Paths Across Roads

How details build a main idea

5.2.R.1 "Students will explain how key supporting details support the main idea of a text."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the sentence that states the passage's main idea. Circle one detail in each paragraph that helps support that idea.

A Safer Way Across

1. At a busy highway in a forest, animals may need to reach food or mates on the other side. Cars make that trip dangerous. Wildlife crossings help animals move safely across roads and can protect drivers, too. Some are wide bridges covered with soil and plants. Others are tunnels beneath the pavement. Both kinds help keep animals and moving cars apart.

2. A bridge for animals does not work just because it is there. Fences along the road guide animals toward the crossing instead of letting them step onto the highway. Plants on top can make a bridge feel more like the land nearby. In some places, cameras record deer, bears, and smaller animals using crossings. These pictures help people learn which animals use the safe route.

3. Wildlife crossings can help drivers, too. When fewer animals enter the road, drivers have fewer chances to hit one. Keeping animals away from traffic may also help them move between parts of their habitat. That movement can help them find food and mates. A crossing is not a magic fix for every road, but its design tackles more than one problem at once.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the detail about bridges and tunnels support the passage's main idea?

2. How does the detail about fences support the passage's main idea?

3. Why does the passage mention cameras recording animals? Explain how this detail supports the main idea.

4. How do the details about drivers and animal habitats work together to support the main idea?

3 YOUR TURN

Your own words

Read this new text: "A school garden can become an outdoor science classroom. Students measure how much rain falls each week and compare it with plant growth. They also watch bees visit flowers and record which blooms attract them." Write four sentences that state its main idea and explain how each of two details supports it.

ANSWER KEY

Paths Across Roads

GRADE 5 · 5.2.R.1

PART 1 · READ AND MARK

Underline the sentence that states the passage's main idea. Circle one detail in each paragraph that helps support that idea. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the detail about bridges and tunnels support the passage's main idea?	**Bridges and tunnels give animals routes across a road that keep them apart from moving cars.**
2	How does the detail about fences support the passage's main idea?	**Fences guide animals to a crossing instead of letting them enter the highway, making their trip safer.**
3	Why does the passage mention cameras recording animals? Explain how this detail supports the main idea.	**The recordings show that animals use the crossings, supporting the idea that crossings provide a route across roads.**
4	How do the details about drivers and animal habitats work together to support the main idea?	**Fewer animals on the road means fewer chances for drivers to hit one. Crossings also let animals move between parts of their habitat to find food and mates.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A school garden can be an outdoor science classroom. Measuring rain and comparing it with plant growth helps students study how water affects plants. Watching bees visit different flowers lets students observe how insects interact with plants. Each activity shows students learning science by collecting information outside.

For the marking job, accept the sentence beginning "Wildlife crossings help animals" as the main idea and any relevant supporting detail from each paragraph. For Part 3, accept different wording that accurately connects both garden activities to learning science outdoors.