

PIRLS 2011 released items:

This document shows four passages of text and related items (or questions). They are real items that were administered to Fourth class pupils who took part in PIRLS in 2011.

Each passage and set of related items is shown in the format as seen by Irish pupils. As well as the items, the correct answer is shown, and the percentages of pupils who answered the item correctly in Ireland and at the international average¹.

The passages shown represent a variety of presentation styles. Two of the four were in the PIRLS Reader (the Reader contains only texts, and is accompanied by a separate answer booklet). Another passage was based on a short brochure attached to the main test booklet, while the remaining passage was presented in the normal manner as part of a test booklet.

Contents

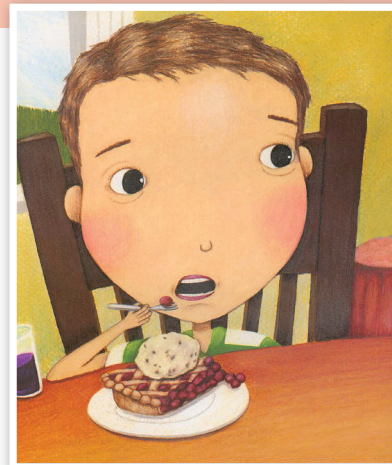
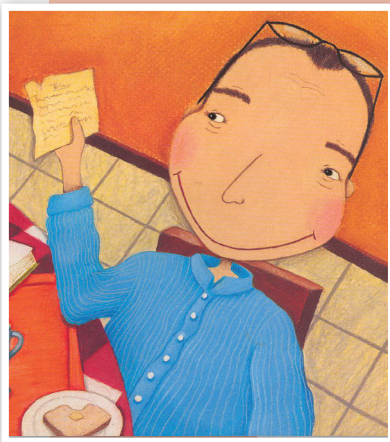
- PIRLS Reader (containing the passages *Enemy Pie* and *The Giant Tooth*)
- PIRLS Reader Answer Booklet
- *Dayhike Brochure*
- *Dayhike* items
- *Fly Eagle Fly* text and items.

NOTE:

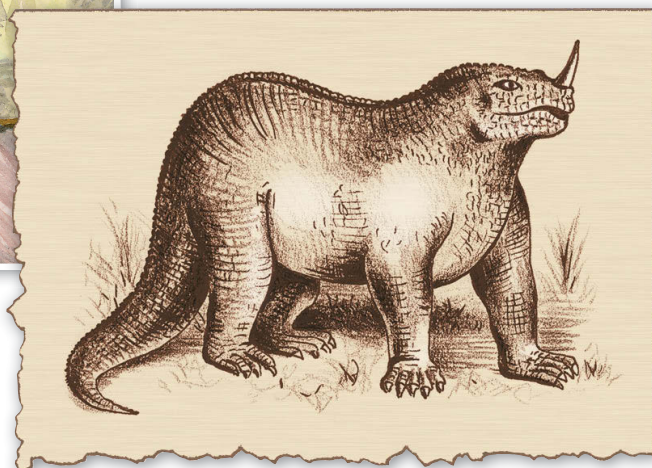
If the responses and percent corrects for items are not clearly visible (in green and yellow boxes), you may need to change the default settings for viewing PDFs in your browser or to use a different browser.

¹ In a small number of cases, the international average percent correct has been alternately rounded up or down (so that, for example, 72.5% becomes 73% in one instance and 72% in the next), because more detailed information was not available at the time of writing.

PIRLS 2011

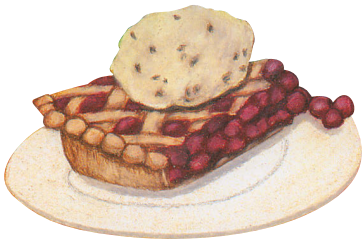


Reader

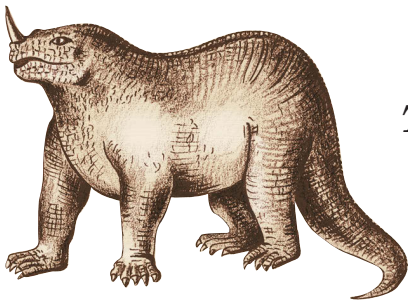


TIMSS & PIRLS
International Study Center
Lynch School of Education, Boston College

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Enemy Pie

by Derek Munson
illustrated by Tara Calahan King

It was a perfect summer until Jeremy Ross moved in right next door to my best friend Stanley. I did not like Jeremy. He had a party and I wasn't even invited. But my best friend Stanley was.

I never had an enemy until Jeremy moved into the area. Dad told me that when he was my age, he had enemies, too. But he knew of a way to get rid of them.

Dad pulled a worn-out scrap of paper from a recipe book.

"Enemy Pie," he said, satisfied.

You may be wondering what exactly is in Enemy Pie. Dad said the recipe was so secret, he couldn't even tell me. I begged him to tell me something—anything.

"I will tell you this, Tom," he said to me. "Enemy Pie is the fastest known way to get rid of enemies."

This got me thinking. What kinds of disgusting things would I put into Enemy Pie? I brought Dad worms and rocks, but he gave them right back.





I went outside to play. All the while, I listened to the sounds of my dad in the kitchen. This could be a great summer after all.

I tried to imagine how horrible Enemy Pie must smell. But I smelled something really good. As far as I could tell, it was coming from our kitchen. I was confused.

I went inside to ask Dad what was wrong. Enemy Pie shouldn't smell this good. But Dad was smart. "If it smelled bad, your enemy would never eat it," he said. I could tell he'd made this pie before.

The oven buzzer rang. Dad put on oven gloves and pulled out the pie. It looked good enough to eat! I was beginning to understand.

But still, I wasn't sure how this Enemy Pie worked. What exactly did it do to enemies? Maybe it made their hair fall out, or their breath stink. I asked Dad, but he was no help.

While the pie cooled, Dad filled me in on my job.

He whispered. "In order for it to work, you need to spend a day with your enemy. Even worse, you have to be nice to him. It's not easy. But that's the only way that Enemy Pie can work. Are you sure you want to do this?"

Of course I was.

All I had to do was spend one day with Jeremy, then he'd be out of my life. I rode my bike to his house and knocked on the door.

When Jeremy opened the door, he seemed surprised.



“Can you come out and play?” I asked.

He looked confused. “I’ll go and ask my mum,” he said. He came back with his shoes in his hand.

We rode our bikes for a while, then ate lunch. After lunch we went over to my house.

It was strange, but I was having fun with my enemy. I couldn’t tell Dad that, since he had worked so hard to make the pie.

We played games until my dad called us for dinner.

Dad had made my favourite food. It was Jeremy’s favourite, too! Maybe Jeremy wasn’t so bad after all. I was beginning to think that maybe we should forget about Enemy Pie.

“Dad”, I said, “It’s really nice to have a new friend.” I was trying to tell him that Jeremy was no longer my enemy. But Dad only smiled and nodded. I think he thought I was just pretending.

But after dinner, Dad brought out the pie. He served up three plates and passed one to me and one to Jeremy.

“Wow!” Jeremy said, looking at the pie.

I panicked. I didn’t want Jeremy to eat Enemy Pie! He was my friend!

“Don’t eat it!” I cried. “It’s bad!”

Jeremy’s fork stopped before reaching his mouth. He gave me a funny look. I felt relieved. I had saved his life.



“If it’s so bad,” Jeremy asked, “then why has your dad already eaten half of it?”

Sure enough, Dad was eating Enemy Pie.

“Good stuff,” Dad mumbled. I sat there watching them eat. Neither one of them was losing any hair! It seemed safe, so I took a tiny taste. It was delicious!

After dessert, Jeremy invited me to come over to his house the next morning.

As for Enemy Pie, I still don’t know how to make it. I still wonder if enemies really do hate it or if their hair falls out or their breath turns bad. But I don’t know if I’ll ever get an answer, because I just lost my best enemy.

The GIANT Tooth Mystery

A fossil is the remains of any creature or plant that lived on the Earth many, many years ago. People have been finding fossils for thousands of years in rocks and cliffs and beside lakes. We now know that some of these fossils were from dinosaurs.



Long ago, people who found huge fossils did not know what they were. Some thought the big bones came from large animals that they had seen or read about, such as hippos or elephants. But some of the bones people found were too big to have come from even the biggest hippo or elephant. These enormous bones led some people to believe in giants.

Hundreds of years ago in France, a man named Bernard Palissy had another idea. He was a famous pottery maker. When he went to make his pots, he found many tiny fossils in the clay. He studied the fossils and wrote that they were the remains of living creatures. This was not a new idea. But Bernard Palissy also wrote that some of these creatures no longer lived on earth. They had completely disappeared. They were extinct.

Was Bernard Palissy rewarded for his discovery? No! He was put in prison for his ideas.

As time went by, some people became more open to new ideas about how the world might have been long ago.

Then, in the 1820s, a huge fossil tooth was found in England. It is thought that Mary Ann Mantell, the wife of fossil expert Gideon Mantell, was out for a walk when she saw what looked like a huge stone tooth. Mary Ann Mantell knew the big tooth was a fossil, and took it home to her husband.



When Gideon Mantell first looked at the fossil tooth, he thought it had belonged to a plant eater because it was flat and had ridges. It was worn down from chewing food. It was almost as big as the tooth of an elephant. But it looked nothing like an elephant's tooth.

Fossil tooth sketched life-sized

Gideon Mantell could tell that the pieces of rock attached to the tooth were very old. He knew that it was the kind of rock where reptile fossils were found. Could the tooth have belonged to a giant, plant-eating reptile that chewed its food? A type of reptile that no longer lived on earth?

Gideon Mantell was really puzzled by the big tooth. No reptile that he knew about chewed its food. Reptiles gulped their food, and so their teeth didn't become worn down. It was a mystery.

Gideon Mantell took the tooth to a museum in London and showed it to other scientists. No one agreed with Gideon Mantell that it might be the tooth of a gigantic reptile.

Gideon Mantell tried to find a reptile that had a tooth that looked like the giant tooth. For a long time, he found nothing. Then one day he met a scientist who was studying iguanas. An iguana is a large plant-eating reptile found in Central and South America. It can grow to be over one and a half metres long. The scientist showed Gideon Mantell an iguana tooth. At last! Here was the tooth of a living reptile that looked like the mystery tooth. Only the fossil tooth was much, much bigger.

Iguana

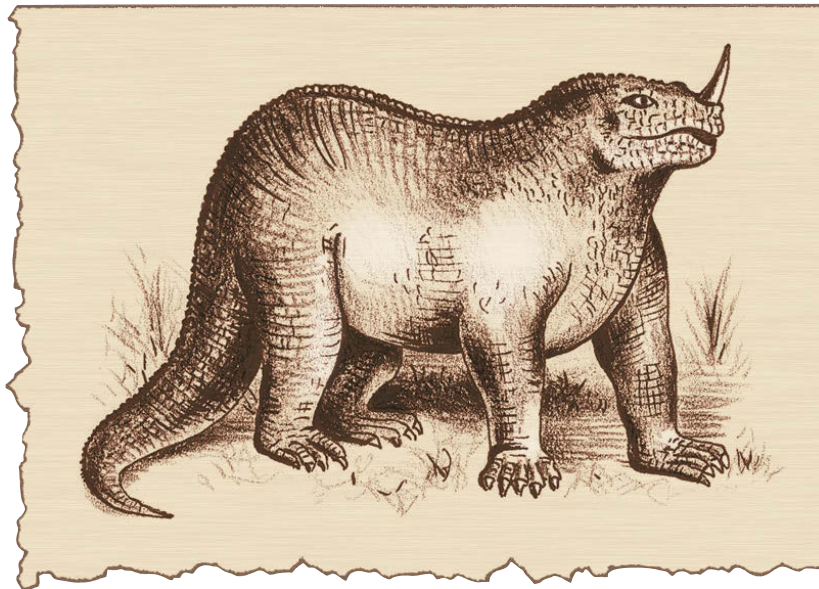


A life-sized drawing of an iguana's tooth from Gideon Mantell's notebook



Now Gideon Mantell believed the fossil tooth had belonged to an animal that looked like an iguana. Only it wasn't one and a half metres long. Gideon Mantell believed it was thirty metres long! He named his creature *Iguanodon*. That means "iguana tooth".

Gideon Mantell did not have a whole *Iguanodon* skeleton. But from the bones he had collected over the years, he tried to work out what one might have looked like. He thought the bones showed that the creature had walked on all four legs. He thought a pointed bone was a horn. He drew an *Iguanodon* with a horn on its nose.



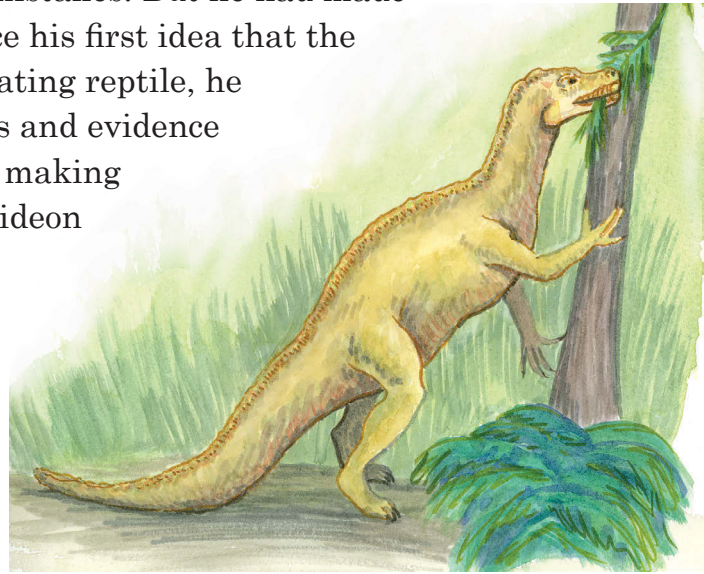
What Gideon Mantell thought an Iguanodon looked like

Years later, several complete *Iguanodon* skeletons were found. They were only about nine metres long. The bones showed that it walked on its hind legs some of the time. And what Gideon Mantell thought was a horn on its nose was really a spike on its “thumb”! Based on these discoveries, scientists changed their ideas about what the *Iguanodon* looked like.

Gideon Mantell made some mistakes. But he had made an important discovery, too. Since his first idea that the fossil tooth belonged to a plant-eating reptile, he spent many years gathering facts and evidence to prove his ideas were right. By making careful guesses along the way, Gideon Mantell was one of the first people to show that long ago, giant reptiles lived on earth. And then they became extinct.

Hundreds of years before, Bernard Palissy had been thrown in prison for saying nearly the same thing. But Gideon Mantell became famous. His discovery made people curious to find out more about these huge reptiles.

In 1842, a scientist named Richard Owen decided that these extinct reptiles needed a name of their own. He called them *Dinosauria*. This means “fearfully great lizard”. Today we call them dinosaurs.



What scientists today think the Iguanodon looked like



Stop

End of Part 2. Now go to your question booklet.

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Questions Enemy Pie

1. Who is telling the story?

☐ (A) Jeremy

☐ (B) Dad

☐ (C) Stanley

☒ (D) Tom

Correct: **Ireland:** 85% **International:** 71%

2. At the beginning of the story, why did Tom think Jeremy was his enemy?

Pupil must show understanding that Tom considered Jeremy his enemy either because Jeremy did not invite him to his party, or invited Tom's best friend Stanley and not him.

- *Tom was not invited to Jeremy's party.*

- *Jeremy invited his friend to his party, but did not invite Tom.*

OR, that Tom was afraid that Jeremy would take his place as Stanley's best friend.

- *Tom was jealous of him moving in next to Stanley.*

- *Jeremy took his best friend.*

Correct: **Ireland:** 86% **International:** 70%


3. Write **one** ingredient that Tom thought would be in Enemy Pie.

Pupil must identify one of worms, earthworms, or rocks as an ingredient. Responses including any incorrect ingredients were **not** credited.

Correct: **Ireland:** 83% **International:** 67%

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4. Find the part of the story next to the picture of a piece of pie: . Why did Tom think it could be a great summer after all?

- (A) He liked playing outside.
- ☒ (B) He was excited about Dad's plan.
- (C) He made a new friend.
- (D) He wanted to taste Enemy Pie.

Correct: Ireland: 59% International: 42%

5. How did Tom feel when he first smelled Enemy Pie? Explain why he felt this way.

2 points: refer to emotion (surprise or confusion) **AND** a reason (because the pie smelled good or unlike he expected it to smell)

- *He felt unsure. Enemy Pie should smell bad.*
- *surprised because it smelled really good*

1 point: refer to emotion **OR** a reason

- *confused*
- *Enemy Pie shouldn't smell this good.*
- *He thought it would smell awful, but it didn't.*

2 points

Ireland: 49% International: 29%

1 point

Ireland: 16% International: 21%

6. What did Tom think could happen when his enemy ate Enemy Pie? Write **one** thing.

Pupils must identify one of the consequences of eating Enemy Pie from the list below.

- *His hair would fall out.*
- *His breath would stink.*
- *He would go away.*
- *Something bad would happen./He would get sick (or die).*

Correct: Ireland: 88% International: 80%

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7. What were the **two** things Tom's dad told Tom to do to make the Enemy Pie work?

2 points: identify **both** things: spend the [full] day with his enemy **and** be nice to him.

- *be nice to his enemy for a whole day*
- *play all day with Jeremy and be friendly*

1 point: identify one of the things Tom was told to do

- *be nice*
- *spend the day with him*
- *play and be nice* ('play' is too vague to merit a point)

2 points

Ireland: 52% International: 46%

1 point

Ireland: 24% International: 19%

8. Why did Tom go to Jeremy's house?

- ☐ (A) To invite Jeremy to dinner.
- ☐ (B) To ask Jeremy to leave Stanley alone.
- ☒ (C) To invite Jeremy to play.
- ☐ (D) To ask Jeremy to be his friend.

Correct:

Ireland: 83%

International: 71%

9. What surprised Tom about the day he spent with Jeremy?

Pupils must show understanding that Tom had a positive experience with Jeremy (Tom enjoyed spending time with him, that he wasn't as bad as Tom expected, or that they had become friends)

- *He was actually having fun with Jeremy.*
- *They were getting along.*
- *Jeremy wasn't so bad after all.*
- *Jeremy was nice.*
- *They became friends.*

Correct:

Ireland: 86%

International: 66%

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10. At dinner, why did Tom begin to think he and his dad should forget about Enemy Pie?

☐ (A) Tom did not want to share dessert with Jeremy.

☐ (B) Tom did not think Enemy Pie would work.

☒ (C) Tom was beginning to like Jeremy.

☐ (D) Tom wanted to keep Enemy Pie a secret.

Correct: Ireland: 92% International: 76%

11. How was Tom feeling when Dad passed the piece of Enemy Pie to Jeremy?

☒ (A) alarmed

☐ (B) satisfied

☐ (C) surprised

☐ (D) confused

Correct: Ireland: 76% International: 64%

12. What was it about Enemy Pie that Dad kept secret?

- ☒ A It was a normal pie.
- ☐ B It tasted disgusting.
- ☐ C It was his favourite food.
- ☐ D It was a poisonous pie.

Correct: **Ireland:** 64% **International:** 55%

13. Look at this sentence from the end of the story:

“After dessert, Jeremy invited me to come over to his house the next morning.”

What does this suggest about the boys?

- ☐ A They are still enemies.
- ☐ B They do not like to play at Tom’s house.
- ☐ C They wanted to eat some more Enemy Pie.
- ☒ D They might be friends in the future.

Correct: **Ireland:** 90% **International:** 79%

14. Use what you have read to explain why Tom’s dad really made Enemy Pie.

Pupils must indicate that his plan for Enemy Pie was for the boys to become friends.

- *to make them be friends and not enemies*
- *He wanted them to be friends.*
- *to get them to play together and to make them friends*
- *He wanted them to be friends so he got them to play with each other.*

Correct: **Ireland:** 61% **International:** 50%

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15. What kind of person is Tom's dad? Give an example of what he did in the story that shows this.

2 points: A plausible character trait that is central to his role in the story (e.g., helpful, caring, nice, good, smart, clever, tricky, secretive) **AND** sample action as evidence.

- *He was caring because he wanted to help his son make friends.*
- *He was smart in how he found a way for the boys to like each other.*
- *Tom's dad was kind. He thought of a plan for his son to make friends.*

1 point: A plausible character trait

- *He was a good dad.*
- *He cared about his son.*

2 points

Ireland: 41%

International: 24%

1 point

Ireland: 27%

International: 29%

16. What lesson might you learn from this story?

Pupil response must indicate the importance of giving a relationship the chance to grow before deciding whether someone is your friend, **OR** that it is possible to change how you feel about someone.

- *Don't judge someone before you know them.*
- *You can make friends if you give it a chance*
- *Your enemy can become your friend.*
- *Try to like your enemy. They might become your friend.*

Correct:

Ireland: 45%

International: 30%

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Questions

The Giant Tooth Mystery

1. What is a fossil?

- ☐ (A) the surface of rocks and cliffs
- ☐ (B) the bones of a giant
- ☒ (C) the remains of very old living things
- ☐ (D) the teeth of elephants

Correct: Ireland: 82% International: 75%

2. According to the article, why did some people long ago believe in giants?

Pupils must indicate that people believed in giants because they found huge bones/skeletons/fossils (use of the term 'giant bones' was not credited unless it was clearly referring to 'big', not to the bones of a giant).

- *They found bones too big to belong to something they knew.*
- *They found giant bones that were too big to be from the biggest hippo.*
- *They found really big bones.*
- *The bones were so big they must be from giants*

Correct: Ireland: 62% International: 53%

3. Where did Bernard Palissy find fossils?

- ☐ (A) on the cliffs
- ☒ (B) in the clay
- ☐ (C) by a river
- ☐ (D) on a path

Correct: Ireland: 83% International: 71%

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4. What was Bernard Palissy's new idea?

Pupils must indicate he thought that some fossils belonged to animals that no longer lived on earth, had completely disappeared, or were extinct.

- *Fossils could be from extinct animals.*
- *Some belonged to creatures no longer living on earth.*
- *His idea was that some animals had completely disappeared!*

Correct: **Ireland:** 26% International: 25%

5. Why was Bernard Palissy put into prison?

- ☒ A People were not open to new ideas.
- ☐ B He copied his ideas from Gideon Mantell.
- ☐ C He left tiny fossils in his pottery.
- ☐ D Studying fossils was forbidden in France.

Correct: **Ireland:** 65% International: 54%

6. Who found the fossil tooth in England?

- ☐ A Bernard Palissy
- ☒ B Mary Ann Mantell
- ☐ C Richard Owen
- ☐ D Gideon Mantell

Correct: **Ireland:** 85% International: 68%



7. What did Gideon Mantell know about reptiles that made the fossil tooth puzzling?

- ☐ (A) Reptiles had no teeth.
- ☐ (B) Reptiles were found under rocks.
- ☐ (C) Reptiles lived long ago.

☒ (D) Reptiles gulped their food.

Correct: Ireland: 73% International: 57%

8. Gideon Mantell thought the tooth might have belonged to different types of animals. Complete the table to show what made him think this.

Type of animal	What made him think this
A plant eater	The tooth was flat with ridges.
<div>  1 </div> <div> % Correct Ireland: 41 International: 34 </div>	<div> Pupils must refer to the large size of the fossil tooth (as big as an elephant's tooth) </div>
<div>  1 </div> <div> % Correct Ireland: 22 International: 15 </div>	<div> Pupils must indicate either that: 1) the rock in which it was found was the kind of rock where reptile fossils were found / it was found where reptiles had lived OR the fossil tooth was similar to/looked like an iguana/reptile tooth </div>

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9. Why did Gideon Mantell take the tooth to a museum?

- ☐ (A) to ask if the fossil belonged to the museum
- ☐ (B) to prove that he was a fossil expert
- ☒ (C) to hear what scientists thought of his idea
- ☐ (D) to compare the tooth with others in the museum

Correct: Ireland: 66% International: 58%

10. A scientist showed Gideon Mantell an iguana tooth. Why was this important to Gideon Mantell?

Pupils must indicate that the iguana tooth provided evidence supporting his theory

- *The iguana tooth showed his fossil could be from a reptile.*
- *It helped him find out what type of animal the tooth belonged to.*
- *It gave him proof for what he thought all along.*

Or Generally indicate that the iguana tooth looked like the fossil tooth.

- *The iguana tooth looked like the fossil tooth.*
- *He could see that they looked the same.*
- *It was flat and had ridges.*

Correct: Ireland: 39% International: 34%

11. What did Gideon Mantell use when trying to work out what the *Iguanodon* looked like?

- ☒ (A) bones he collected
- ☐ (B) ideas from other scientists
- ☐ (C) pictures in books
- ☐ (D) teeth from other reptiles

Correct: Ireland: 61% International: 57%

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12. Look at the two pictures of the *Iguanodon*. What do they help you to understand?

2 points: a) refers to changes in scientific ideas / people's ideas about the *Iguanodon* **OR** b) they illustrate the mistakes that Mantell or others might have made.

a) *Shows how people's ideas about what it looked like changed.*

b) *To show that Gideon got some things wrong.*

1 point: a) how they look different **OR** b) a difference between the two without reference to changes in scientific ideas **OR** c) explicit reference to one picture but not to changes in ideas

a) *To show they look different.*

b) *One has 4 legs, the other has 2.*

c) *That Gideon thought it had a horn.*

2 points

Ireland: 16%




International: 10%

1 point

Ireland: 9%

International: 12%

13. Later discoveries proved that Gideon Mantell was wrong about what the *Iguanodon* looked like. Fill in the blanks to complete the table.

	What Gideon Mantell thought the <i>Iguanodon</i> looked like	What scientists today think the <i>Iguanodon</i> looked like
 1	<p>The <i>Iguanodon</i> walked on four legs.</p> <p>% Correct Ireland: 63 International: 49</p>	<p>The <i>Iguanodon</i> (sometimes) walked/stood on two/hind legs</p>
 1	<p>The <i>Iguanodon</i> had a horn (on its head/face/nose) OR the spike was on its head/face/nose</p>	<p>The <i>Iguanodon</i> had a spike on its thumb.</p> <p>% Correct Ireland: 64 International: 48</p>
 1	<p>The <i>Iguanodon</i> was 30 metres long.</p> <p>% Correct Ireland: 50 International: 40</p>	<p>The <i>Iguanodon</i> was 9 metres long</p>

14. What were found that showed Gideon was wrong about what the *Iguanodon* looked like?

(A) more fossil teeth

(B) scientific drawings

(C) living *Iguanodons*

 (D) whole skeletons

Correct:

Ireland: 57%

International: 52%



Stop

End of this part of the booklet.
Please stop working.

Day Hike Brochure:

The next reading unit presented is *Day Hike Brochure*, followed by the questions and percentages of correct responses for this unit.

Keeping Safe on Your Day Hike

- ❗ **Start early.** This will give you plenty of time to enjoy your hike and still get back before dark.
- ❗ **Stay on hiking trails** unless you know the area.

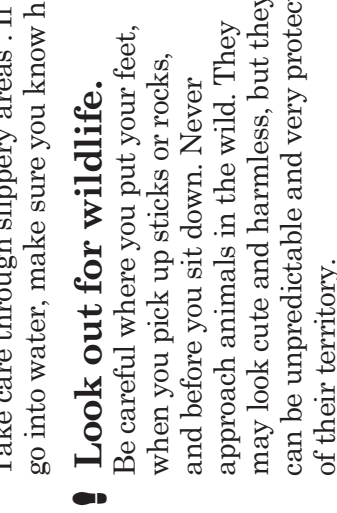
Take care through slippery areas. If go into water, make sure you know how

- ! Look out for wildlife.** Be careful where you put your feet, when you pick up sticks or rocks, and before you sit down. Never approach animals in the wild. They may look cute and harmless, but they can be unpredictable and very protective of their territory.



Keeping Safe on Your Day Hike

! Be careful where you are walking. Watch out for things you over like loose rocks, piles of leaves, a Take care through slippery areas . If go into water, make sure you know h



Most of all, don't forget to have fun on your hike. Enjoy being outdoors. Look at all the interesting things around you. Learn to identify new places, plants, and animals. Appreciate the beauty of the land and nature, and get good healthy exercise too!



Day Hiking Is Fun and Good Exercise!

You are in charge! You can choose where you want to go, how long you want to be gone, and how fast you want to go. You can simply stroll along enjoying nature or challenge yourself with difficult and steep hiking trails. It is up to you!

See interesting new things! Hiking can take you places that cannot be seen any other way. You can go to beautiful areas and see spectacular views. Or you can go to remote areas that may have hidden valleys, waterfalls, or caves. Hiking can give you a chance to see plants, birds, and animals that live in the wild. You might even see remains of buildings and things that belonged to people who lived long ago.

Keep physically fit! Walking is an excellent way to exercise, so hiking on a regular basis will help to keep you healthy. It provides time to think and can be relaxing. Hiking is a great way to spend time with your friends and family or to just spend a little time by yourself studying and enjoying nature.

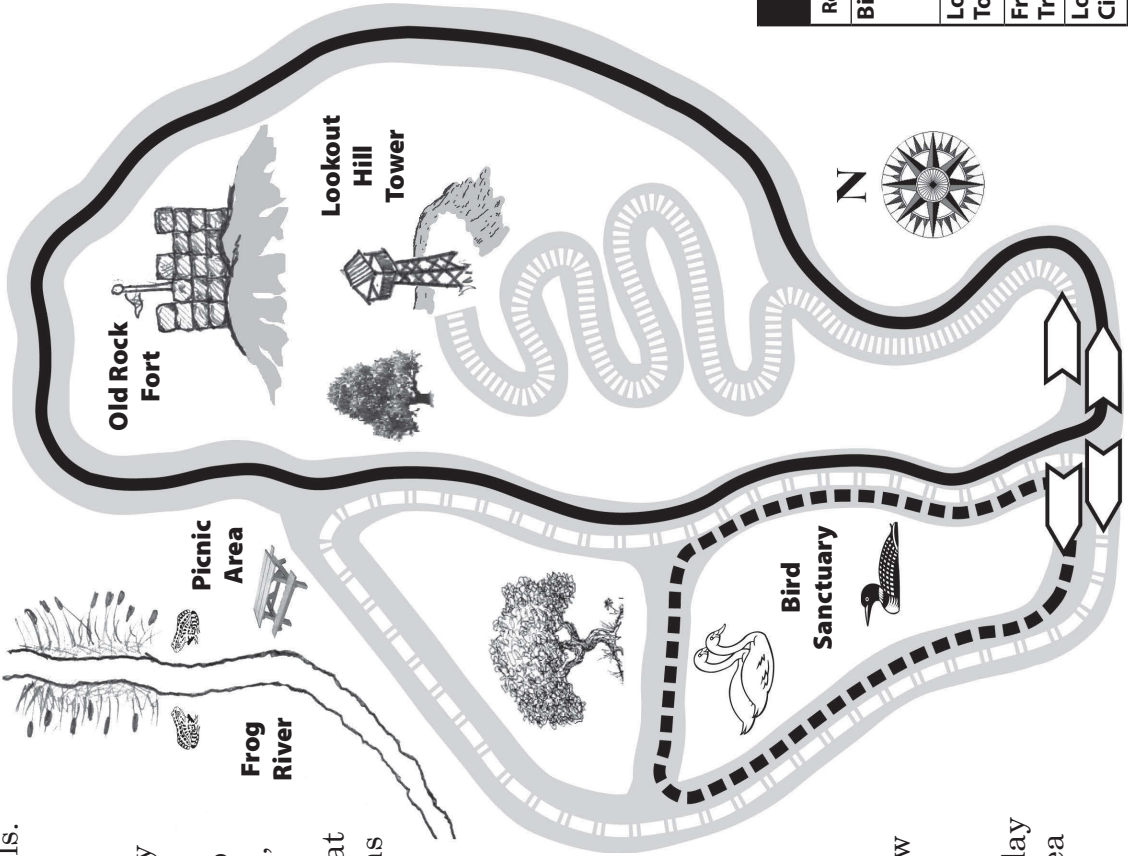
Explore Lookout Hill

The map and map key for Lookout Hill show how you can choose the day hike that you would like best and the kinds of things you can see and do. It gives you an idea about day hiking in case you want to find a hiking area near where you live.



Lookout Hill





A Hike Full of Adventures



Start Routes Here

Choose which route to take!

Use one of our suggestions, or make up a route of your own.

Map Key				
Route Name	Route	Time	Level	Description
Bird Walk		2 hours	Easy, Wheelchair access	Loop around the bird sanctuary
Lookout Tower Hike		2 to 2.5 hours each way	Hard	Climb Lookout Hill and see the view
Frog River Trail		3 hours	Medium	Hike to Frog River Picnic Area
Lookout Hill Circle		5 hours	Medium	Hike around Lookout Hill to the Old Rock Fort

Questions

Discover the Fun of Day Hiking



Take out the leaflet called **Discover the Fun of Day Hiking**.
The questions in this section are about this leaflet.



Raise your hand if you do not have the leaflet.

1. What is the **main** message the leaflet gave you about hiking?

- (A) It is expensive and dangerous.
- (B) It is the best way to see animals.
- ☒ (C) It is healthy and fun.
- (D) It is only for experts.

Correct:

Ireland: 83%

International: 76%

2. Give **two** interesting things the leaflet said you might see on a day hike.

Pupils must provide **two** acceptable reasons from the list below.

- Plants/Nature
- Spectacular views
- Remains of buildings
- Beautiful places
- Waterfalls
- Forts
- Hidden valleys
- Beautiful places
- Caves
- New places
- Birds/ Animals/ Wildlife/ Nature
- Any of the locations on the map (e.g., lookout station, picnic area)

Correct:

Ireland: 74%

International: 63%

3. What are two things the leaflet told you to keep in mind when you are hiking in a **group**?

Pupils must provide **two** suggestions; one about **ability** and one about **interests**.

Ability:

- Everyone should be able to do it.
- Go only as fast as the slowest person in the group.
- Choose a hike that suits everybody. [ability]

Interest:

- Choose a hike that suits everybody. [interest]
- It should be fun and interesting for everyone.
- Consider everyone when choosing where to go.

2 points

1 point

Ireland: 16%

International: 10%

Ireland: 36%

International: 27%

4. Which section of the leaflet told you to wear the right clothes for the weather?

(A) Discover the Fun of Day Hiking

☒ (B) Planning Your Day Hike

(C) Packing Checklist

(D) Keeping Safe on Your Day Hike

Correct: Ireland: 55% International: 55%

Look at the section called *Packing Checklist*. Use it to answer Questions 5 and 6.

5. Why should you take extra socks on your hike?

☒ (A) feet may get wet


(B) weather may get cold

(C) in case of blisters

(D) for a friend

Packing Checklist

- ☐ Plenty of water – to keep from getting thirsty
- ☐ Food – high energy snacks or take a picnic lunch
- ☐ First Aid Kit – in case of blisters, scrapes and scratches
- ☐ Insect repellent – to protect from bites (for example – ticks, bees, mosquitoes, and flies).
- ☐ Extra socks – feet may get wet
- ☐ Whistle – important if going alone, three short whistles mean you are in trouble and need assistance
- ☐ Map and compass – very important for more difficult hikes



Correct: Ireland: 93% International: 84%

6. What should you do if you get in trouble while on your hike?

(A) have a high energy snack

☒ (B) blow your whistle three times

(C) put on more insect repellent

(D) yell for help as loud as you can

Correct: Ireland: 85% International: 74%

Look at the section called *Keeping Safe*. Use it to answer Questions 7 and 8.

7. What should you do to avoid getting tired too soon?

- ☐ (A) start early
- ☐ (B) stay on hiking trails
- ☒ (C) pace yourself
- ☐ (D) be careful where you walk

Keeping Safe on Your Day Hike

! **Start early.** This will give you plenty of time to enjoy your hike and still get back before dark.

! **Stay on hiking trails** unless you know the area.

! **Pace yourself.** Do not hike too quickly so that you can save your energy. When in a group, go only as fast as the slowest member.

! **Be careful where you are walking.** Watch out for things you might trip over like loose rocks, piles of leaves, and sticks. Take care through slippery areas. If you need to go into water, make sure you know how deep it is.

! **Look out for wildlife.** Be careful where you put your feet, when you pick up sticks or rocks, and before you sit down. Never approach animals in the wild. They may look cute and harmless, but they can be unpredictable and very protective of their territory.



IMPORTANT: Tell someone where you are going hiking and when you expect to return. This could help in case something happens and you get into trouble. Let him or her know when you get back.

Correct: Ireland: 59% International: 62%

8. Why is it important to tell someone when you plan to return from your hike?

Pupils demonstrate an understanding that someone can help you in case something happens (e.g., you get into trouble or lost) and you don't return on time.

Examples:

- *Because if you are not back in time someone will know there is something wrong and will find help.*
- *In case you get lost.*

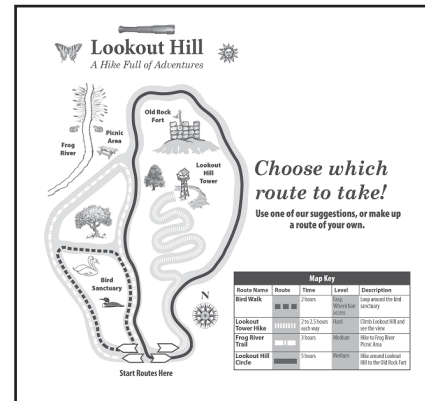
Correct: Ireland: 64% International: 58%

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Use the information about the *Lookout Hill Hike* to answer Questions 9 through 12.

9. Which route would you choose if you wanted to take the shortest hike?

- ☒ A Bird Walk
- ☐ B Lookout Tower Hike
- ☐ C Frog River Trail
- ☐ D Lookout Hill Circle



Correct: Ireland: 82% International: 72%

10. Which kind of people would be most able to go on the Lookout Tower Hike?

- ☐ A people who are in a hurry
- ☐ B people who have small children
- ☐ C people who like to watch birds
- ☒ D people who are fit and strong

Correct: Ireland: 69% International: 60%

11. What are **two** things you can learn by studying the map key?

2 points: lists **two** pieces of information from the list below

1 point: lists **one** piece of information from the list below

- *time it takes for each hike*
- *the difficulty level of each hike*
- *symbols for each trail (route to take/which way to go/where it is)*
- *a description of each hike*
- *which hike is right for me/the best place to go*
- *which is shortest, longest, or most challenging (or any specific facts about a particular hike from the table)*

2 points

Ireland: 50% International: 41%

1 point

Ireland: 23% International: 19%

12. Use the map of Lookout Hill and the map key to plan a hike.
Check which route you would choose.

_____ Bird Walk

_____ Lookout Tower Climb

_____ Frog River Trail

_____ Lookout Hill Circle

Give **two** reasons from the leaflet why you chose this route.

2 points: pupils must list **two** reasons for choosing the route. Reasons may refer specifically to the text in the map key or may refer to features of the map.

Bird Walk. It is the easiest & shortest walk and you get to watch birds.

Lookout Station. I think it would have the best views and it is the most challenging hike.

Frog Creek Trail. You can take a picnic lunch. You can stop and see the birds at the bird sanctuary on the way.

Lookout Hill Circle. You can make a loop past the old fort. It is longer so you can enjoy more sights.

1 point: pupils must list **one** reason, or two reasons that are essentially the same.

Bird Walk. It takes two hours. It is the shortest.

2 points

Ireland: 40% International: 33%

1 point

Ireland: 31% International: 27%

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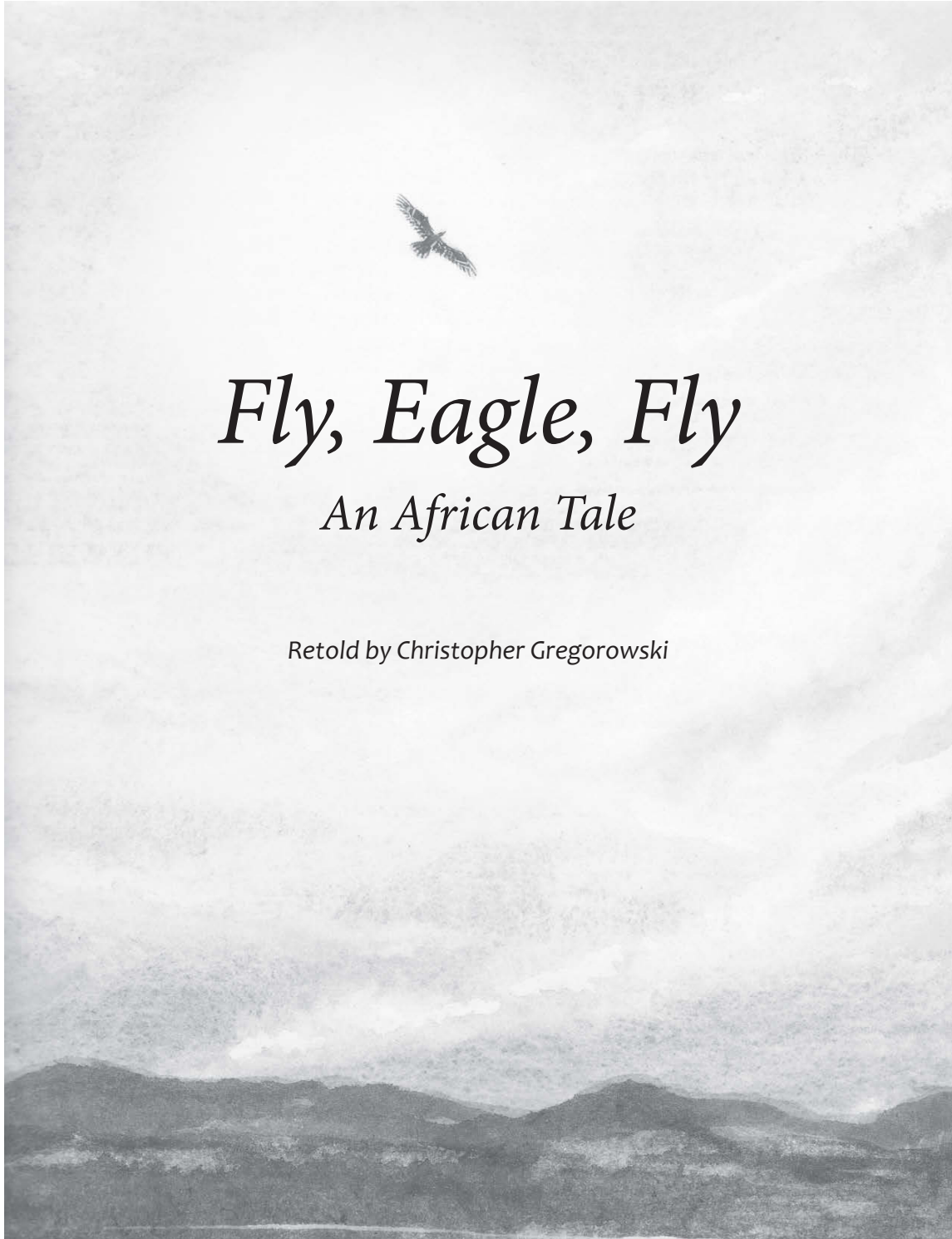
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Fly, Eagle, Fly:

The next reading unit presented is *Fly, Eagle, Fly*, followed by the questions and percentages of correct responses for this unit.



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.



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

Correct: Ireland: 93% International: 89%

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

Correct: Ireland: 79% International: 73%

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: Ireland: 69% International: 64%

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.

Correct: Ireland: 92% International: 88%

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

Pupils must identify **two** ways that the eagle chick behaved like a chicken. A reasonable paraphrase of any combination of the list below is acceptable.

1. *It walks/moves like a chicken.*
2. *It eats/pecks on the ground for food like a chicken.*
3. *It thinks like a chicken.*
4. *It won't fly (returns to the chickens on the ground).*
5. *It scratches with the chickens.*

2 points

Ireland: 68% International: 56%

1 point

Ireland: 16% International: 16%

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: Ireland: 76% International: 70%

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

2 points: interpret the meaning of **both** parts of the quote in terms of the story.
 - *It is supposed to be free in the sky and not stuck on the ground.*
 - *It is meant to fly, not walk.*

1 point: interpret only **one** part of the quote / make a **literal** contrast only.
 - *It is meant to fly (first part of quote only)*
 - *It was not a ground animal (second part only)*
 - *It was not a chicken but an eagle. (literal contrast)*

2 points

Ireland: 54%

International: 42%

1 point

Ireland: 27%

International: 29%

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.

Correct:

Ireland: 56%

International: 46%

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

2 points: 2 reasons (or a reasonable paraphrase) from the list below.

1 point: 1 reason from the list below.

- *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.*

2 points

Ireland: 19%

International: 17%

1 point

Ireland: 37%

International: 36%

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

Pupil identifies **any** of the words or phrases in the list below:

1. *Wispy pink clouds*
2. *Majestically*
3. *Golden brilliance*
4. *Ablaze with light*

Correct: **Ireland:** 71% **International:** 56%

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.

Correct: **Ireland:** 72% **International:** 57%

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.

2 points: One character trait **and** one example of actions that are evidence of the trait.

1 point: One character trait **or** one example of actions that are evidence of the trait.

1. *He was determined. He kept trying to teach the eagle to fly.*
2. *He was clever. He knew to take the eagle to the mountain to make it fly.*
3. *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.*
4. *He was kind to animals. He wanted the eagle to be free.*

2 points

Ireland: 46%

International: 29%

1 point

Ireland: 35%

International: 32%

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