



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

Australasian Version

*Maze* Progress Monitoring

Grade 5

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 <b>Begin</b> .                                                                                                                                                                                                                                                                                                                          |
| Prompts     | If a student starts reading the passage out loud, say <b>Please read the passage silently</b> . (Repeat as often as needed.)<br><br>If a student skips an entire page, say, <b>Please be sure not to skip pages</b> .<br><br>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.) |
| 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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|           |
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Correct: \_\_\_\_\_

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

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

## A Boy Named Fridge

One summer I fractured several bones in my hand while playing a basketball game  
at a neighbourhood playground. Four against four, shirts versus skins. **The** game didn't **1**  
count for anything. We **were** just playing for fun. **2**  
My friends **and** I had been walking around aimlessly **looking** around for **4**  
something to do and **we** saw four other boys on the **playground**. The boys were **6**  
running and jumping **around** and shooting baskets, and they looked **strong** and fast. **8**  
My friend Joe squinted **in** the hot sunlight looking at them **play** and suddenly said, **10**  
“Hey, let’s ask **them** if they want a game.” I **was** nervous. I didn’t like the idea **of** **13**  
playing against kids I didn’t know **anything** about. I also wasn’t sure how **good** I **15**  
was at basketball. I hadn’t **had** much practice for the last few **months**. I thought my **17**

Keep going



game wasn't as **good** as it ought to be if **we** were going to go around and **challenge** **20**

other boys to play us.

I **got** stuck guarding a boy with the **nickname** Fridge. He kept backing me **22**

underneath **the** hoop. He wasn't much taller than **me**, but he was older, almost twice **24**

**my** weight, and solid. When he leapt **for** the ball, my left hand got **jammed** **27**

between us. His bulk slammed into **me**, and I heard a sound like **a** pencil snapping. **29**

My entire arm radiated **with** pain, which shot right to my **head**, blinding me for a **31**

second, but **I** kept playing. Fridge pivoted, squared his **shoulders**, and released a **33**

shot. But I **jumped** and swatted the ball away with **my** right hand. My timing was **35**

good, **and** I got four fingers on the **ball**, which went flying out of bounds, **right** **38**

Keep going 

into the wooden benches, where it **smacked** some poor lady in the face. **I** felt 40

terrible. I didn't know if **she** was somebody's sister or girlfriend, or **somebody's** 42

mother or what. I never got **a** good look at her before the **ball** smacked her face, 44

and afterwards she **was** bent over, wailing, covering her head **with** her hands. Then 46

she disappeared entirely **as** people huddled around, trying to help. 47

**I** knew it wasn't my fault, and **it** wasn't my ball, so I took **off** running 50

like I was being chased **by** the group, though I don't think **anyone** even noticed I 52

was gone.

After **my** mother brought me to the emergency **room** I came home with a 54

temporary **cast**. A week later I had to **visit** a bone doctor, an orthopaedic man, 56

Keep going 

**who** examined my x-rays then put my **hand** in a different cast. He told **me** I was

59

extremely lucky it was **the** left not the right. I guess **because** I'm right-handed. But I

61

didn't feel very lucky.



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 to go to school. In the 

|           |
|-----------|
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, he also takes a bus home.



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

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

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

## Lost and Found

George had just disembarked from the train at his home station. He rode the same

train every **single** weekday. Usually, he rode his bicycle **home** from the train station. 2

The bicycles **were** always parked on a long bike **rack** outside the doors. But George's 4

bicycle **had** been stolen just the day before. **Somebody** had cut through the lock. 6

So **today** he had to call his wife **to** come to the train station and **pick** him up. He 9

was depressed and **frustrated**. 10

As he made his phone call **at** a pay phone outside the station, George 11

**noticed** a puppy cavorting and sniffing along **the** side of the road. The puppy **was** 14

dark brown and mustard-coloured and had **long**, floppy ears. It was one of **those** 16

dogs one sees running around that **doesn't** seem to belong to anybody and **has** no 18

Keep going 

collar. Though it looked well-fed **and** not mangy, George thought the puppy **might**

20

be a stray.

George's wife said **that** she was getting in the car **now** to drive to the train

22

station **and** pick him up. He hung up **the** phone and watched as some of **the** other

25

passengers from the train unlocked **bicycles** from a bicycle rack and rode **off** into the

27

gloaming.

Gradually, the footpath **in** front of the train station emptied **out**. There is a

29

forlorn and sad **feeling** about suburban train stations at dusk **when** almost nobody is

31

around. Alone on **the** dark street, George watched as the **evening** rush hour traffic

33

whizzed by and **the** air chilled and dimmed.

34

Keep going



The puppy **caught** his attention again because it had **meandered** out into the 36

traffic and was **darting** around in it as cars swerved **and** honked their horns. 38

George pushed his **leather** bag around onto his back and **dashed** out to the puppy, 40

scooping him **up** and saying, "Hey there." 41

He carried **the** puppy to the other side of **the** immense, noisy street, placing 43

him on **the** ground and patting his head. The **puppy** gazed up at him with wide **and** 46

alert eyes, smiling and wagging his **long** tail. 47

George pointedly walked down the **street** a little way and ducked around **a** 49

corner. The puppy followed him as **if** it was his dog. He walked **on** further, 51

glancing back occasionally to see **if** the puppy was still following. Yes, **he** was. 53

Keep going 

The puppy pranced after him **along** the footpath, raising his paws high **with** 55

each step and wagging not just **his** tail but his whole hindquarters. 56

George **thought** that if the puppy kept following **him**, he could take him 58

home for **the** night. Then tomorrow he could check **around** to see if the puppy had 60

**been** reported lost or missing. 61

Just then **his** wife pulled up in their car, **and** George opened the door. But 63

before **he** had a chance to take a **seat**, the puppy leapt inside and made **himself** 66

comfortable in the passenger seat.

“Hello, George,” **said** his wife. “Who’s your new friend?” 67

“I think he’s what I was looking for,” said George.





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

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# Basketball

Most people have played the game of basketball at least once in their lives. Many

others play basketball whenever they **get** the opportunity. Some people play basketball **1**  
**every** single day, if they happen to **have** access to a basketball court and **friends** **4**  
loving basketball. The only way to **improve** your skills in basketball is to **play** as **6**  
often as possible. It is **an** intensely athletic game involving a lot **of** physical agility, **8**  
balance, stamina, and mental **readiness**. People who are good at basketball **are** **10**  
often justifiably proud of themselves. It **is** not just a matter of being **tall**. Rather, **12**  
it is a matter of **quickness**, endurance, cleverness, and strategic thinking. **13**  
Basketball **is** played on a rectangular court by two **opposing** teams, which **15**  
are ideally made up **of** five players each. There may be **many** more players than five **17**

Keep going



on a **basketball** team, but only five are allowed **to** play at one time. There are **19**

**lots** of rules to basketball, but the **main** idea is to shoot a ball **into** a hoop that **22**

is three metres **high** and connected to a backboard. There **is** a hoop at each end of **24**

**the** court, and the team with the **most** points when playing time is up **wins** the **27**

game.

What you may not **realise** is that the game of basketball **was** invented in the **29**

last century by **a** P.E. teacher named Dr. James Naismith. Dr. Naismith **wanted** to **31**

give his P.E. class something **to** do inside whenever it was raining **outside**. So, he **33**

put a basket at **each** end of the gym. The baskets **did** not have holes in the bottom, **35**

**like** they do today, so they had **to** take the balls out of the **baskets** at the end **38**

Keep going 

of the game. **He** gave his class the basic rules **of** the newly invented game, and they **40**

**started** playing. **41**

Every time a student got **the** ball in the basket, they got **a** point. As they **43**

played more and **more** they came up with more rules **and** ideas. They put a hole in **45**

**the** bottom of the basket, so they **didn't** have to keep taking the balls **out**. They **48**

incorporated dribbling into the game. **Bit** by bit the game became more **and** more **50**

interesting. The students who played **together** and against each other in the **gym** on **52**

rainy days liked how it **made** them feel. They liked the challenge **of** working **54**

together as a team, and **they** liked the difficulty of making a **shot** from down the court. **56**

They liked **learning** how to fake right and go **left**, or fake left and go right. **58**

Keep going 

**But**

Dr. Naismith did not have a

**name**

for the game, so one day one

**of**

his

**61**

student players told him to

**name**

the game “Naismith Ball.” Dr. Naismith

**said**

**63**

that would be an awkward name

**for**

the game. Then the student suggested that he call

**64**

it “Basketball”, and Dr. Naismith agreed with a smile.





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, he also takes a bus home.



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

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

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

## Versions of a Folk Tale

“Little Red Riding Hood” is an old, old story. Versions of it have been told

**all** around the world. For example, the Chinese **have** a popular tale called “Great Aunt Tiger” **that** has some strong similarities to the **version** that Europeans and Australians know. **2**  
**4**

In **the** Chinese story, a girl’s mother goes **out** on an errand, telling her first **to** keep the door shut and not **to** talk to strangers. Soon afterward, the **girl** hears a voice asking to be **let** into the house. She asks who **it** is, and the voice claims **to be** her aunt. But the girl says **that** the voice does not sound like **her** aunt at all. After the voice **asks** a few more times, the girl **reluctantly** opens the door. A tiger walks **into** the house. Thinking fast, the girl **pretends** to recognise the **6**  
**9**  
**11**  
**14**  
**16**  
**18**

Keep going 

tiger as her **great** aunt. She then uses her wits **to** escape from the house and **20**

climb **up** a tree, even though the tiger **has** tied a rope to her ankle. **22**

**But** the tale as most of us **know** it originates in Europe. In an **early** French **25**

folklore version of the story, Little Red Riding Hood **suspects** that the wolf in bed **26**

claiming **to** be her grandmother is not really **her** grandmother. She makes up an **28**

excuse **to** go outside the hut. The wolf **ties** a string to her ankle, just **as** in the **31**

Chinese version, yet Little Red Riding Hood **gets** away into the forest. **32**

The first **published** version was written by a man **named** Perrault. The red **34**

hood in the **story** was his invention. The tale appeared **in** his book of nursery **36**

rhymes and **fairy** tales. The author wrote the book **for** the adult aristocrats of the **38**

Keep going 

royal **court**. Folk tales and fairy tales were **very** popular among the educated classes, 40

and **the** book went through eight printings in **the** author's lifetime. 42

Then about a hundred **years** later, two brothers in Germany published **a** book 44

called Children's and Household Tales. **This** book included a version of "Little Red 45

Riding Hood" **probably** based on the earlier story. Despite **its** title, the new book 47

wasn't intended **for** children any more than the earlier **book** had been. The two 49

brothers named Grimm **were** collectors of folk tales. Their book **was** meant for 51

scholars. Many of the **stories** were exceedingly violent and cruel. Later, **they** 53

published a gentler edition of the **book** just for children. 54

The first author **ended** his story with Little Red Riding Hood **and** her 56

Keep going 

grandmother being eaten by the **wolf**. He followed the story with a **moral** like that of **58**

“Great Aunt Tiger”: **that** young children should be wary of **strangers**. The two **60**

brothers offered no moral, **but** in both of their editions they **added** a happy ending. **62**

In their version, a huntsman comes into the cottage to free Little Red Riding Hood and her grandmother from the sleeping wolf’s stomach after they’ve been swallowed.



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|           |
|-----------|
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, he also takes a bus home.



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

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

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

## A Memory Palace

In ancient Greece, there were people who made speeches for a living. These people

were known as speechmakers **or** orators. In those days, orators did **not** use written **2**

notes. They just had **to** remember all the facts, numbers, and **names** they were going **4**

to use in **a** given speech. To be a good **orator**, you had to have a good **memory**. **7**

Some orators discovered strong techniques for **memorising** information. One of **8**

the best of **these** techniques was to build a memory **palace** for storing important facts, **10**

numbers, names, **or** objects. **11**

Here is how you do **it**. You imagine a big building, like **a** mansion or a **13**

palace. In your **imagination** you walk through all of the **rooms** and you clearly picture **15**

how everything **in** each room looks. Then you do **it** again, but this time you place **17**

Keep going 

**inside** each room one thing you want **to** remember. 19

For example, in a study **you** might place on the desk a **small** piece of paper 21

on which you've **written** a series of numbers. You rehearse **walking** through your 23

palace and looking at **the** items with the things you want **to** remember, including 25

the paper with its **numbers**. Then during the moment in your **speech** when you need 27

to recall the **numbers**, you imagine walking into your memory **palace**, going to the 29

study, and looking **at** the note you left for yourself **on** the desk. You should then 31

be **able** to recite the numbers exactly as **you** wrote them. 33

Sometimes it helps to **build** your memory palace out of rooms **you** have 35

lived in. Into each of **these** you place things that are familiar **and** meaningful. For 37

Keep going 

example, you might use **your** childhood bedroom. You could place the **item** you want **39**

to remember under your **pillow** or between the pages of your **favourite** book. **41**

Then you could make the **next** room in your palace a room **where** you have **43**

had a lot of **fun** at some point in your life. **For** example, you could envision the **45**

lounge **room** of a cabin by a lake **where** you used to go with your **family** on summer **48**

holiday. Clearly visualise each **aspect** of the room. Is there a **carpet**? Are there **50**

shelves for books? Is **there** a television or a radio? Are **there** boxes of board games **52**

in a **closet**? Is there a fireplace and a **stack** of wood next to it? **54**

By **building** yourself a memory palace with many **rooms** and a lot of clear **56**

detail, **you** can remember many things in a **specific** order. As you go from room **to** **59**

Keep going 

room in your imagination, you see **the** numbers, objects, or letters you've left **for** 61

yourself, exactly like seeing a scene **in** a movie. This technique is thousands of years 62

old, and it has proven to be very effective.





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

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

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

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## Liam the Sea Creature

One morning, as he swam in the pool at his apartment building, Liam began

imagining that he was a sea creature. He did not know what kind **of** sea creature

1

he was, but he **thought** maybe an idea would come to **him** if he just kept

3

swimming around.

**He** knew that he couldn't be a stingray **because** he had no tail. He wasn't

5

**a** fish, either, because he had no **gills** used for breathing by fish. Possibly **he**

8

was a dugong, a sea lion, **a** seal, or a sea otter. What **about** a giant sea turtle that

10

can **live** to be two hundred years old? **Or** it could be that he was **some** sea creature

13

that had not yet **been** discovered by science. The ocean is **an** enormous place,

15

he thought. There could **easily** be creatures in it that hadn't **yet** shown themselves to

17

Keep going



human beings.

He **might** be a kind of sea creature **that** ate oysters and lobsters it found **19**

**crawling** around on the ocean floor. Wearing **his** new swimming goggles and flippers, **21**

he **swam** to the bottom of the pool **and** peered around for something to eat. **24**

**There**

was nothing down there but a **drain** that was not open and the **hard** cement floor. **26**

He shut his eyes **and** imagined that it was the ocean **floor** instead and that there were **28**

red **and** orange starfish crawling around on the **sand** . **30**

Keeping his eyes shut, he now **imagined** that he was swimming along coral reefs. **31**

**All** around him were schools of brightly **coloured** fish. He glimpsed a sand shark **33**

**gliding** through the dimness and swam away **from** it, only to find himself swarmed **35**

**by** a school of poisonous stinging jellyfish. **Writhing** his body, he managed **37**

Keep going 

to avoid **touching** any of them. 38

Next, he dodged **a** huge electric eel that was slithering **in** the sand. A manta 40

ray swam **slowly** past him as he watched, keeping **perfectly** still between the sun 42

beams that **filtered** down from the surface. It was **beautiful** at the bottom of the 44

sea, **but** it was also dangerous sometimes. 45

What **else** might he find near the **reef**? he asked himself. Maybe there was 47

**an** old shipwreck, and broken casks full **of** gold coins that had spilled out 49

**onto** the sand, and he could pick **up** a few of them as souvenirs. 51

**He** imagined that he was swimming past **the** mouth of a deep ocean cave, 53

**and** a giant octopus hiding inside the **cave** suddenly snatched at his ankle with 55

Keep going 

**its** slimy tentacles. He struggled and shouted **under** the water, air bubbles **57**

streaming up **from** his open mouth. Finally, with great **effort**, he managed to pull **59**

himself free **and** swam fast and hard for the **surface**. Maybe that was enough **61**

excitement for one morning!





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## Types of Tears

“There are tears of sorrow and tears of joy,” said an English poet. Few people would

disagree with that **statement**. But many don't realise that tears **are** in our eyes **2**

all the time. **And** not all of our tears are **the** same. **4**

Human eyeballs are complex organs, **the** result of over 500 million years **5**

**of** development. Our eyes are composed of **more** than 2 million working parts. **7**

Among **those** parts are small glands that produce three **types** of tears: basal, **9**

reflex, and emotional.

**Basal** tears are always present. They keep **the** cornea, which is the front **11**

part **of** the eye, constantly wet. Basal tears **moisten** the eye and help to keep **13**

**it** clear of dust. Each time we **blink**, our eyelids spread basal tears across **15**

Keep going 

|               |                                          |               |                                         |    |
|---------------|------------------------------------------|---------------|-----------------------------------------|----|
| <b>the</b>    | surface of our eyes. That's one          | <b>reason</b> | why it's important to blink when        | 17 |
| <b>our</b>    | eyes are busy with activity. Our         | <b>brains</b> | tend to forget to blink when            | 20 |
|               | focused on reading or looking at         | <b>a</b>      | screen.                                 | 21 |
|               | Another type of tears are                | <b>reflex</b> | tears. These become active whenever our | 22 |
| <b>eyes</b>   | are irritated from dust particles too    | <b>small</b>  | to see, or from something else          | 24 |
| <b>in</b>     | the air, such as smoke or                | <b>pollen</b> | . Often the vapours from perfumes, and  | 26 |
| <b>the</b>    | odours from some foods, such as          | <b>onions</b> | , will irritate the eyes. Too much      | 28 |
| <b>bright</b> | light or warm, dry air is                | <b>enough</b> | to get your reflex tears flowing.       | 30 |
| <b>The</b>    | third type of tear is emotional.         | <b>They</b>   | are the tears most people know          | 32 |
| <b>best</b>   | . They are activated by strong feelings. | <b>When</b>   | something hurts, we tend to cry.        | 34 |

Keep going 

**The** more something hurts, the harder we **sob**. When emotions overwhelm us, 36

we can't **help** but cry. But crying and weeping **are** not just for negative emotions. 38

Many **people** cry when they are very happy, **overwhelmed** by joy, or laughing 40

really hard.

**Emotional** tears contain more proteins than basal **or** reflex tears. In 42

these extra proteins **are** stress hormones, which is why it's **healthy** for our body to 44

get rid **of** them. If stress hormone levels build **too** high, they can affect our mood 46

**and** our body's immune system. 47

One thing **nobody** needs to worry about is running **out** of tears. A pair of 49

healthy **eyes** will make about 136 litres of **tears** each year. But, as our bodies 51

Keep going 

**age**, basal tear production slows, and this **may** lead to something called dry eye 53

**syndrome** 54

Strangely enough, if you have watery **eyes**, that also could be a symptom **of** 56

dry eye syndrome. The increased watering **is** the eye's response to irritation. When 57

**your** tear ducts don't produce enough tears **to** keep your eyes' surface moist, you 59

**might** feel a slight burning or stinging. **Dry** eye syndrome is a fairly common 61

**condition**. It affects millions of adults in **the** world. But it can be treated with eye 63

drops, which are basically human-made tears.





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| afternoon |
| library   |
| morning   |

, he also takes a bus home.



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

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

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

## In the Woods

On a spring evening, we left our house, locked the door behind us, and went walking out past the big houses at the edge of the neighbourhood into the trails in the woods.

We wanted to stretch our legs, **get** some exercise, and breathe in that **good**, fresh air between the trees. We **wanted** to look for wildflowers and see **if** the recent rainfall had brought any **mushrooms** out on the dead logs.

The **leaves** on the trees were just coming **out**. They looked like little green nubs **close** up, but from afar they made **a** pale green haze over the landscape.

**There** were bright feathery green plants pushing **up** from the ground through the dead **leaves** left from the autumn. We saw trout lilies **growing** at the base of some trees. **Trout** lilies have wide, dappled deep green **leaves**, a slender stalk, and

Keep going 

blossoms that **hang** like a bell and look almost **like** an empty, opened banana peel. 17

There **were** banks of trillium, their white, three-petaled **flowers** spangling the floor 19

of the woods **like** stars. 20

We were walking up the **hill**, following a bend in the path **when** we saw a 22

smaller trail, like **a** deer trail, branching off to the **side** and leading to a funny 24

structure **in** the trees. It looked like an **animal's** lodge or den. We weren't sure 26

**what** built it, but it looked like **it** had been built with materials found **nearby** 29

and without the use of tools. **It** was like a leafy tent, with **branches**, sticks, and 31

slabs of tree bark **leaning** slanted against either side of a **tree** trunk growing nearly 33

parallel to the **ground**. 34

Keep going 

We went closer to get a **better** look. I don't know if my **brother** was 36

thinking what I was thinking, **but** I wanted to go inside. From **the** outside, it 38

appeared to be big **enough** to hold two children—an average-sized ten-year-old 39

**and** her skinny seven-year-old brother, for **instance** . 41

But, one of us stepped on **a** twig that snapped, and suddenly a **head** popped 43

out of the hut.

It **was** not the face of a human **adult** or child, but it also didn't **look** like 46

an animal we had seen **before** . We both saw it walk on four **legs** , but then it stood 48

up on two. **My** brother and I agree it had **shaggy** , reddish-brown fur and long 50

arms. I **saw** large, wide cheeks and big front **teeth** . They showed between human- 52

Keep going 

looking lips that **were** pulled back in displeasure. My brother **says** he saw sparks **54**

shooting from its **eyes** . **55**

We did not stay to find **out** more; we turned and ran. We **ran** until we got **57**

back to the **neighbourhood** streets, and didn't look back. We walked home past the big **58**

houses with our hearts thumping.





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: \_\_\_\_\_

## Glacier Mice

If you were to visit a glacier in Alaska or Iceland or Chile, the world around you would be mostly hard, white ice, stretching around you for kilometres and kilometres. If

you saw a bear, it **would** be a white bear. If you **saw** a fox, it would be an **arctic** 3

fox, which are also pure white. **The** snow falling on your clothes would **be** white, 5

too, if it happened to **be** snowing during your visit. You would **have** so much 7

white that you might **get** a little tired of it after **you** had been there for more than 9

**a** few hours. But, if you were **lucky**, you might also see a herd **of** green glacier 12

mice.

Glacier mice aren't **mice** at all. They are actually balls **of** moss formed 14

around a bit of **dust** or grit. Scientists call them "mice" **because** they do not stay 16

Keep going 

in one **place**, growing on some kind of support **like** a rock or a branch, the **way** 19

moss usually does. Large numbers of **them** sit on top of the ice **and** roll together as 21

a group. They **move** at a rate of two centimetres **per** day. They all move at the 23

**same** speed and in the same direction. **They** are green all the way around. 25

**That's** how we know they don't slide **on** the ice, but roll. All sides **spend** time in 28

the sun. The direction **of** their movement changes in a seemingly **choreographed** 30

way, like the movements of a **flock** of birds or a herd of wildebeests. **No** one 32

knows why. It's not random, **but** it doesn't appear to be caused **by** the wind or the 34

sun or **the** slope of the ice. Scientists say **they** are baffled and hope that more 36

**study** will reveal the secrets of the **glacial** mice. 38

Keep going 

If you broke a glacier **mouse** open, you would find that it **is** made of many **40**

species of moss **all** matted together. And, if you put **a** piece of the glacier mouse **42**

under **a** microscope, you would discover that animals **too** small to see with the **44**

naked **eye** live inside it. It's not an **animal** itself, but it is home to **tiny** **47**

animals. Scientists have found tardigrades (an eight-legged **creature** sometimes called **48**

a "water bear"), springtails (**an** insect-like creature), and nematodes (a kind **of** **50**

worm). The moss holds enough water **and** stays warm enough for these microscopic **51**

**beasts** to thrive. **52**

It is unknown how **long** a glacier mouse can roll around **before** coming apart **54**

and breaking down. In 2009, **scientists** in Alaska tagged a group of **glacier** mice to **56**

Keep going 

track their movements over **time** and learn more about them. For now, the scientists

believe that a glacier mouse can stay intact for at least six years, and possibly longer than

that.





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

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

### Practice Passage

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

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## The Blizzard

The morning the storm hit, it didn't have a name. Later, it would be called "The

Blizzard **of** 78" and be remembered as one **of** the worst snowstorms ever to **2**

strike New England. **But** on the morning it started, it **was** just another light, fluffy **4**

snow. I **was** on my way to school after **a** normal weekend. I knew the weather **6**

**forecast** had predicted a mild snowstorm with **between** seven and fifteen **8**

centimetres of snow. **It** wouldn't be enough to cancel school. **I** liked the snow, **10**

and I liked **school**. But I'll admit I'd awakened that **morning** thinking how nice it **12**

would be **to** have a snow day off, so I **was** sort of disappointed. As I approached **14**

**my** school, I tugged away my scarf **and** looked up so I could breathe **in** **17**

the clean cold air and feel **the** snowflakes landing on my face. **18**

Keep going 

Two **hours** later, I was heading home, along **with** everybody else. The **20**

school closed, and **I** got my wish for a snow **day**. Apparently, the forecast had **22**

changed because **the** storm had stalled over the area, **and** snow was coming **24**

down faster. On **my** walk home, the flakes seemed much **bigger** and I was glad I **26**

had **a** scarf to cover my face. **27**

The **snow** wouldn't stop for 33 hours, falling **as** fast as ten centimetres an **29**

hour. **The** blizzard ended up dumping over sixty **centimetres** of snow and trapping **31**

thousands of **cars** and trucks. The drivers couldn't go **anywhere**, so they left their **33**

cars and **walked** away. Practically every road was buried **or** blocked, and the **35**

highways were unusable. **Some** areas ended up with 140 centimetres, **and** **37**

Keep going 

snowdrifts nearly three metres high! The **wind** downed a few power lines so **many** 39

people had to live without any **electricity** for a while, including my mother 41

**and** me.

Luckily, we had a gas **stove** and a good supply of canned **goods** in the 43

cupboard. But what we **didn't** have was any bread. So, my **mother** made some, 45

though not the way **I** thought all bread was made. 46

She **mixed** some ingredients in a bowl and **cooked** pieces of flatbread in a 48

cast-iron **skillet**. They looked like fat pancakes. She **called** them “bannocks”, 50

which is basically an **old** Scottish name for bread made in **a** frying pan. They 52

were flat but **thick**, and a lot denser than any **bread** I had ever tasted. We smeared 54

Keep going 

**them** with peanut butter and ate by **the** window, watching the snow pile up. 56

**Except** for the wind rattling the windows, **the** world seemed rather peaceful and 58

quiet.

**My** mother told me about the bannocks **that** her father used to make when 60

**she** was a little girl growing up **in** the hills of Scotland. She said **his** 63

bannocks were twice as big, with **more** bite and much more flavour. He **always** 65

used barley flour and fresh goat's **milk**, mixing everything in a big wooden **bowl** 67

that she remembered as being big **enough** to hide under. Then she laughed **a** little, 69

and her smile seemed to **freeze** on her face for a minute. **Then** she sighed and 71

said, "My dad **would** shape the dough into circles the **size** of pizzas. Then, he'd 73

Keep going 

toss them **onto** a big flat sandstone that sat **directly** on the fire. Oh, how I loved **75**

the smell, and that sizzling sound,” she said.

