Bat Sound Clues

Notice how sentence choices guide young nature readers.

3.P.AC.1.c "Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each sentence with four or fewer words, circle words that show a change or order, and number the sentences that speak directly to you. Notice how these choices guide a reader.

A Bat's Night Hunt

1. At sunset, a little brown bat slips from its roost. It does not use its eyes alone to find food. Instead, it sends out tiny, high sounds. The sounds bounce off a moth, a tree, or a wall. Then the bat listens for the echoes. Fast, careful, and quiet, it turns toward its meal in the dark.

2. How can the bat catch an insect when the sky is dark? Its echoes give it clues. A nearby insect makes an echo return quickly. A farther object makes an echo return later. The bat can tell where the insect is and how it is moving. No flashlight. No map. Just sound guiding a hungry hunter.

3. Next time you are outside near sunset, pause and listen. You may not hear a bat's high calls because many are too high for people to hear. Still, you might see a bat zigzag above you. Watch from a distance, and let it hunt. Bats need safe places to rest, and they help by eating many insects.

2 ANSWER WITH EVIDENCE

Use the passage

1. What effect does the question at the start of paragraph 2 have on the reader?

2. What do the two short sentences, “No flashlight. No map.”, make readers notice?

3. How do the sentences beginning with “Instead” and “Then” help readers understand the bat's hunting?

4. How do the direct sentences in paragraph 3 fit young nature readers and support the paragraph's purpose?

3 YOUR TURN

Your own words

Write a four-sentence mini-note for young readers about how an animal finds food. Use a question as sentence 1, a sentence with 2 to 4 words as sentence 2, and a sentence beginning with Then as sentence 3. Make sentence 4 explain how your short sentence helps your reader.

ANSWER KEY

Bat Sound Clues

GRADE 3 · 3.P.AC.1.c

PART 1 · READ AND MARK

Underline each sentence with four or fewer words, circle words that show a change or order, and number the sentences that speak directly to you. Notice how these choices guide a reader. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What effect does the question at the start of paragraph 2 have on the reader?	**It makes the reader wonder how a bat hunts in the dark and prepares the reader for the explanation.**
2	What do the two short sentences, “No flashlight. No map.”, make readers notice?	**They strongly emphasize that the bat finds food without a flashlight or map, using sound instead.**
3	How do the sentences beginning with “Instead” and “Then” help readers understand the bat's hunting?	**“Instead” shows that the bat uses sound rather than only its eyes. “Then” shows the next step, listening for echoes.**
4	How do the direct sentences in paragraph 3 fit young nature readers and support the paragraph's purpose?	**They speak to the reader and give clear, safe actions, helping young readers observe bats while learning about them.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

How does an owl find a mouse at night? So quietly. Then, the owl listens and flies down to catch it. The short sentence helps young readers notice that the owl makes little noise.

Accept answers that connect a sentence choice, such as a question, short sentence, transition, or direct address, to its effect on young readers and the author's purpose. For the writing task, accept accurate animal information and all required sentence structures.