# The Amazing Adaptations of the Octopus

**1.** Deep in the ocean lives one of the most fascinating animals on Earth — the octopus. An octopus has eight long arms and a soft body. It might look strange, but it is a master of survival. Octopuses have special adaptations that help them stay safe in the sea.

**2.** One of an octopus's best tools is the way it can change color. Special cells in its skin let it shift colors in just seconds. It can turn from reddish brown to pale gray. It can blend right into a rocky ocean floor. This is called camouflage. A shark or large fish may swim right past an octopus without seeing it.

**3.** Some octopuses can even change the texture of their skin. Small muscles make bumps and ridges so the octopus looks like a rock or coral. This kind of camouflage helps the octopus hide right in plain sight. Predators have a hard time finding what looks like part of the ocean floor.

**4.** If camouflage does not work, an octopus has another trick. It can release a cloud of dark ink. The ink spreads fast and blocks the predator's view. While the predator is confused, the octopus swims away. The octopus also has a very flexible body. It has no bones at all. This lets it squeeze through tiny spaces where predators cannot follow.

**5.** Octopuses are also very smart. Scientists have watched octopuses solve problems and learn from what they try. In one test, octopuses opened jars to reach food inside. Each of an octopus's eight arms is lined with rows of suction cups. The cups let the octopus grip rocks and catch prey. A quick mind and strong arms help an octopus find food on the ocean floor.

**6.** Octopuses eat crabs, shrimp, and small fish. They move quietly along the ocean floor as they hunt. When an octopus finds prey, it wraps its arms around the animal. Then it uses its beak to break open shells. But octopuses face dangers too. Large fish, seals, and sharks all hunt them. Color, ink, a flexible body, and a smart mind help the octopus stay safe.



## WORD RECOGNITION, STRUCTURE, AND VOCABULARY

**1** **In paragraph 2, the word camouflage most nearly means—**

A. blending in to hide from predators
B. a special tool used by sea creatures
C. a way of swimming through small spaces
D. the dark ink an octopus releases

**2** **Which phrase from paragraph 4 best helps the reader understand the meaning of flexible?**

A. “release a cloud of dark ink”
B. “the octopus swims away”
C. “has no bones at all”
D. “blocks the predator’s view”

## READING INFORMATIONAL TEXT: KEY DETAIL

**3** **According to paragraph 5, what is one way scientists have observed octopuses solving problems?**

A. They have shifted color in less than a second.
B. They have built shelters from rocks.
C. They have communicated with each other using ink.
D. They have opened jars to reach food inside.

**4** **According to paragraph 4, what does an octopus do if camouflage does not work?**

A. It uses its beak to attack the predator.
B. It releases a cloud of dark ink.
C. It hides under a coral reef.
D. It swims to the ocean surface.

## READING INFORMATIONAL TEXT: MAIN IDEA

**5** **Which statement best expresses the main idea of the passage?**

A. Octopuses use many special adaptations to survive in the ocean.
B. Octopuses are stronger than most ocean predators.
C. Octopuses spend most of their time hiding in rocks.
D. Octopuses are the smartest animals living in the sea.

**6** **Which detail from the passage best supports the main idea?**

A. “Octopuses eat crabs, shrimp, and small fish.”
B. “Color, ink, a flexible body, and a smart mind help the octopus stay safe.”
C. “An octopus has eight long arms and a soft body.”
D. “But octopuses face dangers too.”

## READING INFORMATIONAL TEXT: INFERENCE

7 **Based on paragraph 4, what can the reader infer about why octopuses have several ways to escape predators?**

A. They live in places where predators are rare.
B. They cannot swim quickly enough to flee.
C. They prefer to attack predators instead of hiding.
D. They face many different dangers in the ocean.

8 **Which idea is best supported by paragraph 4?**

A. An octopus swims faster than most ocean fish.
B. An octopus uses ink to attack large predators.
C. Lack of bones helps an octopus hide where predators cannot reach.
D. An octopus must rest after using its ink.

## READING INFORMATIONAL TEXT: TEXT EVIDENCE

9 **Which sentence from the passage best supports the idea that octopuses use their intelligence to survive?**

A. “The cups let the octopus grip rocks and catch prey.”
B. “A quick mind and strong arms help an octopus find food on the ocean floor.”
C. “Octopuses eat crabs, shrimp, and small fish.”
D. “An octopus has eight long arms and a soft body.”

10 **Which two details from the passage best show how an octopus uses its body to escape danger? Select two answers from the list below.**

A. “It can release a cloud of dark ink.”
B. “Octopuses eat crabs, shrimp, and small fish.”
C. “It has no bones at all.”
D. “Large fish, seals, and sharks all hunt them.”

# Teacher Answer Key and Diagnostics

| Question | Answer | Skill and Standard | Student Suggestions for Improvement | Targeted Resources |
|---|---|---|---|---|
| 1 | A | Vocabulary in Context (RI.5.4) | ● **Context Analysis Strategy:** Have students reread the paragraph where the word appears and circle 2–3 words or phrases that give clues about the word's meaning.<br>● **Meaning Bridge:** Ask students to explain in writing how the surrounding details help them figure out the meaning of the word and eliminate incorrect answer choices. | |
| 2 | C | | | |
| 3 | D | Key Detail (RI.5.1) | ● **Targeted Text Scanning:** Have students return to the specific paragraph and locate the exact detail, fact, or example that answers the question.<br>● **Evidence Justification:** Ask students to highlight the sentence that contains the answer and explain why that detail is important to understanding the paragraph. | |
| 4 | B | | | |
| 5 | A | Main Idea (RI.5.2) | ● **One-Sentence Synthesis:** Have students write one clear sentence that explains the most important idea in the paragraph or passage without including too many small details.<br>● **Support Alignment:** Ask students to identify two supporting details from the text and explain how each detail helps develop the main idea. | |
| 6 | B | | | |
| 7 | D | Inference (RI.5.1) | ● **Conclusion Equation:** Teach students to combine text clues with what they already know to form a logical conclusion that is not directly stated.<br>● **Clue Integration:** Have students identify at least two clues from the passage and explain how those clues work together to support the inference. | |
| 8 | C | | | |
| 9 | B | Text Evidence (RI.5.1) | ● **The Proof Finder:** Have students locate the exact sentence or detail in the passage that directly proves the correct answer.<br>● **Word-for-Word Check:** Have students verify that each quoted option appears word for word in the passage. | |
| 10 | A and C | | | |

# Student Self-Reflection Sheet

After checking your answers, think about which reading skills feel strongest and which need more practice.

| Skill | Questions | How did I do? | What will I do differently next time? |
|---|---|---|---|
| **Vocabulary in Context** | **1–2** | ☐ I got it (missed 0)<br>☐ Almost there (missed 1)<br>☐ I need help (missed 2) | |
| **Key Detail** | **3–4** | ☐ I got it (missed 0)<br>☐ Almost there (missed 1)<br>☐ I need help (missed 2) | |
| **Main Idea** | **5–6** | ☐ I got it (missed 0)<br>☐ Almost there (missed 1)<br>☐ I need help (missed 2) | |
| **Inference** | **7–8** | ☐ I got it (missed 0)<br>☐ Almost there (missed 1)<br>☐ I need help (missed 2) | |
| **Text Evidence** | **9–10** | ☐ I got it (missed 0)<br>☐ Almost there (missed 1)<br>☐ I need help (missed 2) | |