



Dynamic Indicators of Basic Early Literacy Skills
8th Edition

Australasian Version

Maze Progress Monitoring

Grade 3

AU-Year 3 | NZ-Year 4

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 Put your pencil down. As soon as all students have their pencils down, say Good job.</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 Stop. Put your pencils down.</p>	
Reminders	
Start timer	Start the timer after you say Begin .
Prompts	<p>If a student starts reading the passage out loud, say Please read the passage silently. (Repeat as often as needed.)</p> <p>If a student skips an entire page, say. Please be sure not to skip pages.</p> <p>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.)</p>
Discontinue	There is no discontinue rule. Every student should be encouraged to try their best until three minutes have passed.

Name: _____

Date: _____

Practice Passage

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

art
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Correct: _____

Incorrect: _____

Adjusted Score: _____

The Time Capsule

One day, when they were both nine, Millie and Pete made a
time capsule. They filled an old metal box **with** stuff and buried **1**
it in a **secret** place. **2**

Two years passed. So much **happened** in the world and in **3**
their **lives** since they put that metal box **in** the ground. Millie **5**
grew three centimetres. Pete **got** a dog. Millie's dad found a **6**
new job and bought a new car. **They** both began writing to pen **8**
pals **in** foreign countries. **9**

Now seemed like a **good** time to dig up the time **capsule**. **11**

They wanted to compare how they **were** at eleven to how they **12**

Keep going ►

used **to** be when they were nine. Then **they** would sit down 14
 together and write **letters** to their new foreign friends, 15
 describing **their** progress on various life goals. 16
 Millie **told** Pete that she had forgotten just **what** they 18
 put into the time capsule. **She** remembered a few things, she 19
 was **sure**, but not all. It would be **surprising** to open it and 21
 find out **what** was in it. Pete said that **he** could not remember 23
 exactly what they **had** put into the box, either. He **said** it 25
 might feel strange to see **these** things that they had not seen 26
in two years. 27
 Millie found her old **beach** sand castle set in the back 28

Keep going ►

of her wardrobe. She and Pete each took **a** plastic spade 30
and went out into Millie's **back** yard. Pete walked to the base 31
of the oak tree. Millie walked to **the** old gum tree about ten 33
metres away.

“Hey!” **she** shouted. “It’s over here!” 34
“No way,” Pete **replied** . “I know we buried it here.” 35
They argued for a bit. Each was **sure** about the 37
location of the time **capsule** . They used Rock Paper Scissors to 38
decide where to dig first. Millie won. 39
They spent an hour digging a hole **under** the gum tree. 41
Nothing. They spent another **hour** digging another hole under 42

Keep going ►

the oak. **The** capsule wasn't there, either.

43

Five holes **later**, Millie's dad pulled his car into

44

the driveway. He jumped out of the **car** and shouted: "What

46

are you doing?"

Suddenly, Millie remembered something important about

47

the **day** they buried the time capsule. They had buried it in Pete's

48

backyard.



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Practice Passage

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Grandpa's Lizards

When my grandpa was a kid, he lived in Queensland. He
lived with his parents and **his** little sister. Back then the land 1
was not so settled. There were few **buildings**. But there were 3
loads of paddocks **and** orchards. You could see cows, horses, 4
and chickens. Grandpa and his sister used **to** go looking for 6
small animals. But Grandpa's **favourite** thing to do was collect 7
lizards.

After school, he'd change into blue jeans, **grab** a peanut 9
butter and jelly sandwich **and** his lizard gear, and head for **the** 11
hills. His lizard gear was a **pillow** case, a forked stick, and a 12

Keep going ►

pair of his mother's old gardening gloves. 13

To catch a lizard, first you've got **to** find it. Grandpa 15

was a good **finder** of lizards. He knew where they **liked** to 17

sleep during the hot days. **He** knew lizards liked to sun 18

themselves **early** in the morning but that they **tried** to stay 20

cool in the shade **during** the heat of the day. So, **lizards** could 22

best be found underneath rocks, **in** hollow trees, or at the roots 23

of thick bushes. 24

Once he'd found the **lizard's** hiding place, he would sneak 25

up **to** the end of the tail. When **he** got close enough, he 27

used his **forked** stick to trap its head. Then **he** picked it up 29

Keep going ►

with gloved hands **and** put it in the pillow case. **Most** of the 31

time Grandpa caught blue **tongued** lizards and goannas. 32

Once, he caught **a** blue tongued lizard. He carried it home 33

in his pillow case and put it **in** the bathtub. He knew 35

that the **water** would not hurt it but would **just** keep it from 37

escaping. When it **was** captive, he'd be able to study **it**. 39

But he forgot to tell his **mother** it was there. 40

The next time **his** mother went into the washroom, she 41

got a big surprise! She screamed so **loudly**, Grandpa said, 43

that she scared the **horses** in the nearby paddock. The 44

lizard was sleeping, but it still shocked **her** to see it there. 46

Keep going ►

After that, she made a rule: if grandpa put a lizard in the bathtub,
he had to tape a warning on the door of the washroom.



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Adjusted Score: _____

Dear Pen Pal

Dear Pen Pal,

I am a robot called Deet. But I think of myself as **an** ordinary 1
eight-year-old kid, just like you.

I live on the planet Firth. Firth **is** a human-made 3
planet, the first of **its** kind. Scientists from your space program 4
built it one hundred years ago. We **have** red oceans and one 6
large, green **landmass** called Bern where all of us **live** 8
together, robots and humans. The continent **of** Bern is mostly 9
flat, with a **long** line of hills running down the **middle**. These 11
flat lands are where our **farmers** grow food. The forested hills 12

Keep going ►

are **where** the people live.

13

I live in **a** big city. Here we have many **parks** filled

15

with trees that were brought **from** Earth. There are big squares

16

with **fountains** that splash red water. There are **paths** for

18

walking and riding your bike. **We** even have magnetic

19

skateboards.

On Firth, **robots** and humans skateboard together. Every

20

year, **there** is a big skateboarding contest between **the** Robot

22

team and the Human team. **It** is broadcast on television and

23

on **the** radio. People take the day off **work** to watch or listen

25

to it **and** to cheer on their favourite skaters. **Last** year I won a

27

Keep going ►

blue ribbon **for** my magnetic skateboarding. The Prime Minister 28

pinned **it** to my jacket. I was given **a** parade through the 30
streets of Bern.

Last week, Earth scientists came to see **us**. A small team 32

of them hiked **into** the hills to study our trees. **A** storm 34

struck and they had to **build** an emergency shelter to sleep under. 35

In the morning, the rains had stopped, **but** the fog made it 37

difficult to **see**. The Earthlings were stranded. 38

Our leaders **put** together a search party to look **for** 40

them. Because I am the best **at** climbing trees, I was asked to 41

help. I climbed the tallest tree on **the** steepest hill and found 43

Keep going ►

them huddled **together** around a small campfire under a 44

canopy of gum trees. 45

Dr. Anthony, the head **scientist**, was thankful and asked 46

if I **would** accept a great honour: to be **the** robot pen pal of 48

Firth to **planet** Earth. I could start by writing **a** letter to you, 50

the son of Earth's **leader**. I said that I would be **happy** and 52

proud to do so. If **you** are ever on Firth, I'd like **to** show 54

you the parks and the **fountains**. I also hope we can go 55

skateboarding together. 56

So that's why I'm writing. Hello, **friend**! I hope you'll 57

write back soon.

Keep going ►

Yours truly,

Deet



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Dandelion Salad

Luca's mother liked to pick wild plants. She knew which
ones were safe **to** eat and which ones were not. **He** often 2
walked along the street with **his** mother. He watched her as she 3
picked out wild plants. She put the **plants** into a basket she 5
carried over **her** arm. 6
Sometimes, she used the plants **to** make into drinks to heal 7
him **and** his brother when they were sick. **Sometimes**, she 9
made jam to spread on **toast**. Sometimes, she mashed up flower 10
petals **and** made paints for her artwork. The **paintings** were 12
very colourful. He liked to **help** his mother mash up the flower 13

Keep going ►

petals using a mortar and pestle. He **liked** the way the 15
 colours got even **stronger** the more flowers he mixed. 16
 The **shelves** of the kitchen pantry were packed **with** glass 18
 jars. Each jar was tightly **sealed** . There were many different 19
 colours of **things** inside the jars. He liked to **look** at all the 21
 colourful jars. A **label** was stuck to the lid of **each** of these 23
 jars. On each label **was** the name of what was inside **the** jar 25
 and the date it had **been** picked. 26
 Luca's mother seemed to know **everything** about wild 27
 plants. When she did **not** know what a plant was, she **looked** 29
 it up in a book that **she** carried along with her in the **basket** . 31

Keep going ►

Today, she wanted to make a **salad** . She liked to make 32
 salads out **of** wild greens that she found on **her** walks. It was 34
 spring and dandelions **were** coming up everywhere. 35
 “Luca, can you **go** outside and pick me some dandelion 36
greens ?” she asked. He was happy his **mother** trusted him. 38
 He knew how to **find** dandelions. It was easy. You just **had** to 40
 look for the bright yellow **flowers** . Dandelions grew in the 41
 backyard. He **picked** a bag full of the greens **and** brought it 43
 inside.

His mother told **him** , “That’s the wrong kind, honey. These 44
are too big. That means they are **older** . And when dandelion 46

Keep going ►

greens get older, **they** are too bitter for salad. You **have** to 48
pick the young, small leaves.”

He felt disappointed for a moment. Then **his** mother 50
touched his face and smiled **radiantly**. “But I have an idea,” she 51

said. “These would be perfect to feed **to** your rabbit!” So, he 53

fed the **older** greens to his rabbit. The rabbit **seemed** not to 55

find them too bitter. Then he went out again and picked a bag of
young, tender greens for the salad.



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Brain Freeze

Have you ever eaten ice cream so fast that you got a headache?

If so, you have had a **brain** freeze! 1

This happened to me just **last** week when I was at the 2

mall with my friends, George and Judy. **We** all got waffle 4

cones. I started **eating** mine fast. Too fast, it turned **out** , 6

because I got a sudden and **painful** headache. 7

Judy told me that the **same** thing happened to her last 8

summer. **She** ate a dish of ice cream **so** fast that suddenly 10

she couldn't even **speak** . For a moment she couldn't even 11

see . 12

Keep going ►

George said he gets the same **blinding** headache when he 13

drinks a chocolate **shake** too fast. George was the first **one** I 15

ever heard call it “brain **freeze**.” When I first heard him say 16

it, I laughed. But when it happened **to** me, it wasn’t so funny. 18

Since **then** I’ve asked lots of people if **they** ever get 20

“brain freeze.” Almost everybody **has** said yes. 21

Brain freeze or ice cream **headaches** can result from eating 22

any cold **food** or drink. Because of this, they **are** also called 24

cold stimulus headaches. But what **causes** them? 25

Brain freeze occurs because we **have** nerves inside our 26

mouths. Nerves allow **us** to feel things such as heat, **cold**, or 28

Keep going ►

pain. When you drink or **eat** something that is very cold, your **29**
nerves feel a shock. Also, the roof **of** your mouth can swell **31**
up and **squeeze** the nerves tight. This can lead **to** a big **33**
headache.

There are few **cures** for brain freeze. Some suggest that **34**
you can warm up the affected areas **of** your mouth. You do **36**
this by **pressing** your tongue against the roof of **your** mouth. **38**
Some other people say that **you** should take another bite of ice **39**
cream to keep the area cold until **the** pain passes. Yet others **41**
suggest breathing **in** through your mouth and out your **nose**. **43**
This helps bring warmer air into **your** mouth. **44**

Keep going ►

Humans aren't the only animals **to** experience brain 45
freeze. There is evidence **that** cats, dogs, monkeys, and even 46
otters **can** experience brain freeze! However, it is unknown if 47
animals respond to the cures the same way people do.



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The West

Rosa was going out West with her mother by horse and cart.

Her father had already gone by **ship** two years earlier. They 1

were going **to** join up with him there and **become** farmers. 3

But Rosa hated to leave **her** friends in Connecticut. Also, she 4

was **a** little worried that the people in **the** West might not like 6

her. She **was** afraid they might not like her **duck**, Quirk, either. 8

She knew that some **of** the people who already lived in 9

the West felt that the new people **coming** out brought bad 11

habits along with **them**. For example, some of the new **people** 13

tossed banana peels from their carts **when** they were done eating. 14

Keep going ►

This made **the** horses slip and fall, often with **their** riders 16
still on them.

Also, some **of** the new people spat out their **chewing** 18
gum into the bushes at the **side** of the trail. Then the gum **stuck** 20
to the paws of wild animals. **This** changed the animals' 21
footprints and made **them** hard to track. 22

Making friends would **be** tricky. Rosa worried about 23
this a **lot**. She also worried about whether Quirk **would** like 25
his new home. In Connecticut, **the** duck had a pen full of 26
grass, a little house, and his own **small** pond. She didn't know 28
what kind **of** space he would have in the West. **She** worried 30

Keep going ►

he would get lost in **the** evergreen forest. She worried she 31

would **wander** into the tunnels of a silver **mine** to look for him. 33

Rosa was **silent** for most of the trip because **she** was 35

so scared. But when they **finally** arrived in the West, she found 36

three **surprises** waiting for her. 37

First, her father **had** built a small house and a **pen** for her 39

duck, right next to **a** creek. Second, a little girl with **long** 41

plaits sat on the stoop. Her **name** was Annie. She wanted to be 42

Rosa's **friend**. Third, Annie winked and offered Rosa **a** 44

banana and a stick of gum.

Rosa **laughed**. She took the stick of gum, **put** it into her 46

Keep going ►

mouth, and happily **chewed** it. She held out her hand **and** said, 48

“Thanks, Annie. I like your **plaits**. I’m sure we’ll be great 49

friends **out** here in the West. You can **teach** me how to track 51

wild animals **through** the evergreen forest and how to **avoid** 53

old silver mines with lots of **dark** tunnels in them. And now I’d 54

like to introduce you to my duck, Quirk.”



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The Dinner Party

Nancy went with her family to the neighbours' house for
dinner. When they arrived, the neighbours served **iced** tea to 1
the grown-ups and children. **There** were also pickles, olives, 2
cheeses, and **crackers** laid out on the table. 3
The **father** of the neighbours' family said they **had** 5
baked pasta for the main dish. **It** would come out of the oven 6
soon. He asked, "Did you bring the **salad**?" 8
"Yes, we brought a beautiful salad," Nancy's **mum** said. 9
"But, oh no! We forgot **the** dressing!" They had left the salad 10
dressing on the counter at home! 11

Keep going ►

Nancy's **mum** sent Nancy back home to get **the** 13
 salad dressing. She crossed the street **outside** the neighbours' 14
 house. On the other **side**, she opened the gate to the **tiny** 16
 playground that sat between two buildings **there**. She went 17
 through the playground and **opened** the gate on the other side, 18
which opened on an alley. In the **alley**, she made her way 20
 toward the **back** steps of her own house. 21
 Suddenly, **there** was a loud crash! A metal **rubbish** 23
 bin a few metres away had **tipped** over on its side. There was 24
a sound of scrabbling and thumping from **inside** the bin, 26
 and it rolled from **side** to side on the footpath. Then **an** 28

Keep going ►

animal backed out of the bin **backside** first. For a moment, 29

Nancy thought **it** was a long-haired black cat. But **it** 31

didn't move like a cat. Could **it** be a raccoon? 32

No, it had **a** white stripe that ran along its **back**. And 34

now it was lifting its **tail**. It was a skunk! 35

Nancy tiptoed **quickly** away from the skunk, trying not 36

to disturb the skunk more than it **already** was. She 38

crossed the alley and **moved** toward the steps to her house, 39

but she was still not very far **from** the skunk! She went up 41

the **steps** and let herself into the house **as** quickly as she 43

could. At last, **she** closed the door behind her. 44

Keep going ►

She **grabbed** the jar of salad dressing off **the** kitchen 46
 counter. When she left, she **used** the front door instead and ran 47
the long way around to the neighbours' **house** . 49
 When Nancy came into the house **panting** and holding 50
 the jar, her mother **exclaimed** , “Wow, that was fast!” Then, 51
 Nancy **entertained** everyone with the story of her **near** miss 53
 with the skunk. They all agreed she had been very brave and
 clever.



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The Record

It had been a long and rainy week. Jax and Sadie had been
stuck **inside** their apartment with their dad the **whole** time. 2
They were incredibly bored. Sadie **and** Jax kept asking each 3
other what **they** could do for fun. 4
The way **they** repeated the same words over and **over** 6
sounded almost like a tune, so **their** dad strummed a few chords 7
on **his** guitar and sang, “What can we **do** ? I’m so bored.” 9
Jax and Sadie **frowned** at him. It wasn’t funny. Boredom 10
is a serious problem. 11
Their dad suggested **that** the two of them make an 12

Keep going ►

album

together.

13

“It’s too hard,” Jax complained.

That’s

“ your solution to everything,” Sadie said.

14

Dad

said

, “What if you write one song

every

day for

16

a month? Then at

the

end, we’ll choose the best ones

and

18

record them together.”

Jax asked what

they

would write songs about.

19

Their dad

said

they could write about whatever they

20

liked

. They could write about what was

going

on, whatever

22

they were thinking about

and

feeling. That way they’d have a

23

record

of a special time in their

lives

25

Keep going ►

“Oh, Dad!” Sadie said.

But they **decided** to try. Every day after lunch, **the** 27
kids got together with a pencil **and** a piece of paper. After 28
coming **up** with an idea, they worked out **lyrics** and a tune. 30
It was hard **work**. 31
In the end, they wrote twenty-eight **songs** together. Then, 32
their dad helped them **choose** the best twelve. They recorded 33
them **together** on their dad’s equipment. Their dad **played** 35
guitar, Sadie was on keyboard, Jax **played** bongos, and they all 36
three sang. **Their** dad did the editing. Jax and Sadie **drew** 38
the album art and wrote down **the** titles of the tracks. Their dad 39

Keep going ►

suggested they call the record “Makin’ the Most of It.”

40

The songs were about all sorts of **different** things. One

42

was about seeing a **scary** dog out in the yard. Another **was**

44

about how much Jax and Sadie **hated** getting their hair washed.

45

Another was **about** eating the best burrito in the **world**. That

47

one was Sadie’s idea. Jax **came** up with a song about what

48

would happen if clouds were made of **ice** cream. There

50

were other songs about **having** nightmares, hating homework,

51

learning to do **a** cartwheel in the living room, and Dad’s

52

best bedtime stories.

53

They listened to the **album** a few times and shut it

54

Keep going ►

off. It began to rain. Jax lay **on** the sofa. Sadie looked **56**
out at **the** falling rain and said: “What can **we** do now? I’m **58**
so bored.”



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Practice Passage

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The Essay

The day before school holidays, Mrs. Pearl gave Bobby's
class an essay for homework. It was the first time that **she** had 1
asked them to write an essay, **and** Bobby and his classmates 2
were nervous.

“**I'll** make this fairly simple,” she said. “**Choose** 4
any topic you like and write **a** two-page report on that 5
subject.”

It **sounded** easy enough. Bobby didn't know what **he** 7
would write about, but he wasn't **too** worried. Someone in the 8
class asked **when** the essay was due. 9

Keep going ►

Mrs. Pearl **said**, “I’d like to see your essay **on** my 11
desk the Monday we return.”

Bobby **quickly** counted that they had nine days, **which** 13
seemed like plenty of time. Of **course**, he wouldn’t be able to 14
start **right** away. Plans for this weekend had **been** made. 16

After school, he was going **straight** to his grandma’s 17
house. She lived **only** two blocks from the school. He’d **spend** 19

the weekend there, having fun, and **helping** with yard work. The 20
essay would **have** to wait until he returned home **on** 22

Monday. That still left him a **full** week to write the essay, if 23
only he could come up with an **idea**. 25

Keep going ►

When he arrived at his grandma's **house**, she welcomed 26
him with a hug **and** a snack. While he was eating, **she** looked 28
into his eyes and asked **what** was on his mind. He shrugged 29
and shifted in his chair. 30
She said, "**You** know I can always tell when **you're** 32
worried about something."

He told her **about** the assignment, and she said it 33
sounded like a fun project. She asked **what** he wanted to 35
write about. He **made** a sour face. Then he admitted **he** had 37
absolutely no idea what to **write** about. 38
The next day, after breakfast, **his** grandma walked him 39

Keep going ►

over to their **local** library. She said the library was **a** great 41

place to learn new things **and** get ideas. When they got there, 42

she asked the librarian to give Bobby **a** tour. 44

He had been to the **library** many times, but he always 45

learned **new** things he hadn't known. He knew **there** are lots 47

of comfy chairs where **a** person can sit and read and **not** be 49

disturbed. He learned that there **are** large tables and small desks 50

where **one** can study or write notes. He **also** learned that all 52

the people who **work** there are very nice. They are **happy** to 54

help you find whatever you're **looking** for, even when you 55

aren't sure **what** you're looking for. In the end, Bobby wrote his 56

Keep going ►

essay about the library.



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: _____

Atlas

Atlas is my Grandpa's dog. He looks enough like a wolf

that people always look twice when they **first** meet him. His 2
fur is a **mix** of dark and light greys. He **is** two years old 4
and weighs almost forty six **kilograms** . That's more than I 5
weigh!

Atlas **is** a Husky, and Grandpa has trained **him** very 7
well. Atlas has a loud **bark** that can be scary, but in **truth** he is 9
gentle and friendly. He **is** sweetest with kids like me, but 10
he likes everyone. 11

He was born on **a** farm. The family that owns the **farm** 13

Keep going ►

breeds dogs. Every time a new **litter** is born, the family selects 14

one **or** two puppies to keep for the **farm** and sell the rest. 16

Atlas' parents **are** both Huskies, and their parents were Huskies, 17

too. The same is true for all **of** his ancestors. That makes 19

Atlas what's **known** as a full-blooded dog. 20

Grandpa has **the** papers that prove Atlas is full-blooded. 21

One of the papers even looks sort **of** like my own birth 23

certificate. Grandpa **says** that many people make the mistake 24

of thinking Atlas is a wolf. "It's **nice** to have proof he's not 26

a **wolf** for any nervous people who come **to** visit," he jokes. 28

Atlas is so **sweet**, I don't see how anyone could **mistake** him 30

Keep going ►

for a wolf.

Atlas may **be** a very smart dog, but once **he** did the 32
silliest thing. Grandpa let **him** off his leash to run loose **in** 34
the backyard, which is fenced in **on** all sides. It was a sunny 35
day, and glare hurts my grandpa's eyes, **so** he went back 37
inside to get **his** sunglasses. 38

A minute later, when he **came** out, Atlas was nowhere in 39
sight. Grandpa **whistled**. Atlas barked. Grandpa whistled 40
again, and Atlas **barked** again. Then Grandpa looked up. He 41
couldn't believe his eyes. There, balanced on **the** branch of 43
a tree, was Atlas. **On** another branch, several metres higher, was 44

Keep going ►

a cat. Somehow Atlas had climbed halfway **up** a tree chasing **46**

a cat. Now **he** was scared and stuck there. **47**

Grandpa **pulled** an old board from beneath the **deck**. It **49**

was a leftover piece of **timber** about three metres long. He **50**

leaned **it** against the branch. The board was **only** about 20 **52**

centimetres wide, but Atlas **managed** to walk down it. Grandpa **53**

says he's pretty sure Atlas thinks twice before chasing cats now.

