

Bats, Bridges, Questions

Use questions at each stage of reading.

6.5.B “generate questions about text before, during, and after reading to deepen understanding and gain information;”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Before you read, write a 1 beside the title and write a question in the margin. As you read, write a 2 beside a detail that makes you ask a question and a 3 beside a detail that leaves you with a question after reading. These questions help you focus, clarify ideas, and decide what to learn next.

Austin's Evening Bats

- ① Each summer evening, people gather near Congress Avenue Bridge in Austin, Texas, but they are not waiting for a concert. They are watching Mexican free-tailed bats fly from narrow spaces beneath the bridge. The colony began growing after the bridge was rebuilt in 1980. Its cracks and chambers provide warm roosting places. At dusk, the bats leave together to hunt flying insects. This nightly exit can last more than an hour when the colony is large.
- ② Researchers use several tools to learn about the bats without disturbing them. Infrared cameras record the animals after dark, and detectors capture the high-pitched sounds bats use for echolocation. Echolocation helps a bat locate insects by sending out sound waves and listening for returning echoes. Scientists also count bats as they emerge. These observations show that the colony eats many insects each night. However, counting is difficult because bats fly quickly and may leave in changing-sized groups.
- ③ The bat watch also affects people in Austin. Visitors buy food, join guided walks, and learn why bats are useful. Yet the colony needs protection. Bright lights, loud construction, or blocked roost spaces can disrupt the bats. Local groups share viewing rules, such as staying on public areas and not trying to touch wildlife. After learning about the bridge, a reader might still wonder how weather changes the bats' schedule or how scientists estimate the colony's size over time.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** Write one useful before-reading question suggested by the title. Then answer it using two details from paragraph 1.

- 2** While reading paragraph 2, write a question about how researchers observe the bats without disturbing them. Then answer your question with two tools from the paragraph.

- 3** After reading paragraph 2, write a clarification question about counting the bats. Then answer it with evidence from the paragraph.

- 4** Write one after-reading question that could lead to more research. Use the last sentence of paragraph 3 to guide your question, then explain what information the passage does not give.

3 YOUR TURN _____ Your own words

Imagine you will read an article titled "How Mangroves Protect Coasts." Write three questions: one to ask before reading, one to ask during reading after learning that mangrove roots slow water, and one to ask after reading. Label each question and explain in a phrase how it will help you understand or learn more.

PART 1 • READ AND MARK

Before you read, write a 1 beside the title and write a question in the margin. As you read, write a 2 beside a detail that makes you ask a question and a 3 beside a detail that leaves you with a question after reading. These questions help you focus, clarify ideas, and decide what to learn next. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Write one useful before-reading question suggested by the title. Then answer it using two details from paragraph 1.	Sample: Why do bats gather at Congress Avenue Bridge? The bridge has warm cracks and chambers for roosting, and the bats leave at dusk to hunt flying insects.
2	While reading paragraph 2, write a question about how researchers observe the bats without disturbing them. Then answer your question with two tools from the paragraph.	Sample: How do researchers observe bats without disturbing them? They use infrared cameras after dark and detectors that capture bat sounds.
3	After reading paragraph 2, write a clarification question about counting the bats. Then answer it with evidence from the paragraph.	Sample: Why is counting the bats difficult? They fly quickly and may leave in groups of changing sizes.
4	Write one after-reading question that could lead to more research. Use the last sentence of paragraph 3 to guide your question, then explain what information the passage does not give.	Sample: How does weather change the bats' schedule? The passage says weather may affect the schedule, but it does not explain which weather conditions cause changes.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Before: What makes a mangrove forest different from other coastal plants? It helps me set a purpose. During: How do the roots slow water enough to protect shorelines? It helps me connect a detail to its effect. After: How do communities protect mangroves from damage? It helps me choose what to research next.

Accept varied questions when they fit the stated reading stage and are supported by passage details. For the open task, accept reasonable, clearly labeled questions with an explanation of each question's purpose.