Night Watch Readers

Reread an informational text to self-correct and add expression.

6.DSR.A "Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Read the passage aloud once at a steady pace, circling any word you misread or do not understand. Read it aloud a second time, use nearby clues to correct each circled word, add a slash where you will pause, and underline words you will stress to show meaning.

Bats After Dark

1 On a cool spring night, biologist Marisol Vega stood beside a desert waterhole with a thermal camera. Unlike an ordinary camera, a thermal camera shows differences in heat. Warm bodies appear brighter than cooler rocks and plants. Vega was looking for bats, which are difficult to see after sunset. The camera did not show color or sharp details. Instead, it helped her notice small, warm shapes moving above the water before her eyes could follow them in the dark.

2 At first, Vega wondered whether the fluttering shapes were bats or drifting leaves. She paused the recording and watched it again. Leaves would be close to the air's temperature, but the shapes stayed bright because bat bodies were warmer. When one shape dipped toward the water and rose quickly, she heard a faint series of high squeaks through a bat detector. The sound and the heat pattern together confirmed that bats were visiting the waterhole to drink.

3 Vega's team repeated the observation on several nights, because one sighting could be misleading. They counted each time a bright shape approached the water, then compared the video with recordings from the bat detector. The team found more bat activity during the first hours after sunset than near midnight. This pattern did not prove why the bats chose that time. However, it gave the biologists a useful question to investigate: Were insects also more active above the water shortly after sunset?

2 ANSWER WITH EVIDENCE

Use the passage

1. While reading paragraph 1, you may need to self-correct the word thermal. Which words in the paragraph explain its meaning?

2. Reread paragraph 2. What did Vega do when she was unsure whether the bright shapes were bats or leaves?

3. Read the last sentence of paragraph 2 aloud. Which two pieces of evidence should you stress to show why Vega could be sure?

4. In paragraph 3, which sentence tells you that the results did not explain why the bats came at that time?

3 YOUR TURN

Your own words

Choose two consecutive sentences from the passage and read them aloud twice. Copy them with / at two pauses and write three words you would stress in ALL CAPS, then write one sentence explaining how your choices help a listener understand the ideas.

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PART 1 · READ AND MARK

Read the passage aloud once at a steady pace, circling any word you misread or do not understand. Read it aloud a second time, use nearby clues to correct each circled word, add a slash where you will pause, and underline words you will stress to show meaning. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	While reading paragraph 1, you may need to self-correct the word thermal. Which words in the paragraph explain its meaning?	**"shows differences in heat" explains thermal.**
2	Reread paragraph 2. What did Vega do when she was unsure whether the bright shapes were bats or leaves?	**She paused the recording and watched it again.**
3	Read the last sentence of paragraph 2 aloud. Which two pieces of evidence should you stress to show why Vega could be sure?	**The sound and the heat pattern.**
4	In paragraph 3, which sentence tells you that the results did not explain why the bats came at that time?	**"This pattern did not prove why the bats chose that time."**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Vega's team repeated the observation on SEVERAL NIGHTS, / because one SIGHTING could be MISLEADING. They counted each time a bright shape approached the water, / then compared the video with recordings from the bat detector. Stressing these words and pausing at the commas helps the listener hear that the team needed repeated evidence.

Accept equivalent evidence words for question 1, such as "differences in heat," and equivalent descriptions of Vega replaying the recording for question 2. For the open task, listen for a smoother second reading with sensible pauses, meaningful stress, and an explanation connected to the selected sentences.