



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

*Maze* Progress Monitoring

Grade 7

Administration Directions and Scoring Keys

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

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

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

### Practice Passage

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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 realize **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** favorite flavor. 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

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**

**recognize** 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





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## 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**. Aluminum, 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 aluminum. They not only absorb **the** metal; they can change **54**  
 color in **response**. A hydrangea may turn different colors **depending** on the availability **56**  
 of aluminum ions **in** the soil. In acidic soil, many **aluminum** ions are available, **58**  
 causing the flowers **to** turn blue. In alkaline soil, aluminum **ions** will be tied up, so **60**  
 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.





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## Why Don't School Buses Have Seatbelts?

Although cars and trucks and airplanes are required to have seat belts, it is rare to find seat belts on buses of any kind. City buses, interstate travel buses and **school** buses **1**

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

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

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

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** criticized 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



<b>which</b>	absorb most of the impact. What's <b>more</b>	, the confined space of the school	39
<b>bus</b>	seating prevents children from being thrown <b>through</b>	the air.	41
	Some people argue that <b>adding</b>	belts would reduce the number of <b>children</b>	43
	that could fit into a seat, <b>reducing</b>	seating capacity. This would require schools <b>to</b>	45
	buy more buses, which cost more <b>than</b>	a hundred thousand dollars each. And	46
<b>installing</b>	seat belts on existing buses is <b>estimated</b>	to cost more than ten thousand	48
<b>dollars</b>	per bus.		49
	In addition, school districts <b>and</b>	bus companies stress that school buses <b>are</b>	51
	already extremely safe. According to a <b>major</b>	scientific report, children are much safer	52
<b>being</b>	transported to school on a bus <b>than</b>	in a car. The number of <b>serious</b> 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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Correct: \_\_\_\_\_

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

## 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 **traveling** 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.





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

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## The Sun

The sun is by far the biggest object in the solar system. It is also the center 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 tons 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



<b>It</b>	is also what creates the majestic	<b>and</b>	beautiful Northern Lights, or aurora borealis.	58
<b>Sometimes</b>			the sun shoots out solar flares,	
		<b>usually</b>	from near one of the	60
sunspots.	<b>When</b>		this happens, it can also eject	
		<b>a</b>	long tendril of flaming gas into	62
<b>space</b>			. Solar flares can be seen using	
		<b>solar</b>	telescopes, which filter out dangerous	64
radiation	<b>that</b>		might otherwise damage your eyes. Never try to stare right into the sun!	65





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## 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** center, 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  
 arrangements in **their** homes. These flower arrangements were placed **near** other  
 decorations like incense burners and **small** statues carved from wood or ivory **or**  
 made of ceramic or metal.

At first, **flower** arranging was only done by monks, **but** as time went on the  
 monks **taught** others to do it. So now **there** are more than a thousand schools **in**  
 Japan that teach the art of **arranging** flowers.

The various types of plants **used** in these arrangements often have special  
**meanings**. For instance, certain yellow blossoms symbolize **life**, while pine  
 branches symbolize 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 practice 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 color. In Japan, the shape,

52

**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: \_\_\_\_\_

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## 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** gas-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.”	<b>Different</b>	broods come out of the ground	18
<b>in</b> different areas. There are over 3,000	<b>species</b>	. Some are called annuals because	20
the <b>adults</b>	appear every year, but their numbers	<b>hardly</b> compare to the giant	22
swarms created	<b>by</b> periodical broods, which take more than	<b>a</b> year to appear.	24
Most periodical broods	<b>emerge</b> every 17 years, while some appear	<b>every</b> 13 years.	26
Sometimes, more than one	<b>type</b> of brood may emerge in the	<b>same</b> year.	28
When the ground warms up	<b>to</b> 64 degrees for several nights in	<b>a</b> row, the	30
insects pop up out	<b>of</b> the ground, one by one. They	<b>normally</b> do this in the dark,	32
which <b>helps</b>	them avoid being attacked and eaten	<b>by</b> birds. They crawl up into the	34
<b>treetops</b>	where they shed their flaky exoskeleton,	<b>which</b> 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 two and one-quarter **inches**. 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 mile away or more. **52**

Keep going



The insect's unusual lifecycle has been a source of fascination for thousands  
 of years among many cultures. The ancient Chinese regarded cicadas as symbols of  
 rebirth and respected their power.  
 A few months after the female lays its eggs, which look like grains of rice,  
 the baby cicadas, called nymphs, hatch and drop from the trees. The nymphs  
 burrow into the ground where they feed on sap from the roots of trees. They will  
 remain underground for the next 13 to 17 years, feeding on sap, nourishing  
 themselves.  
 Then one night, as though called by some invisible force, they will emerge,  
 and the whole cycle starts all over again. Though it remains a mystery as to why the

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.



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

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bus
work

 to go to school. In the 

afternoon
library
morning

, 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 thirty-six inches in

**a**

single

12

day. Imagine growing three feet

**in**

a day! Bamboo stalks reach their

**full**

mature

14

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 **replaced**.

One use of bamboo is as **food**. Giant pandas live on a diet **of** mostly bamboo shoots and leaves, as **do** red pandas and certain lemurs. Humans **also** eat the tender shoots. Some people **use** the leaves to wrap other foods **in** for steaming, or they use sections **of** the hollow stalk to cook food **over** a fire.

Because mature bamboo is **so** strong, it is also good for **building**. Long giant bamboo poles are used **to** make scaffolding. They are also used **as** a construction material in themselves to **build** bridges, houses, and even skyscrapers.

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

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** fiber 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 traveled 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 behavior. 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** 4.75 feet in diameter, made of one-inch **thick** cast steel. 45

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

**by** a cable. The men climbed into **the** sphere through a hatchway, the lid **of** 50

which weighed 400 pounds and was **bolted** shut after they were inside. There **were** 52

three three-inch thick windows made of **fused** quartz through which to observe marine 53

Keep going



life . There were high-pressure cannisters of oxygen that allowed Beebe and Barton 55  
 to breathe, and pans of special minerals to absorb their exhaled breath. They used 57  
 palm leaf fans to keep the air moving. There was a lamp fixed on the outside, to 60  
 illuminate the darkness of the ocean around the sphere. And there was a telephone 62  
 on the inside, so Beebe could dictate what he saw swimming through the light to 64

his assistant on shore.

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

In 1934, it reached a depth of 3,028 feet, a world record that held until 1949.





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

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

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## 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 colorful 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."

