Bats Under Bright Lights

Analyze how headings and section order build meaning.

ELA.5.R.2.1 "Explain how text structures and/or features contribute to the overall meaning of texts."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle each section heading and number the sections 1, 2, and 3 in the order you read them. Then look for how the headings and order connect the ideas across the text.

Bats After Dark

1 Night Hunters At sunset, Mexican free-tailed bats leave roosts and search for flying insects. A single bat can eat many insects in one night, including moths and mosquitoes. By hunting above fields and neighborhoods, bats help control insect populations. Their quick turns and sharp hearing help them catch prey in the dark. This work reduces the number of insects near people and crops.

2 Bright Nights In some places, bright outdoor lights shine all night. These lights can attract insects away from dark areas. When insects gather near lights, bats may change their hunting paths. Light can also make bats easier for predators to spot. As more lights appear, bats may have fewer safe, dark places to travel and hunt.

3 Dark-Sky Choices Communities can reduce this problem by aiming outdoor lamps downward and using shields that block light from shining upward. Timers or motion sensors can turn lights off when they are not needed. These choices keep needed areas lit while leaving darker paths for bats. As bats move and hunt more safely, they can continue helping to control insects.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the heading "Night Hunters" help you understand the first section?

2. What text structure connects the sections "Bright Nights" and "Dark-Sky Choices"? Use details from both sections.

3. How does the phrase "As more lights appear" help explain the ideas in the second section?

4. How does the order of the three sections contribute to the overall meaning of the text?

3 YOUR TURN

Your own words

Choose a nature topic other than bats. Write three section headings for an informational text that moves from background information to a problem and then a solution, then write two sentences explaining how the headings and order help readers understand the topic.

ANSWER KEY

Bats Under Bright Lights

GRADE 5 · ELA.5.R.2.1

PART 1 · READ AND MARK

Circle each section heading and number the sections 1, 2, and 3 in the order you read them. Then look for how the headings and order connect the ideas across the text. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the heading "Night Hunters" help you understand the first section?	**It tells that the section will explain how bats hunt and help control insects.**
2	What text structure connects the sections "Bright Nights" and "Dark-Sky Choices"? Use details from both sections.	**Problem and solution. Bright outdoor lights can make hunting less safe for bats, and communities can change lighting to reduce the problem.**
3	How does the phrase "As more lights appear" help explain the ideas in the second section?	**It shows a cause-and-effect relationship: more outdoor lights can lead to fewer safe, dark places for bats to travel and hunt.**
4	How does the order of the three sections contribute to the overall meaning of the text?	**The text first explains why bats are helpful, then describes a threat, and finally gives solutions. This shows why protecting dark paths for bats matters.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Sea Turtles at Sea: A Life in the Ocean; Plastic in the Water; Ways to Protect Turtles. The first heading gives background about sea turtles, and the second introduces a problem. The last heading shows solutions, so readers understand why protecting turtles matters.

Accept answers that accurately explain the purpose of the headings, the problem-and-solution structure, and the cause-and-effect connection. For Part 3, accept any appropriate topic with three ordered headings and two sentences that explain how the organization builds meaning.