

Appendix B

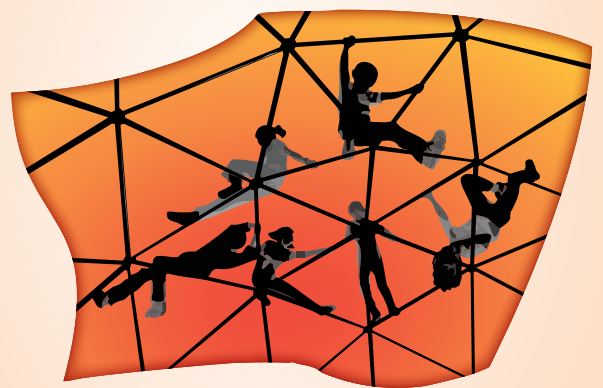
Sample PIRLS Passages, Questions, and Scoring Guides

Reading for Literary Experience

An Unbelievable Night

Reading to Acquire and Use Information

Searching for Food





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?

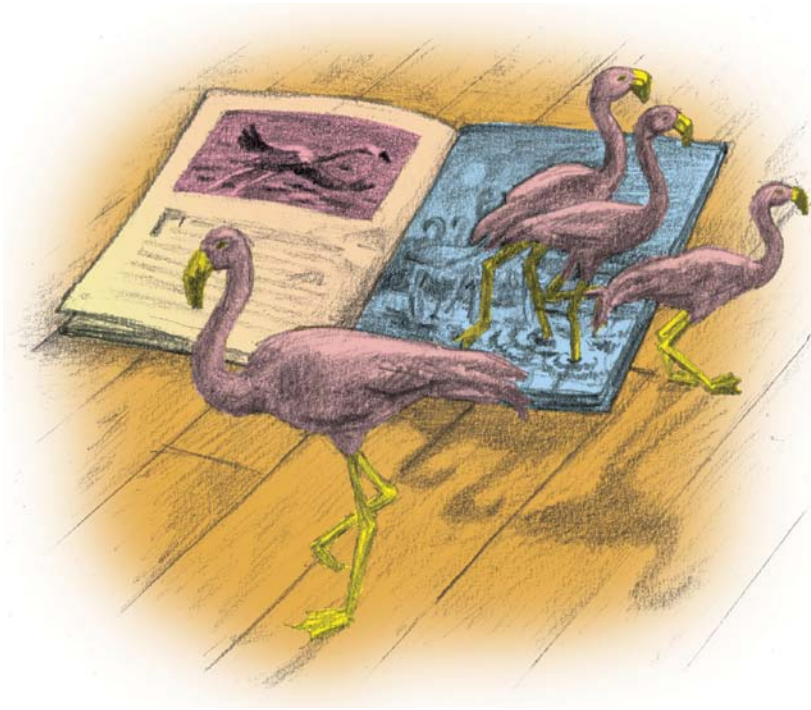
Anina looked again at the animal magazine. If the crocodile could crawl out of a picture then perhaps other animals could too. Anina hastily flipped through the magazine and stopped at a swarm of flamingos in a jungle swamp. Just right, she thought. They look like a birthday cake for crocodiles.

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.



Adapted from *Eine Wilde Nacht in Der Große Zwerg und Andere Geschichten* by Franz Hohler. Published in 2003 by Deutscher Taschenbuch Verlag, Munchen, Germany. Illustrations copyright © 2003, IEA. An effort has been made to obtain copyright permission.

Questions An Unbelievable Night

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?



* 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. _____

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.



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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.



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Scoring Guides for Constructed-response Questions

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.

Acceptable ideas for how the magazine helped Anina:

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:

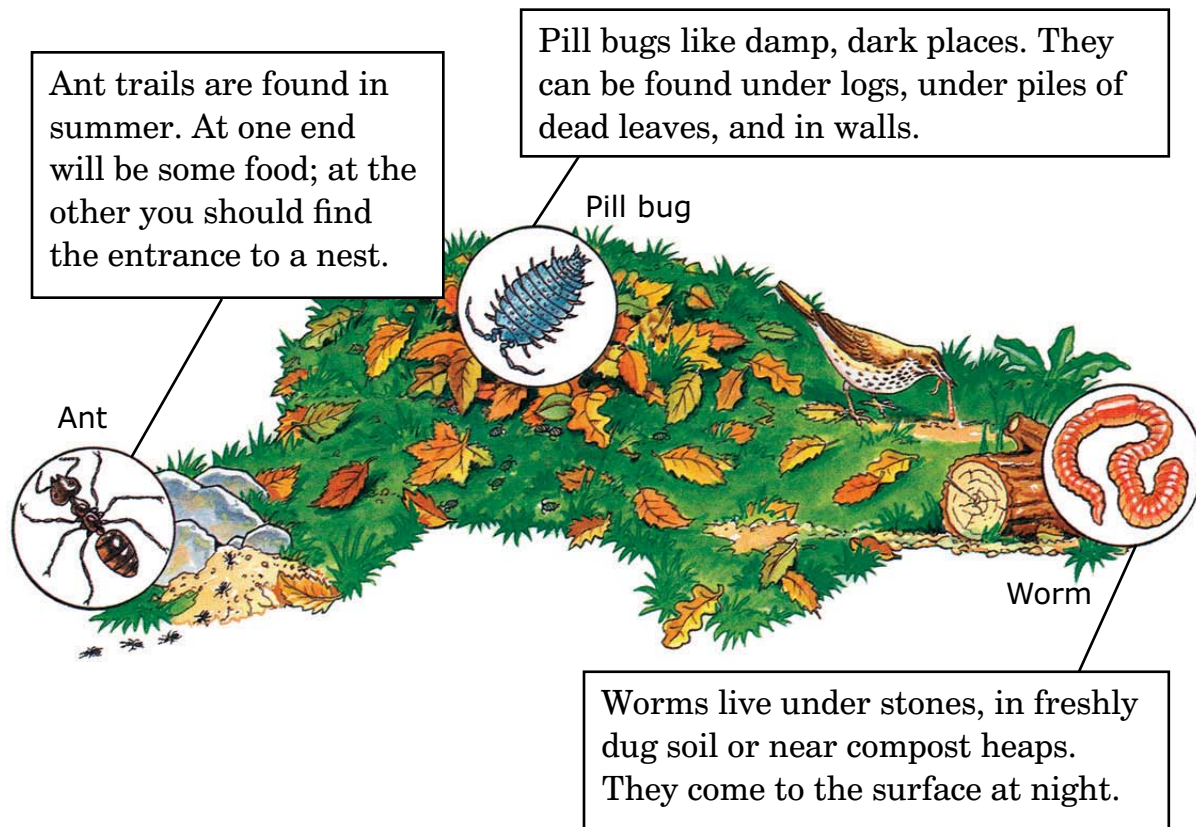
Her mother’s hat was missing the next morning.
The door was cracked.
The carpet had a wet spot.
The vase was broken.
The sunflowers were scattered on the floor.

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?

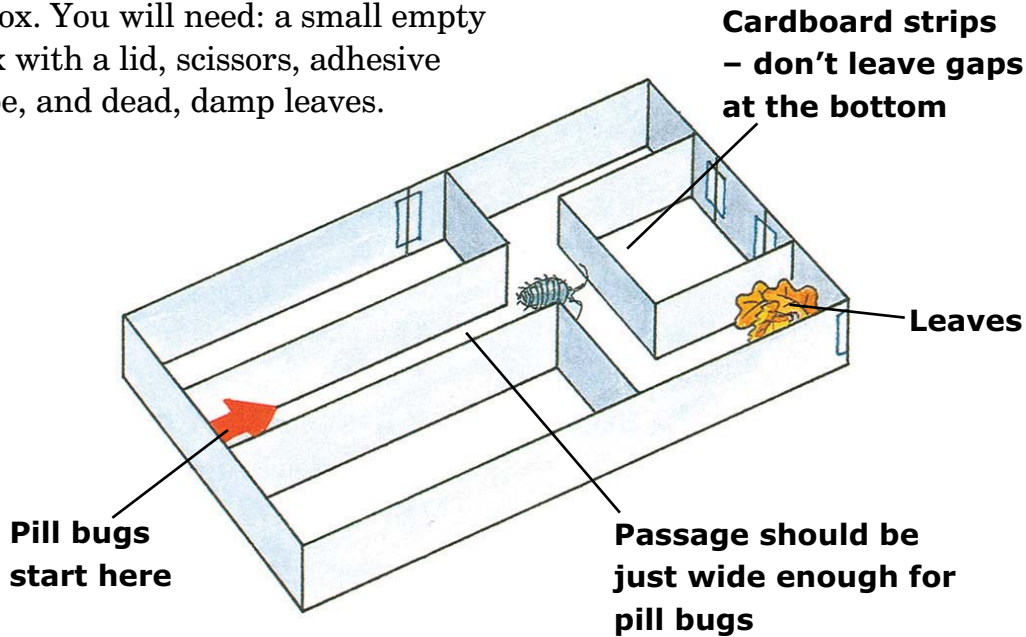
Even after the food has moved, the ants still follow the old trail until a new one is laid.

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?

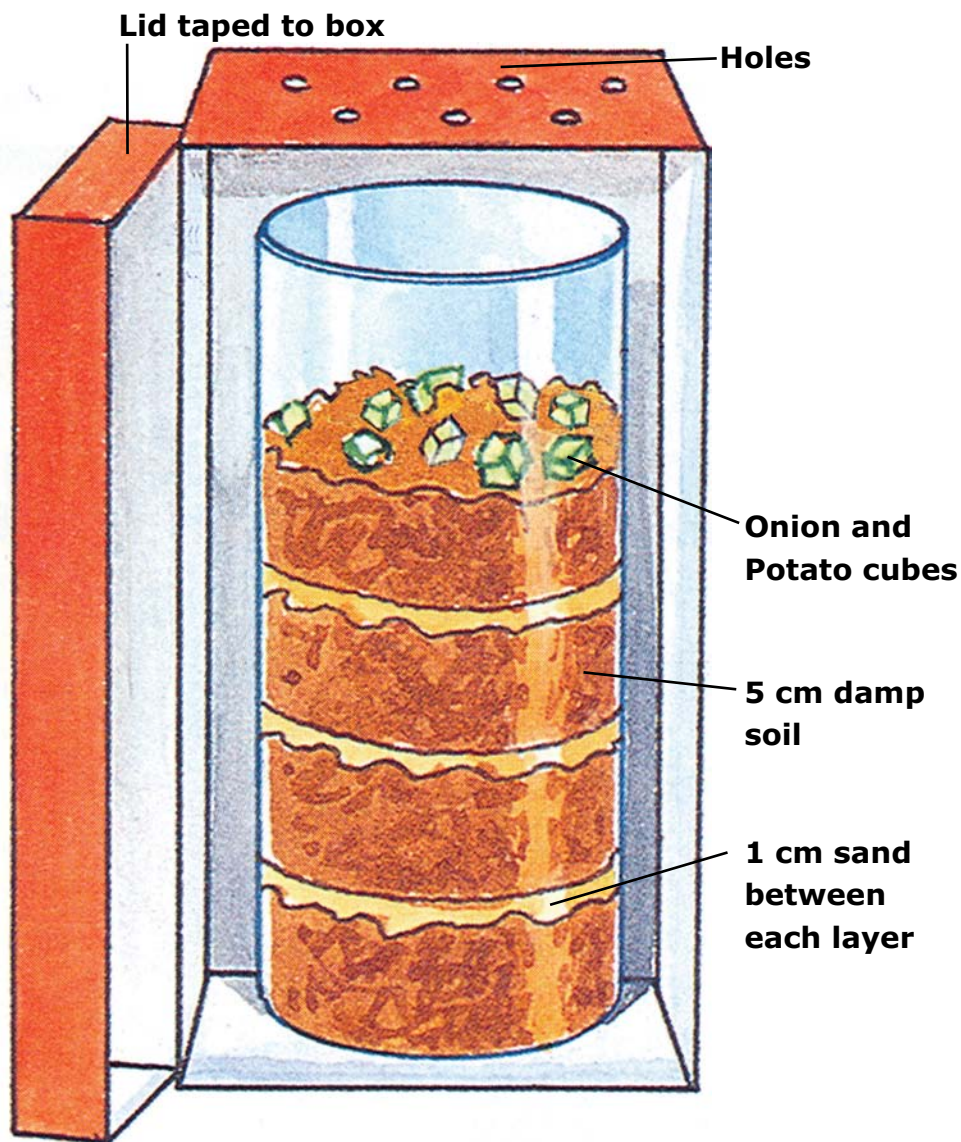
Don't forget: when you've finished with this project, put the worms back where you found them.

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.



From *Animal watching in the Usborne Big Book of Experiments* published in 1996 by Usborne Publishing Ltd., London. An effort has been made to obtain copyright permission.

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?



★ **Correct answer**

Questions 6-9 are about the Pill Bugs Project

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**

Questions 11-13 are about the Wormery Project

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**

Scoring Guides for Constructed-response Questions

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.