



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

*Maze* Progress Monitoring

Grade 8

Administration Directions and Scoring Keys

Examiner script

**I am going to give you a worksheet. When you get your worksheet, please write your name at the top and put your pencil down.**

(Hand out the Maze student worksheets. Make sure students have written their names down before proceeding.)

**You are going to read a passage with some words missing from it. For each missing word you will see a box with three words in it. Your job is to circle the word you think makes the most sense in the context of the passage. Let's look at the Practice Passage together. Listen as I read.**

**Tom goes to a school far from his house. Every morning, he takes a school (pause) art, bus, work (pause) to go to school.**

**Let's stop there. Let's circle the word "bus" because I think "bus" makes the most sense here. Listen to how that sentence sounds now.**

**Every morning, he takes a school bus to go to school.**

**Now it's your turn. Read the next sentence silently to yourself. When you come to a box, read all the words in the box and circle the word that makes the most sense to you. When you are done, put your pencil down.**

(Allow up to 30 seconds for students to complete the example and put their pencils down.)

If necessary, after 30 seconds say **Put your pencil down.** As soon as all students have their pencils down, say **Good job.**

**Now listen. In the (pause) afternoon, library, morning (pause), he also takes a bus home. You should have circled "afternoon" because "afternoon" makes the most sense. Listen. In the afternoon, he also takes a bus home.**

**Okay, when I say "Begin," turn the page and start reading the passage silently. Start on the page with the title. When you come to a box, read all the words in the box and circle the word that makes the most sense in the passage. You will stop when you come to a stop sign or I say Stop. Ready? Begin. Start the timer.**

At the end of 3 minutes, stop the timer and say **Stop. Put your pencils down.**

Reminders

|             |  |
|-------------|--|
| Start timer | Start the timer after you say <b>Begin.</b>  |
| Prompts     | If a student starts reading the passage out loud, say <b>Please read the passage silently.</b> (Repeat as often as needed.)<br><br>If a student skips an entire page, say, <b>Please be sure not to skip pages.</b><br><br>If a student stops working, say <b>Please keep going until I tell you to stop. Just do your best work.</b> (Repeat as often as needed.) |
| Discontinue | There is no discontinue rule. Every student should be encouraged to try their best until three minutes have passed.  |

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

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

### Practice Passage

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

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

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

## The Ukulele

The ukulele is a stringed instrument that looks like a very small guitar. It is certainly

related to the **guitar** since both instruments are members of **the** lute family, but **2**

guitars usually have six **strings**, and ukuleles have four or four **sets** of two. The **4**

ukulele was developed **in** Hawaii. It was developed from a Portuguese **stringed** **6**

instrument, which was brought to the **islands** by immigrants. **7**

Ukuleles typically come in four **sizes**: soprano, concert, tenor, and baritone. **8**

Each **of** these sizes has a distinct tone. **You** can learn to recognize which one **is** **11**

which by listening to ukulele music **until** your ear naturally alerts you to **the** size **13**

of the instrument that is **being** played. The smallest size is a **pocket** ukulele, and **15**

only sixteen inches long. **The** largest ukulele is thirty-two inches long. **16**

Keep going 

**The** first ukuleles were built by immigrant **cabinet** makers in the late nineteenth century. **They** were embraced by the Hawaiian people **as** soon as they appeared. Their popularity **was** encouraged by the last king of **the** islands. The king, whose nickname was **the** Merrie Monarch, was a great patron **of** the arts. Previous kings had converted **to** Christianity and suppressed the native arts **and** culture like hula, surfing, and ancient **chants** and songs. But this king worked **hard** to bring the native arts back **into** currency. The king loved to hear **ukulele** music, and he loved to play **it** himself and sing for guests. After **he** died, his sister became queen and **continued** his work. She was a great **promoter**, singer, and composer of native music. **A** famous song was composed by her.

Keep going 

**The** ukulele first became popular in the **mainland** after a Hawaiian guitar 37  
 and ukulele **group** was featured at a festival in San Francisco **in** the early part of 39  
 the last **century**. Celebrities and songwriters began to play **the** ukulele. It became a 41  
 favorite instrument **for** hobby players. People liked the sound, **and** it was inexpensive, 43  
 easy to carry, **and** easy to learn. Soon it was **a** staple of the so-called Jazz Age. 45  
**The** sound of the ukulele was suddenly **everywhere**. 47  
 But this was only the first **boom** period for the ukulele. With the **close** of the 49  
 Jazz Age, the popularity **of** the instrument began to decline. The **sound** had become 51  
 associated in people's minds **with** a light and carefree way of **life** and starting 53  
 with the Great Depression, **it** was no longer as popular on **the** radio. However, after 55

Keep going 

World War II **there** was another ukulele boom maybe because **soldiers** returning by **57**

way of Hawaii often **brought** ukuleles back with them as keepsakes. **Soon** a major **59**

manufacturer began mass producing **plastic** ukuleles, which were so affordable that **60**

**anybody** could buy one. Ukuleles became widely **used** in schools to teach musical **62**

appreciation. **There** was another slow decline in the **popularity** of the ukulele in **64**

subsequent decades. Thankfully today, however, we are in the middle of the third ukulele

boom since the instrument was first brought to the mainland.



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

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

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| work |

 to go to school. In the 

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| afternoon |
| library   |
| morning   |

, he also takes a bus home.



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

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

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

## The Perseids

If you go outside on a dark night in the middle of the late summer in the Northern

Hemisphere, you might get lucky and see part of the Perseid meteor shower. A meteor is

the flash of **light** we see when a meteoroid, a **piece** of dust or debris left behind **2**

**in** the wake of a comet, enters **the** Earth's atmosphere. A meteor is what **4**

**we** often call a falling star or **shooting** star. **6**

Usually you must stay up **late**, far past your usual bed time, **to** see the **8**

most intense Perseid showers, **with** meteors blazing across the sky every **few** seconds. **10**

These showers are sometimes called **meteor** storms when the activity becomes frenzied **11**

**enough**: up to one thousand meteors in **a** single hour. Some people like to **take** **14**

a blanket from the house and **lie** outside on the lawn to view **these** displays. There **16**

Keep going 

are even people who **make** themselves a snack in advance or **a** thermos of hot tea or 18

cocoa **to** enjoy while watching the meteors. 19

Even **though** the most intense meteor activity usually **occurs** between 21

midnight and dawn, the Perseid **showers** can be seen in the evening **also**. If you are 23

watching the sky **in** the evening and happen to **get** very lucky, you might see a 25

**rare** but extremely memorable earth-grazer: a long, **slow**, colorful meteor 27

traveling horizontally across the **whole** span of evening sky. 28

The Perseid **meteor** shower occurs every year. At its **peak**, during the second 30

week in August, **in** the hours just before dawn, as **many** as eighty meteors per hour 32

may **be** visible. The parent body of the Perseid **meteors** is the comet Swift-Tuttle, 34

Keep going 

discovered by Lewis Swift **and** Horace Parnell Tuttle just three days **apart**. 36

The Swift-Tuttle is the largest known **object** that passes by the Earth repeatedly. 37

**It** takes over one hundred years to **orbit** the sun. The last time it **was** visible from 40

Earth was before you **were** born. It will appear again over **a** century from now. 42

The Perseid meteor **showers** are called that because they seem **to** originate 44

from the large constellation of Perseus **in** the northern sky. However, the real 45

**source** of the meteor shower is the **dust** and debris left in the wake **of** the Swift- 48

Tuttle comet. When the Earth **passes** through the comet's wake, some of **this** dust and 50

debris enters the atmosphere **and** ignites. The bright bursts of light **that** streak across 52

the sky, which we **call** shooting stars, are flaming bits of **space** dust. But sometimes 54

Keep going 

the meteors are **not** completely burnt up in their rapid **flight** through the atmosphere.

If they do actually land on the Earth's surface, then they are called meteorites.





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

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

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

# Opera Singers

When I think of opera singers, I picture highly emotional, big people in elaborate

costumes. I picture them standing in the **middle** of a stage with their arms **slightly** 1  
raised from their sides, and their **mouths** shaped like an “O”. I imagine **them** singing 3  
long, prolonged words I can’t **understand**, with their voices swooping and swerving 5  
**and** bouncing and wobbling. Why do opera **singers** sing like that? 7  
The short answer **is** they sing like that because they **don’t** use microphones 9  
and they need to **reach** a whole hall of people, from **the** front to the back, over a 11  
**full** orchestra, without damaging their voices. Also, **an** opera is usually between 13  
two and **a** half and three hours long. Between **lessons**, coaching, rehearsals and 15  
performances, an opera **singer** spends many hours every day singing. **The** opera style 17

Keep going 

of singing helps to **conserve** the voice.

18

The opera singing technique **was** developed in Italy a long time **ago**. It was

20

called by Italian words **that** mean “beautiful singing.” The mouth is **opened** wide to

22

amplify the sound, and **the** mouth, jaw, and throat are relaxed **to** let the song come

24

out without **straining** the vocal chords. The strength to **support** the sound comes

26

from the abdomen, **and** the singer must carefully manage their **breathing** to produce

28

long, intricate phrases. This **kind** of singing is best expressed in **vowel** sounds.

30

English-speaking listeners may not understand **the** words because most operas were

31

written **in** Italian, German, or French. In the **old** days, when you went to the

33

**opera** you were handed a little book **at** the door that contained the translation

35

Keep going



**of** the lyrics which would be sung **onstage**. These days, however, you are more **likely** to just read the subtitled translation **projected** above the opera stage – or, if **you** watch the opera on television, the **subtitles** at the bottom of the screen.

**Not** all opera singers are big, but **some** are. It has become a truism **in** our world to say that opera **singers** are fat. They are not. Some **opera** singers believe that a bigger body **is** better able to support a bigger **sound**. Other people say that opera singers **are** not as big as they look, **but** that years of breath training has **expanded** their rib cages.

Like most other **forms** of art, the more you learn **about** the history and the techniques and **even** the personalities involved in it, the **more** you appreciate the

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Keep going 

artwork. Opera originated **during** the Renaissance, in the Italian city **of** Florence, 57

where it quickly split into two **main** types: one was formal and dignified **and** was 59

usually performed at a royal **court**, while the other was boisterous and **comical**, and 61

was performed on outdoor stages **at** festivals. However, it was in the Romantic **era** 63

that opera as we know it **came** into being, with rich and emotive **vocal** performances 65

and the “beautiful” style of **singing**. Operas are still being written today, but many of 66

them are “rock operas”!





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

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

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

# Hurricane

A hurricane is a kind of tropical cyclone. A tropical cyclone is a storm **that** begins 1  
over the warm waters of **a** tropical ocean. It features strong winds **and** heavy rains 3  
that swirl around a **calm** center. For a tropical storm to **become** a hurricane, the 5  
maximum sustained winds **must** be blowing faster than 74 miles **per** hour, which is an 7  
indicator of **the** intensity of the storm. 8  
Hurricanes are **categorized** by their wind speed and ranked **from** one to five. 10  
The lowest category **of** hurricanes has winds that just meet **the** maximum sustained 12  
wind requirement. The highest **category** of hurricanes has winds of more **than** 156 14  
miles per hour. Sometimes the **maximum** sustained winds blow much, much faster 15  
**than** this. Hurricane winds have sometimes been **measured** at over 225 miles per 17

Keep going 

hour!

are one type of tropical cyclone.  those tropical cyclones **Only** 19

that originate in  Atlantic basin or in the eastern  central North Pacific oceans **the** **or** 21

are called **hurricanes**. Many hurricanes begin and end out  sea, never making **at** 23

landfall anywhere. Those  do come to land usually die  after just a day or **that** **out** 25

two.  they can be very destructive while  last, causing floods and sometimes **But** **they** 27

sweeping  and boats out into the open . **houses** **sea** 29

A hurricane that made landfall in  Florida Keys in the middle of  **the** **the**

last century is still considered among  most intense storms in the history  of the **the** **of** 31

United States. This hurricane had  and pressure so powerful that it  **winds** **knocked**

a train delivering emergency relief  right off the tracks. It also  **supplies** **temporarily** 35

Keep going 

washed out nearly all of the **land** bridges connecting the islands. When the **storm** 39

surges withdrew and the winds quieted **down**, people found fishing boats perched in 40

**the** tops of trees. 41

Hurricane season begins **in** the late spring and continues into **the** fall. It 43

peaks in late summer. **Each** year there are usually a handful **of** hurricanes. A few of 45

those are **usually** major hurricanes, requiring people living on **the** coast to make 47

careful storm preparations **or** sometimes to evacuate the area completely. 48

**For** years, hurricanes have been given names **by** meteorologists and news 50

agencies to talk **about** them and share information. In earlier **times**, hurricanes were 52

named after the places **or** things they hit. But now they **are** given names like people 54

Keep going 

are. The National Hurricane Center **maintains** lists of names, alternating male and

55

**female** names in alphabetical order. You can **tell** how many hurricanes there have

57

been **in** a given year by the letter **of** the alphabet of the last hurricane

60

**that**

year. Sometimes names get recycled, but when a hurricane is especially strong and

destructive, its name is never used again for any other hurricane.





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

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

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

## What is a Victorian?

Have you ever heard someone refer to a house as “a Victorian?” What does

“Victorian” mean?

The term “Victorian” **comes** from the name of a former **queen** of England, **2**

Queen Victoria. The expression “Victorian era” **refers** to the period during which she **3**

**ruled**. Many important changes took place in **the** Victorian era, including profound **5**

changes to **daily** life. In fact, many historians say **that** modern life as we know it **7**

**began** during the era. **8**

During the Victorian **era**, there was an incredible amount of **technological** **10**

progress. Railroads, steamships, cameras, and sewing **machines** were invented. Electric **11**

lights also became **widespread**. Medicine steadily improved. For the first **time** in **13**

Keep going 

history, people could connect instantly **over** long distances through the telegraph, a 14

**system** for sending messages along a wire. **Imagine** how different life must have 16

been **before** these things! 17

Modernity improved life in **many** ways, but it also created new **challenges**. 19

For example, advances in agriculture and **industry** fueled a population boom in which 20

London **became** the biggest city in the world. **As** cities grew larger and factories 22

became **more** common, there was also an increase **in** poverty, pollution, and crime. 24

Some of **the** earliest police forces were created in **response** to these trends. Many 26

historians have **also** suggested that there was an increase **in** anxiety during this 28

period due to **all** the rapid changes. Victorian era novels, **such** as those featuring 30

Keep going 

Sherlock Holmes, reflect **anxiety** about science, crime, social class, and England's **31**

**global** culture. **32**

Housing underwent some important changes **during** the Victorian era, too. To **33**

keep **up** with the growing population, many new **houses** had to be built. Thanks to **35**

**new** technologies like railroads, these new houses **could** be built out of durable **37**

materials, **like** brick and stone. Many houses built **during** the Victorian era survive **39**

today because **of** increased access to these materials. **40**

So **what** is a Victorian house? A Victorian **era** house refers to any house built **42**

**during** the Victorian period. The house might **be** a mansion, a medium-sized **44**

house, or **a** series of small houses that are **connected** to one another. In other words, **46**

Keep going 

**the** term “Victorian” describes the house’s age, **not** its style. That said, Victorian **48**

houses **often** had features that older houses did **not** : lights, hot water, and plumbing. **50**

They **also** tended to conform to popular styles **of** the time, such as the gothic **52**

revival **style** , which imitated the appearance of medieval **buildings** , and the Queen **54**

Anne style, notable **for** its large round towers. **55**

Because Victorian **era** houses are some of the oldest **houses** with modern **57**

features and styles, it **is** often possible to identify them by **sight** . Queen Victoria **59**

had the second longest **reign** in England’s history. If you see an old but modern house, **60**

there is a good chance it is a Victorian.





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

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

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

## Double Dutch

Double Dutch is a rope skipping game. In Double Dutch, two ropes are **spun** in 1  
opposite directions by two rope-spinners, **while** one or more players jumps inside 2  
**the** spaces of the two spinning ropes. **Just** like the game of single jump **rope**, 5  
the trick is to use rhythmic, **patterned** movements to avoid getting touched by **the** 7  
whirling rope.

It is a very **entertaining** sport to watch, both because of **the** suspense of 9  
wondering how long the **player** can last and because the motions **are** so rhythmic 11  
and graceful. Sometimes the **ropes** speed up and sometimes they slow **down**. When 13  
the ropes are spinning at **their** fastest, they blur so that you **can** hardly see them. 15  
No one knows **exactly** how the game originated, but some **think** it might have 17

Keep going 

started in ancient **times**, when rope making was a common **and** specialized profession. 19

Rope spinners would tie two **strands** of a plant called hemp to **a** wheel and then 21

walk backward while **twisting** the strands into a single strong **rope**. While the rope 23

spinners worked, boy **runners** would dash back and forth delivering **bundles** of hemp, 25

and they often had **to** jump over or duck under the **twisting** ropes stretched out in 27

their paths. **To** do this effectively required quick feet, **a** good eye, and body strength. 29

The Dutch **were** the first people to make double **rope** jumping into a systematic 31

sport with **definite** rules. They brought the game to **this** country, which is why it 33

was **named** after them. 34

Double Dutch became very **popular** in urban areas all over the United States. 35

Keep going 

**Often** people sang rhymed verses while spinning **the** ropes and jumping, and the 37

challenge **of** reciting old or coming up with **new** verses became an important part of 39

**the** game. However, after the Second World War **the** popularity of the game began 41

to **steadily** decline. Some people think the decline **of** the sport was due to the 43

**spread** of radios and then television. Others **think** it had something to do with 45

**the** fact that there were fewer and **fewer** parks and open spaces in cities **for** 48

jumping rope in.

But in the **decade** of the 1970s, the sport was **revived** and given a fresh set of 50

**rules** for competition. It was adapted from **a** street or schoolyard pastime into a 52

**regular** team sport. As the new version **of** the rope jumping sport became more 54

Keep going 

**popular** with young people, free styles of **jumping** rope emerged onto the scene. 56

The **jumpers** began doing flips, dance moves, and **extra** complex footwork while 58

jumping.

Double Dutch **is** now a recognized varsity sport in **many** public high 60

schools. The National Double Dutch League **has** camps and tournaments every year 61

in **which** teams from nearly every country on **Earth** participate and compete against 63

each other **for** prizes. Maybe someday Double Dutch will be an Olympic game! 64





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

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

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

## A Hike to Remember

That breezy tropical morning Moira, Jim, and Silas pedaled their bicycles on the asphalt road up through the mountains to the trailhead at Reef Bay. It was an hour's ordeal

and **people** arrived at their destination exhausted and **sweaty**. 2

Dismounting, they left their bicycles semi-concealed **in** the dense bushes by 3

the road, **and** Moira fastened the straps of her **knapsack** that contained their three 5

bottles of **water**, three sandwiches, a sketchbook, and a **box** of artist pencils. 7

Moira sang in **disconnected** phrases to herself as she strode **ahead** in her 9

hiking boots and shorts, **bare** legs flashing in the sunrays that **blazed** down 11

through the thick, leafy green **forest** canopy. Jim followed her in and **out** of the 13

chilling shadows, stepping carefully **over** twisted roots and boulders. Behind Jim 14

Keep going 

**wobbled** Silas, who had shorter legs and **at** moments had to break into a **jog** 17

to keep up with his older **siblings** . 18

The rock-strewn trail descended in switchback **turns** through a virgin rainforest 19

deep with **shadows** and ringing with startling bird songs, **and** the humidity of the 21

stagnant air **made** the three children sweat even harder. 22

**They** heard the ringing and clattering of **the** waterfall from far off. When 24

they **stepped** into the narrow clearing from the **depths** of the forest, they all stood 26

**immobile** for a moment, gazing at a **secluded** pool surrounded by bare, smooth 28

rocks. **Water** thundered down from high above and **trickled** in many different 30

small streams into **the** pool. 31

Keep going 

“Beautiful,” Moira said. “Yes, magical,” Jim **replied**.

32

Jim stepped down into the pool **and** waded, up to his knees in **water**, across

34

to the petroglyphs. The intricate **stone** carvings were just a few feet **above** the

36

water’s surface. One could only **see** them dimly in the filtered, emerald-green

37

**jungle** light.

38

Jim scooped dark water in **both** hands and poured it over the **rock** to make

40

the petroglyphs stand out **more** clearly. Some of the carvings looked **like** animals,

42

others like human faces – while **others** seemed to be mere abstract geometric

43

**zigzags**, spirals, and other patterns.

44

Moira took **her** sketchbook and pencil box out of **the** knapsack and Silas

46

Keep going 

watched as she **made** rapid pencil drawings. 47

“They’re at least three thousand **years** old,” Silas said in a murmuring 48

**undertone** . “Do you know that?” 49

Silas had **read** about these carvings in his color-illustrated **school** textbooks, 51

but it made him oddly **lightheaded** to stand here and see them **exactly** where they 53

had been made three thousand **years** ago. 54

Then Jim looked straight up **and** said, “Wow.” Silas and Moira craned **their** 56

necks to gaze upward also.

Thousands **of** white butterflies were whirling in the **air** over the dark pool. 58

At the **top** of the roaring falls, Silas saw **even** more darting butterflies, with quick 60

Keep going 

flashes **of** yellow and orange fluttering amid the **cloud** of white. 62

Silas suddenly asked, “What’s **the** lifespan of a butterfly?” Moira shut **her** 64

sketchbook, clicked her tongue on the **roof** of her mouth and replied, “Oh. 65

**These** ? Just a few days, I think.” 66

Silas shivered, thinking about these prehistoric petroglyphs deep down below and the beautiful, transitory butterflies fluttering in the clear sunlight high above.

Keep going 

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

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

## Swimming in the Ancient World

Human beings have been swimming for a long time. In a cave in the Sahara Desert,

**in** Egypt, there are rock paintings that **may** be 10,000 years old that appear **2**

**to** show people swimming. It might seem **strange** to think of swimming in a **4**

**very** dry and sandy desert—and some **scholars** do not believe that the figures **in** **7**

the painting are actually swimming—but **at** the time the paintings were made, **the** **9**

climate was different, and the Sahara **was** wet and green. **10**

Wall carvings excavated **from** the ruins of a palace in **what** is now Iraq, **12**

that date to **the** 860s BC, show Assyrian soldiers swimming **across** a river. Some **14**

swim freely, and **others** use inflated animal skins as flotation **aids**. **16**

The world’s oldest swimming pool, known **as** the “Great Bath,” was constructed **17**

Keep going 

in **what** is now Pakistan in the 3rd millennium BC. **It** was made of bricks that **19**

were **sealed** water-tight with tar, and there are **steps** leading into it at either end. **21**

**It** is about twenty-three feet wide, thirty-nine **feet** long, and eight feet deep. **23**

Scholars **believe** the pool was used for rituals **or** religious ceremonies. **25**

The ancient Greeks were **good** swimmers. Theirs was a maritime culture **26**

**that** used boats for fishing, trade, and **war**, so children were taught to swim **by** **29**

their parents when they were very **young** Plato, the great Greek philosopher, said **30**

**that** an educated person should know how **to** read, write, and swim. Young men **32**

**were** trained for adulthood and military service **in** gymnasiums; like our modern **34**

gyms, the **gymnasiums** were places for athletics and exercise, **including** **36**

Keep going 

swimming, but the young men who **attended** them also studied academic subjects. 37

Young **women** did not go to the gymnasiums; **they** were trained in domestic skills 39

and **married** at a young age. But, there **is** one famous swimmer who was a 41

**woman**: Hydna of Scione. In 480 BC, **when** the Greeks were engaged in a **sea** 44

battle with the Persians, Hydna and **her** father swam ten miles out into **the** sea 46

during a storm and dove **under** the Persian ships. Together, they cut **the** ropes holding 48

the ships in place, **causing** them to drift away and crash **into** each other. 50

Like the Greeks, the **ancient** Romans loved water. They built public 51

**bathhouses** that had hot pools and cold **pools** for getting clean and relaxing in, 53

**and** swimming pools for exercise. Watery spectacles **were** arranged for the 55

Keep going 

emperors in lakes **or** flooded amphitheaters; sometimes naval battles were 56

**re-enacted**, and sometimes women, acting as water nymphs, **put** on displays of 58

synchronized swimming. The **world's** first heated swimming pool was built **by** 60

Gaius Maecenas, a wealthy Roman politician **and** patron of the arts. The pool **was** 62

heated by wood fires that burned **in** a basement underneath it. It was surrounded by 63

luxurious gardens that included statues, libraries, an aviary, and a place to ride horses.





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: \_\_\_\_\_

## Deep Sea Treasure

More than a century after the Titanic hit an iceberg and sank into the depths of the North Atlantic Ocean, the remains of the ship were hit again, this time by a small submarine.

The small, two-person sub was filming **a** documentary when intense currents **1**  
overwhelmed the **vehicle**. No one onboard was harmed. And **the** only damage to **3**  
the sub was **a** rust stain on one side. It's **unclear** if the wreck of the Titanic **5**  
**sustained** any damage. **6**

The collision was revealed **in** court documents filed during a legal **battle**. **8**

The case involves a company eager **to** “cut open the hull and extract **artifacts**” **10**  
from the sunken ship. They are **seeking** legal permission to do so. **11**

Though **many** items have previously been recovered from **the** shipwreck area, **13**

Keep going 

no one has ever **been** permitted to seize anything from inside **the** ship. 15

One of the items the **company** hopes to retrieve is a wireless telegraph **from** 17

a soundproof room. This is the **same** telegraph that was used to transmit **distress** 19

calls shortly before the ship sank. **In** 1912, the device was considered state-of-the-art 20

**technology**. 21

Among the last messages sent out **were** these: 22

“We are putting passengers off **in** small boats. Women and children in 23

**boats**. Cannot last much longer. Losing power.” 24

**The** final message was: “Come quick. Engine **room** nearly full.” 26

The last time that **divers** got a close look at the **wreck** of the Titanic, the ship 28

Keep going 

didn't **look** to be in very good shape. **Some** experts predict that the wreckage might **30**

**only** have another 30 years before the **interior** structure collapses upon itself. **32**

Scientists blame **a** newly discovered form of bacteria, which **is** eating away at the **34**

rusted iron, **gradually** breaking it down. Eventually, all the **metal** will disintegrate **36**

entirely. One scientist said **that** it is fascinating how the Titanic **is** being consumed **38**

by the ocean while **providing** shelter for a remarkably diverse number **of** sea **40**

creatures.

The Titanic is one **of** the most famous ships in history, **recognized** at the **42**

time for its fancy **design** and solid construction. Capable of holding 2,400 **43**

**passengers** and roughly 900 crew members, the **monstrous** ship weighed over **45**

Keep going 

46,000-tons. It measured 882 **feet** long, the length of four city **blocks**. Onboard **47**

was a swimming pool, a **gym**, numerous elegant cafes, and several plush **dining** **49**

rooms.

Apparently, the Titanic fell to **the** seabed in two pieces and now **rests** at **51**

the bottom of the Atlantic Ocean. **When** it went down, just four days **into** its **53**

maiden voyage, several millionaires were **among** the passengers. So, there is speculation **54**

**that** many other treasures, such as gold **and** diamond jewelry, might be recovered. **56**

One **of** the millionaires who went down with **the** Titanic was Benjamin **58**

Guggenheim. He drowned **along** with his chauffeur, René Pernot, and **his** valet, **60**

Victor Giglio. Guggenheim's French mistress **and** her maid were also aboard, but **61**

Keep going 

Guggenheim **made** sure they got onto a lifeboat **together**. He and his valet then **63**

returned **to** their stateroom to get dressed. After pinning a rose in his buttonhole, **64**

Guggenheim is reported to have said, “We’ve dressed up in our best and are prepared to go down like gentlemen.”



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

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

### Practice Passage

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

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

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

## Backyard Foxes

One Sunday in April, the Phan family woke to discover that a family of foxes had  
taken up residence in their backyard. Mr. Phan, who was the first **to** spot the animals, **1**  
counted two adults **and** four kits, which is what baby **foxes** are called. He told his **3**  
wife **over** breakfast that from the look of **the** adults, they appeared to be a **family** **6**  
of red foxes, a variety fairly **common** to the area. **7**  
As Mrs. Phan **poured** another cup of coffee, she confessed **to** seeing a long, **9**  
furry animal with **short** legs and a bushy tail sniffing **around** the far edge of the **11**  
property **several** weeks earlier, sometime around early March. “ **I** thought it was **13**  
just some neighbor’s **dog** that had gotten loose, but I **bet** that was the mother fox **15**  
searching **for** a suitable place to make a **den**,” she said. **17**

Keep going



Her husband agreed that **the** animal she'd described was probably a **fox**, 19

though he questioned if it was **the** vixen, which is what a female **fox** is called. He 21

pointed out that **red** foxes are typically monogamous creatures and **that** a pair will 23

usually mate for **life**. When the time came to start **a** family both the male and the 25

**female** worked together to build a burrow **and** raise the young. 27

Mrs. Phan sipped **her** coffee and studied her husband's face **as** he spread 29

strawberry jam on a **slice** of toast. "Exactly when did you **become** such a wildlife 31

expert?" she teased.

Mr. Phan **shrugged** his shoulders and grinned because he **suspected** that his 33

wife, a retired school **teacher**, was merely teasing him about his **enthusiastic** 35

Keep going 

reading habits. He had been an **avid** reader throughout his life and someone **who**

37

loved learning. Since settling into retirement, **his** appetite for knowledge had

38

increased to **the** degree that now he could easily **digest** two or three books a week.

40

**Lately**, he read about urban wildlife and **the** consequences of humans inhabiting

42

homes bordering **rural** environments.

43

A family of foxes wasn't **a** threat. The Phans' children were all **grownups**,

45

living elsewhere. The couple also didn't **have** any pets that might interact with **the**

47

foxes, which can become aggressive when **cornered**.

48

Overall, red foxes were rather shy **animals** that preferred to hunt mostly at

49

**night** and didn't waste time rummaging around **in** garbage cans like raccoons.

51

Keep going 

They were **omnivores** who could make a meal out **of** just about anything from **53**

crickets and **caterpillars** to mice and birds. They'd eat **snakes**, frogs, birds, **55**

berries, and just about **any** insect, even earthworms. **56**

The fact that **the** kits were now old enough to **leave** the den for rough and **58**

tumble **play** sessions meant they had already been **weaned** from their mother's milk. **60**

They would **soon** be allowed to hunt alongside their **parents**, who would teach **62**

them how to **dig** burrows where they could hide surplus **food** for later. **64**

Mr. Phan got up **from** the table and pressed his face **to** the window. **66**

"Honey," he said, squinting **into** the sunlight. "Do you know where **I** left my **68**

binoculars?"

"I'll get them for you, dear," his wife said.

