help plants survive and reproduce.<br>- **Lesson 3:** Internal Structures and Functions of Animals<br>- I can describe some internal structures that help animals survive.<br>- **Lesson 4:** External Structures and Functions of Animals<br>- I can describe some external structures that help animals survive and reproduce.<br>- **Lesson 5:** Plant and Animal Responses to the Environment<br>- I can explain how animals use sensory information to respond to their environments. I can describe how plants and animals can survive in different environments because of adaptations.<br>- **Academic Vocabulary:**<br>- brain<br>- characteristics<br>- classify<br>- cuticle<br>- exoskeleton<br>- external<br>- function<br>- gills<br>- heart<br>- interpret<br>- lungs<br>- ovary<br>- pistol<br>- sepal<br>- skeleton<br>- stamen<br>- stimulus<br>- structure<br>- vascular system | Geography/History<br>- Nebraska’s Place in the World<br>- Natural Nebraska<br>- The Adventure Begins<br>- Geographic Skills Maps<br>- Regions<br>- Physical shapes and features of Nebraska<br>- Statewide culture<br>- Human adaptations<br>- Human adaptations<br>- Academic Vocabulary<br>- Cardinal directions<br>- County<br>- Exact location<br>- Hemisphere<br>- Latitude<br>- Legend<br>- Longitude<br>- Relative location<br>- Territory | Mechanics<br>- Turn on/off device. Log on/off.<br>- Use mouse, trackpad, or gestures with device. Open/launch and close/quit programs. Take care of device. Name documents appropriately. Know where documents are saved, create, save, edit, copy, rename, and share files and folders to organize. |}

**Compiled by Library Services, Omaha Public Schools**
## Fourth Grade Integrated Pacing Guide

### Fourth Grade Integrated Pacing Guide

#### 2nd Quarter

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<th>Reading</th>
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<tr>
<td><strong>Play</strong>&lt;br&gt;Three Little Cyberpigs&lt;br&gt;Strategy: Locate information, summarize</td>
<td>Late Oct.-Early Dec. (6 weeks)&lt;br&gt;Genre: Fiction&lt;br&gt;Students will explore the genre of fiction integrating the elements of character, setting, and plot. They will explore features of good fiction writing including interesting plots, transitional words, and endings that bring a story to a close.</td>
<td>October&lt;br&gt;Go Math&lt;br&gt;Chapter 3&lt;br&gt;Multiply by 2-digit numbers</td>
<td>Topic 8: Human Body Systems&lt;br&gt;EQ: How can you model the interactions between human body systems?&lt;br&gt;Lesson 3: Nervous System&lt;br&gt;I can describe the functions of the brain and sensory organs</td>
<td>Inquiry Project: Nebraska History-Frontier&lt;br&gt;History&lt;br&gt;Native Americans on the Plains&lt;br&gt;Explorers, Traders and Missionaries&lt;br&gt;Go West&lt;br&gt;Past/Present&lt;br&gt;Chronological relationship/ timelines&lt;br&gt;Chronological relationship/ timelines&lt;br&gt;Multiple perspectives&lt;br&gt;Current events&lt;br&gt;Research&lt;br&gt;Academic Vocabulary&lt;br&gt;Artifact&lt;br&gt;History&lt;br&gt;Immigration&lt;br&gt;Migration&lt;br&gt;Point of View</td>
<td>Mechanics&lt;br&gt;Take care of device.&lt;br&gt;Understand common file extension names.&lt;br&gt;Use search tools to locate files and applications.</td>
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</tbody>
</table>
| **Expository nonfiction**<br>Wearing a California Tradition<br>Strategy: Locate information, summarize | Informational Narrative<br>Emerald’s Eggs<br>Strategy: Read-ahead, Summarize | November<br>Go Math<br>Chapter 4<br>Divide by 1-digit numbers | WAVES AND ELECTROMAGNETIC RADIATION<br>Topic 3: Waves and Information<br>EQ: How do we use waves to communicate?<br>Lesson 1: Waves and Information<br>I can describe the basic properties of waves.<br>I can describe how waves can cause objects to move. | **Past/Present**
**Chronological relationship/ timelines**
**Multiple perspectives**
**Current events**
**Research**
**Academic Vocabulary**
**Artifact**
**History**
**Immigration**
**Migration**
**Point of View** | **Creativity & Critical Thinking**
Use device camera to take pictures and video.
Create, edit, and format text, visuals, audio, and hyperlinks in digital presentation.
Find URL of website.
Use appropriate search strategies to find info.
Find and use library catalog and databases for inquiry.
Make notes.
Organize information using graphic organizers and brainstorming. |
| **Expository nonfiction**<br>Minicry and Camouflage<br>Strategy: Graphic organizers, reference sources | Expository nonfiction<br>Mountains<br>Strategy: Cause/Effect | December<br>Acuity Diagnostic | WAVES AND ELECTROMAGNETIC RADIATION<br>Topic 3: Waves and Information<br>EQ: How do we use waves to communicate?<br>Lesson 2: Patterns of Waves<br>I can model waves using patterns in wave properties. | **Past/Present**
**Chronological relationship/ timelines**
**Multiple perspectives**
**Current events**
**Research**
**Academic Vocabulary**
**Artifact**
**History**
**Immigration**
**Migration**
**Point of View** | **Communication & Collaboration**
Use WP app to write, edit, print, and save.
Use menu/tool bar functions in docs.
Proofread and edit my digital writing.
Use digital tools to communicate with others to share info.
Use digital tools to gather info.
Use digital tools to solve problems.
Communicate and collaborate in a polite and respectful manner when using technology tools. |
| **Realistic fiction**<br>Fire Storm<br>Strategy: Draw conclusions | Mid-Late Dec. (1 week)<br>Unit: Writing Performance Task<br>Preparation: Narrative Writing (Text Dependent Analysis)<br>Students will learn strategies for test writing in narrative, They will learn to break down the task into parts and to understand what is expected of them. | November<br>Go Math<br>Chapter 5<br>Factors, Multiples, and Patterns | **Past/Present**
**Chronological relationship/ timelines**
**Multiple perspectives**
**Current events**
**Research**
**Academic Vocabulary**
**Artifact**
**History**
**Immigration**
**Migration**
**Point of View** | **Digital Citizenship**
Responsible use technology independently and with peers.<br>Know how to be safe online and in digital world.<br>Conduct safe internet searches.<br>Evaluate sources and websites and determine if safe for inquiry.<br>Log out of device to protect account.<br>Can keep passwords private.<br>Can create citations identifying the title and author’s name or name of website OR copy and paste the citation from a database.<br>Understand concept of plagiarism and how to avoid it. | **Digital Citizenship**
Responsible use technology independently and with peers.
Know how to be safe online and in digital world.
Conduct safe internet searches.
Evaluate sources and websites and determine if safe for inquiry.
Log out of device to protect account.
Can keep passwords private.
Can create citations identifying the title and author’s name or name of website OR copy and paste the citation from a database.
Understand concept of plagiarism and how to avoid it. |
| **Fantasy**<br>The Stranger<br>Strategy: Draw conclusions | December-January<br>Go Math<br>Chapter 6<br>Fractions, Equivalence, and Comparison | December-January<br>Go Math<br>Chapter 1<br>Dividend<br>Digits<br>Divisor<br>Quotient<br>Remainder<br>Digital<br>Multiple<br>Frontier<br>Nebraska History<br>Go West<br>Topics<br>Past/Present<br>Chronological relationship/ timelines | **Past/Present**
**Chronological relationship/ timelines**
**Multiple perspectives**
**Current events**
**Research**
**Academic Vocabulary**
**Artifact**
**History**
**Immigration**
**Migration**
**Point of View** | **Digital Citizenship**
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Know how to be safe online and in digital world.
Conduct safe internet searches.
Evaluate sources and websites and determine if safe for inquiry.
Log out of device to protect account.
Can keep passwords private.
Can create citations identifying the title and author’s name or name of website OR copy and paste the citation from a database.
Understand concept of plagiarism and how to avoid it. |
| **Realistic Fiction**<br>The Adventurers<br>Strategy: Graphic organizers, read ahead | Academic Vocabulary<br>Compatible numbers<br>Dvisor<br>Quotient<br>Remainder<br>Dividend<br>Multiple<br>Partial quotient<br>Common factor<br>Divisible<br>Composite number<br>Factor<br>Pattern<br>Prime number<br>Term<br>Benchmark<br>Common denominator<br>Equivalent fractions<br>Simplest form | **Panorama**
**Take a Stand**
**Lettuce in a Box**
**Marblehead**
**End of the Line**
**Past/Present**
**Chronological relationship/ timelines**
**Multiple perspectives**
**Current events**
**Research**
**Academic Vocabulary**
**Artifact**
**History**
**Immigration**
**Migration**
**Point of View** | **Digital Citizenship**
Responsible use technology independently and with peers.
Know how to be safe online and in digital world.
Conduct safe internet searches.
Evaluate sources and websites and determine if safe for inquiry.
Log out of device to protect account.
Can keep passwords private.
Can create citations identifying the title and author’s name or name of website OR copy and paste the citation from a database.
Understand concept of plagiarism and how to avoid it. |

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# Fourth Grade Integrated Pacing Guide

## 3rd Quarter

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<th>Reading</th>
<th>Writing</th>
<th>Math</th>
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<th>Technology</th>
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</table>
| **Narrative nonfiction**  
*So you want to be an inventor?*  
Skill: Fact and opinion  
Strategy: reading rate, follow written directions  
**Fairy tale**  
*Hewitt Anderson’s Great Big Life*  
Skill: Theme  
Strategy: Self-correct, narrative forms  
**Folktales**  
*Juan Verdades: The Man Who Couldn’t Tell a Lie*  
Skill: Fact/opinion, theme  
Strategy: Self-correct, narrative forms  
**Mystery**  
*The Case of the Too-Hot Apple Cider*  
Skill: Character, Setting, and Plot  
Strategy: Use story structure  
**Realistic Fiction**  
*Because of Winn-Dixie*  
Skill: Character, setting, and plot  
Strategy: Use story structure  
**Diary**  
*My Diary from Here to There*  
Skill: Character, setting, and plot  
Strategy: Use story structure  
**Fantasy**  
*The Cricket in Times Square*  
Skill: Sequence  
Strategy: Ask 3’s, context clues  
**Radical Science**  
*Strangers in Their Own Land*  
**Civics**  
**Mechanics**  
*Take care of device.*  
Understand common file extension names.  
Use search tools to locate files and applications.  
Can use shortcuts.  
**Creative & Critical Thinking**  
*Use device camera to take pictures and video.*  
Create, edit, and format text, visuals, audio, and hyperlinks in digital presentation.  
Find URL of website.  
Use appropriate search strategies to find info.  
Find and use library catalog and databases for inquiry.  
Make notes.  
Organize information using graphic organizers and brainstorming.  
**Communication & Collaboration**  
*Use WP app to write, edit, print, and save.*  
Use menu/tool bar functions in docs.  
Proofread and edit my digital writing.  
Use digital tools to communicate with others to share info.  
Use digital tools to gather info.  
Use digital tools to solve problems.  
Communicate and collaborate in a polite and respectful manner when using technology tools.  
**Digital Citizenship**  
*Responsible use technology independently and with peers.*  
Know how to be safe online and in digital world.  
Conduct safe internet searches.  
Evaluate sources and websites and determine if safe for inquiry.  
Log out of device to protect personal information.  
Can keep passwords private.  
Can create citations identifying the title and author's name or name of website OR copy and paste the citation from a database.  
Understand concept of plagiarism and how to avoid it.  
**Inquiry Project:**  
*Countries*  
**Early Jan.- Late Feb. (6 weeks)*  
**Genre:** Expository Nonfiction  
Students will learn research skills, learn features of expository text and work with a partner to produce a report on the subject that they selected.  
**Academic Vocabulary**  
communicate digital citizenship evaluate expository keywords media research text features  
**Early -Late March (1 week)**  
**Unit:** Writing Performance Task Preparation  
**Informative/Explanatory Writing**  
Students will learn strategies for test writing in informative/explanatory. They will learn to break down the task into parts and to understand what is expected of them.  
**Academic Vocabulary**  
proofread research response source evidence  
**Early March-Late March (3 weeks)**  
**Genre:** Functional Writing  
Students will explore the craft elements of functional writing as they frequently work in partners during this unit of study.  
**December-January**  
Go Math Chap 6 Fractions, Equivalence, and Comparison  
**January-February**  
Go Math Chap 9 Relate Fractions and Decimals  
**February**  
Go Math Chap 10 Two-dimensional figures  
**February**  
4th Grade Math Expressions  
Unit 4  
Angles and Polygons  
Transformations  
**February-March**  
Acuity Mid-year  
**February-March**  
Go Math Chap. 12 Relative size of measurements  
**4th Grade Math Expressions**  
**Unit 12**  
The U.S. Customary System Time and Temp  
**Academic Vocabulary**  
Tenth Decimals Rational number Hundredths Acute angle Obtuse angle Right angle Equilateral triangle Isosceles triangle Scalene triangle Parallel lines Perpendicular lines Intersecting lines Transformation Translation Rotation Reflection Conversion Gram Liter  
**Academic Vocabulary**  
Collision conductor electric charge electric current generate heat insulator kinetic energy light potential energy radiation resistor coil simulate sound source speed transfer transform wave available battery combination device emission fossil fuel fuel generator geothermal energy greenhouse gas hydropower impact natural gas nuclear fuel outcome petroleum pollutant primary scrubber turbine uranium  
**Civics**  
**Government For All of Us**  
**Academic Vocabulary**  
Amendment Ballot Election Governor Unicameral  
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<td>Expository nonfiction</td>
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<td>EARTH'S SYSTEMS</td>
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<td>Mechanics</td>
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<td>Wilderness</td>
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<td>Topic Four: Earth's Features</td>
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<td><em>Skill:</em> Sequence</td>
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<td>Lesson 1: Maps and Data</td>
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<td><em>Strategy:</em> Ask 7s, context clues</td>
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<td>I can read maps to identify</td>
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<td>and compare Earth’s surface</td>
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<td>problems.</td>
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<td>Expository nonfiction</td>
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<td>Lesson 2: Patterns of Earth’s Features</td>
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<td>Welcome to Chinatown Travel Show</td>
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<td>I can identify patterns in</td>
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<td><em>Skill:</em> Character, setting, plot, sequence</td>
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<td>Earth’s surface features.</td>
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<td>Lesson 3: Rocks, Minerals, and Soil</td>
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<td>I can describe how rocks and soil</td>
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<td>I can identify the properties of</td>
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<td>minerals.</td>
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<td>Lesson 4: Weathering and Erosion</td>
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<td>I can use evidence to show</td>
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<td>how weathering and erosion</td>
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<td>change Earth’s surface.</td>
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<td>Topic 5: Earth’s Natural Hazards</td>
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<td>Lesson 1: Tectonic Hazards</td>
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<td>I can describe how volcanic eruptions,</td>
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<td>earthquakes, and tsunamis can impact</td>
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<td>Lesson 2: Weather Hazards</td>
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<td>I can describe how weather hazards</td>
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<td>can affect humans.</td>
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<td>Lesson 3: Impacts of Natural Hazards</td>
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<td>I can explain how natural hazards</td>
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<td>can negatively affect humans.</td>
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<td>I can describe some solutions</td>
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<td>that reduce the impact of natural</td>
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<td>hazards.</td>
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<td>Topic 6: The History of Planet Earth</td>
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<td>Lesson 1: Patterns in Fossils and Rock</td>
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<td>I can identify patterns in</td>
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<td>fossils and rock formations.</td>
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<td>Lesson 2: Evidence of Change from Fossils</td>
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<td>and Rock Formations</td>
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<td>fossils and rock formations to</td>
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<td>explain how a landscape has</td>
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<td>changed over time.</td>
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<td>butte, canyon, characteristic</td>
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<td>key bed, sample, strata</td>
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### Reading Resources

**Expository nonfiction**
- *Wilderness*
  - *Skill:* Sequence
  - *Strategy:* Ask 7s, context clues

**Expository nonfiction**
- *Welcome to Chinatown Travel Show*
  - *Skill:* Character, setting, plot, sequence
  - *Strategy:* context clues, story structure

**Magazine article**
- *Dragons and Dinosaurs*
  - *Skill:* Main ideas, details
  - *Strategy:* Summarize

**Narrative nonfiction**
- *Grand Canyon*
  - *Skill:* Main Ideas, details
  - *Strategy:* Summarize

**Tall Tale**
- *The Banyans*
  - *Skill:* Figurative Language
  - *Strategy:* Re-read

**Historical Fiction**
- *John Muir and Stickeen*
  - *Skill:* Figurative language
  - *Strategy:* re-read

**Informational narrative**
- *Discovering the Atocha*
  - *Skill:* main idea, details; figurative language
  - *Strategy:* re-read, Summarize

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**Compiled by Library Services, Omaha Public Schools**