

Bats After Dark

Notice how formatting guides different readers through a science newsletter.

8.T.C.1.b "Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts. (I)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each bold heading, circle each italicized quotation, and put a star beside the numbered list to show features that help different readers find the information they need.

Riverton River Bat Count

- ① **NIGHT WORKERS** In late spring, volunteers with the Riverton Nature Center listen for bats beside the Cedar River. Small microphones record high calls that people cannot hear. The recordings help biologists learn which species use the river corridor. *"Bats are not pests; they are insect hunters,"* says Mara Ortiz, the center's wildlife educator. Ortiz explains that bats help reduce the number of insects active after dark. Each recording is dated and labeled with the listening location for later study.
- ② **WHY THE COUNT MATTERS** A single little brown bat can eat many flying insects during one night. Yet bat populations can decline when roosts are disturbed or a disease called white-nose syndrome spreads. The term **counting route** names the same riverside path used each month. Repeating that route lets scientists compare recordings over time, rather than confuse a change in habitat with a change in where people listened. This detail helps readers judge the results fairly.
- ③ **HOW TO HELP** The newsletter uses a short numbered list because residents may scan this section before heading outdoors: 1. Keep pets away from bats on the ground. 2. Do not touch a bat, even if it seems injured. 3. Report a bat found indoors to county animal control. These directions are more immediate than the earlier scientific explanation. The final line, *"Observe from a distance,"* gives readers a brief rule they can remember during a quick visit to the river.

2 ANSWER WITH EVIDENCE Use the passage

- 1 What does the heading **WHY THE COUNT MATTERS** prepare you to learn? Use one detail from that section.

- 2 How does bolding the term **counting route** help a reader understand the scientific method in the article?

- 3 Why is the numbered list in **HOW TO HELP** a useful feature for residents?

- 4 How do the italicized quotations serve a different purpose from the regular paragraphs?

3 YOUR TURN Your own words

Write a 60-90 word notice for students helping with a school garden pollinator count. Include a bold heading, one bold key term with a definition, two numbered directions, and one italicized rule that students can remember.

PART 1 • READ AND MARK

Underline each bold heading, circle each italicized quotation, and put a star beside the numbered list to show features that help different readers find the information they need. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What does the heading WHY THE COUNT MATTERS prepare you to learn? Use one detail from that section.	It prepares readers to learn why repeated counts are useful. Using the same route each month allows scientists to compare recordings fairly over time.
2	How does bolding the term counting route help a reader understand the scientific method in the article?	The bold type signals that counting route is an important term. The following sentence explains that it is the same riverside path used each month.
3	Why is the numbered list in HOW TO HELP a useful feature for residents?	Residents can quickly find clear actions to take, such as keeping pets away, not touching bats, and reporting a bat indoors.
4	How do the italicized quotations serve a different purpose from the regular paragraphs?	The italicized quotations present memorable words from a speaker or a brief rule. The regular paragraphs provide the article's scientific explanation and details.

PART 3 • YOUR TURN (SAMPLE ANSWER)

GARDEN OBSERVERS Students at Lincoln Middle School can help track pollinators near the vegetable beds. Record each bee, butterfly, or hoverfly during a **five-minute watch**, which means you stay in one spot for five minutes. 1. Stand beside the marked path. 2. Tally insects without touching flowers. *“Look closely, then leave the habitat as you found it.”* These quick directions help new volunteers collect comparable observations.

Accept notices that clearly address students and use all required text features for useful purposes. The definition, directions, and rule may differ from the sample if they are accurate and fit a pollinator count.