Meadow Meaning Map

Use connected ideas to unlock precise word meanings.

CCSS.ELA-Literacy.L.6.5b "Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline at least six pairs of connected words or ideas in the passage. Write C/E for cause and effect, P/W for part and whole, or I/C for item and category above each pair.

A Meadow Underwater

1. Near many coastlines, seagrass meadows form underwater fields. Their long blades slow moving water, so loose sand settles on the seafloor instead of clouding the water. Clearer water lets more sunlight reach the plants. With more light, seagrass can make food and grow. In turn, a thicker meadow gives young fish places to hide from predators. A change in water movement can therefore affect sand, light, plants, and animals throughout the entire meadow ecosystem over time.

2. A seagrass plant has several useful parts. Roots anchor the plant in sand, while stems carry blades upward toward sunlight. Each blade is a narrow, grasslike leaf. Tiny spaces inside the plant carry gases through its tissues. Flowers may form seeds, which can grow into new plants. When scientists inspect a meadow, they may count shoots, the leaf-bearing stems that rise from the seafloor. Examining these parts helps researchers judge the health of the whole meadow.

3. Animals use the meadow in different ways. Pipefish, which are fish with long, slender bodies, drift among the blades and avoid notice. Sea turtles are reptiles, and some species graze on seagrass leaves. Blue crabs are crustaceans. Their hard outer shells and jointed legs differ from the bodies of fish or turtles. These animal groups, along with snails and shrimp, make the meadow a busy habitat. Knowing an animal's category can hint at its body features and behavior.

2 ANSWER WITH EVIDENCE

Use the passage

1. In paragraph 1, what causes loose sand to settle on the seafloor?

2. How does the cause-and-effect chain in paragraph 1 explain why a thicker meadow gives young fish places to hide?

3. In paragraph 2, how does calling a blade a leaf help you understand the word blade?

4. Which category does the passage give for blue crabs, and what body features named in the passage fit that category?

3 YOUR TURN

Your own words

Write exactly three sentences about an object or animal not named in the passage. Show one item/category relationship, one part/whole relationship, and one cause/effect relationship.

ANSWER KEY

Meadow Meaning Map

GRADE 6 · L.6.5b

PART 1 · READ AND MARK

Underline at least six pairs of connected words or ideas in the passage. Write C/E for cause and effect, P/W for part and whole, or I/C for item and category above each pair. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In paragraph 1, what causes loose sand to settle on the seafloor?	**The long seagrass blades slow the moving water.**
2	How does the cause-and-effect chain in paragraph 1 explain why a thicker meadow gives young fish places to hide?	**More light helps seagrass make food and grow, creating a thicker meadow where young fish can hide.**
3	In paragraph 2, how does calling a blade a leaf help you understand the word blade?	**A blade is a narrow, grasslike leaf that is part of a seagrass plant.**
4	Which category does the passage give for blue crabs, and what body features named in the passage fit that category?	**Blue crabs are crustaceans. They have hard outer shells and jointed legs.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A bicycle is a vehicle. Its pedals, chain, and wheels are parts of the bicycle. When a rider pushes the pedals, the chain turns and the wheels move.

Accept accurate relationships stated in different words when they match the passage. For the open task, accept any three-sentence response that correctly includes all three relationship types and uses an object or animal not named in the passage.