

Beach Lights, Turtle Nights

Examine organization, features and a writer's viewpoint.

5.RI.2 "Craft and Style Describe the overall organization patterns of texts (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological) and how each successive part builds on earlier sections..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read A and B. Underline a transition in A. Circle the question heading in B that helps explain the role of moonlight.

Read and Use the Texts

Article A: Give Hatchlings a Darker Beach

The problem

On a natural beach, sea turtle hatchlings usually move toward the brighter view of the sky over the ocean. Bright lights on shore can draw them in the wrong direction. A tiny turtle cannot choose which hotel turns its lights on. People must take responsibility for reducing this danger.

Article A, continued: A response

Because lights can mislead hatchlings, changing coastal lighting can help. A restoration project described by NOAA replaced bright white lights with amber LEDs and made other lighting improvements. These changes respond to a problem people created. Protecting a nesting beach deserves attention even after the sun sets.

Classroom article based on NOAA and Florida Fish and Wildlife Conservation Commission (FWC) information. The call for responsibility is this article's viewpoint.

Digital source B: FWC questions and answers

Printed classroom adaptation of an online FAQ. FAQ means frequently asked questions.

How do hatchlings find the ocean?

They tend to move toward the brightest direction and away from dark dune shapes. On natural beaches, the open sky over the ocean is usually brightest.

Do hatchlings need moonlight to find the sea?

No. Their sea-finding behavior occurs with the moon in different phases and positions.

Why do artificial lights attract hatchlings?

Nearby lights can appear bright to a hatchling. It may follow them instead of moving toward the water.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** What overall pattern organizes A? Explain how its second section builds on the first, using its transition as evidence.

- 2** How do B's question headings help a reader? Name the heading you circled and one fact it helps you locate.

- 3** What does A's writer want readers to believe or do? Use wording from A to explain how that viewpoint shapes the article.

3 YOUR TURN _____ Your own words

Use a digital search tool, then compare the sources.

Find and verify

With a device, open the FWC page provided by your teacher. Use Find in page to search for moon. Record the question heading of a useful match and what its answer teaches you. Then check it against printed B. For paper practice, locate moon in B; complete the digital step when a device is available.

Compare the reading routes

Explain how A's section order and B's question headings help readers in different ways. Use one example from each. Which would you use first to answer a specific question, and why?

PART 1 • READ AND MARK

Read A and B. Underline a transition in A. Circle the question heading in B that helps explain the role of moonlight. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What overall pattern organizes A? Explain how its second section builds on the first, using its transition as evidence.	Problem/solution. The first section explains the danger; the second proposes a response. Because connects misleading lights with changes to lighting.
2	How do B's question headings help a reader? Name the heading you circled and one fact it helps you locate.	They let readers locate an answer by topic. The moonlight heading leads to the fact that hatchlings can find the sea in different moon phases and positions.
3	What does A's writer want readers to believe or do? Use wording from A to explain how that viewpoint shapes the article.	The writer wants people to take responsibility for reducing lighting danger. Must take responsibility and deserves attention emphasize people's duty, making A persuasive as well as informative.

PART 3 • YOUR TURN (SAMPLE ANSWER)**Possible search record**

Searching moon on the FWC page finds the question about how hatchlings know where the ocean is. Its answer explains that they do not depend on moonlight. B gives the same idea under its shorter moonlight question.

Possible comparison

A takes readers from a lighting problem to a response. B lets readers jump to a particular question. I would start with B for a specific moonlight question, then use A to understand why the writer wants people to act.

TEACHER ASSESSMENT NOTES

Sources: <https://myfwc.com/research/wildlife/sea-turtles/threats/artificial-lighting/> and <https://gulfsillrestoration.noaa.gov/2015/04/protecting-sea-turtles-wildlife-friendly-lighting>. Both texts are paraphrased classroom adaptations; A adds an explicitly identified persuasive viewpoint. Provide the FWC link digitally. Students can use the browser menu Find in page (Ctrl+F or Command+F) and examine surrounding text, rather than treating a match as an answer. The original online FAQ groups the moonlight explanation under its ocean-finding question; the shorter heading in printed B is an adaptation. Accept other relevant matches with supported facts. Paper practice alone does not demonstrate use of a digital tool; observe that step with a device. No exact sentence count is required.