Tide Pool Trail

Use headings and key sentences to find information quickly.

5.P.EICC.3.b "Scan and skim the text, making note of structures and sections that might be most useful. (I)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the three all-caps section headings. In each section, circle one sentence that would help a reader quickly decide whether that section has needed information.

Life in a Tide Pool

1. WHERE TIDE POOLS FORM. At low tide, seawater stays in rocky holes along the shore. These pools are called tide pools. Waves refill them when the tide rises. Sunlight can warm the shallow water, while nearby ocean water may be colder. The changing water level makes tide pools a challenging place for plants and animals to live.

2. ANIMALS WITH ARMOR. Sea stars, crabs, and mussels can survive in tide pools. A mussel uses strong threads to hold tightly to a rock when waves crash. A crab can hide in a narrow crack to avoid birds. Sea stars use tiny tube feet to move slowly and grip surfaces. Each animal has a way to handle moving water.

3. OBSERVING WITHOUT HARM. Visitors can look closely at tide pools without disturbing them. Step on bare rocks, not on wet plants or animals. Keep hands out of the water, because touching an animal can stress it or scare it from shelter. Leave shells and rocks where they are. A careful visitor helps the tide pool remain a safe habitat.

2 ANSWER WITH EVIDENCE

Use the passage

1. You want to learn how mussels stay on rocks. Which section would you skim first? Explain why.

2. You need to find out where tide pools get their water. Which heading points to the most useful section? What detail would you look for there?

3. A classmate needs a quick fact about why tide pools can be difficult habitats. Which section should the classmate scan, and which sentence gives that fact?

4. A student is planning a visit to the shore and wants to avoid disturbing tide-pool life. Which section is most useful? Give one detail from that section the student could use.

3 YOUR TURN

Your own words

Choose a topic you know. Write three section headings for a short informational article, then write one question next to each heading that a reader could answer by skimming that section.

SECTION HEADING	QUESTION

ANSWER KEY

Tide Pool Trail

GRADE 5 · 5.P.EICC.3.b

PART 1 · READ AND MARK

Underline the three all-caps section headings. In each section, circle one sentence that would help a reader quickly decide whether that section has needed information. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	You want to learn how mussels stay on rocks. Which section would you skim first? Explain why.	**ANIMALS WITH ARMOR. It includes the sentence explaining that mussels use strong threads to hold tightly to rocks.**
2	You need to find out where tide pools get their water. Which heading points to the most useful section? What detail would you look for there?	**WHERE TIDE POOLS FORM. Look for the detail that waves refill the pools when the tide rises.**
3	A classmate needs a quick fact about why tide pools can be difficult habitats. Which section should the classmate scan, and which sentence gives that fact?	**WHERE TIDE POOLS FORM. "The changing water level makes tide pools a challenging place for plants and animals to live."**
4	A student is planning a visit to the shore and wants to avoid disturbing tide-pool life. Which section is most useful? Give one detail from that section the student could use.	**OBSERVING WITHOUT HARM. Answers may include stepping on bare rocks, keeping hands out of the water, or leaving shells and rocks where they are.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Seed Choices: Which seeds grow well in our garden? Daily Care: How often should plants be watered? Harvest Time: When can vegetables be picked?

Accept equivalent section names if the student clearly identifies the correct part of the passage and supports the choice with a matching detail. For the marking job, accept reasonable sentences that show the student noticed the purpose of each section.