DIBELS® 8TH EDITION

UNIVERSITY OF OREGON | College of Education

Dynamic Indicators of Basic Early Literacy Skills 8th Edition

Australasian Version

Maze Progress Monitoring

Grade 7

Administration Directions and Scoring Keys

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DIBELS 8th Edition *Maze* Progress Monitoring Maze 7

Examiner script

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.

(Hand out the Maze student worksheets. Make sure students have written their names down before proceeding.)

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.

Tom goes to a school far from his house. Every morning, he takes a school (pause) **art, bus, work** (pause) **to go to school.**

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.

Every morning, he takes a school bus to go to school.

Now it's your turn. Read the next sentence silently 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.

(Allow up to 30 seconds for students to complete the example and put their pencils down.)

If necessary, after 30 seconds say **Put your pencil down.** As soon as all students have their pencils down, say **Good job.**

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 afternoon, he also takes a bus home.**

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.

At the end of 3 minutes, stop the timer and say **Stop. Put your pencils down.**

Reminders

Start timer	Start the timer after you say **Begin**.
Prompts	If a student starts reading the passage out loud, say **Please read the passage silently.** (Repeat as often as needed.)
	If a student skips an entire page, say. **Please be sure not to skip pages.**
	If a student stops working, say **Please keep going until I tell you to stop. Just do your best work.** (Repeat as often as needed.)
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 (art / bus / work) to go to school. In the (afternoon / library / morning), he also takes a bus home.

Correct: _____

Incorrect: _____

Adjusted Score: _____

How to Win an Argument

Who doesn't love to win an argument? Being correct feels tremendous! However,

winning **an** argument takes special ability and the **proper** methods. 2

First, it's important to realise **that** you won't win every argument. Sometimes 3

you will be correct, but you won't **be** successful. To win an argument you **need** 6

to know who it is you **are** arguing against. Arguing with your parents **or** teachers is 8

mostly ineffective because the **adult** can always just say something like, " **Because** I 10

say so," or, "That's just **how** it is." When you hear either **of** these phrases, it's time to 12

walk **away** . You can't win. 13

Second, you need **to** know the difference between facts and **opinions** . Facts 15

are indisputable pieces of information. **For** example, ice cream is cold. That **is** 17

Keep going ►

factual because coldness is its defining **feature** . Opinions are personal preferences about 18

things. **For** example, you may think that chocolate **ice** cream is best. That is an 20

opinion because other people can have a **different** favourite flavour. If you plan to 22

have an argument about opinions, plan to **lose** . 24

Third, once you've decided to win **your** argument with facts, make sure that 25

you have them all ready in your **mind** . Make sure all the facts are **related** and in 28

the proper sequence. It **helps** to state your claim upfront and **then** support this claim 30

with all your **facts** , starting with the least important and **ending** with the most 32

important.

Fourth, have **a** plan to counter any objection that **your** opponent makes. This 34

Keep going ►

requires specific skills, **most** importantly the skill of anticipating possible 35

objections. But make sure to counter the **objection** rather than insulting the person. 37

Also, **attack** exactly what your opponent says. Do **not** first paraphrase your opponent's 39

argument in **such** a way that it becomes weaker **and** therefore easier to refute. 41

When you **insult** the person making the argument rather **than** countering 43

with a reasoned objection, you **commit** the logical fallacy known as arguing **against** 45

the person. When you paraphrase or **restate** your opponent's argument in such a **way** 47

as to make it seem weak **or** ridiculous and then attack that weaker **version** rather 49

than what they are truly **saying**, you commit the logical fallacy known **as** arguing 51

against a straw man. These **unjustified** ways of arguing are logical fallacies, **and** if 53

Keep going ►

you have some experience engaging **in** systematic arguments and debates, you will 54

recognise them instantly. 55

Many other logical fallacies **exist**, and it is useful to learn **something** about 57

these fallacies so that you **do** not get taken by surprise when **someone** points out that 59

you are using **one** of them in an argument. For **example**, there is the fallacy of 61

appealing **to** an outside authority rather than constructing **your** own careful argument. 63

This usually takes **the** form of saying that because such **and** such a person says 65

something must **be** so, it must in fact be **exactly** that way. Another fallacy is the 67

circular argument, which merely repeats a belief **you** already hold. This fallacy 69

might take **the** form of saying that chocolate ice **cream** is objectively best because 71

Keep going ►

you yourself **happen** to like it best. 72

Once you **have** gathered your facts and are prepared **to** argue, be confident. 74

When you've won, **you** can smile and walk away victorious. **And** if you don't win, 76

that's okay **too** . Winning isn't everything. 77

Name: _____ Date: _____

Practice Passage

Tom goes to a school far from his house. Every morning, he takes a school (art / bus / work) to go to school. In the (afternoon / library / morning), he also takes a bus home.

Correct: _____

Incorrect: _____

Adjusted Score: _____

Metal Eating Plants

Everybody knows that plants draw up water from their roots and use the sun to make

food through photosynthesis. Some of you may even be **aware** that a few plants, like the 1

Venus Fly Trap, **attract** and then eat insects for food. **But** have you ever heard of a 3

plant that eats metal? This is not **science** fiction. Such plants do actually exist **in** 6

nature. They are called “hyper-accumulators.”

The **genes** for eating metal are found in **more** than five hundred plant species 8

all **over** the planet Earth. These plants absorb **metal** from the soil, along with water, 10

through their roots. The metal is transported **by** proteins and gets stored in their 12

tissue. Aluminium, iron, and zinc are some **of** the metals that plants can absorb. 14

These plants can take in levels of **metal** that would be toxic to other **plants** and to 17

Keep going ►

most animals. In fact, **toxic** metals may actually be helpful to **the** plant. Why? Because 19

heavy and toxic **metals** in a plant's leaves deter animals **from** eating them. This 21

means that the **plants** have a better chance to survive **and** flourish and to spawn 23

other plants **of** the same type. Their consumption of **metals** gives them what is called 25

an evolutionary **advantage** . 26

Some examples of plant world "hyper-accumulators" **are** barley, durum wheat 27

and sunflowers. Barley **and** durum wheat are plants that have **been** cultivated by 29

human beings as a **staple** source of food for thousands of **years** . Since these grains 31

tend to concentrate **metals** taken from the soil, they can **be** harmful to human beings 33

in certain **circumstances** . It is known that any prolonged **exposure** to metals like 35

Keep going ►

cadmium, copper, lead, **nickel**, and zinc can cause deleterious health **effects** in 37

humans. Scientists are still trying **to** figure out just how much barley **and** durum 39

wheat humans can safely consume **without** starting to get sick. But at **least** in part 41

this depends on what **types** and concentration of metals are present **in** the soil in 43

which the grains **are** grown. 44

Sunflowers are often used by **scientists** to help draw up radioactive metals 45

from soil that has been contaminated by **leaks** by big nuclear disasters like 47

Chernobyl **and** Fukushima. After the atomic bomb was **dropped** on Hiroshima, 49

Japanese scientists planted fields **of** sunflowers there to draw radiation from **the** soil. 51

One of the most beautiful **plants** that absorb metal is the hydrangea. 52

Keep going ►

Hydrangeas absorb aluminium. They not only absorb **the** metal; they can change 54

colour in **response**. A hydrangea may turn different colours **depending** on the 56

availability of aluminium ions **in** the soil. In acidic soil, many **aluminium** ions are 58

available, causing the flowers **to** turn blue. In alkaline soil, aluminium **ions** will be 60

tied up, so the **flowers** will turn pink. 61

"Hyper-accumulating" plants may **also** be helpful. Metal-eating plants can help 62

clean up sites where soil contains toxic **heavy** metals. They might also be able **to** 65

mine metal for us. Then the metal could be removed from their tissue for use by humans.

STOP

Name: _____ Date: _____

Practice Passage

Tom goes to a school far from his house. Every morning, he takes a school (art / bus / work) to go to school. In the (afternoon / library / morning), he also takes a bus home.

Correct: _____

Incorrect: _____

Adjusted Score: _____

Why Don't School Buses Have Seat Belts?

Although cars and trucks and aeroplanes are required to have seat belts, it is rare to

find seat belts on buses in the United States. City buses, interstate travel buses and **school** 1

buses all operate regularly without any **requirement** for passengers to strap themselves 2

into **their** seats. On most buses, including school **buses**, only the driver is strapped 4

into **his** or her seat. At the time **of** writing, only six states in the **entire** United 7

States currently require seat belts **on** school buses. Why should this be **the** case? 9

It might be helpful at **the** outset to compare the circumstances of **another** 11

form of transportation that does not **require** seat belts – trains. When you ride **in** a 13

train, you are not required **to** wear a seat belt. Some people **have** criticised trains for 15

not providing seat **belts** to their passengers, but at least **one** major study of train 17

Keep going ►

accidents showed **that** wearing seat belts on a train **could** increase passengers' risk 19

of injury in **the** case of a derailment. And increased **neck** injuries were singled out as 21

a **likely** result of installing seat belts on **trains**. Train accidents are also quite rare. 23

Some of the rationales for not requiring **seat** belts on school buses are the 25

same as those that apply to train **travel**. For example, safety experts believe that 27

bus passengers are already adequately protected in **that** passengers sit much 29

higher than they **do** in cars. Moreover, a bus is **a** big, heavy vehicle that can 31

withstand **a** crash with far less damage occurring **to** it than a passenger car. Most 33

serious injuries would be prevented by the **thick** foam cushioning of the seats, since 35

in the event of a crash children **will** be thrown forward against seat cushions 37

Keep going ►

which absorb most of the impact. What's **more**, the confined space of the school 39

bus seating prevents children from being thrown **through** the air. 41

Some people argue that **adding** belts would reduce the number of **children** 43

that could fit into a seat, **reducing** seating capacity. This would require schools **to** 45

buy more buses, which cost more **than** a hundred thousand dollars each. And 46

installing seat belts on existing buses is **estimated** to cost more than ten thousand 48

dollars per bus. 49

In addition, school districts **and** bus companies stress that school buses **are** 51

already extremely safe. According to a **major** scientific report, children are much safer 52

being transported to school on a bus **than** in a car. The number of **serious** injuries 55

Keep going ►

and the death rate is **less** than half that for passenger vehicles. **And** riding the bus is 57

safer than **walking** to school and crossing streets. Despite these studies and the high 58

costs, many parents believe that their children would be safer on buses equipped with seat

belts.

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Practice Passage

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Wilma Rudolph

Wilma Rudolph is an African American track star who was born into a poor family

in a small town in rural Tennessee. She had twenty-one brothers and sisters, **and** all but	1
one of these siblings **were** older than she was. Although she **suffered** from serious	3
health problems as a **child** and was even once told by **doctors** that she would never	5
walk again, **she** pursued her dreams no matter what, **eventually** becoming an	7
international track and field **star**. At the height of her career, **she** was widely known	9
as the fastest **woman** in the world. She used her **fame** and popularity to advocate for	11
oppressed **people** everywhere in the world.	12
Wilma's childhood **was** harder than many people have had, **so** hard that it is	14
often considered **a** miracle that she was able to **overcome** the many physical and	16

Keep going ►

mental challenges **she** faced. She was born prematurely. Growing **up**, she suffered 18

from some of the **serious**, often deadly, childhood illnesses that were **common** in 20

those days.

When she was **only** four years old, she contracted polio **and** after that she had 22

to wear **a** leg brace until she was a **teen**. The doctors told her that she **would** 25

never walk again, but her mother **told** her she would. Telling the story **later** in life, 27

she said, “I believed **my** mother.” She and her mother began **travelling** by bus to a 29

clinic in **a** faraway city for physical therapy treatments, **and** on the days when she 31

did **not** go to physical therapy, her brothers **and** sisters took turns giving her leg 33

massages. 34

Keep going ►

Wilma never gave up on herself. **One** day her mother looked outdoors and 35

saw her playing basketball, although she was **still** wearing a leg brace at that 37

time . 38

After great effort, she was finally **able** to walk again without the use **of** a 40

brace or a special shoe. **She** later said that she was able **to** recover from the effects of 42

illness **because** she never stopped believing in herself, **and** neither did any member of 44

her **family** . 45

She started running when she was **still** very young, after meeting a coach **who** 47

encouraged her to try out for **the** track and field team. She was **so** good that she 49

made it to **the** Olympics. There, she won a medal **in** the relay race. She was only 51

Keep going ►

sixteen years old at the time. She went back and won three gold medals in a 54

single Olympics. When she returned home, the town where she was from gave her a 56

parade.

She retired from track and went back to college so that she could get her 58

degree to become a teacher. She also became a track coach, and eventually she 60

even wrote a bestselling autobiography that was turned into a major motion picture. 62

Wilma Rudolph is now a member of the U.S. Olympic Track and Field Hall of Fame.

Name: _____ Date: _____

Practice Passage

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Incorrect: _____

Adjusted Score: _____

The Sun

The sun is by far the biggest object in the solar system. It is also the centre of **the** 1

solar system, since all the planets, **including** our Earth, revolve around it. The **sun** is 3

so massive that it contains **most** of the matter in the solar **system**. And the sun is made 5

mostly **of** gas. 6

There are many other stars **in** our universe that are roughly the **same** size as 8

the sun. But the **sun** is bigger than about ninety percent **of** the stars we can 10

observe in **this** galaxy and others. Most of the **stars** in our Milky Way spiral galaxy 12

are probably less than half the size **and** mass of our sun. 14

It takes **about** eight minutes for light from the **sun** to reach Earth. So, for 16

example, **if** you are at the beach watching **the** sun sink below the horizon, after 18

Keep going ►

a certain point what you are seeing **is** only the image of the sun. **The** actual 21

sun has already set.

Although **you** may think that the sun is **just** one big ball of fire blazing **in** 24

the sky, it has different layers, **and** it rotates. Since it is not **a** solid body like the 26

Earth, the **sun's** rotation is complex and can seem **quite** odd. 28

At the sun's core, the **temperature** is inconceivably hot and the pressure 29

incredibly dense. Its blazing power is produced **by** nuclear fusion reactions going 31

on deep **inside** it. Every second of every day **and** night, the sun is converting hundreds 33

of thousands of tonnes of hydrogen gas **into** helium and radiant energy. As it 35

moves out toward the surface, the radiant **energy** gets continuously absorbed and 37

Keep going ►

released by **the** sun's layers until it reaches the **surface** as visible light. 39

To our eyes **the** sun appears to be one single **blazing** ball of fire, but by using 41

special telescopes and cameras, astronomers have been **able** to see dark areas on the 43

surface of the sun, called sunspots. These **regions** are slightly cooler than the rest 45

of the sun's surface. That is why **they** look darker to us. Sunspots often **shift** their 48

position on the sun. Scientists **are** still trying to understand exactly how **they** arise 50

and how they interact with **the** sun's magnetic field. 51

Besides heat and **light**, the sun also emits a stream **of** charged particles 53

known as the solar wind. **This** solar wind rushes throughout the solar **system** at 55

high speeds and can sometimes **cause** interference with electrical devices on Earth. 56

Keep going ►

It is also what creates the majestic **and** beautiful Northern Lights, or aurora borealis. 58

Sometimes the sun shoots out solar flares, **usually** from near one of the 60

sunspots. **When** this happens, it can also eject **a** long tendril of flaming gas into 62

space. Solar flares can be seen using **solar** telescopes, which filter out dangerous 64

radiation **that** might otherwise damage your eyes. Never try to stare right into the sun! 65

STOP

Name: _____ Date: _____

Practice Passage

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Correct: _____

Incorrect: _____

Adjusted Score: _____

Japanese Flower Arrangement

Japan is famous for its simple, elegant flower arrangements. Flower arranging is one

of the three **classical** arts in that country. The other two **are** incense appreciation 2

and the tea ceremony. **The** simple arrangement of flowers in a **jar** is also an 4

important aspect of **the** tea ceremony. Why? Because guests are **supposed** to spend a 6

few moments gazing **at** the fresh flowers before drinking the **tea**. 8

The tradition of flower arranging began **with** the flower offerings placed on the 9

altars of Buddhist temples. These offerings were **made** up of three different 11

flowers. There **was** usually a tall upright flower in **the** centre, and two shorter ones. 13

This **type** of arrangement was said to represent **the** close relationship between heaven, 15

humankind, and **the** Earth. 16

Keep going ►

Although flower arranging began in **temples**, soon people started putting 17

arrangements in **their** homes. These flower arrangements were placed **near** other 19

decorations like incense burners and **small** statues carved from wood or ivory **or** 21

made of ceramic or metal.

At first, **flower** arranging was only done by monks, **but** as time went on the 23

monks **taught** others to do it. So now **there** are more than a thousand schools **in** 26

Japan that teach the art of **arranging** flowers. 27

The various types of plants **used** in these arrangements often have special 28

meanings. For instance, certain yellow blossoms symbolise **life**, while pine 30

branches symbolise endurance.

Keep going ►

The **styles** of arranging flowers diverged in dramatic **ways** over time. As the 32

tea ceremony **became** more popular, a new, more rustic **style** of flower arrangement 34

came about. These **were** very simple, with only one or two **blooms** in a vase. They 36

were designed **to** present the flower as it grew **in** nature. These simple tea ceremony 38

arrangements **were** often placed directly under hanging scrolls **on** which landscapes 40

were painted, or famous **poems** written in elegant calligraphy. 41

Another style, **the** "thrown in" style, was said to **have** been invented when 43

someone threw some **stems** and leaves into a vase on **the** other side of the room. It 45

is known for its looseness and freedom. **People** who practise this style consider it 47

to be like shooting an arrow in **the** art of archery. You should be **able** to hit the 50

Keep going ►

target with your first **shot** . 51

Western flower arrangement often focuses on **masses** of colour. In Japan, the 52

shape, **line** , and movement of each stem and **leaf** are just as important as the 54

blossoms . The act of putting the flowers **together** is important, too. It is a **way** 57

of relaxing and experiencing beauty.

It **can** take a very long time to **understand** and master all the techniques and 59

symbolic meanings of flower arrangements. People often study for many years in a 60

school of flower arranging, and at the conclusion of their studies, they are given permission

to teach others.

Name: _____ Date: _____

Practice Passage

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Correct: _____

Incorrect: _____

Adjusted Score: _____

The Cicadas are Coming!

Another invasion is coming. It will happen in the spring, **just** as the weather 1

gets warm. But **depending** on where you live, it might **not** occur this year. Or next 3

year. **Or** even this decade. But when they **come**, they will arrive by the millions. 5

I am talking about cicadas, which are **very** noisy insects. 7

Some people have described **their** high shrill humming as similar to **the** 9

sound of a flying saucer landing **in** a 1950s science fiction movie. Some **cicadas** 11

can produce sounds approaching 120 decibels, **which** is among the loudest of all insect- 12

produced **sounds**. To give you some idea of **how** loud that is, the rumbling of 14

a petrol-powered lawnmower is about 80 decibels, **while** the growl of a motorcycle 16

is **about** 95 decibels. 17

Keep going ►

Cicadas are grouped into “broods.” **Different** broods come out of the ground 18

in different areas. There are over 3,000 **species**. Some are called annuals because 20

the **adults** appear every year, but their numbers **hardly** compare to the giant 22

swarms created **by** periodical broods, which take more than **a** year to appear. 24

Most periodical broods **emerge** every 17 years, while some appear **every** 13 years. 26

Sometimes, more than one **type** of brood may emerge in the **same** year. 28

When the ground warms up **to** 18 degrees for several nights in **a** row, the 30

insects pop up out **of** the ground, one by one. They **normally** do this in the dark, 32

which **helps** them avoid being attacked and eaten **by** birds. They crawl up into the 34

treetops where they shed their flaky exoskeleton, **which** is a tough, protective layer 36

Keep going ►

on **the** outside of their bodies, and grow **a** new shell. An adult cicada can 38

be as long as five and a half **centimetres**. They have stout bodies with broad 40

heads, large eyes, and clear wings. 41

Though harmless **by** humans, the large swarms can do **damage** to orchids, 43

vines, and gardens. Sometimes **young** trees are overwhelmed by them, although 44

older, healthier trees usually withstand the invasion **without** serious damage. 46

Many people find their **sound** annoying. Only the males emit the **sound**. 48

When a few thousand adult male **cicadas** are crowded together, trying to attract **a** 50

female, their combined humming can be **rather** overwhelming. Their song can easily 51

be **heard** from a kilometre away or more. 52

Keep going ►

The insect's unusual lifecycle has been a source of fascination for thousands 54

of years among many cultures. The ancient Chinese regarded cicadas as symbols of 56

rebirth and respected their power. 57

A few months after the female lays its eggs, which look like grains of rice, 59

the baby cicadas, called nymphs, hatch and drop from the trees. The nymphs 61

burrow into the ground where they feed on sap from the roots of trees. They will 63

remain underground for the next 13 to 17 years, feeding on sap, nourishing 65

themselves.

Then one night, as though called by some invisible force, they will emerge, 67

and the whole cycle starts all over again. Though it remains a mystery as to why the 68

Keep going ►

cycle requires so many years, some experts think that the long interval helps the insects avoid predators from developing a dependence on them as a food supply.

Name: _____ Date: _____

Practice Passage

Tom goes to a school far from his house. Every morning, he takes a school to go to school. In the , he also takes a bus home.

Correct: _____

Incorrect: _____

Adjusted Score: _____

Bamboo

Bamboo is an incredible plant. Bamboo is abundant, grows straight, is **strong** 1

and flexible, and has many uses.

Bamboo can grow almost anywhere. It is **a** native plant all over the world, 3

apart from Europe and North America. Even **on** those continents, it can be grown 5

as a garden plant. Moreover, there are hundreds **of** species of bamboo, and they 7

are **all** members of the grass family, despite **often** looking more like a thin tree 9

or tall bush. 10

Bamboo also grows unusually **fast**, as fast as ninety-one centimetres in **a** 12

single day. Imagine growing one metre **in** a day! Bamboo stalks reach their **full** 14

mature height in just three or four **months**. This quick growth makes bamboo a **very** 16

Keep going ►

sustainable material. Harvesting stalks does not **impede** its growth, and they are quickly 17

replaced . 18

One use of bamboo is as **food** . Giant pandas live on a diet **of** mostly bamboo 20

shoots and leaves, as **do** red pandas and certain lemurs. Humans **also** eat the tender 22

shoots. Some people **use** the leaves to wrap other foods **in** for steaming, or they 24

use sections **of** the hollow stalk to cook food **over** a fire. 26

Because mature bamboo is **so** strong, it is also good for **building** . Long 28

giant bamboo poles are used **to** make scaffolding. They are also used **as** a 30

construction material in themselves to **build** bridges, houses, and even skyscrapers. 31

Bamboo **can** be processed to make any number **of** useful objects. The poles 33

Keep going ►

can be **used** whole or split into sections that **can** be used flat or woven to **make** 36

panels. Bamboo sections can be split **into** various widths, even very fine, and 37

shaved thin and woven into a wide **variety** of baskets. Bamboo baskets are used 39

all over Asia for storage; for gathering **and** harvesting fruits and vegetables and 41

grains; **for** washing items and draining and straining; **and** for holding things like 43

grains or **beans** put out in the sun to **dry**. It can be used like wood **to** make 46

chopsticks or other eating utensils. **It** can also be laminated together to **make** 48

cutting boards, furniture, and flooring. It **has** been used to make weapons and **flutes** 50

and bicycles, among many other things. **Bamboo** fibre can even be used to **make** 52

paper or yarn or fabric.

Keep going ►

Bamboo **is** also good for the environment. Since **it** grows from a network 54

of roots, **it** can prevent soil erosion and landslides. **Bamboo** can grow in poor soil, 56

and **it** absorbs heavy metals, removing them from **the** soil. Bamboo can also draw 58

water **up** through the ground closer to the **surface**, making the land where it 60

grows **healthier** for other plants and providing shelter **for** animals. 62

Like all plants, bamboo absorbs carbon **and** releases oxygen. Scientists use the 63

term “ **carbon** sink” for natural reservoirs that absorb **more** carbon than they release. 65

Bamboo forests **are** particularly good carbon sinks because they **grow** so fast. In 67

addition, the bamboo **that** is transformed into long-lasting products continues **to** 69

store carbon. Even better, the stored **carbon** does not break down and turn **into** 71

Keep going ►

carbon dioxide, a major greenhouse gas.

All these characteristics are what make bamboo such a versatile and important plant.

Name: _____ Date: _____

Practice Passage

Tom goes to a school far from his house. Every morning, he takes a school (art / bus / work) to go to school. In the (afternoon / library / morning), he also takes a bus home.

Correct: _____

Incorrect: _____

Adjusted Score: _____

Diving Deep

William Beebe was an American naturalist who travelled all over the globe to study the natural world, especially birds, bugs, and the animals in the ocean. When he returned home, he wrote **books** and articles about his discoveries. 1

In 1928, Beebe **was** given a research station on an **island** off the coast of 3

Bermuda. He **wanted** to make an extensive study of **underwater** life there. He'd 5

studied sea life **previously**, by dredging and using a diving **helmet**, and he thought 7

he would use **those** methods in Bermuda as well. Dredging **means** to scoop up a 9

bunch of **the** ocean and examine whatever creatures come **up**, on the deck of 11

the boat **or** on dry land. The researcher can **get** a good look at the animal's 13

anatomy that way but cannot observe its **habitat** or behaviour. The diving helmet 15

Keep going ►

enabled **the** researcher to see where and how **the** animals lived, but it could not 17

reach the depths Beebe wanted to go **to**. He decided he needed some kind **of** 20

submarine. But the submarines that existed **at** that time were windowless cylinders, so 21

he started to design one with windows. 22

Otis Barton **was** a wealthy inventor. He read some **newspaper** articles about 24

Beebe's plans to study **ocean** life, and he wanted to help. **He** believed the 26

cylindrical shape Beebe was **talking** about for his submarine would not **work**. The 28

water pressure in the deep **ocean** would be too great. Barton thought **the** best shape 30

for the vessel was **a** sphere. Barton was introduced to Beebe **by** a mutual friend, 32

and he explained **his** idea for the sphere. The two **men** decided to work together. 34

Keep going ►

Barton would **pay** for the sphere and all the **equipment** it required. Beebe would pay 36

for **the** ship to transport the sphere, and **the** equipment to lower it to the **ocean** 39

floor and raise it back up. **They** would both be inside the sphere **when** it plunged 41

through the water.

They **called** their vessel the Bathysphere, adding the Greek **word** for "deep" 43

(bathus) to "sphere." It **was** 145 centimetres in diameter, made of 25 millimetre **thick** 45

cast steel. It had no power **of** its own, but had to be **lowered** into and lifted from the 47

ocean **by** a cable. The men climbed into **the** sphere through a hatchway, the lid 49

of which weighed 180 kilograms and was **bolted** shut after they were inside. 51

There **were** three eight-centimetre thick windows made of **fused** quartz through 53

Keep going ►

which to observe marine **life**. There were high-pressure cannisters of oxygen **that** 55

allowed Beebe and Barton to breathe, **and** pans of special minerals to absorb **their** 57

exhaled breath. They used palm leaf **fans** to keep the air moving. There **was** a lamp 59

fixed on the outside, **to** illuminate the darkness of the ocean **around** the sphere. And 61

there was a **telephone** on the inside, so Beebe could **dictate** what he saw swimming 63

through the **light** to his assistant on shore. 64

The Bathysphere **made** more than 30 manned dives between 1930 **and** 1934. 66

In 1934, it reached a depth of 923 metres, a world record that held until 1949.

STOP

Progress Monitoring Maze 7.10

Name: _____ Date: _____

Practice Passage

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Correct: _____

Incorrect: _____

Adjusted Score: _____

Metal Detector

The moment Anju sees the size and shape of the box, the question on her mind is

answered. She's sure she knows what's inside. **After** all, she has been pleading for 1

a metal detector since before last Christmas. **In** that time, she's read enough 3

magazine **articles** and reviews of moderately priced models **to** know good from 5

the bad. The **last** thing she wants is a toy **that** will stop working in a month. Two 7

weeks before her birthday, she handed her **father** a small stack of pages about 9

the many valuable things others had discovered **and** a one-page advertisement 11

from a magazine. **The** item on sale was the Garrison 4000WP, **a** lightweight 13

model with good depth detection, **a** set of headphones, and a four-star **rating**. The 15

WP at the end of **its** number meant it was waterproof, able **to** work in shallow 17

Keep going ►

ponds and ocean surf . 18

After her father looked over the pages like a teacher grading a book 19

report , he'd folded the advertisement and tucked it into his wallet. From that 21

moment on , Anju had kept her fingers crossed and not mentioned her birthday or 23

the Garrison 4000WP again . 24

Now, as she tears away the wrapping paper, revealing the colourful label of 25

the Garrison 4000WP, she looks straight at her father and grins. He smiles and 27

bends to pick up a strip of the torn wrapper, asking if he bought the right 30

model; then he smiles again when Anju replies with two fists in the air and an 32

enthusiastic yes. Within seconds she has the box open and the headphones out of 34

Keep going

their foam packaging. **She** places them on her head, then **she** gives her father a quick 36

hug **and** says thank you three times really **fast** . 38

A bigger surprise is a second **gift** , a bag he produces from beside **the** 40

couch and tosses at her. The **bag** contains a hooded sweatshirt, navy blue **with** a 42

wide pouch-pocket. He asks her **to** hold it up, and when she **does** , she sees the 44

back. Printed in **large** yellow letters is this: “Caution: **Treasure** Hunter at Work.” 46

“I had that **custom** made,” her father says. “They normally **charge** you by the 48

letter, but I **told** the girl it was your birthday, **so** she gave me a two for one 50

discount .” 51

Equipped with a capable metal **detector** , Anju’s ready to search for lost 52

Keep going ►

coins and buried treasures. All she needs **is** a little practice scanning and 54

learning **the** frequencies, and someplace nearby to explore. **She's** already made 56

a list of "soft sites" **within** walking distance. Soft sites are places **where** people 58

using metal detectors can dig **rather** easily because the land is covered **with** nothing 60

but grass, sand, or plain **dirt**. Wooded areas aren't good places to **search** because 62

the roots of surrounding trees **are** stubborn obstacles that require hard work **and** 64

serious tools to excavate past, and **hacking** away at roots can lead to **the** death of 66

a tree. One of the ethical codes of responsible treasure hunters is to "do no harm."

STOP