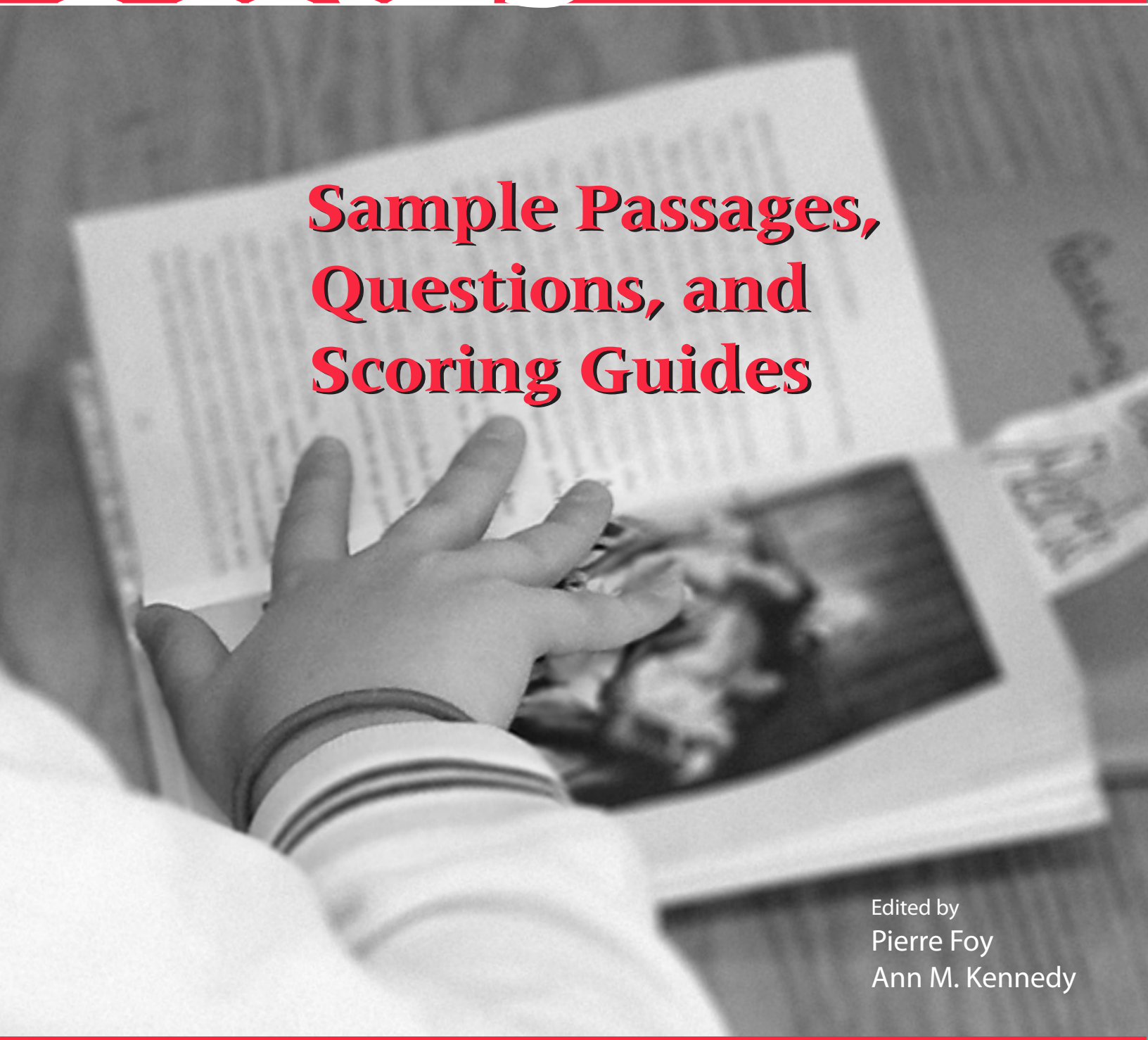
PROGRESS IN INTERNATIONAL READING LITERACY STUDY

PIRLS



Sample Passages, Questions, and Scoring Guides

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PIRLS 2006 User Guide

for the International Database

TIMSS & PIRLS
International Study Center
Lynch School of Education, Boston College

Sample Passages, Questions, and Scoring Guides

Reading for Literary Experience

Little Lump of Clay

An Unbelievable Night

Reading to Acquire and Use Information

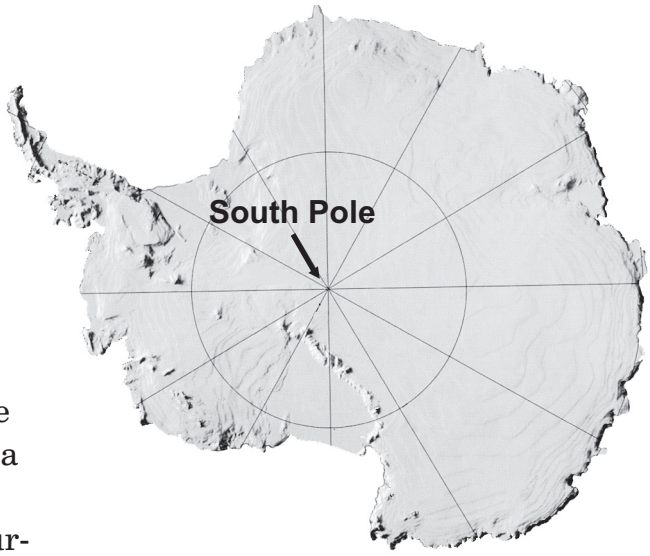
Antarctica: Land of Ice

Searching for Food

Antarctica: Land of Ice

Introducing Antarctica

What is Antarctica?



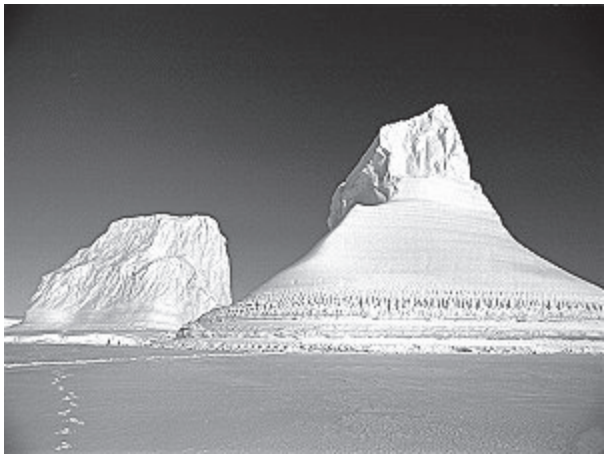
A Map of Antarctica

Antarctica is a continent that is right at the south of the planet. (If you try to find it on a globe, you will see that it is at the bottom.)

It takes up one-tenth of the Earth's surface and is covered with a blanket of ice that can be as thick as 1,500 metres or more. The South Pole is right in the middle of Antarctica.

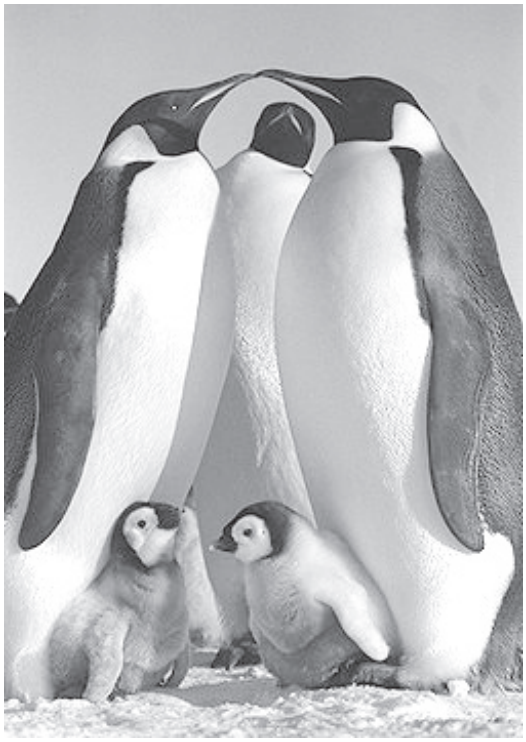
Antarctica is the coldest continent, as well as the driest, the highest and the windiest. Very few people live there all year round. Scientists stay there for short periods, living in specially built research stations.

Summer in Antarctica is between October and March. During this time there is non-stop daylight. In winter, April to September, the opposite happens and Antarctica is plunged into six months of constant darkness.



In Antarctica, it is colder than you can possibly imagine, even in the summer! The South Pole is the coldest part of Antarctica. The average temperature for January, the middle of the summer, is minus 28 degrees Celsius (written as -28°C). Minus means colder than the freezing point, which is 0°C.

In the winter, April to September, the average temperature at the South Pole can be as cold as -89°C. When it is that cold, a mug of boiling water thrown in the air would freeze before it hit the ice. Sometimes the scientists have to use fridges to keep their samples warm!



Penguins in Antarctica

There are more penguins in the Antarctic than any other bird.

They cannot fly but use their short wings as swimming flippers. They are superb swimmers. On land, they waddle upright or move in short hops.

Penguins have many feathers that overlap each other. These, together with woolly down feathers and a thick layer of fat, keep out the cold air, wind and water. For extra warmth, penguins huddle together in groups.

A Letter from Antarctica

Sara Wheeler is one of the scientists working in Antarctica. By reading her letter to her nephew Daniel, you can learn more about her Antarctic experience.

Antarctica

Friday, 9 December

Dear Daniel,

Here is the letter I promised to write to you from Antarctica, and a photograph. Imagine how excited I am to be here at last, following in the footsteps of so many famous explorers. It is very different from the world I am used to.

There is nothing fresh down here—and no supermarkets—so we have to eat a lot of dried, tinned or frozen food (it doesn't have to be put in the freezer—you can just leave it outside). We cook on small gas stoves, which take much longer than cookers at home. Yesterday I made noodles with tomato paste and vegetables out of a tin, followed by dried strawberries that tasted like cardboard.

I miss fresh apples and oranges—I wish you could send me some!

Love from Sara

Questions Antarctica: Land of Ice

1. Where can you find Antarctica on a globe?

_____

2. Antarctica is the coldest place on Earth. What other records does it hold?

A driest and cloudiest

B wettest and windiest

✶ C windiest and driest

D cloudiest and highest

3. What is the coldest part of Antarctica?

_____

✶ **Correct answer**

4. Think about what the article says about Antarctica. Give **two** reasons why most people who visit Antarctica choose **not** to go there between April and September.

1. _____

_____

2. _____

_____

5. Why does the article tell you that 'a mug of boiling water thrown in the air would freeze before it hit the ice'?

(A) to tell you how hot the water is in Antarctica

(B) to show you what they drink in Antarctica

(C) to tell you about scientists' jobs in Antarctica

✶ (D) to show you how cold it is in Antarctica

6. According to the article, what do penguins use their wings for?

(A) flying

✶ (B) swimming

(C) keeping chicks warm

(D) walking upright

✶ **Correct answer**

7. Give **three** ways penguins are able to keep warm in Antarctica.

1. _____

2. _____

3. _____

8. What are **two** things you learn about food in Antarctica from Sara's letter?

1. _____

_____

2. _____

_____

9. Think about whether you would like to visit Antarctica. Use what you have read in both *Introducing Antarctica* and *A Letter from Antarctica* to explain why you would or would not like to visit.

10. Which section of the article tells you how thick the ice is in Antarctica?

✶ (A) What is Antarctica?

(B) The Weather in Antarctica

(C) Penguins in Antarctica

(D) A Letter from Antarctica

✶ **Correct answer**

11. In this article, there are two different ways of finding out about Antarctica:

- *Introducing Antarctica*
- *A Letter from Antarctica*

Which of these kinds of information do you find more interesting, and why?

Antarctica, Item 1

Where can you find Antarctica on a globe?

Process: Focus on and retrieve explicitly stated information and ideas

1 – Acceptable Response

These responses identify the explicitly stated location of Antarctica. The response states that Antarctica is at the bottom of the globe, or describes it as being at the south of the planet.

Antarctica, Item 3

What is the coldest part of Antarctica?

Process: Focus on and retrieve explicitly stated information and ideas

1 – Acceptable Response

These responses identify the explicitly stated location of the coldest part of Antarctica. The response states that the South Pole is the coldest part. ("The middle part" is also acceptable.)

Antarctica, Item 4

Think about what the article says about Antarctica. Give two reasons why most people who visit Antarctica choose not to go there between April and September.

Process: Interpret and integrate ideas and information

2 – Complete Comprehension

These responses demonstrate complete comprehension by interpreting information about conditions in Antarctica during the winter. The response describes both of the winter conditions mentioned in the article: 1) the extreme cold, and 2) the constant darkness. (Note: it is not correct to just say that it is winter; it is necessary for the response to include the extreme cold or darkness of winter.)

Example:

It is plunged into six months of constant darkness. A mug of boiling water thrown in the air would freeze before it hit the ice.

1 – Partial Comprehension

These responses demonstrate partial comprehension by interpreting information about one condition in Antarctica during the winter. The response describes one of the winter conditions mentioned in the article: 1) the extreme cold OR 2) the constant darkness. (Note: it is not correct to just say that it is winter; it is necessary for the response to include the extreme cold or darkness of winter.)

Example:

It is very cold that time of year.

Antarctica, Item 7

Give three ways penguins are able to keep warm in Antarctica.

Process: Make straightforward inferences

3 – Extensive Comprehension

These responses demonstrate extensive comprehension by identifying most of the ideas in the article from which penguins' ability to stay warm can be inferred. The response describes at least three of the ways penguins are able to stay warm listed below.

2 – Satisfactory Comprehension

These responses demonstrate satisfactory comprehension by identifying some of the ideas in the article from which penguins' ability to stay warm can be inferred. The response describes two of the ways penguins are able to stay warm listed below.

1 – Minimal Comprehension

These responses demonstrate limited comprehension by identifying one idea in the

article from which penguins' ability to stay warm can be inferred. The response describes only one of the ways penguins are able to stay warm listed below.

Ideas from Article Explaining how Penguins Stay Warm

They have many feathers which overlap each other.

They have woolly down feathers.

They have feathers (only counts as a separate idea if neither of the first two ideas about feathers is included in the response).

They have a thick layer of fat.

They huddle together in groups.

Antarctica, Item 8

What are two things you learn about food in Antarctica from Sara's letter?

Process: Focus on and retrieve explicitly stated information and ideas

2 – Complete Comprehension

These responses demonstrate complete comprehension by identifying two explicitly stated ideas related to food in Antarctica. The response identifies at least two of the ideas listed below.

1 – Partial Comprehension

These responses demonstrate partial comprehension by identifying one explicitly stated idea related to food in Antarctica. The response identifies only one of the ideas listed below.

Ideas from Sara's Letter About Food in Antarctica

There are no supermarkets.

There is a lot of dried, tinned, or frozen food (one or more of these adjectives is acceptable as an idea)/ Nothing is fresh.

Food doesn't have to be put in a freezer. /Food can be left outside.

They cook on gas stoves.

It takes longer to cook.

They eat noodles with tomato paste and vegetables.

Strawberries taste like cardboard.

They don't have apples and oranges.

Sara doesn't like the food in Antarctica. /It is not good.

Antarctica, Item 9

Think about whether you would like to visit Antarctica. Use what you have read in both Introducing Antarctica and A Letter from Antarctica to explain why you would or would not like to visit.

Process: Interpret and integrate ideas and information

2 – Complete Comprehension

These responses demonstrate complete comprehension by integrating information from across two different texts to fully support a personal opinion about text content. The response states or implies a personal opinion about visiting Antarctica and provides specific information from both texts—Introducing Antarctica and A Letter from Antarctica—to support the opinion. See chart below for appropriate ideas for each text.

Example:

No, because it is the coldest place on earth and there is nothing fresh to eat.

1 – Partial Comprehension

These responses demonstrate partial comprehension by supporting a personal opinion about text content with information from one text. The response states or implies a personal opinion about visiting Antarctica and provides specific information from one text—Introducing Antarctica OR A Letter from Antarctica—to support the opinion. See chart below for appropriate ideas for each text.

Example:

Yes, because many explorers have been there.

Topics/Ideas from Each Text that May be Used to Support Opinion

Introducing Antarctica

Extreme cold

Constant darkness

Penguins live there

Few people live there

Scientists stay there

A Letter from Antarctica

Food (freshness, tinned/dried, cooking, buying)

Cold

Famous explorers have gone there

Antarctica, Item 11

In this article, there are two different ways of finding out about Antarctica: Introducing Antarctica

A Letter from Antarctica

Which of these kinds of information do you find more interesting, and why?

Process: Examine and evaluate content, language, and textual elements

1 – Acceptable Response

These responses demonstrate understanding of the type of information presented in at least one of two texts. The response provides an opinion about which text is most interesting. In addition, it includes an explanation that accurately describes some element of the content, language, format, or tone of at least one of the texts.

Example:

Sara's letter because it makes you understand what it really feels like to be there.

The Little Lump of Clay

by Diana Engel

Way up high, in an old tower, there was a workshop. It was a pottery workshop, filled with barrels of colourful glazes, potter's wheels, kilns and, of course, clay. Near the window stood a big wooden bin with a heavy lid. There the clay was kept. Way at the bottom, squashed into the corner, was the oldest lump of clay. He barely remembered the last time he had been handled, a long time ago. Every day the heavy lid would open. Hands reached in, quickly grabbing bags or balls of clay. The little lump of clay could hear the cheerful sounds of people busy at their work.

"When will it be my turn?" he wondered. As each day passed in the darkness of the bin, the little lump of clay lost hope.

One day a large group of children came into the workshop with their teacher. Many hands reached into the bin. The little lump of clay was the last to be chosen, but he was out!

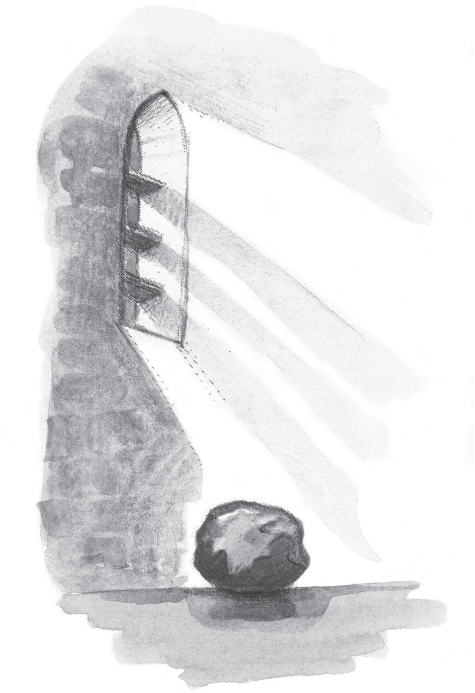
"Here's my big chance!" he thought, squinting in the light.

A boy put the clay on the potter's wheel, spinning it as fast as he could. "This is fun!" thought the little lump of clay. The boy tried pulling the clay up as the wheel went around. The little lump of clay felt the excitement of becoming *something*! After trying to make a bowl, the boy gave up. He pushed and pounded the clay into a neat ball.

"Time to clean up," said the teacher. The workshop was filled with the sounds of children sponging and wiping and washing and drying. Water dripped everywhere.

The boy plopped the lump of clay near the window and rushed to join his friends. After a while, the workshop emptied. The room was quiet and dark. The little lump of clay was terrified. Not only did he miss the moistness of the bin, he knew he was in danger.

"It's all over," he thought. "I'll just sit here and dry out until I'm as hard as a rock."



He sat by the open window, unable to move, feeling the moisture seep out of him. The sunlight beat down, the night breezes blew in, until he was rock hard. He was so hard he could hardly think. He only knew that he was filled with hopelessness.

But somewhere deep inside the little lump of clay, a tiny drop of moisture was left, and he refused to let it go.

"Rain," he thought.

"Water," he sighed.

"Please," he finally squeezed out of his dry hopeless self.

A passing cloud took pity on the little lump of clay, and a wonderful thing happened. Huge raindrops hammered through the open window, falling on the little lump of clay. All night it rained, and by morning he was as soft as his old self.

Voices drifted into the workshop.

"Oh no," said a woman. She was a potter who often used the workshop. "Someone has left the window open all weekend! We've got a mess to clean up. You can work with some clay while I find the towels," she said to her daughter.

The little girl saw the lump of clay sitting at the window.

"This looks like a perfect lump for me," she said.

Soon she was pressing and kneading the clay into pleasing shapes. To the little lump of clay, her fingers felt heavenly.

The girl thought as she worked, and her hands moved with purpose. The little lump of clay felt himself being gently pushed into a rounded, hollow shape. A few pinches, and he had a handle.

"Mommy, Mommy," called the girl, "I made a cup!"

"It's wonderful!" said her mother. "Put it on the shelf and it will be fired in the kiln. Then you can glaze it any colour you like."

Soon the little cup was ready to be taken to his new home. Now he lives on a shelf in the kitchen, next to the other cups and saucers and mugs. They are all very different and some are very beautiful.

"Breakfast!" calls the mother, setting the new cup on the table and filling him with hot chocolate.

The little girl holds him gently. How happy he feels with the smooth lines of his new shape. How well he does his job!

The little cup sits proudly. "At last—at last I am something."

Questions The Little Lump of Clay

1. Number the sentences below in the order the events happened in the story. Number 1 has been done for you.

___ The rain made the lump of clay moist and soft.

___ A boy tried to make the lump of clay into a bowl.

___ A girl made the lump of clay into a cup.

___ The lump of clay dried out.

1 The lump of clay was in the bin.

2. Why was the lump of clay in the bin for such a long time?

3. At the beginning of the story, what did the lump of clay wish for?

4. Why was the clay eventually taken out of the bin?

✶ (A) All the other lumps of clay were used.

(B) It was on top of the other lumps of clay.

(C) The boy chose that lump because he especially liked it.

(D) The teacher told the boy to use that lump.

5. What did the boy do that was careless?

(A) He left the clay on the potter's wheel.

(B) He was spinning the wheel as fast as he could.

✶ (C) He put the clay near the window.

(D) He pushed and pounded the clay.

6. The boy left the lump of clay in danger. What was the danger?

1 _____

_____

✶ **Correct answer**

7. How did the lump of clay feel right after the boy left the pottery workshop?

   (A) satisfied

✶ (B) scared

   (C) angry

   (D) proud

8. What wonderful thing happened after the lump of clay had been lying by the window for a long time? Why was this so wonderful for the lump of clay?

_____

_____

_____

_____

✶ **Correct answer**

9. Which words in the story show that the little girl knew what she wanted to make?

   (A) 'her fingers felt heavenly.'

   (B) 'The little girl saw the lump of clay.'

   (C) 'The little girl holds him gently.'

   ✶ (D) 'her hands moved with purpose.'

10. Describe the different feelings the clay had at the beginning and the end of the story. Explain why his feelings changed.

_____

_____

_____

_____

_____

_____

✶ **Correct answer**

11. The little girl is an important person in this story. Explain why she was important to what happened.

12. The author of the story writes about the lump of clay as if it were a person. What is the author trying to make you imagine?

(A) what it is like in the rain

✶ (B) how a lump of clay might feel

(C) what it is like to work with clay

(D) how it feels to make something

13. What is the **main** message of this story?

(A) People are easy to knead and shape like clay.

(B) There is a great deal of unhappiness in the world.

✶ (C) Everything is happiest when it finds a purpose.

(D) Pottery is the best way to do good in the world.

✶ **Correct answer**

Clay, Item 1

Number the sentences below in the order the events happened in the story. Number 1 has been done for you.

__ The rain made the lump of clay moist and soft.
__ A boy tried to make the lump of clay into a bowl.
__ A girl made the lump of clay into a cup.
__ The lump of clay dried out.
_1_ The lump of clay was in the bin.

Process: Focus on and retrieve explicitly stated information and ideas

1 – Acceptable Response

These responses identify the appropriate order of story events. The response accurately numbers the sentences as shown below. In order to receive full credit, each sentence must have the appropriate number.

Appropriate Ordering of Sentences

4 The rain made the lump of clay moist and soft.

2 A boy tried to make the lump of clay into a bowl.

5 A girl made the lump of clay into a cup.

3 The lump of clay was dried out.

1 The lump of clay was in the bin.

Clay, Item 2

Why was the lump of clay in the bin for such a long time?

Process: Make straightforward inferences

1 – Acceptable Response

These responses provide an appropriate inference for the lump of clay's initial predicament. The response demonstrates understanding that the lump of clay was not as accessible as the other clay. It may focus on the fact that it was at the bottom or in a corner of the bin.

Example:

Because he was at the bottom.

Or, the response may focus on the fact that the other clay was always used first.

Example:

Because people used the other clay.

Clay, Item 3

At the beginning of the story, what did the lump of clay wish for?

Process: Make straightforward inferences

1 – Acceptable Response

These responses provide an appropriate inference for the lump of clay's feelings at the beginning of the story. The response demonstrates understanding that the lump of clay wanted to be used like the other clay in the bin (its short-term wish).

Example:

To be chosen.

Or, the response may focus on the outcomes of being used like the other clay (its long-term wish) and having a purpose or use, or having a sense of fulfillment.

Example:

To be made into an object and used a lot.

Clay, Item 6

The boy left the lump of clay in danger. What was the danger?

Process: Interpret and integrate ideas and information

1 – Acceptable Response

These responses integrate ideas in the story to interpret the nature of the lump of clay's danger. The response demonstrates understanding that the lump of clay was in danger of drying out or becoming hard. (It is acceptable if the student's interpretation is that the clay is in danger of dying.)

Example:

The lump of clay's danger was that he might dry out.

Clay, Item 8

What wonderful thing happened after the lump of clay had been lying by the window for a long time? Why was this so wonderful for the lump of clay?

Process: Focus on and retrieve explicitly stated information and ideas

2 – Complete Comprehension

These responses demonstrate complete comprehension of events in the story related to the lump of clay's recovery. The response states that rain coming through the window was the wonderful thing that happened. In addition, the response explains that the rain made the clay wet again, or caused it not to become hard.

Example:

The wonderful thing was the rain because it moistened the clay.

1 – Partial Comprehension

These responses demonstrate partial comprehension of events in the story related to the lump of clay's recovery. The response describes the wonderful thing that happened as rain coming through the window, or as the clay becoming wet or soft again. However, the response does not make a connection between the rain and its physical effect on the clay.

Example:

It made it go really soft.

Clay, Item 10

Describe the different feelings the clay had at the beginning and the end of the story. Explain why his feelings changed.

Process: Interpret and integrate ideas and information

3 – Extensive Comprehension

These responses demonstrate extensive comprehension by integrating ideas from across the text to fully support an interpretation of why the clay's feelings changed during the story. The response provides an appropriate description of the clay's feelings at the beginning and at the end. It includes information from the story to explain why they changed. In the explanation the response demonstrates understanding of one of the following aspects of the clay's proud feelings about itself at the end of the story: fulfillment, usefulness, or beauty/aesthetics. See examples in chart below.

Example:

At the beginning the clay was sad. At the end he felt proud because he had become a cup.

2 – Satisfactory Comprehension

These responses demonstrate satisfactory comprehension by integrating ideas from across the text to support an interpretation of why the clay's feelings changed during the story. The response provides an appropriate description of the clay's feelings at the beginning and at the end. It includes information from the story to explain why they changed. However, the explanation for why they changed does not demonstrate understanding of one of the following aspects of the clay's proud feelings about itself at the end of the story: fulfillment, usefulness, or beauty/aesthetics.

Example:

He was sad in the beginning. But he was happy in the end because of what the girl did.

Or, the response provides an appropriate explanation of his feelings at the beginning or the end (but not both) and in the explanation of that feeling demonstrates understanding of one of the following aspects of the clay's proud feelings about itself at the end: fulfillment, usefulness, or beauty/aesthetics (see examples in chart below).

Example:

He is happy because he has been made into something, he is proud of his shape and he is proud of sitting on the shelf with all the other mugs.

1 – Minimal Comprehension

These responses demonstrate limited comprehension of how the clay's feelings changed during the story. The response provides an appropriate description of the clay's feelings at the beginning or at the end, or both, but does not include appropriate information from the story to explain why they changed.

Example:

He was sad in the beginning. But he was happy in the end.

Or, the response provides an explanation of the change that demonstrates feelings of fulfillment, usefulness, or aesthetics, but does not describe his feelings at the beginning or the end.

Example:

He became something useful.

Explanations that Support the Clay's Feelings of Pride at End of Story: Examples

The following examples represent some of the different ways students may support the clay's feelings of pride at the end of the story.

Fulfillment

The girl made him into something.

He had become something.

Usefulness

He had a job to do.

He became a cup.

People could use him.

He was something useful.

Beauty/Aesthetic

The girl made him beautiful.

He liked his new shape.

Clay, Item 11

The little girl is an important person in this story. Explain why she was important to what happened.

Process: Interpret and integrate ideas and information

2 – Complete Comprehension

These responses demonstrate complete comprehension of the story's supporting character by integrating ideas from across the text to interpret the character's significance to the story's outcome. The response explains the little girl's central role as the facilitator of the clay's change and addresses how her role contributes to the theme of fulfillment.

Example:

She made the clay into something beautiful.

1 – Partial Comprehension

These responses demonstrate partial comprehension of the supporting character's significance in the story. The response identifies the central action of the little girl as the facilitator of the clay's change but does not address the theme of fulfillment.

Example:

She was the one who made the clay into a cup.

An Unbelievable Night

by Franz Hohler

Anina was ten years old, so even half asleep she could find her way from her room to the bathroom. The door to her room was usually open a crack, and the nightlight in the hallway made it light enough to get to the bathroom past the telephone stand.

One night, as she passed the telephone stand on her way to the bathroom, Anina heard something that sounded like a quiet hissing. But, because she was half asleep, she didn't really pay any attention to it. Anyway, it came from pretty far away. Not until she was on her way back to her room did she see where it came from. Under the telephone stand there was a large pile of old newspapers and magazines, and this pile now began to move. That was where the noise was coming from. All of a sudden the pile started to fall over – right, left, forwards, backwards – then there were newspapers and magazines all over the floor.

Anina could not believe her eyes as she watched a grunting and snorting crocodile come out from under the telephone stand.

Anina was frozen to the spot. Her eyes wide as saucers, she watched the crocodile crawl completely out of the newspapers and slowly look around the apartment. It seemed to have just come out of the water because its whole body was dripping wet. Wherever the crocodile stepped, the carpet under it became drenched.

The crocodile moved its head back and forth letting out a loud hissing sound. Anina swallowed hard, looking at the crocodile's snout with its terribly long row of teeth. It swung its tail slowly back and forth. Anina had read about that in "Animal Magazine"– how the crocodile whips the water with its tail to chase away or attack its enemies.

Her gaze fell on the last issue of "Animal Magazine," which had fallen from the pile and was lying at her feet. She got another shock. The cover of the magazine used to have a picture of a big crocodile on a river bank. The river bank was now empty!

Anina bent down and picked up the magazine. At that moment the crocodile whipped his tail so hard that he cracked the big vase of sunflowers on the floor and the sunflowers scattered everywhere. With a quick jump Anina was in her bedroom. She slammed the door shut, grabbed her bed and pushed it up against the door. She had built a barricade that would keep her safe from the crocodile. Relieved, she let her breath out.

But then she hesitated. What if the beast was simply hungry? Maybe to make the crocodile go away you had to give it something to eat?

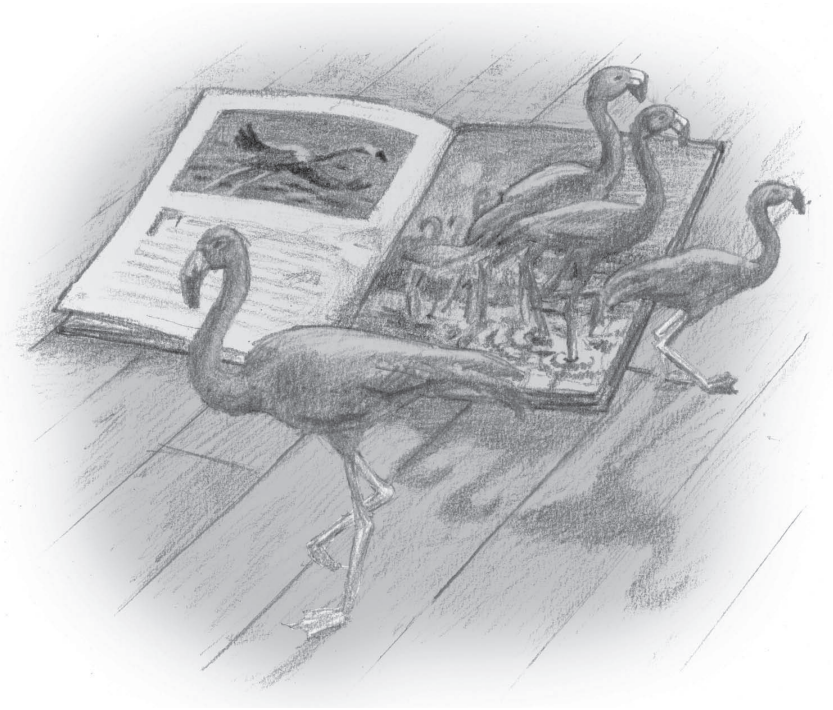
Anina looked again at the animal magazine. If the crocodile could crawl out of a picture then perhaps other animals could too. Anina hastily flipped through the magazine and stopped at a swarm of flamingos in a jungle swamp. Just right, she thought. They look like a birthday cake for crocodiles.

Suddenly there was a loud crack and the tip of the crocodile's tail pushed through the splintered door.

Quickly, Anina held the picture of the flamingos up to the hole in the door and called as loud as she could, "Get out of the swamp! Shoo! Shoo!" Then she threw the magazine through the hole into the hallway, clapped her hands and yelled and screamed.

She could hardly believe what happened next. The entire hallway was suddenly filled with screeching flamingos wildly flapping their wings and running around all over the place on their long, skinny legs. Anina saw one bird with a sunflower in its beak and another grabbing her mother's hat from its hook. She also saw a flamingo disappear into the crocodile's mouth. With two quick bites he swallowed the flamingo and quickly followed it with another, the one with the sunflower in its beak.

After two portions of flamingo the crocodile seemed to have had enough and lay down contentedly in the middle of the hallway. When he had closed his eyes and no longer moved, Anina quietly opened her door and slipped through it into the hallway. She placed the empty magazine cover in front of the crocodile's nose. "Please," she whispered, "please go back home." She crept back into the bedroom and looked through the hole in the door. She saw the crocodile back on the cover of the magazine.



She now went cautiously into the living room where the flamingos were crowded around the sofa and standing on the television. Anina opened the magazine to the page with the empty picture. "Thank you," she said, "thank you very much. You may now go back to your swamp."

In the morning, it was very difficult for her to explain the giant wet spot on the floor and the broken door to her parents. They weren't convinced about the crocodile even though her mother's hat was nowhere to be found.

1. What was the **first** sign that something unusual was happening?

   (A) A pile of newspapers began to move.

   (B) Anina saw the magazine cover.

   (C) The door to her room was broken.

✶ (D) Anina heard a hissing sound.

2. Where did the crocodile come from?

   (A) the bathroom

✶ (B) a magazine cover

   (C) under the bed

   (D) a nearby river

3. Which words tell you that Anina was frightened?

✶ (A) "frozen to the spot"

   (B) "could not believe her eyes"

   (C) "let her breath out"

   (D) "sounded like a quiet hissing"

✶ **Correct answer**

4. Why did Anina think the crocodile was going to attack?

   (A) It showed its long row of teeth.

   (B) It let out a loud hissing sound.

   (C) It started grunting and snorting.

✶ (D) It swung its tail back and forth.

5. Put the following sentences in the order in which they happened in the story.

   The first one has been done for you.

   ___ Anina saw the crocodile.

   ___ The crocodile ate two flamingos.

   ___ Anina tried to explain the broken door to her parents.

   _1_ Anina started to walk to the bathroom.

   ___ Anina ran to the bedroom and slammed the door.

6. Why did Anina call the flamingos?

   1 _____

   _____

✶ **Correct answer**

7. How did the bedroom door get broken?

✶ (A) The crocodile's tail pushed through it.

(B) The big vase cracked against it.

(C) The flamingo's sharp beak crashed into it.

(D) The bed smashed against it.

8. How did the magazine help Anina? Write **two** ways.

1 1.

1 2.

9. At the end of the story, how did Anina feel toward the flamingos?

(A) guilty

(B) cautious

✶ (C) grateful

(D) annoyed

✶ **Correct answer**

10. Name **one** thing Anina had difficulty explaining to her parents.

11. You learn what Anina was like from the things she did.
Describe what she was like and give **two** examples of what she did that show this.

12. The author does not tell us whether Anina's adventure was all a dream.

Give **one** piece of evidence that it **may** have been a dream.

Give **one** piece of evidence that it **may not** have been a dream.

Unbelievable Night, Item 5

Put the following sentences in the order in which they happened in the story. The first one has been done for you.
___ Anina sees the crocodile.
___ The crocodile ate two flamingos.
___ Anina tried to explain to her parents why the door is broken.
_1_ Anina started to walk to the bathroom
___ Anina ran to the bedroom and slammed the door.

Process: Make straightforward inferences

1 – Acceptable Response

The response accurately numbers the sentences as shown below. In order to receive full credit, each sentence must have the appropriate number.

Appropriate Ordering of Sentences

2 Anina sees the crocodile.

4 The crocodile ate two flamingos.

5 Anina tried to explain to her parents why the door is broken.

1 Anina started to walk to the bathroom.

3 Anina ran to the bedroom and slammed the door.

Unbelievable Night, Item 6

Why did Anina call the flamingos?

Process: Make straightforward inferences

1 – Acceptable Response

The response demonstrates an understanding that the flamingos were food to the crocodile.

Example:

To feed the crocodile.

Or, the response demonstrates a general understanding that Anina used the flamingos to help her keep safe from the crocodile.

Example:

So they would protect her from the crocodile.

Unbelievable Night, Item 8

How did the magazine help Anina? Write two ways.

Process: Interpret and integrate ideas and information

2 – Complete Comprehension

The response identifies two ways that Anina used the magazine to help her situation, either by teaching her about the animals from the magazine, helping her to get the animals out of her house, or feeding the crocodile. See the list below for appropriate ways that the magazine helped Anina.

1 – Partial Comprehension

The response identifies only one way the magazine helped her as listed below. The second way identified may be inaccurate or too vague.

How the Magazine Helped Anina

Acceptable ideas:

It told her that when crocodiles swing their tails/whip the water it means that they are going to attack.

It showed her where the crocodile had come from.

It provided the flamingoes. /It gave her something to feed to the crocodile.

It helped her to get rid of the crocodile/flamingoes (by sending them back on to the pages).

Unbelievable Night, Item 10

Name one thing Anina had difficulty explaining to her parents.

Process: Focus on and retrieve explicitly stated information

1 – Acceptable Response

The response identifies one of the things in the house that Anina might have had trouble explaining: the wet spot on the floor, the broken door, her mother's (missing) hat, the broken vase, or scattered sunflowers.

Unbelievable Night, Item 11

You learn what Anina was like from the things she did. Describe what she was like and give two examples of what she did that show this.

Process: Interpret and integrate ideas and information

3 – Extensive Comprehension

The response provides at least one valid, appropriate description of what Anina was like (e.g., clever, fast thinker, innovative, creative, resourceful, brave, cautious, fearful, frightened, scared, appreciative, grateful, nice, good) with two things that she said or did in the story that support the description and illustrate her character.

Example:

She was brave to come out of her room and then put the magazine right under the crocodile's nose.

2 – Satisfactory Comprehension

The response provides at least one valid, appropriate description and only one supporting thing that she did.

Example:

She was clever because she made a plan to get rid of the crocodile.

1 – Partial Comprehension

The response provides an appropriate description with a reason that is vague or general.

Example:

Anina was clever. She used the magazine.

Or, the response provides at least one appropriate description without a reason.

Example:

Anina was a fast thinker.

Or, the response provides at least one appropriate reason without a description.

Example:

She let the flamingoes out of the magazine and she got the crocodile to go back to its home in the magazine.

Unbelievable Night, Item 12

The author does not tell us whether Anina's adventure was all a dream. Give one piece of evidence that it may have been a dream. Give one piece of evidence that it may not have been a dream.

Process: Examine and evaluate content, language, and textual elements

2 – Complete Comprehension

The response provides one piece of text-based evidence that Anina's adventure may have been a dream, and one piece of evidence that it may not have been a dream. See the list below for appropriate evidence for why it may or may not have been a dream.

1 – Partial Comprehension

The response provides one piece of text-based evidence that Anina's adventure may have been a dream, OR one piece of evidence that it may not have been a dream as listed below.

Evidence for Anina's Adventure Being a Dream/ Not a Dream

Acceptable evidence it may have been a dream:

It was nighttime and she was half awake.

There were (wild) animals in house.

Magazines can't come to life.

Acceptable evidence it may NOT have been a dream:

Her mother's hat was missing the next morning.

The door was cracked.

The carpet had a wet spot.

The vase was broken.

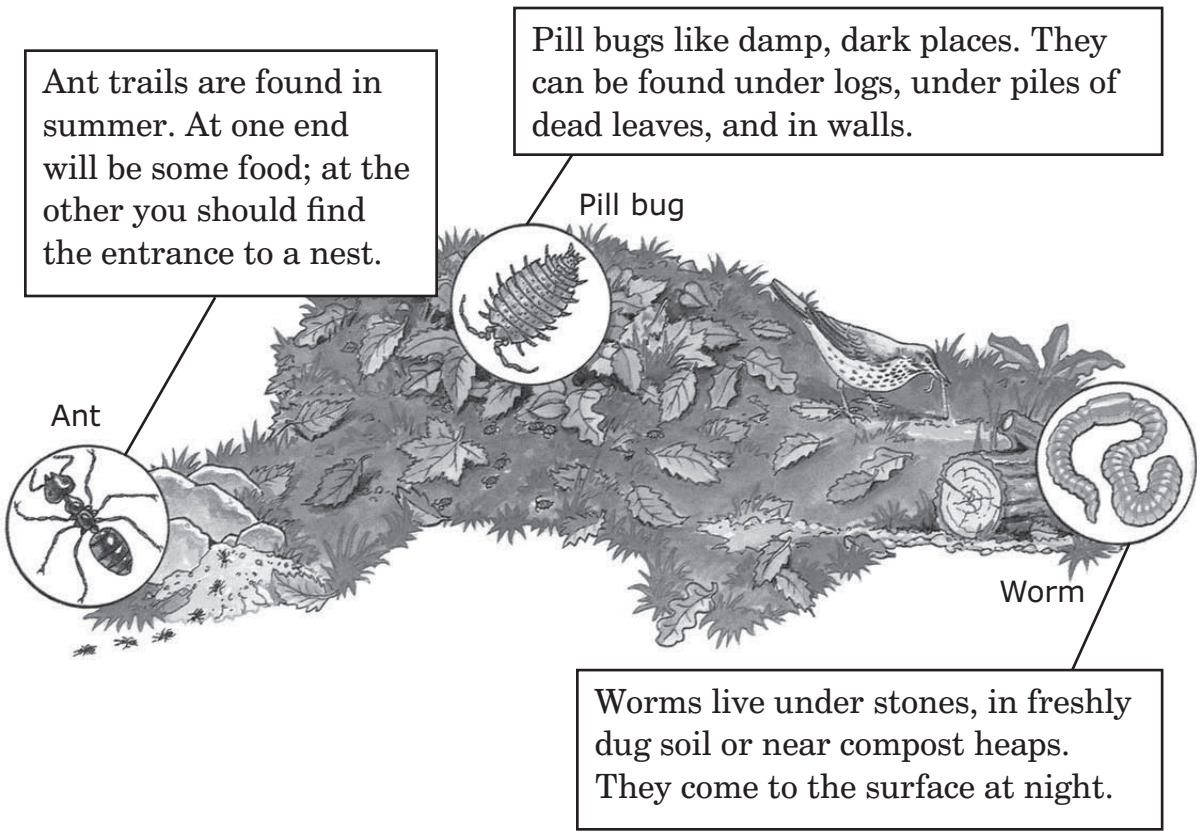
The sunflowers were scattered on the floor.

Searching for Food

Here are three projects about the things small creatures eat and the ways they search for food. First you need to find actual ants, pill bugs, and worms. Treat them carefully and make sure you put them back where you found them after you have finished studying them.

- Follow an Ant Trail
- Study Pill Bugs
- Make a Wormery

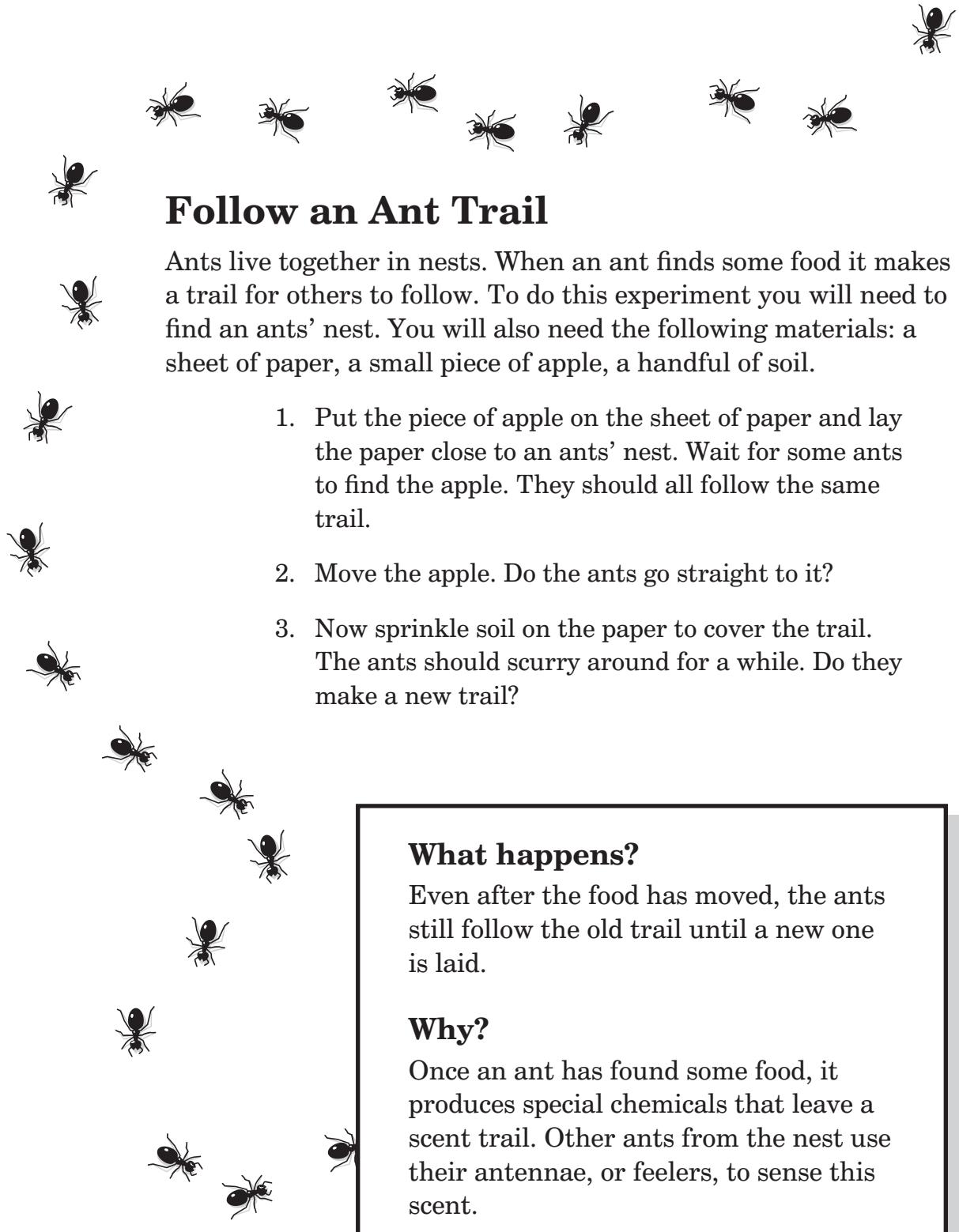
Where to find ants, pill bugs, and worms



Follow an Ant Trail

Ants live together in nests. When an ant finds some food it makes a trail for others to follow. To do this experiment you will need to find an ants' nest. You will also need the following materials: a sheet of paper, a small piece of apple, a handful of soil.

1. Put the piece of apple on the sheet of paper and lay the paper close to an ants' nest. Wait for some ants to find the apple. They should all follow the same trail.
2. Move the apple. Do the ants go straight to it?
3. Now sprinkle soil on the paper to cover the trail. The ants should scurry around for a while. Do they make a new trail?



What happens?

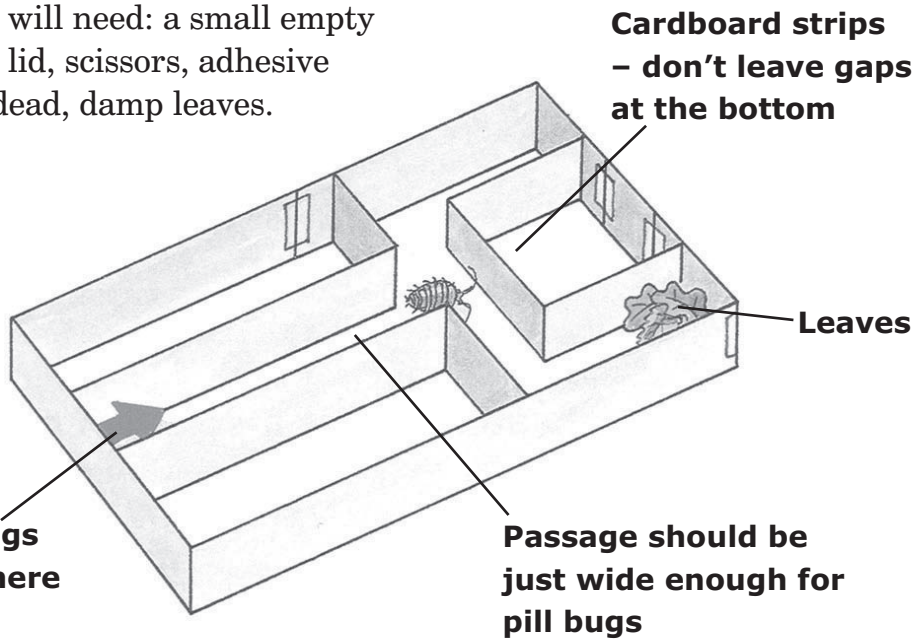
Even after the food has moved, the ants still follow the old trail until a new one is laid.

Why?

Once an ant has found some food, it produces special chemicals that leave a scent trail. Other ants from the nest use their antennae, or feelers, to sense this scent.

Study Pill Bugs

Pill bugs have sensitive antennae. Make this box, then collect six pill bugs in a container. Watch how they find their way when you put them in a box. You will need: a small empty box with a lid, scissors, adhesive tape, and dead, damp leaves.



1. Use the lid to make three long strips for making the passages in the picture.

2. Let your pill bugs walk along the passage one at a time. When they reach the end of the passage, some will turn left and some will turn right.

3. Put damp leaves in the right hand side of the box. Now let the pill bugs walk through the box again. Which way do they go?

What happens?

The pill bugs will turn to the right toward the food.

Why?

The pill bugs can sense the food with their antennae. They use them to find the leaves.

Make a Wormery

Worms are hard to study because they don't like the light. As soon as they sense it, they wriggle away, trying to find a dark place again. To see how worms live and feed, make a wormery like the one shown here. Then find two or three worms to put in it. It is important to remember not to pull on the worms or you may hurt them. They are covered with bristles that grip the soil tightly.

You will need

- Shoe box
- Adhesive tape
- Pen
- Scissors
- Large plastic bottle
- 1 mug of sand
- 3 mugs of damp, crumbly soil
- Small cubes of onion and potato

1. Tape one side of the shoe box lid to the box, so it opens like a door. Poke holes in the top of the box with the pen to let air and light into the wormery.

2. Cut the top off the bottle. Then fill it with loosely packed layers of soil and sand. Scatter potato and onion on the surface.

3. Gently drop in your worms, then stand the bottle in the box and close the door. Leave it outside in a cool, dry place for four days.

4. After four days, go back and look at the bottle. What is different about the sand and soil?

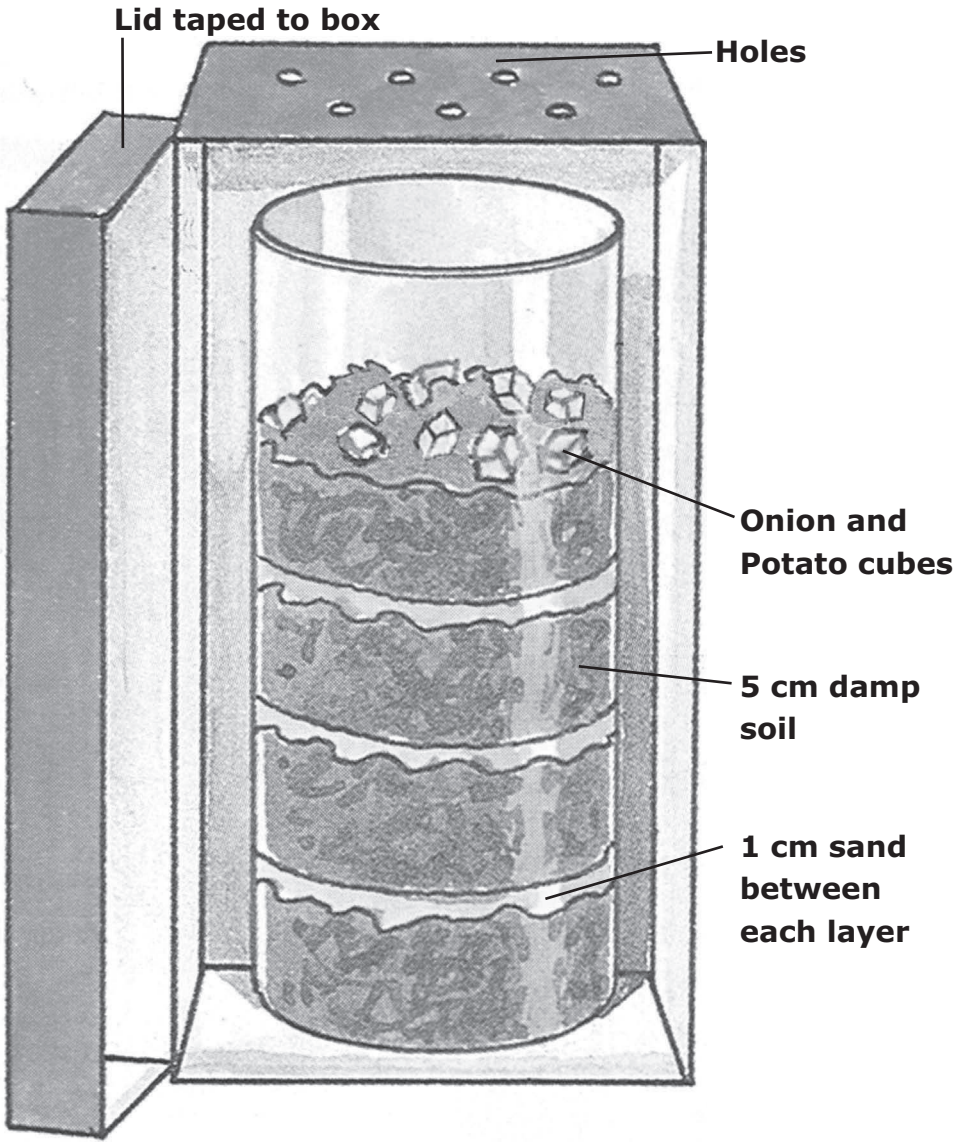
Don't forget: when you've finished with this project, put the worms back where you found them.

What happens?

After four days, the layers of sand and soil will have been mixed together.

Why?

The worms mix the sand and soil coming to the surface to eat the food and then tunneling underground to get away from the light.



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Questions: Searching for Food

1. What is the main purpose of the article?

   ✶ (A) to describe different projects you can do

   (B) to give information about ant trails

   (C) to show what small creatures look like

   (D) to explain what worms eat

2. What is one thing you should do to take care of the creatures?

   (A) search for them under rocks and stones

   (B) find out all about them

   (C) collect as many as you can

   ✶ (D) put them back where you found them

✶ **Correct answer**

Questions 3-5 are about the Ant Project

3. Why do you put the apple by the ants' nest?

   (A) to block the ants' trail

   ✶ (B) so the ants will make a trail

   (C) to confuse the ants

   (D) so the ants will scurry around

4. Once an ant finds some food, how do the other ants from the nest find it too?

   (A) They watch the first ant and follow it.

   (B) They run around until they find the food.

   ✶ (C) They sense the scent left by the first ant.

   (D) They smell the food on the piece of paper.

5. Why do the ants scurry around after you've sprinkled the soil?

   (1) _____

   _____

✶ **Correct answer**

6. How do pill bugs find the food?

   (A) They walk down the passage.

✶ (B) They sense food with their antennae.

   (C) They follow the scent trail.

   (D) They see the food in the dark.

7. Look at the picture for Study Pill Bugs. How does the picture help you to know what to do in the experiment?

_____

_____

_____

_____

✶ **Correct answer**

8. Why do you need to let your pill bugs walk along the passage before putting the leaves in the box?

   (A) To see if they can learn the maze.

✶ (B) To see what they do when there is no food.

   (C) To see if the box is put together correctly.

   (D) To see which ones turn which way.

9. In Step 3 of the pill bugs project, what do you think will happen if you move the damp leaves to the left corner of the box?

_____

_____

10. What is similar in the way ants and pill bugs find their food?

_____

_____

✶ **Correct answer**

11. Number the steps in the order you would follow to make a wormery. The first one has been done for you.

_____ put the bottle in the shoebox

__1__ poke holes in the top of the shoebox

_____ drop in the worms

_____ add potato and onion

_____ fill the bottle with soil and sand

12. Explain why it is important to put layers of soil and sand in the bottle.

_____

_____

13. Explain why putting the onion and potato on the surface of the soil is important to the wormery project.

14. Each project has *What happens* and *Why* in a separate box. What is the purpose of these boxes?

(A) to explain the steps of the project

(B) to tell you what you need for the project

(C) to tell you what to do when you have finished

✶ (D) to explain what you have seen

15. Which of the three projects did you find the most interesting? Use information from the text to explain your answer.

✶ **Correct answer**

Searching for Food, Item 5

Why do the ants scurry around after you've sprinkled the soil?

Process: Interpret and integrate ideas and information

1 – Acceptable Response

The response demonstrates understanding that the ants scurry because they have lost their trail (and therefore have to make a new one) or because they are looking for the food.

Example:

They have to make a new trail.

Searching for Food, Item 7

Look at the picture for Study Pill Bugs. How does the picture help you to know what to do in the experiment?

Process: Examine and evaluate content, language, and textual elements

2 – Complete Comprehension

The response provides an explanation of the necessity of the picture to know how to make the box, to know where to put things in the box, or to know what the box should look like.

Example:

It helps you to understand where you have to put the cardboard strips.

Or, the response shows understanding that it is the visual image of the box that makes it possible to make one the same way.

Example:

It shows what it is meant to look like.

1 – Partial Comprehension

The response describes the features of the picture without indicating how they are useful to doing the experiment.

Example:

It uses arrows and labels.

Searching for Food, Item 9

In Step 3 of the pill bugs project, what do you think will happen if you move the damp leaves to the left corner of the box?

Process: Interpret and integrate ideas and information

1 – Acceptable Response

The response provides the appropriate inference from the text that the pill bugs will (eventually) turn to the left toward the leaves. Note that it is appropriate to state that the pill bugs will turn to where the food is or will turn the other way from the original directions in the experiment without having to specifically mention the left corner.

Example:

They will sense the food and find it.

Searching for Food, Item 10

What is similar in the way ants and pill bugs find their food?

Process: Interpret and integrate ideas and information

1 – Acceptable Response

The response demonstrates understanding that ants and pill bugs find their food using their antennae or feelers to sense their food.

Example:

They use their feelers.

Searching for Food, Item 11

Number the steps in the order you would follow to make a wormery.

The first one has been done for you.

__ put the bottle in the shoebox
1 poke holes in the top of the shoebox
__ drop in the worms
__ add potato and onion
__ fill the bottle with soil and sand

Process: Make straightforward inferences

1 – Acceptable Response

The response accurately numbers the steps as shown below.

In order to receive full credit, each step must have the appropriate number.

Appropriate Ordering of Steps

5 put the bottle in the shoebox

1 poke holes in the top of the shoebox

4 drop in the worms

3 add potato and onion

2 fill the bottle with soil and sand

Searching for Food, Item 12

Explain why it is important to put layers of soil and sand in the bottle.

Process: Interpret and integrate ideas and information

1 – Acceptable Response

The response demonstrates understanding that the effect of the tunneling (the mixing of the soil and sand) will be visible because of the layers.

Example:

To make it possible to see the effect of the worms tunnelling.

Searching for Food, Item 13

Explain why putting the onion and potato on the surface of the soil is important to the wormery project.

Process: Interpret and integrate ideas and information

1 – Acceptable Response

The response provides an appropriate explanation for putting the food on the surface in order for the worms to tunnel up to the top to eat (and tunnel down to avoid the light).

Example:

To make the worms go to the top.

Searching for Food, Item 15

Which of the three projects did you find the most interesting? Use information from the text to explain your answer.

Process: Interpret and integrate ideas and information

2 – Complete Comprehension

The response selects a project with specific information referring to the text, or may provide an inference clearly reflecting specific information in the text.

Example:

The ant project because I would like to see if ants would make a trail with food other than an apple.

1 – Partial Comprehension

The response selects a project and provides a general explanation that is related to the text, but could apply to any of the projects.

Example:

The pill bug project because it would be fun to find them.

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