Deep Sea Detectives

Use before, during, and after-reading strategies to build meaning.

5.P.EICC.3 "Comprehension Strategies: Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension* before, during, and after reading as part of the meaning-making process."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one sentence that shows a strategy Nia uses before reading, circle one sentence that shows a strategy she uses during reading, and number one sentence that she uses after reading. These marks will help you notice how readers build understanding at each stage.

A Whale Fall Investigation

1. Before reading a museum article about whale falls, Nia studied the title, headings, and diagram. A whale fall is the body of a whale that sinks to the deep ocean after it dies. Nia predicted that the article would explain how one body could feed many animals. She wrote her prediction in the margin, then began reading to test it.

2. While reading, Nia paused at the word scavengers and used the next sentence to figure it out. The article explained that scavengers eat dead plants or animals. She also marked a detail that surprised her: tiny worms can live in whale bones. When the article described bacteria using chemicals released as bones break down, Nia reread the paragraph because that idea was new to her.

3. After reading, Nia checked her prediction. The article showed that a whale fall feeds animals, but it also supports a changing community for years. Nia summarized the main idea in two sentences and included the words scavengers and bacteria. Finally, she wondered whether a whale fall would support the same animals in every ocean, so she chose a source to investigate that question.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which text features did Nia study before reading, and how did they help her?

2. How did Nia figure out what scavengers are?

3. Why did Nia reread the paragraph about bacteria?

4. Name two things Nia did after reading that helped her make sense of the article.

3 YOUR TURN

Your own words

Choose one question about whale falls that this passage does not answer. Write exactly three sentences explaining what you would do before, during, and after rereading this passage to investigate your question.

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PART 1 · READ AND MARK

Underline one sentence that shows a strategy Nia uses before reading, circle one sentence that shows a strategy she uses during reading, and number one sentence that she uses after reading. These marks will help you notice how readers build understanding at each stage. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which text features did Nia study before reading, and how did they help her?	**She studied the title, headings, and diagram. They helped her make a prediction about the article.**
2	How did Nia figure out what scavengers are?	**She used the next sentence, which explained that scavengers eat dead plants or animals.**
3	Why did Nia reread the paragraph about bacteria?	**She reread because the idea about bacteria using chemicals released as bones break down was new to her.**
4	Name two things Nia did after reading that helped her make sense of the article.	**She checked her prediction and summarized the main idea using the words scavengers and bacteria.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Before I reread, I would ask which ocean animals depend on whale falls. During reading, I would underline details about scavengers, worms, and bacteria to see what the passage explains. After reading, I would summarize the food sources described and note that I need another source to answer my question.

Accept different correctly marked sentences that clearly show a before, during, or after-reading strategy. For Part 3, accept a passage-related unanswered question and three stage-specific strategies that use details from the passage.