



acadience® reading k–6

Maze

Administration Directions and Scoring Keys

Level 4 | Progress Monitoring

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Maze

L4 / Progress Monitoring

Directions: Make sure you have reviewed the scoring rules in the *Acadience Reading K–6 Assessment Manual* and have them available. Say these specific directions to the students:

1. Before handing out the worksheets, say ***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 each student has the appropriate worksheet.

When all of the students are ready, say ***You are going to read a story with some missing words. For each missing word there will be a box with three words. Circle the word that makes the most sense in the story. Look at Practice 1.***

Listen. After playing in the dirt, Sam went (pause) home, summer, was (pause) to wash her hands. You should circle the word “home” because “home” makes the most sense in the story. Listen. After playing in the dirt, Sam went home to wash her hands.

Now it is your turn. Read Practice 2 silently. When you come to a box, read all the words in the box and circle the word that makes the most sense in the story. 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.***

2. As soon as all students have their pencils down, say ***Listen. On her way home, she (pause) chair, sleep, saw (pause) an ice cream truck. You should have circled “saw” because “saw” makes the most sense in the story. Listen. On her way home, she saw an ice cream truck.***

When I say “begin,” turn the page over and start reading the story silently. When you come to a box, read all the words in the box and circle the word that makes the most sense in the story. Ready? Begin. Start your stopwatch after you say “begin.”

3. Monitor students to ensure they are reading and circling the words. Use the reminders as needed.
4. At the end of **3 minutes**, stop your stopwatch and say ***Stop. Put your pencil down.*** Collect all of the Maze worksheet packets.

Timing	3 minutes. Start your stopwatch after you say “begin.”
Reminders	<p>If the student starts reading the passage out loud, say <i>Remember to read the story silently.</i> (Repeat as often as needed.)</p> <p>If the student is not working on the task, say <i>Remember to circle the word in each box that makes the most sense in the story.</i> (Repeat as often as needed.)</p> <p>If the student asks you to provide a word for them or, in general, for help with the task, say <i>Just do your best.</i> (Repeat as often as needed.)</p>

Maze Scoring Key L4/Progress Monitoring 1

The Advice Column

If there was one thing Addie loved, it was giving advice. When her mother couldn't decide what

to **plant** in the garden, Addie advised tomatoes, since they **were** tasty in sauces and salads. 2

When her **father** worried the garage looked rundown, Addie **advised** him to paint it bright blue. To 4

her **teenage** sister who was looking for a **job**, Addie suggested tutoring math, her best 6

subject. Addie advised everyone she knew because she **enjoyed** helping solve problems. 8

In December, Addie's **teacher** made an announcement. "We are going to **make** a class 10

newspaper," Mr. Silva said. "**Everyone** will have an important role, such as **interviewing** interesting 12

people about their lives, describing our **classroom**, or reporting on field trips and **assemblies**. We 14

can even have an advice **column**. You can sign up after class for what you **want** to do." 16

An advice column! Addie **knew** right away she wanted to write it, **so** after class she 18

eagerly asked Mr. Silva **if** she could be the advice columnist. He **smiled** and said, "That sounds 20

great, Addie. I'll **put** a sign outside saying any student **needing** advice should write me a note." 22

Maze Scoring Key L4/Progress Monitoring 1

The **next** week, Mr. Silva gave Addie a **thick** stack of notes. “It looks like a **lot** of

people want your advice,” he **said**.

Addie took them excitedly, but her **enthusiasm** faded as she started to read them. She **didn't**

know who the notes were from, and she **wasn't** always sure how to best advise them. Addie **realized**

it was much harder to give **advice** to people she didn't know and **couldn't** talk to. What if she

gave the **wrong** advice? She asked Mr. Silva for **help**.

“I have an idea,” said Mr. Silva. “**Why** don't you ask your parents and **older** sister how

they would handle the **problems**? They may have different perspectives.”

At **dinner**, Addie told her family about the **students'** questions, and asked what they would

do in each situation. Together, they all **talked** over the different ideas. By the **end** of dinner,

Addie knew Mr. Silva's **idea** had worked. She had really helpful **answers** for her column, and she

also had **another** very important piece of advice to **give** her readers.

Maze Scoring Key L4/Progress Monitoring 1

Two weeks later, Addie **showed** her family the finished newspaper. They **all** admired 48

her column and agreed she had **given** very helpful advice, especially the note that **appeared** at the 50

bottom of her column. 50

It **said**, "Remember: If you have a problem, a **teacher** or family member may have some 52

great advice. Just ask them!" 53

Maze Scoring Key L4/Progress Monitoring 2

Art Class

Every fall, the students prepared for the annual art fair. Not only was the art fair a **great** place 1
for students to showcase their **work**, it also helped raise money for the **school's** art and music 3
programs. Unfortunately, Tomas **wasn't** as excited about the upcoming event as his **classmates**. 5
Tomas didn't dislike art, but he **just** didn't think he could draw like the **other** students. 7
Some of the other kids **could** create detailed paintings of mountain landscapes or **fields** of flowers, 9
but not Tomas. He **preferred** to draw pictures of amazing and **unusual** characters using ideas that 11
popped into his **head**, but he was always too timid to **share** them with his teacher or 13
his **classmates**. 14
While his friends were busy getting **ready** for the art fair, Tomas just **sat** around and 16
doodled. He was sure the **people** in charge wouldn't choose any of his **artwork** to sell, but he 18
enjoyed sketching **pictures** of his classmates. His pictures weren't like the **portraits** he had studied 20
in his art **book**. He drew pictures of his friends **wearing** magic capes or X-ray vision 22

Maze Scoring Key L4/Progress Monitoring 2

goggles, or **sometimes** he would draw them with enormous **wings** or with their heads sitting atop the 24

body of a hulking creature. These silly **drawings** reminded Tomas of the illustrations in his 26

comic books. 27

One afternoon Tomas was in the **middle** of drawing a picture of his **friend** Juan dressed 29

up in an astronaut **outfit** when his teacher, Mr. Carl, walked by. He **asked** Tomas what he was 31

working on. Tomas **was** embarrassed, but before he could hide the **drawing**, Mr. Carl had picked 33

up the **portrait**. 34

Mr. Carl smiled as he studied the **picture**. "This is fantastic work! Do you **think** you 36

could make one of me?" 36

Tomas **was** shocked. "You want me to make **one** of you?" he asked. "I guess I **can** 39

try." 39

Tomas spent the rest of the **hour** drawing a picture of Mr. Carl in a **pirate** outfit with a 41

Maze Scoring Key L4/Progress Monitoring 2

patch over his **eye** and a parrot on his shoulder. The **whole** class loved it.

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After class was over, Mr. Carl **asked** Tomas to stay for a minute. He **told** Tomas that

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the artwork he had **created** was very original and well drawn.

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“**So**, it looks like you'll be joining us at the **art** fair,” said Mr. Carl.

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“What do you **mean**?” Tomas asked, confused.

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Mr. Carl told Tomas he **would** be working his own portrait booth. He **said**, “I can

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see the sign for your **booth** already! It will say, Have you **ever** felt like a superhero? Get drawn

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as **one** now for only five dollars!”

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Maze Scoring Key L4/Progress Monitoring 3

A Sigh of Relief

Stepping off the bus, I caught my first glimpse of Camp Bear Creek. I inhaled and felt a rush of

excitement for my first week at camp. I **knew** that I would have a wonderful **time**. That is, as 3

long as I **didn't** get too lonely thinking about my **favorite** dog, Patterson. 5

A teenager came over to **greet** us. "Hey, girls, I'm Dolores. I'm **one** of the counselors 7

here at Bear Creek. **Line** up behind me if your name **tag** is green, and I'll take you to our 9

cabin." I looked down at the tag I **was** wearing, which had arrived in the **mail** two 12

weeks earlier. It was green, **so** I scrambled into the line forming near Dolores. 13

A **few** minutes later, Dolores was leading twelve of us through the **forest** to a small 15

cabin with a **large** porch. When we arrived, she showed us the **bunk** beds where we would sleep. 17

There **were** also lockers where we could store our **belongings**. Then she told us that we had 19

twenty minutes to unpack our things and **put** the freshly laundered sheets on 21

our **bunks**. 22

Maze Scoring Key L4/Progress Monitoring 3

I introduced myself to the girl who **would** be sleeping below my bunk. I **helped** her

secure the sheets on her **bed** and she told me that her **name** was Eloise. This was also her

first year at camp. I showed her a **picture** of Patterson and told her all about my **pet**.

After we had finished preparing our **sleeping** arrangements, we took the trail back to the

main campground to meet the other campers. **When** we got there, I was surprised to **see**

about sixty other campers. We were **told** to take our places on several **benches**, which formed a

large circle. A **few** minutes later, the camp director began **speaking** from the center of the circle.

She **welcomed** us and told us all about the **activities** available at camp. I couldn't wait to **try**

horseback riding, canoeing, and swimming in the **river**.

While the camp director was speaking to us, a **large** dog suddenly ran up to her. My

mouth dropped open. The dog looked like Patterson, except it **was** brown instead of black.

Without stopping, the **camp** director reached into her pocket, took out a **ball**, and threw it. As

Maze Scoring Key L4/Progress Monitoring 3

the dog

bounded

after the ball, she explained that the

dog's

name was Juniper. Juniper loved it

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when

the campers played with her.

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I

breathed

a sigh of relief to realize that I

already

had two friends.

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Maze Scoring Key L4/Progress Monitoring 4

A Kite Festival

“Look at this,” Dad said, pointing to an ad in the newspaper. Nora took the paper and read the

ad for an upcoming kite festival. Just **last** week, Nora and her dad had **visited** a museum 3
where there was an **exhibit** about kite-making. Nora had been **so** interested in the kites that she 5
bought a kite-making book. All week she had **been** working on making her own kite. As Nora 7
read the ad details, her eyes grew **wide** with excitement. It was expected that **more** than 10
1,000 kites would fly at the **festival**. There would even be a special **event** for children. Nora and 12
Dad decided that they **would** attend. 13
Nora called the number printed in the **ad** and got more information as well as the **rules** 15
for the children's event. According to the **festival** rules, all children had to make their **own** 17
kites, so every day after school, Nora **continued** working on her kite. She went out **every** day to 19
practice flying her kite and **see** how well it worked. She continued to **refine** it and practice her 21
technique until **finally** she was happy with the results. She had **designed** and constructed a colorful 23

Maze Scoring Key L4/Progress Monitoring 4

and attractive **kite** that flew well, and she knew the **best** techniques for flying it. Nora felt **ready**

for the upcoming challenge.

On the **day** of the kite festival, Nora and her dad **arrived** at the site in time for the

impressive opening ceremonies. The master kite-maker **contest** began just after the opening

ceremonies. Nora and Dad **watched** the masters make and fly their **kites** with expert skill. At noon, it

was time to start the children's event, **so** Nora took her kite to the **registration** table for

children under eleven and **signed** up. She made her way to the **field** and awaited the judge's

signal. She **gently** threw her kite in the air and **felt** the wind take hold, soaring the **kite**

up into the sky. It had to **fly** for one minute to qualify. It **flew** for that long and more! Nora

beamed at her kite and felt very **proud**.

Next, Nora and her dad watched in **amazement** as master kite fliers showed off their **tricks**

and kite moves in the Hot Tricks Showdown. Nora **gasped** as the kites executed daring

Maze Scoring Key L4/Progress Monitoring 4

and **amazing** maneuvers. The day ended with a **contest** in which the winner was the **last** kite

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still flying in the air. What a **show** it was!

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Maze Scoring Key L4/Progress Monitoring 5

A Play About Texas

The lights went out on stage for just a moment. Then all the actors came out to **take** a **bow**, and I leapt to my **feet** and clapped loudly. I glanced at my **mother**, father, and brother, and saw that they **were** also cheering eagerly. We had just **watched** "Texas, A Musical Romance of Panhandle History," a play shown in an **outdoor** amphitheater during the summer months.

On the **way** to the parking lot after the **play**, I was dancing to the music that **was** still playing in my head. We **drove** back to our cabin, talking excitedly about the **play**. "My favorite part was seeing the **canyons** at night," my father said. "It's **neat** to be able to sit under the **stars** and watch a play."

"I liked **eating** dinner beforehand," said Mom, "and watching you **kids** scramble around on those rocks." Before we **went** to the play, we had eaten **dinner** near the entrance to the theater.

The **cookout** dinner was served on picnic tables **overlooking** the colorful layers of the canyon.

After **dinner**, we entered the outdoor theater and **were** welcomed by men and women

Maze Scoring Key L4/Progress Monitoring 5

dressed in **boots** and western clothing. One man tipped his **cowboy** hat to me and said, “Howdy,

partner.” Before these helpers guided us to our **seats**, they explained that water is the **only**

drink allowed in the theater. They **also** said that the theater was equipped with a **sound** system for

visitors who are hearing **impaired**. My mother was excited to learn about this **because** my

grandmother planned to see the **play** in a few weeks.

“Remember how the **horseback** riders came out as the play **started**?” my brother asked. I

could picture the **scene** in my mind. Two riders, one **carrying** a Texas flag and another carrying

an American **flag**, ran along the top of the **canyon** at sunset. The crowd went wild and **then**

the play began.

The play was about a **relationship** between a farmer and a rancher. As the **story**

unfolded, different actors came onstage wearing **colorful** costumes. They sang and danced to

music performed by a live band. I **don't** think I moved a muscle the **whole** time.

Maze Scoring Key L4/Progress Monitoring 5

“I thought the special effects **were** fantastic,” I added. In one part of the play, a

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thunderstorm swept across the stage with flashing **lights** and lots of noise. When a **sudden** bolt

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of lightning struck a tree on the **side** of the canyon, everyone in the **audience** jumped. The warm

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summer breeze blowing against my **skin** made me wonder for a moment **if** a real storm had

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come.

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My **father** stopped the car next to the **cabin**. “Who wants to go again next

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summer?” he asked.

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Maze Scoring Key L4/Progress Monitoring 6

A Long Journey

In the fall, Monarch butterflies are born in the northern part of the United States. When the

temperature drops, the butterflies **know** it is time to begin the **journey** south to Mexico, where not 2

only **is** it warmer, but there are more **plants** on which to feed. Most Monarch **butterflies** live 5

only four or five weeks, but **once** a year a special generation is **born** that will live seven to eight 7

months. For comparison, this would be as **if** every so often people were born who 9

lived over five hundred years! 10

These long-lived **butterflies** will leave their birthplace, flying a **route** they seem to know, 12

though it **is** the first time they have made the **journey**. They fly about fifty miles each **day**, 15

making stops as they go to **get** nectar from flowers. This gives them the **energy** they need to keep 17

flying. They **face** many dangers as they fly south, **including** flying through bad weather 19

and coming in **contact** with predators. Still, they keep going. 20

After about **two** months, the butterflies come to rest on a **mountaintop** in Mexico 22

Maze Scoring Key L4/Progress Monitoring 6

teeming with millions of **other** butterflies. Somehow they all make it to **one** of twelve remote 24

mountains. New generations of **butterflies** arrive there year after year. Even **scientists** are not sure 26

how they know the **way**. 27

The butterflies hibernate on the mountain for about **four** months in huge groups on tree 28

trunks. When it gets warmer in February, the butterflies **wake**. Soon, they begin their trip back to 30

the North. During the **trip**, the female butterflies stop to lay **eggs**. In about one month, the babies 32

hatched from these eggs will head north, **too**. These new butterflies, unlike their elderly 34

parents, will only live four to five **weeks**. This will not be enough time for them to **finish** 37

such a long journey. Their children and **grandchildren** will finish it for them, each **generation** only 39

living for a month and **flying** as far as they can before it **is** time for their offspring to take 41

over. 41

Kids and adults are helping scientists learn **more** about this mysterious butterfly 43

Maze Scoring Key L4/Progress Monitoring 6

migration. A **program** called Journey North asks for your **help**. When you see a Monarch, report it 45

to the **group**. Journey North uses the information to **map** the butterflies' progress as they 47

travel to their **winter** and summer homes. You can track the **butterflies'** progress online and be a 49

part of their **exciting** migration. 50

Maze Scoring Key L4/Progress Monitoring 7

Going to the Museum

Talking with people about dinosaur bones, colorful rocks, and giant insects is all in a day's work

for Mr. Martin. He's a guide at the Museum of Natural History. **It's** a job that combines his love of

science and people.

It's a good thing Mr. Martin **likes** people, as the museum has hundreds of **visitors** every

day. Many look at the **exhibits** on their own, but others choose to **take** a guided tour. These

people really **learn** more from their visit because Mr. Martin **explains** each exhibit and answers their

questions. He **has** a talent for grabbing their attention and **helping** them learn.

Mr. Martin says that **each** group of people is different. He **doesn't** just give memorized

speeches. When he **takes** a group of people on a **tour**, he asks himself what they need to **know**

about each exhibit. For example, a **group** of first graders will have different **questions** than a group

of adults.

Sometimes **there** are one or two people in a **group** who are bored. Mr. Martin sees

Maze Scoring Key L4/Progress Monitoring 7

them as a **challenge**. He knows that there is something to **interest** everyone in this museum. He

tries **hard** to help them find it.

The **museum** is home to thousands of items. Mr. Martin **seems** to know something about

each one. **When** the museum gets a new item or **makes** a new exhibit, he spends time **learning**

as much as he can about it. That **way**, he'll be ready for any questions a **visitor** might ask. He

says he's learned a **lot** since he started working at the **museum**.

Mr. Martin loves his job because he **gets** to see so many interesting things. For

example, the museum has a big exhibit of **insects** from around the world. He is **amazed** by how

many sizes and shapes of **insects** there are. There are tiny green **flies** and giant beetles with horns!

The **mineral** room is also fun, with its **many** different kinds of rocks.

However, Mr. Martin's **favorite** part of the museum is the **prehistoric** animal room. It holds

dinosaur skeletons and **models** of other animals that have disappeared from the Earth, **such** as

Maze Scoring Key L4/Progress Monitoring 7

various tiny horses and giant **cats**. Mr. Martin loves to show people these **strange** animals.

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Mr. Martin says that sometimes he **gets** tired and his feet hurt. But **when** he answers a

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question and sees **someone** get excited about learning something new, he **finds** it is all worth it.

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Maze Scoring Key L4/Progress Monitoring 8

The Grocery Store

Everyone needs food, and many of us buy our food at the local grocery store. Often, we take

these stores for **granted**, but running a grocery store requires a **lot** of skill and cooperation. The

employees in a **grocery** store all work as a team. **Each** person does his or her job to **make**

sure that we get the best **food** possible.

Grocery stores have a variety of **sections**. For example, if you want to **buy** fresh fruits

and vegetables, you go to the **produce** section. It takes many different people to **keep** this section

running well. There are **stockers** that make sure that the fruits and **vegetables** are fresh and neatly

stacked. These **workers** are supervised by produce managers who **are** in charge of ordering the

right **amounts** of all the different types of **produce**.

At any given time in the **bakery**, all kinds of activities are going on. **Someone** might be

putting the icing on a **birthday** cake. Another worker could be adding **nuts** to the cake mix or

checking the **oven** to see if the bread is **ready**. All the while, clerks are taking **care** of

Maze Scoring Key L4/Progress Monitoring 8

customers who want to buy the

bakery's

products.

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In the meat department, butchers

make

sure customers have their favorite cuts of

meat,

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fish, or poultry. They cut and

wrap

their products and then put them in

icy

cold cases.

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People can choose among these

products

or ask for something special. Butchers

keep

soap and

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water handy to wash

surfaces

and tools as they work. It's

important

to keep this department squeaky

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clean! Like

other

departments, the meat department has a

manager

who assigns jobs to all those

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who

work

there.

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The produce section isn't the

only

area that needs stockers. In fact,

stockers

are needed all

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over the store. Their

job

is to line up all of the

products

neatly on shelves or in cases. In

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some

stores, they also keep track of

how

many of each item are sold. They

tell

their

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managers which items have been

selling

well. The managers then order more of those

items.

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After customers finish shopping, they are

ready

to ring up their purchases. It's

time

to

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Maze Scoring Key L4/Progress Monitoring 8

check out! Cashiers run each **item** with a product code through the **scanner**. They weigh fruits and

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vegetables and **type** in the correct code for each **one**. After all the items are totaled, the

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customer pays and is handed a bag **full** of groceries. The groceries are put into the **bag** by

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a bagger. Baggers also help **people** carry their groceries to the car.

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Clearly, it takes a lot of people to **run** a grocery store. Shopping is the **easy** part!

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Maze Scoring Key L4/Progress Monitoring 9

Prairie Dogs

It seemed like we had been driving across northern Kansas forever. After spending a week with

my **grandparents** in Missouri, my family was returning **home** to Colorado. We planned to camp

overnight at Prairie Dog State Park near Norton, Kansas. My **grandfather** had raved about this park,

explaining that it had **historical** places, unusual native wildlife, and a **place** to swim. The

place to swim **sounded** great.

The road we were traveling along had **been** as straight as an arrow all the **way**. I don't

think Mom had to **turn** the steering wheel except in the **towns** and once to avoid running over

a **turtle**. On either side of the road, as **far** as the eye could see, crops of **corn** and wheat grew in

well-tended **fields**.

We finally arrived in Norton, where we **turned** and headed for the Prairie Dog State Park.

“There's the **entrance** to the park, Kerry. I can **see** the prairie dog statue Gramps told us

about,” Mom **said**.

Maze Scoring Key L4/Progress Monitoring 9

I thought that the statue looked like a **big**, fat squirrel. I wondered aloud why they

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called it a prairie dog instead of a **prairie** squirrel. Mom promised I'd learn the **answer** to that

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question during our visit.

23

After we **settled** into the park and pitched our **tent**, I got to go swimming in the

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delightfully chilly lake. It felt wonderful after the **long** day of driving.

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In the morning we **were** up early, and after breakfast we **headed** for the park's main

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attraction. We **walked** along the road and then up a **hill** in front of the prairie dog **town**. As we

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neared the top of the **hill**, we heard a racket that sounded like a **dozen** little poodles barking.

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“That's why they're **called** prairie dogs,” Mom said. “The prairie **dogs** warn each other of

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danger with that **yappy** little bark. Then they all dive into their **burrows** and hide until the possibility

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of **danger** is past. If we hide ourselves **here** behind the crest of the hill, **they'll** come out

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in a while.”

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Maze Scoring Key L4/Progress Monitoring 9

We **made** ourselves comfortable and waited. Sitting on the **grass**, we could just see 43

over the **top** of the hill. After about ten **minutes**, one prairie dog stuck its head up. **Then** there 46

was another and another, and **soon** there were dozens of them, sitting up on their **back** legs and 48

looking around. The youngsters **started** coming out of their burrows, and they **scurried** up to the big 50

prairie dogs and **gave** them little kisses. 51

They were just as **cute** as could be. I loved watching the **prairie** dogs that day. They 53

made the **vacation** very memorable for me. 54

Maze Scoring Key L4/Progress Monitoring 10

Lava Tree State Park

Think of white sand beaches, a blue ocean, tall palm trees and rushing waterfalls. These are

things most people imagine **when** they think of Hawaii.

Now think about **red**, hot lava. That image doesn't fit **some** people's idea of what

Hawaii is like, but a **visitor** to Hawaii cannot go far without **seeing** the importance of volcanoes to

this **island** state. When you are in Hawaii, you **are** around volcanic activity. The people who

live there are used to it and, in **fact**, they know how important volcanoes are to their **lives**.

You see, without volcanoes, the islands **would** never have been formed.

One reminder of the **islands'** history with volcanoes is Lava Tree State Park. This **park** is

located near a high mountain on the Big Island of Hawaii. The park **area** used to be a forest, but

two hundred years ago a volcano erupted and **sent** a river of lava through the **many**

trees that were there. A stand of **lava** trees resulted from that event. Today, the **trees** are a popular

tourist attraction.

Maze Scoring Key L4/Progress Monitoring 10

Here **is** how the lava trees were formed. The **plants** and trees that grew beneath the

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volcano formed a kind of rain forest. The **plants** were dense, and the air was **always** humid and

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muggy. When the hot **lava** first reached the trees, it met **cool**, wet bark, which caused the

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lava to cool and **form** a mold in the shape of **each** tree. The hotter lava then flowed into this

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mold and filled the area left empty by the **burned** tree. Slowly, the cooling lava drained from

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each mold, leaving a hard and rocklike **shell**. This shell was a perfect model of the **tree**.

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Many of these shells stood together after the **event**. They showed how the forest looked before it

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was destroyed by the lava flow.

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Over **time**, the forest has grown back. The **dense** tropical foliage that existed before has

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been replaced by new growth. The lava **trees**, now covered in moss, remain amid the trees and

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plants of the forest, blending in with the **vegetation**. Tourists can see the natural beauty of the

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original forest. They can also see the **rocky** remains of the destroyed forest.

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Maze Scoring Key L4/Progress Monitoring 10

Guided **tours** through the park happen every day. **Tour** guides let visitors get up close to

the **lava** trees and visitors are even allowed to **view** the inside of selected trees. There **is**

also a short hiking trail that **tourists** can take to see some of the **best** sights the park has to

offer.

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The Restaurant

It was a busy Saturday evening at Giuseppina's, the best restaurant in town. Waiters in white

shirts and blue **ties** rushed about carrying heavy trays of **delicious** food. Tamiqua and her parents

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sat at a **little** table in the corner, waiting for their **dinner**. From where they sat, Tamiqua could

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see the chefs in the kitchen. They **were** rolling out dough, chopping vegetables, and **removing**

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dishes from a huge oven. Tamiqua's **tummy** growled as she thought of the **spaghetti** with meatballs.

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It was her favorite **dish** and she ordered it every time her **family** came to eat here.

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“Why don't you **try** something different tonight?” her dad asked. Tamiqua **frowned** and

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shook her head. She thought to **herself**, why should she when she knew the **spaghetti** was tasty?

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Her mom enjoyed trying **new** foods, though, and every time the **family** went to

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Giuseppina's, her mom would **order** the chef's latest dish. This dish **was** always new, and usually

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included special **recipes** that the chef had gained from her **travels**. Tamiqua didn't know why Mom

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would **want** to eat something she had never had before **when** she didn't know if she would like it.

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Maze Scoring Key L4/Progress Monitoring 11

At **last**, the waiter arrived with their food and **set** the plates down on the table. Mom and 25

Dad **picked** up their forks, but when Tamiqua **looked** at her plate, she saw noodles **covered** with a 28

white sauce with many **strange** objects in it. "This isn't spaghetti and **meatballs**!" she cried. 30

"Oh dear, we made the **wrong** food for you!" the waiter said. 31

Just then, the restaurant manager came by and **saw** Tamiqua's sad face, so she asked 33

what the **trouble** was. When the waiter told her about the **mistake**, the manager looked serious and 35

promised to **bring** the right dish out as soon as **possible**. 37

Before the manager returned to the **kitchen**, Dad asked the waiter to explain the **dish** they 39

had brought out. He told them that it **was** noodles with chicken and spinach in a **creamy** cheese 41

sauce. Dad looked hopefully at Tamiqua, but she **frowned** and wrinkled her nose. 42

"Tamiqua, those **are** all things that you like, you've **just** never had them all in one 44

dish," Mom said. Dad asked her to **try** a bite. 46

Maze Scoring Key L4/Progress Monitoring 11

Tamiqua sighed, but she **went** ahead and picked up her fork and **cut** a tiny bite. She 48

put it in her **mouth**. To her surprise, it was good. She **took** another bite. Yum! The cheesy 50

sauce **tasted** delicious with the chicken and vegetables. Tamiqua **smiled** at the waiter and manager. 52

She **said**, "Tell the cook I have a **new** favorite dish!" 54

My Memories of the State Park

Some of my best childhood memories are of the many relaxing days I spent camping and picnicking with my family at Big Oak Tree State Park. Whenever I smell sunscreen lotion, I

remember my mother dabbing it on my **cheeks** while I looked up at the **trees** in the park. 3

Once, she told me **how** it came to be called the **park** of champions. She explained that the 5

nickname comes from the many tall trees **living** in this wonderful Missouri park. 7

I'm **grown** now, and I live in another **state**, but I take my children to **visit** Big Oak 10

Tree State Park. We go whenever we can **all** take a vacation. When I recently **looked** up 12

information about the park, I **learned** that my mother was right. Seven **trees** in the park are state 14

champions. **Two** of these trees are also national **champions**. This means that the trees are the 16

biggest of their species, based on many **characteristics** including the height of the tree, 18

how far their branches spread out, and the **size** of their trunks. Of course, the **trees** on the 21

list change as the trees **age** and die. 22

Maze Scoring Key L4/Progress Monitoring 12

My youngest son Todd **loves** wildlife, so a trip to Big Oak Tree State Park **is** always a

treat for him. He **often** takes a sketchpad and drawing pencils to **record** his observations of

animals. On our **last** visit, he drew a picture of a **deer**, a turtle, and a lizard. When we **left**

the park, he picked up some **information** about its history. He read that **bald** eagles can be spotted in

the **park** in the winter. He added an **eagle** to his drawings on the way **home**.

My daughter loves to hike as **much** as my son loves to draw. She **always** asks to go on one of

the **trails** in the park. Her favorite trail **is** called the Bottomland Trail. This short trail

begins and ends in the picnic area. **Sometimes** we all take a hike together and **then** eat our

favorite picnic lunch—ham **sandwiches**, potato salad, and lemonade. The last **time** we took this hike,

we heard a **strange** honking sound. We looked up to **see** a flock of geese coming in for a

landing near the trail. We were surprised to **see** how large these birds are. My **daughter** couldn't

stop talking about the sight.

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Maze Scoring Key L4/Progress Monitoring 12

I **guess** my favorite part of going to Big Oak Tree State Park **is** building more

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memories. Whenever we go **there**, I take sunscreen for my children. **When** I dab it on their cheeks,

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I **always** remind them that the park is **called** the park of champions. Maybe some **day**, they'll do

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the same with their

children.

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Musical Dunes

When you think of famous singers, you probably think of a musical artist or band. Have you ever

thought of a **sand** dune as a singer? It may **sound** strange, but several famous sand dunes

are responsible for creating many unique songs.

Over **thirty** sand dunes around the world create these “**dune**” tunes.” Observers

describe the sound as a **loud** roar, low thrumming, or even a **funny** squeak. Some people even

compare the **sound** to a barking dog! Scientists think they **know** how these sounds are made.

When **grains** of sand crash together, a very **small** sound is made. The sand grains in a **musical**

dune all collide against each other to **create** a sound wave that vibrates. This **creates** a type of

song. In order for the **sand** to sing, the grains must be **round**, contain a mineral called silica, and

be fairly dry. Then, the only thing **needed** to create the sound is a **force** to move the

sand. This can **be** the wind or people sliding down the **dune**. The songs can last up to

several minutes. Tours bring people to the **dunes** and show them how to slide down in **order** to

Maze Scoring Key L4/Progress Monitoring 13

create the maximum amount of **sound**.

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Some of the most beautiful songs **created** by dunes can be found in the **deserts** of Oman.

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Scientists say the sand **there** makes a very pure tone. You **can** find other singing dunes around the

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world. There are singing dunes in places **such** as Wales, the United States, and China. The **most**

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famous musical dune in China is **called** the Mingsha Sand Dune. Today, it is a **popular** tourist

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attraction and many people climb the **dune** and slide down to hear it **sing**. On days when the

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wind makes the **dune's** song especially loud, people can hear the sound **miles** away.

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Another popular singing dune is on the **island** of Kauai. It's called Barking Sand Beach and

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is one of the biggest beaches in the U.S. **state** of Hawaii. The beach stretches fifteen **miles**

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with huge sand dunes measuring over **one** hundred feet. Legend says that the sound **comes** from

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nine dogs barking at their **owner** when they were stuck in the **sand** during a bad storm. Visitors

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rub their **bare** feet against the sand to hear it "**bark**."

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Maze Scoring Key L4/Progress Monitoring 13

The next time you think about **famous** singers, remember the famous singing sand **dunes** and their very unusual songs.

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The Clown College

At most schools, students get in trouble for clowning around. That is certainly not the case at

Clown College. For **thirty** years, Clown College has been teaching future **clowns** important skills 2

for a career in the **circus**. Can you imagine such a thing? **People** actually go to school to learn 4

how to goof around correctly in size **fifty** shoes! 6

To the people who run a **circus**, this training is no joke. They **look** to Clown College 8

when they want to **hire** professionals who can safely entertain a **crowd**. The Clown College was 10

founded in the **late** nineteen sixties. Its mission was simple. The **founders** wanted to create a 12

place where **young** people could go to learn the **craft** of clowning. They looked all over the 14

country for the best and brightest among those who **wanted** to be clowns. They went from **city** 17

to city holding auditions. Every year, **only** thirty students were accepted into the **program**. The 19

competition didn't end there, though. **Only** the very best of those thirty **would** get to go on the 21

road with the **circus**. For some unlucky students, all those **pies** in the face turned out 23

Maze Scoring Key L4/Progress Monitoring 14

to **be** for nothing.

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Education continued for the **lucky** students who were chosen to go on the **road**. They

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learned to walk on stilts and **apply** just the right amount of make-up. By the **end** of their

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training, they knew everything about **clowning**, from polka dots to miming. Many of the

students

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believed they had found their dream **job**. Where else, for example, would a **boss** say,

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“Today we're going to see **how** many of you we can fit into this **tiny** car.”

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As the trained clowns moved **forward** with their careers, the people who **ran** the circus

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began to notice something. **Turnover** among employees started to go way down. **Instead** of quitting,

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clowns were actually staying with and **enjoying** their jobs. What did this mean for the circus? **First**,

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the longer people stayed with the circus, the **more** polished their skills became. Experienced clowns

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are better in most situations than clowns with **less** experience. The second thing is perhaps

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the **most** important. A clown's job is to **make** people laugh. Clearly, a clown who **is** happy

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Maze Scoring Key L4/Progress Monitoring 14

has an easier time making the **audience** laugh.

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The number of professional clowns **continues** to grow. In fact, there are over **fourteen**

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hundred expertly trained clowns in the **world** today. All this is thanks to Clown College, which

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provides a place where students are encouraged to **goof** off.

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Cooking Together

Each day, the twins looked forward to the wonderful dinner their grandmother had prepared. On

this day, however, things were **different**. Wearing a cast on her arm, Gran **met** the boys at the door.

She **told** them that she hurt her hand that **morning** and the doctor insisted that she **wear** a cast for a while. The **doctor** also told her that she should **avoid** using her hand for the next **week** or so. This left her wondering what to **do** about cooking dinner that night.

“Oh, Gran, we **are** so sorry you hurt yourself,” said Jack. “**Don't** you worry a bit about the **cooking**, though. John and I have always **wanted** to learn to cook. This is the **perfect** opportunity for you to teach us. You **just** sit right there in that comfortable **chair** and give us some pointers.”

Because **spaghetti** was one of their favorite meals, the **boys** decided to give it a shot. Gran **said** she thought that spaghetti was a **great** choice for two chefs in training. She **asked** them

Maze Scoring Key L4/Progress Monitoring 15

if they had a particular **recipe** in mind. Because the boys were **new** to cooking, they did not. So

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with Gran's **advice**, they decided to use the Internet to **find** some creative recipes. Gran said that she

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used it often when she couldn't think of what to **make** with the ingredients she had on **hand**.

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John sat down at the computer and **was** soon scrolling through spaghetti recipes. Jack

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looked through the cookbooks that Gran had in the **kitchen**. Soon the twins agreed on what

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type of spaghetti to make and assembled the **necessary** ingredients. While Gran watched, Jack

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browned the **meat** and John put the water on to **boil** for the pasta.

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Gran told Jack that he **might** want to add a little garlic to the **browned** meat. And then she

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told John that **if** he put a little olive oil in the **pot** of water, the pasta wouldn't stick

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together. Finally, she told the boys to **add** a can of diced tomatoes. She **told** them to stir it

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together with the **browned** meat until it was heated. Then she **told** them her secret. She said

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they **should** add some red pepper flakes and a **pinch** of cinnamon to give the sauce a **special**

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Maze Scoring Key L4/Progress Monitoring 15

flavor.

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Jack was just finishing making a **salad** when Mom arrived home from work. She

was

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delighted to see the table set and a **large** pot of spaghetti steaming on the **stove**. The twins

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proudly served up plates of **food** for Mom, Gran, and themselves. Everyone **agreed** that the

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meal was delicious, and the **boys** concluded they had discovered a brand **new** hobby.

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Maze Scoring Key L4/Progress Monitoring 16

How to Coach a Basketball Team

The basketball game was approaching halftime and the Chicago Bulls team was playing without

much heart, and was not doing well. The Bulls coach, Phil Jackson, sat and **watched** the action. He

was not happy with his **team**, but did he scream and shout? **Did** he call a timeout and give the

players a pep talk? Not at all, and in **fact** the coach did something that no **other** coach had

done during a game. He **pulled** out a pair of clippers and **trimmed** his fingernails.

This is just an **example** of Jackson's one of a kind **coaching** style. If you happened to walk in

on a **practice** session you might be surprised to **see** the players sitting and listening to a **story**

rather than running up and down the **court**. Coach Jackson's practice activities are often focused

just as much on mental preparation as on **physical** preparation.

He has been known to **tell** his players Native American legends, and sometimes he **teaches**

them special methods for relaxing and **clearing** their minds. He is well known for **giving** some

players books to read to **improve** their playing skills. They are not **books** about basketball, however;

Maze Scoring Key L4/Progress Monitoring 16

they are simply books that **tell** stories. Jackson hopes that the players **will** learn something 24

about themselves by reading the **books**. 25

Books are not the only tools that this **coach** uses. He likes to show clips of **movies** to his 27

players, too. One time, **two** of his players were angry at **each** other. The coach showed a movie 29

about **people** who must learn to work together to **face** an opponent. Who was the opponent his 31

players had to face? The other team! Jackson **hoped** that by watching this movie, his **players** 34

would apply the lessons to their **own** lives. They had to learn that **rather** than fight with 36

each other, they **needed** to overcome their differences to be a **strong** basketball team. 38

Jackson's unusual coaching style **also** appears on the court. During a **game**, he often 40

appears calm and relaxed **while** the players run and jump and the **fans** yell and cheer. It 42

almost seems like he **is** thinking of something else. 43

These methods **are** very different from those of other **coaches**. But they sure do work! 45

Maze Scoring Key L4/Progress Monitoring 16

The **teams** that Jackson has coached win game after **game**. Maybe it's because these methods bring

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the players **together**. As Jackson once wrote, "The power of We **is** stronger than the power

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of Me."

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A Medal for Illustrators

Ferocious monsters, dazzling magic, and fantastic worlds appear in many books for children.

Others focus on a child's day or a **real** woman of the past. Some are **simply** silly stories that bring a 2

smile to **readers'** faces. To help bring all these **stories** to life, many books for young **children** are 5

picture books. They are filled with **illustrations** that tell the story through their **art**. Each year, 7

some of the best **picture** books are given awards named after Randolph Caldecott. He **was** an 9

English artist who was famous for the **books** he wrote for children. 10

The Caldecott Medal **was** first given in 1938. The Newbery Award, **another** prize for 12

children's books, had been **given** for the first time sixteen years before. **Yet** the Newbery went 14

only to writers, and **was** usually for novels. The people who **gave** the Newbery wanted a way to 16

honor picture books and their illustrators. Thus, they **created** the Caldecott Medal, which was for the 18

artist of the best picture book of the **year**. The "Caldecott Honor" is given to the **runners**-up. 21

Randolph Caldecott was born in 1846. **When** he was twenty-four, he began to **work** as an 23

Maze Scoring Key L4/Progress Monitoring 17

illustrator. Magazines would hire him to **illustrate** their stories. Other times, they would **simply** 25

print some of his drawings by **themselves**. He became well known for his **work**. In 1877 he was 27

asked to **draw** pictures for two children's books. The **books** were so successful that he put out 29

two books a year for the next **eight** years. He chose or wrote all the **stories** in his books, 32

but what they **are** most known for are their illustrations. They **were** often funny, and had a sense of 34

movement that helped bring the stories to **life**. 36

On the front of the Caldecott **medal** is a running horse with a **rider** on its back. The man 38

is **only** barely hanging on, and the horse **is** running past squawking geese and barking 40

dogs. This funny and lively image is from **one** of Caldecott's books. It was these **types** 43

of pictures that helped make his **books** so beloved and successful. 44

Today, the Caldecott Medal **has** been awarded to dozens of picture books. It **helps** 46

people learn of great new books and **gives** recognition to talented artists. It is a **wonderful** way to 48

Maze Scoring Key L4/Progress Monitoring 17

honor a beloved illustrator of the past, as

well

as the artists who carry on his

tradition

today.

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Just Give Me the Baton

The finals for the one-hundred-meter dash were about to begin, and one of the team's best

runners was nowhere to be seen. The coach wondered where she could **possibly** be. This was the

Olympics, after **all**, and Wilma Rudolph was the star of the **team**! He finally found her sound

asleep in the **warm**-up tent. "This is probably one of the **biggest** moments in her life, and she

goes to sleep," Coach Temple thought in disbelief.

A **few** minutes later, Wilma exploded from the **starting** line like a rocket. Her arms

pumped and her long legs moved gracefully around the **track**. She easily earned her gold medal in

the **race** and also won the two-hundred-**meter** race that followed. Then it was **time** for the

team relay. Wilma would **be** running along with three other runners. **Each** one would complete

a portion of the **race**, and then hand a baton to the **next** runner.

As the anchor runner in the **relay**, Wilma would be the last member of the relay **team** to

run. She wanted to win the **gold** medal for her team and for the United States **more** than anything.

“Just give me the **baton**,” she said, flashing a wide smile as the **runners** made their way to the track.

A **few** minutes later, the starting gun sounded and the **runners** took off. Waiting for her teammates to **reach** her, Wilma watched the first three **runners** sprinting around the track. She

waited until the **third** runner had grabbed the baton and **begun** running toward her. To allow time to

build up speed before taking the baton, Wilma **started** running before the runner reached her.

Wilma **heard** the sound of the runner's feet behind her. She **extended** her hand to receive

the baton. A **low** groan went up from the crowd **when** she fumbled and missed it. She **tried**

again and got her hand firmly around it. **However**, as she gained speed, she realized that she had

fallen back to third place.

Staying calm, Wilma **went** into action. Every muscle in her **body** strained to catch up.

When she **passed** the first runner ahead of her, she **saw** that there was only a short **distance** left

Maze Scoring Key L4/Progress Monitoring 18

in the race. Then, with the **crowd** roaring, she swept over the finish **line**. She was four yards

ahead of her **opponent**.

Wilma Rudolph cheered along with the **audience** and with her team. She had **just** become

the first American woman to **win** three gold medals in the Olympic **games**.

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A Special Camp

Have you ever been to a summer camp? Camps often have art and science **activities** and let
 you go outside to **have** fun. In some camps, you might **get** to read and talk about a **lot** of good
 books. There are also **many** camps where you can learn and **play** sports. One special sports
 camp is **held** every year at multiple sites across the United States. It **is** the people at this camp
 that **make** it special.

Camp Shriver was founded by Eunice Kennedy Shriver in 1962. Shriver's **brother**, John F.
 Kennedy, had recently become the thirty-fifth **president** of the United States. Their sister, Rosemary
 Kennedy, had an **intellectual** disability. Shriver knew children who had **similar** disabilities and
 wished there was a **fun** camp where these kids could get to **play** the same kinds of sports as
kids who were not disabled. She founded Camp Shriver **so** all kids could have fun
 playing **sports**.

Today, Camp Shriver sites are in many **states** and offer many different sports. Every Camp

Maze Scoring Key L4/Progress Monitoring 19

Shriver **has** at least four areas where sports **can** take place, such as tennis courts, 21

pools to swim in, or grass fields. **Some** Camp Shriver sites are for young kids **only**, while some 24

take all ages. Some of the **camps** are for kids with a certain **type** or level of disability, and others 26

are less specific. All of the camps **take** kids with and without disabilities, who **play** and 29

compete together. Kids are usually **paired** up with a buddy for the **duration** of the camp. All the 31

kids **learn** to play together and have a **great** time. Campers and counselors often make **friends** 34

at Camp Shriver that they keep for the **rest** of their lives. 35

Some kids who **attend** Camp Shriver may find that they love a **certain** sport. They may 37

go on to **be** in an event called the Special Olympics World Games. This **event** is a sports 39

competition for athletes with **intellectual** disabilities. It is held every four **years** and has both 41

summer and winter **sports**. Athletes from all over the world **compete** in divisions for their level 43

and **abilities**. Some events are for athletes with and without **disabilities** to work together. 45

Maze Scoring Key L4/Progress Monitoring 19

Shriver's dream, that **all** people would have the same chances to play and **compete** in 47

sports, has become a reality. With **dozens** of sites for her camp and a **thriving** world sports event for 49

athletes with **intellectual** disabilities, the opportunities are endless. 50

Maze Scoring Key L4/Progress Monitoring 20

Amusement Park Rides

Over one hundred years ago, people began building amusement parks. These parks had rides,

attractions, and **food** stands. They were often built in or near **large** cities. Families could

visit one of these **parks** and be entertained for a day. **Each** member of the family would find

something to enjoy at the park.

For **many** people, the rides were the best **part** of the parks. The merry-go-**round**, or

carousel, has always been a **favorite** ride for children. The brightly painted **horses** and fun music

can make anyone **smile**. Did you know the first carousels **were** actually turned by real horses? The

horses were tethered to the carousel and **would** walk in a circle around it. **Later**, carousels were

powered by steam and **eventually** electricity.

For people who wanted more **excitement**, the Ferris wheel took them higher into the **air**

than most amusement park goers would **ever** get by any other means. The Ferris **wheel** was

invented for the Chicago World's Fair. The **fair** organizers wanted an attraction to rival the

Maze Scoring Key L4/Progress Monitoring 20

Eiffel Tower, which **was** built for the previous World's Fair in Paris. **When** the Ferris wheel 23

was complete, it **was** the largest single piece of forged **steel** in the world and had thirty-six 25

wooden cars for passengers. Visitors at the **fair** loved the huge rotating wheel, and **today** 28

the Ferris wheel remains a staple of **amusement** parks. For many people, riding with **friends** and 30

family to the top of the Ferris **wheel** is one of the highlights of **any** trip to a fair. 32

The Ferris **wheel** opened the door to other, more **exciting** rides. It wasn't long before 34

people **invented** parts of what would become known as the **roller** coaster. The first roller coaster 36

ever **built** was called The Cyclone. It was at a **park** called Coney Island in New York City. 38

With this **new** type of ride, park visitors got to **change** directions and go high and fast in a 40

flash. They loved the excitement caused by **moving** at such amazing speeds. From that 42

time on, one of the main goals for **any** new amusement park was to have a **higher**, 45

longer, and faster roller coaster. 45

Maze Scoring Key L4/Progress Monitoring 20

Amusement **parks** are now found all over the **world** and have many types of rides and

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even themes. Today, these parks are places **where** visitors can imagine themselves in all **sorts** of

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exciting settings. They can learn about the past, about **science**, and about other countries. Or they

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can just have a great time enjoying the **rides**.

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