

Project PROACT

MAZE Reading Passages

Grade 1



Vanderbilt University

Lynn Fuchs

Special Education

Dear Educator,

Thank you for your interest in CBM Maze Fluency Passages (Maze Reading Passages) for 1st Grade developed at Vanderbilt University. We are pleased to offer you this excerpt of probes to review.

These pages from the Maze Reading Passages for 1st Grade manual are provided as a courtesy to allow you to preview a representative sampling of the CBM-Reading probes. This excerpt includes the following:

1. Introduction
2. Suggested Norms for Grade 2 - 6
3. Maze Practice Probe
4. Maze Probes
 - a. Probe 1
 - b. Probe 13
 - c. Probe 19

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Thank you for your interest in Vanderbilt University's CBM Maze Fluency Passages.

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CBM Maze Fluency Vanderbilt University

CBM Maze Fluency reading passages are available for students in Grades 1-6, but typically teachers use CBM Maze Fluency beginning in Grade 4. Maze Fluency is used to monitor students' overall progress in reading.

CBM Maze Fluency can be administered to a group of students at one time. The examiner presents each student with a maze passage. In a CBM Maze passage, the first sentence is left intact. Thereafter, every seventh word is replaced with a blank and three possible replacements. Only one replacement is semantically correct. Students have 2.5 minutes to read the passage to themselves and circle the correct word for each blank. The examiner monitors the students during the 2.5 minutes and scores each test later. When the student makes three consecutive errors, scoring is discontinued (no subsequent correct replacement is counted). Skipped blanks (with no circles) are counted as errors. The score is the number of correct replacements circled in 2.5 minutes. Thirty alternate forms are available for each grade level.

Administration of CBM Maze Fluency is as follows:

Examiner: Look at this story. (Place practice maze on overhead.) **It has some places where you need to choose the correct word. Whenever you come to three words in parentheses and underlined (point), choose the word that belongs in the story. Listen. The story begins, “Jane had to take piano lessons. Her mom and dad made her go. Jane (from/did/soda) not like playing the piano.” Which one of the three underlined words (from/did/soda) belongs in the sentence? (Give time for response.) That’s right. The word that belongs in the sentence is “did.” So, you circle the word “did.” (Demonstrate. Continue in this way through the entire practice activity.)**

Now you are going to do the same thing by yourself. Whenever you come to three words in parentheses and underlined, circle the word that belongs in the sentence. Choose a word even if you’re not sure of the answer. When I tell you to start, pick up your pencil, turn your test over, and begin working. At the end of two-and-a-half minutes, I’ll tell you to stop working. Remember, do your best. Any questions? Start. (Trigger the timer for 2.5 minutes.)

When scoring CBM Maze Fluency, students receive one point for each correctly circled answer. Blanks with no circles are counted as errors. Scoring is discontinued if three consecutive errors are made. The number of correct answers within 2.5 minutes is the student score.

Suggested norms for Grades 2-6. Norms are not available for Grade 1 because Maze Fluency isn't recommended for progress monitoring at first grade.

Grade 2	Fall	Winter	Spring
25th	3	5	8
50th	4	9	12
75th	7	13	16

Grade 3	Fall	Winter	Spring
25th	8	11	13
50th	11	14	16
75th	14	17	20

Grade 4	Fall	Winter	Spring
25th	9	13	16
50th	11	17	19
75th	15	21	23

Grade 5	Fall	Winter	Spring
25th	12	15	16
50th	17	20	22
75th	22	26	28

Grade 6	Fall	Winter	Spring
25th	12	16	17
50th	18	23	22
75th	24	30	30

CBM Maze Fluency: References and further reading:

Fuchs, L.S. & Fuchs D. (1992). Identifying a measure for monitoring student reading progress. *School Psychology Review*, 21, 45-58.

Fuchs, L.S., Fuchs, D., Hamlett, C.L., Walz, L., & Germann, G. (1993). Formative evaluation of academic progress: How much growth can we expect? *School Psychology Review*, 22, 27-48.

Fuchs, L.S., Fuchs, D., Hamlett, C.L., & Ferguson, C. (1992). Effects of expert system consultation within curriculum-based measurement using a reading maze task. *Exceptional Children*, 58, 436-450.

Fuchs, D., Fuchs, L.S., Mathes, P., & Simmons, D. (1997). Peer-Assisted Learning Strategies: Making classrooms more responsive to student diversity. *American Educational Research Journal*, 34(1), 174-206.

Maze Practice

Jane had to take piano lessons. Her mom and dad made her go. Jane (from/ did /soda) not like playing the piano. She did (bus/ tip /not) like the stupid songs. She did not (like/ boat/ fix) going to the lessons. Her parents (tall/ made/ camp) Jane so mad. They never let (box/ pen/ her) do anything fun.

THE THREE WITCHES

Three witches lived in Larwick. They did not look like witches. [Car/ No/ Lip] one knew they were witches. They [frog/ never/ hops] did mean things to people. They [fast/ rats/ just] liked to "change" events that happened.

[Has/ Loop/ One] witch had long blond hair. She [list/ was/ hat] the mother of six little girls. [They/ Best/ White] all had blond hair, too. Her [hates/ jumps /name] was Erin.

The second witch had [red/ rent/ sat], curly hair. She was the music teacher [at/ pig/ we] the school. She had a small [sees/ yes/ band]. The children were not very good. [Went/ They/ Not] played horns and drums. Some played cymbals. [Would/ Others/ Right] played violins.

The third witch had [fort/ use/ long], black hair. It was as black [as/ out/ do] midnight. Her name was Suki. She [what/ did/ sea] not have any children. She was [gone/ cart/ not] a teacher. She made statues. They [were/ barn/ nuts] small statues of women. She made [here/ them/ mart] from clay and wax. Suki sold [put/ them/ fly] in a little store in Larwick.

[Bee/ Do/ One] day there was a speech at [know/ the/ zoo] school. The students, teachers, and parents [not/ yet/ sat] outside. The principal gave the speech. [At/ Lot/ He] was a mean man. No one [woods/ wanted/ beats] to hear his speech. Soon he [trick/ began/ gives] to speak. He talked and talked.

[No/ Lap/ Hop] one paid attention. The boys and [girls/ bird/ hole] fidgeted. The babies fell asleep in [played/ snows/ their] mothers' arms. Little bugs bit their [and/ one/ legs]. Still he talked.

Each witch wanted [how/ the/ not] speech to end. They started thinking [about/ cries/ fast] it. Soon their power became strong. [Looks/ Clouds/ Meets] started rolling in. They were very [dark/ cheek/ boat]. Still the man talked. Soon the [tears/ wind/ dew] blew hard. Papers blew across the grounds. [Still/ Clock/ Fight] the man talked. It was getting [opens/ there/ harder] to hear him. Big drops of [just/ rain/ wife] fell from the sky. They were [hot/ us/ so] big they felt like bee stings [when/ lift/ three] they hit the tops of people's [that/ heads/ been].

Still the man talked. Mothers and [never/ could/ babies] ran into the school building. They scooted [bear/ right/ know] past the rambling principal. He finally [feel/ gave/ job] up and went inside. Outside [bolts/ told/ baby] of lightening lit the sky.

The witches laughed [a/ to/ did] themselves. Their powers were strong. They [fast/ good/ were] not really bad. In fact they [hold/ the/ were] good. They saved all of those [people/ table/ shout] from having to listen to that [door/ man/ cars]. They looked at each other and [visit/ smiled/ jokes]. They did not tell anyone their [secret/ train/ start]. They would keep on changing things [nap/ see/ to] make their lives easier.

THE HORSEBACK RIDING TRIP

Ron's class was studying horses. They learned what horses eat. Horses [eat/ bad/ in] oats. They eat apples. Horses also [need/ from/ not] a great deal of water to [lost/ brat/ drink]. The students also learned how to care for [trick/ wakes/ horses]. Horses need to be groomed. To [groom/ lamp/ table] a horse you have to brush [me/ of/ its] coat until it shines. You must [tool/ also/ tan] clean out a horse's stall each [one/ we/ day].

Ron's class was going on a [field/ fruit/ stop] trip. They were going to visit [on/ a/ if] horse farm. They were even going to get [but/ yes/ to] ride a horse!

Each student had [how/ my/ to] wear thick blue jeans. They had [low/ to/ sit] wear boots or heavy shoes. A [horse/ open/ great] sometimes steps on a foot. Heavy [nose/ shoes/ into] will help prevent mashed toes.

[Not/ Rats/ The] class left for the farm early [in/ job/ car] the morning. They got on a [by/ sip/ big] bus. They rode down a long [books/ road/ door] to get to the farm. Soon [mean/ know/ they] were there.

The farm had a long, [white/ hoops/ went] stable. In it lived many horses. [There/ Makes/ Slowly] were fields on both sides of [most/ been/ the] stable. Horses were in the fields.

[The/ Moo/ Cat] head of the horse farm came [lap/ say/ out] to the stable. He said hello [to/ off/ got] the boys and girls. Then he [hope/ fear/

took] them into the stable. There they [saw/ one/ can] the stalls and the saddles.

Soon [it/ map/ lot] was time for the boys and [sheet/ girls/ news] to have a ride. Three horses [has/ were/ mean] brought out. Their names were Misty, Candy, [how/ sew/ and] Lady. Each of them looked very [tall/ vase/ for] to Ron.

Three men held the [flour/ horses/ beach]. They helped the children up. Then [the/ in/ rod] men led the horses in a [ask/ she/ big] circle. Each child got to ride [for/ have/ hop] five minutes. After they were through [shops/ riding/ gives], the men showed how to groom [the/ and/ bat] horses. Then they fed the [cargo/ roads/ horses]. The boys and girls fed them [oats/ paper/ truck] and apples.

Soon it was time [me/ dot/ to] go home. The children got on [the/ jab/ of] bus. They drove back to school. [Lose/ Each/ Went] one could not wait to tell [moves/ their/ mail] family about the trip to the [story/ lock/ horse] farm.

MAKING FUDGE

Summer is a fun time. Suzy was glad school was out. [She/ Off/ Top] liked to watch cartoons in the [morning/ mother/ picture]. She liked to eat lunch with [bed/ sat/ her] mother. She liked to play with [not/ her/ yes] friends. They played on the swings. [They/ Walk/ Step] rode their bikes. They played games. [So/ Is/ On] hot days, Suzy went swimming. She [liked/ right/ pets] summer.

This summer was different. It [hit/ was/ lad] cloudy. It rained a lot. It rained [am/ is/ so] much that it flooded the ditch. Suzy's [father/ picture/ / wanted] did not water the grass. It [nut/ was/ fun] wet from the rain. Suzy was [tired/ wants/ under] of the rain. She had to [they/ said/ play] inside. She played all of her [drink/ games/ some]. She played with all of her [here/ toys/ come]. She wanted to do something new.

Suzy's [mother/ school/ again] saw that Suzy was sad. She [knew/ little/ / home] Suzy wanted to go out. It [can/ fat/ was] still raining. Suzy could not go [had/ the/ out]. She knew that Suzy had played [all/ big/ run] of her games. She knew Suzy [and/ yes/ had] played with all of her toys. [Did/ She/ Ink] thought Suzy would like to make [take/ rats/ some] candy. Fudge was easy to make.

Suzy's [mother/ white/ thank] called Suzy into the kitchen. She [apple/ asked/ funny] Suzy if she would like to [hand/ hike/ make] fudge. Suzy

loved fudge. Now she [black/ little/ could] make her own. Suzy's mother would [came/ help/ some] if she needed it.

Suzy got [out/ win/ for] the candy book. She found the [between/ recipe/ jumped] for fudge. Then she got out [if/ no/ a] big pot. The pot was made [of/ my/ is] iron. It would get very hot. [Say/ Too/ She] got out a wooden spoon to [away/ stir/ like] with. She got the measuring cups [are/ the/ and] spoons.

Suzy read how to make [the/ for/ you] fudge. She put the pot on [a/ it/ to] big burner. She turned it on [bird/ from/ high]. Next she put in sugar, salt, [milk/ give/ went], and cocoa. She stirred them together. Suzy [cot/ hit/ let] the chocolate mixture cook on high. [It/ Up/ To] started to boil. Suzy's mother put [in/ to/ a] thermometer in the pot. It would [tell/ live/ they] her when it was hot. Suzy [stirred/ morning/ smiles] the chocolate mixture. Then it was [pump/ ready/ spring].

Suzy filled the sink half full [drum/ with/ bump] cold water. Her mother lifted the [match/ mother/ heavy] pot. She put it in the [water/ stop/ fight]. It made a sizzling sound. They [bed/ let/ rug] it cool. Then Suzy put in [one/ lid/ she] stick of butter. Her mother put [me/ how/ in] some vanilla. The butter melted. Suzy's [mother/ strong/ horses] stirred the mixture. It was hard [at/ to/ in] stir. They poured the mixture into [a/ we/ to] pan. Suzy waited. Soon the candy [you/ his/ was] ready. She made fudge. This was [a/ on/ go] fun day to stay inside.