Lights, Flashes, Action

Trace how an author builds a call to action.

6.RI.2.B "Explain how an author's word choice, organizational pattern, and language structure convey the author's purpose."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline words or phrases that make something seem harmful or valuable, circle transition or command words, and write a brief note beside each paragraph explaining how its structure supports the author's purpose.

Let Fireflies Shine

1 On summer evenings, fireflies turn fields into blinking constellations. Yet in many neighborhoods, those signals are harder to see. Bright porch lights, parking lots, and glowing signs can cover the darkness fireflies need to find mates. Scientists call this light pollution. It does not only hide the insects from people. Artificial light can confuse fireflies and interrupt their flashing patterns. A darker night is not empty or unsafe. It is a habitat that these small animals depend on.

2 Fireflies use flashes as messages. Each species has its own timing and pattern, so a nearby flash can mean, "I am here." When outdoor lamps shine all night, their steady glare can drown out these brief signals. In one study, researchers found that artificial light reduced the flashing activity of some firefly species. This problem reaches beyond a single yard. When fewer fireflies successfully mate, future summers may hold fewer of the familiar lights that people watch from sidewalks and campsites.

3 Fortunately, towns and families can make nights friendlier to fireflies without leaving paths completely dark. First, aim outdoor lights downward so they light a step, not the whole sky. Next, use shields or timers, and turn off unnecessary lights after people go inside. Choose warmer-colored bulbs when lights are needed. These changes protect firefly signals while saving energy. If a neighborhood treats darkness as a shared resource, its summer evenings can remain alive with flashes. The choice is simple: use light carefully, and let the night speak.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is the author's main purpose? Use one detail from the passage to support your answer.

2. How do the phrases "blinking constellations" and "steady glare" shape the reader's view of fireflies and artificial light?

3. How is the passage organized from beginning to end, and how does this organization support the author's purpose?

4. Identify two command sentences or phrases in paragraph 3. How does this language structure help convey the author's purpose?

3 YOUR TURN

Your own words

Choose a community issue, such as protecting a park, saving water, or reducing waste. Write three sentences that present a problem, explain an effect, and urge one solution with a command or an if sentence; underline one vivid word or phrase.

ANSWER KEY

Lights, Flashes, Action

GRADE 6 · 6.RI.2.B

PART 1 · READ AND MARK

Underline words or phrases that make something seem harmful or valuable, circle transition or command words, and write a brief note beside each paragraph explaining how its structure supports the author's purpose. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is the author's main purpose? Use one detail from the passage to support your answer.	**The author aims to persuade readers to reduce unnecessary outdoor lighting to protect fireflies. The last paragraph gives actions such as aiming lights downward and turning off unneeded lights.**
2	How do the phrases "blinking constellations" and "steady glare" shape the reader's view of fireflies and artificial light?	**"Blinking constellations" makes fireflies seem beautiful and special, while "steady glare" makes artificial light seem harsh and overpowering. The contrast supports the author's effort to protect fireflies.**
3	How is the passage organized from beginning to end, and how does this organization support the author's purpose?	**Paragraph 1 introduces the problem of light pollution, paragraph 2 explains how it affects fireflies, and paragraph 3 offers solutions. This order shows why readers should take the suggested actions.**
4	Identify two command sentences or phrases in paragraph 3. How does this language structure help convey the author's purpose?	**Examples include "aim outdoor lights downward," "use shields or timers," and "Choose warmer-colored bulbs." These commands make the author's recommended actions clear and direct.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Plastic bags can turn a stream into a _clogged_ path for fish. When trash blocks the water, animals lose places to feed and people see litter along the bank. Bring a reusable bag, and help keep the stream clear.

Accept responses that accurately connect specific words, paragraph order, or command and conditional structures to the author's purpose. For Part 3, accept any accurate three-sentence response with a clear problem, effect, solution, and one marked vivid word or phrase.