

PROGRESS IN INTERNATIONAL READING LITERACY STUDY

PIRLS



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



PIRLS 2011 User Guide for the International Database

PIRLS Released Passages and Items

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PIRLS 2011 User Guide for the International Database

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PIRLS Released Passages and Items

Reading for Literary Experience

Fly, Eagle, Fly
Enemy Pie

Reading to Acquire and Use Information

Day Hiking
The Giant Tooth Mystery



Fly, Eagle, Fly

An African Tale

Retold by Christopher Gregorowski

A farmer went out one day to search for a lost calf. The herders had returned without it the evening before. And that night there had been a terrible storm.

He went to the valley and searched by the riverbed, among the reeds, behind the rocks and in the rushing water.

He climbed the slopes of the high mountain with its rocky cliffs. He looked behind a large rock in case the calf had huddled there to escape the storm. And that was where he stopped. There, on a ledge of rock, was a most unusual sight. An eagle chick had hatched from its egg a day or two earlier, and had been blown from its nest by the terrible storm.

He reached out and cradled the chick in both hands. He would take it home and care for it.

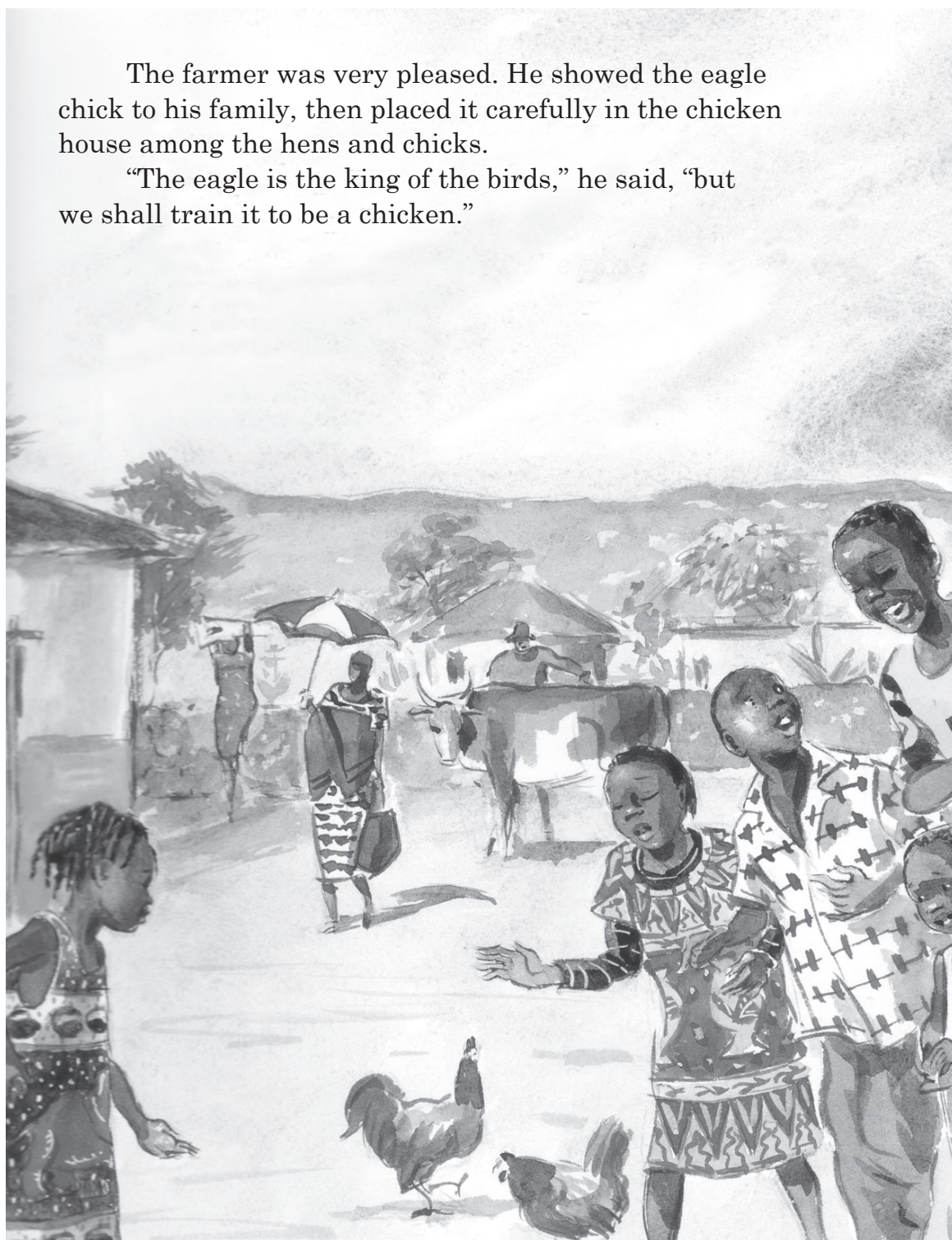
He was almost home when the children ran out to meet him.

“The calf came back by itself!” they shouted.



The farmer was very pleased. He showed the eagle chick to his family, then placed it carefully in the chicken house among the hens and chicks.

“The eagle is the king of the birds,” he said, “but we shall train it to be a chicken.”



So, the eagle lived among the chickens, learning their ways. As it grew, it began to look quite different from any chicken they had ever seen.

One day a friend dropped in for a visit. The friend saw the bird among the chickens.

“Hey! That is not a chicken. It’s an eagle!”

The farmer smiled at him and said, “Of course it’s a chicken. Look—it walks like a chicken, it eats like a chicken. It thinks like a chicken. Of course it’s a chicken.”

But the friend was not convinced. “I will show you that it is an eagle,” he said.

The farmer’s children helped his friend catch the bird. It was fairly heavy, but the farmer’s friend lifted it above his head and said, “You are not a chicken but an eagle. You belong not to the earth but to the sky. Fly, Eagle, fly!”

The bird stretched out its wings, looked about, saw the chickens feeding, and jumped down to scratch with them for food.

“I told you it was a chicken,” the farmer said, and he roared with laughter.



Very early the next morning the farmer's dogs began to bark. A voice was calling outside in the darkness. The farmer ran to the door. It was his friend again. "Give me another chance with the bird," he begged.

"Do you know the time? It is long before dawn."

"Come with me. Fetch the bird."

Reluctantly, the farmer picked up the bird, which was fast asleep among the chickens. The two men set off, disappearing into the darkness.

"Where are we going?" asked the farmer sleepily.

"To the mountains where you found the bird."

"And why at this ridiculous time of the night?"

"So that our eagle may see the sun rise over the mountain and follow it into the sky where it belongs."

They went into the valley and crossed the river, the friend leading the way. "Hurry," he said, "for the dawn will arrive before we do."

The first light crept into the sky as they began to climb the mountain. The wispy clouds in the sky were pink at first, and then began to shimmer with a golden brilliance. Sometimes their path was dangerous as it clung to the side of the mountain, crossing narrow shelves of rock and taking them into dark crevices and out again. At last he said, "This will do." He looked down the cliff and saw the ground thousands of feet below. They were very near the top.

Carefully, the friend carried the bird onto a ledge. He set it down so that it looked toward the east, and began talking to it. The farmer chuckled. "It talks only chicken-talk."

But the friend talked on, telling the bird about the sun, how it gives life to the world, and how it reigns in the heavens, giving light to each new day. "Look at the sun, Eagle. And when it rises, rise with it. You belong to the sky, not to the earth." At that moment the sun's first rays shot out over the mountain, and suddenly the world was ablaze with light.

The sun rose majestically. The great bird stretched out its wings to greet the sun and feel the warmth on its feathers. The farmer was quiet. The friend said, “You belong not to the earth, but to the sky. Fly, Eagle, fly!” He scrambled back to the farmer. All was silent. The eagle’s head stretched up, its wings stretched outwards, and its legs leaned forward as its claws clutched the rock.

Then, without really moving, feeling the updraft of a wind more powerful than any man or bird, the great eagle leaned forward and was swept upward higher and higher, lost to sight in the brightness of the rising sun, never again to live among the chickens.



Fly, Eagle, Fly by Christopher Gregorowski and illustrated by Niki Daly. Published by Simon and Schuster, New York. Text copyright © 2000 by Christopher Gregorowski and illustrations copyright © 2000 by Niki Daly. An effort has been made to obtain copyright permission.

Questions Fly, Eagle, Fly

1. What did the farmer set out to look for at the beginning of the story?

- ★ (A) a calf
- (B) herders
- (C) rocky cliffs
- (D) an eagle chick

2. Where did the farmer find the eagle chick?

- (A) in its nest
- (B) by the riverbed
- ★ (C) on a ledge of rock
- (D) among the reeds

3. What in the story shows that the farmer was careful with the eagle chick?

- ★ (A) He carried the eagle chick in both hands.
- (B) He brought the eagle chick to his family.
- (C) He put the eagle chick back in its nest.
- (D) He searched the riverbed for the eagle chick.

★ Correct Answer

4. What did the farmer do with the eagle chick when he brought it home?

- (A) He taught it to fly.
- (B) He set it free.
- ★ (C) He trained it to be a chicken.
- (D) He made a new nest for it.

5. During the friend's first visit, the eagle chick behaved like a chicken. Give **two** examples that show this.

1. _____

2. _____

6. When the farmer's friend first met the eagle, how did he try to make the eagle fly?

- ★ (A) He lifted it above his head.
- (B) He set it on the ground.
- (C) He threw it in the air.
- (D) He brought it to the mountain.

★ **Correct Answer**

7. Explain what the farmer's friend meant when he told the eagle, "You belong not to the earth but to the sky."



8. Why did the farmer roar with laughter during his friend's first visit?

- ☐ (A) The eagle was too heavy to fly.
- ☐ (B) The eagle was difficult to catch.
- ☐ (C) The eagle looked different from the chickens.
- ★ ☐ (D) The eagle proved him right.

9. Why did the farmer's friend take the eagle to the high mountains to make it fly? Give **two** reasons.



1.



2.

★ Correct Answer

10. Find and copy words that tell you how beautiful the sky was at dawn.



11. Why was the rising sun important to the story?



- ☒ (A) It awakened the eagle's instinct to fly.
- ☐ (B) It reigned in the heavens.
- ☐ (C) It warmed the eagle's feathers.
- ☐ (D) It provided light on the mountain paths.

12. You learn what the farmer's friend was like from the things he did.

Describe what the friend was like and give an example of what he did that shows this.



★ Correct Answer

Fly, Eagle, Fly, Item 5

5. During the friend's first visit, the eagle chick behaved like a chicken. Give two examples that show this.

Process: Focus on and Retrieve Explicitly Stated Information

2 – Complete Comprehension

The response identifies two ways that the eagle chick behaved like a chicken listed below.

NOTE TO SCORERS: Both correct responses can be expressed in the same sentence.

1 – Partial Comprehension

The response identifies one way that the eagle chick behaved like a chicken listed below.

0 – No Comprehension

The response does not describe any of the ways listed below. It may include only a vague or circular description of how the eagle behaved.

Examples:

It acted like a chicken.

It looked like one.

It learned chicken ways.

Ways in which the Eagle Behaved Like a Chicken

NOTE TO SCORERS: Students may provide a reasonable paraphrase of these ideas.

Any combination of two ideas based on this list is acceptable.

It walks/moves like a chicken.

It eats/pecks on the ground for food like a chicken.

It thinks like a chicken.

It won't fly (returns to the chickens on the ground).

It scratches with the chickens.

Fly, Eagle, Fly, Item 7

7. Explain what the farmer's friend meant when he told the eagle, "You belong not to the earth but to the sky."

Process: Interpret and Integrate Ideas and Information

2 – Complete Comprehension

The response interprets the meaning of both parts of the quote – "belong not to the earth" and "belong to the sky" in terms of the story.

Examples:

It is supposed to be free in the sky and not stuck on the ground.

That it was not a chicken who walked on the earth. It was an eagle and meant to fly.

It was meant to be flying with other birds of its kind, not among chickens.

It is meant to fly, not walk.

The sky is his home, not the ground.

1 – Partial Comprehension

The response interprets only the first or the second part of the quote.

Examples:

That it was not a chicken. /It was an eagle.

It was the king of the flying birds.

It was not a ground animal.

It is meant to fly.

Or, the response describes the literal contrast only.

Example:

It was not a chicken but an eagle.

0 – No Comprehension

The response may provide an explanation of the quote that is vague or inaccurate, or it may provide a simple rephrasing of the quote itself.

Example:

It is supposed to be not of the earth but of the sky.

It belongs to the sky not on the ground.

Fly, Eagle, Fly, Item 9

9. Why did the farmer's friend take the eagle to the high mountains to make it fly? Give two reasons.

Process: Interpret and Integrate Ideas and Information

2 – Complete Comprehension

The response provides two reasons related to the sun, the mountains as the eagle's natural habitat, or the mountain's height in the sky. See the list of appropriate reasons below.

NOTE TO SCORERS: Both correct responses can be expressed in the same sentence.

1 – Partial Comprehension

The response provides one reason related to the sun, the mountains as the eagle's natural habitat, or the mountain's height in the sky as listed below.

0 – No Comprehension

The response may provide a reason for making the eagle fly, rather than a reason for taking it to the mountains.

Example:

To prove it was an eagle.

The response may provide a reason that is vague or inaccurate, or it may simply repeat part of the question.

Examples:

It made it easier to fly.

To make it fly.

Reasons Why the Farmer's Friend Took the Eagle to the Mountains

NOTE TO SCORERS: Students may provide a reasonable paraphrase of these ideas. Any combination of two ideas based on this list is acceptable.

To see the sun (rise)/to feel the warmth of the sun/to follow the sun.

To feel the updraft of the wind.

To be in its natural home/where it belongs/where it was found.

To get it closer to the sky/to get it higher.

Fly, Eagle, Fly, Item 10

10. Find and copy words that tell you how beautiful the sky was at dawn.

Process: Examine and Evaluate Content, Language, and Textual Elements

1 – Acceptable Response

The response provides any of the words or phrases in the list below.

Examples:

Wispy pink clouds

Majestically

Golden brilliance

Ablaze with light

0 – Unacceptable Response

The response does not provide any of the words or phrases in the list below. The response may repeat words from the question.

Examples:

Sunrise

Dawn

Beautiful

Words in the Story that Describe How Beautiful the Sky Was at Dawn

Note any of the underlined words are sufficient and other parts of the quote also may be given. Ignore minor variations in phrasing from the text, as long as it is clear what is intended.

The wispy clouds in the sky were pink at first, then began to shimmer with golden brilliance.

The sun rose majestically.

The sun's first rays shot over the mountain, and suddenly the world was ablaze with light.

Fly, Eagle, Fly, Item 12

12. You learn what the farmer's friend was like from the things he did. Describe what the friend was like and give an example of what he did that shows this.

Process: Interpret and Integrate Ideas and Information

2 – Complete Comprehension

The response describes one plausible character trait (persistent, stubborn, nice, clever, friendly to animals, etc.). In addition, the response provides one example of the farmer's friend's actions that are evidence of the character trait.

Examples:

He was determined. He kept trying to teach the eagle to fly.

He was clever. He knew to take the eagle to the mountain to make it fly.

He is the kind of person that doesn't give up. He went back to the farmer's house a second time to convince the eagle it was an eagle.

He was kind to animals. He wanted the eagle to be free.

1 – Partial Comprehension

The response provides one plausible character trait.

Or, the response provides one example of the friend's actions that are evidence of the friend's character.

Examples:

He is kind to animals.

He takes the eagle to see the sun and fly away never to live among the chickens.

0 – No Comprehension

The response does not provide an appropriate or accurate description of the farmer's friend's character, or provides a vague and general description that demonstrates limited comprehension of the story without further textual support.

Or, the response may include some information from the story that has no connection to the description of the friend's character.

Examples:

He is mean. He tells the eagle it is a chicken. (*Note that this response describes the farmer and not his friend.*)

He is happy. (*Note that "happy" must have some text support to be considered acceptable.*)