



# Dynamic Indicators of Basic Early Literacy Skills 8<sup>th</sup> Edition

*Maze* Benchmark

Grade 5

Administration Directions and Scoring Keys

Examiner script	
<p>I am going to give you a worksheet. When you get your worksheet, please write your name at the top and put your pencil down.</p> <p>(Hand out the Maze student worksheets. Make sure students have written their names down before proceeding.)</p> <p>You are going to read a passage with some words missing from it. For each missing word you will see a box with three words in it. Your job is to circle the word you think makes the most sense in the context of the passage. Let's look at the Practice Passage together. Listen as I read.</p> <p>Tom goes to a school far from his house. Every morning, he takes a school (pause) art, bus, work (pause) to go to school.</p> <p>Let's stop there. Let's circle the word "bus" because I think "bus" makes the most sense here. Listen to how that sentence sounds now.</p> <p>Every morning, he takes a school <u>bus</u> to go to school.</p> <p>Now it's your turn. Read the next sentence <u>silently</u> to yourself. When you come to a box, read all the words in the box and circle the word that makes the most sense to you. When you are done, put your pencil down.</p> <p>(Allow up to 30 seconds for students to complete the example and put their pencils down.)</p> <p>If necessary, after 30 seconds say <b>Put your pencil down.</b> As soon as all students have their pencils down, say <b>Good job.</b></p> <p>Now listen. In the (pause) afternoon, library, morning (pause), he also takes a bus home. You should have circled "afternoon" because "afternoon" makes the most sense. Listen. In the <u>afternoon</u>, he also takes a bus home.</p> <p>Okay, when I say "Begin," turn the page and start reading the passage silently. Start on the page with the title. When you come to a box, read all the words in the box and circle the word that makes the most sense in the passage. You will stop when you come to a stop sign or I say Stop. Ready? Begin. Start the timer.</p> <p>At the end of <u>3 minutes</u>, stop the timer and say <b>Stop. Put your pencils down.</b></p>	
Reminders	
Start timer	Start the timer after you say <b>Begin.</b>
Prompts	<p>If a student starts reading the passage out loud, say <b>Please read the passage silently.</b> (Repeat as often as needed.)</p> <p>If a student skips an entire page, say. <b>Please be sure not to skip pages.</b></p> <p>If a student stops working, say <b>Please keep going until I tell you to stop. Just do your best work.</b> (Repeat as often as needed.)</p>
Discontinue	There is no discontinue rule. Every student should be encouraged to try their best until three minutes have passed.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Practice Passage

Tom goes to a school far from his house. Every morning, he takes a school 

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Correct: \_\_\_\_\_

Incorrect: \_\_\_\_\_

Adjusted Score: \_\_\_\_\_

## The iPhone

Over ten years ago now, the Apple Corporation launched the iPhone. People lined

up around the block **at** Apple stores all over the United States **on** the day it went **2**  
on sale. **Somewhere** between one quarter and three quarters **of** a million phones **4**  
were sold on **just** the first weekend. Later that year, **the** iPhone began to sell in **6**  
Europe, **and** over the next seven years, it **gradually** became available in almost **8**  
every country **in** the world. Now, about one billion iPhones **have** been sold. **10**  
The iPhone was not **the** first smart phone. But it was **the** first to combine a **12**  
phone, a **media** player, and a computer for using **the** internet all in one. Also, it **was** **15**  
a touchscreen phone. Previous smart phones **had** used a hard keyboard. People loved **16**  
**the** iPhone for the way it worked **and** for the way it looked. **18**

Keep going



With **each** new version, Apple has improved its **machine** and it has changed **20**

the way **we** live. The first iPhone had a **camera**, but it was primitive compared to **22**

**what** we are used to now. There **was** no video, no GPS, and no **voice** command. **25**

All these became available later.

**The** iPhone led to massive growth in **the** technology industry. Youtube, **27**

Facebook, and Google **would** not have the power they now **have** without it. The **29**

iPhone changed the **way** people in all fields work. **30**

But **no** tool is only good or only **bad**. People now bring work wherever they **32**

**go**, because their work is on their **phones**. This ability to work from anywhere **34**

**may** enable creativity and flexibility, but it **also** means that many people never get **36**

Keep going



**any** real free time. How often have **you** been at the beach, or in **a** restaurant, or **39**  
 in a public park, **and** seen people using their smartphones rather **than** just swimming, **41**  
 enjoying their food, or **gazing** up at the sky? **42**  
 Because of **the** iPhone, people can now document and **share** their own lives **44**  
 on a scale **that** has never been seen before. They **can** post family pictures on **46**  
 Instagram, political **opinions** on Twitter, and life anecdotes on Facebook. **But** there **48**  
 is now so much information **online** that it is hard to process **mentally** and emotionally. **50**  
 Some people say that **they** now spend more time texting and Skyping **with** their **52**  
 friends than they do meeting **face** to face. **53**  
 These days the technology **offered** by the first iPhone is used **in** phones **55**

Keep going



made by lots of other **companies**. All the same, most people still **look** to the iPhone 57

for the most **exciting** new features. One thing we might **see** someday soon is a 59

screen that **can** bend. Another might be a battery **that** can be charged by the sun **or** 62

by motion. Some people even predict **phones** that can project holograms. It is **hard** 64

to know what the future will **bring**. After all, until a little over ten years ago, the iPhone 65

itself was but a dream.







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## New Slang

People have used slang to sound cool for longer than “cool” was cool. Slang is

vocabulary that is very **informal** and often used by people who **belong** to a clique. 2

A clique is **a** small in-group of people who share **a** special style or set of ideas 4

**and** often use a specific vocabulary to **talk** to each other. But even if **you** do not 7

belong to a clique, **you** probably already use slang in your **vocabulary** and didn't 9

even know it. For **example**, words like “cool,” “sweet,” and “tight” **can** all mean 11

“good.” You have probably **used** one of these words to describe **something** that you 13

liked or admired.

But **beware**! Slang tends to evolve quickly. What **was** cool to say yesterday 15

may be **not** so cool today and might embarrass **you** tomorrow. People used to say that 17

Keep going ►

**something** was “off the hook,” and before **that** they might have said it was “rad.” 19

**But** if you use either of these **expressions** today, your friends may wince and 21

**begin** to avoid you. 22

Some slang expressions **were** once so common that people got **tired** of 24

saying them. For example, friends **used** to greet each other in a **casual** way by saying, 26

“Wassup?” But then **some** actors in a famous commercial said “Wassup?” **Everybody** 28

started repeating that phrase, until it **was** no longer fun or interesting to **say** anymore. 30

That’s when it was all **over** for “Wassup?” If you greet a **friend** now by saying, 32

“Wassup?” you will **just** get a funny look in response. **A** similar thing happened with 34

“For shizzle.”

Keep going



**There** are different types and origins of **slang**. Much slang comes from **36**  
 words and **phrases** that originally had similar meanings. For **example**, everyone **38**  
 likes to “pig out” every **so** often, and so it’s easy to **see** where that phrase comes **40**  
 from. However, **why** is something easy considered a “walk **in** the park”? It is probably **42**  
 associated **with** the practice of taking an easy **stroll** around a park and was first **44**  
**used** to describe an easy golf game. **45**  
**Other** slang words are portmanteaus (pronounced port-man-tows). **A** **47**  
 portmanteau is a word that combines **two** words together to form a new **word**. **49**  
 “Brunch” is a great example of **a** portmanteau. It combines “breakfast” and “lunch” **50**  
**together** to create a new word with **a** slightly new meaning. Another example of **52**

Keep going



a new slang word is a “spork”: a spoon-and-fork combination. Not all portmanteaus  
 are food related; there is also “infomercials,” which are combinations of information  
 and commercials. And the military gave us a combo of gigantic and enormous:  
 ginormous. Some slang develops because of changes in technology. For example,  
 a hundred years ago, people didn’t give someone a ring to call them on the  
 phone because phones weren’t common. Until about ten years ago, people would have  
 thought hot spots were temperature based, not about Wi-Fi. And spam was only a  
 meat that came in a can, not unwanted email. Some slang has even evolved from  
 texting language such as “LOL”, “brb”, and “smh.”

Some slang just happens. And that’s sick.





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## Languages

There are over six thousand languages in the world. Mandarin Chinese is the most

commonly **spoken** language. It has over one billion **speakers** . Spanish and English 2

are the next **most** common languages. They each have around three hundred million 3

**speakers** . 4

People express important ideas with language. **But** language also helps them 5

connect with **other** people. When you speak a language, **you** are part of a large group 7

**that** expresses ideas in the same way. **When** you are around people who speak 9

**a** different language, you may feel like **an** outsider. 11

Learning a language is also **important** for brain development. If children don't 12

**learn** a language, their brains will not **develop** in a normal way. Children who 14

Keep going 



**are** not taught any language cannot understand **basic** concepts. 16

All children normally learn at **least** one language fluently by around the **age** 18  
of seven. After that, it becomes **more** difficult for older children to learn **their** first 20  
language.

Many people in the **world** only speak a single language. There **are** large 22  
areas of the world where **people** speak only one main language. Many Americans 23

**speak** only English, for example, though to **graduate** from college you must usually 25  
take two **years** of classes in a foreign language. **Some** older people who come to the 27

United States **from** other countries speak only the language **of** where they are from. 29

Young people **who** come to the United States from **other** countries almost always 31

Keep going 

learn English, even **though** they may go on speaking their **native** language at home or **33**

with their **friends** . **34**

Many people speak far more than one **or** two languages. There are small areas **35**

**of** the world where people speak hundreds **of** different languages. These are called **37**

language **hot** spots. One well-known language hot spot **is** Papua New Guinea, **39**

which has more **than** eight hundred languages. In contrast, the **much** bigger Saudi **41**

Arabia has only nine **languages** . **42**

Many scientists and teachers say that **it** is very beneficial to speak two **or** **44**

more languages. People who can speak two **or** more languages are called “bilingual.” **45**

If **you** speak more than one language you **can** find more friends, and you will **47**

Keep going



**probably** have a wider choice of jobs **to** do when you are older. Being **bilingual** 50  
 or “multilingual” is also good for **being** able to travel other places. 51  
 Languages **are** disappearing. As Chinese, Spanish, and English **spread** around 53  
 the world, smaller languages die **out**. This is because speakers of these **smaller** 55  
 languages die. Or they may decide **to** be part of bigger language communities, **like** 57  
 Spanish or English. Then they may **not** pass on their native language to **the** young. 59  
 Scientists worry about language death. **This** is because languages may contain 60  
 special **information**. Languages are libraries. They contain lots **of** information 62  
 about the world.  
 When languages **disappear**, information is lost. Languages in the **rainforest** 64

Keep going



have information about the plants and

**animals**

there. When those languages die, the

**65**

world loses that information.

