Paths Above Traffic

Trace how an informational text develops an idea

6.RI.3 "Analyze how key individuals, events, or ideas are introduced, illustrated, and elaborated on in a text."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline where the passage first introduces wildlife crossings, circle a concrete example of one in use, and number two later details that add to your understanding of how crossings work.

A Safer Way Across

1 On a highway through Banff National Park in Canada, drivers move quickly through forests where elk, deer, and bears also travel. A road can cut across an animal's usual path to food or a mate. To reduce dangerous meetings between cars and wildlife, the park uses wildlife crossings. Some are wide bridges covered with soil and plants; others are tunnels beneath the road. These structures are more than shortcuts. They give animals a way to cross a busy highway without stepping into traffic.

2 In one common setup, fences along the highway guide animals toward a crossing instead of letting them wander onto the pavement. Picture an elk following a fence until it reaches a planted bridge. It walks over moving cars while drivers pass below. A smaller animal might use a tunnel, where the road forms a roof above its path. The bridge and tunnel serve the same purpose, but different animals may prefer different spaces. By linking the fence and crossing, the design makes a safe route easier to find.

3 Building a crossing is not the end of the work. In Banff, researchers use cameras to record animals that pass through crossings. These records show which species use a route and how often they appear. If few animals use a structure, researchers can study whether its location or surroundings make it hard to approach. Crossings cannot remove every danger on a road, but evidence from the cameras helps people judge whether the routes are working. The idea grows from a simple bridge or tunnel into a plan that needs testing.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does paragraph 1 introduce the problem that wildlife crossings address? Explain why that problem makes the crossings important.

2. How does the imagined elk's trip in paragraph 2 illustrate the job of the fence?

3. How does the tunnel detail add to the bridge example in paragraph 2?

4. How does paragraph 3 deepen the explanation of wildlife crossings given in paragraph 1?

3 YOUR TURN

Your own words

Write a four-sentence editor's note that gives one new sentence you would add to paragraph 3, using only facts supported by the passage and inventing no camera results. State where your sentence goes, then explain how it illustrates or elaborates on the researchers' work rather than repeating an existing sentence.

ANSWER KEY

Paths Above Traffic

GRADE 6 · 6.RI.3

PART 1 · READ AND MARK

Underline where the passage first introduces wildlife crossings, circle a concrete example of one in use, and number two later details that add to your understanding of how crossings work. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does paragraph 1 introduce the problem that wildlife crossings address? Explain why that problem makes the crossings important.	**The road cuts across animals' paths to food or mates, putting them near cars. Crossings offer a way over or under the highway without entering traffic.**
2	How does the imagined elk's trip in paragraph 2 illustrate the job of the fence?	**The elk follows the fence to a planted bridge instead of wandering onto the pavement. The example shows how a fence guides an animal to a crossing.**
3	How does the tunnel detail add to the bridge example in paragraph 2?	**It shows that animals can cross safely beneath the road as well as above it, and that different animals may prefer different spaces.**
4	How does paragraph 3 deepen the explanation of wildlife crossings given in paragraph 1?	**Paragraph 1 describes crossings as safe routes. Paragraph 3 adds that researchers use camera records to judge whether animals use those routes and to identify what might need study.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I would add my sentence after the line about how often animals appear. My sentence is, 'A low number of recorded visits could lead researchers to examine how animals approach the crossing.' This detail links camera records to the next step in the investigation. It elaborates on the researchers' work by showing how evidence can guide what they study next.

Accept other supported details if students explain how each one introduces, illustrates, or adds to an idea. For the editor's note, accept a new sentence that makes a supported connection without claiming an unreported camera result.