**SKILL ASSESSED**

Reading Comprehension

**Grade Level**

2–10

**Language**

English

**Grouping**

Individual/Group

**Approximate Testing Time**

3 Minutes

**Materials**

• a copy of the appropriate passage
• a stopwatch
• pencils

**Author**

Michael Milone, Ph.D.

► WHAT A maze reading assessment is a task that measures how well students understand text they read silently. The maze task differs from traditional comprehension in that it is based completely on the text. After the first sentence, every seventh word in the passage is replaced with the correct word and two distracters. Students choose the word from among the three choices that fits best with the rest of the passage.

► WHY Capable readers understand the syntax of what they read and the meanings of the words as they are used in the text. Some students with reading difficulties can’t comprehend what they read well enough to choose words based on semantic and syntactic accuracy. A maze reading assessment can identify these students and measure changes in their reading behaviors as the result of instruction or practice.

► HOW Students read one passage that has been modified in a specific way. The first sentence of the passage is left intact to provide a meaningful start to the reading. For the rest of the passage, every seventh word is replaced with parentheses in which are found the correct word from the passage and two distracters arranged randomly. The student circles one word within the parentheses that makes sense with the rest of the passage.

Neither of the distracters maintains the meaning of the passage. One is a near distracter that is the same part of speech or otherwise resembles the correct word. The other is a far distracter that is chosen randomly from a pool of words that are comparable to the words in the passage.

The length of the passages varies from around 150 to 400 words; the passage is chosen depending on the grade placement or reading
ability of the student. The student has three minutes to complete the task (reading the passage). The student's score is the number of correct words circled in three minutes. The grade levels and titles of the passages are shown below. For each grade, two equivalent passages (A and B) are provided; these may be used for pre- / post-testing and/or progress monitoring. Passages are provided starting on page 158.

A Teaching Passage is also provided (on page 156) to use with students who may not understand the task initially; you may use that passage (and that passage only) to teach the task if necessary.

Administration instructions to be used with the teaching passage are on page 155.

<table>
<thead>
<tr>
<th>Grade</th>
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Give each student a copy of the appropriate maze passage. Be sure each student has a pencil. Have the students write their names and the date on the page. Ask the students to put the passage face-down on the desk. Read the directions below to the students.

Say: For this activity, you will read a special kind of story. Some of the words in the story have been replaced with a group of three words. You are to decide which word in each group fits best in the story. You will circle the word you think is best.
Be sure the students understand the task. (You may restate the
directions, if necessary).

Say: *When I tell you to begin, read the story to yourself. When you
come to each group of three words, circle the word that fits best with
the rest of the story. Work quickly, but not so fast that you make mis-
takes. Think about the word in each group that is correct. Circle this
word and continue working. If you see the words GO ON at the bot-
tom of a page, go on to the next page.*

*You will have three minutes. After three minutes, I will say “Stop
working.” If you finish before the three minutes are up, you can check
your work. Do you have any questions? (Answer any questions the
students have.)* Turn your papers over. You may begin.

Start timing and allow three minutes. Check the students as they
work to be sure the students understand the task, but do not help
them choose any answers. For passages that are more than one
page long, remind the students to go on to the next page when
they see the words “GO ON”.

When three minutes have elapsed, say: *Stop working now. Thank
you for completing the activity.*

Collect the completed maze assessments.

**Scoring the Maze**

**Reading Assessment**

Compare the student’s responses to the answer key (provided on
pages 176-180) for the passage. Count any correct answer that is
circled, underlined, or otherwise indicated. Put a check beside
each correct response and a line through each incorrect response.
Record the number of correct responses and number of errors on
the corresponding lines at the bottom of the page.

For ninth and tenth grade students, use eighth grade scoring.

An example of a scored passage is provided on page 157.
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<thead>
<tr>
<th>Grade</th>
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**What it Means**  The results of the maze assessment are reported as the number of correct replacements. This measure is consistent across assessment passages and grades, so a student's understanding of the text can be compared to prior or subsequent assessments and with other students in the same grade. A student with few correct responses may be experiencing reading difficulties, so the measure can be used for screening. Over time, the number of correct responses should increase as the student is able to read more text in the same period of time and understand it better.
The scoring table on p.153 shows typical grade-level expectations for the number of correct replacements in a maze assessment. If the assessment is used for screening purposes, a reasonable guideline is that students whose score is significantly lower than expected (about half of the values shown in the table), will probably be having reading difficulties. If scores fall between those shown on the scoring table, teachers should take into account other sources of information in order to make instructional decisions.

For progress monitoring purposes, the maze assessment may be used more than once if the students receive no feedback about their responses. Goal setting can be accomplished using the information in the table. Typical students will show a score increase from the beginning to the end of the school year.

▷ WHAT’S NEXT? A useful strategy to improve students’ understanding of text is to pair reading with comprehension checks through peer questions, summarization, or retelling. Another good strategy is to create practice maze passages or have the students create the passages. Have the students collaborate to read the passages and choose the correct words. Ask the students to explain to one another why the correct answer fits best with the rest of the selection. If capable cross-age or adult readers are available, they can discuss why certain words don’t fit because they are the wrong part of speech and why others don’t match the meaning of the text.
Use this passage to teach the task to some younger students or older students with reading difficulties who may need a practice (teaching) activity before attempting the maze assessment. For these students, duplicate the teaching passage on page 156 and distribute it to the student/s. Be sure each student has a pencil. The directions are below.

Say: For this activity, you will read a special kind of story. Some of the words in the story have been replaced with a group of three words. You are to decide which word in each group fits best in the story. You will circle the word you think is best.

We will begin with the practice story I gave you. Read the first sentence to yourself while I read it out loud.

The bird landed on the ground.

Now read the second sentence.

It picked up a piece of (book, grass, tired) in its bill.

The word grass fits best with the rest of the story. Draw a circle around the word grass. (Check to be sure the students have circled the correct word.)

Let's read the next sentence.

The bird flew (back, when, shirt) to its nest.

Which word fits best in the sentence? (Encourage a volunteer to choose the correct answer.) Yes, the word back is correct. Draw a circle around the word back.

For the last sentence, I want you to read it to yourself and circle the word that fits best in the sentence. Work quickly, but not so fast that you make mistakes. Now read the sentence and circle the word. (Allow time for the students to read the sentence and circle the word.)

The third word, the, is correct. If you circled another word, cross out your answer and circle the now.

Check to be sure the students have circled the correct answer. It may be helpful to read the passage aloud with the correct words in place to ensure that the students understand the task.
Teaching Passage

The bird landed on the ground.

It picked up a piece of (book, grass, tired) in its bill.

The bird flew (back, when, shirt) to its nest with the grass.

(Rug, So, The) nest was in a tall pine tree.
A City Walk

The light changed to green, and Ted and his mother walked across the street. They were on their way to (for, the) food store.

Ted liked walking to (and, is, the) store. The city was a busy (place) store. The city was (in, on, over) a busy (place). He saw lots of different things. (Them, He, Say) also saw many of the people (bad, fat, who) worked near his house.

"Hello Ted, (once, hello, you) Mrs. Gomez," said Mr. Hill. He (grow, happy, was) standing outside his store. He sold (books) name, stay). On rainy days after school, Ted (bark, would) visit the store. Mr. Hill would (show, ride, frog) him books that he thought Ted (got, glad, would) like.

A little bit later, the (mat, two, soon) of them reached the food store. (Mrs., How, Noise) King ran the store, and she (but, truck, always) had a special treat for Ted. (Today, Little, Paint), she gave him some fresh grapes. (day, be, Ted) thanked her and shared the grapes (out, with, fish) his mother. She said they were (just, the, chair) best grapes she had ever tasted. (Ted, Girl, See) thought they were really good, too. (Let, Cry, Then) Ted and his mother got a (duck, cart, late) and started their shopping.

Number Correct: 11  Number of Errors: 3
A City Walk

The light changed to green, and Ted and his mother walked across the street. They were on their way to (for, the, met) food store.

Ted liked walking to (and, is, the) store. The city was a busy (place, hat, want). He saw lots of different things. (Them, He, Say) also saw many of the people (bad, fat, who) worked near his house.

"Hello Ted, (once, hello, you) Mrs. Gomez," said Mr. Hill. He (grow, happy, was) standing outside his store. He sold (books, name, stay). On rainy days after school, Ted (bark, would, cold) visit the store. Mr. Hill would (show, ride, frog) him books that he thought Ted (got, glad, would) like.

A little bit later, the (mat, two, soon) of them reached the food store. (Mrs., How, Noise) King ran the store, and she (but, truck, always) had a special treat for Ted. (Today, Little, Paint), she gave him some fresh grapes. (Day, Be, Ted) thanked her and shared the grapes (out, with, fish) his mother. She said they were (just, the, chair) best grapes she had ever tasted. (Ted, Girl, See) thought they were really good, too. (Let, Cry, Then) Ted and his mother got a (duck, cart, late) and started their shopping.
Rabbits in the Garden

The rabbit hopped across the lawn. It looked around carefully. Then it (following, hopped, shorter) to the garden.

Fred and his (pen, full, mother) sat on the porch. They didn’t (sent, quick, move) at all. They were watching the (rabbit, balloon, fight).

“Won’t the rabbit eat your plants?” (drown, whispered, tricky) Fred.

“Maybe,” said Mother. “But I (splash, nest, have) lots of plants. I don’t mind (so, if, band) the rabbit eats a few leaves.”

(By, At, Two) now, the rabbit had reached the (lunch, garden, seven). It sniffed the air before hopping (with, over, flew) to a plant. The plant had (pretty, glad, keep) green leaves and purple flowers. The (dinner, clip, rabbit) nibbled some of the leaves.

Mother (bought, tapped, thing) Fred on the arm. She pointed (to, until, duck) the lawn. Two baby rabbits were (thanked, hopping, book) across the grass. Soon they reached (the, shiny, mail) garden and hurried over to the (many, card, big) rabbit. Each of the little rabbits (whisper, sniffed, gold) the big rabbit’s nose.

“I’m glad (them, duck, you) didn’t chase the big rabbit away,” (said, climb, truck) Fred.
Their First Train Ride

The train made a lot of noise as it came to a stop at the station. Martha waited for a moment until (it, in, her) father held her hand. They walked (onto, with, sad) the train together. Her mother and (afternoon, brother, finish) walked behind them.

This was the (first, hungry, seat) train ride for Martha and her (horse, brother, still), Brian. They were going to ride (close, farmer, the) train to the city and visit (he, rock, their) grandparents. They usually went by car, (but, if, street) today, Mom and Dad said they (shop, would, clock) like to try something different.

The (four, wild, truck) of them walked to the middle (until, clap, of) the train car. They found some (tent, seats, sorry) together and sat down. In a (few, father, pat) minutes the train began to move. (Grass, Camp, Martha) and Brian felt a little nervous, (what, but, guess) their parents said they would enjoy (the, right, sang) ride.

“The train isn’t as noisy (how, as, mat) I thought it would be,” said (Martha, bunny, bark). “And I can stand up and (walk, break, faster) around. With all the windows, I (believe, can, sweet) see everything.”

“I like it because (pail, I, time) can relax,” said Dad.

Mom added, “(I, hair, cup) can talk to you two children (under, road, without) turning around to the back of (how, the, hunt) car.”

“The train really goes fast,” (said, petted, four) Brian. “I like that best of (sad, all, pond).”
The Fish Kite

The sky was filled with colorful kites. Laura had never seen so many (kites, wood, pass) in one place. "This is wonderful," (their, she, burn) said to her uncle, "almost like (in, paw, a) dream."

Aunt Marian handed Laura a (wagon, kite, raced) and some string. The kite had (so, an, use) unusual shape and looked like a (fish, shoe, listen).

"It looks like a fish, so (them, wild, it) is called a fish kite," said (toast, Uncle, feel) Juan. He held the kite and (told, must, white) Laura to walk backward into the (bottle, wind, chase). When she was about twenty yards (with, hay, away), he told Laura to stop.

Laura (had, walk, bank) seen her uncle fly a kite (loud, before, pretty), so she knew what to do. (Bank, She, True) waited until a breeze came along, (while, peep, and) then she asked Uncle Juan to (rake, hold, brave) the kite high and let go. (Ride, Bear, When) he did, she pulled on the (string, people, empty) a few times. In just a (bush, wait, moment), the kite was up in the (face, air, over). Laura let more string out, and (the, none, mud) kite climbed higher and higher.

"How (high, new, wife) do you think it can go?" (cares, asked, quiet) Laura.

"I'm not sure," answered Aunt (butter, but, Marian), "but I am sure of one (board, thing, else). You have the only fish kite (unless, forest, in), the sky today."
Playing the Game

Patrick put the game controller down and turned on the television. He clicked through the channels and (cry, hurry, saw) nothing interesting. He couldn’t believe it, (more, but, name) he was bored with his games (and, no, hunt) television.

The voices and laughter from (pie, thank, upstairs) drifted down. The rest of the (family, ladder, above) was playing a board game. He (landed, thought, bottle) the game was silly, so he (said, mail, thing) he didn’t want to play. Instead, (their, have, he) went down the basement by himself (enough, step, to) play video games.

Taking a deep (hall, breath, baby), he decided he would go upstairs (to, for, toast) see what they were doing. Maybe (yet, the, fan) game wasn’t as silly as he (thought, shouted, lunch).

When he reached the dining room, (bowl, everybody, red) stopped for a moment. Then Aunt (pencil, Lydia, while) pulled an empty chair to her (edge, make, side) and said, “Over here, Patrick. We (want, drive, slow) you on our team.”

Before long, (clown, Patrick, tomorrow) understood why everyone was laughing. The (game, money, teach) was challenging and fun. He loved (for, paint, the) way everyone teased one another, and (he, their, bone) felt proud when he answered a (radio, question, drove) right and put his team ahead.

“(Stone, Way, Patrick), you are actually pretty good at (this, when, candle) game. Have you ever played it (under, before, mean)?” asked his father.

Blushing a little, (Patrick, clothes, play) admitted he had played it a (loud, few, air) times at school, but it was (near, join, never) this much fun. His aunt gave (cake, him, scare) a hug and said, “Well, we (don’t, using, bell) care if you played before. We’re (rocky, track, happy) you are on our team.”

Number Correct _________ Number of Errors _______
The Best Picture

The picture was really funny. Sheri was sitting on a pony (earlier, outside, sweet) her grandmother’s house. It was taken (when, those, shoe) she was about a year old. (Store, Bigger, Grandfather) was holding her so she wouldn’t (answer, fall, hen) out of the saddle. Grandmother was (with, on, job) the other side of the horse (holding, suppose, never) its bridle. It was Sheri’s favorite (step, stay, picture).

“Do you remember when this picture (was, help, dish) taken, Dad?” she asked.

“Of course (Them, I, Put) do. I took the picture.” Sheri’s (tree, drop, father) walked over to look at it (more, then, cold) closely. “Your grandparents certainly look happy (down, luck, in) that picture, don’t they?”

“Tell me (over, about, glove) that day again, Dad,” asked Sheri. (She, Their, Boat) was too young to remember, but (that, she, ride) loved hearing about it.

“Yes,” said (it, sell, her) little brother, “tell us about the (hurt, pony, chase) picture.” Rodney liked the story as (much, where, glass) as Sheri did.

“Let me tell (yet, the, lamb) story,” suggested Sheri’s mother. “Your father (always, soon, trick) leaves out the good part.”

Mother (slept, leg, began) telling the story as she always (rest, did, skate). They drove to the farm where (Father, nail, pay) grew up. They had a picnic (since, coat, under) the tree behind the house. Grandfather (diving, brought, funny) a pony over and put Sheri (in, without, hear) the saddle. He and Grandmother posed (unless, with, push) Sheri and the pony. Father took (why, your, the) picture. Then Father asked everyone to (hold, climb, farm) still. He backed up to take (few, another, long) picture. As he walked backward, he (fell, have, mouth) into the pond, dropping the camera (early, old, just) before he did. And as always, (country, everyone, off) laughed, even Father.
The Big Move

It looked like a parade. People lined the streets, traffic was (stopped, splash, storm), and utility wires had been raised (until, send, by) supporting them with tall poles. Police (waved, were, today) stationed at every intersection, and news (mountains, trucks, reached) were parked beside the street. A (reporter, cookie, wrong) stood on the street beside the (year, break, truck), microphone in hand.

From far down (Main, crawled, spoon) Street came the sound of people (saved, clapping, another). It rolled up the street like (a, so, eat) wave, and soon everyone on the (basket, sidewalks, chase) could see the object of the (football, clip, applause). The applause wasn’t for a parade, (but, his, city) for something much more exciting. The (wonder, Torrey, gave) House was being moved from its (kind, paper, original) site to a vacant lot in (red, the, draw) center of town.

Ken held his (video, boat, around) camera as high as he could (over, after, take) his head while Mona talked into (why, an, for) audio recorder. They were capturing the (shady, came, big) move for their school’s digital yearbook.

“(Pick, River, Do) you really think you are getting (young, good, carry) pictures?” asked Mona. She had turned (off, at, chip) the recorder for a moment and (joined, looked, window) at Ken.

“I practiced this for (berry, tease, weeks),” answered Ken. “I took videos from (where, girl, this) spot twice a week for a (river, month, please). I even marked the sidewalk with (shout, about, chalk) so I’d be standing in the (same, both, weigh) spot. After I took the video, (of, I, sit) looked it over to be sure (I, by, so) got the best angle. Don’t worry, (her, bed, it) will be okay.”

Mona rolled her (rope, eyes, high), turned on the recorder, and started (find, talking, horse). Ken was right, of course. He (use, mop, had) planned their event for months, and (she, their, sea) was sure he knew what he (call, was, ride) doing. She smiled as she spoke, (walk, fair, knowing) they were recording one of the (most, young, toy) important events in the history of (hard, give, their) town.
A Great Day

The snow couldn’t have been better. Peter stepped into the front binding (up, of, tag) his snowboard and fastened the toe (pail, write, strap). Standing up, he pushed off with (his, sure, top) other foot and drifted into the (ship, line, plant) for the chairlift.

“Hey, Peter, are (who, cat, you) all set for an enormous day?” (asked, stood, fence) Stacy. She glided up beside him (if, and, ten) pulled her goggles up onto her (noise, under, hat).

“This is the best snow of (so, the, dish) year,” insisted Peter, “and we’re supposed (to, at, we) get more tomorrow. It’s fabulous that (who, this, hurt) is our vacation week.”

The two (under, light, of) them continued to talk as the (chairlift, ship, round) line moved forward. It wasn’t long (at, name, before) the two of them were waiting (not, for, week) a chair. When it arrived, they (said, dropped, bottom) back slightly as the chair scooped (them, why, feed) up and started moving toward the (fruit, stick, top) of the mountain.

As they neared (my, the, hit) summit, the two boarders turned slightly (in, until, hat) the chair to prepare for getting (as, off, cry). When the surface of the snow (was, parted, this) close enough, they stood up on (girl, and, their) boards and pushed away from the (pony, lift, rush).

“Let’s drop into the sunny side (of, so, pig) the bowl and make a few (woods, black, turns) to warm up before we head (down, after, cover) to the terrain park,” suggested Stacy.

“(When, That, Start) sounds pretty good,” agreed Peter. “While (to, move, we) were on the lift, I saw (Sarah, bell, middle) and her brothers heading that way. (Plant, Story, Maybe) we can catch up with them.”

(Try, Mad, The) two of them scooted down a (hardly, nearby, fright) slope and then came to a (stop, wing, cry). They sat on the snow and (strapped, neared, real) in the other boot. Using the (dance, angle, warm) of the slope to help them (wave, stand, aunt) up, they rose and made a (sat, ship, few) slow turns. Spotting Sarah and her (present, brothers, winter) a few hundred yards down the (hill, pen, drop), they headed almost straight down the (mountain, pocket, number), looking forward to a great day (from, with, bird) good friends.
Not So Boring

Sighing deeply, Jill sat on the bench in the park. A few of her school friends (been, were, scent) lounging on the grass. Spending time (in, off, shy) the park was something they did (floor, ruler, almost) every evening during the summer, and (green, tonight, course), they were waiting for a local (DJ, bat, fear) to put on some music.

“This (bird, fact, town) is so boring,” said Jill, and (next, most, pine) of the others agreed, adding that (there, else, case) was nothing to do other than (wish, cow, hang) out in the park.

“I don’t (know, plan, spill),” suggested Larry, “how about hiking to (ran, the, fold) top of the cliff? We all (call, harm, like) to do that, and what about (name, tonight, blaze)? We’re going to get to dance (to, up, bud) music that we picked out.”

Rita (think, flower, nodded) her head and smiled. “The best (miss, hike, belt) is the one we take after (the, sit, cart) last day of school. What about (catch, dark, rafting) down the river? I think that’s (open, even, while) better than hiking the cliff, and (it’s, lines, age) a lot easier. Besides, our parents (step, wait, neat) for us and have a picnic (sadly, throat, afterward).”

Almost everyone agreed with Rita except (every, wear, Gary), who argued for cross-country skiing across (less, the, bay) lake. “Skiing across Lake Washington is (something, party, hold) that most people have never done. (Toe, I, Cab) love calling my cousin in Texas (and, why, top) telling her how much fun it (bow, lap, is) every time we do it.”

By (if, now, tie), Jill was rethinking her comment. “Okay, (under, argue, maybe) this isn’t as boring a place (as, so, cane) I suggested. After all, we’re only (hot, a, side) few hours from New York City, (low, dart, and) all of us have taken the (bus, air, main) there with our parents. Remember when (those, ugly, we) went in for that ice-skating show? (Above, From, Seem) now on, when I do that (logged, room, boring) thing, maybe you should remind me (to, in, as) think before I start complaining.”
CORE Reading Maze Comprehension 6-B

Name ___________________________ Grade ______ Date ________________

The Morning News

As he walked in front of the camera, Matthew felt a little nervous. Even though this was just the (school, cold, ever) news broadcast, he was still worried. (To, Add, He) didn't like speaking in front of (cover, groups, joke), and now he would be speaking (almost, in, sun) front of thousands of people. He (wouldn't, paint, song) see them, but they could see (by, ship, him).

The school news broadcast was an (deer, idea, weigh) that started two years ago. A (clean, need, few) students and the technology teacher thought (of, or, hop) the idea while watching the local (deer, news, cloud). They decided a show that reported (the, wet, hello) news for their school and town (reach, full, would) be interesting to other students and (own, the, hair) people in the town. The students' (spin, your, news) broadcast was soon showing on the (school, line, belong) network and the local cable system.

(Ticket, Students, Brave) in the school took turns doing (the, why, lion) jobs needed to make the broadcast. (Where, Hold, Each) student signed up for several jobs, (to, and, like) names were selected at random for (each, then, ring) job. The newer students received training (off, read, from) more experienced students. Over the past (sleepy, two, paint) years, every student in the school (had, show, thin) been part of the broadcast.

Catherine (hide, table, was) the director of today's show. She (sinks, hurried, soft) around, getting things in order, including (showing, easier, long) Matthew where to sit. She could (wag, big, see) he was a little nervous, so (bit, she, glad) tried to help him feel more (secretly, garden, confident). "You always do a wonderful job (when, around, spot) we make presentations in class, so (you, than, past) won't have any problems," she said. (Who, Stay, Their) teacher agreed and helped straighten out (jokes, Matthew's, painted) collar and tie while they were (waiting, sleepy, deeper) for the broadcast to begin.

Everyone (began, clock, walked) away from the desk where Matthew (thought, sat, doll), and the spotlight came on. He (tripped, magic, cleared) his throat, waited for Catherine's signal, (and, with, bark) then began speaking. "Good morning, everybody. (Why, This, Smell) is Matthew, and I'm today's morning (log, news, swing) reporter."

Number Correct ___________ Number of Errors ___________
The People at the Top of the Hill

Tamara wondered about the people who lived at the top of the hill. She saw them every once in (a, is, red) while in town, and they seemed (youngest, interesting, listen) in an unusual way. The man (rode, lied, bear) his bike almost everywhere, and when (part, cook, he) brought the car to town, he (ready, always, office) had two dogs with him. The (block, woman, little) worked at the hospital, and every (once, now, keep) in a while Tamara would see (for, sky, her) running on Saturday morning.

"George, what (red, do, glad) you know about the people who (live, carry, short) in the old Stevens place?" Tamara (asked, was, foot) tying the laces of her athletic (kinds, play, shoes) in preparation for an afternoon training (bird, run, want) with her friend.

"Not much," answered (George, diver, shiny), who was leaning against a tree (sit, and, us) stretching. "He rides his bicycle everywhere, (over, pond, even) in the most dreadful weather, and (at, I, if) think he's some kind of scientist (save, fly, and) does research at the university. She (arm, dish, is) a big deal at the hospital, (maybe, today, rider) even the president or whatever they (join, call, warm) the person who is the boss."

"(Let's, Fix, Joke) run up the hill and take (if, a, or) look at their place," suggested Tamara, (drink, adding, chair), "we have to do more hill (running, skate, spring) anyway."

The hill was steeper than (trip, band, they) thought, and they were breathing too (hard, end, rest) to talk until they reached the (game, going, flat) part at the top. As they (snowed, slowed, without) down, a voice behind them said, "(That, Him, Oven) hill doesn't leave much breath for (cooked, talking, shop), does it?"

A man on a (money, laugh, bicycle) pulled up beside them, breathing much (long, more, sign) easily than anyone should have after (a, if, to) climb like that. Before the two (at, spin, of) them could say a word, the (cage, man, cross) added, "Come on up to the (fruit, house, felt). You can get a drink of (leaf, tiny, water) and then run down with my (wife, sled, cook) You two are training for the (loud, state, draw) cross-country championships, right? I don't read (minds, wishes, shut), I just recognize you from the (deep, sports, point) page of the papers."

With that, (he, on, pick) sped ahead of them, and the (stormy, jump, two) runners couldn't wait to meet his (wife, ranch, green) and find out more about the (classes, people, pretty) at the top of the hill.
The Islanders

The ferry slowly pulled into the dock on the island. After it stopped and was tied (recently, whisper, securely), a few cars and dozens of (quarters, between, passengers) left the ferry and headed to (except, wherever, yellow) they were going on the island. (As, By, Our) soon as they had cleared the (ferry, balloon, bright), a few cars and some foot (snowshoe, written, passengers) from the island got aboard the (kitchen, ferry, music).

Among the passengers were a group (so, use, of) students who traveled every day from (why, the, cap) island to the mainland for school. (Not, Him, Far) enough people lived on the island (to, it, tall) justify building a school, so the (hunter, students, penny) crossed to the mainland by ferry. (They, Such, Duck) were met at the dock by (if, leg, a) school bus that took them the (than, help, rest) of the way.

The Islanders, as (when, they, drop) were often called, were admired by (most, slow, nice) of the other students at the (teeth, being, school) because of their different style of (life, world, able). There were only a few roads (as, win, on) the island, and almost all the (colors, cars, dogs) were parked beside the ferry dock. (Why, Fit, The) cars were used mostly when people (smiled, went, roar) to the mainland or for emergencies. (Everyone, Princess, Telephone), young and old alike, either walked (at, or, owl) used mountain bikes to get around.

(A, In, Fly) second unusual thing about living on (what, the, log) island was the water supply. There (nail, buy, was) no central source of water. Instead, (butter, people, empty) collected rainwater in big tanks. They (pumped, raked, night) it from the big tanks into (jumping, smaller, doctor) tanks where it was filtered and (hunted, began, purified) before being used. Needless to say, (remember, conserving, presents) water was important to everyone on (the, ago, let) island.

The students who lived on (son, wear, the) island enjoyed their quiet life and (natural, dancing, turtle) surroundings. They sometimes missed the things (when, cold, that) students on the mainland took for (leafed, granted, family). There were no movies or malls (up, on, old) the island, and it was a (hammer, challenge, throwing) to be part of activities after (school, minute, whistle). Their lives were defined by ferry (schedules, neighbor, bicycle), so whenever they had a chance (if, to, way) do something with other students their (any, each, age), they really enjoyed it.

Number Correct _________     Number of Errors _________
Basketball Saturday

On almost every Saturday morning, Henry and his friends did the same thing. As soon as there was enough (light, bridge, warm) to see, they met at the (nest, park, brown) near his house for a few (stares, games, knock) of basketball. Afterward, they went down (an, mud, to) the firehouse for a pancake breakfast.

(About, When, Spot) Henry arrived at the park, Christie (was, land, few) already there. They were usually the (first, great, empty) to arrive, and the rest of (way, took, the) players trickled in over the next (cloudy, fifteen, stopped) minutes. Christie was standing beside a (picnic, kitten, threw) table laying out enormous sheets of (soup, round, poster) paper. On the paper were the (station, results, closer) of games that had been played (up, am, day) to the current date.

The most (hungry, numbered, interesting) part of this basketball league was (some, that, camp) every player was a member of (several, frightened, evening) teams. On the same Saturday, each (circus, slowly, player) would be part of at least (sky, two, get) teams. Although it sounds confusing, the (system, branch, already) worked well for a number of (sounds, reasons, terrible). Everybody got to play on at least (bounced, rocky) one winning team. Players who weren’t (if, bus, so) good were often on a team (down, with, ready) some of the best players, and (paints, nights, players) never became angry with members of (the, hot, face) other teams because they would eventually (if, put, be) on the same team as the (others, changes, picked).

Henry helped Christie put the poster (brother, string, paper) up on the bulletin board near (are, the, wait) basketball court. If someone who didn’t (ring, afraid, know) the system looked at the team (cutting, standings, planted), they would think that hundreds of (players, footprints, answers) were involved.

“Your record keeping system (is, or, ate) very impressive,” said a voice from (into, behind, card) them. Henry and Christie turned to (bat, fill, see) one of the high school basketball (breads, coaches, silver) behind them. She was a regular (visitor, haircut, widest) to the Saturday morning games, as (ride, face, was) the coach of the boys’ team. (Us, In, Lay) addition to these coaches, some of (the, car, lion) parents often came to the games (try, and, sure) joined the players for breakfast afterward.

(Day, Jar, All) of the players were a little (embarrassed, snowflake, mountain) to be playing in front of (mouths, adults, closes), but they also felt a sense (of, an, fun) pride. Over the years, many of (rat, the, like) players from the Saturday league were (points, chosen, shade) for the high school teams. Christie (bat, lake, and) Henry spent a few minutes talking (with, since, well) the coach, and then they excused (anybody, themselves, frightened) when other players started arriving. They (would, hurry, bumpy) warm up for a few minutes, (sea, give, and) then the first game of the (Saturday, ground, wonder) Morning Basketball League would begin.
The Perfect Trip

The bus climbed to the top of the hill and made a sharp left turn. Everyone on the bus caught a (chuckle, glimpse, sighing) of one of the most spectacular (sights, crowd, become) they would ever experience. Before them (tear, bow, lay) the sea, glistening in the sunlight. (But, Sir, The) rocky coast here tumbled below them (with, for, tea) hundreds of feet. On the other (side, note, cause) was a sheer cliff rising for (a, if, to) thousand feet.

The students were on (on, a, by) class trip to Europe, something that (speak, damp, none) of them could have imagined. They (act, milk, had) entered a contest to come up (down, with, stuff) a practical solution to a problem (up, lap, in) their area, and their submission had (been, speak, cellar) the national winner. The solution they (exercised, developed, passenger) and implemented was so simple that (they, sank, best) couldn't believe no one had done (am, it, jet) before.

The students had requested that (the, why, beg) town council let them adopt a (holiday, borrow, network) of connected sidewalks. They would turn (the, map, lie) sidewalks into multiuse paths that led (or, to, mix) the busiest parts of town, including (was, shy, the) schools. With relatively little expense, the (carvings, sidewalks, certain) became attractive and safe places for (rewards, charged, walkers), skaters, and boarders. A bicycle lane (was, for, air) marked on the road beside each (it, pan, of) the sidewalks, and parking was restricted (am, to, not) the other side of the street.

(Under, Catch, Within) a matter of months, something remarkable (had, feed, swim) happened in the town. The number (her, of, all) cars had diminished considerably, and the (basket, number, shape) of walkers had increased more than (tonight, bring, anyone) had imagined. Downtown no longer had (traffic, minute, engine) congestion and parking problems, but it (dry, fire, was) busier than ever because more people (were, fish, box) walking. Even the school buses had (shopped, changed, spring) their routes and no longer came (but, zoo, all) the way to school. They stopped (unless, cover, instead) at a parking area several blocks (away, when, swim). Students walked the rest of the (bed, way, cow) to school on the multiuse path.

(Just, Been, When) they heard they had won the (contest, light, silly), the students in the class had (if, add, a) unanimous vote and decided to do (a, to, nap) tour of some towns in Europe. (Or, It, Pat) was these towns, with a long (kitchen, history, welcome) of walking and convenient public transportation, (leaf, deck, that) had been the inspiration for their (journey, project, disappear). They couldn't think of a better (straw, nearly, place) to take a vacation and see (at, in, job) person where their ideas had come (from, past, dust).
A Circle of Friends

The wagon train had reached the foothills of the mountains. Rather than attempting to begin the (grinning, uphill, package) climb with fading daylight, the wagon (master, harness, elevator) decided to make camp for the (pitch, mail, night).

With the rest of the families, (the, how, flat) Wilsons maneuvered their wagon into a (leader, fortune, circle), a formation that was the traditional (body, way, older) for travelers in the West to (suppose, protect, flower) themselves. In addition to providing a (line, floor, call) of defense against enemies from the (outside, anywhere, narrow), the circle of wagons created a (sailor, sense, purple) of community for the families, if (while, fold, only) for a night. It was almost (as, or, pot) if they were within the walls (be, of, tug) a small town, with a bonfire (letter, burning, searched) in the middle and people wandering (around, above, lesson) making small talk with one another.

(Sugar, Scatter, Abby) finished her chores and asked her (brook, mother, scratch) if she could walk among the (hanging, other, crown) wagons. With her regular warning to (be, off, herd) careful and stay inside the circle (as, of, shy) wagons, Mother approved her request. Abby’s (mirror, wiggle, father) smiled and winked at her, having (much, fine, post) more confidence in her judgment than (why, dot, her) mother did.

As she wandered from (route, speed, wagon) to wagon exchanging greetings, Abby was (folding, joined, reason) by a few other young people (eager, giant, forget) to have something to do other (what, than, fail) chores. It wasn’t long before a (group, rule, learn) of a dozen or so was (batted, sharp, sitting) by the central bonfire sharing their (shelves, thoughts, possible) about what would happen the following (comb, stir, day).

“The mountains seem unbelievably high,” suggested (Martin, judge, stretch), “and from here, there seems to (an, ice, be) no obvious way to cross them.”

“(Father, Fellow, Squeak) promised me that there is a (beast, pass, must) that is difficult but not dangerous (when, heat, this) time of year,” replied Abby. “It (will, lose, spray) take us several days to reach (were, the, fog) summit.”

“Has anyone considered the difficulty (do, owl, of) the walk that lies ahead of (in, us, ear)?” wondered Susan. “Have any of us (attempted, circled, glances) to scale mountains this high?”

William (handled, plenty, laughed), and looking around at the other (teenagers, someone, sandwich), said confidently, “We’ve walked for a (delighted, thousand, adventure) miles in the last few months, (are, lip, so) I don’t think the mountains will (be, up, seal) much of a challenge. The real (vegetable, matter, difficulty) will lie beyond the summit when (to, we, fold) are going downhill. Who will restrain (the, was, hour) horses and the wagons?”

With that, (meadows, understand, everyone) laughed and rose to their feet. (It, Web, Net) was a pleasant moment before an (evening, traveling, ascent) that would undoubtedly be the hardest (drip, part, cave) of their journey.
The beach wasn't very crowded because the weather was horrible. A few people bundled up in (out, pat, bad) weather gear were fishing in the (surf, dress, avoid). They must have been very uncomfortable, (belonging, considering, bracelet) the crashing waves, the low temperature, (and, for, hunt) the blowing wind.

Snuggling into her (apartment, raincoat, puppet), Joanne wondered what motivated people to (it, be, fan) so dedicated to something that seemed (important, awfully, whisper) unrewarding. She almost never saw anyone (catch, guess, early) a fish, they were out in (light, drum, every) kind of weather, and they were (almost, slowly, piece) always alone. Every time she came (he, win, to) this section of beach, day or (bird, night, slide), at least one person was fishing (from, bake, hall) the shore or the jetty of (edge, listen, rocks) that reached several hundred yards into (the, man, roof) ocean.

About ten minutes later, Joanne (backed, reached, bravest) the jetty and scrambled up some (huge, slow, stop) rocks to the relatively flat part (on, if, rag) top. She stepped carefully from rock (to, be, sing) rock until she reached the far (mill, tired, end) of the jetty. Several of her (lower, friends, across) were already there, sitting with their (backs, wave, drink) to the driving rain. They greeted (when, her, soon) as warmly as possible, given the (bundle, conditions, haystack), and made room for her to (sit, pole, plan) among them.

"Whoever had the brilliant (shadow, stove, idea) to have rehearsal for the school (note, play, wipe) here should be thrown out of (the, won, hug) drama club," she suggested. Pausing a (finger, moment, brushed) for effect, she added, "Oh, it (she, pea, was) my idea, so I guess I (earn, should, short) be banned from the club, meaning (I, of, as) can return home."

As she pretended (up, to, in) get up and leave the gathering, (health, decide, Daniel) grumbled, "Not on your life." He (alarmed, throat, shifted) a bit to find a more (comfortable, astonished, growling) position and insisted, "Nobody gets to (squeeze, plain, leave) under any circumstances, especially the genius (saw, who, rob) suggested this location."

"Actually, this is (a, or, say) pretty good location to rehearse, considering (wet, the, curl) play is about a shipwreck in (stormy, managed, growl) weather," argued Elizabeth. "The weather should (trade, cave, help) us get into our roles more (disappointed, thoroughly, cardboard)."

The rain slowed down and then (bundled, stopped, hollow), although the wind continued to blow. (The, Why, Bed) six of them pulled their scripts (they, from, flow) under their coats and formed a (circle, visitor, lovely). As they did, Joanne began to (blossom, careless, understand) a little better what motivated the (space, people, steer) who were fishing. Despite the weather, (this, why, bead) was a beautiful spot, especially if (dog, paid, you) were doing something that interested you.
Their First Century

The sound of so many riders clicking into bicycle pedals took Madeleine by (surprise, weather, clean). She had always ridden alone or (unless, with, wall) a few friends, and she never (called, realized, gone) that when hundreds of riders started (at, card, up), the sound would be both unusual (and, for, cop) satisfying.

This was Madeleine's first century, (shy, top, the) name given to a hundred mile (hope, ride, hand). She was riding with her cousin, (hill, crow, Luke), to raise money for cancer research. (They, Hers, Cold) had raised more than a thousand (noise, dollars, stare) each in pledges from friends, family (bench, threw, members), and neighbors. Now they had to (look, bread, earn) the pledges by actually completing the (bark, ride, king), an accomplishment that neither of them (had, pump, save) ever attempted before.

Doing the ride (use, was, dive) Luke's idea, and he had to (do, hurt, early) some serious convincing to get Madeleine (of, bat, to) agree to participate. He took the (lead, creek, rest) in training for the ride, but (them, it, we) wasn't long before Madeleine became enthusiastic (about, beside, aim) cycling. Her parents bought her a (new, kind, form) bicycle, which she was due for (either, anyway, lost), and she used her allowance to (leak, bill, get) some new cycling clothes and shoes. (Yet, The, Feel) shoes took a while to get (used, saw, apple) to because they had cleats on (but, roll, the) bottom that clipped into the pedals (of, up, air) her new bike. Her greatest fear (use, hay, was) forgetting to unclick when they came (up, to, our) a traffic signal, but so far, (us, rag, she) had avoided this embarrassment.

The first (desk, cluster, begin) of riders started to pedal, and (each, chair, joke) successive group followed along. Madeleine and (Plant, Watch, Luke) were in the middle of the (all, pack, bird) and waited for a moment to (allow, sing, piece) the riders ahead of them to (jump, get, bath) a few yards away before starting (yet, fog, up). They were both surprised at the (sign, after, tingle) of exhilaration they experienced as they (fed, joined, lion) the other riders, and it wasn't (long, how, pony) before they were pedaling at the (cruising, buy, take) pace for which they had trained.

(Less, House, As) the miles passed, Madeleine and Luke (wrote, made, cheer) dozens of new friends. Neither of (he, them, want) had ever thought about how much (bus, pie, time) they would have to chitchat with (the, or, fear) other riders, but when you have (a, it, ran) hundred miles to cover on a (stone, bicycle, decide), there's a lot of conversation going (on, long, open).

By late afternoon, all the cyclists (hike, lion, were) feeling exhausted, yet none gave the (wider, slightest, visitor) thought to dropping out of the (gold, need, ride). As they reached the crest of (the, hard, mean) last hill, Madeleine and Luke caught (hat, sight, enjoy) of the finish area a few (grab, frown, downhill) miles away. Their families would be (hunt, gathered, reason) to greet them and they began (the, hole, dot) descent to the finish. The cousins (mailed, sister, had) no doubt that they would remember (but, this, pole) day for the rest of their (lives, ship, almost).
College Girl

"Do any of you have exciting plans for the summer vacation?" asked Mark. He and several of his friends (throw, bench, were) wandering along the embankment beside the (reservoir, astronaut, contented), one of their favorite recreational walks.

(Doubt, Linda, Flavor) was about to make her announcement (when, those, firm) Kate blurted out, "You won't believe (such, grape, this), but I managed to get a (jingle, position, gradual) at the hospital. I'm going to (be, at, kit) kind of an assistant to any (up, of, ice) the professional staff who need me, (mostly, slowly, groan) physicians and administrators. The position description (exchanges, favorite, suggests) that I'll probably be doing recordkeeping (and, who, fact) carrying documents from one location to (everything, another, difficult). I submitted my application last year, (down, clue, but) they said I was too young."

"(Why, That, Size) sounds interesting, especially because you want (of, sun, to) be a physician eventually," suggested Linda. "(This, When, Cost) will you start?"

"Approximately two weeks (after, upon, free) school finishes, so I'll have some (pool, lose, time) to visit my aunt and uncle (in, with, ink) California," responded Kate. She glanced at (hive, crown, Linda) and asked, "Didn't you say you (load, meal, had) some remarkable inspiration for the summer?"

(Under, Before, Giant) Linda could say anything, Steve answered, "(My, Is, Dip) brother invited me to spend the (reason, summer, imagine) with him at the lake. He's (print, beard, renting) a condominium there while he completes (his, they, tip) research internship for the university. I'll (loudly, probably, tunnel) work as a lifeguard and spend (has, the, pale) remainder of my time training for (do, net, the) rowing team."

As soon as Steve (drifting, finished, bunch), Linda muttered as rapidly as she (could, spill, porch), "All of you should be in (bad, the, hose) fast talking friends association. I can't (sew, age, get) a word in, and I really (have, paid, dust) some big news: I'm starting college." (For, The, Mad) entire group suddenly came to a (gift, copy, hale), turned to Linda, and looked at (her, why, rug) quizically. Almost in unison, they said (or, rip, in) a questioning tone, "Starting college?"

With (a, to, fog) tinge of pride in her voice, (arrow, Linda, wink) answered, "The community college has a (roomy, danger, special) program for high school students who (rule, have, path) earned good grades in advanced placement (courses, shore, upper). I can take introductory courses in (struggle, mathematics, pleasant), language, chemistry, and other subjects where (I, if, ran) have the required qualifications. These are (cup, hat, all) courses that I'll have to take (at, no, old) matter where I attend college, so (it, or, pin) will save me time and money (am, in, she) the long run. Besides, when I (cut, sip, get) to college full time, I'll be (able, clean, suit) to take more advanced courses or (smooth, optional, balcony) courses in subjects in which I'm (interested, whirled, afterward)."

When she stopped to take a (wheel, breath, twist), everyone began bombarding her with questions (and, for, tray) expressed their admiration for what she (let, tub, was) planning. Kate even called her college (sour, girl, tore).

Number Correct ___________  Number of Errors _______
### CORE READING MAZE COMPREHENSION KEY

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<td>18 hopping</td>
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<td>18 When string</td>
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<td>19 Ted</td>
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<td>17 as</td>
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<td>20 Then</td>
<td>20 big sniffed</td>
<td>18 Martha walk</td>
<td>20 air the</td>
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<td>21 cart</td>
<td>22 you</td>
<td>19 can</td>
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<td></td>
<td>23 said</td>
<td>21 I</td>
<td>23 asked</td>
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<td></td>
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<td>22 I</td>
<td>24 Marian</td>
</tr>
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<td>23 without the</td>
<td>25 thing</td>
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<td>25 said</td>
<td>26 in</td>
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<td>26 all</td>
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</table>
CORE READING MAZE COMPREHENSION KEY

4-A
Line
3 saw
4 but
5 and
6 upstairs
7 family
8 thought said
9 he
10 to
11 breath
12 to the
13 thought
14 everybody
15 Lydia
16 side want
18 Patrick
19 game
20 the he
21 question
23 Patrick this
24 before
26 Patrick
27 few never
28 him
29 don't
30 happy

4-B
Line
3 outside when
4 Grandfather
5 fall on
6 holding
7 picture
8 was
10 I
11 father more
12 in
13 about She
14 she
16 her pony
17 much
18 the
19 always
20 began did
21 Father
22 under brought
23 in
24 with
25 the hold
26 another
27 fell
28 just everyone

5-A
Line
2 stopped
3 by
4 were
5 trucks reporter
6 truck
7 Main
8 clapping a
9 sidewalks
10 applause but
11 Torrey
12 original the
13 video over
14 an
15 big
16 Do good
17 off
18 looked
19 weeks
20 this month
21 chalk same
22 I I
23 it
24 eyes
25 talking had
26 she was
27 knowing
28 most their

5-B
Line
2 of
3 strap his
4 line
5 you asked
6 and hat
7 the to
8 this
9 of chairlift
10 before for
11 dropped
12 them top
13 the in
14 off was
15 their
16 lift
17 of
18 turns down
19 That we
20 Sarah Maybe
22 The nearby
23 stop strapped
24 angle stand
25 few brothers
26 hill
27 mountain with


<table>
<thead>
<tr>
<th>6-A</th>
<th>6-B</th>
<th>7-A</th>
<th>7-B</th>
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<tbody>
<tr>
<td>Line</td>
<td>Line</td>
<td>Line</td>
<td>Line</td>
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<td>2 were</td>
<td>3 school</td>
<td>3 a interesting</td>
<td>3 securely passengers</td>
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<td>3 in</td>
<td>4 groups</td>
<td>4 rode</td>
<td>4 wherever As</td>
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<td>4 almost tonight</td>
<td>5 wouldn't</td>
<td>5 he always</td>
<td>5 ferry</td>
</tr>
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<td>5 DJ</td>
<td>6 him</td>
<td>6 woman once</td>
<td>6 passengers ferry</td>
</tr>
<tr>
<td>6 town</td>
<td>7 idea</td>
<td>7 her</td>
<td>7 of</td>
</tr>
<tr>
<td>7 there hang</td>
<td>8 few of</td>
<td>8 do live</td>
<td>8 the Not</td>
</tr>
<tr>
<td>9 know the</td>
<td>9 news the</td>
<td>9 asked</td>
<td>9 to students</td>
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<td>10 like tonight</td>
<td>10 would</td>
<td>10 shoes run</td>
<td>10 They a</td>
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<tr>
<td>11 to</td>
<td>11 the news</td>
<td>11 George and</td>
<td>11 rest</td>
</tr>
<tr>
<td>12 nodded hike</td>
<td>12 school</td>
<td>12 even</td>
<td>12 they most</td>
</tr>
<tr>
<td>13 the rafting</td>
<td>13 Students the</td>
<td>13 I and</td>
<td>13 school</td>
</tr>
<tr>
<td>14 even it's</td>
<td>14 Each and</td>
<td>14 is maybe</td>
<td>14 life on</td>
</tr>
<tr>
<td>15 wait</td>
<td>15 call</td>
<td>15 Let's a</td>
<td>15 cars The</td>
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<td>16 afterward</td>
<td>16 adding running</td>
<td>17 showing</td>
<td>16 went Everyone</td>
</tr>
<tr>
<td>17 Gary</td>
<td>17 they hard</td>
<td>18 was hurried</td>
<td>17 or</td>
</tr>
<tr>
<td>18 the something</td>
<td>19 flat</td>
<td>19 see she</td>
<td>19 A the</td>
</tr>
<tr>
<td>19 I and</td>
<td>20 slowed That</td>
<td>20 confident when</td>
<td>20 was people</td>
</tr>
<tr>
<td>20 is</td>
<td>21 talking</td>
<td>21 you</td>
<td>21 pumped</td>
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<td>21 now maybe</td>
<td>22 bicycle more</td>
<td>22 Their Matthew's</td>
<td>22 smaller purified</td>
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<tr>
<td>22 as a</td>
<td>23 a</td>
<td>23 waiting</td>
<td>23 conserving</td>
</tr>
<tr>
<td>23 and bus</td>
<td>24 of man house</td>
<td>24 walked sat</td>
<td>24 the</td>
</tr>
<tr>
<td>24 we From</td>
<td>25 water wife</td>
<td>25 cleared</td>
<td>25 the natural</td>
</tr>
<tr>
<td>25 boring</td>
<td>26 state</td>
<td>26 and This</td>
<td>26 that</td>
</tr>
<tr>
<td>26 to</td>
<td>27 minds sports</td>
<td>27 news</td>
<td>27 granted on</td>
</tr>
<tr>
<td></td>
<td>28 he two</td>
<td></td>
<td>28 challenge</td>
</tr>
<tr>
<td></td>
<td>29 wife people</td>
<td></td>
<td>29 school schedules</td>
</tr>
<tr>
<td></td>
<td>30 wife</td>
<td></td>
<td>30 to</td>
</tr>
<tr>
<td></td>
<td>31 age</td>
<td></td>
<td>31 age</td>
</tr>
</tbody>
</table>
CORE READING MAZE COMPREHENSION KEY

8-A
Line
3 light park
4 games
5 to
6 When was
7 first the
8 fifteen
9 picnic poster
10 results up
12 interesting that
13 several
14 player two
15 system
16 reasons least
17 so with
18 players the
19 be
20 others
21 paper
22 the know
23 standings players
25 is
26 behind see
27 coaches visitor
28 was In
29 the and
31 All embarrassed
32 adults of
33 the chosen
34 and with
35 themselves
36 would
37 and Saturday

8-B
Line
3 glimpse sights
4 lay
5 The for
6 side a
7 a none
8 had
9 with in
10 been developed
11 they
12 it
13 the
14 network the
15 to the
16 sidewalks
17 walkers was
18 of to
20 Within had
21 of
22 number anyone
23 traffic
24 was were
25 changed
26 all instead
27 away way
29 When contest
30 a a
31 It a history
32 that
33 project place
34 in from

9-A
Line
3 uphill master
4 night
5 the
6 circle way
7 protect line
8 outside
9 sense only
10 as of
11 burning around
13 Abby mother
14 other be
15 of
16 father much
17 her
18 wagon
19 joined eager
20 than group
21 sitting
22 thoughts day
23 Martin
24 be
25 Father pass
26 this will
27 the
28 of us
29 attempted
31 laughed teenagers
32 thousand
33 so be
34 difficulty we
35 the
36 everyone It
37 ascent
38 part

9-B
Line
3 bad surf
4 considering
5 and
6 raincoat
7 be awfully
8 catch
9 every almost
10 to night
11 from rocks
12 the
13 reached
14 huge on
15 to end
16 friends backs
17 her
18 conditions sit
19 idea
20 play the
21 moment was
22 should I
23 to Daniel
24 shifted comfortable
25 leave
26 who
27 a the
28 stormy
29 help thoroughly
31 stopped
32 The from
33 circle
34 understand people
35 this you
CORE READING MAZE COMPREHENSION KEY

10-A
Line
2 surprise
3 with
4 realized up
5 and
6 the
7 ride Luke
8 They dollars
9 members
10 earn ride
11 had
12 was do
13 to lead
14 it
15 about new
16 anyway get
17 The used
18 the of
19 was to
20 she
21 cluster each
22 Luke
23 pack allow
24 get up
25 tingle joined
26 long cruising
28 As made
29 them time
30 the a
31 bicycle on
33 were
34 slightest ride
35 the sight
36 downhill
37 gathered the
38 had this
39 lives

10-B
Line
3 were reservoir
5 Linda when
6 this position
7 be of
8 mostly
9 suggests
10 and another
11 but
12 That to
13 When
14 after
15 time in
16 Linda had
18 Before My
19 summer
20 renting his
21 probably the
22 the
23 finished could
24 the
25 get have
26 halt her
27 in
28 a Linda
29 special
30 have courses
31 mathematics
32 I all
33 no it
34 in get able
35 optional
36 interested
37 breath
38 and was
39 girl