

## Assessment Answer Key

# The Watery World of Wading Birds

*Note to teachers: The assessment should be used not as a pass-or-fail unit test but as an opportunity to diagnose students' language arts and science comprehension, knowledge, and skills. We have designed it for students to have their copies of "The Watery World of Wading Birds" available for reference as they work on answering the questions. Please use the assessment diagnostically. With struggling readers, take the opportunity to review their answers individually. We hope that the answer key provides suggestions that will help you improve students' reading. The assessment also can be given aloud as part of a class discussion. Most of all, we hope the assessment—and the entire Audubon Adventures program—will develop students' appreciation for and enjoyment of the environment we share.*

- 1. Correct answer:** c. This is a challenging reading comprehension question that challenges students to properly interpret the question, the answer options, and, of course, what they read in the student magazine. All of these statements seem relate to information found in the magazine. Answer *a* is true, but students have to use deductive reasoning to realize it. Paragraph 2 on the cover says that wading birds have “big feet with spread-out toes”—in other words, *not* webbed feet. Answer option *b* is also true, and it is stated explicitly in paragraph 2 on the cover. The other true statement, answer *d*, is also found in that same paragraph, almost word for word. That leaves answer *c* as the correct—and only false—answer option. Careless students might see the photo of the woman with the feathery hat on the cover along with the headline and incorrectly identify answer *c* as true. But the article itself says just the opposite—the birds can no longer be hunted for their feathers.
- 2. Correct answer:** c. The answer is found in paragraph 3 of “Meet Ann Paul” on page 3 of the student magazine. All of the other answers seem vaguely related to the topic of this issue, so a student who chooses incorrectly is likely in a hurry and just guessing. Discussing this question with students individually or in small groups is a good opportunity to reinforce the idea that nesting in groups (rookeries, colonies) is a behavioral adaptation that gives wading birds some additional protection at a vulnerable time, as paragraph 3 of the article explains. Behavioral (as distinct from physical) adaptations are an interesting topic for further investigation for interested students.
- 3. Correct answer:** d. The answer is found at the top of column 2 in “Meet Ann Paul” on page 3 of the student magazine. Most students will find this information compelling and are likely to remember it once they’ve read it. The incorrect answer options offered also might conjure vivid images. Students who get this question wrong have faulty recall or comprehension or were distracted by the content itself. That raccoons eat birds’ eggs may be new information to most students and can lead to interesting follow-up discussions on other threats to nesting birds.
- 4. Correct answer:** a, b. The two correct answers are found in the article “See, Feel, Grab, Stab!” on page 2 of the student magazine. Students who choose one or both of the wrong answers have probably scanned hastily or simply relied on faulty recall. Since answer *d*, like the two correct answer options, alludes to the senses, some students might reason that it belongs with those two—an indication that reasoning is present, though it leads to an incorrect conclusion. A student who chooses answer *c* could be relying on the graphic on page 3 showing a gull with fishing line in its mouth, but the conclusion is incorrect, of course. If time allows as you are discussing this question, it could be a good opportunity to introduce the surprising (to many) fact that most birds do not have a good sense of smell.
- 5. Answers will vary,** but the key to look for is that students have read and understood some or all of the specific actions described in “Protect Watery Habitats” on page 4 of the student magazine. The most important takeaway from this article is that even if we don’t live near a body of water, our actions can affect water quality in waterways some distance away. This question is a good opportunity to reinforce the idea that Earth is one big, interconnected habitat and ecosystem. Actions that harm (and help) water, air, and soil quality in one place can have consequences elsewhere. Local actions can have global results.