



Dynamic Indicators of Basic Early Literacy Skills 8th Edition

Australasian Version

Maze Progress Monitoring

Grade 5

AU-Year 5 | NZ-Year 6

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

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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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Practice Passage

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

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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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Practice Passage

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Correct: _____

Incorrect: _____

Adjusted Score: _____

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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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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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	48
			family	on summer	
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	59
			to		

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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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. **There** 24

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, reflex, **9**

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 

the	surface of our eyes. That's one	reason	why it's important to blink when	our	17
	eyes are busy with activity. Our	brains	tend to forget to blink when	we're	20
	on reading or looking at	a	screen.		21
	Another type of tears are	reflex	tears. These become active whenever our		22
eyes	are irritated from dust particles too		to see, or from something else		24
in	the air, such as smoke or	pollen	. Often the vapours from perfumes, and		26
	odours from some foods, such as	onions	, will irritate the eyes. Too much		28
the					
bright	light or warm, dry air is	enough	to get your reflex tears flowing.		30
	The	third type of tear is emotional.	They	are the tears most people know	32
best	. They are activated by strong feelings.		When	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 really **40**

hard.

Emotional tears contain more proteins than basal **or** reflex tears. In these **42**
 extra proteins **are** stress hormones, which is why it's **healthy** for our body to get rid **44**
of them. If stress hormone levels build **too** high, they can affect our mood **and** **46**

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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Incorrect: _____

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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**, 1
fresh air between the trees. We **wanted** to look for wildflowers and see **if** the 3
recent rainfall had brought any **mushrooms** out on the dead logs. 5
The **leaves** on the trees were just coming **out**. They looked like little green 7
nubs **close** up, but from afar they made **a** pale green haze over the landscape. 9
There were bright feathery green plants pushing **up** from the ground through the 11
dead **leaves** left from the autumn. We saw trout lilies **growing** at the base of some 13
trees. **Trout** lilies have wide, dappled deep green **leaves**, a slender stalk, and 15

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 slabs 31

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

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 **and** 39

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 an 46

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

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

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 around 14
a bit of **dust** or grit. Scientists call them "mice" **because** they do not stay in one 16

Keep going 

place, growing on some kind of support **like** a rock or a branch, the **way** moss **19**
 usually does. Large numbers of **them** sit on top of the ice **and** roll together as a **21**
 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 knows **32**
 why. It's not random, **but** it doesn't appear to be caused **by** the wind or the sun or **34**
the slope of the ice. Scientists say **they** are baffled and hope that more **study** **36**
 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

57

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

that.



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Practice Passage

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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** snowdrifts **37**

Keep going



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

live without any **electricity** for a while, including my mother **and** me. **41**

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**

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

Keep going



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** bannocks

63

were twice as big, with **more** bite and much more flavour. He **always** used barley

65

flour and fresh goat's **milk**, mixing everything in a big wooden **bowl** that she

67

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

69

smile seemed to **freeze** on her face for a minute. **Then** she sighed and said, "My

71

dad **would** shape the dough into circles the **size** of pizzas. Then, he'd toss them

73

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

75

Keep going



and that sizzling sound,” she said.

