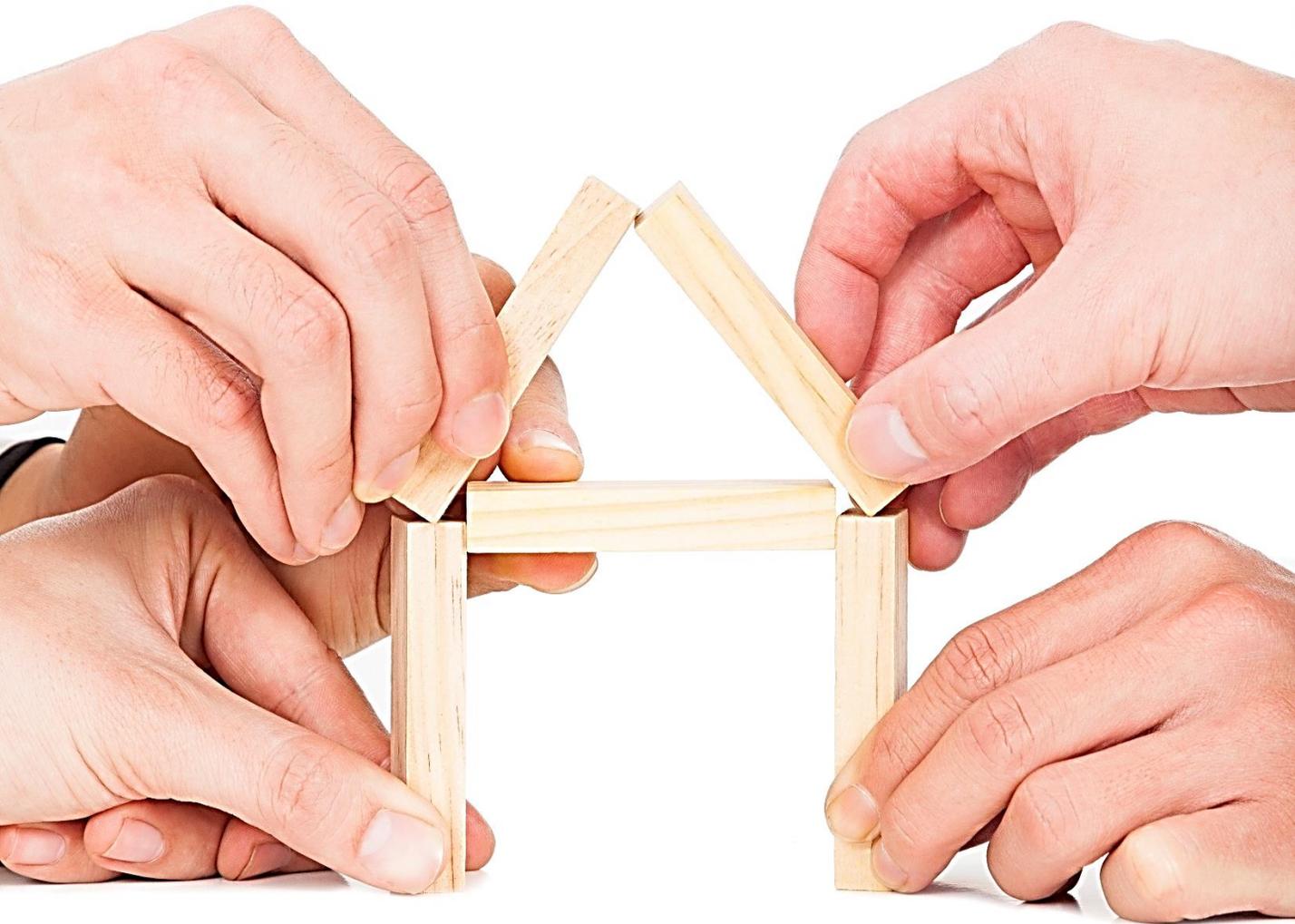


CRAFT AND STRUCTURE ASSESSMENTS



FICTION AND NONFICTION

DIFFERENTIATED FOR GRADES 3-5



HOW TO USE THESE ASSESSMENTS

This pack includes tests that assess standards covering **craft and structure**. I have aligned them with Common Core, but because reading comprehension skills are assessed similarly across the board, you can easily use these even if you don't use Common Core.

In the bottom left-hand corner of each page, there is a symbol. These denote the grade level of the passage and questions.

◆ 2nd grade ▲ 3rd grade ● 4th grade ■ 5th grade

I have written four levels of passages in fiction and nonfiction genres, as well as three levels of questions for each standard. This is to allow for differentiation for your learners. For instance, if a student is reading on a 3rd grade level in 5th grade, you might still give him the 5th grade questions, but give the 3rd grade passage. This will truly assess if he can perform the skill, not if he can read the passage given. Of course, you don't have to do this, it is just one of the many options I've provided in this pack.

I created a variety of long and short passages, as well as questions for each standard for each passage. The questions are not numbered so that you can mix and match them to create a longer test covering the skills you desire, or use them independently. I included the short passages with their grade level appropriate questions on one page*, but also on two separate pages so that you may still mix and match the passage levels and questions if you'd like.

Thank you!

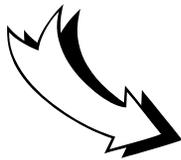
~Jivey ideasbyjivey@gmail.com

*second grade passages do not have questions

HOW TO USE THESE ASSESSMENTS

VERY IMPORTANT FOR THIS SET

Standards RL.4.6, RI.4.6, RI.5.5, and RI.5.6 ask students to use two texts, so there are some question sets that require two passages from this assessment pack to be used in order to answer the questions. They are marked with an asterisk (*) on the table of contents. The questions pages also tell students to use two texts in the directions.



Answer these questions about Ants: Nature's Gardeners AND Melissa's Diary.

R5

What information do you learn in the caption of Ants: Nature's Gardeners that you don't learn in the body of the article?

When ants aerate the soil, what effect does it have?

- The soil isn't as firm.
- Water soaks into the soil.

HOW TO USE THESE ASSESSMENTS

~MIX AND MATCH POSSIBILITIES~

assess MULTIPLE genres AND standards:

<p>Name: _____ Date: _____</p> <p>Days on the Road: Crossing the Plains in 1855 adapted from an excerpt of a book by Sarah Raymond Horden</p> <p>Thursday, July 13 We passed two large ponds of algal. This morning the water had dried up, and the algal was two or three inches thick all over the pond. It looked like ice, until we got close to it. There was a rather serious accident as we were driving across the pond. Mr. Hazelwood's horse went frightened and ran over the edge and gradually slipping it up Mrs. Hazelwood. Her sister and the two women in the wagon Mrs. H. was really wounded, but the others were not hurt. My horse almost died this evening. I have been feeding him locusts. Let Jim cook the grease and alkali flour turned to soap or now in the stomach, and soap is not poison, so he will not die this time. I will take care of him the next time we are near alkali.</p> <p>algal is a chemical that is the stuff of a metal.</p> <p>Answer these questions about Days on the Road: Crossing the Plains in 1855. Which phrase from the letter best helps you understand what algal is?</p> <p>a. We passed two large ponds of algal. b. The algal was two or three inches thick all over the pond. c. The grease and alkali flour turned to soap. d. My horse drank alkali this evening and soap is not poison, so he will not die this time.</p> <p>Write your own sentence to explain algal using information from Sarah's letter.</p> <p>Which word can be used in place of algal in the underlined sentence above?</p> <p>a. wax b. honey c. experience d. hardy</p>	<p>er these questions about Days on the Road.</p> <p>Text features you need to help you understand the text.</p> <p>ch paragraph does Sarah describe the algal?</p> <p>graph 1 b. graph 2 graph 3 d. graph 4</p> <p>Text features help you know it.</p>	<p>er these questions about Days on the Road.</p> <p>is writing the letter?</p> <p>second paragraph as if Mrs. Hazelwood was writing from her point of view.</p>	<p>Name: _____ Date: _____</p> <p>The Nest</p> <p>This morning I was sitting in my sandbox. My older sister always was screaming when she came from the nest. She said they were going to hurt me! Dad always says to me, "Son, I know you like looking of the bees. But remember, they are predators. You must respect them and leave them alone." This morning I was sitting in my sandbox. I was making tracks in the sand for my toy trucks. I looked up just in time to see some bees flying from Mom's nose bushes. They all went to the same tree. I climbed out of my sandbox and walked over to the tree to look. They were going into their hive shaped nest hanging from a branch. There was a hole at the bottom of the funnel. Bees were going in and out of the hole. I looked up a long stick. I pushed it in the hole to see if I could get any honey out. It was just a tiny hole. The bees didn't like it one bit! Suddenly a hundred bees were swarming around me. They were stinging me with their tiny daggers. Their buzzing sounded like a roar in my ears. I ran screaming just like my older sister. I certainly learned my lesson!</p> <p>Answer these questions about The Nest. Which sentence shows a mother of a large child's behavior?</p> <p>a. There was a hole at the bottom of the funnel. b. I looked up a long stick. c. Her buzzing sounded like a roar in my ears. d. I certainly learned my lesson!</p> <p>Did the bees actually have daggers? What are the daggers in the story?</p> <p>What is a synonym for swarming in the underlined sentence in the story?</p> <p>a. flying close b. flying c. heading up d. spreading out</p>
<p>NONFICTION</p>		<p>FICTION</p>	

example- save paper with text and questions on first page (with fiction and nonfiction)

<p>Name: _____ Date: _____</p> <p>The Land of Counterpane adapted from the poem by Robert Louis Stevenson</p> <p>When I was sick and lay in bed, I had two pillows of my head, And all my toys beside me lay To keep me happy all the day.</p> <p>And sometimes for an hour or so I would climb my ladder to go, With differential uniforms and drills, Between the blankets, through the hills.</p> <p>Sometimes I sent my ships in fleets All up and down among the sheets, Or brought my troops and houses out And pitched them all about.</p> <p>I was the great great and the hill That sits upon the pillow-hill, And soon before me lay on my side, The pleasant land of counterpane.</p>  <p>*counterpane: quilt cover, bedspread</p>	<p>er these questions about The Land of Counterpane.</p> <p>many stanzas are in the poem? _____</p> <p>is the rhyme scheme of each stanza?</p> <p>a a b b. a a b b a c d d. a b c a</p> <p>ch stanza does he play with st</p> <p>he playing in bed?</p> <p>a the poem titled The Land of Counterpane is a poem about a child's imagination.</p> <p>is pretending there is a land of counterpane.</p>	<p>er these questions about The Land of Counterpane.</p> <p>om is written in (circle one)</p> <p>st person point of view third person point of view</p> <p>of the following sentences would probably most match the point of view of the narrator?</p> <p>am so bored when I'm sick.</p>	<p>Name: _____ Date: _____</p> <p>The Ant and the Grasshopper adapted from <i>Aesop's Fables</i></p> <p>A silly young cricket who loved to sing Through the warm, sunny months of the summer and spring, Began to complain when he found that of him His partner was empty and winter had come.</p> <p>Not a crumb to be found On the snow-covered ground, Not a flower could he see, None left on a tree.</p> <p>"Oh," said the cricket, "what will become of me?"</p> <p>The cricket was starving. He'd be told All singing with wet and old, freezing with cold. Away he set off to a stooping ant, To see if, to keep him alive, he would grant Her dollar from now.</p> <p>A mouthful of grain He begged only to borrow, And repay it tomorrow. If not he must die all starvation and sorrow.</p> <p>Says the ant to the cricket, "I'm your servant and friend, But how can I ever borrow, we ants never lend. But tell me, dear sir, didn't you store some When the weather was warm for the winter to come?"</p> <p>Cricket replied, "My heart was tight So I sang my way and night, For nature made me want to play" "Oh, says, sir, you say?" So then," said the ant, "and dance winter away."</p>  <p>er these questions about The Ant and the Cricket.</p> <p>any stanzas are in the poem? _____</p> <p>is the rhyme scheme of each stanza?</p> <p>a b a b c c b. a a b b c c d d c d d. a b c a b c d d</p> <p>er stanza does the cricket see that he has no food?</p> <p>caused the cricket to starve?</p> <p>he cricket differs from the ant?</p> <p>he last line important to the poem?</p> <p>shows the ant will help the cricket shows the ant wants to dance with the cricket shows the ant likes winter shows the ant doesn't approve of the cricket's choices</p>
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example- two poems assessing only two standards

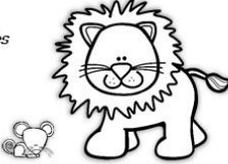
HOW TO USE THESE ASSESSMENTS

~MIX AND MATCH POSSIBILITIES~

assess grade level skills with a lower grade level text:

Name: _____ Date: _____

The Lion and the Mouse
adapted from *Aesop's Fables*



Cast of Characters:
Lion
Mouse

SCENE I

Setting: the forest on a sunny summer day

[Lion sleeps. Mouse scurries by and is frightened to see Lion.]

Mouse: CCCCCCCCCK!

Lion: [catches Mouse by her tail] What do we have

Mouse: Oh, please, Lion! Release me, and one day I

Lion: [laughs] You'll repay me? How could a creature me? I'm the king of the forest!

Mouse: I promise, I will find a way.

Lion: [lets Mouse go] I'm not hungry anyway.

SCENE 2

Setting: a few days later in the forest

[Lion is trapped under a hunter's net. He is roaring forest can hear him. Mouse hears him, too.]

Mouse: [chews on the rope] Stay still, Lion! I will find a way to release Lion from the net! You laughed at the idea I told you I would repay you!

Lion: [climbs out from under the net] Now I know, you, kind mouse.

Answer these questions about The Lion and The Mouse.

What is the meaning of scurries?

- a. sits
- c. eats

Answer these questions about The Lion and The Mouse.

In which scene does Mouse beg for her life? _____

- Which ser
- a. What
 - b. How c
 - c. I will
 - d. I told

Answer these questions about The Lion and the Mouse.

Which of the following sentences would probably most match the point of view of Lion in Scene 1?

- a. Mouse is ridiculous if she thinks she can help me.
- b. Mouse is so kind.
- c. Mouse is stronger than she looks!
- d. Mouse was a tasty snack.

Write this drama as a story told from Mouse's point of view:

Name the _____

[Lion]

- a. stan
- b. stag
- c. cast
- d. dialc

2nd grade level text

4th grade level questions

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CRAFT AND STRUCTURE

For easy access to each passage, click through the Adobe PDF bookmarks. If your bookmark panel is not open, click on the triangle arrow on the left edge on the side of your screen.

FICTION PASSAGES ▲ 3 rd grade	passage only	one page passage w/questions
THE LAND OF COUNTERPANE (POEM)	p. 16	N/A
PANDORA'S BOX	p. 23	N/A
THE NEST	p. 30	p. 37-39
THE ANT AND THE CRICKET (POEM)	p. 40	N/A
THE LION AND THE MOUSE (DRAMA)	p. 47	N/A
THE DOG	p. 54	p. 61-63

FICTION PASSAGES ● 4 th grade	passage only	one page passage w/questions
THE LAND OF COUNTERPANE (POEM)	p. 115	N/A
PANDORA'S BOX	p. 122	N/A
THE NEST	p. 129	p. 136-138
THE ANT AND THE CRICKET (POEM)	p. 139	N/A
THE LION AND THE MOUSE (DRAMA)	p. 146	N/A
THE DOG	p. 153	p. 158-159

FICTION PASSAGES ■ 5 th grade	passage only	one page passage w/questions
THE LAND OF COUNTERPANE (POEM)	p. 208	N/A
PANDORA'S BOX	p. 215	N/A
THE NEST	p. 222	p. 229-231
THE ANT AND THE CRICKET (POEM)	p. 232	N/A
THE LION AND THE MOUSE (DRAMA)	p. 239	N/A
THE DOG	p. 246	p. 253-255

SECOND GRADE LEVEL PASSAGES ◆	p. 293-299	N/A
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CRAFT AND STRUCTURE

For easy access to each passage, click through the Adobe PDF bookmarks. If your bookmark panel is not open, click on the triangle arrow on the left edge on the side of your screen.

NONFICTION PASSAGES ▲ 3 rd grade	passage only	one page passage w/questions
UNDERWATER FORESTS	p. 65	N/A
ANTS: NATURE'S GARDENERS	p. 72	N/A
MELISSA'S DIARY	p. 79	p. 86-88
ANTI-SUFFRAGE FOR WOMEN	p. 89	N/A
THE REPUBLIC NEWSPAPER	p. 96	N/A
DAYS ON THE ROAD	p. 103	p. 110-112

NONFICTION PASSAGES ● 4 th grade	passage only	one page passage w/questions
UNDERWATER FORESTS	p. 163	N/A
ANTS: NATURE'S GARDENERS	p. 170	N/A
MELISSA'S DIARY	p. 175	p. 182-183
ANTI-SUFFRAGE FOR WOMEN	p. 184	N/A
THE REPUBLIC NEWSPAPER	p. 189	N/A
DAYS ON THE ROAD	p. 196	p. 203-205

NONFICTION PASSAGES ■ 5 th grade	passage only	one page passage w/questions
UNDERWATER FORESTS	p. 257	N/A
ANTS: NATURE'S GARDENERS	p. 264	N/A
MELISSA'S DIARY	p. 267	p. 274
ANTI-SUFFRAGE FOR WOMEN	p. 275	N/A
THE REPUBLIC NEWSPAPER	p. 278	N/A
DAYS ON THE ROAD/TRIP ACROSS THE PLAINS	p. 285	N/A

SECOND GRADE LEVEL PASSAGES ◆	p. 300-306	N/A
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CRAFT AND STRUCTURE

R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

QUESTIONS ONLY

▲ 3rd grade ● 4th grade ■ 5th grade

FICTION PASSAGES

THE LAND OF COUNTERPANE (POEM)	p. 17-18	p. 116-117	p. 209-210
PANDORA'S BOX	p. 24-25	p. 123-124	p. 216-217
THE NEST	p. 31-32	p. 130-131	p. 223-224
THE ANT AND THE CRICKET (POEM)	p. 41-42	p. 140-141	p. 233-234
THE LION AND THE MOUSE (DRAMA)	p. 48-49	p. 147-148	p. 240-241
THE DOG	p. 55-56	p. 154-155	p. 247-248

NONFICTION PASSAGES

UNDERWATER FORESTS	p. 66-67	p. 164-165	p. 258-259
ANTS: NATURE'S GARDENERS	p. 73-74	p. 171-172	p. 265-266
MELISSA'S DIARY	p. 80-81	p. 176-177	p. 268-269
ANTI-SUFFRAGE FOR WOMEN	p. 90-91	p. 185-186	p. 276-277
THE REPUBLIC NEWSPAPER	p. 97-98	p. 190-191	p. 279-280
DAYS ON THE ROAD*	p. 104-105	p. 197-198	p. 286-287

*5th grade also includes a second letter- Trip Across the Plains- 3rd grade version on page 113 and 4th grade version on page 206

answer keys located after each question page

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CRAFT AND STRUCTURE

R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

QUESTIONS ONLY

▲ 3rd grade ● 4th grade ■ 5th grade

FICTION PASSAGES

THE LAND OF COUNTERPANE (POEM)	p. 19-20	p. 118-119	p. 211-212
PANDORA'S BOX	p. 26-27	p. 125-126	p. 218-219
THE NEST	p. 33-34	p. 132-133	p. 225-226
THE ANT AND THE CRICKET (POEM)	p. 43-44	p. 142-143	p. 235-236
THE LION AND THE MOUSE (DRAMA)	p. 50-51	p. 149-150	p. 242-243
THE DOG	p. 57-58	p. 156-157	p. 249-250

NONFICTION PASSAGES

UNDERWATER FORESTS	p. 68-69	p. 166-167	p. 260-261
ANTS: NATURE'S GARDENERS	p. 75-76	p. 173-174	p. 270-271*
MELISSA'S DIARY	p. 82-83	p. 178-179	p. 270-271*
ANTI-SUFFRAGE FOR WOMEN	p. 92-93	p. 187-188	p. 281-282*
THE REPUBLIC NEWSPAPER	p. 99-100	p. 192-193	p. 281-282*
DAYS ON THE ROAD*	p. 106-107	p. 199-200	p. 288-289

*5th grade also includes a second letter- Trip Across the Plains- 3rd grade version on page 113 and 4th grade version on page 206

answer keys located after each question page

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CRAFT AND STRUCTURE

R.6 Assess how point of view or purpose shapes the content and style of a text.

QUESTIONS ONLY

▲ 3rd grade ● 4th grade ■ 5th grade

FICTION PASSAGES

THE LAND OF COUNTERPANE (POEM)	p. 21-22	p. 120-121	p. 213-214
PANDORA'S BOX	p. 28-29	p. 127-128	p. 220-221
THE NEST	p. 35-36	p. 134-135	p. 227-228
THE ANT AND THE CRICKET (POEM)	p. 45-46	p. 144-145	p. 237-238
THE LION AND THE MOUSE (DRAMA)	p. 52-53	p. 151-152	p. 244-245
THE DOG*	p. 59-60	p. 161-162*	p. 251-252

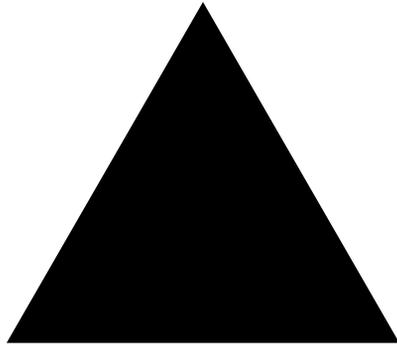
NONFICTION PASSAGES

UNDERWATER FORESTS	p. 70-71	p. 168-169	p. 262-263
ANTS: NATURE'S GARDENERS	p. 77-78	p. 180-181*	p. 272-273*
MELISSA'S DIARY	p. 84-85	p. 180-181*	p. 272-273*
ANTI-SUFFRAGE FOR WOMEN	p. 94-95	p. 194-195*	p. 283-284*
THE REPUBLIC NEWSPAPER	p. 101-102	p. 194-195*	p. 283-284*
DAYS ON THE ROAD*	p. 108-109	p. 201-202	p. 290-291

*4th grade also includes a second story- Coming Home- 3rd grade version is on page 64 and 5th grade version is on page 256

*5th grade also includes a second letter- Trip Across the Plains- 3rd grade version on page 113 and 4th grade version on page 206

answer keys located after each question page



3RD

GRADE

Underwater Forests

When you think of forests, you probably think of those on land, like pine forests or rainforests. But did you know there are underwater forests, too? These forests are filled with hundreds of living things, including plants called algae. Sometimes this algae is called seaweed.

One type of seaweed is a brown alga called giant kelp. It is the tallest of all the underwater plants. Kelp is a fast-growing plant that lives in cool, shallow ocean water. It can grow over 100 feet long each year, growing as long as 100 feet! A small area of kelp is called a bed. The large areas are called kelp forests. These underwater forests stretch for miles along the west coast of North America.

Giant kelp has a stem called a stipe. A stipe is like a thick, flexible piece of rope. This helps the kelp bend and wave as the water moves. Leaf-like blades grow from the stipe. These blades provide shelter for many types of fish.

The same way that land plants use the sun's energy in their leaves to make food, kelp uses the sun's energy to make food in its blades. Most types of kelp have air pods filled with air on the stipe near the blades. These pods are called bladders. The bladders help the kelp blades float to the surface to absorb sunlight.

One way kelp differs from land plants is that it doesn't have roots. Instead, the base of the plant is a giant, tangled cluster of "fingers" called the holdfast. The holdfast acts as an anchor. It grips onto rocks on the sea floor to keep the kelp in place. An animal called a sea urchin will often eat through the holdfast, releasing it from its location.

Many animals use large kelp forests for protection from predators. Sea otters, sea lions, seals, and gray whales hide in kelp from sharks and killer whales. They also eat the fish living there. Sea otters eat the sea urchins that can damage or kill the kelp as well. Birds feed on the fish, shrimp, jellyfish, and snails that live in and on the kelp. There is so much life in this ecosystem!



Answer these questions about Underwater Forests.

What is a stipe?

- a. blade
- b. rope
- c. stem
- d. plant

The author describes a stipe, "like a thick, flexible piece of rope." How does this help the reader understand the text?

PREVIEW

Which word can be used in place of stretch in the following sentence?

These underwater forests stretch for miles along the west coast of North America.

- a. bounce
- b. exercise
- c. give
- d. spread

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Why did the author write "fingers" (in quotation marks) in the following sentence?

The base of the plant is a giant, tangled cluster of "fingers" called the holdfast.

- a. someone is speaking
- b. they aren't actually fingers, but it's a way to describe the holdfast
- c. it's the title of a chapter in a book
- d. the author couldn't think of another word

JIVEY

Write your own sentence to explain a kelp's holdfast:

Answer these questions about Underwater Forests.

What is a stipe?

- a. blade
- b. rope
- c. stem
- d. plant

The author describes a stipe, "like a thick, flexible piece of rope." How does this help the reader understand the stipe?

It helps the reader understand the stipe is not a thin, firm stem like most land plants have.

Which word can be used in place of stretch in the following sentence?

These underwater forests stretch for miles along the west coast of North America.

- a. bounce
- b. exercise
- c. give
- d. spread

Why did the author write "fingers" (in quotation marks) in the following sentence?

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- c. it's the title of a chapter in a book
- d. the author couldn't think of another word

Write your own sentence to explain a kelp's holdfast:

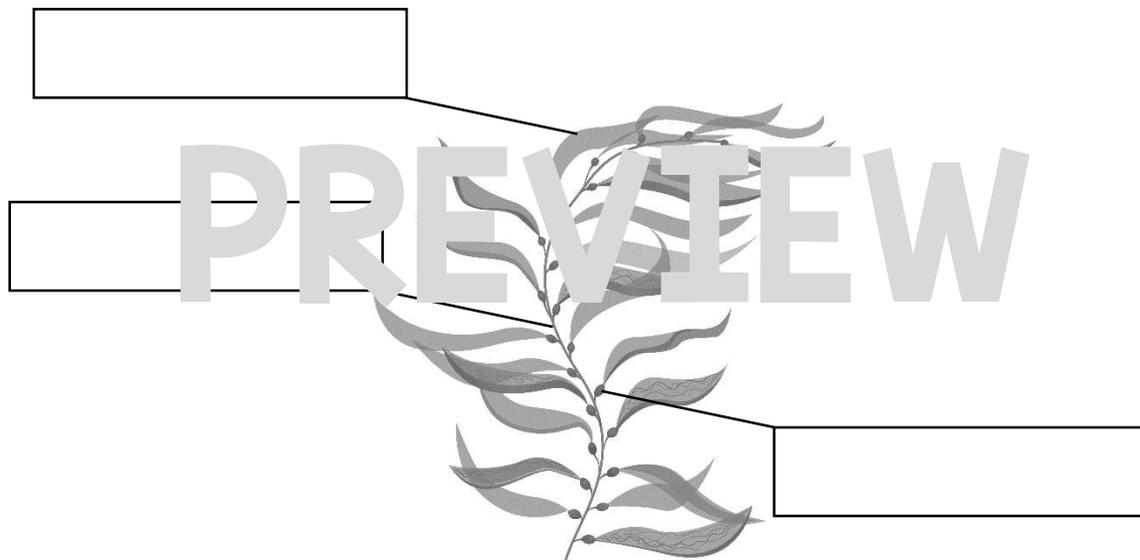
Answers will vary.

Possibility: A kelp's holdfast keeps the plant in place by wrapping around a rock.

Answer these questions about Underwater Forests.

Use the information from the passage to label the illustration of kelp:

bladder blade stipe



The illustration does not include the label for the stipe. Using the description from the passage, draw the label for the stipe on the illustration above and label it.

In the website image below, draw a rectangle around the sidebar link that would help you find more information about the creatures that live in kelp. Circle the sidebar link that would help you see where giant kelp lives.

www.aquariuminfo.org



Check out our newest exhibit at the aquarium: the kelp exhibit! You will see these dred-foot plants up close! The exhibit is full of these brown algae plants, along with fish, crustaceans, and snails that are all native to the Pacific Ocean.

Visit the Aquarium

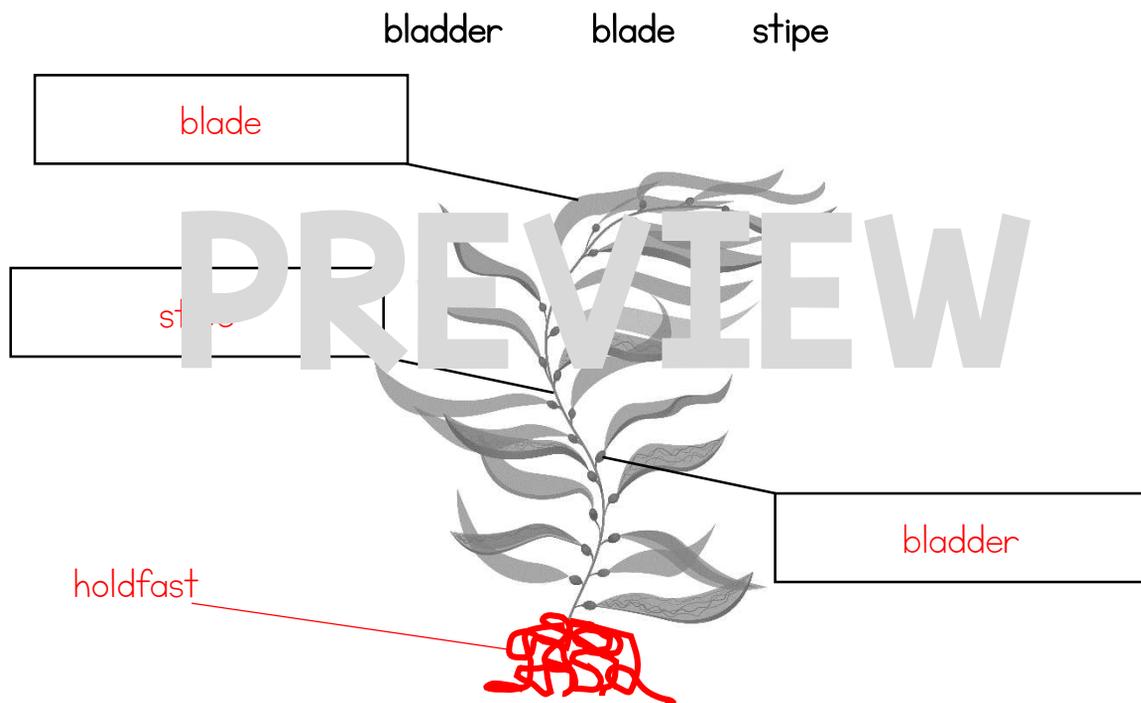
- Directions/Map
- Cost

Kelp Exhibit

- Animal Guide
- Kelp Bed Maps
- Preservation

Answer these questions about Underwater Forests.

Use the information from the passage to label the illustration of kelp:



The illustration does not include the holdfast. Using the description from the passage, draw the holdfast on the illustration above and label it.

In the website image below, draw a rectangle around the sidebar link that would help you find more information about the creatures that live in kelp. Circle the sidebar link that would help you see where giant kelp lives.

www.aquariuminfo.org



Check out our newest exhibit at the aquarium: the kelp exhibit! You will see these dred-not plants up close! The exhibit is full of these brown algae plants, along with fish, crustaceans, and snails that are all native to the Pacific Ocean.

Visit the Aquarium

- Directions/Map
- Cost

Kelp Exhibit

- Animal Guide
- Kelp Bed Maps
- Preservation

Answer these questions about Underwater Forests.

Which of the following sentences would probably most match the point of view of the author of the passage?

- a. Kelp is similar to land plants, with a few differences.
- b. Kelp forests lead predators to their prey.
- c. Sea urchins are harmful to giant kelp.
- d. Kelp is not necessary for animals' survival.

Write at least one detail from the passage that supports the author's point of view that sea urchins are harmful to kelp.

Giant kelp forests off the coast of Australia have been classified as endangered in 2012. After reading the passage, why do you think it is important for giant kelp to be protected?

Answer these questions about Underwater Forests.

Which of the following sentences would probably most match the point of view of the author of the passage?

- a. Kelp is similar to land plants, with a few differences.
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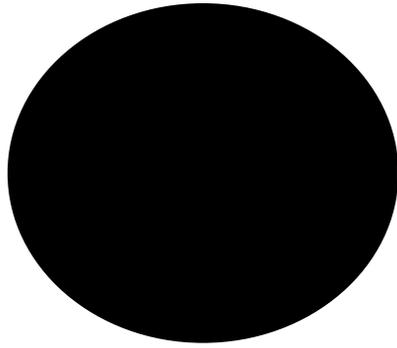
Write at least one detail from the passage that supports the author's point of view that sea urchins are harmful to kelp.

A sea urchin eats through the holdfast, releasing it from its location. Sea urchins damage and kill kelp.

Giant kelp forests off the coast of Australia have been classified as endangered in 2012. After reading the passage, why do you think it is important for giant kelp to be protected?

Answers will vary.

Possibility: There is so much life in kelp forests. Animals rely on it for protection and food.



4TH

GRADE

Underwater Forests

When you think of forests, you probably think of those on land, like pine forests or rainforests. But did you know there are underwater forests, too? These forests are filled with hundreds of living organisms, including plants called algae. Sometimes this algae is called seaweed.

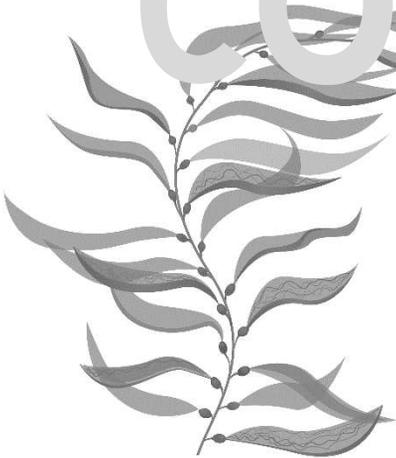
One type of seaweed is a brown plant called giant kelp: the tallest of all the underwater plants. Kelp is a fast-growing plant that lives in cool, shallow ocean water. It can grow over one foot longer each day, growing as long as 100 feet! A small area of kelp is called a bed, while the large areas are called kelp forests. These underwater forests stretch for miles along the west coast of North America.

Giant kelp has a stem called a stipe. A stipe is like a thick, flexible piece of rope which helps the kelp bend and wave as the water moves. Leaf-like blades grow from the stipe and provide shelter for many types of fish.

The same way that land plants use the sun's energy in their leaves to make food, kelp uses the sun's energy to make food in its blades. Most types of kelp have little pockets filled with gas, called bladders, on the stipe near the blades. The bladders help the kelp blades float to the surface to absorb sunlight.

One way kelp differs from land plants is that it doesn't have roots. Instead, the base of the plant is a giant, tangled cluster of "fingers" called the holdfast. Acting as an anchor, it grips onto rocks on the sea floor to keep the kelp in place. An animal called a sea urchin will often eat through the holdfast, releasing it from its position.

Many animals such as sea otters, sea lions, seals, and gray whales use large kelp forests for protection, hiding from predators like sharks and killer whales. They also eat the fish living there. Sea otters eat the sea urchins that can damage or kill the kelp as well. Birds feed on the fish, shrimp, jellyfish, and snails that live in and on the kelp. There is so much life in this ecosystem!



Answer these questions about Underwater Forests.

What is a stipe?

- a. blade
- b. rope
- c. stem
- d. plant

The author describes a stipe, "like a thick, flexible piece of rope." How does this help the reader understand the text?

Which of these words is the closest to the meaning of the word stretch?

These underwater forests stretch for miles along the west coast of North America.

- a. bounce
- b. exercise
- c. give
- d. spread

Why did the author write "fingers" (in quotation marks) in the following sentence?

The base of the plant is a giant, tangled cluster of "fingers" called the holdfast.

- a. someone is speaking
- b. they aren't actually fingers, but it's a way to describe the holdfast
- c. it's the title of a chapter in a book
- d. the author couldn't think of another word

Write your own sentence to explain a kelp's holdfast:

Answer these questions about Underwater Forests.

What is a stipe?

- a. blade
- b. rope
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The author describes a stipe, "like a thick, flexible piece of rope." How does this help the reader understand the stipe?

It helps the reader understand the stipe is not a thin, firm stem like most land plants have.

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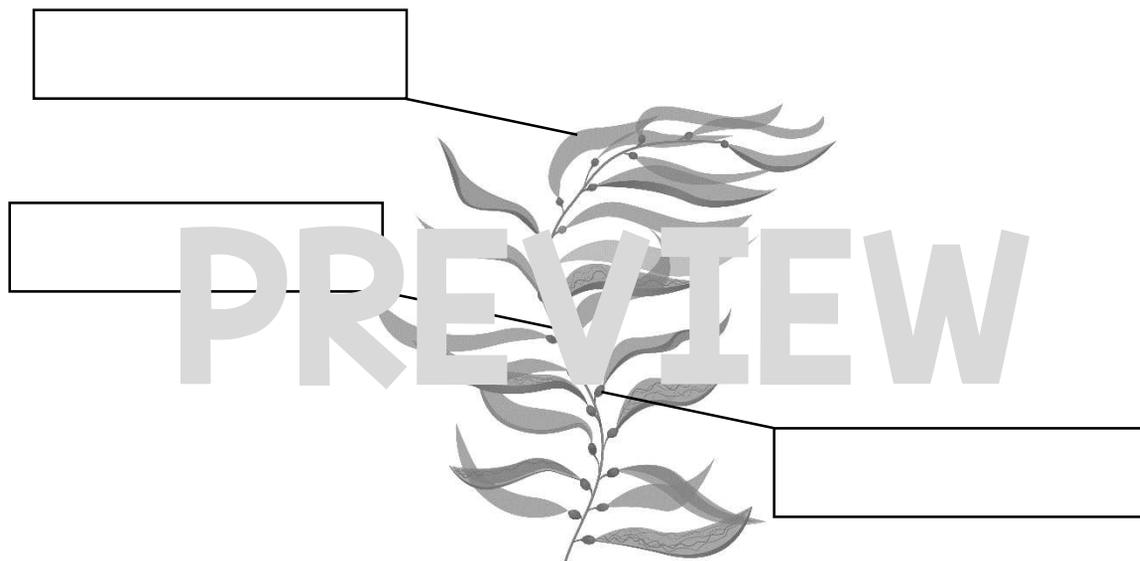
Write your own sentence to explain a kelp's holdfast:

Answers will vary.

Possibility: A kelp's holdfast keeps the plant in place by wrapping around a rock.

Answer these questions about Underwater Forests.

Use the information from the passage to label the illustration of kelp:



The illustration did not include the **holdfast**. Using the description from the passage, draw the holdfast on the illustration above and label it.

How are the ideas in this passage mostly organized?

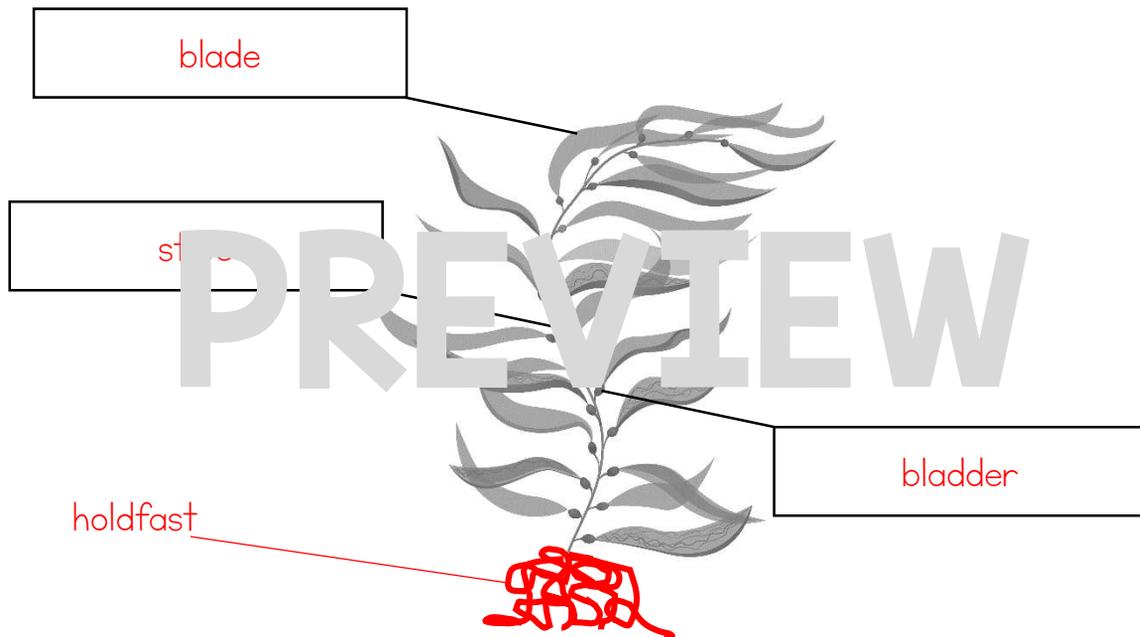
- in chronological order to tell the sequence of kelp's growth
- through compare and contrast of land and underwater plants
- as a problem/solution of how kelp protects animals
- through cause and effect of animals endangering kelp

What can cause kelp to die?

- | | |
|--|---------------------------------|
| a. urchins eat through the holdfast | b. sea otters eat urchins |
| c. gray whales hide in kelp and eat fish | d. urchins live in the holdfast |

Answer these questions about Underwater Forests.

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Answer these questions about Underwater Forests.

Which of the following sentences would probably most match the point of view of the author of the passage?

- Kelp is similar to land plants, with a few differences.
- Kelp forests lead predators to their prey.
- Sea urchins are harmful to giant kelp.
- Kelp is not necessary for animals' survival.

Write at least one detail from the passage that supports the author's point of view that sea urchins are harmful to kelp.

Giant kelp forests off the coast of Australia have been classified as endangered in 2012. After reading the passage, why do you think it is important for giant kelp to be protected?

Answer these questions about Underwater Forests.

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Write at least one detail from the passage that supports the author's point of view that sea urchins are harmful to kelp.

A sea urchin eats through the holdfast, releasing it from its location. Sea urchins damage and kill kelp.

Giant kelp forests off the coast of Australia have been classified as endangered in 2012. After reading the passage, why do you think it is important for giant kelp to be protected?

Answers will vary.

Possibility: There is so much life in kelp forests. Animals rely on it for protection and food.



5TH

GRADE

Underwater Forests

When you think of forests, you probably think of those on land, like pine forests or rainforests. But did you know there are underwater forests, too? These forests are filled with hundreds of living organisms, including plants called algae. Sometimes this algae is called seaweed.

One type of seaweed is a brown alga called giant kelp; the tallest of all the underwater algae. Kelp is a rapid-growing plant that lives in cool, shallow ocean water. It can grow over one foot longer each day, measuring as long as 100 feet full-grown! A small region of kelp is called a bed, while the large expanses are called kelp forests. These underwater forests stretch for miles along the west coast of North America.

Giant kelp has a stem called a stipe. A stipe is like a thick, flexible piece of rope which helps the kelp bend and sway as the water moves. Leaf-like blades grow from the stipe and provide shelter for many types of fish.

The same way that land plants use the sun's energy in their leaves to make food, kelp uses the sun's energy to make food in its blades. Most types of kelp have little pockets filled with gas, called bladders, on the stipe near the blades. The bladders help the kelp blades float to the surface to absorb sunlight.

Contrasting land plants, kelp doesn't have roots. Instead, the base of the plant is a giant, tangled cluster of "fingers" called the holdfast. Acting as an anchor, it grasps onto rocks on the sea floor to keep the kelp in place. An organism called a sea urchin will often eat through the holdfast, releasing it from its location.

Many mammals such as sea otters, sea lions, seals, and gray whales use the vast kelp forests for protection, hiding from predators like sharks and killer whales. They consume the fish living there, and the sea otters eat the sea urchins that can damage or kill the kelp. Birds feed on the fish, shrimp, jellyfish, and snails that live in and on the kelp. There is so much life in this ecosystem!



Answer these questions about Underwater Forests.

What is a stipe?

- a. blade
- b. rope
- c. stem
- d. plant

What does the simile, “like a thick, flexible piece of rope,” compare? How does this help the reader?

Which of these words is the closest to the meaning of the word stretch?

These underwater forests stretch for miles along the west coast of North America.

- a. bounce
- b. exercise
- c. give
- d. speak

Why did the author write “fingers” (in quotation marks) in the following sentence?

The base of the plant is a giant, tangled cluster of “fingers” called the holdfast.

- a. someone is speaking
- b. they aren’t actually fingers, but it’s a way to describe the holdfast
- c. it’s the title of a chapter in a book
- d. the author couldn’t think of another word

Write your own sentence to explain a kelp’s holdfast:

Answer these questions about Underwater Forests.

What is a stipe?

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What does the simile, “like a thick, flexible piece of rope,” compare? How does this help the reader?

The simile is comparing the stipe to a piece of rope. It helps the reader understand the stipe is not a thin, firm stem like most land plants have.

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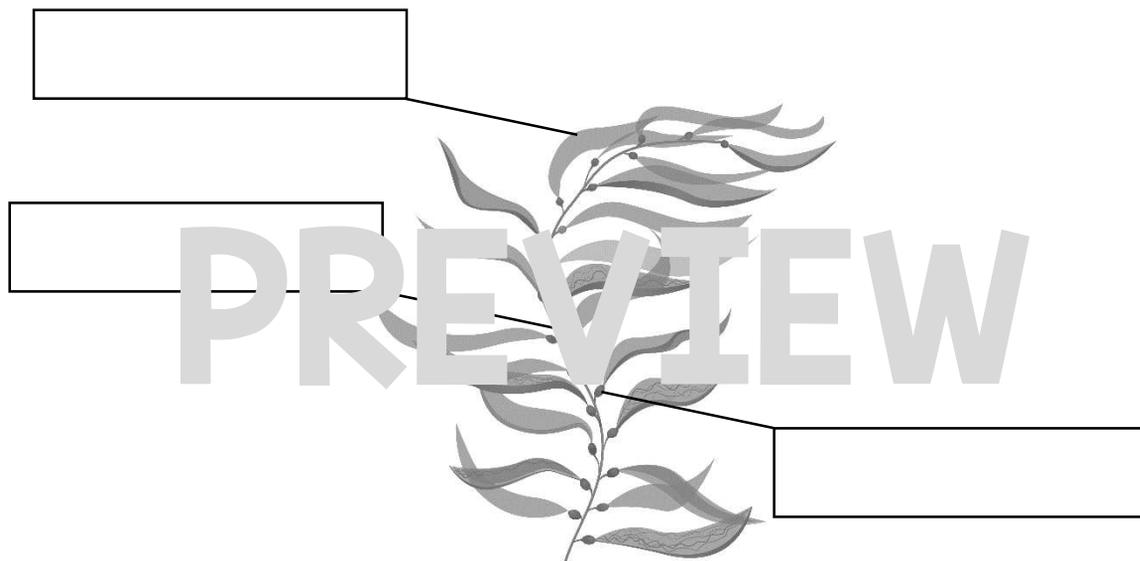
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Possibility: A kelp's holdfast keeps the plant in place by wrapping around a rock.

Answer these questions about Underwater Forests.

Use the information from the passage to label the illustration of kelp:



The illustration did not include the **holdfast**. Using the description from the passage, draw the holdfast on the illustration above and label it.

How are the ideas in this passage mostly organized?

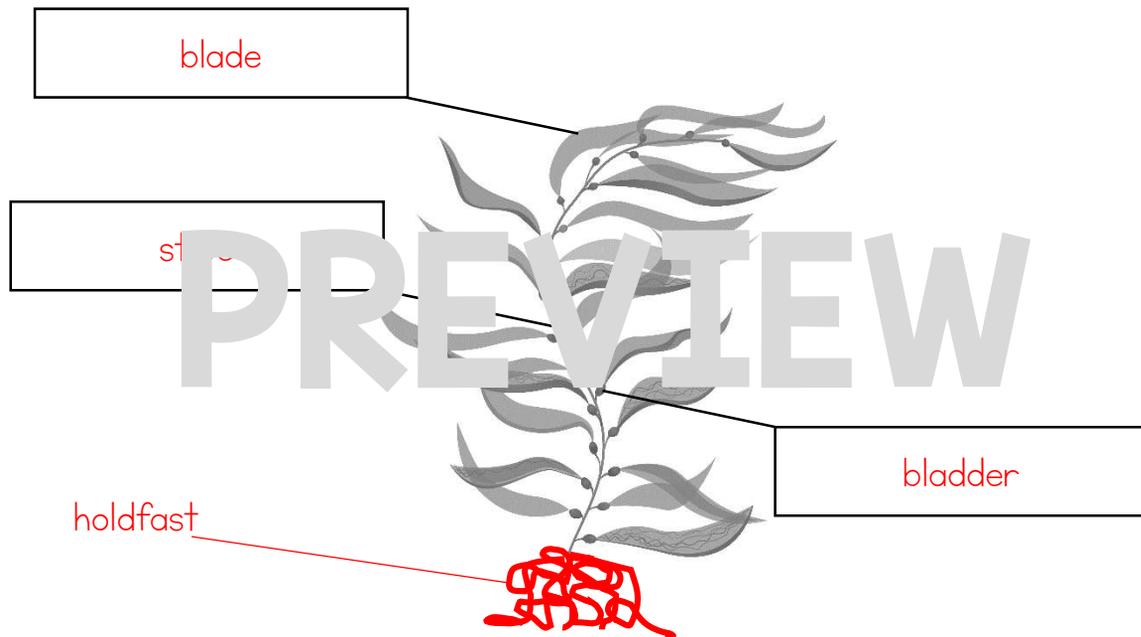
- in chronological order to tell the sequence of kelp's growth
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What effect can a sea urchin have on kelp?

- | | |
|---------------------------------|---------------------------------|
| a. urchins eat the holdfast | b. sea otters eat urchins |
| c. urchins damage and kill kelp | d. urchins live in the holdfast |

Answer these questions about Underwater Forests.

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What effect can a sea urchin have on kelp?

- a. urchins eat the holdfast
- b. sea otters eat urchins
- c. urchins damage and kill kelp
- d. urchins live in the holdfast

Answer these questions about Underwater Forests.

SEA URCHINS

Sea urchins are vital to the ocean ecosystem. Sea urchins have many predators, and if the sea urchin population decreased, the animals that eat them would begin to die off. An overpopulation of sea urchins can also be harmful. One predator of the sea urchin, the sea otter, used to be hunted by humans for its fur. At one time, the sea otter population became so small because of overhunting that there was a massive increase of sea urchins. Sea urchins feed on seaweed and kelp. In this increase of sea urchins, seaweed and kelp was being eliminated.

Which statement best expresses the point of view of the author of Sea Urchins?

- It is important for there to be a balance of living things in an ecosystem.
- The sea urchin is more harmful than helpful.
- Sea otters are not beneficial to the ocean ecosystem.
- An increase in the sea urchin population would not affect the ocean ecosystem.

Write at least one detail from the passage, Underwater Forests, that supports the author's point of view that sea urchins are harmful to kelp.

How does the point of view of the author of Underwater Forests differ from the author of Sea Urchins? How are they similar?

Answer these questions about Underwater Forests.

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Sea urchins are vital to the ocean ecosystem. Sea urchins have many predators, and if the sea urchin population decreased, the animals that eat them would begin to die off. An overpopulation of sea urchins can also be harmful. One predator of the sea urchin, the sea otter, used to be hunted by humans for its fur. At one time, the sea otter population became so small because of overhunting that there was a massive increase of sea urchins. Sea urchins feed on seaweed and kelp, and this increase of sea urchins, seaweed and kelp was being eliminated.

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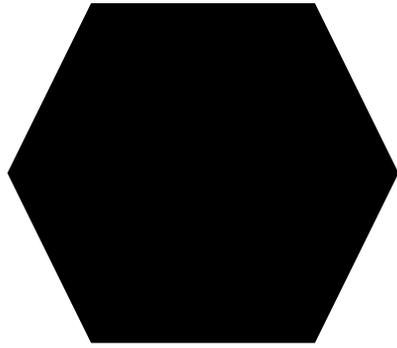
Write at least one detail from the passage, Underwater Forests, that supports the author's point of view that sea urchins are harmful to kelp.

A sea urchin eats through the holdfast, releasing it from its location. Sea urchins damage and kill kelp.

How does the point of view of the author of Underwater Forests differ from the author of Sea Urchins? How are they similar?

The author of Underwater Forests shares how sea urchins are harmful to kelp.

Although the author of Sea Urchins discusses how it can harm kelp, there is a bigger focus on how sea urchins are important to the ecosystem.



2ND

GRADE

Underwater Forests

When you think of forests, you probably think of those on land, like pine forests or rainforests. But did you know there are underwater forests, too? These forests are filled with hundreds of living things. Plants called algae live in these forests. Sometimes this algae is called seaweed.

One type of seaweed is a brown alga. It is called giant kelp. It is the tallest of all the underwater plants. Kelp is a fast-growing plant that lives in cool, shallow ocean water. It can grow over 100 feet long each day. Kelp can grow as long as 100 feet! A small area of kelp is called a bed. The large areas are called kelp forests. These underwater forests stretch for miles along the west coast of North America.

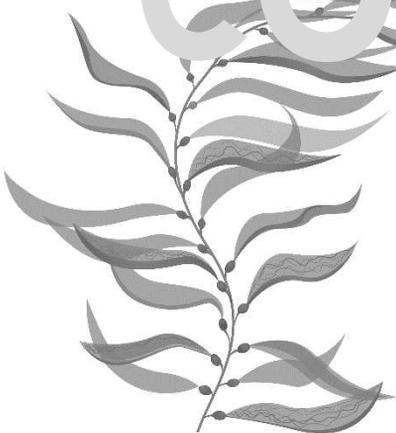
Giant kelp has a stem called a stipe. A stipe is like a thick, flexible piece of rope. This helps the kelp bend and wave as the water moves. Leaf-like blades grow from the stipe. These blades give a home to many types of fish.

Land plants use the sun's energy in their leaves to make food. Kelp also uses the sun's energy to make food in its blades. Most types of kelp have little air-filled pods. The pods are filled with air. They are on the stipe near the blades. These pods are called bladders.

The bladders help the kelp blades float to get sunlight.

One way kelp differs from land plants is that it doesn't have roots. Instead, the base of the plant is a giant, tangled cluster of "fingers" called the holdfast. The holdfast acts as an anchor. It grips onto rocks on the sea floor to keep the kelp in place. An animal called a sea urchin will often eat through the holdfast. The kelp is then loose and drifts from its location.

Many animals use large kelp forests to stay safe from predators. Sea otters, sea lions, seals, and gray whales hide in kelp from sharks and killer whales. They also eat the fish living there. Sea otters eat the sea urchins that can damage or kill the kelp as well. Birds feed on the fish, shrimp, jellyfish, and snails that live in and on the kelp. There is so much life in this ecosystem!





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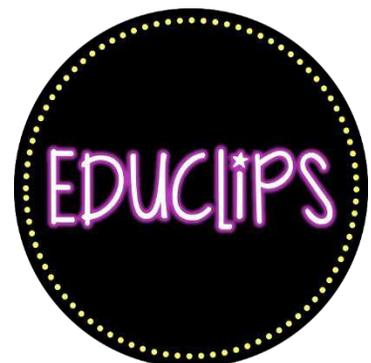
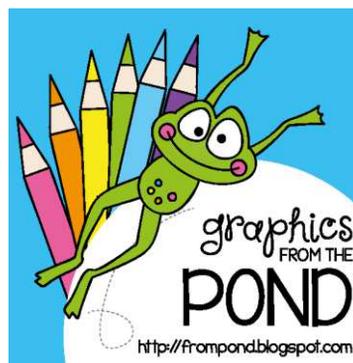
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