# GRADE 6: MODULE 3B: UNIT 1: LESSON 4

**Text-Dependent Questions: Pages 1–8**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Learning Targets:**

• “I can use evidence from the text to answer text-dependent questions.”

|  |  |
| --- | --- |
| **Questions** | **Answers (supported with evidence from the text)** |
| 1. What does Kurlansky say is key to the success of all life on earth? |  |
| 2. According to Kurlansky, which are the most evolved animals in the sea? |  |
| 3. What is Kurlansky saying might happen if commercial fish were to disappear? |  |
| 4. What does Kurlansky mean by, “Their disappearance would mark the beginning of a process in which evolution goes in reverse”? |  |

# GRADE 6: MODULE 3B: UNIT 1: LESSON 4

**Text-Dependent Questions: Pages 1–8**

|  |  |
| --- | --- |
| **Questions** | **Answers (supported with evidence from the text)** |
| 5. How old does Kurlansky say today’s small fish species are? |  |
| 6. According to Kurlansky, why would the dolphin die off very quickly once the larger, more evolved fish were gone? |  |
| 7. Why does Kurlansky suggest seabirds would die out? |  |