

Project PROACT
MAZE Reading Passages
Grade 5



Vanderbilt University
Lynn Fuchs

Special Education

Dear Educator,

Thank you for your interest in CBM Maze Fluency Passages (Maze Reading Passages) for 5th 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 5th 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

Please take note that this excerpt is protected by Federal Law Title 17 of the United States Code. The reproduction, distribution, and display of any part of the contents of this material is prohibited.

If you have questions, email Lynn Davies at lynn.a.davies@vanderbilt.edu.

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

Lynn Davies
Program Manager
Vanderbilt University
110 Magnolia Circle, Suite 418
Nashville, TN 37203

DO NOT REPRODUCE WITHOUT THE WRITTEN CONSENT OF THE AUTHORS

Maze Reading Passages is defined as a literary work and as such the reproduction, distribution, and display of Maze Reading Passages material is protected by Federal Law, Title 17 of the United States Code. The reproduction, distribution, and display of any part of the contents of this manual is strictly limited to activities intended for use with students in a single classroom by the instructor for whom this manual was purchased. The legal penalties for violating any of the copyright owner's exclusive rights granted by the Federal Copyright Act include, but are not limited to, a fine of up to \$150,000 and imprisonment. The copyright owners of Maze Reading Passages reserve the right to pursue legal action for any known acts of copyright infringement.

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.

MINDY OF THE COUNTRY

"Mindy, Mindy, wake up. It's time to do your chores," [off/ ring/ said] Mom. She had a sleepy grin [on/ be/ cab] her face. Mindy smelled bacon and [done/ light/ eggs] cooking in the kitchen. She hoped Mom [was/ come/ on] making buttery biscuits, too. They were [disk/ her/ news] favorite. She got out of bed [tang/ and/ rock] dressed. It was still dark outside [we/ art/ so] she turned on the light to [find/ why/ for] her shoes. Then Mindy washed her [may/ chop/ face]. She tied her long, brown hair [do/ fan/ into] a ponytail. The Kerr family ate breakfast together [clean/ every/ going] morning. It was sometimes hard to [eat/ rose/ pink] at 5:30. Mindy tried to eat because [sir/ car/ she] knew she would need strength. Mindy's [two/ con/ sing] brothers were in charge of feeding [the/ met/ do] horses. Mr. Kerr worked in the [price/ stroll/ fields] with the heavy equipment. Mindy milked [yell/ the/ hop] cows, fed chickens, and collected eggs from [the/ done/ rest] hen house. Mrs. Kerr spent the [bad/ day/ sit] cleaning the house. She also was [eye/ bed/ in] charge of balancing the bank figures. [It/ Saw/ You] took hard work from everyone [got/ all/ to] run their big farm.

Mindy liked [snoop/ sorry/ living] in the country. Sometimes, though, she [wanted/ collar/ deeds] to visit the city. She wanted [on/ to/ job] wear a dress and perhaps go [to/ did/ he] the movies.

Then her cousin, Pam, [looks/ called/ dollar] and asked her to come

visit. Pam [know/ lived/ words] in the big city. Mindy was [so/ for/ in] excited that she could hardly sleep [beat/ dock/ that] night. The next day she packed [hood/ her/ was] suitcase and hugged Mom and Dad goodbye. "[Be/ I/ So] will see you in a few [see/ gone/ days]," she told them.

Mindy arrived at [buy/ copy/ the] city later that day. She stared [at/ and/ tag] the tall buildings. She and Pam [name/ grab/ went] to see a movie. But Mindy [that/ began/ know] to get homesick because she missed [the/ fame/ plot] farm.

That night, Mindy could not go [on/ him/ to] sleep. The traffic was so noisy [choose/ which/ that] she laid a pillow over her [head/ sharp/ bells]. The next morning she had to [keep/ plop/ wait] for Pam to wake up. Pam [slept/ asks/ sight] until 7:00.

Mindy had fun in [come/ the/ sit] city but she was ready to [for/ go/ tot] home. She hugged Mom and Dad. "[I/ Go/ As] had fun," said Mindy. "Thanks for letting [lop/ do/ me] go. I still like the farm [your/ hurt/ more]. I like being a farm girl."

TERRY AND THE TV SET

"Terry, please turn off the TV. Come eat your dinner," said Mother, calling [kick/ from/ trap] the kitchen.

"Can't I eat in [got/ hit/ the] TV room?" Terry pleaded.

"Certainly not! I [green/ have/ yes] never heard of such a thing!" replied Mother. Terry [races/ dance/ turned] off the TV. Then he walked [goal/ broom/ into] the kitchen to eat dinner. Mother [jar/ had/ gum] made his favorite meal, which consisted [she/ of/ wet] spaghetti with meatballs. She even made chocolate pudding [for/ sit/ saw] dessert. Usually Terry had two servings, [but/ hot/ been] tonight he ate quickly because there [jump/ was/ pat] a space program on TV.

"Slow [fall/ down/ open]," said Mother, "or else you will [choke/ brick/ yells] on your food." "I'm sorry, Mother, [chat/ but/ hold] there is a show on the television [that/ cold/ match] I want to watch." Mother disapproved, [one/ so/ far] Terry asked for a second helping. [He/ Get/ Saw] gobbled it down and raced to [walk/ watch/ never] his show.

As you can see, Terry [loved/ cover/ them] to watch TV. He rose early [how/ use/ in] the morning to watch before school. [He/ Got/ You] watched after school, too. His friends [asked/ days/ deer] him to play ball outside but Terry [hope/ said/ nerd], "No, thank you." Mother bought him interesting [latch/ books/ very], but he thought reading was dull. [Call/ Seeds/ There]

were no moving pictures.

One afternoon, Terry [catch/ turned/ frame] the knob on the set. Nothing happened. [As/ Not/ Let] even a sound! Terry ran to [rain/ leg/ his] mother, very upset. She told him [sees/ that/ grip] it must be broken. "How long [not/ will/ yet] it take to have it fixed?" [he/ in/ put] asked. Mother said, "Probably a week."

Terry [her/ was/ can] heartbroken. What would he do? He quickly became [rush/ share/ bored] and wandered around the [rose/ house/ trip]. One afternoon, he found a book [about/ reach/ nose] space rockets. Mother must have bought [far/ it/ tip] for him. He began to read, [line/ and/ mist] by late afternoon he had almost finished.

"Terry, [wash/ arm/ game] your hands, please, because it's time [to/ sum/ car] eat dinner," Mother called from the kitchen.

"[Yard/ Bees/ Just] a minute, Mother," replied Terry. "I [am/ he/ in] almost finished with my book."

In [dame/ went/ the] kitchen, Mother smiled to herself.

CARL'S SAVINGS ACCOUNT

This was a big day for Carl. Today he was going to open [on/ is/ a] savings account at the bank. The [thought/ forest/ garage] of having his own savings account [each/ made/ hide] him feel very grown-up. He was [also/ wide/ open] proud that he was going to [they/ open/ from] it himself. His father was going [in/ to/ at] go with him but it was understood [that/ crow/ rose] this was Carl's account. Responsibility for [differs/ morning/ opening] the account would be his.

Carl's [father/ always/ dinner] had been teaching him the importance [so/ do/ of] saving money. He explained that as [a/ me/ in] person grows up he needs to [bite/ come/ plan] for the future. One part of planning [for/ has/ box] the future includes saving money. They [hide/ seen/ also] talked about things that Carl may [swim/ want/ near] to save money for. Carl thinks [shop/ that/ park] he may want a new bike [hurt/ bone/ next] year. Someday he also wants to [at/ is/ go] to college. He would need to [start/ chance/ giant] saving money now to afford either [at/ of/ so] these.

Carl's father explained that a [myself/ because/ savings] account is a way of making [money/ heart/ doing]. Having your money in the bank [joy/ not/ win] only keeps you from spending it [lit/ but/ dig] it allows the bank to use [it/ an/ do]. When the bank uses your money [on/ if/ to] make investments they pay you for [the/ let/ fat] use of it. The money they [pay/ yes/ met] you

is called interest. Although the interest [seen/ paid/ best] on a small savings account doesn't [seem/ asked/ told] like much, over the years it [dot/ man/ can] add up.

Carl was anxious to [hard/ open/ done] his account. He was going to [robin/ start/ doing] the account with money that he [had/ wet/ rat] received from relatives for Christmas and [bid/ hip/ his] birthday. He was then going to [got/ jay/ add] one half of his allowance each [crow/ week/ skip]. He knew that if he kept [oil/ his/ too] allowance at home he would probably [lunch/ gates/ spend] it all on candy or at [jet/ the/ bug] movies. He also knew that as [he/ at/ of] added more and more money he [stand/ proud/ would] earn more interest. He understood that [sew/ the/ use] amount of interest would be very [small/ must/ slam] at first but that it would [grow/ mine/ same].

Carl knew that saving part of [hot/ set/ his] allowance each week might be hard. [There/ Clean/ Shape] will be times when he would [rather/ mother/ nearby] spend it all right then. His [inside/ father/ bridge] told him it would be difficult [jar/ and/ fit] that it would help to think [watch/ shirt/ about] what he was saving the money [cut/ for/ bad]. This was Carl's favorite part. He [loved/ shape/ count] to sit and think about what [he/ on/ is] was going to buy.