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.

MAGAZINE QUIZ DISTRACTORS GUIDE FOR PENGUIN CENSUS

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.

Magazine Quiz Answer Key

1. D
2. B
3. C
4. A
5. D
6. B
7. D
8. C
9. A
10. C

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.

Question Distribution by Standard

Key Ideas and Details
Read for Detail, Identify Main Idea, Explain Events (RI.1, RI.2, RI.3)
- Q1, Q2, Q3, Q6, Q10

Craft and Structure
Define Words and Phrases, Identify Author’s Purpose (RI.4, RI.5, RI.6)
- Q5, Q9

Integration of Knowledge and Ideas
Analyze Images, Identify Claims and Evidence, Integrate Information (RI.7, RI.8, RI.9)
- Q4, Q7, Q8

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 does the [title, caption, legend] tell you about this feature?
- What details from the story are represented by the [insert text feature]?
1. **CHANGE IN THE AIR: Read for Detail (RI.3.1; RI.4.1)**
   Which word best describes the change in air pollution due to COVID-19?

   A. miraculous  
   B. long-lasting  
   C. unexpected  
   D. temporary

   **DISTRACTOR ANALYSIS**
   - A. The decline in air pollution is not miraculous because there’s an explanation for it.
   - B. Evidence suggests that the drop will last only as long as people are staying home.
   - C. Both the drop in pollution levels and the post-lockdown increase have been predicted.
   - D. Correct answer: Pollution levels are likely to return to normal after lockdowns are lifted.

2. **PENGUIN CENSUS: 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 this is causing penguins to leave.

3. **RISING WATER: Read for Detail (RI.3.1; RI.4.1)**
   What “water issues” does Henk Ovink work on for the Dutch government?

   A. cleaning pollution from the ocean  
   B. supplying clean drinking water for the country.
   C. reducing flooding  
   D. preventing glaciers from melting

   **DISTRACTOR ANALYSIS**
   - A. There is no evidence in the text to suggest this.
   - B. There is no evidence in the text to suggest this.
   - C. Correct answer: He works on keeping floodwaters out of the Netherlands.
   - D. Melting glaciers may cause flooding, but this is not a prevention technique he is working on.

4. **DEBATE: SHOULD CARS BE BANNED IN CITIES?: Integrate Information (RI.3.9; RI.4.9)**
   Suvir and Juliet do not have the same opinion on banning cars, but they both agree that

   A. people are very reliant on cars.  
   B. it’s difficult to get to work without a car.
   C. cars contribute to pollution.  
   D. people should take car services instead of driving themselves.
A. Correct answer: Suvir says that our reliance on cars makes us lazier, and Juliet says people have become attached to cars.
B. Lena argues that it would be difficult to get to work without a car.
C. Juliet does not mention how cars contribute to pollution.
D. Suvir thinks that cars also prevent people from exercising, so he would not agree with this.

5. KID HEROES FOR THE PLANET: Define Words and Phrases (RI.3.4, RI.4.4)
   Jeremy Clarke and Charlie Abrams are climate activists. Which of the kid heroes can be described as animal activists?
   A. Jaysa Hunter-Mellers
   B. Aiden Wang
   C. Addy Barrett
   D. both B and C

Distractor Analysis
A. Jaysa took action against air pollution.
B. This is correct, but there is more than one right answer.
C. This is correct, but there is more than one right answer.
D. Correct answer: Aiden took action to protect butterflies and Addy took action to protect gorillas.

6. BUILDING GREEN: Read for Detail (RI.3.1; RI.4.1)
   Which is not a benefit of Conceptos Plásticos projects in Côte d’Ivoire?
   A. Children are able to have larger classrooms.
   B. Children learn how to build by helping put the bricks together.
   C. People can earn money for collecting and selling plastic.
   D. There is less plastic waste in the city.

Distractor Analysis
A. This is true; there is more room for students in the classrooms built by Conceptos Plásticos.
B. Correct answer: Children get to watch the classrooms being built, but they do not help in the building process.
C. This is true; see image “Earning a Living.”
D. This is true; plastic waste is collected and turned into bricks to build schools.

7. FOREST LIFE: Analyze Images (RI.3.7; RI.4.7)
   All the images included in this article show
   A. the possible effects of deforestation.
   B. animals that can be found in the rain forest trees.
   C. endangered species from around the world.
   D. species that live in the Amazon rain forest.

Distractor Analysis
A. Deforestation is a threat to the Amazon rain forest, but it is not depicted in the images.
B. Only one image shows an animal that lives in trees.
C. This article focuses only on species from the Amazon rainforest in South America.
D. Correct answer: The images are all plants or animals in the Amazon rain forest.
8. CITY OF TREES: Identify Claims and Evidence (RI.3.8, RI.4.8)

The author included a fact from the U.S. Environmental Protection Agency to show

A. how hot it gets in Karachi, Pakistan.
B. how quickly trees can grow.
C. the effect trees can have on temperature.
D. what students can learn from trees.

DISTRACTOR ANALYSIS

A. The temperature of Karachi is not mentioned in the article.
B. The article mentions that trees grew up to 30 feet in three years, but this was not a fact from the EPA.
C. Correct answer: According to the EPA, trees can help lower temperature in cities by 2° to 9°F.
D. A quote from Shahzad Qureshi explains what students can learn from studying the forest.

9. EIGHT QUESTIONS FOR THE IRWINS: Identify Author’s Purpose (RI.3.6; RI.4.6)

Why did the author write this article?

A. to inform people about the Irwin siblings and what they do
B. to tell a story about children working in a zoo
C. to persuade readers to watch the show *Crikey! It’s the Irwins*
D. to teach readers about animals

DISTRACTOR ANALYSIS

A. Correct answer: The article is mostly about Bindi and Robert Irwin and their work with animals.
B. The article is not a narrative about the Irwin children.
C. The article is not meant to be persuasive.
D. While the article does talk about animals, the subjects of the article are Bindi and Robert Irwin.

10. BACK TO NATURE: Identify Main Idea (RI.3.2; RI.4.2)

Who or what is the documentary *Into America’s Wild* mostly about?

A. astronauts
B. Alaska
C. nature
D. kayaking

DISTRACTOR ANALYSIS

A. A former astronaut is part of the documentary, but that is not what it is mostly about.
B. Ariel Tweto grew up in Alaska, but the documentary explores many places.
C. Correct answer: The documentary *Into America’s Wild* explores some of America’s stunning landscapes.
D. Ariel Tweto is shown kayaking, but there is no evidence in the text that suggests that is what the documentary is about.