



Dynamic Indicators of Basic Early Literacy Skills
8th Edition

Australasian Version

Maze Progress Monitoring

Grade 4

Administration Directions and Scoring Keys

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

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Correct: _____

Incorrect: _____

Adjusted Score: _____

The Kellogg Brothers

The Kellogg brothers are now famous for their cold breakfast cereal. Most

people have at one time **or** another eaten Kellogg's Corn Flakes or one **of** the **2**

other breakfast cereals that the Kellogg **brothers** created. But the two brothers **3**

were **not** always known for being the creators **of** breakfast cereal. **5**

John Kellogg was a **doctor**. He worked at a medical clinic **where** **7**

people went to get healthy. John's **brother** Will worked at the clinic, too. Will **8**

was a businessman, but he helped his **brother** make food for the patients. **10**

John **was** a respected doctor. Some believe he **was** well ahead of his **12**

time, a **true** pioneer. He knew smoking was bad **for** you long before other **14**

doctors did. **He** believed that many illnesses started in **the** stomach and the **16**

Keep going 

intestines. He prescribed **cures** focused on a healthy diet. The **cleaner** the **18**

body, the less chance for **illness** to start. So, he designed a **high** fibre diet to **20**

help rid the **body** of toxins. **21**

At that time in **the** United States, most people tried to **eat** a hot **23**

breakfast. They ate eggs, **bacon**, and sausages. They ate hot porridge **with** **25**

cream. Sometimes people even drank beer **or** cider with breakfast. The Kellogg **26**

brothers **did** not think that this type of **breakfast** was good for their patients. **28**

They **wanted** to create a simple breakfast that **could** be served cold. **30**

One day Will **stumbled** upon the recipe for wheat flakes. **The** rumour is **32**

he left a batch **of** bread dough sitting out too long. **The** dough went stale. But **34**

Keep going 

the brothers **didn't** throw it out. They put it **through** the bread rollers anyway. 36

When the **flattened** dough turned into flakes, the brothers **toasted** them. Then 38

they served the flakes **to** the patients with fresh cold milk. **The** new cereal 40

was a hit, making **the** patients feel healthier and stronger. 41

So, **the** brothers experimented with other grains. After **several** attempts 43

they created flakes from white **corn** grains, too. The patients loved the **new** 45

cereal, and it was in great **demand** at the clinic. 46

Soon, Will Kellogg **established** a company to sell the cereal **flakes** to the 48

public. But John refused **to** be part of the business. Why? **Because** Will had 50

added sugar to the **original** recipe. And John believed the sugar **lowered** the 52

Keep going 

health benefits of their flakes.

The

Kellogg Company is still in business,

making

a wide variety of

54

breakfast cereals

as

well as many other foods. Its products are sold in almost two

55

hundred countries.



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Adjusted Score: _____

Two Little Monkeys

Two little monkeys went swinging through the big trees in a dark tropical

forest. They stopped at the top of **a** huge banana tree. One of the **little** monkeys **2**

shimmied down a big banana **stalk** and plucked two ripe bananas from **the** **4**

colourful bunch. He brought them carefully **back** to the top of the tree **and** **6**

held one banana out to his **dear** friend. But the other little monkey **just** stuck **8**

his snout in the air, **scowled**, and shook his head angrily. The first **little** monkey **10**

was puzzled but he peeled **and** ate both bananas, one after another. **They** were **12**

scrumptious.

The next day the two **little** monkeys went swinging through the trees **13**

again. Once again, they stopped at the **top** of a huge banana tree. The first **15**

Keep going 

little monkey shimmied down to a big **banana** stalk and picked two **17**
 bananas. The **bananas** were those nice, fat crimson ones. **He** climbed back up **19**
 to the top **of** the tree and held out one **banana** to his dear friend. But once **21**
again, the second little monkey refused to **accept** the offered banana. Instead **23**
 he stuck **his** snout in the air, scowled, and **shook** his head angrily. The first **25**
 little **monkey** was puzzled again. But he peeled **and** ate both bananas, one after **27**
 the **other**. They were even more scrumptious than **the** two he ate yesterday. **29**
 On the third **day**, the two little monkeys went further **in** the jungle than **31**
 they had ever **gone** before. They climbed higher than ever, **and** swung more **33**
 wildly, and jumped further **between** huge trees. They finally stopped to **rest** in **35**

Keep going 

the top of a huge **banana** tree. This banana tree was one **that** grew those 37

adorable tiny yellow bananas. **The** first little monkey climbed down and **picked** 39

a whole bunch of these yellow **bananas**. He brought them back to the **top** of the 41

tree. The second little **monkey** just stuck his snout in the **air**, scowled, and 43

shook his head.

The first **little** monkey was puzzled once again. He **decided** to try 45

something new. He peeled one **of** the bananas and waved it under **his** friend's 47

nose. The second little monkey **just** stuck his snout in the air, **scowled**, and 49

said, "You know, everyone assumes **that** all monkeys love bananas. But I prefer 50

mangoes."



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Tom's Dinner

Tom's parents had gone away on an important job in the afternoon. They

wouldn't be home until the **following** day, because it took so long **to** drive to 2

and from town.

It **began** snowing at dusk. Tom rounded up **the** sheep and put them into 4

the **big** shed, all forty of them. The **sheep** crowded together against the far wall 6

in the straw-smelling dimness. Tom stood there **for** a moment with the 8

large torch **in** his hand looking at them. The two **lambs** in the midst of the 10

white **woolly** mass let out thin baa-baas. 11

Tom **smiled** and walked back outside into the **blowing** snow. As he put 13

down the **bar** on the outside of the wooden **door**, stinging cold snowflakes 15

Keep going ►

settled on the **back** of his neck and melted instantly **to** ice water. 17

He trudged up the **path** to the house, snow whirling around **him**. In the 19

entryway, he stamped the **crusted** snow off his boots. It was **good** to get inside 21

out of the **howling** storm. 22

He sat down on the **bench** and pulled off his boots. He **felt** sleepy after 24

rounding up the sheep **in** the snowstorm and chasing them into **the** shed. But 26

he decided that he **should** make himself something to eat before **getting** into 28

bed.

Going barefoot into the **kitchen**, Tom greased a frying pan with **bacon** 30

grease and put it on the **hot** stove. Soon the grease sizzled. 31

Keep going 

Next, Tom **cracked** three eggs into the pan one **after** another. They

33

crackled in the grease.

He picked up the heavy pine-handled bread **knife** and cut a big slice

35

off **the** loaf of bread sitting on the **back** of the stove. He laid the **slice** of bread

38

flat on a white **plate**.

39

Tom looked into the cast iron **pan** at the eggs, now almost done

40

cooking. The egg yolks were turning brilliant **and** the whites sputtered,

42

golden brown.

Tom **pulled** out the sleeve of his flannel **shirt** over his right hand,

44

picked up **the** frying pan, and slid the eggs **out** onto the slice of bread on **his**

47

Keep going 

plate. He put the pan back **down** before the heat from it could **burn** his fingers **49**

through the sleeve. It **was** a manouevre he had seen his **father** do dozens of **51**

times.

So there **was** Tom's supper: three fried eggs sprinkled **with** salt on a **53**

slice of warm **bread** His mouth watered even before he bent down to take the first **54**

bite.



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Homemade Ice Cream

Maria likes to eat ice cream on a hot day. She says it cools her off. **But** she **1**
likes to eat ice cream **any** day. Who doesn't? Maria likes strawberry **the** best **3**
and rocky road second best. **Her** brother Leo likes bubble gum and **vanilla**. **5**

They both like chocolate, too.

Neither Maria **nor** Leo likes coffee ice cream, but **that** is their father **7**
Juan's favourite. He **says** that he first tasted coffee ice **cream** when he was **9**
only four years **old** and ever since then it is **the** only ice cream he ever wants **11**
to eat. Their mother Carla used to **get** soft serve ice cream cones on **the** **14**
way to the beach with her **parents**. There was a little roadside stand **that** sold **16**
them. The cones were thin **and** easy to break. The ice cream **swirled** into the **18**

Keep going 

cones, and then the **cones** were dipped into a syrup that **hardened** on them 20

instantly. You could get **either** strawberry syrup or chocolate syrup. Carla 21

always chose chocolate. 22

When the ice cream **truck** rings its bell, Maria and her **brother** dash 24

outside to buy ice cream. **They** sit waiting on the footpath with **the** other children 26

until the truck turns **the** corner onto their street. The ice **cream** truck sells 28

drumsticks, ice cream bars, **and** bonbons. Maria likes the bonbons best. **The** 30

bonbons are balls of ice cream **with** a hard chocolate shell. 31

One summer **the** ice cream truck hardly came to **their** street at all for 33

almost a **whole** month, and Maria and Leo were **both** sad about it. So, their 35

Keep going ►

father **got** the hand turned ice cream machine **out** of storage in the shed and 37

set it up in the kitchen. 38

Carla **carefully** measured out milk, sugar, and eggs, **and** after stirring 40

them all together poured **the** mixture inside the steel ice cream **container** inside 42

the old wooden bucket. She **placed** the lid on the container. Then **she** opened a 44

big bag of ice **and** packed it slowly around the sides. **She** packed the ice in 46

layers and **sprinkled** each layer with rock salt, making **the** ice steam, until the 48

bucket was **full** of ice. Then she let Maria **and** Leo take turns turning the 50

handle. **Their** hands got cold and their arms **felt** tired, but finally the ice cream 52

was ready to eat. 53

Keep going 

Their mum let **them** lick the ice cream paddle. They **both** cried out,

55

“Wow!” That very first taste of homemade ice cream was the best ice cream of all.



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Maya and the Manatees

One day Maya went on a school trip to the aquarium. She felt awed by all the

bright

, colourful fish swimming overhead in a

tunnel

with a glass roof. She

2

kept

turning

around in place to look at

the

fish glide and dart in the

4

blue water.

illuminated

5

Meanwhile, the other children

in

the group followed the teacher off

to

7

another part of the aquarium. This

left

Maya alone. When she realised that

8

she

wasn't with the group anymore, she

became

anxious and started walking

10

more quickly

through

the rooms, hardly looking at the

fish

at all.

12

Suddenly she entered a

big

room with a glass wall and

saw

four

14

manatees. Two of the manatees

sat

on boulders. They were big and

dignified

16

Keep going



looking. Two others were swimming around **gracefully** in the deep pool of 17

seawater. **She** could see them diving and swimming **because** of the glass wall. 19

She stepped **very** close to the exhibit, hardly daring **to** breathe in her amazement. 21

When she **joined** up with her class a few **minutes** later, Maya was 23

smiling. She thought **the** manatees she had seen were awesome. **She** liked 25

their chubby, enormous bodies. She **liked** that they were gentle and that **they** 27

could hold their breath under water **for** a long time. 28

That evening, Maya **looked** online for books about manatees. She **found** 30

one that was in the public **library**, but it had been checked out **already**. It was 32

due to be returned **in** two weeks. 33

Keep going 

Maya put a hold **on** the book. In two weeks, she **would** be going to **35**
 Florida on spring **break** to visit her grandpa. She looked **forward** to reading the **37**
 book about manatees **on** the plane. Her grandpa had promised **to** take her **39**
 to a beach where **she** would see wild manatees, and she **wanted** to be able to **41**
 impress him **with** all the facts that she would **learn** from the library book. **43**
 Unfortunately, the **book** was not returned to the library **on** time. Maya **45**
 was disappointed. Her mum **checked** out a few books on dolphins **and** jellyfish **47**
 instead. Those were okay, but **they** weren't what she really wanted. **48**
 When **they** got to Florida, her grandfather picked **them** up at the airport. **50**
 A bookstore **bag** was waiting in the backseat. "Look **in** there," her grandfather **52**

Keep going 

said. "I got  a surprise."

She looked. Inside the bag she found three books, all of them on manatees.



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Butterflies and Moths

You seldom see anyone swat at a butterfly. But people often take a swipe

or two at a fluttering moth. Why **is** it that people seem to love **butterflies** 3

as much as they dislike moths?

Moths are usually considered by people to **be** dull, drab pests. But why 5

is **that**? They don't bite or sting. They **don't** attack people or pets. And moths 7

don't eat clothing, though some moth larvae **do**. Most adult moths don't 9

eat at **all**. They can't because they don't have **a** mouth. And the few moths 11

that **can** eat like to feed on nectar. 12

In fact, butterflies and moths are closely **related**. They are so much 14

alike they **are** classified as the same order of **insects** by scientists. 16

Keep going 

They both have scales **that** cover their bodies and wings. These **scales** 18

are not the same as reptile **scales** but are odd hairs that have **evolved** into tiny 20

scale-like structures. Both butterflies **and** moths continue to grow and shed 21

these scales throughout their lifetimes. So, it **is** a myth that if you touch 23

a butterfly's wing and the powder rubs **off** on your fingers, the butterfly or 25

moth will not be able to fly. **That** powder is just made up of **the** tiny scales. 28

How do you tell **butterflies** and moths apart? Consider these facts: 29

Most moths appear only at night. And **most** butterflies fly only during 31

the day. **But** there are some moths that are **active** during the day. Most moths 33

are **small** and dull in colour. And most **butterflies** are brightly coloured. But 35

there are **some** large and colourful moths as well. **And** some species of **37**

butterflies are quite **small** and dull. But even that detail **has** exceptions. **39**

One way to tell moths **and** butterflies apart is to look closely **at** the **41**

antennae. The antennae of a **butterfly** are usually straight and thick at **the** tip **43**

while most moths have feathery **antennae** that come to a point. **44**

Butterflies **also** usually fold their wings straight up **over** their backs, so **46**

that the wings **touch** each other and align perfectly like **a** single wing. Moths, **48**

by contrast, usually **hold** their wings in a tent-like way. **49**

Butterflies grow from larvae which are protected **within** a hard and **51**

smooth covering called **a** chrysalis, whereas moths make cocoons which **52**

Keep going 

are wrapped in a covering of silk. 53

The fact is that there is no **single** feature that distinguishes all butterflies 55

from **all** moths. The more that scientists discover and study new species of 56

butterflies and moths, the more any strong distinctions between the two become hazy and uncertain.



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Getting Back on the Bike

Late last autumn, Martin went bike-riding on one of the last days of the year
before the snow started. It was already cold outside. The **streets** were dark and **1**
slick from rainfall, **and** the gutters were full of slippery, **fallen** leaves. He **3**
was on his way **to** a friend's house, in a hurry. **So**, he was riding perhaps a **5**
little **too** fast. He turned a corner and **did** not see the pothole. His front **7**
tyre hit the pothole, and he bounced **and** skidded and went down. **9**
He did **not** hit his head or break any **bones**, but he got a big scrape **11**
on his leg, and his hands were **ripped** up. **13**
He picked himself up carefully **off** the street and wheeled his bike **14**
home, limping. His aunt was home. She **helped** him clean his wounds and **16**

Keep going 

checked **the** bike for damage. Martin called his **friend** to say he was too **18**

shaken **up** to visit, and his aunt put **the** bike away in its winter storage **20**

spot . **21**

Now it is spring. The weather **is** warm, and the sun is bright. **Everyone** **23**

is out in short sleeves. Martin **sees** people of all ages riding bikes **on** the **25**

streets and paths. He wants **to** ride his bike, too, but the **thought** of it makes **27**

him anxious. Even **though** his scrapes have long since healed, **leaving** no **29**

scars, he remembers how scary **it** was to find himself suddenly on **the** **31**

ground. He remembers how sore his **leg** was, and how rattled and lonely **he** **33**

felt as he limped home. He **remembers** how his beloved bike suddenly felt **34**

Keep going 

like an enemy that he had to **bring** home with him, like it or **not**. 37

But, he also remembers how nice **it** feels to bike through the city **in** 39

the sunlight with the wind of **his** passage flowing over him. He imagines 40

his bike, all alone in the dark, **getting** dusty and growing cobwebs, its chain 42

getting stiff from lack of use. He takes his helmet down from the shelf in his 43

wardrobe and asks his aunt to help him bring his bike out of the storage locker.



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Another Ice Cream Headache

Ava was at the kitchen table, reviewing the instructions for her maths

homework. She was also spooning mouthfuls of **ice** cream from a two litre tub **1**
of **fudge** ripple. Suddenly, she felt a sudden **ache** in her temples and a pain **3**
at the centre of her forehead. She **put** the spoon down. She knew what **5**
was happening to her, and she knew **it** was entirely her fault. Her friends **7**
called it Brain Freeze, though that wasn't **an** accurate description because **9**
no part of **her** brain was actually freezing. **10**
She closed **her** eyes and tried to remember the **medical** term her **12**
mother had used. Ava's **mum** was a nurse, and she had **explained** the science **14**
behind the sensation. But **that** was years ago when Ava was **much** younger. **16**

Keep going 

The scientific name was just two **words**, but they were long words. Ava **had** 18

trouble pronouncing them. After several tries, **her** mother had told her, “Don’t 19

worry **about** it, sweetheart. They’re not easy words **to** say. Most people just 21

call it **a** cold-stimulus headache. Personally, I’ve always preferred ‘**ice** 23

cream headache.’”

Ava liked that name. **Ice** cream headache had a friendlier sound **than** 25

“brain freeze”, which sounded like something **a** person really needed to worry 26

about. **Of** course, ice cream wasn’t to blame **or** the only cause. Simply sipping 28

a **cold** drink too fast could produce the **same** effect. Same with any frozen 30

treat. **A** few quick bites of a iceblock **would** easily do the trick. 32

Keep going 

When Ava's **mother** explained how these headaches occurred, she **33**

said everyone had a bundle of nerves **in** their mouth. When those nerves **35**

chilled **too** fast, the rapid temperature change affected **paths** that fed blood **37**

to the brain. **The** chill caused those paths to shrink **and** then expand. The **39**

brain detected these **changes** and confused them with pain. **40**

Ava **took** a deep breath and let it **out** slowly. There was no need for **42**

her to worry. An ice cream headache **was** harmless. And they usually lasted **44**

no **more** than thirty seconds. She fit the **lid** on the tub of ice cream **and** **47**

put it back in the freezer. **She** took a glass from the cupboard **and** went to the **49**

sink. Her mother **had** taught her a very simple cure **for** the relief of an ice **51**

Keep going 

cream **headache**. After a few sips of lukewarm **water**, the temperature in 53

Ava's mouth returned **to** normal. Now she could get back **to** her maths 55

homework. She reminded herself **that** when eating something cold, she should 56

take smaller bites. It was a good idea not to wolf it down, but to take a little time 57

to actually enjoy it.



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Stargazing at the Lakehouse

My friend's family rents a lakeside cottage for breaks from the city. During
the school year, they spend **weekends** there now and then. During the **1**
summer, they go for a whole week. **One** weekend just before the end of **3**
the school year, she invited me to **go** with them. They picked me up **in** **6**
front of my apartment building, and we **drove** for about two hours away from **7**
the city. **8**
When we got there, we **dropped** our bags off in her room, **changed** our **10**
clothes, and ran right into **the** lake for a frigid swim. The **cold** water made **12**
us shriek, and our **voices** bounced off the water. We sat **on** the warm planks **14**
of the dock **to** dry off in the late afternoon **sun**. My friend said that after **16**

Keep going 

dinner, **we** would take the canoe out, and **after** that, once it got dark, we **18**

would go stargazing. **19**

“Stargazing?” I laughed. “I’ve **seen** stars.” **20**

“Not like this,” she assured **me**. **21**

It did not get fully dark **until** quite late. By then, we had **already** **23**

paddled the canoe to the far **side** of the lake and back. We **had** started **25**

playing cards in the kitchen **when** my friend’s parents finally said it **was** time. **27**

We put fleeces on, and **my** friend led me to the garage, **which** stood **29**

next to the cottage like **a** matching smaller house. There was an **aluminium** **31**

ladder leaning against the back. My **friend** climbed it first while I held **the** **33**

Keep going 

legs, and then she held onto

the

top while I followed her.

34

We

crawled

over the gently sloping, gritty tiles

and

lay flat in the

36

middle of

the

roof. The night smelled like damp

grass

, and we could hear the

38

lake

brushing

the rocks on the shore.

39

She

swept

her hand toward the sky and

said

, “Do you see what I

41

?”

mean

42

I was suddenly dizzy. The sky

felt

like an enormous black dome above

43

us

at first, but then, somehow my

perspective

flipped. I felt that I was

45

above

and looking down into an infinitely

dark

and deep pool. Then, slowly,

47

I

felt

the roof tiles beneath my back

again

, and the sky was overhead once

49

Keep going



more . I thought I was used to **seeing** stars at night at home in **the** city, 52

but I realised I was **used** to only seeing a handful of **stars** in the entire sky. 54

Now I **could** see that really there were millions, **spread** across the sky, nearer 56

and more **distant** , some faint and others piercingly bright. 57

“Yes, I see,” I breathed softly.



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: _____

Nesting Birds

Late March and April is a good time to look around for nest-building birds.

That's the time of year for **birds** to lay eggs and raise their **young**. While **2**

many birds build nests, there **are** some that do not. **3**

Among birds **that** don't build nests are cowbirds, woodpeckers, **and** **5**

owls. Cowbirds simply lay their eggs **in** the nests of other birds. Woodpeckers **6**

don't build, they drill. The only material **they** use are the wood chips they **8**

create when they peck holes into trees **or** utility poles. The wood chips fall **10**

inside and become the bed for the **eggs**. Some owls reuse the empty nests **12**

of other large birds found in high **trees** and cliffs. Screech owls prefer **14**

natural **cavities** or spaces made by other critters, **like** woodpeckers. **16**

Keep going 

Most birds that do build **nests** usually require only a few days **to** do 18

so. They spend a lot **of** time and energy before they settle **in** and get down 20

to the business **of** laying eggs and raising their young. **Instinct** directs each 22

bird how to build **a** design unique to that species. As **a** result, birds often 24

use different materials **to** make their nests. 25

Sparrows prefer to **collect** material close to where they are 26

nesting . They'll use hay, grasses, fur, hair, **and** other natural materials. 28

Starlings like to **use** fresh cut leaves pruned from shrubs. **They** also use 30

moss, fur, and wool. Blackbirds **and** thrushes add mud to their nests. **Some** 32

birds even use spider web silk **as** a kind of glue to keep **things** together. 34

Keep going 

Birds are great fun to **watch**, and they provide a chorus of **sounds** and

36

songs. When the babies are **born**, you'll hear whistles, chirps, hoots, and

37

trills. Many people like to try and **draw** birds that sing the nicest songs

39

to nest near them.

40

One way to **attract** more songbirds is to put out **nesting** materials for

42

them to use. To **attract** sparrows, put out hay, hair, and **other** long, thin

44

objects found in nature, **like** twigs. To bring starlings around, put **out** fresh-

46

cut leaves, moss, and even spare **pieces** of wool. Other birds may use **objects**

48

made by people, like yarn, string, **thread**, paper, and cotton balls. Only use

49

short pieces of yarn or string, or **else** birds can easily end up tangled **and**

52

Keep going



hurt. Don't put out pet fur **if** your pet has been treated for **fleas**. Human hair **54**

might also contain traces **of** products that may be toxic to **birds**, so it's best to **56**

skip that, **too**. **57**

If you place some of these **items** outside, in a hanging plant basket **or** **59**

on top of a bush, the **birds** can collect them as they need **them**. If you time it **61**

right, you'll **see** the items are gone very quickly. **And** if you live in a city, **63**

don't worry too much about the pigeons. They manage to nest around eight times **64**

a year without any help from anyone.

