**Words to Know**

**Directions:** As you come across words in bold in “Monster of the Deep,” ask yourself if you know them or if you can figure them out from context. Check their meanings here. Then complete the activity on the following page.

1. **captivity:** “His plan was to raise them in captivity.” (p. 8)
   - Meaning: the condition of being held or trapped; not free

2. **hallucinations:** “Scientists thought these stories were little more than tall tales—or hallucinations brought on by too much time in the sun.” (p. 7)
   - Meaning: experiences of seeing things that don’t really exist

3. **marine biologist:** “One of the most passionate squid hunters is marine biologist Steve O’Shea.” (p. 8)
   - Meaning: a scientist who studies plants and animals that live in the sea

4. **nerves:** “And thanks to their highly developed nerves, they can react in an instant, darting away from a net or camera.” (p. 8)
   - Meaning: long, string-like fibers that send messages between the brain and other parts of the body

5. **oceanographers:** “In the 1960s, oceanographers developed the technology to explore deeper in the ocean than ever before.” (p. 7)
   - Meaning: scientists who study the ocean

6. **pod:** “Two Japanese scientists were tracking a pod of sperm whales off the coast of Japan.” (p. 9)
   - Meaning: a group of ocean animals

7. **sinewy:** “It had eight flapping arms and two long, sinewy tentacles.” (p. 9)
   - Meaning: strong, lean, and tough

8. **tentacle:** “Then he saw it: an enormous tentacle snaking around the boat.” (p. 6)
   - Meaning: a long, flexible arm of some animals, such as octopuses, used to move, feel, and grab things

*Continued on next page*
Words to Know, p. 2

Directions: Rewrite each sentence below using one of the words in the box.

<table>
<thead>
<tr>
<th>captivity</th>
<th>marine biologist</th>
<th>oceanographers</th>
<th>sinewy</th>
</tr>
</thead>
<tbody>
<tr>
<td>hallucinations</td>
<td>nerves</td>
<td>pod</td>
<td>tentacle</td>
</tr>
</tbody>
</table>

1. After being stranded in the desert, the family began experiencing visions of things that weren’t really there.

2. The small group of whales swam beside our boat.

3. The long, thin fibers inside the cat’s body helped it feel the ground beneath its feet.

4. The scientist who studies sea life discovered a new species of fish.

5. The jellyfish used a long, flexible part of its body to sting its prey.

6. The runner’s legs had a lean, muscular look.

Continued on next page >
7. The scientists who study the ocean worked to learn how climate change was affecting the seafloor.

8. Sometimes people keep animals in pens or cages to try to study them.
Close-Reading Questions: After reading “Monster of the Deep,” go back and reread sections to answer the questions below.

1. In the first section, the author describes the creature that attacked Olivier de Kersauson’s boat as “something out of a horror movie.” What details support this description?
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2. Explain what de Kersauson meant when he said “I’ve been sailing for 40 years, and I’ve always had an answer for everything . . . But I didn’t have an answer for this.”
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3. Why is “A Tall Tale?” a fitting subhead for the second section?
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Continued on next page >
4. What is the kraken? Why does the author include a discussion of this creature?

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5. What are “squid squads”? What problem were they trying to solve?

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6. Who is Steve O’Shea? Why did he want to raise giant squid in captivity?

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Continued on next page >
Think About It! p. 3

7. What has O’Shea discovered about why giant squid are difficult for humans to find?

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8. What important developments in giant squid research do you learn about in “Living Specimen”? What achievement has yet to happen?

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9. Read the sidebar, “Fantastic Beasts.” What do all the creatures have in common?

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Critical-Thinking Question: After answering the close-reading questions, answer the critical-thinking question below, thinking about the meaning of the whole article.

10. Think about what people have discovered when searching for giant squid, Bigfoot, mermaids, and other creatures. What can you conclude about why it’s important to study things we don’t understand?

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Think About It!

Directions: After reading “Monster of the Deep,” go back and reread sections to answer the questions below. Write your answers on a separate sheet of paper.

Close-Reading Questions:
1. In the first section, the author describes the creature that attacked Olivier de Kersauson’s boat as “something out of a horror movie.” What details support this description?
2. Explain what de Kersauson meant when he said “I've been sailing for 40 years, and I've always had an answer for everything . . . But I didn’t have an answer for this.”
3. Why is “A Tall Tale?” a fitting subhead for the second section?
4. What is the kraken? Why does the author include a discussion of this creature?
5. What are “squid squads”? What problem were they trying to solve?
6. Who is Steve O'Shea? Why did he want to raise giant squid in captivity?
7. What has O'Shea discovered about why giant squid are difficult for humans to find?
8. What important developments in giant squid research do you learn about in “Living Specimen”? What achievement has yet to happen?
9. Read the sidebar, “Fantastic Beasts.” What do all the creatures have in common?

Critical-Thinking Question:
10. Think about what people have discovered when searching for giant squid, Bigfoot, mermaids, and other creatures. What can you conclude about why it’s important to study things we don’t understand?
Think About It!

**Close-Reading Questions:** Read “Monster of the Deep.” Then go back and reread sections of the article to answer the questions below. We’ve started the first answer for you.

1. Reread the first section. What happened to the sailboat described in it? Why was the event scary and confusing?

   In the first section, a sailboat was crossing the Atlantic Ocean when

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2. Reread “A Tall Tale?” What did scientists first think about sailors’ tales of “squid-like” sea monsters? What changed their minds?

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Think About It! p. 2

3. What did oceanographers try to do, starting in the 1960s?

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4. Based on “Unlocking the Mysteries,” what are three facts Steve O’Shea discovered about giant squid?

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5. Why do scientists like O’Shea want to capture a live giant squid? What are some examples of times they came close to capturing one?

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6. Reread the sidebar, “Fantastic Beasts.” What do the four creatures in it have in common?

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Critical-Thinking Question (a big question that makes you think):

7. Think about Bigfoot, the Loch Ness monster, dragons, and mermaids. What is the difference between these creatures and the giant squid? Why do you think people are interested in finding out whether beasts like these are real?

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**Creature Conclusions**

**Directions:** Drawing conclusions means coming to an understanding about something after thinking about the available evidence (facts, clues, and other types of information). Complete the chart below to help you understand how people drew conclusions about the giant squid and two more creatures from the sidebar on pages 8-9. Then respond to the prompt at the bottom of the page.

<table>
<thead>
<tr>
<th>Creature</th>
<th>What people thought about the creature at first:</th>
<th>Evidence found:</th>
<th>What people concluded based on the evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giant squid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose a creature from pages 8-9:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose a creature from pages 8-9:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Write Now!** Based on what you wrote above, answer the writing prompt on page 9: How and why have our ideas about the giant squid and the “fantastic beasts” in the sidebar changed over the years?
Exploring Text Features

Directions: Answer the questions below to help you explore the photos, captions, and other text features in the nonfiction article “Monster of the Deep.”

1. Study the headline, subhead, and illustration on pages 4-5. What mood do these text features help create?
_______________________________________________________________________________________
_______________________________________________________________________________________

2. The image on page 6 comes from a famous movie. What do you think the movie is about? __________
_______________________________________________________________________________________
_______________________________________________________________________________________

3. Study the larger photo and caption on page 7. What do these text features help you understand about the giant squid?
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4. Examine the smaller photo on page 7. What information do you learn about the giant squid that isn’t included in the main story?
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5. Read the section headers on pages 8-9. Write new headers for those sections.
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6. Review the sidebar “Fantastic Beasts” on pages 8-9. What information from the sidebar did you find most interesting or surprising? Why?
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Storyworks S-T-R-E-T-C-H An image of a squid’s tentacle appears on every page of the article. Why do you think these images are included?
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Writing a Summary

A summary is a short retelling of the most important parts of a story. It should include the information that someone would need to know to understand the story, without minor details or your own opinion.

Directions: Complete the summary below, using the prompts in the margins to help you.

**Summary of “Monster of the Deep”**

“Monster of the Deep” is about ____________________________________________.

Even though sailors have long told stories about sea monsters like the giant squid, ____________________________________________.

But in 1873, scientists realized the giant squid could be real when ____________________________________________.

When technology allowed scientists to travel deeper into the ocean, they ____________________________________________.

They discovered that the giant squid has many unusual characteristics, such as ____________________________________________.

One time, marine biologist Steve O’Shea ____________________________________________.

Scientists have shot photos and videos of giant squid, but ____________________________________________.

1. Begin with a topic sentence that tells what the article is mainly about.

3. What happened to make scientists believe that the giant squid is real?

5. Describe the giant squid.

7. What would scientists like to do so they can better understand this animal?
Core Skills Workout–HL

Summarizing
“Monster of the Deep”
May/June 2019

Name: ____________________________ Date: ____________

Quick, Tell Me What Happened!

Your friend Jamie was absent from school and didn’t get to read “Monster of the Deep” in Storyworks. You call her to tell her about it, but she has only one minute before she must rush off to a concert. Quick, give her a short summary!

Directions: Follow the prompts below to write a one-paragraph summary. Remember, a summary is a brief retelling of the most important parts of the story, without minor details or your own opinion.

1. Decide what the article is mainly about. Think about:
   - What do the headline and subhead on pages 4-5 suggest the article is about? ________________________________
   - What appears in the illustration on pages 4-5? ______________________________________________________________
   - What problems does the article tell you about? ______________________________________________________________
   ________________________________________________________________________________________________________

   Use your answers to create a topic sentence for your summary.
   ________________________________________________________________________________________________________

2. Decide what the most important information in the article is. Go through each section and jot down notes about what you think is necessary to know to explain what you wrote in your topic sentence. Your notes don’t have to be complete sentences. We’ve given you some examples (and crossed out what doesn’t belong).

Opening Section

crew ran up and down deck shining flashlights

large sailboat shook in the dark

crew members claimed they saw giant squid

“A Tall Tale?”

Continued on next page >
Quick, Tell Me What Happened! p. 2

“Unlocking the Mysteries”
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

“Living Specimen”
________________________________________________________________________________________
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3. Look at your notes. Cross out anything you wrote that is not necessary. Add anything that’s missing.
   Ask yourself:
   * Did I include information about what happened? Where and when it happened? Why it happened? Who
     was involved? How it ended?
   * Is there a detail or two describing the main topic?
   * Did I write details that aren’t essential for understanding the main topic? Get rid of those! (See example on
     page 1.)

4. Number your notes above so you can retell them in an order that makes sense.

5. Use your topic sentence and your notes to write your one-paragraph summary on a separate sheet of paper, retelling what happened in your own words. Reread it to make sure it’s clear and that it sums up what’s important in the article. Then you can share your summary with your friend Jamie!

Tip! Use your notes to summarize the article out loud with a partner. This will help you decide if you need to add or take out any information.
Find the Evidence

Directions: Read each question below carefully. Some will ask you to select text evidence—or details in the story—to support a statement. Others will ask you to respond in your own words, supporting your ideas with text evidence.

1. Circle the letter of the piece of text evidence that best shows that “giant squid are indeed giant”:
   a. “For centuries, men have returned home from long voyages with terrifying tales of enormous squid-like beasts.”
   b. “There are countless movies, novels, and legends about fearsome beasts that attack ships and drag everyone onboard down to a watery death.”
   c. “They can weigh up to 1,000 pounds and grow to be almost 60 feet long.”
   d. “Sea monsters have captured our imaginations for thousands of years.”

2. At one time, scientists did not believe sailors’ stories about giant squid-like creatures. In your own words, explain what happened that caused scientists to realize that these stories might be true. Use details from the text.
   __________________________________________________________
   __________________________________________________________
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3. Circle the letter of the piece of text evidence that best explains why a giant squid has never been caught alive:
   a. “… thanks to their highly developed nerves, they can react in an instant, darting away from a net or camera.”
   b. “Scientists thought these stories [about giant squid] were little more than tall tales . . .”
   c. “It thrashed so wildly to break free that one tentacle broke off in the struggle.”
   d. “These creatures, some said, were larger than whales and stronger than elephants.”

4. Explain in your own words how advances in technology made it possible for scientists to finally film a living giant squid in the ocean.
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
5. Circle the letter of the piece of text evidence that describes how scientists got their first picture of the camera-shy giant squid:

a. “Below deck, sailor Didier Ragot peered through a porthole into the ocean.”

b. “Every so often, large squid body parts would wash up on a beach or become tangled in fishing nets.”

c. “Teams of scientists called ‘squid squads’ started combing the high seas in hopes of glimpsing one of these secretive creatures.”

d. “Two Japanese scientists were tracking a pod of sperm whales off the coast of Japan. They had a hunch the whales might lead them to a squid’s lair.”

6. Why do you think scientists have worked so hard to solve the mystery of the giant squid? Use text evidence to support your answer.

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7. Which of the following best shows that marine biologist Steve O’Shea is “one of the most passionate squid hunters”?

a. “In the 1960s, oceanographers developed the technology to explore deeper in the ocean than ever before.”

b. “O’Shea . . . knows why giant squid are so hard to find.”

c. “Jars of squid parts line his shelves; unblinking squid eyes stare out at you.”

d. “The closest O’Shea has ever come to capturing a live giant squid was in 2001 . . .”

8. What scientific evidence proves that the giant squid exists? Use specific evidence from the text.

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Find the Evidence

**Directions:** Read each question below carefully. Some questions will ask you to select two or three pieces of text evidence—or details in the story—to support a statement. Others will ask you to respond in your own words, supporting your ideas with text.

1. Circle the letters of the TWO pieces of text evidence that best demonstrate “giant squid are indeed giant”:
   a. “For centuries, men have returned home from long voyages with terrifying tales of enormous squid-like beasts.”
   b. “. . . [the kraken] could supposedly trap a ship by creating a gigantic whirlpool.”
   c. “They can weigh up to 1,000 pounds and grow to be almost 60 feet long.”
   d. “Sea monsters have captured our imaginations for thousands of years.”
   e. “There are countless movies, novels, and legends about fearsome beasts that attack ships and drag everyone onboard down to a watery death.”
   f. “. . . [Japanese scientists] caught sight of something stuck under a large rock: a creature the size of a school bus.”

2. At one time, scientists did not believe sailors’ stories about giant squid-like creatures. In your own words, explain what happened that caused scientists to realize that these stories might be true. Use details from the text.
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

3. Circle the letters of the THREE pieces of text evidence that best explain why a living giant squid has never been captured:
   a. “Teams of scientists called ‘squid squads’ started combing the high seas in hopes of glimpsing one . . .”
   b. “They live thousands of feet below the surface of the ocean, far deeper than any human can go.”
   c. “Scientists thought these stories [about giant squid] were little more than tall tales . . .”
   d. “. . . thanks to their highly developed nerves, they can react in an instant, darting away from a net or camera.”
   e. “It thrashed so wildly to break free that one tentacle broke off in the struggle.”
   f. “They have enormous eyes . . . which enable them to flee at the first sign of trouble.”
4. In your own words, explain how advances in technology made it possible for scientists to finally film a living giant squid.

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5. You can infer that marine biologist Steve O’Shea cares deeply about his work with giant squids. Circle the letters of the FOUR pieces of text evidence that best support this inference:
   a. “One of the most passionate squid hunters is marine biologist Steve O’Shea.”
   b. “Jars of squid parts line his shelves; unblinking squid eyes stare out at you.”
   c. “For them, the giant squid was a symbol of the ocean’s mysteries.”
   d. “He later learned that the tank was made of a material that is toxic to squid.”
   e. “In his garage, he keeps boxes with squid carcasses that have washed up on beaches around the world.”
   f. “But by the time he reached shore, all the babies were dead. Crying, O’Shea pulled the corpses out of the tank . . .”

6. Why do you think scientists have worked so hard to solve the mystery of the giant squid? Use text evidence to support your answer.

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Research Kit

Directions: Read the article “Monster of the Deep” in the May/June 2019 issue of Storyworks. Then follow the steps below, which will lead you on a research journey inspired by the story.

STEP 1: Reread the section “A Tall Tale?” and the sidebar “Fantastic Beasts.” Think about how the legendary giant squid was found to exist in real life, while other creatures in myths have been shown to be imaginary. Then consider the following question:

What drives humans to search for mysterious creatures?

That is the big question that will guide your research. Start by getting some background from these resources:

- https://www.amnh.org/explore/ology/anthropology/what-s-this-mythic-creatures
- http://www.scholastic.com/browse/article.jsp?id=11846

STEP 2: To further explore the question, choose one of the two research paths below.

**Research Path 1**

Choose another real animal that was once thought to be imaginary. Find out how it was discovered and what scientists now know about it.

You can choose:
- the Komodo dragon
- the platypus
- the gorilla
- or go online to find another animal!

**Research Path 2**

Choose a mythical creature. Explore beliefs about it and possible scientific explanations behind it.

You can choose:
- the unicorn
- the griffin
- the giant
- or go online to find another creature!

Continued on next page >
**STEP 3:** Think about the questions you'll need to answer to complete your project. Then start to hunt for answers! Visit your school or public library and ask your librarian or your teacher to help you find nonfiction books about your topic. You can also search for information online—but make sure you're using trustworthy resources, such as online encyclopedias, well-known newspapers and magazines, and government websites. Here are some sites that can help get you started on your research path:

- [https://www.pbs.org/wildindonesia/dragon/](https://www.pbs.org/wildindonesia/dragon/)
- [http://www.nhm.ac.uk/discover/the-platypus-puzzle.html](http://www.nhm.ac.uk/discover/the-platypus-puzzle.html)
- [https://www.youtube.com/watch?v=yBfd9-jf3dc](https://www.youtube.com/watch?v=yBfd9-jf3dc)
- [https://www.dkfindout.com/us/explore/tall-stories-were-giants-real/](https://www.dkfindout.com/us/explore/tall-stories-were-giants-real/)

**STEP 4:** Turn the information you've collected into a dazzling final product! Select one of the choices below:

### Choices for Research Path 1:

1) Pretend that you are the person who discovered the animal. Write a newspaper article to convince people that it is real and give them basic information about it.

2) Write and film a five-minute nature documentary in which scientists (played by you and your classmates) uncover the truth behind the legendary creature.

3) Write one section of a Storyworks narrative-nonfiction article about the animal, using “Monster of the Deep” as a model.

### Choices for Research Path 2:

1) Write a short fiction story about the creature, making sure to include details from different myths and beliefs about the creature.

2) Using a free online cartoon creator like Animaker, put together a short animated video retelling legends of the creature and what might have inspired these stories.

3) Write a one-page introduction to a book about the creature, summarizing important beliefs and scientific theories about it throughout history.
“Monster of the Deep” Quiz

**Directions:** Read the feature “Monster of the Deep” in the May/June 2019 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. **“Monster of the Deep” is mainly about**
   - A what oceanographers do
   - B where to find imaginary sea creatures
   - C the behavior of the giant squid
   - D people trying to find and study giant squid

2. **Early stories about the giant squid came from**
   - A sailors
   - B scientists
   - C doctors
   - D camera crews

3. **Technology has helped scientists learn more about the giant squid by**
   - A allowing them to take better care of giant squid
   - B allowing them to travel deeper underwater
   - C making it easier to catch giant squid
   - D making ocean travel safer

4. **Based on the article, which word best describes the giant squid?**
   - A calm
   - B friendly
   - C mysterious
   - D lazy

5. **Which line below supports the answer to question 4?**
   - A “Its eyes were as big as basketballs.”
   - B “The monstrous creature seemed to be wrapping itself around the boat . . . ”
   - C “It thrashed so wildly to break free that one tentacle broke off in the struggle.”
   - D “Teams of scientists called ‘squid squads’ started combing the high seas in hopes of glimpsing one of these secretive creatures.”

6. **Based on the article, you can infer that a marine biologist mainly studies**
   - A ocean animals
   - B ocean water
   - C the ocean floor
   - D beaches

**Constructed Response**

**Directions:** On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with information and details from the article.

7. **How is the giant squid similar to the creatures in the sidebar “Fantastic Beasts”? How is it different?**

8. **What makes the giant squid so hard to catch?**
“Monster of the Deep” Quiz

Directions: Read the feature “Monster of the Deep” in the May/June 2019 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. “Monster of the Deep” is mainly about ______.
   A what oceanographers do.
   B where to find imaginary sea creatures.
   C the behavior of the giant squid.
   D efforts to find and study the giant squid.

2. What problem did sailors face when they told others about the giant squid?
   A People did not understand what they were talking about.
   B Many were too afraid to listen.
   C Experts did not believe their stories.
   D No one was interested.

3. Which line from the story supports the answer to question 2?
   A “The creature was like something out of a horror movie.”
   B “But I didn’t have an answer for this.”
   C “Scientists thought these stories were little more than tall tales—or hallucinations . . .”
   D “Sea monsters have captured our imaginations for thousands of years.”

4. Based on the article, you can infer that a marine biologist mainly studies ______.
   A ocean animals
   B ocean water
   C the ocean floor
   D beaches

5. Scientists first realized the giant squid was real when ______.
   A they captured a giant squid in a tank.
   B they took photos of a giant squid.
   C sailors shared stories about giant squid.
   D a fisherman brought a large tentacle to shore.

6. Which of the following is NOT a feature of the giant squid?
   A sharp teeth
   B sensitive ears
   C large eyes
   D strong arms

7. After reading the article, you can conclude that scientists ______.
   A will continue trying to capture a giant squid.
   B are satisfied with photos of giant squid.
   C still are not sure if the giant squid exists.
   D think giant squid should be left alone.

8. Which line from the story supports the answer to question 7?
   A “But to this day, no one has been able to catch a living specimen to study.”
   B “They live . . . far deeper than any human can go.”
   C “Before it got away, the scientists snapped more than 500 photos.”
   D “But by the time he reached shore, all the babies were dead.”

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with information and details from the article.


10. What makes the giant squid so difficult to capture?
“Monster of the Deep”

To the teacher: We suggest using these questions with the lower-Lexile version of the story, supported by the lower-Lexile audio version. Select the ones that are best for your students, depending on where they are in their acquisition of English. Ask them orally or choose questions to create your own written assignment. If students are ready, prompt them to follow up their answers with more details.

Yes/No Questions
These questions allow students who are new to English to show their understanding with a simple answer.
1. In the first section, was the French sailor surprised by a creature? (Yes, he was.)
2. Are krakens like giant squid? (Yes, they are.)
3. Has most of the ocean been explored? (No, it hasn’t.)
4. Is a squid squad a large group of giant squid? (No, it isn’t.)
5. Can giant squid weigh up to 1,000 pounds? (Yes, they can.)
6. Has anyone ever caught a live giant squid? (No, they haven’t.)

Either/Or Questions
These questions allow slightly more-advanced students to use language from the question in their answer.
1. Are stories about sea monsters old or new? (They’re old.)
2. Are giant squid hard to find because they always stay in one place or because they live in deep water? (They live in deep water.)
3. Was Steve O’Shea angry or sad when the baby squid died? (He was sad.)
4. Did Japanese scientists find a giant squid in 1960 or in 2004? (They found it in 2004.)
5. Are giant squid real or imaginary? (They’re real.)

Short Answer Questions
1. Choose one mythological creature from the sidebar “Fantastic Beasts.” Compare it with a real person or animal. How are they alike? How are they different? (Answers will vary.)
2. If you were marine biologist Steve O’Shea, what might you wish for? (Answers will vary, but possibilities include raising baby giant squid to adulthood and capturing a giant squid.)
My name: ________________________________

Teacher’s name: ________________________________

School name: ____________________________________

School address: ____________________________________  
(Remember to include city, state, and ZIP code!)

School phone: ____________________________________

Parent’s name and email (optional): ________________________________

See page 9 of the May/June 2019 issue of Storyworks for more information about this contest.

My Response

How and why have our ideas about the giant squid and the “fantastic beasts” in the sidebar changed over the years? Write a well-supported response.

Entries will be judged on:

- a clearly stated main idea
- effective use of supporting evidence
- good organization and transitions
- grammar, spelling, and punctuation

Continue on another piece of paper if you need more room.