



acadience® reading k–6

Maze

Administration Directions and Scoring Keys

Level 6 | Progress Monitoring

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Acadience Learning Inc.



Maze

L6 / 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 L6/Progress Monitoring 1

Taking Great Nature Photographs

Many people love looking at a beautiful landscape or at waves crashing into rocks on a

wind-swept beach. They may want to capture a **bit** of it on camera in order to **share** it with

others. Because the subject **is** so beautiful, they think, "This is **sure** to be a wonderful

photograph!"

However, **taking** a good nature photograph can be **tricky**. If you're not careful, a majestic

mountain may look like a distant pebble. **Crashing** waves can easily become a gray **blur**, with

the seagulls above them appearing as **tiny** specks in a washed-out sky. The **vibrant** colors of

real life may not **be** easy to capture in the photo. It **is** also easy to have all of your

subjects come out too small. By following a **few** simple suggestions, you can learn to **take**

photographs that capture the true beauty of **nature**.

The first thing to consider is what **type** of camera you have available. Some **cameras**

are more suited to taking certain **kinds** of pictures than others. When shooting **landscapes**,

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professional photographers use special camera lenses that **can** capture more far-off details than an 22

ordinary camera. In a sense, they can “**grab**” more of the scene than a **narrow** lens can. Some 25

digital cameras have a **special** setting for shooting landscapes that can **help** achieve the same effect. 27

Cameras with this **setting** are best at shooting sweeping landscapes. 28

Luckily, you don't need a special camera to **take** a good nature photograph! It just 30

depends on what you want to take a **picture** of. If you have an ordinary **camera**, one strategy 33

is to concentrate on **capturing** smaller scenes and details. Rather than the **whole** forest, focus 35

on an especially beautiful **tree**. Don't take a picture of the **whole** lake; instead, focus on some 37

interesting **reeds** by the shore. You may be **surprised** at how effective and interesting a **photo** 40

can be when it focuses on a **small** detail. 41

It is important to consider the **position** of the objects in the photo. **Making** sure the 43

background is uncluttered keeps the **attention** on the main subject. Also, placing the **subject** off 45

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center often creates a more **interesting** photo than if it is right in the **middle** of the frame.

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The right light **can** make or break a photograph. Shooting at **mid-day** when the sun is high in

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the **sky** can lead to photos that look **lifeless** and washed out. It can also **create** harsh

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shadows that will ruin a **photograph**. Many professional nature photographers shoot only **early** in

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the morning or late in the **afternoon**, shortly before sunset. Colors look warmer and **richer** when the

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sun is low in the

sky.

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Finally, remember that a great nature **photograph** may be as close as the **backyard** or a

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neighborhood park. Look for **interesting** colors and details, such as a **snail** crawling up a tree

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trunk or **autumn** leaves in a puddle. Even a **weed** growing in the crack in the **sidewalk** can make a

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beautiful photo. By **paying** attention to the suggestions above, anyone **can** take a great nature

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photograph.

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Maze Scoring Key L6/Progress Monitoring 2

The Pharmacist

Pharmacists are experts in the science of medicine. They know about the kinds of **drugs** that

are used to treat all **types** of illnesses. They are also familiar with **laws** that regulate their use.

Because pharmacists **know** how medications can be used to **heal** certain illnesses, they

help people get **well** and maintain a healthy lifestyle.

People **must** go to college for many years to **become** pharmacists. They have to study math,

as **well** as sciences such as chemistry and **biology**. Like doctors and other workers in the **field** of

health care, they learn about **how** the human body works. They need to **know** what medicines

are used for a **variety** of things, such as broken bones or the **flu**.

Each day, pharmacists give people the **medicines** that doctors advise them to take. In **some**

cases, they will need to discuss a **patient's** medicine with the doctor who ordered it.

An **important** aspect of a pharmacist's job is **working** with people. The pharmacist gives the

customers the items they have ordered. They **also** explain how much of each drug **should**

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be taken. People who come into the **pharmacy** need to know how many times **each** day and at what

time of **day** they should take their medicine. Pharmacists **then** let people know about any side

effects that the drug may cause, such as **aches** and pains, fatigue, or runny nose. They

also tell people to call their doctor **if** they have more serious side effects. **Patients** can put

themselves at risk if the **doctor's** orders are not followed exactly. One of the **most** important jobs

of a pharmacist is to **make** sure that patients taking more than **one** drug don't have adverse

effects due to the **interaction** of medications.

Another job of the **pharmacist** is to order and store medicines. **Drugs** are shipped from the

companies where they **are** made. Pharmacists must keep careful records of which **drugs** they

have in stock and which **are** sold out. It is also their **job** to ensure that all of the drugs they

give out are safe and pure.

Most **pharmacists** work in drugstores. Other pharmacists work in **hospitals** or nursing

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homes. There, they keep **records** of patient information for the doctors and **nurses**. They may

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also tell the medical **staff** about new drugs that are going to **be** available soon.

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More and more pharmacists **are** working in new positions not traditionally **occupied**

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by pharmacists. Some work in sales or **conduct** research for groups that make medicines. **Others**

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work for health insurance companies to **work** out plans to cover the cost of **certain** drugs or to

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analyze the costs and **benefits** of medications. Even though these pharmacists **do** not give out

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drugs based on a **doctor's** order, they still have to know **how** the human body works. People who

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work in sales for drug companies often **give** information to doctors and other pharmacists about

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new drugs that are coming on the **market**. Other positions include working for colleges, the

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government, the military, or for professional pharmacy **associations**.

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Most pharmacists say that they enjoy **helping** people in their efforts to stay **healthy** and

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happy. Contributing to a healthy **community** is one of the best parts of their **job**.

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The Appalachian Trail

Twisting and turning from Maine to Georgia, the Appalachian Trail is among the longest

footpaths in the United States. It crosses fourteen states as it **winds** its way through deep forests, 1

across **streams**, and over craggy mountains. People come from **all** over to hike it. However, 3

few of them **walk** the trail from beginning to end. **That's** hardly a surprise, because the entire 5

trail measures more than two thousand miles **long**. Hiking the complete trail would take about 7

five million footsteps! Still, to see even a **tiny** portion of it is to experience **some** of the 10

most beautiful landscape in the United States. 10

The **trail** began as one man's proposal in 1921. Benton McKaye **pictured** the trail as a 12

ribbon connecting **several** mountaintop camps where people could relax and **enjoy** nature. His 14

vision included hotels, inns, **study** centers, and villages where people could **work** together 16

farming the land, making crafts, and **taking** care of the forest. 17

At the **time**, there were several hiking clubs whose **members** owned and looked after 19

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hundreds of **miles** of hiking trails. These clubs were **all** in favor of the idea. However, it 21

wasn't until 1930 that work actually began on the **trail**. Once it started, it progressed quickly. 23

Hiking club members, working without payment, did **almost** all the construction, clearing bushes 25

and **trees** and marking the pathway. Although the **inns**, study centers, and villages were never 27

constructed, the trail was completed on August 14, 1937. **Today**, nearly all the trail is on 29

public lands that are protected so people **will** be able to enjoy them for **years** to come. 32

Every year, more than **three** million people hike along at least a **piece** of the Appalachian 34

Trail. Most hike for **just** a few days, but a few **each** year hike the entire length of the **long** 37

trail. That can take months of **traveling**, so these hikers must make careful **plans** beforehand. 39

Most begin in March or April at the **southern** end of the trail. A few **start** in the middle, hike to 41

one **end** of the trail, then return to their **starting** point by vehicle and hike to the **other** end. The 44

trail itself has campgrounds and **shelters** but no stores where food and **other** supplies can be 46

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purchased. Hikers must **purchase** these in towns that are dotted along the trail. **Sometimes** the towns 48

are as much as **three** days apart. For some hikers, reaching a **town** is a welcome relief. Towns 50

provide them the **opportunity** to stay in a hotel or **eat** at a restaurant if hikers are **weary** of 53

the challenging life of the trail. **Other** hikers will simply pass through, but **all** must decide what 55

supplies will be **needed** for the next segment of the **journey** . 57

Despite the challenges, people greatly enjoy **hiking** the trail. They come for the **fun** 59

of hiking the craggy green mountains of the **eastern** United States. They enjoy the opportunity to 60

ramble through heavy forests that are crisscrossed by **streams** . They delight in seeing the animals 62

that **inhabit** the wilderness along the trail. No **matter** how much or how little time **each** 65

hiker spends on the trail, all of them **come** away with a sense of wonder. 66

Maze Scoring Key L6/Progress Monitoring 4

City of Rocks

Picture in your mind a large, busy city. Do you see clusters of office **buildings** of different
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shapes and heights, forming **columns** of steel and glass rising above **busy** streets?
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Now imagine the same shapes, but a **little** smaller and made only of stone. **Some** of the
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structures are low to the **ground**, and others are towering columns. The **rocks** form arches, and
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there are passages that **look** like streets and alleys. This strange **city** is in the middle of a
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high desert. Instead of busy traffic, the **only** sound you hear is the whispering of the **wind**
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between the columns of rock. Unlike **other** cities, this one was made by **nature**, not by
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humans.
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This place exists in the **southwestern** desert of New Mexico, near a town **named** Deming. It
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is the City of Rocks State Park. Visitors of **all** ages come to climb the rocks and **walk**
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among them, imagining that they see **familiar** objects in the fantastic rock shapes. **Sometimes** they
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see the outlines of people or **animals**. Many of the rock formations have **been** named for the
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shapes they resemble.

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Geologists estimate that volcanoes erupted thirty-three **million** years ago, spewing out fiery

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pieces of **rock** and ash. This rock and ash **settled** and formed a layer of hard **lava**,

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which cracked and splintered as the lava **cooled**. Over millions of years, blasts of **sand** and rain

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driven by strong winds, as **well** as heat and cold, eroded the **softer** spaces between the hard

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columns of **stone**. It took all of this time and **weather** to bring into being the rock **city** as

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it looks today.

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The rocks **vary** in height and width. Some reach **fifty** feet, and others are close to the

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ground. On average, the columns of rock **are** fifteen to thirty feet high, with **varying** widths.

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Archaeologists have found evidence of **settlements** from the Mimbres Nation, who lived in the

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area hundreds of years ago. Holes in **some** of the rocks show that they had **been** used to grind

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seeds, nuts and **grains**. Later, members of the Apache Nation settled in the **region**, followed by the

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Spanish who arrived **five** hundred years ago.

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In the mid-**eighteen** hundreds, explorer John Bartlett passed through the **region**. He didn't see

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the City of Rocks. Instead, he **saw** some stone pillars close by that he **called** the "Giants of the

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Mimbres."

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Also at about this **time**, the amazing scenery, as well as the **hot** springs, began

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attracting visitors who were **traveling** west by stagecoach. A hotel was **built** for travelers who

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wanted to pause in the **middle** of their journey to bathe in the **spring** waters and visit the

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mysterious rock

city.

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It was only recently that the **region** has been designated a state park. At this **park**

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visitors can spend the day or **camp** overnight. Camping areas are nestled among **trees** and stone

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walls with picnic tables and **fireplaces** in peaceful, private spots. A garden that **is** maintained

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by the park service displays **many** types of cacti.

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The City of Rocks is a **great** park to visit with friends and **family**. Tourists of all ages can

scramble over the **boulders** in a kind of geological playground **set** against an enchanting desert

and big **blue** sky.

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Maze Scoring Key L6/Progress Monitoring 5

The Boy Who Made a Difference

John Benson Junior, or “Benny,” was a boy from Alaska. When Benny was a young boy, he

left home and began attending a mission **school**. Here, he would be given one of the **most**

incredible opportunities of his life.

At this **time**, Alaska was still a territory. It **was** not yet one of the states of the U.S.

Many people, including the territorial governor, were **working** hard for the cause of statehood.

The **governor** had been to Washington, D.C., where he had **seen** all of the flags of the

forty-eight **states**. He felt strongly that Alaska needed **its** own flag. When he returned home, he

persuaded a group of army veterans to **organize** a flag-designing contest for children who

were in grades seven to twelve. Contest **rules** were circulated to schools throughout the

territory and news of the competition soon **arrived** at the school Benny attended. He **was** in

seventh grade at the time that he **decided** to enter the contest.

Benny's design **was** a simple one that showed stars on a **blue** background. It featured

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seven small stars in the **shape** of the Big Dipper and one large **star** that represented the North

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Star. Benny explained that the **blue** field represented the Alaska sky and the **color** of a favorite

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flower, the forget-me-not. The North Star **referred** to the future of Alaska, which **would** be the

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northernmost state in the Union **when** it was finally admitted. The Big Dipper, or Great Bear, as the

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Alaskan **natives** called it, symbolized strength.

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Benny's design was **one** of ten sent from his school for the **final** judging.

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Considering he was only in **seventh** grade, he was also one of the **youngest** students to enter the

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contest. After **reviewing** all the entries, the judges voted to **use** Benny's design. Overnight,

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Benny became a **celebrity** for the people of Alaska. He **received** a gold watch that showed his

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flag emblem and a scholarship to use after **high** school. Years later, Benny's description of his

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design became part of the Alaska state **song**.

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After graduating from high school, Benny **returned** to his hometown to work with

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his **father**. Later on, he decided to use his **scholarship** money to learn to become a **diesel** mechanic at a school in Seattle. He **spent** most of the rest of his **life** working as an airplane mechanic in Alaska.

Benny Benson was **not** forgotten and for the rest of his **life** he was admired as an unofficial **goodwill** ambassador for Alaska. He was the **first** Alaskan native to join the Elks Club, and **many** streets and schools were named for him. He was an Alaskan who **brought** honor and respect to his people.

Even after Benny died he continued to **be** honored, including in 2002 when an **exhibition** celebrating the seventy-fifth anniversary of the **flag** was held. The state's governor reminded **citizens** of the importance of listening to the **ideas** of young people, because, as Benny Benson **showed**, even a young boy can make a **difference**.

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Penguins at the Mall

One day in early February, Esteban's little sister Ana watched a movie about penguins in school.

At dinnertime that night, she couldn't **stop** chattering about it. She decided penguins **were** her

favorite animal and drew lots of **pictures** of them to display in her **room**.

Esteban wanted to do something special for Ana for her **birthday** in March, and he knew

there **was** a colony of penguins living in their **province** of Alberta. These penguins lived

together at the **famous** West Edmonton Mall, an enormous nearby shopping center. Esteban's

parents agreed he could take Ana there to **see** the penguins, and Esteban's father recalled

overhearing that a baby penguin had hatched **there** recently and that there had been a **contest** to

name it. Ana was excited, and **brainstormed** with Esteban about what the winning **name** might

have been.

A few weeks **later**, Ana and Esteban headed on down to the West Edmonton Mall. Ana had

never been there before, so Esteban showed her **some** of the sights the huge shopping **center**

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had to offer. The size of forty-eight **city** blocks, the mall was the largest in North America and

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one of the biggest on the entire **planet**. It had its own fancy hotel, **amusement** park, and even

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water park all **contained** within it. Esteban and Ana didn't **have** time to see all those things, but they

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did stop by a life-size model of the Santa Maria, **one** of Christopher Columbus's

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ships. They also **attended** a sea lion show, where the **trainers** talked about the animals while they

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performed. Esteban found himself fascinated by the **creatures**, and was surprised by how friendly

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they **were**. Ana giggled at meeting one of them **afterwards**.

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Finally, it was time for Esteban and Ana to **visit** the sea life caverns, where the **penguins**

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lived. They stopped by the caverns' **invertebrate** touch pool first, where an attendant **showed** them

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how to gently handle the **underwater** animals and plants without hurting them. Esteban **pointed** out

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a starfish to Ana that **was** latched onto a rock, and they **both** felt its cold, bumpy skin.

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But Ana **couldn't** be distracted for long, even by a **starfish**. She tugged on Esteban's sleeve,

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and, **smiling**, he walked with her into the **next** room. There were the penguins!

Ana **was** enchanted. She ran around, following first **one** penguin and then another,

getting as **close** as she could to the exhibit **walls**. Esteban had to admit that the **penguins**

were cute. Penguins were preening, chasing after **fish**, and jabbering with each other. They

seemed to be in their own world.

“Esteban, **look** at that one!”

Esteban turned and **saw** the penguin Ana was indicating, which was a **little** smaller

than the others, and had a **white** eyebrow over each eye. A guide **saw** where he was looking.

“That’s one of our **younger** penguins,” said the guide. “It was the **tenth** penguin born here,

and we held a **contest** to name it.”

“My dad told me about that,” **said** Esteban. “So, what did you name it?”

“Dayo,” said the **guide**. “It means, joy arrives.”

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Esteban looked over at Ana, who was

cooing

and giggling at the penguin. He **smiled**. “I

think that was a perfect

choice

,” he said.

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Maze Scoring Key L6/Progress Monitoring 7

Jockey's Ridge State Park

It's a hot, sunny day and a surfer is on her board, descending a gentle slope. Suddenly, the board

wobbles to the **left**, and the surfer is tossed off the **surfboard**. She tumbles a few times, then she

gets up and retrieves her board. This **surfer** doesn't have a drop of water on her, **though**,

because she isn't surfing in the **ocean**. She's surfing the sand dunes at Jockey's Ridge State Park, in

North Carolina.

Jockey's Ridge **is** the highest sand dune park in the **eastern** United States. It is part of a

set of low islands that separate the **mainland** from the powerful waves of the Atlantic Ocean.

The **park** has three very different areas. The **first** is the dune area itself, which

is often called "The Living Dune" because it is **always** changing with the shifting winds. The

dunes area is very harsh, not only **because** of the winds and the shifting **sands** but also

because of the high **heat** during the summer months. The temperature of the **sands** can reach

one hundred thirty degrees, **making** it impossible for plants and animals to **make** their homes here.

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The areas around the **dunes**, however, have a variety of plants and **animals**. At the base of 23

the dunes, **protected** from the winds and heat, some **grasses** can grow, and water accumulates. This 25

area features several types of trees and **bushes**, including live oaks and red cedars. **Effects** of 28

wind and salty air from the **sea** stunt the growth of the trees, **causing** them to look like bushes. 30

Animals **such** as foxes, raccoons, and deer make their **homes** in this area. 32

The area where the Roanoke River **empties** into the sea has cattails, saw **grass**, and other 34

plants. It is a **habitat** for waterfowl and several kinds of **fish**. Pelicans and osprey, once almost 36

extinct, **live** in abundance here. They share the **waters** with herons, sand pipers, and 38

snowy **egrets**. 39

If you're hiking the park in the **early** morning, you might be lucky enough to **see** tracks 41

made by lizards, mice, or the **hognose** snake, which is a harmless reptile that **leaves** a 43

distinctive S-shaped track in the **sand**. 44

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The amount of sand in the **dunes** at Jockey's Ridge State Park would fill six million

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dump trucks. The sand, which is mostly from **quartz** rock, has been finely ground by **millions** of

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years of wind and water. The dunes **do** not blow away because the wind **changes** directions,

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blowing the sands back and **forth**.

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Lightning often strikes the sand during **violent** storms that blow in from the **ocean**. The

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storms cause hollow tubes called **fulgurites** to form in the sand. Visitors **can** see examples of

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fulgurites at the **park** headquarters.

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The park is open year **round** during the daytime only. There are **picnic** shelters, but no

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overnight camping facilities. **Information** panels along park walkways describe the **various** animals

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and plants found in the **area**. Visitors are cautioned to wear shoes during the **hot** summer

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months, since the sand temperature **can** be much hotter than the air **temperature**.

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Jockey's Ridge State Park is an exciting place to **visit**, especially for sand surfers. So grab

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your **board** and come along. The surf is **always** up at Jockey's Ridge.

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Maze Scoring Key L6/Progress Monitoring 8

Stargazer

When we look up into the starry sky, we can see countless specks of light. Some of those specks

form shapes we **can** recognize, such as the Big Dipper. Is **there** a larger pattern to the stars?

Do the points of light relate to **one** another in special ways? Astronomers have **been**

trying to answer these questions for **many** years.

Toward the end of the **nineteenth** century, astronomers began to use very **large**

telescopes to study the sky. These had **huge** mirrors that could gather very small **bits** of light.

For many years, the **world's** largest telescope was based on Mount Wilson in the U.S. It had a

one-hundred-inch mirror. When the telescope **was** put to use in 1919, a **scientist** named

Edwin Hubble went to work at Mount Wilson. **Using** this telescope, he became the best-**known**

astronomer of the twentieth century.

Hubble had **not** always been an astronomer. Indeed, when he **was** in high school, he

was not **even** an outstanding student. He was better **known** as an athlete who once held

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the **high**-jump record in Illinois, where he **grew** up. At the University of Chicago, Hubble

studied **math** and astronomy and he also played on the **school's** basketball team.

After college, Hubble won a Rhodes **scholarship** to Oxford University in England. There he

studied law and he even became a **lawyer** for a short time, but it **did** not suit him. After serving

in the **army** in World War I, Hubble stopped practicing law and **returned** to the study of astronomy.

Many **astronomers** of Hubble's day depended on complex **mathematical** calculations and

theories for their conclusions about the **universe**. Hubble, though, relied on large numbers of

observations and measurements made using the large **telescope** at Mount Wilson. His theories fit

the **facts** and as a result, his conclusions **were** very powerful.

Hubble discovered that our **galaxy**, the Milky Way, is not the only galaxy in the **universe**.

He also observed that all the **stars** and planets in the universe, in our **galaxy** and others, were not

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standing still but **instead** were moving away from each other at **great** speed. In addition, they all

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seemed to **be** moving away from the same point. This **suggested** that the universe had originated

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in a **single** place. Because all the stars and **planets** in the universe were behaving like **bits** of

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dirt after an explosion, the **theory** was called "the big bang" theory.

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Hubble, who **died** in 1953, made many more discoveries during his **long** career. Many

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of the ways of **measuring** things in astronomy today are the **result** of his work, but he realized that

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there were limits to what we can **observe** from the Earth's surface, even with **much** larger

56

telescopes. This is because the Earth's **atmosphere** tends to get in the way, like **looking** through

58

foggy glasses. A way to **observe** from outside Earth's atmosphere had to **be** developed. When

60

the world's largest and **most** accurate telescope was launched into orbit around the Earth in 1990,

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outside the **atmosphere**, scientists had no trouble coming up with a **name**. They called it the

63

Hubble Space Telescope.

63

Maze Scoring Key L6/Progress Monitoring 9

Born to Win

All parents have great dreams for their children and some go to great lengths to support and train

their children from a very early age. That is exactly what Mike Agassi **did** with his son Andre.

When Andre **was** just an infant his father would **hang** tennis balls over his crib. He **gave**

him miniature tennis rackets as toys and a **full**-sized racket for his second birthday. During

Andre's **early** school years, his father helped him **hit** three thousand tennis shots every day.

Later, when Andre was a teenager, his **father** sent him to a special tennis **school**.

Mike's ambition for and support of his **son** paid off and Andre Agassi became **one** of

the world's greatest tennis stars. He **was** the fifth male player to win the Grand Slam, which

includes all four of the major tennis **titles** in the world. He has won **dozens** of other tennis

tournaments and earned **millions** of dollars.

Andre was no doubt **influenced** by his father's ambition, but he **was** also probably

influenced by his father's **athletic** ability. Before immigrating to the United States

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and **settling** in Nevada, Mike competed as a **boxer** for his native country of Iran in the

Olympic Games.

Even with these advantages, Andre's path to **greatness** was not always easy. He

became a **professional** tennis player at the age of **sixteen** and won a million dollars by the

time he was eighteen, but an injured **wrist** interrupted his career. Then, there was the

problem of his public image. Andre was **one** of the first players to have **rock**-star length hair,

wear an earring, and **compete** in colorful clothes, as opposed to the **traditional** white clothing

worn by tennis players. On the **court**, Andre was bold and sometimes a **bit** of a brat, and off

the **court**, he appeared reckless. His marriage to **movie** star Brooke Shields lasted only a few

months, and his tennis game all but **disappeared**.

Instead of being defeated by these **events**, Andre rededicated himself to tennis. He

began a rigorous conditioning program, and stopped **eating** so many cheeseburgers. He

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shaved his **balding** head. He began to win again and **presented** himself to the world in a **much** 45
different way. He was more gracious and **thoughtful**. His focus was not only on **himself** and his 47
tennis career, but also on **giving** back to others, especially children with **special** needs. He founded 49
the Andre Agassi Charitable Foundation, which **funds** a school and homes for children in **need** 51
in the Las Vegas community. 51

Andre became **known** as an extraordinary friend. When the **child** of a friend was in 53
the **hospital**, Andre showed up at three in the **morning** to sit by her bed so her **father** could get 56
some sleep. When the **little** girl complained of feeling hot, Andre **left** and returned with a 58
window air **conditioner** he had bought and installed it at her **bedside**. This sort of kindness has not 60
gone unnoticed. Among his many honors, Andre was **named** “Most Caring Athlete” of 2001. 62
Andre and his **wife**, who is also a tennis champion, **have** two children of their own. Who 64
knows? Perhaps their two children were born to **win**, too. 66

Maze Scoring Key L6/Progress Monitoring 10

So You Want to Be a Pilot

Choosing a career is an exciting part of being young. A popular option that many young **people**

dream of is being a pilot. **When** planning a career as a pilot, **it's** good to start by deciding

which **kind** of pilot you would like to **be**.

If you think about it, what **pilots** really do is carry different kinds of **cargo** from

place to place. This cargo **may** be anything from people to letters and **packages**. Pilots who work

for the airlines **carry** passengers to and from airports in **many** cities around the world. Airlines fly

to **numerous** destinations all over the world and you **may** even have an airport in your **city**.

Cargo pilots work for companies that **transport** supplies and products. Their cargo may

be anything from electronic equipment to fresh **seafood**. When you order a book from the

Internet, the **book** may be shipped to you on a **plane**. As you might imagine, delivering goods

on **time** is an important part of this **job**.

Some pilots fly military aircraft. These **pilots** carry both supplies and troops to **military**

Maze Scoring Key L6/Progress Monitoring 10

bases around the world. Some planes **used** by the military can carry very **heavy** objects like land 25

vehicles or even **helicopters**. 26

Many large companies use their own **planes** to transport their executives to meetings 27

all over the world. Pilots who work for these **companies** must have a lot of flying 29

experience to be hired, and they are **usually** paid well. Many pilots who work for **large** 32

companies say that getting to spend **time** in other countries is the best **part** of their job. 34

An interest in **science** is a plus when you begin your **flight** training. Pilots must 36

understand topics such as **air** pressure, which allows planes to stay in the air, and **how** 38

weather conditions affect air currents. To **guide** their planes, pilots need to be **able** to use 40

computers and other electronic **equipment**. For example, they need to know **how** to read all the 42

displays on the **instrument** panel in the cockpit. 43

You should **plan** to get a college degree before you **apply** for a job as a pilot. **Some** 46

Maze Scoring Key L6/Progress Monitoring 10

colleges have programs that specialize in **flight** training. These programs include courses in

47

science

and math. Students who attend schools with **flight** programs can actually learn what it's

49

like to

fly

a plane. First, they practice virtual

flights

using a simulator until eventually they

51

are

ready to start practice flying with an **instructor** before taking a plane out independently.

53

In

addition

to their education, pilots also must

be

in top physical condition. If you

55

are

thinking of being a pilot someday, **it's** a good idea to start eating a

good

diet and

58

having an exercise program you

can

stick to. Before being hired, pilots

have

to obtain a

60

certificate from a

doctor

stating that they are in good

shape

, or fit to fly. This certificate **must** be

63

renewed on a regular basis.

Therefore

, maintaining your good health will also be

important

65

Being a pilot is an exciting and

challenging

career. Whether you transport passengers or

66

cargo

, you will certainly have an adventurous **job** !

68

A Famous Architect

When he was a young boy, Frank Lincoln Wright wanted to be an architect. He had pictures of

famous buildings **hung** all over the walls of his **room**. When he was a child, his **mother** 3

gave him glue, paper, and cardboard and **encouraged** him to explore shapes and forms. She 4

also gave him blocks to help him **learn** about three-dimensional space. 6

He later **changed** his middle name to Lloyd, in **honor** of his mother, the person responsible 8

for his **early** interests. When he was fifteen, before he **even** finished high school, Wright entered a 10

university to begin his formal studies. Later he **moved** to Chicago, where he worked as a 12

draftsman in several architectural firms. He soon **became** the chief assistant to the most 14

famous architect of the day, Louis Sullivan. 15

Wright **learned** a great deal about architecture from **working** with Sullivan. Sullivan 17

believed that the **architecture** of America should be based on American **needs** and ideas instead of 19

European traditions. After a **few** years, Wright set up his own **firm**, and later practiced from 21

Maze Scoring Key L6/Progress Monitoring 11

his home. By this **time**, Wright was developing his own unique **style** of architecture. It was this 23

style that **would** eventually make him a famous architect **still** remembered today. 25

Wright's style differed from the **traditional** style of the time. He often **used** blocks of 27

concrete in the design of his **structures**. Rather than building boxes with stairs in the **middle**, Wright 29

designed houses with low, sheltering **rooflines**, open inside spaces, and a central **fireplace**. He 31

thought that these houses fit **better** on the open prairies of the American **west**. With Wright's 33

designs, the style that **would** become known as the Prairie School of Architecture was **born**. 35

Over his long career, Wright designed over **one** thousand houses and buildings, about half of 36

which **were** completed. His most famous home sits in a **beautiful** wooded spot. The design 38

makes the **home** appear as though a stream is **flowing** out from under it. Wright was 40

especially proud of a hotel he designed in Japan. **Very** strong concrete was used in the **beautiful**, 43

open hotel to keep it from **collapsing** if there were an earthquake. When a **big** earthquake 45

shook the land, the Imperial Hotel **withstood** the quake. Wright's designs were not **only** attractive, 47

but sturdy and safe. 47

In **addition** to being an architect, Wright was a **fine** self-promoter. He made himself into a 49

star by writing books and giving lectures **whenever** he was not designing buildings. He 51

created a foundation and workshop where young, **aspiring** architects could study with him. 53

Wright's **first** workshop was on land owned by his **uncle** in the Midwest, but as he 55

grew older, he tired of the cold **winters** and established a second campus in the **southwest**. 58

By the time of his death, Frank Lloyd Wright had **become** a great architect. He has been 59

recognized around the world for his unique **style** and modern designs. He came a **long** way 62

from glue and paper and **cardboard**. He had given the United States a **new**, American form of 64

architecture and inspired a **generation** of architects. 65

Mayor Mom

Today in school, we're having a discussion about local government. Our teacher is explaining

that our **city** has a government that makes and **enforces** laws. It also hears and decides 2

some court cases. Mr. Billings goes on to **say** that people living in cities depend on 4

municipal, or city, governments for numerous necessary **services**. This includes police protection, 6

fire protection, and **garbage** collection. I am beginning to squirm a **little** in my chair, because I 8

know **what's** coming next. 9

Some of my classmates **are** looking at me as Mr. Billings **talks** about the mayor. 11

That's because the **mayor** of our city is also my **mom**. I'm not embarrassed, because I know my 13

mother has a very important job, but I **am** a little self-conscious. 15

Mr. Billings **says** that as the elected leader of our **city's** government, the mayor 17

appoints people to **enforce** the laws and can also veto **laws** passed by the city council. In our 19

city, the mayor leads the weekly city **council** meetings. She prepares the agenda for **each** 22

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meeting and enforces time limits for **discussions** during the meeting. The mayor helps **solve** 24

problems and makes this city a **good** place for us to live, Mr. Billings **summarizes**. Then he asks, 26

“Who can tell about a **specific** contribution our mayor has made to **improve** this community?” 28

My friend Victor raises his **hand**. “The mayor helped my neighborhood get **access** to a 30

vacant lot and turn it into a **garden**,” he says. He explains that his **neighbors** thought the empty lot 32

was ugly. It **was** full of garbage, yard debris and **overgrown** weeds. The neighbors started a 34

petition in which they **asked** the mayor to allow them to **lease** the lot for a reasonable price. They 36

wanted to clear the lot of waste and **debris** and create a vegetable and flower **garden** that all 39

their neighbors could share. The **mayor** fought diligently to allow the neighborhood to **rent** the 41

lot. She finally convinced the **city** council to agree with this plan. 42

My **mother** had told me this story before. I **am** really pleased to hear Victor 44

describe it **so** that everyone could hear about her **efforts**. After Victor's story, Mr. Billings 46

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turns to me and **asks** me to give some more information about the **mayor**. I decide I should 48

share something since I **know** her pretty well. I'm proud of my **mom's** achievements, so it isn't 50

hard to **think** of something to say. I think **back** to all the projects my mother **has** talked 53

about during dinnertime since she **became** mayor. 54

I say that the mayor **is** always thinking of ways to make this a **better** city. She 56

encouraged council members to **approve** a levy to improve public transportation **so** that it's 58

easier to use the **county** bus system. She also took advantage of **one** of our town's favorite 60

pastimes, jogging, and **coordinated** an annual half-marathon to benefit **local** charities. When I 62

think about all of the **important** things my mom has done as mayor, I **know** I don't have to be 64

self-**conscious**, just proud. 65

Digging for Facts

Imagine that you and some friends are helping to plant a garden. Your shovel slices deep into the

ground and brings up another heaping mound of **dirt**. But this time, you spy something

unusual in the dirt. You carefully dump the **dirt** onto the ground and pick up the **object**,

turning it over in your hand. The object **has** a particular shape to it, with a **pattern** on the

sides and a sharp **point**. It's an arrowhead, you realize. You've **found** an object that was created

many **years** ago.

If you put the arrowhead in your **pocket** and take it home, not bothering to **ask** questions

about it, you're simply a **finder** of objects. If, on the other **hand**, you begin to wonder who might

have made the arrowhead and what it **might** have been used for, you're starting to **think** like an

archaeologist.

Archaeology is the **study** of ancient people and their relationship to their **environment**, or

the world around them. Archaeologists **are** scientists who try to answer questions

Maze Scoring Key L6/Progress Monitoring 13

about **how** ancient people lived. They use clues to **find** out who the people were, where they

22

originally came from, and what challenges they **faced**. Their work is especially important when

24

no written records were left behind by those **ancient** people. Even when written records are

26

available, though, they don't always tell us **enough**. Archaeologists can help fill in the **blanks**

29

by studying objects left behind long after the **people** are gone. These objects may include **tools**,

31

cooking utensils, weapons, and the remains of **buildings** and houses.

32

Most archaeologists prepare for their **work** by getting a college degree. They **usually** begin

34

with classes, but eventually help out at "**digs**." These are places where objects are **dug** up, in

36

much the same way you dug up your **imaginary** arrowhead.

37

The digging is done very **slowly** and carefully, so as not to **destroy** any objects. Some

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items are very **delicate**, having been in the ground for **hundreds** or even thousands of years.

41

Archaeologists **keep** detailed notes about the objects and about **exactly** where they were found and

43

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what **things** were nearby.

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Found objects that are **easily** moved, such as tools or weapons, **are** called artifacts.

46

Objects that are not **so** easily moved, such as the walls of a **house** or a pool for water, are

48

called features. Still other objects that are **naturally** occurring, like seeds and animal bones,

50

are called ecofacts. Archaeologists carefully examine all these **clues** to try to create a

52

complete **picture** of how ancient people lived.

53

Archaeologists **often** work with other types of scientists. They **use** high-tech methods

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such as x-rays, **special** chemical tests, and computers. Sometimes they **know** exactly where to

57

look for objects **because** there have been other digs close by. **Other** times they use written

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records and **maps**. Occasionally a dig site is spotted from the **air** or even from space by

61

satellites that **take** detailed pictures of Earth. But archaeologists **still** depend on luck, too.

63

Sometimes an **action** as simple as sticking a shovel or a **spade** into the earth and finding

65

something

interesting

leads to the discovery of a

large

dig site.

67

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Overcoming Fear

Many people do not like to speak in public. For one boy, trying to avoid **public** speaking 1
became a habit. He disliked public **speaking** so much that he refused to **do** so, even when he 3
had to for **school**. Who was the boy? His name **was** Daniel Webster and he went on to 5
become a lawyer and political leader. He **was** also an admired public speaker. 7
Daniel Webster was **born** in New Hampshire in the late seventeen **hundreds**. His parents 9
were farmers who worked **very** hard. Webster was one of nine **children**, but illness in his childhood 11
meant he **was** unable to work on the farm with his **siblings**. Instead, his parents hired many tutors 13
to **help** teach their son and they sent him to **one** of the best schools in the **country**. 16
They wanted to give their son the **best** possible education. Later, Webster went to **college** in 18
New Hampshire. He joined a group in college that **made** him practice speaking in front of **other** 20
people. Through these experiences, he mastered his **fear** of public speaking and was so 21
successful that soon after his college graduation, **officials** in his college town invited him 23

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to **give** the annual Independence Day speech.

24

Webster studied **law** and completed a legal apprenticeship. Before he was **able** to

26

finish, though, he took a **job** as a schoolmaster to help support his **older** brother's educational

28

pursuits. Eventually he returned to his **legal** training. Soon, he set up a legal **practice** near the

30

town he grew up in and **also** became involved in politics. His reputation as a **skilled** lawyer

32

and a public speaker began to **spread** and he was even elected to the U.S. House of Representatives

33

because of his opposition to the War of 1812. The **war** was between Britain and the United States,

35

over **regulations** that had hurt the shipping trade in New England.

36

After **servicing** two terms in Congress, Webster moved to Boston. He **achieved** national fame

38

as a lawyer and **public** speaker and also successfully represented Dartmouth College in a

39

case before the U.S. Supreme Court. He also **served** in Congress once again, this time as a

41

representative from Boston. Only a few years **later**, he was elected to the U.S. Senate.

43

Over the **next** few years, Webster made three attempts to **gain** the office of President. He 45

was **never** successful in becoming a nominee; however, President William Henry Harrison 46

appointed Webster as Secretary of State. Four **years** later, he served again in the Senate, and 48

then returned as Secretary of State. While **still** serving in the Senate, Webster was 50

credited with having prevented Southern states from **seceding** from the Union over the issue of 52

slavery. Webster opposed slavery, but feared the **breakup** of the Union over the issue. He 54

is remembered for his strong defense of the **nation** over states' rights. In 1957, over a 56

hundred years after his death, he was **even** named as one of the five **most** outstanding 59

Senate members in U.S. history. 59

The **next** time you don't want to speak in **front** of others, think of Daniel Webster and 61

know that it is a very common **problem** that can be overcome. 63

The Mayo Clinic

You've probably heard the saying, "Every cloud has a silver lining." It means that difficult

situations often **result** in changes for the good. It **is** hard to believe that a disaster **such** 3

as a tornado could have a **silver** lining. Yet that's exactly what happened after a **tornado** struck the 5

rural town of Rochester, Minnesota. 5

Many townspeople were injured by this powerful **tornado**. Even worse, the town did not 7

have a hospital. The injured citizens had to **be** treated in temporary shelters. To prevent this 9

from **happening** in the future, a group of **nuns** decided to build a hospital in the **town**. They 12

hired William Mayo, a doctor who had **helped** the tornado victims, to direct the **project**. Soon the 14

people of the town **could** go to an organized hospital whenever they **needed** care. 16

The doctors on staff at the **new** hospital were Dr. Mayo and his **two** sons, William 18

and Charles. A few **years** after the hospital opened, the elder Dr. Mayo **retired**. He left the 20

hospital's operation in the **hands** of his children. Today, the Mayo Clinic **is** considered one of 22

the best hospitals in the **world**. The foundation of the clinic is a **saying** by the elder Dr. Mayo, “No 24

one is big enough to be independent of **others**.” This philosophy of teamwork and cooperation 26

is a large part of the success of the Mayo Clinic. 27

Throughout their **lives**, brothers Charles and William were very **different** from each other. 29

Charles loved practical **jokes** and was very social, whereas William **was** quiet and reserved. 31

As adolescents, their **lives** were similar to many other teens of their **day**. They went to school 33

in the **mornings** and helped out with chores on the **family** farm later in the day. 35

The **boys'** parents valued learning and taught their **sons** about science. Their mother 37

set up a **telescope** on the roof so she could **teach** them about the stars. She also **helped** them 40

learn the names of all the **plant** and tree species on the farm. From their **father**, they learned 42

about chemistry and anatomy. The **boys** also learned Latin at a special **school** and read classic 44

literature from the **family's** library. 45

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As they grew up, the **brothers** became known for their kindness, and they **earned** the
47
respect of the people in their **town**. During the first years that the Mayo Clinic **was** in
49
operation, the brothers stressed to the **hospital** staff the importance of working as a **team**. Over
51
time, the hospital became known for **its** sharing of ideas among its doctors. **Today**, it has a
53
branch for training **new** doctors and a library for both **doctors** and patients.
55

Charles and William continued their **work** for the Mayo Clinic until their deaths. At the
56
end of their lives, the hospital had **changed** from one small building with about **forty** beds to
59
a large complex of **buildings** that treated tens of thousands of **patients** each year. From tragedy to
61
success, the Mayo Clinic **just** goes to show that there is, in **fact**, a silver lining behind
63
every cloud.
63

China's Great Wall

Over two thousand years ago, the emperor of China wanted to find a way to make the borders of

his country more secure. He decided to build a giant **wall**, which would keep out invaders. The

wall **would** go on to take millions of **people** and several centuries to build. Today, over **two**

millennia later, much of the wall **still** stands. It stretches almost four thousand **miles**, longer

than the distance from California to New York. **While** it no longer retains its original **function**

as a barrier, the Great Wall of China remains a **popular** site for visitors who want to **see** and

experience a piece of an **ancient** world.

China's winding wall is no **mere** fence, as it is full of **passes** and watchtowers. Fires would be

lit from the **wall** to warn of oncoming attackers. While the **width** and height of the wall vary

greatly at different points along its path, on **average** it measures from fifteen to thirty **feet**

wide and around twenty-five feet **tall**. The shape and size of the **wall** have varied through the

centuries. Before the **emperor** decided to build one great wall, **disconnected** walls of different

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lengths and directions **were** scattered across China. In building the wall, these **sections** were 24
connected and expanded until at **one** point, the wall was large enough that it **took** one 26
million soldiers to guard it. 26

If you followed the wall across China, you **would** visit all the varied landscapes the 28
country has to offer. The wall stretches from **deserts** to hills, from grasslands to mountains. The 30

wall **itself** is formed from a wide range of the **various** building materials available in China, 32
from **ones** as simple as mud and reeds to **bricks** that continue to stand centuries later. **Many** of 35

the materials used to make the wall **came** from locally available sources, as the **uneven** terrain 37
made it difficult to get **building** supplies to the appropriate sites. 38

Different building **materials** required different methods. The walls made out of **mud** and dirt 40
stood around six inches **thick** and had several different layers. They **often** had a wooden frame 42
that was **packed** with the earth. These walls broke down **quickly** and needed frequent repairs to keep 44

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them **standing**. The sturdier walls were usually a **mix** of stone or brick. After baking in **kilns**, 47

the bricks would often have to **be** transported to the building site with the **help** of animals 49

and ropes. 49

As the **emperors** built up the wall, it became **not** only a useful tool for defense, but **also** 52

a monument to their strength. The **towers** provided increased security and added to China's **image** 54

as a powerful empire. As the wall **grew** and changed through the years, sections **added** later were 56

more decorated and imposing **than** the earlier sections. 57

The wall is **now** considered to be one of the **human**-made wonders of the world. Visitors 59

to the wall **can** see the results of centuries of **care**, sweat, and ambition. Today, the wall **is** 62

no longer meant to keep visitors out of China. To **many** of the millions of people who **make** 64

the trip to China each year, **seeing** the wall is what brings them in. 65

Through the Castle

Jeremiah was excited to be miniature golfing with his grandmother. They arrived at the front

office, **rented** clubs and balls, and headed over to the **course**. Jeremiah was amazed when he saw it.

Scattered everywhere throughout the course were small **sculptures** and buildings, including a windmill, with **blades** that were actually rotating. Near another **hole**, there was a statue of an

acrobat performing a flip, and still elsewhere **was** what resembled a tiny stream with a

small bridge arching over it. It was like **being** in a shrunken fantasy world, and Jeremiah

couldn't wait to get started.

On the **grass** by the first hole was a **castle**, constructed so that the ball was **prevented**

from going around it. Inspecting the **castle**, Jeremiah saw three doorways going through it. **Unless**

he hit the ball directly through **one** of the doorways, he wouldn't be **able** to get past the

building and into the **hole**. Jeremiah decided to aim for the **middle** doorway. He placed the ball

on the **green** to prepare his first shot.

21

When Jeremiah **took** a swing, the ball zoomed forward, **much** faster than he had

23

intended. It **struck** the side of the castle, bounced **back** the way it had come, and **halted**

26

farther back than where it had **begun**. Jeremiah laughed as he realized this **wasn't** going to be as

28

simple as he had **envisioned**. He decided to hit the ball **much** more softly until he had gotten the

30

hang of it.

31

After several attempts, Jeremiah **managed** to get the ball to stop **right** in front of one of the

33

castle doors. He peered through it and **took** a swing, and the ball rolled **gently** through the

36

door. As Jeremiah hovered **anxiously**, the ball plopped in. "Nice shot, Jeremiah," his **grandmother**

38

complimented him.

38

On his grandmother's turn, she **stared** at the course, thinking hard. Then she **aimed** sideways

40

at the wall! Jeremiah was **astonished** as the ball bounced off two **walls** and traveled straight

42

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through the castle **doors** and into the hole. "How did you **do** that, Grandma?" he asked.

"It's all about **angles**, Jeremiah," she said cheerfully. "The ball **will** bounce off the

wall at the **same** angle it struck it." She drew a **diagram** on the back of her scorecard to

demonstrate. "If you know what direction you **want** the ball to be traveling when it **arrives** at

the door, you can calculate **where** to hit it." She explained some **more** until Jeremiah thought

that he understood what to **do**.

They jogged over to the next **hole**, which had a small maze barring the **way**. Jeremiah

and his grandmother looked it over **eagerly**, discussing what they thought would be the

most successful strategy. Jeremiah's grandmother went first, and her **attempt** hit the first barrier

before halting, **having** barely gone six inches. They both **laughed**, and Jeremiah's grandmother

prepared to try **again**. Jeremiah decided that even when they **didn't** succeed, miniature golfing was

fun. He **watched** his grandmother putt, eager for his **own** opportunity to locate the perfect angle.

Finders but Not Keepers

It was summer, and Gloria and Andres were excited about summer vacation. A family tradition

was to spend the **first** month of the summer vacation traveling. **Almost** as soon as the final school

bell had rung, Dad would attach the **pop**-up trailer to the bumper of the **family** van, the

kids would fill the **trailer** with camping gear, Mom would pack **snacks** for the road, and off they

would all go, on a new adventure.

Gloria, Andres, and their **parents** had chosen several national and state **parks** to visit during

their trip this **summer**. They were going to see rivers, **mountains**, prairies, grasslands, and forests.

Part of the **fun** would be to see anticipated sights. **Possibly** the best part of the trip, **though**,

would be the unplanned sights and **adventures**. Something unexpected always occurred on

these **trips**.

The family's first destination was Palisades State Park, near Garretson, South Dakota. Before

they **arrived** at the park, Andres asked what a **palisade** was. Gloria searched for the definition in

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a **dictionary** the family always kept in the **car** and proudly explained that a palisade **was** a 22

line of lofty cliffs. Andres **smiled** at his sister, who always seemed to **be** a step ahead of him. 24

Gloria's **definition** was a perfect description of the **scenery** the family witnessed when they 26

arrived at the **park**. A deep gorge, formed over many **years** by a rushing stream, cut through a 28

flat prairie. The whole family was awed by the **massive**, vertical walls of the cliffs. 30

Once the **family's** campsite was in order, Andres and Gloria **took** off to explore the area a 32

short distance from the site. After only a **minute** or two, Gloria spotted a bright 34

red stone on the ground, which she **picked** up and stuck in her pocket. 36

The **next** morning, the park ranger stopped by the **family's** campsite to welcome them to the 38

park. He informed them about the park's **many** features and activities. Gloria showed the 40

ranger the stone she had found, and he **responded** that she had found something very **unique**. The 43

stone was pipestone, which he **said** Native Americans consider sacred and have **used** for centuries 45

to make peace pipes.

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The **ranger** explained that according to Native American **legend**, in ancient times the Great

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Spirit **came** to visit the Native people. The Spirit came in the **form** of a large bird and told

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all the Indian nations that this unique **red** stone was a symbol of the Native **people**. The

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Spirit told the Indians that the **stone** belonged to all of their people and that **no** weapon could

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be made from it.

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The **ranger** explained that the legend had been **passed** down for many generations. The

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Great Spirit's **commandments** regarding the stone are honored to this **day**. When he left,

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Gloria knew what she **wanted** to do. She returned to the **location** where she had found the stone and

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placed it on the ground. It pleased her to **think** that the family had already had their

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first unexpected adventure, and the trip had **only** just begun.

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The Competition

As soon as the car was parked, Felicia bounced out, scurried to the trunk to grab her suitcase, and then hurried inside the airport. Her dad followed behind her. Waiting inside the **airport** were her three teammates and coach. They **were** all getting ready to fly to a **national** math competition, for which they had **been** preparing all year.

Felicia's math teacher had **invited** her to join the team back in November. Felicia had **always** enjoyed math, and thought working together with her **classmates** and going to competitions would be

fun. So, every Saturday, Felicia and her **team** gathered to practice. In January, they

won their district competition, and a month **later** they won the state meet. Now Felicia and her

teammates were on their way to represent their **state** at the national competition. Felicia

couldn't **wait**.

On the airplane, Felicia tried to **take** a nap, but found she was **too** excited to get to sleep.

Instead, she **unpacked** some of the materials her coach had **given** her to work on. She had

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a **packet** of problems from previous national level **competitions** and worked through them. Finally, 20

she **just** watched the scenery out the window as the **plane** approached for a landing. 22

The team **arrived** at their hotel. Swarming all over the **lobby** and hallways were kids 24

from all over the **country**. Everyone was friendly and eager to **meet** other math competitors. By 26

the time she **got** to her room, Felicia had met **teams** from all over the country. The 28

competition hadn't even begun, and Felicia was **already** feeling exhilarated. 30

The team met for **one** final practice that night. The competition in the **morning** would 32

consist of an individual round and a **team** round. Felicia and her teammates all **aspired** to do well 34

in the individual **round**, but it was in the team round that they **hoped** to excel. They knew each 36

others' **particular** strengths and how to work together to **solve** the tougher problems. They 38

were confident that the **months** of practice would pay off. 39

Their **practice** session went well, so Felicia and her **teammates** headed off to get some 41

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sleep **so** they would be refreshed for the **next** day. In the morning, they quizzed **each** other 44

over breakfast on the facts and **formulas** they would need to use during the **competition**. Felicia 46

tried to remain calm. It **would** be her job during the team **round** to write down the final answer, 48

and she **needed** to remain focused if she didn't **want** to make a mistake. 50

Felicia's team **filed** with all the other competitors into the **great** ballroom where the 52

competition would be **held**. They found their assigned seats and **made** sure they had enough 54

pencils and **scratch** paper. Finally, the director of the **competition** walked onto the stage and to the 56

microphone. He gave a brief speech of **welcome** and outlined the schedule for the **day**. Then 59

he signaled the staff to **hand** out the tests. Felicia took a **deep** breath. The national math 61

competition was about to **begin**. 62

Boiling Springs State Park

Visitors to the state of Oklahoma have their pick of things to do. First of all, the state has

many interesting historic sites to visit. In **addition**, there are mountains, lakes, and streams that

are part of scenic recreation areas. For **more** than fifty years, the state has **developed**

parks around these lakes and streams. **Fishing**, boating, and waterskiing are just some of the

outdoor activities on hand for visitors to the **state** parks and recreation areas.

There are fifty-two state **parks** and recreation areas in Oklahoma. One **favorite** is Boiling

Springs State Park. The park is in the **northwest** corner of the state and was **built** by the

Civilian Conservation Corps in the nineteen-thirties. The CCC, as it **was** known, was created by

President Franklin Delano Roosevelt. His **idea** was to give work to people during a **time** when

jobs were hard to find and to **protect** the nation's natural resources at the **same** time. Millions of

acres of federal and **state** lands were improved through the work of the CCC.

Boiling Springs Park **has** several natural springs, but the springs **don't** actually contain

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hot, boiling water. The **strong**, churning flow of water below the **surface** of the sandy-bottomed 22

springs just **makes** the water look as if it **is** boiling. 24

The springs are not the **only** natural attraction in the park. On a **hike** through 26

Boiling Springs Park, you'll see a small but **very** beautiful lake. You'll hike in the **midst** of walnut, 28

oak, and elm groves **full** of lovely, old trees. If you're **alert**, you might see a deer or **even** a 31

rabbit. If you are very **quiet** and take your time, you might **also** spot a wild turkey or skunk. 33

Bobcats, beavers, and badgers live in the **area** as well. The springs and abundant **wildlife** 36

attracted early Plains Indians to this region. 36

The **park** campgrounds contain fifty campsites along with **several** shaded tent sites. For 38

visitors who **prefer** more modern accommodations, there are several **small** cabins available for 40

rent, each with a **fireplace**, television, dishes, cookware, and linens. For **large** groups of visitors, the 42

park has **ten** bunkhouses and a common building where **meals** can be cooked and eaten. 44

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Throughout the **park** there are many picnic tables. There **are** three open-sided buildings

that can **be** rented for family reunions, company picnics, and **other** large events. There is

even a **park** swimming pool, a snack bar and a **public** golf course very close to the park.

After a **picnic** and before a swim in the **pool**, you can hike or bike on **one** of the park's

three scenic hiking **trails**. These include a nature trail that **offers** visitors a chance to see many

kinds of plants and animals native to the park.

It's not likely you'll soon forget a **visit** to this state park. If you **want** to be sure

that you'll remember the **adventure**, the park has a gift shop **where** you can buy t-shirts, caps, and

other souvenirs of your stay in Boiling Springs.

According to the state motto, "Oklahoma's okay." Boiling Springs State Park

more than okay, though. It is **historic** and scenic, and it is full of **interesting** things to see and do.