In Antarctica, scientists are taking a penguin census to learn about the environment. Researchers arrive at an island in Antarctica where they will count chinstrap penguins. Climate change is making a huge impact on Antarctica. Scientists are counting chinstrap penguins there to try to understand global warming’s effect on the oceans and on the rest of the environment.

### Cover Quiz Answer Key

1. D
2. C
3. B
4. A
5. B
6. B
7. Answers will vary. See page 4.

### Analyze Text Features Mini-Lesson (RI.7)

Text features, if used properly, can add new information to an article or support a detail that appears in it. For this mini-lesson, students must have a firm understanding of the different types of text features and the purpose of each one. Before reading a text, have students take a text-feature walk and identify which features the author has included. Then have students predict—based on these features—what they will be reading about. While students are reading the text, have them underline important details. After reading, they should compare these details with the information provided by the text features.

### Alternate Question Stems

- How does the [insert text feature] help you understand what you are reading?
- What can you learn from this [insert text feature]?
- What details from the story are represented by the [insert text feature]?
- What does the [title, caption, legend] tell you about this feature?
1. Make an Inference (RI.3.1; RI.4.1)
Why is the word *click* repeated several times in the first paragraph?

A. It’s the sound penguins make.
B. It’s the sound of drones taking photos.
C. It’s the sound of the rough waters on the rocks.
D. It’s the sound of Forrest’s counter.

**DISTRACTOR ANALYSIS**
A. There is no evidence in the text to suggest this.
B. Drones are not introduced until the final section of the text.
C. There is no evidence in the text to suggest this.
D. Correct answer: The article opens with Steve Forrest counting penguins with his metal clicker.

2. Identify Problem and Solution (RI.3.5, RI.4.5)
Which of the following problems from the text has a proposed solution?

A. Climate change is causing a decline in the penguin population.
B. Warmer waters are affecting krill.
C. It’s not easy to take a penguin census.
D. Penguins aren’t always clean.

**DISTRACTOR ANALYSIS**
A. The article doesn’t mention a solution to climate change.
B. The article doesn’t mention a solution to warming waters.
C. Correct answer: The section “Drone Assistance” proposes using drones and computers to make the census easier.
D. The article doesn’t mention a way to keep penguins clean.

3. Explain Events (RI.3.3; RI.4.3)
According to the article, how is climate change causing a decrease in the penguin population in Antarctica?

A. Whales are running out of krill so they’re eating penguins.
B. The warming water is affecting penguins’ food source.
C. Penguins are leaving to find colder places to lay their eggs.
D. Penguins are leaving because climate change is causing rough waters.

**DISTRACTOR ANALYSIS**
A. There is no evidence in the text to suggest that whales are eating penguins.
B. Correct answer: Scientists suspect that the warming waters affect krill, which is what penguins eat. See paragraph 2 of “Ocean Life.”
C. There is no evidence in the text to suggest this.
D. The water is rough, but there is no evidence to suggest that is causing penguins to leave.
4. Identify Main Idea (RI.3.2; RI.4.2)
What could be a different heading for the section “Ocean Life”?

A. “Signs of Climate Change”
B. “A Miserable Job”
C. “Chinstrap Chicks”
D. “Counting Krill”

Distractor Analysis

A. Correct answer: This section explains how scientists are counting penguins to understand the effects of climate change.
B. Forrest does mention that taking the census can be miserable, but this is not the focus of the section.
C. Though penguin nests are mentioned, chicks are not the focus of this section.
D. Scientists are counting penguins to make inferences about krill.

5. Define Words and Phrases (RI.3.4, RI.4.4)
Which word could best replace *colony* in the section “Drone Assistance”?

A. family
B. community
C. country
D. habitat

Distractor Analysis

A. A colony is larger than a family.
B. Correct answer: A colony is a community of animals or plants of one kind living close together.
C. A country is an area of land ruled by a government.
D. A habitat is the environment where an animal lives.

6. Analyze Images (RI.3.7; RI.4.7)
The image “One, Two, Three” helps the reader understand

A. how few penguins are left in Antarctica.
B. how difficult it is to count penguins in the wild by hand.
C. how the team can use photos to record the population.
D. where chinstrap nesting grounds are.

Distractor Analysis

A. The photo shows many penguins.
B. Correct answer: The image shows a scientist trying to count hundreds of penguins.
C. The image shows a scientist counting penguins in front of him, not in a photo.
D. According to the article, penguins nest on rocky slopes, so this does not likely show their nesting grounds.
7. **Narrative Writing (W.3.3; W.4.3)**

Imagine you are Steve Forrest taking a penguin census. Write a story about the experience from his point of view. Use details from the text in your narrative.

Responses will vary but must . . .

- Be from Steve Forrest’s point of view.
- Tell what it is like taking a penguin census
- Use details from the text that describe the challenge of taking a penguin census.

**Open-Ended Grading Rubric**

<table>
<thead>
<tr>
<th>4</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>Response effectively answers all parts of the question.</td>
</tr>
<tr>
<td>☐</td>
<td>Response is clear and organized into paragraphs.</td>
</tr>
<tr>
<td>☐</td>
<td>Response provides a developed explanation and text evidence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Meets Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>Response mostly answers the question and stays on task.</td>
</tr>
<tr>
<td>☐</td>
<td>Response is clear and mostly organized.</td>
</tr>
<tr>
<td>☐</td>
<td>Response is developed and provides an explanation or relevant evidence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Approaching Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>Response answers part, but not all of, the question or may get off task.</td>
</tr>
<tr>
<td>☐</td>
<td>Response is clear but may not be fully organized.</td>
</tr>
<tr>
<td>☐</td>
<td>Response may have a partial explanation but no evidence is provided.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>Response is minimally aligned to the task.</td>
</tr>
<tr>
<td>☐</td>
<td>Response is somewhat clear but is not organized.</td>
</tr>
<tr>
<td>☐</td>
<td>Response has little reasoning or evidence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>0</th>
<th>Far Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>Response is not appropriate to the task.</td>
</tr>
<tr>
<td>☐</td>
<td>Response is unclear and has no organization.</td>
</tr>
<tr>
<td>☐</td>
<td>Response has no reasoning or evidence.</td>
</tr>
</tbody>
</table>

**Teacher’s Comments:**

M/C ____/6
OE ____/4