

Toad Road Clues

Use print and data features to trace an author's purpose.

7.9.C “analyze the author's use of print and graphic features to achieve specific purposes;”

NAME _____

DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each bold print feature, circle each italic print feature, and number the bars 1 and 2. In the margin, write a short note explaining how one marked feature helps readers.

Night Routes for Toads

- ① **Night Routes for Toads** *Field Notes, Pine Creek* Every spring, western toads leave forest shelters and travel to ponds to breed. A road can cut across this route. On one rainy evening, volunteers at Pine Creek counted toads near a busy road. The counts below compare two places. One place had a low tunnel beneath the road. The other had only open pavement.

TOADS COUNTED NEAR EACH LOCATION



- ② **Why the tunnel matters** Toads move slowly, especially on wet ground. Drivers may not notice them in time. A low tunnel lets toads pass under the road while cars travel above. The bar chart compares the volunteer counts from the two locations. Its taller bar makes the gap between the locations visible at a glance.
- ③ **Small actions, safer crossings** Residents can report busy toad routes to park staff. They should never carry wildlife across a road unless trained adults direct the work. Instead, people can slow down on rainy nights and support projects that add tunnels and short guiding fences. These fences guide toads toward openings, helping them avoid pavement and reach ponds.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What information does the italic print feature *Field Notes, Pine Creek* give readers? Why is this information set apart in italics?

2 How does the bold heading **Why the tunnel matters** prepare readers for the paragraph that follows?

3 How does the bar chart help the author show that the tunnel may be a safer crossing? Use both numbers in your answer.

4 What is the purpose of the bold heading **Small actions, safer crossings** in the final paragraph?

3 YOUR TURN _____ Your own words

Create a three-sentence mini article about bird-window safety. Use a bold title, one bold section heading, and one italic word. Then write a fourth sentence explaining how each of these print features guides the reader.

PART 1 • READ AND MARK

Underline each bold print feature, circle each italic print feature, and number the bars 1 and 2. In the margin, write a short note explaining how one marked feature helps readers. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What information does the italic print feature <i>Field Notes, Pine Creek</i> give readers? Why is this information set apart in italics?	It identifies the observations as field notes from Pine Creek. Italics set the source and location apart from the main text.
2	How does the bold heading Why the tunnel matters prepare readers for the paragraph that follows?	It signals that the paragraph will explain the value of the tunnel as a safer way for toads to cross the road.
3	How does the bar chart help the author show that the tunnel may be a safer crossing? Use both numbers in your answer.	The chart shows 18 toads near the tunnel and 3 near open pavement. The much taller tunnel bar makes the difference easy to compare quickly.
4	What is the purpose of the bold heading Small actions, safer crossings in the final paragraph?	It signals a shift from explaining the problem to showing actions residents can take to help toads cross safely.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Safer Windows for Birds See the Glass Birds can mistake clear windows for open sky. Place *visible* dots or tape on the outer glass so birds notice the barrier. Keep feeders close to the window or far away to reduce dangerous collisions. The bold title names the topic, the heading introduces a solution, and italics stress an important word.

Accept equivalent explanations that connect a print or graphic feature to a reader purpose, such as organizing information, emphasizing an idea, or making a comparison quick to see. For the open task, check that the student uses all three requested features and accurately explains their purposes.